Graduate Sustainability Courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Number</th>
<th>Department</th>
<th>Description</th>
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<tbody>
<tr>
<td>Anthropology and Underdevelopment</td>
<td>ANTH 3485</td>
<td>Anthropology</td>
<td>Anthropological approach to some of the world's most pressing social problems and how anthropologists can make a relevant contribution in confronting, studying and changing the nature of underdevelopment</td>
</tr>
<tr>
<td>Sustainable Development</td>
<td>GS 4605</td>
<td>Arts and Culture</td>
<td>Economic development, ecology and democracy are three volatile forces in the world today. Players in the tension between them include nations, large corporations, and a groundswell of farmers, workers, and ordinary people. This course looks at the model of sustainable development as a way for countries to make long-term and ethical decisions about how to use resources: land, water, air, energy, as well as the most important resource, people. Contrasts will be drawn between Western economies humming along in the Digital Age and the emerging world attempting to leap from an agricultural paradigm to industrialization, while trying to avoid falling into the Matthew trap of overpopulation. Students will develop an understanding of the complex, intertwined relationship between economic growth, environment and human needs.</td>
</tr>
<tr>
<td>Designing for Social Good</td>
<td>440</td>
<td>Arts and Humanities</td>
<td>This course focuses on interdisciplinary approaches to artistic, scholarly and cultural methods for creating change in contemporary social movements for a more sustainable and equitable future. Our objectives are to understand how current practices are reinforced and to then make experiences that encourage new ideas in the personal and global sphere.</td>
</tr>
<tr>
<td>Creating Sustainable Enterprises</td>
<td>BUS 4630</td>
<td>Business</td>
<td>A sustainable enterprise is defined as any human endeavor with integrity in three interconnected dimensions (environmental, cultural, and economic) and whose collective actions meet the needs of the enterprise and its stakeholders without compromising the ability of future generations to meet their needs. The fundamental purpose of this course is to help prepare students for careers in which success requires a worldview that extends beyond the enterprise level in order to manage natural resources, social, and financial capital for the organization and society in a responsible manner. In the last century, the technologies of the industrial age (telephone, electricity, radio, telephone, television, automobiles, airplanes, computers) have dramatically altered not only the way business is conducted, but the way we live and learn. These technologies have also enabled undesired and unintended consequences: urban sprawl, global warming, terrorism, weapons of mass destruction, stress, obesity. Where is technology taking us? In this course, students look at innovation, creativity, entrepreneurship and design, and the role each can play in creating a better business world, a business world less driven by science fiction than inspired by social fiction, a business world which begins to shift from an industrial age of ever more empowering technology to a creative economic environment based less on stuff and more on people and their needs.</td>
</tr>
<tr>
<td>Innovation Design &amp; Execution</td>
<td>BUS 4640</td>
<td>Business</td>
<td>In the last century, the technologies of the industrial age (telephone, electricity, radio, telephone, television, automobiles, airplanes, computers) have dramatically altered not only the way business is conducted, but the way we live and learn. These technologies have also enabled undesired and unintended consequences: urban sprawl, global warming, terrorism, weapons of mass destruction, stress, obesity. Where is technology taking us? In this course, students look at innovation, creativity, entrepreneurship and design, and the role each can play in creating a better business world, a business world less driven by science fiction than inspired by social fiction, a business world which begins to shift from an industrial age of ever more empowering technology to a creative economic environment based less on stuff and more on people and their needs.</td>
</tr>
<tr>
<td>Energy Design for Sustainable Development</td>
<td>CMGT 4177</td>
<td>Construction Management</td>
<td>A study of electrical and mechanical systems used in both residential and commercial construction. Course content includes system design, component selection and utilization for energy conservation, cost estimating of systems, component, and system performance evaluation, heating, ventilation and air conditioning, fire protection, life safety, communication, power systems and lighting. The course also explores emerging technology and environmental issues related to mechanical and electrical systems in buildings. Cross listed with CMGT 3177, XQRM 4177.</td>
</tr>
<tr>
<td>Educating Multilingual</td>
<td>CUI 4159</td>
<td>Curriculum Studies and Education</td>
<td>Emphasizing a worldwide view in considering how education should be delivered to children and youth for life in the 21st century, especially since the World Trade Center Disaster of September, 2001. It is incumbent on those in teaching to find creative policies for working together with those in government and business, strategies that acknowledge our human diversity within and overall context of equality and peacefulness. This begins with raising social justice issues in the classroom in ways that encourage students to openly examine difficult and personally challenging materials, facilitating communication and understanding between members of diverse and unequal social groups.</td>
</tr>
<tr>
<td>Ethnicity, Gender and Diversity in Education</td>
<td>CUI 4161</td>
<td>Curriculum Studies and Education</td>
<td>This course focuses on students who are gifts to each other and to the world. This course explores the impact of diversity, gender and race on curricula, language, and literacy. It is designed to provide students with an understanding of 1) the diversity of gifted and talented individuals; 2) the diversity of gifted and talented individuals; 3) the diversity of gifted and talented individuals; and 4) the diversity of gifted and talented individuals. Lectures, discussions, and other class activities and assigned readings and projects will include topics such as the history and nature of the diversity construct; theories of intelligence and creativity and their implications for educational practices; and the diversity of gifted individuals and their personal and societal needs; the role of identification in the education and development of gifted children and youth; purposes and perspectives in gifted education.</td>
</tr>
<tr>
<td>Human Rights and Education</td>
<td>CUI 4055</td>
<td>Curriculum Studies and Education</td>
<td>This course is designed to provide participants with an understanding of 1) the diversity of gifted and talented individuals; 2) the diversity of gifted and talented individuals; 3) the diversity of gifted and talented individuals; and 4) the diversity of gifted and talented individuals. Lectures, discussions, and other class activities and assigned readings and projects will include topics such as the history and nature of the diversity construct; theories of intelligence and creativity and their implications for educational practices; and the diversity of gifted individuals and their personal and societal needs; the role of identification in the education and development of gifted children and youth; purposes and perspectives in gifted education.</td>
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<tr>
<td>Natures and Needs of Gifted Learner</td>
<td>CUI 4400</td>
<td>Curriculum Studies and Education</td>
<td>This course is designed to provide participants with an understanding of 1) the diversity of gifted and talented individuals; 2) the diversity of gifted and talented individuals; 3) the diversity of gifted and talented individuals; and 4) the diversity of gifted and talented individuals. Lectures, discussions, and other class activities and assigned readings and projects will include topics such as the history and nature of the diversity construct; theories of intelligence and creativity and their implications for educational practices; and the diversity of gifted individuals and their personal and societal needs; the role of identification in the education and development of gifted children and youth; purposes and perspectives in gifted education.</td>
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<tr>
<td>Race, Class and Gender in Education</td>
<td>CUI 4160</td>
<td>Curriculum Studies and Education</td>
<td>This course will focus on the sources of problems in high poverty schools and examine educational reform efforts that attempt to transform high poverty schools and classrooms. The class will address questions about multicultural and social diversity in the classrooms, curricular and pedagogical theories and practices, access and equity, and the politics of education.</td>
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<tr>
<td>Urban Education I: Diversity and Social Justice</td>
<td>CUI 4520</td>
<td>Curriculum Studies and Education</td>
<td>This class will address questions about multicultural and social diversity in the classrooms, curricular and pedagogical theories and practices, access and equity, and the politics of education.</td>
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<tr>
<td>Urban Education II: School, Student, Family and Community Influences on Student Learning</td>
<td>CUI 4521</td>
<td>Curriculum Studies and Education</td>
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<tr>
<td>Urban Education III: Sources of Pressures and Possibilities in High Poverty Schools</td>
<td>CUI 4522</td>
<td>Curriculum Studies and Education</td>
<td>This class will address questions about multicultural and social diversity in the classrooms, curricular and pedagogical theories and practices, access and equity, and the politics of education.</td>
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<tr>
<td>Environmental Economics</td>
<td>ECON 3970</td>
<td>Economics</td>
<td>This course examines economic perspectives of environmental and resource problems, ranging from peak oil, food crisis, and climate change. Topics include the property-rights basis of polluting problems, environmental ethic, developments in risk analysis, reappraisal of certain social values, and the search for new empirical measures of environmental and social costs.</td>
</tr>
<tr>
<td>Power Electronics and Renewable Energy Laboratory</td>
<td>ENGR 3525</td>
<td>Engineering</td>
<td>In this course the fundamentals of switching converters and power electronics in a real laboratory set-up are covered. The course incorporates hardware design, analysis, and simulation of various switching converters as a power processing element for different energy sources. The energy sources are power utility, batteries, and solar panels.</td>
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<tr>
<td>Renewable and Efficient Power and Energy Systems</td>
<td>ENGR 3510</td>
<td>Engineering</td>
<td>In this course the fundamentals of switching converters and power electronics in a real laboratory set-up are covered. The course incorporates hardware design, analysis, and simulation of various switching converters as a power processing element for different energy sources. The energy sources are power utility, batteries, and solar panels.</td>
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<tr>
<td>Air Quality, Noise and Transportation</td>
<td>EPM 4463</td>
<td>Environmental Policy/Mangement</td>
<td>Air quality, noise and transportation issues can potentially be affected in the area surrounding a nuclear power plant in a variety of ways. Students become acquainted with the methodology of the dose rate estimations to the public and workers; the methods that are in place to monitor and reduce the risk to the public and workers from all hazards; and various pathways of exposure from possible nuclear accidents. This course will consider how teachers are able to foster meaningful connections between the educational goals of the schools and the personal and cultural experiences of young people. Students will study the child in relation to family, school, and community, as well as the relationships between teacher and pupil. We will emphasize the cultural complexity of an urban society and pay special attention to ways that students can exist and be engaged.</td>
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<tr>
<td>Air Water and Soil Pollution</td>
<td>EPM 4780</td>
<td>Environmental Policy/Mangement</td>
<td>No description available</td>
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<tr>
<td>Assessment of Social Impacts</td>
<td>EPM 4461</td>
<td>Environmental Policy/Mangement</td>
<td>Students examine how the introduction of nuclear power systems or a nuclear waste treatment facilities affect the demographic and economic characteristics of a specific region. Basic analysis of archaeological resources, historic buildings and structures, and traditional cultural properties are also considered. Pertinent areas of environmental law provides guidelines and regulations with relation to the nuclear industry and current policy issues including the importance of the Energy Policy Act of 2005.</td>
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<tr>
<td>Capstone Project</td>
<td>EPM 4901</td>
<td>Environmental Policy/Mangement</td>
<td>The Capstone Project provides students the opportunity to research a topics, problem, or issue within their field of study, and work individually with a Capstone advisor. Similar in weight to a thesis, but more flexible, this final project will be supervised and monitored by a Capstone advisor who are being consulted in the field of study to work closely with and whom can guide the research project. Evaluation will be focused on the quality and professionalism of applied research and writing; critical and creative thinking, problem-solving skills; knowledge of research design, method, and implementation; and contribution to the field and topic of study. View the Capstone Guidelines for additional details. Prerequisites: A Capstone Proposal that has been approved by both the Capstone Advisor and the Academic Director, undergraduates as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements.</td>
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### Climate Change and Science

**EPM 4234 Environmental Policy/Mangement**

"Global Warming" is a cause celebre, but how much do we really know about the science involved in studying the earth's climate? Moving beyond the social and political opinions espoused in the current debate on climate change, this course delves into the chemical and physical forces at play in the arena. This course covers scientific processes used in measuring climate dynamics, among them ozone chemistry, carbon and oxygen cycles, and heat and water budgets. It explores scales and methods for detecting climate change, including analyzing ice cores, instrumental records, and time series. Some attention will be dedicated to "climate forcing" caused by such things as orbital variations, volcanism, plate tectonics, and solar variability.

### Ecology, Soil, and Water

**EPM 4462 Environmental Policy/Mangement**

A general overview of the potential effects of nuclear power facilities on ecosystems and ecological resources. These include terrestrial resources, wetlands, floodplains, aquatic resources, protected and sensitive species, geology, soil mechanics and seepage. In site-specific scales, the following items need to be considered, such as physical alteration of the landscape, disruption of natural processes, such as flooding and fires, and pollution.

### Endangered Species and Wildlife Conservation

**EPM 4220 Environmental Policy/Magement**

No description available.

### Energy Fundamentals

**EPM 4230 Environmental Policy/Mangement**

This course provides a well-rounded primer on energy as a resource and its importance in the economy and the world today. Renewable energy and alternative fuels as well as nuclear and hydrogen-based technologies will be explored. This course also provides an in-depth view of issues surrounding the development, enforcement and application of energy regulatory policy.

### Environmental Finance and Economics

**EPM 4003 Environmental Policy/Mangement**

This class provides an overview of economics and finance in an environmental context. Topics include an overview of the environmental system, efficiency, market failure, environmental regulation, benefit-cost analysis, valuing the environment, pollution control, energy, conservation of natural resources, performance metrics, risk and return, time value of money, cost of capital, returns on investments, and standard financial reports. The class makes use of reading assignments, written assignments, case studies, and class participation. The course emphasizes relationship between business management and environmental quality, and provides students with a financial and economic decision-making framework for understanding and analyzing environmental issues.

### Environmental Foundations and Principles

**EPM 4001 Environmental Policy/Mangement**

This course is an introduction to the field's history, current issues, activities, ethics, systems, and economics; and an overview of key necessary knowledge and skills to work and learn within the field. Students will: gain a strong historical understanding of how environmental and natural resource issues have influenced economic development and societal growth throughout the ages; learn about the complexity of environmental issues and the value of interdisciplinary and systems thinking when applied to making decisions about natural resource usage; understand the important role that empirical science, policy analysis and advocacy play in how governments and private companies address complex environmental issues; become aware of the stressors that ecosystems and the globe are experiencing and the value of multidisciplinary approaches to addressing these challenges; and understand the diverse employment opportunities available in the environmental field.

### Environmental Policy Analysis

**EPM 4390 Environmental Policy/Mangement**

No description available.

### Environmental Project Management

**EPM 4710 Environmental Policy/Mangement**

No description available.

### Environmental Protection Law

**EPM 4200 Environmental Policy/Mangement**

No description available.

### Environmental Restoration and Waste Management

**EPM4465 Environmental Policy/Mangement**

Environmental Restoration is the identification and elimination of hazardous materials from a designated site such that the risks to human health and the environment are reduced to an acceptable level for an intended future land use. This course examines successful environmental restoration activities that were used to reduce and mitigate risk associated with past operations of nuclear and nuclear-related facilities and the significant potential to release harmful contaminants. Environmental restoration effects on the ecological and human health risk assessments and analyses related to the transport, treatment, storage, and disposal of waste from the contaminated site are presented. Remediation processes for radioactive materials and other hazardous wastes and the eventual storage, processing, and disposal and the potential effect on humans and the environment is studied. An overview is given on the development of a radiological protection program for an EIS report. External and internal hazards: control measures and monitoring, and other important limits and measurements are explored.

### Environmental Values and Ethics

**EPM 4400 Environmental Policy/Mangement**

No description available.

### Environmental, Health & Safety

**EPM 4510 Environmental Policy/Mangement**

No description available.

### Global Environmental Law and Policy

**EMP 4150 Environmental Policy/Mangement**

No description available.

### Green Building

**EPM 4235 Environmental Policy/Mangement**

This course provides a well-rounded primer on energy as a resource and its importance in the economy and the world today. Renewable energy and alternative fuels as well as nuclear and hydrogen-based technologies will be explored. This course also provides an in-depth view of issues surrounding the development, enforcement and application of energy regulatory policy.

### Impacts of Recreational Use

**EPM 4108 Environmental Policy/Mangement**

No description available.

### Integrated Environmental Systems

**EPM 4002 Environmental Policy/Mangement**

The earth as a whole is comprised of many systems that affect the environment. Some have large wide ranging reach, while others are restricted to a relatively small area. Included is everything in between. Actions in one area or system may have unintended secondary and tertiary consequences in that system or others. This course uses various tools and materials to study a few environmental systems and determine connections, consequences, impacts, barriers, decision making, life cycle costs, etc.

### Introduction to Ecology

**EPM 4115 Environmental Policy/Mangement**

No description available.

### Introduction to Natural Resource Management

**EPM 4120 Environmental Policy/Mangement**

No description available.

### ISO 14001 Standards

**EPM 4355 Environmental Policy/Mangement**

No description available.

### Land Use and Visual Resources

**EPM 4460 Environmental Policy/Mangement**

This course is designed to provide students from a broad range of disciplines with the skills to carry out applied research tasks and projects requiring the integration of geographic information system technologies and geospatial data. Students are introduced to a collection of techniques and data sources with a focus on acquiring and integrating data. Legal, ethical, and institutional problems related to data acquisition for geospatial information systems is also be discussed.

### Land Use Planning

**EPM 4705 Environmental Policy/Mangement**

No description available.

### Leadership for Environmental Managers

**EPM 4500 Environmental Policy/Mangement**

This course is an overview of basic leadership and management skills with an emphasis on topics germane to practicing environmental professionals. It addresses three main subject areas: performance metrics and standard financial reports (i.e., how organizations and businesses keep score); leadership (i.e., changes in behavior and work habits necessary for advancement from staff to management; and achieving clarity in organizational values and mission); and basic elements of internal and external communications. The class will make use of reading assignments, written assignments and class participation.

### NEPA

**EPM 4140 Environmental Policy/Mangement**

No description available.

### Nuclear and Hydrogen Energy

**EPM 4236 Environmental Policy/Mangement**

Two future- and high-tech oriented energy sources are explored in this course, nuclear power and hydrogen fuel. The course covers principles used in fusion energy and in nuclear power engineering, including controlled chain reactions and reactor design criteria. It also attends to issues of radioactive waste treatment and storage and the mitigation of other radiation hazards. Currently, some 20% of the United States electric power comes from nuclear plants that use low-enriched uranium as fuel, burn nothing, and emit virtually no CO2. What is the future for this form of energy? In addition to nuclear power technology, the course focuses on fuel cells and the hydrogen economy, which brings its own questions concerning cost-benefit analysis and risks. Do these new economy, relatively "clean" energies present a way to avoid the downward trend of depleting natural resources, or do they send a siren song with the waste and safety problems they present?

### Nuclear Power Plant Systems

**EPM 4464 Environmental Policy/Mangement**

This course presents the basic components of nuclear power plant systems, their functional purpose, and operating conditions, including an overview of the equipment design and components from the safety point of view. An overview of nuclear power plants is presented in context of their impact on the environment and human health, including active and passive safety aspects.

### RCRA Permitting and Compliance

**EPM 4280 Environmental Policy/Mangement**

No description available.
Renewable Energy

Environmental Policy/Mangement

EPM 4237

Renewable energy sources now generate an estimated 13 percent of power worldwide. A political hot button, renewable energy sources range in their effectiveness, with some technologies already mature and economically viable, while still others need additional development or government subsidies to serve. The course begins with an overview of the major alternative sources, examining each one in-depth to consider its benefits, as well as its environmental and economic risks. We cover thermal systems and photovoltaics in the generation of solar power; atmospheric science and weather in the study of wind power; the organic chemistry that is involved in biomass, biofuels and agricultural residues; direct use of hot water in geothermal systems; and other alternative sources such as tidal and wave energy. Problems vexing grid placement and dissemination throughout a source network are also studied.

Sustainable Transportation

Environmental Policy/Mangement

EPM 4233

21st Century transportation planning on the local and global scale involves consideration of environmental policies and sustainable practices. Development of an efficient system for moving goods and people along highways, airports, and public transit networks must coordinate with legal requirements governing automobile source emissions, water pollution, mitigation of congestion, and crisis management. Conflicts occur along political fault lines between public interest groups, government regulators, and the ordinary commuter. Consideration is given to different fuel sources, including carbon-based, hydrogen, electricity, and biofuels. The course also examines fuel efficiency (CAFE) and trends in emissions science and regulation.

Sustainability/Policy and Practice

Environmental Policy/Mangement

EPM 4232

No description available

Topics in EPM

Environmental Policy/Mangement

EPM 4701

No description available

Water and Food Sustainability

Environmental Policy/Mangement

EPM 4238

For such basic human needs, water and food present their own highly-technical challenges inside legal, political and environmental spheres. This course delves into environmental, economic, and social implications in water usage and water resources regulation. This course also takes a broad look at food and farming systems at community, society, and ecosystem levels.

Wetland Ecology and Management

Environmental Policy/Mangement

EPM 4040

No description available

Sustainable Design

EDPA 4550

Emergent Digital Practices

This course reviews and implements advanced sustainable design strategies as a praxis intersecting the domains of digital media design, dissemination, community organization and networking.

Sustainability

MBA 4355

Executive MBA

This course examines interrelated nature of environmental problems and sustainable development approaches.

Capstone Seminar

GS 4902

Geography/Environmental Science

The Capstone Seminar is a graduate seminar in which students utilize the knowledge and skills gained through the degree program to create a culminating work that critically addresses a problem or issue in the degree field of study. The student produces a paper of 7000-8000 words that presents a position on a relevant issue or problem, supports the position with professional and academic work in the field, analyzes and tests the paper position, and discusses the role of the findings within the field of study. The seminar is dependent upon collegial discussion of student research and work under the facilitation of a faculty member, and it is governed by the quality of participation and contributions of the students. The course structure, facilitated by the faculty member, guides the students through the process of independent research and writing of a capstone paper; the instructor provides intensive feedback on the capstone process and papers. Students are responsible for generating the course content through ongoing discussion of and peer feedback on the capstone process and individual papers, as well as the analysis and contextualization of focused students papers within the wider degree field of study. Students professionally and academically communicate their findings through written work and oral presentations. Students must have: unconditional acceptance as a degree candidate, completion of at least 40 quarter-hours (including all core courses) with a cumulative GPA of 3.0 or better, and a B or better in MALS 4020. A final grade of B or better must be earned in this course to meet degree requirements. Students must complete the Capstone Seminar in one or more quarters; no incomplete grades are assigned.

Clean tech and Sustainability

GOEG 3880

Geography/Environmental Science

Clean tech has only recently become part of our vernacular and it refers to the technologies that enable us to produce energy in a manner that has little or no environmental impact (solar, geothermal, wind, etc.). New technologies are rapidly becoming commercially viable, but we must also make sure that they are economically viable (at least a tax break). This course will introduce students to the methods that are used to assess the technical, and economic viability of wind, solar, and other emerging technologies, and will discuss the role of government policies in influencing the development of these technologies.

Ecological Economics

GOEG 3890

Geography/Environmental Science

Ecological Economics is an emerging transdisciplinary endeavor that integrates the natural and social sciences toward the goal of developing a united understanding of natural and human-dominated ecosystems and designing a sustainable and desirable future for humans on a materially finite planet. In this course, we start with a basic overview and summary of the neo-classical economic perspective with a particular focus on the recognized market failures of public goods, common property, and externalities. We begin with a reconceptualization of economic theory by imposing scientific constraints (e.g., conservation of mass and energy, the laws of thermodynamics, evolutionary theory, etc.). (Using the ideas developed in this reconceptualization of economic theory we explore the implications for international trade and myriad public policies associated with the ethical, environmental, and economic aspects of sustainability.

Environment and Development

GOEG 3700

Geography/Environmental Science

This course examines interrelated nature of environmental problems and sustainable development approaches.

Environment Issues-Colorado

ENVI 3550

Environmental Science

This course focuses on the identification, analysis and mitigation of landscape-scale environmental issues or concerns, using watersheds as units of study. Emphasis is on field data collection and analysis to answer specific questions or address particular problems.

Environmental Justice in the City

GOEG 3740

Geography/Environmental Science

This course is designed to acquaint students with environmental justice in the urban environment. This class focuses on the City of Denver as a laboratory to explore the disproportionate impacts of social justice issues, particularly urban population, healthy food sources, gentrification, light rail, and employment opportunities, on neighborhoods and communities. A variety of views are studied, and an attempt is made to develop a perspective useful to students in explaining urban social justice conditions.

Environmental Law

ENV 1900

Law

In this course the fundamentals of switching converters and power electronics in a real laboratory set-up are covered. The course incorporates hardware design, analysis, and simulation of various switching converters as a power processing element for different energy sources. The energy sources are power utility, batteries, and solar panels.

Hunger, Food and Health

GS 4100

Environmental Science

A growing world population, climate change, and scarce resources have many implications on hunger, food, and health. Floods and droughts, conflict and migration affect food supplies, which create hunger. Environmental policies and practices must make business sense. This course will introduce you to the concepts, tools, and techniques used to create sustainable food systems and policies that address these challenges.

International Environmental Policy

International Environmental Policy

This course examines students with the global perspective on current problems of environmental protection and resource use. Population growth, food production, industrialization, technological change and cultural change are considered, with heavy emphasis on the social dynamics of environmental problems. A variety of political views are studied, and an attempt is made to develop a perspective useful to students in personal and political decisions.

Mountain Environments and Sustainability

GOEG 3720

Environmental Science

Mountain Environments and Sustainability explores the unique physical and cultural aspects of high relief and/or high altitude environments. Covering one quarter of the Earth’s land surface, mountains directly or indirectly impact the lives of millions of people. Water resources, and human activities, and discuss the sustainability of these environments and communities in light of rapid changes in many mountain regions resulting from anthropogenic factors and global change.

Sustainability and Transmission

GOEG 3445

Environmental Science

Sustainable transportation aims at promoting better and healthier ways of reaching the public and community needs while reducing the social and environmental impacts of current mobility practices. Given the importance of transporting passengers and cargo, the challenge is using sustainable energy for transport use, as well as the social and environmental externalities of currently utilized transport modes. It is imperative to have better ways of providing transportation be developed and utilized.

Topics in Human Environment Interactions

GOEG 3750

Environmental Science

This course investigates various aspects of the relationships between humans and the natural society.

Urban Sustainability

GOEG 3425

Environmental Science

The 21st century is being called the “century of the city.” Now more than ever, humans across the globe call the city their home. Many of the world’s most pressing crises are manifest in cities, including: greenhouse gas emissions, land degradation, high mass production and consumption, widespread poverty and hunger, and expanding socio-economic disparities. As “sustainability” becomes part of mainstream discourse, this course explores what it means for urban systems to be the most efficient, equitable, and environmentally sustainable forms of modern urban settlement. Covering all dimensions of sustainability from a social science perspective, this course focuses on theoretical groundings, practices of urban sustainability, and new research agendas. Major topics include cities and nature, planning and design, energy, water, and social justice and the city.

Water Resource and Availability

GOEG 3840

Environmental Science

The focus of this course is on complex policy, economic, local and national, and international, and political issues surrounding resource use in the Western U.S. Includes issues of nonrenewable and renewable energy and mineral resources; and flexible responses to changing public policy.

Water Resource Availability

GOEG 3840

Environmental Science

This course is designed to acquaint students with environmental justice in the urban environment. This class focuses on the City of Denver as a laboratory to explore the disproportionate impacts of social justice issues, particularly urban population, healthy food sources, gentrification, light rail, and employment opportunities, on neighborhoods and communities. A variety of views are studied, and an attempt is made to develop a perspective useful to students in explaining urban social justice conditions.

Water Resource and Availability

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Introduction to Human Rights

Global Affairs

The Universal Declaration of Human Rights was adopted by the UN General Assembly in 1948. With this international recognition of human rights is a responsibility to promote and protect those human rights. In this course, those rights and the organizations that promote and protect them are studied. The philosophical and theoretical bases for the concept of human rights is examined. In addition, students delve into women’s human rights perspectives, including feminist perspectives on international human rights and issues such as trafficking, refugees, economic and social rights. The role of women in promoting and defending universal human rights is highlighted.

Sustainable Development

Global Affairs

Economic development, ecology and democracy are three dynamic, powerful and volatile forces in the world today. Players in the tension between them include nations, large corporations, and a groundswell of farmers, workers, and ordinary people. This course works to make long-term and ethical decisions about our resources: earth, water, air, energy, as well as the most important resource, people. Contrasts are drawn between Western economies and the emerging world attempting leap the agricultural paradigm to industrialization, while struggling to avoid falling into the same trap. Students develop an appreciation of economic growth, environment and humanity.

War, Terror and Peace

Global Affairs

In the 21st Century, terror has taken on a new meaning. War has become linked with terror, whether as a “War on Terror” or a tactic used in war or to breed war. What is the meaning of terror in today’s world? Who are the terrorists, and what are the causes of the use of terror? In this course, students define modern terrorism in a context of war and peace. They examine the connections between war and terrorism, and as they do so, they attempt to analyze terror and peace in the context of governments and the media.

Agriculture in International Development and Global Security

International Studies

This course will critically analyze the role of agriculture in food security, poverty alleviation, and economic development in developing countries. It will also analyze the changing role of third world agricultural development in international relations, gender relations, human rights, global health, global security, global agribusiness development, and global environment. Both theoretical and empirical evidences will be used to analyze those three approaches to help us understand the trade-offs that underlie these decisions in various regions of the world. An introduction to the key concepts, theoretical perspectives and policy approaches of trade and development. This course will also identify the challenges and opportunities for utilizing agricultural development as a strategy to improve international relations, human rights, global health, global security, global environment, and agribusiness development.

Civil Society and Democratization

International Studies

This course introduces students to the idea of civil society as a state of process. We explore examples that illustrate the relationship between civil society and the state in both democratic and non-democratic contexts, paying special attention to democratization and the strength of civil society. In so doing, we look at the role of state institutions, NGOs, and social movements to identify these mechanisms. Students consider the question, “is state coercion against civil society a stasis or an impetus?” The course explores how civil society and the deteriorating conditions afterwards that can result in a decrease in social capital, as in South Africa, Colombia, and other places. In more developed democratic countries, we investigate how this process can lead to low civic participation and ridicule of the electoral process. In the final weeks of the course, we move on to solutions for incorporating civil society into state processes in the contemporary context.

Civil Wars and International Response: Post-War Peacebuilding

International Studies

Today, civil wars constitute the principle, realized threat to international security (measured in lives lost). This seminar critically explores the problems to international peace and security posed by contemporary civil wars and the efforts such as international - primarily United Nations - “peace building” missions to implement negotiated settlements aimed at substantially ending such wars and preventing their recurrence. The concept of peace building seeks to capture the complex, multidimensional task of implementing the terms of settlements to end war preventing the recurrence of war, and addressing the deep-seated causes of civil conflict and deep divisions that gave rise to protracted armed conflict in the first place. Furthermore, the notion of peace building has been augmented by the concept of state building, which implies that the principle strategic objective of external efforts is to help develop and create legitimate, capable states that are able to realize the provision of security and human development and to manage future social conflict through nonviolent bargaining processes and institutions. The scope of the course includes the analysis of theories, concepts and empirical research in the analysis of post-war international interventions in civil wars and, in-depth, student led evaluation of specific cases.

Civil Wars and International Response: Causes, Consequences, Prevention and Peacemaking

International Studies

Throughout the post-cold war period and into the 21st century, the scourge of war today is seen in mostly internal conflicts fought among ethnic, religious, ideological, or economic lines that divide societies and lead to devastating armed conflict. This course investigates the problem of contemporary civil wars. This course explores theories, concepts, and empirical research in the analysis of contemporary civil wars and in-depth, student-led evaluation of specific cases. The course covers these themes: evaluation and patterns of armed conflict and war termination in the 1990s and early 2000s with a focus on methods for systematic, multi-causal conflict assessment methodologies; exploration of the processes of escalation in armed conflict and of consequent peacemaking by international mediators; and evaluation of the concepts of “peace building” and of the terms of negotiated settlements in armed conflicts today. The principle learning outcomes for the course is to gain a complex and detailed understanding of the modal form of contemporary armed conflict wars and the consequent international intervention by the international community (particularly the United Nations) to this form of armed conflict. Students who successfully complete the course gain an understanding of contemporary civil wars, issues in conflict duration and processes of war termination, and introduction to the scholarly and policy-relevant literature that has developed in the last two decades related to challenges of prevention and of “peace building” or negotiation and mediation of civil war conflicts.

Democratization in Africa

International Studies

Since the mid-1970s, the world has seen an ongoing wave of democratization to democracy since the 1970s, with some 40 countries having gone through such a transition in the 1990s, and early 2000s. Perhaps nowhere is the “third wave” more fully felt than in sub-Saharan Africa, which has seen since the 1990s a myriad of transitions from one-party states to multiparty democracies, a shift that is both exciting and daunting. Many countries today about the underlying drivers of democratization, the various paths that countries take in their road to democracy, whether such changes are sustainable over time (and why or why not). The very word “transition” is rightly questioned. Is there a proverbial point of no return when democracy is ‘complete’? What is the category to a fully formed democracy? While democratization may lead to peace over time, the actual process of political change is destabilizing for societies, and that in the short term there may be real and direct threats to the state. It is a result of the uncertainty and competition that democracy introduces into restive social environments. In Africa, despite celebrated transitional elections and a few clear success stories (such as Namibia), democratization has been fraught with challenges, from elections on the spark to civil war or massive political violence. We will explore the complex and contradictory effects of democracy on civil society and state building.

Democratization in the Middle East

International Studies

The promotion of democratization and its implementation of democratization have emerged as a major goal for U.S. and world policy makers and have attracted the attention of many scholars. Democratization is widely regarded as a political system that minimizes conflict, promotes sustainable development, and is a vital tool in the struggle against terrorism. However, the efforts to create democracies in various countries, including those in the Middle East, falls short in this endeavor. This course is designed to take an in-depth look at the Middle East, examine the state of democracy in key countries of the region, and consider the ways in which the U.S. and other external actors might strengthen democratic forces in the region.

East African Development and Human Rights

International Studies

Since the mid-1970s, the world has seen an ongoing wave of democratization to democracy since the 1970s, with some 40 countries having gone through such a transition in the 1990s, and early 2000s. Perhaps nowhere is the “third wave” more fully felt than in sub-Saharan Africa, which has seen since the 1990s a myriad of transitions from one-party states to multiparty democracies, a shift that is both exciting and daunting. Many countries today about the underlying drivers of democratization, the various paths that countries take in their road to democracy, whether such changes are sustainable over time (and why or why not). The very word “transition” is rightly questioned. Is there a proverbial point of no return when democracy is ‘complete’? What is the category to a fully formed democracy? While democratization may lead to peace over time, the actual process of political change is destabilizing for societies, and that in the short term there may be real and direct threats to the state. It is a result of the uncertainty and competition that democracy introduces into restive social environments. In Africa, despite celebrated transitional elections and a few clear success stories (such as Namibia), democratization has been fraught with challenges, from elections on the spark to civil war or massive political violence. We will explore the complex and contradictory effects of democracy on civil society and state building.

Field Operations for Humanitarian Assistance

International Studies

Within a disaster response, various interacting factors determine the ability of the humanitarian community to adequately respond. From coordination among governments, donors, non-governmental organizations (NGOs) to internal working components within an agency that drive programmatic support, the realm of humanitarian operations is a complex system that should be understood by anyone with an interest in supporting relief efforts. The main focus of this course is concentrating on the practical, specific systems that drive field operations - namely security, logistics, finance, monitoring and evaluation, human resources, administration and program management. The course covers the current field of humanitarian response, and how each interacting working component, the challenges they encounter, and how each interact. The course, given the nature of the field of humanitarian operations, becomes the organization and the wider response community students gain a balanced understanding of humanitarian operations. While each emergency response comes with varying contextual challenges, the humanitarian imperative mandates the relief community to respond in a neutral manner based on need. Doing so, places strains on the operational systems that need to be overcome to provide quality interventions. Through this course we take an in-depth look at both theoretical and practical ideals for humanitarian assistance.

Food Security in the United States and the World

International Studies

This course discusses: food security in the United States (community food security, food insecurity); stunting and chronic nutritional deficiencies; global water crisis; land degradation; land deals; climate change; dictatorship and kleptocracy; ecocide, apathy, biotech foods/biases, achieving food security (the politics of malnutrition in large parts of the world); smallholders in the (sub)troubled; risks to food security (fossil fuel dependence, genetic erosion in agricultural and livestock biodiversity, hybridization, genetic engineering and loss of biodiversity, price setting, treating food the same as other internationally traded commodities; access to basic food supplies; infant feeding; determining nutritional status; supplementary feeding; therapeutic feeding; malnutrition, nutrient requirements and sources.

Gender, Development and Human Rights

International Studies

Examines theories of gender and development by situating them in human international rights framework.

International Law and Human Rights

International Studies

An introductory course examining the concept of human rights, including political, economic, social, and cultural rights. International, regional and national institutions, norms and procedures to protect individual and group rights are discussed.

Introduction to Human Rights

International Studies

An introductory course focused around historically and theoretically relevant texts in human rights. First and second generation rights are emphasized. Early liberal, conservative, and socialist understandings of human rights are highlighted against their respective historical background.
Nuclear Non-Proliferation

International Studies

INTS 4728

This course will be taught by former Ambassador James E. Goodby. Ambassador Goodby is currently Senior Research Fellow at M.I.T. and Senior Fellow at Brookings Institution. He has taught at Carnegie Mellon, Stanford and Georgetown. He is the author of Europe Undivided, a book on U.S.-Russian relations. Entering the U.S. Foreign Service in 1952, he rose to the rank of Career Minister. His most recent assignments include: Deputy to the Special Advisor to the President and Secretary of State for the Comprehensive Test Ban Treaty, special representative of President Clinton for the security and disarmament of nuclear weapons, chief negotiator for nuclear threat reduction agreements, and ambassador to Finland. Nuclear weapons are the most powerful instruments of destruction the world has ever known and, arguably, the gravest danger civilisation faces. The Cold War nuclear threat, which impacted the lives of countless of nuclear weapon states, the world and much of the globe, is extinguished. In this course, the class will be challenged to analyze and consider policy choices that are outside the historical experience of the human race in terms of the consequences that are involved. In the first few sessions, we will build a common data base by discussing the technology and the political decision that began as the Cold War was winding down and proceed to such current issues as Iran, North Korea, nuclear terrorism, and the use of force to prevent nuclear proliferation. A primary objective of the course will be to encourage students to engage directly in problem-solving, policy-formulation, and problem-solving. Accordingly, most sessions will be structured so as to encourage active interaction with the instructor and among students. Generally, an hour will be set aside for a policy exercise.

Population and Health

International Studies

INTS 4511

This course will take a theoretical and empirical look at all aspects of the intersection between population and health. The course will address the power of demographic analysis in terms of demographic patterns of disease and demographic consequences of population policies and to draw inference about program design and policy effectiveness. It will look at the general role of demographic outcomes (birth, death, migration) and population growth as cause and consequence of societal patterns of health and development. Finally, it will address the specific health consequences of the reproductive process as well as the continually evolving relationship between policy and discourse that are driven by concerns over population, life-course health, reproductive health, and women's rights.

Practical Applications in Global Health

International Studies

INTS 4483

This course is designed for students interested in Global Health in a focus on low resource settings including humanitarian settings. This course focuses on analyzing and developing solutions to global health problems in a systematic and creative way. Students are introduced to a problem-solving paradigm, and working in small groups, apply this model to a global health issue of interest to them. In addition, we cover other critical issues that need to be considered in addressing global health issues including equity, social determinants, and health systems as well as leadership, innovation and working in multidisciplinary teams. At the completion of the course, students should have: applied a methodological approach to problem solving in global health; analyze the range of factors that contribute to global health problems and understand the importance for finding solutions; examine critically the implications of policy or programmatic solutions to global health problems; develop and present a policy proposal.

Problems and Democracies of Contemporary Democracies

International Studies

INTS 4715

This is a course in the field of comparative democratization studies. The class covers political science perspective topics such as the transition to democracy, consolidation of democracies, how and why democracy spread around the world and the debates on the virtues and perils of democracy and on the nature and quality of the resulting representative democracies. The class focuses on the major explanatory factors for democratization: the case study/actor-centric approach, the statistical/structure-centric approach, and the region-centric approach. Additionally, the class studies many of aspects that might influence the process of democratization such as: institutional and political institutions, democratic support and the structure of the party system. The geographical focus is global, due to the comparative nature of the theoretical discussion, but it will be mostly focused upon the Southern, Eastern European, and Latin American cases and the time frame is concentrated to the so-called “Third Wave of Democratization” that it started with the Greek and Portuguese transition during the mid-1970s.

Religion, Environment and Development

International Studies

INTS 4994

This course explores how religious perspectives shape relationships between humans and the place in which they live, work, play, and worship. Students are encouraged to integrate theory and praxis by learning to deconstruct the mutual relations between religion and environment in order to understand and even intervene in the struggles of religious people and movements. To do so, we will employ a methodological approach to emphasize the diverse ways that peoples seek meaning, pursue desire, and orient themselves in the world, case studies representing a variety of cultural and geographic contexts are presented. Religion is considered as a force in promoting, resisting, and reinterpreting changes to the environment and society. One of the fundamental questions to be addressed is whether religion is fundamental to improving the welfare of a majority of the world’s population. Our analysis considers these issues through the lens of each traditional route, as well as the fused third way, to draw conclusions about efficacy and appropriateness. The pragmatic implications bear on those actors engaged in human rights and development work and shape their strategies and methods. We evaluate these difficult questions while emphasizing the consequences for best practices for international and non-governmental organizations.

Rights Based Approach to Development

International Studies

INTS 4623

This course offers a weekly seminar in methods for community-based research in health, development, population, and humanitarian assistance. The course is intended as preparation for students preparing for a community-based research partnership in Delhi, Nairobi, Jerusalem, or Iquitos, Peru but is open to all students preparing to go to the field. Focus is on practical methods for gathering quantitative and qualitative data in the context of developing countries, impacts on developing countries, the potential for environmental migration, climate change and equity, food production and emission of greenhouse gases. This course will examine the process of democratization such as: institutional and political institutions, democratic support and the structure of the party system. The geographical focus is global, due to the comparative nature of the theoretical discussion, but it will be mostly focused upon the Southern, Eastern European, and Latin American cases and the time frame is concentrated to the so-called “Third Wave of Democratization” that it started with the Greek and Portuguese transition during the mid-1970s.

Seminar: Community Based Research

International Studies

INTS 4576

This seminar is an exploratory, experimental, interactive seminar that is intended to prepare students for a community-based research partnership in Delhi, Nairobi, Jerusalem, or Iquitos, Peru but is open to all students preparing to go to the field. Focus is on practical methods for gathering quantitative and qualitative data at the individual, household, village/nearbyhood, facility, and total community level including "windshield observation", key informant surveys, household surveys, and gathering of secondary data from census and other government and non-government sources. Methods of data collection include Geographic Positioning System (GPS), facility-provider surveys, community governance/needs assessments, and knowledge-attitude-practice (KAP) behavior surveys. Topics of particular emphasis include maternal and child health (MCH), water and sanitation (WASH), and primary health care (PHC). Students learn to design, research, collect, enter, and analyze basic surveys using Excel and the Stata statistical software package. The final project for the course includes a community "deskstop assessment" document and a plan for further data collection and analysis for the student's focus community.

Economics of Climate Change

International Studies

INTS 4546

Climate change and climate change policy will affect every facet of life on Earth. From fossil fuels, to livestock production, to crop and forestry practices - human activity generates greenhouse gases. This course examines issues related to global warming and its economic and policy implications. It considers the impacts of climate change on the physical, biological, and economic systems of the world and how we might adapt. Topics include: the Stern Review, Nordhaus, Lomborg, evaluating the experience of the ETS (European Trading System), issues in the architecture of a U.S. cap-and-trade system, climate policy and leakage (trade impacts), the Green Development Mechanism (linkages with developing countries), impacts on the potential for environmental migration, climate change and equity, food production and emission of greenhouse gases.

Education and Development

International Studies

INTS 4396

Education is a major component of the human capital. It is both an indicator and a driver of an improved quality of life. Developed economies have already achieved high in terms of the average education of their populations. Most of the middle income and some of the low-income countries have children in elementary schools, thanks to the internationally coordinated emphasis in this sector in the sixties and seventies of the last century. On the flip side, some of the developing regions are still struggling to provide basic education to a large share of their school age population. Research on economic growth and development has established a close connection between the economic growth of a country and the level of education of its population. These results have prompted a resurgence of focus on education in the global development agenda. From the Jomtien conference on Education for All (EFA) in 1990 to the Millenium Declaration, the world community has set targets on universal primary and gender balances at the higher levels of targets on education. Despite the thrust on national commitment on education, supported by international efforts like the EFA/PadT Track Initiative, there still remains some literacy and to some extent, even girls education critical issues need to be addressed across the demand and supply of education, the relative importance of basic education for capability creation and social cohesion versus mid-level education for knowledge diffusion or higher education for knowledge generation. Discussion of these issues in a regional comparative context explores the role of education for students who have a broader interest on human capital development, and specific interest on educational policies and their outcomes. Students with a general interest in development policies and development economics would also find the course beneficial. It is expected that, after actively participating in the course, the students will gather on issues and debates in the context of developing economies. Students will also identify the best practices by analyzing the national education policies of some of the high performing countries and regions in the developing world. Students use this knowledge to examine the national and international education policy initiatives and develop their own recommendations as necessary.
Environmental Impact Assessment
INTS 4185

Students have the option of taking this course for 3 or 5 credit hours. Those students who take the 5 credits are required to complete an environmental impact assessment project. This is a practical course aimed at equipping students with the skills necessary to design and carry out environmental impact assessments and prepare environmental impact statements. Environmental Impact Assessment (EIA) is a set of appraisal techniques that use a systematic, holistic and multi-disciplinary approach to assess the potential impacts of a planned project on the environment in advance, thereby allowing avoidance, mitigation or minimization of environmental impacts. The course covers the legislative requirements and the methodology of environmental impact assessment to achieve sustainable development goals. This includes analyzing the role of public consultation and participation as an integral part of the EIA process. The course is useful for those who are planning to serve as Environmental Impact Assessment (EIA) managers, public policy analysts, consultants, and professionals in global environmental policy, public health, international development, international administration, environmental and natural resources management, and international trade. This course uses lectures, homework problem sets, in-class exercises and case studies from various fields to equip students with very useful and practical skills to design and carry out environmental impact assessments and prepare environmental statements.

Environmental Security
INTS 4642

This course surveys the expanding literature on the complex interrelationships between the environment, natural resources, conflict, and human security. Since the dawn of agriculture (~7000 BCE), rapidly accelerating in the Industrial Age (1770 CE) due to expanding the natural environment to fit human needs and desires, humanity's impact on the environment has increased. Throughout history, the environment has been a major source of conflict. Whether over control of water resources, access to mineral deposits, or territory, the environment has been a source of conflict and violence. This course will explore the expanding literature on environmental impacts on conflict, as well as conflict impacts on the environment, and the potential for making more valuable judgments about the relationship between human security and unsustainable development. This course will survey the expanding literature on environmental impacts on conflict, as well as conflict impacts on the environment, and the potential for making more valuable judgments about the relationship between human security and unsustainable development.

Gender, Development and the Environment
INTS 4379

No description available

Global and Sustainable Development
INTS 4566

In recent years, the issue of sustainable development has received considerable attention from academia, governments, and international organizations. Of particular concern are countries that are heavily dependent on natural resources. Can sustainable development also be achieved where natural resources are not only among the world’s most popular little pleasantries, they are also among the most traded commodities. Originating in Latin America and Africa respectively, their global diffusion has influenced the culture, politics and society of developed and developing countries for decades and continues to do so. This course will explore the causes of growing environmental problems and examine the role of technology in shaping the consumption and production of coffee and chocolate. The degree to which these effects can help turn the existing situation around remains unclear but the lives of millions of people and the future of many countries hangs in the balance. This seminar is designed to address such issues. We will explore the changing nature of the development and production systems of coffee and chocolate and their impact on the environment and society. Together, we will discuss the key challenges and opportunities associated with sustainable development and gain an understanding of the complex interplay between technology and development.

Global Environmental Governance
INTS 4972

Global environmental problems pose seemingly intractable problems for international relations and policy. In this seminar, we probe some of the practical and theoretical difficulties associated with solving such problems. These problems include: How can sovereign nation-states agree to cooperate on environmental problems and how can such cooperation include businesses and civil society? No international institution can legitimately coerce nations into such cooperation. Therefore, we must find ways to bring business and civil society into those agreements, and then find ways to monitor and enforce the agreements. This task is harder than it might seem, and we explore both theories and cases that illuminate it.

Global Health Challenges
INTS 4424

This course covers the current public health challenges that shape international policy and debate within the international health community and which international affairs experts should be familiar. Weekly class sessions will address the following: health care in low-income countries; the challenges of global and national health systems; the challenges of global and national healthcare policy; and the role of non-state actors in global health. The course will examine the relationship between health and development and the ways in which external factors influence a country's development efforts. The course is divided into three parts. In the first, we cover the basic concepts and seek to answer such questions as: 1) How have coffee and cocoa commodity chains been shaped by global forces? 2) What are the origins of the commodity chains? 3) What is the role of NGOs? 4) What is the role of the market? 5) What is the role of international trade? 6) What are the implications for development? 7) How can we develop a sustainable system for coffee and cocoa?

Global Poverty and Human Rights
INTS 4363

This course examines the changing dimensions of global poverty and human rights and well-being of people around the world. This particular area is emphasized and explored in detail. The first part is the exact dimensions of human development and the exact ranking of the countries and their corresponding quality of life. This second part explores the creation of different human rights and the rights associated with them. The third part focuses on poverty reduction and human rights. How can international organizations, such as the United Nations, the International Labour Organization, and other international bodies, help to reduce poverty and improve the quality of life for the world’s poorest people?

Global Sustainability and Public Policy
INTS 4856

This course considers the interaction of environmental, economics, and energy issues on global ecological systems. It offers an overview of relevant international legal frameworks and national governance systems, the state of major ecosystems – forests and species habitats; wetlands, oceans and rivers, and the atmosphere and selected policy issues related to each. Emphasis is on a "what to think about" and "how to think about" framework to help students understand the complex, multidimensional issues.

Health and Development
INTS 4435

Looks at how health status of populations affects culture and environment, and how also sustainable development affects health.

Human Rights and Health
INTS 4455

This course will address current socioeconomic and international issues in addressing growing health concerns and issues, particularly in impoverished areas throughout the world. Explores relationships between health, development and human rights for both legal and social science perspectives.

Microfinance and Sustainable Development
INTS 4339

This class provides an overview of the principles of microfinance and its role in sustainable development. The course introduces students to the main business models of microfinance, leading microfinance institutions (MFIs) around the globe, typical products and services, and how microfinance has evolved over 25 years. In addition, we examine current challenges and how these efforts can help turn the existing situation around remains unclear but the lives of millions of people and the future of many countries hangs in the balance. This seminar is designed to address such issues. We will explore the changing nature of the development and production systems of coffee and chocolate and their impact on the environment and society. Together, we will discuss the key challenges and opportunities associated with sustainable development and gain an understanding of the complex interplay between technology and development.

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Political Economy of Human Rights
INTS 4428

What does one mean by human rights? What can be the political economy of such rights? These are the two central questions that we will explore in this course. The goal is to understand the underlying social, political and economic processes that led to an evolutionarily novel sense to the present human rights discourse. The nature and implications of economic rights will be given special attention. In particular, the implications of such rights for human wellbeing in both advanced capitalist and developing economies will be studied. The social capabilities approach to rights of humans developed by Amartya Sen and others will be extended to the understanding of human rights.

Population, Environment, and Development in Latin America
INTS 4514

This course engages the complex and interconnected dynamics of changes in population, systems of production, and the physical environment. Navigating among scales from global to local, we examine the interactions of trade regimes, markets and social systems; migration, labor, and resource extraction; the political economy of the environment; and the role of environmental institutions in shaping resource decisions. For the following sectors: water conflicts and watershed management in the Andes; colonization, cattle, and energy development in the Amazon; non-traditional agricultural exports and aquaculture development in Central America; and forests throughout Latin America.

Technology and Sustainable Development
INTS 4965

Technology has always been an major influence on cultures, societies and national and international. Today, all countries recognize the key role that technology plays in achieving sustainable development and are striving to harness economic development and technological progress in order to achieve sustainable development goals that can significantly enhance the quality of life of people everywhere. At the same time, they can also develop in ways that do not lead to as sustainable a future. Thus, they generate controversy and difficult policy choices for governments and peoples everywhere. Accordingly, it is essential to understand how technological change can be harnessed for positive ends. In this seminar we will focus upon the relationship of technology to sustainable development and pay special attention to emerging technologies and to such issues as technology transfer, the relationship between technology and democracy, technology assessment and control, the role of appropriate technology, and how developing countries can develop modern scientific and technological capabilities that promote sustainable futures.
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<th>Course Title</th>
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<td>Community Expectations in Sustainable Development of Natural Resources</td>
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<td>Climate Change Law &amp; Policy</td>
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<td>Making Peace with Justice: Resolving Indigenous Struggles in Post-Colonial Context</td>
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<td>Social Justice in Global Contexts</td>
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**Course Description**

In this course we explore the role of the environment plays in society and the determination of human well-being. A core premise of the course is that the human economy is embedded within the broader context of human society, which in turn is embedded within a natural environment. The natural environment provides a variety of goods and services, which through interactions between the environment, individuals, and society, contribute to human well-being. Some of these services are directly used by people. Others contribute indirectly by allowing for the continued provision of other services. As such, any discussion of human well-being and development that ignores the natural environment is inherently problematic. We will specifically adopt an economic perspective, but one that goes well beyond that of conventional neoclassical economics. This course is intended to provide a basic foundation upon which students are able to build. Through the research paper and presentation, each student has the opportunity to explore in more depth an issue of specific interest to them.

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<td>Service Learning Practicum</td>
<td>AH 3580</td>
<td>Arts and Humanities</td>
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<td>Speculative Cultures</td>
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**Course Description**

Each student will write a research paper analyzing a future trend or issue and give a class presentation about their findings. In so doing, they will demonstrate an awareness of the pitfalls and opportunities those responsible for the original injustice. This course provides a case studies approach on the Australian example and from my own Maori context.

My work is involved in the broad realm of indigenous politics but I am not willing any longer to subscribe to the increasingly polemicist grievance politics I see now very unhelpfully dominating our public discourse.

Two things arise - firstly, historically established indigenous struggles must be resolved fairly and urgently but they must be resolved in such a way that brings peace with justice to both indigenous peoples and those responsible for the original injustice. This course provides a case studies approach on the Australian example and from my own Maori context.

This course explores the intersections of emergent digital practices and cultures with the extrapolative thought experiments, technical speculations, and social criticisms of science fiction. Students read, discuss, write and otherwise respond to primary texts by the likes of William Gibson, Bruce Sterling, Cory Doctorow, Philip K. Dick, and Hiroshi Yamamoto. Science fiction studies may also include sub-genres (steampunk, hard science fiction, ecological) and regional categories (Japanese sci-fi), as well as consider science fiction in other media formats (sound recordings, film, games). Students produce written materials in a variety of formats, culminating in a formal essay or interactive publication.
Aquatic Ecology  
**BIOL 3020**  
Biotechnology  
An introduction to the ecology of fresh-water and marine organisms including aquatic adaptations, community organization, food chains, nutrient cycling and man's impact on aquatic ecosystems. Prerequisite: BIOL 2010 or Instructor's permission.

Ecology of the Rockies  
**BIOL 3055**  
Ecology  
A week in residence at the Mt. Evans Field Station prior to the start of fall quarter includes field projects dealing with ecology and environmental issues. On campus classes involve data analysis and interpretation and formal scientific communication. This course is recommended for confiner stands to aquatic insects and mountain goats. Lab fee associated with this course.

Invasive Species Ecology  
**BIOL 3035**  
Ecology  
This course investigates those plants and animal species that have dramatically expanded their ranges and cause ecological harm. Topics covered include the mechanisms of ecological impacts across the globe, how invasive species are used to test basic ecological theory, the application of this research for managing real species, and related issues such as the debate within the scientific community about the term "invasive." We use a case-study approach, and class to observe the real invasions and learn sampling methods, we go into the field as a class to observe the real invasions and learn sampling methods.

Microbial Ecology  
**BIOL 3090**  
Ecology  
Interactions among microorganisms on their environment. Impact of microbial processes on plant disease, microbial degradation, nutrient cycles and global change.

Responsible Conduct in Research  
**BIOL 4231**  
Research  
The course covers several topics regarding guidelines for ethical practices in research. Topics include: data ownership, conflict of interest and commitments, human subjects, animal welfare, research misconduct, authorship, mentoring, peer review, and collaborating and meeting each week to discuss these topics.

Tropical Ecology  
**BIOL 3060**  
Ecology  
Biological composition of tropical ecosystems; biodiversity, biogeography; causes and biological consequences of tropical deforestation; ecologically based approaches toward sustainable tropical forest use.

Ethics for the 21st Century Professionals  
**BUS 4620**  
Business  
A fundamental purpose is to engage students in ongoing reflection and dialogue about their responsibilities as managers and leaders. Of particular emphasis are the ethical, professional and social responsibilities of managers and leaders, especially as it relates to numerous school districts and communities. This course focuses on the idea of "community" and the social relationships of managers and business organizations in their communities. Topics will be divided into sessions that managers will face during their career. These specific issues will be examined in terms of their legal, public policy, and ethical dimensions. The goal is to provide students with generalized understanding and skills that can be employed in dealing with other issues that may emerge in their business careers.

Conservation GIS  
**GIS 4540**  
Geographic Information Systems  
This course is designed to provide students with an introduction to the use of geographic information systems (GIS) in conservation. Students receive an introduction to the use of GIS in various types of conservation studies and preservation. Emphasis is placed on the types of applications and analytical techniques in environmental fields where GIS is commonly used as a mapping and analytical tool. The analytical techniques used in lab exercises consist of practical applications that support planning and management of land, species, and habitats.

GIS 4860  
Geographic Information Systems  
This class provides students with an introduction to practical applications of computerized Geographic Information Systems (GIS) in environmental assessment and natural resource management. Emphasis is placed on automated analytical techniques and data presentation methods that support facility site selection, environmental impact analyses, resource management, and characterization of environmental hazards. This course is designed to provide students who participate in environmental assessment projects with introductory preparation for practice as GIS professionals in public agencies or in the private sector.
GEOG 3860

Geography/Environmental Science

This class examines the geological occurrences of petroleum including the origin, migration, and accumulation of oil and natural gas. This class differs from traditional petroleum geology classes by offering an interdisciplinary perspective on energy resources, integrating geological, environmental, economic, and sociopolitical factors relevant to the exploration, development, and production of petroleum. The course focuses on the geological processes that control the occurrence of petroleum resources and examines the environmental and social impacts of oil and gas extraction and disposal. Students will engage with case studies from around the world to understand the challenges and opportunities associated with the exploitation of hydrocarbon resources.

GEOG 3510

Biogeography

This course focuses on biogeography, the study of the distribution and diversity of biotic communities over the Earth's surface. The course includes an examination of the factors that influence biogeographical patterns, such as geological history, latitude, elevation, and climate. Students will analyze case studies from different biomes and ecosystems to gain an understanding of the complex interactions between organisms and their environments. The course also covers the role of biogeography in conservation and management of natural resources.

GEOG 3340

Geographies of Migration

This course explores contemporary movement of people across international borders and the social, political, cultural, economic, and environmental repercussions of such movements. The course will analyze the global flow of people across national boundaries and the ways in which these dispersed peoples build and maintain social networks across national borders. While doing so, the course will address the role of globalization in international migration and the consequences of moving long distances for both internal and international borders and at considerable financial and psychological cost.

GEOG 3800

Geography of Colorado

This course focuses on the physical and human geography of Colorado, a state that includes the western Great Plains, the southern Rocky Mountains, and the eastern Colorado Plateau. Colorado's varied natural landscapes provide scientifically trained students with the exposure necessary to understand and work in a variety of different occupations including Geospatial or GIS Technicians and Technologists.

GEOG 3870

GIS and Environmental Health

This course is designed to provide students with an introduction to the use of GIS in the field of environmental health. Students will learn the principles of GIS technology and how to apply this technology to analyze and map environmental health data. The course covers topics such as data gathering, data management, spatial analysis, and mapping of health outcomes in relation to environmental factors. Students will also explore the role of GIS in epidemiology, public health, and emergency response planning.

GEOG 4390

Natural Resource Analysis and Planning

In this course, we will use a case study approach to examine domestic and international use of natural resources such as oil, coal, timber, minerals, and recycled materials. We will use a case study approach to look at resource distribution, and the environmental impacts of extraction, production, as well as the legal and economic context. We will use GIS data and analysis to enhance our understanding of these case studies, and students will do a project and paper using GIS data and image analysis at a local, regional or global scale.
Urban Landscapes GEOG 3400 Geography/Environment
Urbanization as a process; national urban systems; internal spatial structure of cities; role of transportation in urban development; location of residential, commercial and industrial activities; agglomeration economies; residential congregation and segregation; environmental justice; urban growth and growth coalitions; decentralization and urban sprawl; edge cities; impacts on the urban environment; world cities; globalization.

Urban Transportation Planning GEOG 3440 Geography/Environment
Societies in the 21st Century
In this course, students examine well-known cities, their networks, and their transport systems. International organizations that foster cooperation and community, such as the United Nations and the European Union are investigated. Social movements for change that create communities across borders are analyzed and discussed.

Community and Cooperation CS 4120 Global Affairs
Comparative Politics: States and
Health and Development
A specialized course in the urban planning sequence focusing on issues, practices and policies of urban transportation planning. Recommended for anyone interested in timely transportation topics, such as the feasibility and impacts of light rail transit, the planning and implementation of highway projects, and the role of freight and passenger transportation companies in transportation planning.

Comparative Health Care Systems HC 4200 Healthcare leadership
Health and Development
This course describes variations in health, delivery of healthcare, and public policy, and the economics of health care. Companies of systems are made relative to expenditure of resources and outcomes. Students learn about healthcare coverage, access to care, healthcare rationing, provider mover distribution, and seeking healthcare in foreign countries (medical tourism). The discrepancy between the desirable and the practical is explored, and students are asked to outline and defend a system that they believe is both desirable and practical.

Intermodal Transportation Systems TRAN 4050 Intermodal Transportation
African Security
Students will be introduced to all aspects of intermodal transportation analysis in this area. The course will cover the history of intermodal transport, the carriers and their role in the flow of goods, and the facilitators to its development, its present condition in the US and throughout the world, and its future prospects. Specific topics to be discussed include system infrastructure of the future, connectivity and intermodal connection to transportation systems, competition, competitive intelligence, and technology, and the impact of technological advancements, the civil/military interface, and the issue of sustainability. The practical impact of information technology and emerging technologies will be addressed using models with coordination between modal systems.

Intermodal Transportation Travel Systems TRAN 4310 Intermodal Transportation
African Security
This course will teach students the organization of the freight transportation sector of the African American economy with particular reference to contemporary managerial problems and strategy issues. The students will study each of the four modes of freight transport in-depth: rail, truck, air, water, and pipelines. The historical development, economic characteristics, technologies, sustainability, and future prospects of each of the modes in terms of the development of a system will be addressed.

Introduction to Transportation Systems TRAN 4010 Intermodal Transportation
African Security
This course discusses the history and present condition of the transportation sector in the modern world and, in particular, the economic, socio-political, and sustainable development issues. All modes (rail, motor carrier, air, water, pipeline, private automobile, highway) as well as design and technologies, including intelligent transportation systems, as well as managerial, strategic, and policy issues will be introduced. The emerging patterns of intermodalism for both passenger and freight will be examined.

Passenger Transportation Systems TRAN 4610 Intermodal Transportation
African Security
This course is designed to provide a thorough immersion in the major modes of passenger transportation and the ways in which they are being linked to form an intermodal system. Intercity and intracity transportation systems will be examined. The historical development, economic characteristics, technologies, sustainability, and future prospects of each of the modes in terms of development of an intermodal system will be addressed.

Transportation Economics TRAN 4200 Intermodal Transportation
African Security
The fundamental concepts, theories, and methodologies of transportation economic systems are addressed with particular reference to intermodalism. These include transport demand and forecasting, transport costs and cost analysis, pricing, transportation infrastructure, pricing and investment, market structure in regulated and deregulated industries, and project evaluation. The costs and benefits of intermodalism and sustainability will be analyzed in depth.

Transportation Law and Regulation: Domestic and International TRAN 4080 Intermodal Transportation
African Security
This course addresses the history of transportation and its regulation, constitutional law, regulatory agencies and administrative procedures, railroad regulation, motor carrier regulation, taxation, air transportation, pipeline, pipeline regulation, carrier liability (passengers and cargo), labor law, safety regulation, environmental law, antitrust law, and disabilities law as well as issues of intermodalism.

Transportation, Governance, Leadership and Values TRAN 4320 Intermodal Transportation
African Security
This course will address personal behavior; understanding yourself as a leader and organizational behavior issues such as organizational structures, motivation, power and politics, culture and change management. The course will focus on ways of dealing more effectively with the organizational upheaval that comes with change, including planning and information-sharing techniques to help your team focus on solutions. Developing leaders - creating a vision, gathering resources, motivating others, handling conflict - together with advice about how to create a climate that encourages others to take initiative and develop their own potential will be a vital part of the course. Strategies in human resource with a system macro focus will be discussed.

African Conflicts: Causes and Consequences INTS 4912 International Affairs
African Security
Twenty years after the “Third Wave” of democratization first swept across the African continent, African states have experienced a wide range of successes and problems in seeking political development through democratic methods. Common to nearly all African states, however, is the fact that many formerly independent people to live under one political roof. Thus before they could go about the business of governing, African states at independent first had to address their artificial natures by building coherent nations out of the many peoples living within their borders. Democratic political systems were linked to the best solutions to their different problems, and they were far more effective. Within several years of independence, however, most of the early African democracies had collapsed under the weight of their deep ethnic and religious differences. Decades of authoritarian rule did little to address the deep ethnic and religious cleavages that came about by the late 1980s, and inter-state conflicts between the old colonial powers and non-territorial groups that states turned back to democracy in the 1990s. Yet their deep ethnic and other divisions remain, as do the clientalistic patterns of political behavior. These fundamental conflicts over the state and its governance have characterized African democracies, but what are the causes and why do they persist? We do so by examining these issues from both the perspective of political science and of conflict resolution. Classes draw primarily on the perspectives of practitioners from the relief and rehabilitation community. Guest lectures include representatives of government agencies, international organizations, and NGOs.

Community, Networks and Place in Health and Development INTS 448B International Studies
African Security
The aim of this course is to explore global health challenges and solutions from the perspective of community and networks. Faculty presentation, global field exemplars, active participant dialogue, and students' presentations comprise the teaching-learning strategies.

Comparative Politics: States and Societies in the 21st Century INTS 4501 International Studies
African Security
Through readings, interactive presentations, guided discussion, and multimedia curriculum resources (including an Internet-based module) the curriculum facilitates a broad overview and critical assessment of the current state of comparative politics. The course explores how cutting-edge comparative politics research offers us bedrock theoretical and methodological skills for interpreting contemporary international affairs and for making policy prescriptions. Pedagogically, learning is encouraged through assignments and exercises designed to improve students' practical skills to interpret research findings and apply them to current events and policy concerns. Another feature is the extensive use of case studies to illustrate concepts and theory in today’s most intriguing societries. The knowledge gained in this class enables students to undertake more advanced graduate level study in a wide range of topics such as development and international political economy, human rights, democratisation, ethnic conflict, environmental politics, public policy, and contemporary problems of war and peace in deeply divided societies.

Culture of Globalization: Networks, Commodities, Affections INTS 4629 International Studies
African Security
This course explores the effects of neoliberal globalization on the lives of individuals and their communities. In an increasingly interconnected world, how do everyday people and communities negotiate the opportunities, dislocations, and/or disjunctures engendered by neoliberal globalization? Does globalization contribute to increasing global homogeneity or does it restructure difference and inequality in new ways? We explore how a ground-up view of globalization and group mobilization can highlight some of the particular ways in which it influences the experiences and politics of those who live in the global periphery. We look at the role of grassroots networks and social movements that forge connections across borders to channel and/or challenge the current trajectory of globalization. We also find it imperative to understand the affective dimension-how do human beings think about their emotional relations, families, and identities in relation to changes in globalized conditions, and examining its ramifications in the current economic context. A central question we ask is: As everyday life becomes increasingly commoditized, how do people cope, find support and value, and reveal alternate ways of conceptualizing how we can all connect to one another.

Cultures of Globalization: Networks, Commodities, Affections INTS 4629 International Studies
African Security
This course examines how the process of globalization makes sense of the political and social conditions of everyday life. The course focuses on how the formation of global networks shapes the ways in which individuals and communities experience the social and cultural changes of globalization. In this course, we explore the work of commodity chains and their role in shaping the cultural and social identities of individuals and communities in an increasingly interconnected world.
Humanitarian Aid in Complex Human Rights and Foreign Policy. This course is followed by a consideration of the institutionalization of military rule in small and large states, and contemporary military strategies in dealing with transnational threats. Part II, “Democracy, Human Rights and the Evolution of the State,” is an examination of the literature on democratic development in Latin America, and the impact of social movements, civil society, and the truth and reconciliation process of democratization.

Development in Southeast Asia. This course will focus on the issues, challenges, barriers, and opportunities for achieving development in South Asia. South Asia is home for a rich diversity of natural resources, social and cultural heritage, micro-environmental zones, bio-diversity, etc., which help to support multi-ethnicity, multi-culturalism. The diversity helps us to identify the need for a better policy and a barrier for achieving human development including increasing economic growth, reducing poverty and income inequality and other forms of inequalities, promoting human rights, and empowering women. Although South Asia is a part of the developing world, the course will explore and research ways in which this region has been adapting and changing response in this wave of globalization. Students will have an opportunity to research and analyze how this rapidly changing South Asia will emerge as an active player in the global political economy and strategic competition and contribute in achieving global political and economic stability.

Disaster Logistics for Humanitarian Response & Security. Domestic logistics integration involving local, state, and federal levels, including basic understanding of military capacity. Case studies of international disaster to highlight specific logistical issues, e.g., Hurricane Katrina for coordination/communication for specialized responses, Tsunami Asia for special populations and cultural issues, Pakistani earthquake for military-civilian cooperation regarding logistic supply and delivery, or Darfur for humanitarian, and curbing operations logistics and management, UN, USAID, NGO, NIC, HIC, and various other agencies.

Eastern African Development and Human Rights. Hands-on practical exercises utilizing computer simulations and/or “sand table” demonstrations of mock events. Specific issues such as: storage and warehousing, supply and transportation, distribution, procurement, fleet management, and security.

Ethical Foundations of Global Economic Policy. For our purposes, East Africa encompasses the countries of Sudan, South Sudan, Ethiopia, Eritrea, Djibouti, Somalia, Kenya, Uganda, Rwanda, Burundi, and Tanzania. This course begins with an introduction to the cultural richness and diversity of East African societies, an overview as to how tribesmen, chieftains, and states function. Religious influences are noted. This history of development, as externally conceptualized, begins with the Berlin Conference of 1884-1885 and the so-called “scramble for Africa” (19th- and 21st-Century external development programs are covered, most recently exemplified by the former Soviet Union, the United States, and China. Principles of induced development and participatory development are contrasted. The role of the NGO and the effective role of NGOs in the context of socio-economic systems development.

Ethics in Development, Health, and Humanitarian Assistance. This course explores the containing ethical theories and their application to policy making. We explore the ethical foundations of neoclassical, Austrian, institutionalist and Mexican economic and ethical, and political development.

Ethics and International Affairs. The course, “Ethics and International Affairs,” introduces an ethical framework to analyze the ethical dimensions of decision making. It introduces students to the main ethical schools of thought, as well as the central ethical issues in international affairs. It also introduces them to the concepts of justice, equality, and the rule of law, and the ethical dimensions of global governance. It aims to develop students’ ability to think critically and ethically about international affairs.

Global Change: Issues/Dynamics. Significant forces reshape the socio-political world much like tectonic plates restructure the geological world. These include the Information Communications Technology (ICT) revolution and other technological change, the demographic/agricultural transitions, financial globalization, the energy transition from fossil fuels, atmospheric carbon build-up, reshaping of value systems, and global democratization. Serious analysis of global affairs requiring an understanding of these forces and specific policy responses to these issues. This course surveys key forces and provides analytical tools from a broad range of disciplines to facilitate a better understanding of them and the central dynamics of their interaction. It maps key issues and policy environments.

Global Water Resources. Course investigates major water resource issues impacting developed and developing countries.

Health and Humanitarian Aid. This course aims to examine current international organizational standards such as the Sphere Project, best-practice scenarios from ICRC, IRC, MSF and many other humanitarian organizations, and lessons learned from recent and historical humanitarian crises. Utilizing a case-based and problem-based format, students will gain and apply knowledge through critical examination of issues and development of practical solutions.

Homeland Defense: Prevention. This course will examine the following issues: political leadership, foreign and domestic intelligence organization and functions; roles of intelligence, principles of indications and warning; legal/civil rights issues; balancing human rights and security; law enforcement; Public Safety and Legal (PSL) functions. Course will stress the importance of homeland security, the role of the PSL agencies and the role of the law enforcement.

Human Rights and Foreign Policy. Focuses on policies and mechanisms of refugee delivery, or Darfur for special issues of logistics during ongoing conflict. International organizations and organo-grams regarding logistics and operations, including UNJLC, OCHA, UNR, USAID, and various other agencies.

Human Rights and International Organizations. An introductory course exploring the changing roles of international organizations in their efforts to protect and promote human rights. Examination of both the regional and the local levels of human rights activities of international intergovernmental organizations are discussed. Recent NSG events is important.

Human Rights and Refugee Systems. An introductory course which focuses on an examination of the international refugee system from the perspective of human rights achievements and abuse. Focuses on policies and mechanisms of refugee resettlement, dislocation, resettlement, and repatriation with emphasis on persons from Asia, Africa, and Eastern Europe. Mental health outcomes are examined in depth.

Humanitarian Aid in Complex Emergencies. This course will focus on the various challenges and opportunities in the context of the international system, since World War II. Complex humanitarian emergencies will be the focus. Themes will include: disasters, conflicts and humanitarian action; the political economy of conflict and humanitarian action; the impacts of humanitarian intervention on the delivery of aid. Vulnerability analysis, capacity analysis, risk analysis will be key tools. The structure and function of EWS (early warning systems), especially in the context of famine, will also be key.

Humanitarian Intervention in Africa and Human Rights. In the post-Cold War period, Africa has increasingly become a major continent for human rights crises. Consequently, African States, the United States, and the International Community have raised the level of humanitarian intervention to provide peace keeping for endangered peoples and improved livelihood. The question of effectiveness of various measures of intervention is an important consideration. Intervention of international law, human rights and the means of enforcement are all under discussion. The world community is increasingly opposed to genocide and ethnocide as it was in the days of anti-apartheid. How this affects current and future events in Africa, the West Africa and East Africa will be discussed in class. INTS 4579.

International Futures: Global Change and Development. Futures forecasting involved decisions about priorities. Decisions require forecasting the trajectory of a sector with and without interventions of various kinds. This course involved students in the forecasting and analysis process. In the lab, students learn to use the International Futures (IFs) forecasting system. That system represents multiple issue areas (demographics, economics, energy, agriculture, education, health, social-political, and economic) and each area is represented by a set of modules, how they are linked to other subsystems, and what they tell us about the processes of change globally and in countries and regions around the world. Students use the system for forecasts and analyses of their own.

International Human Rights Law and Advocacy. This course includes a review of major international human rights instruments, the methods for bringing complaints to the UN and to each of the three regional human rights systems (Inter-American, European, and African), and various substantive topics - refugee and asylum law, humanitarian law (genocide, torture, war crimes, and crimes against humanity), special rights of indigenous peoples, minorities, women and children, and transitional justice.

International Organizations. An intermediate course on approaches to the study of international organizations, including institutionalism, neofunctionalism, complex interdependence, international regimes, and epistemic communities. Case studies examining collective security, rights, anti-terrorism, peacekeeping, peace-building, and environmental are discussed.

International Protection in the Humanitarian Context. At the conclusion of World War II after witnessing the horrific and historic loss of life, and in an effort to save future generations from the direct impact of war and conflict, the Western powers created several important legal instruments to protect civilians. These instruments are largely derived from human rights, refugee, and international humanitarian law. These initial legal instruments were later combined with the International Military Crimes, as codified by the Nuremberg and Tokyo War Crimes Tribunals. INTS 4583.
Introduction to Middle East and Islamic Politics

INTS 4524

International Studies

This course is designed for students without a background in the politics or history of the modern Middle East. Beginning with the study of colonialism and imperialism in the region, we then shift to a study of the emergence of the modern Middle East state system. Then the third theme of this course explores political ideologies, both secular and religious. The final section of this course will briefly explore the theme of democratization and political change in the Middle East. The focus of the class will be on exploring the mass mobilization of political forces based on ethnic or religious identity, particularly the perceived anti-democratic nature of political Islam. This section includes a review of current analysis of democratization and the argument forwarded by some theorists relating to the culture of religiosity to ideas about democracy which are largely Western in inspiration and perspective.

Islam and Democracy in the Middle East

INTS 4522

International Studies

Following September 11, 2001, Islam's relationship to liberal-democratic politics has emerged as one of the most pressing and contentious issues in international affairs. In light of the Bush Administration's desire, at least rhetorically, to promote democratic regime change in the Middle East, the question of Islam's relationship to democracy is likely to remain a pressing topic for debate. This seminar course is dedicated to a critical examination of the scholarly literatures on Islam and democracy. The first part of the course examines the scholarly literature on the points of compatibility and friction between religion and democracy. In the second part of the course, we examine the academic literature and the major debates on Islam's relationship with liberal-democratic debate. The debate on secularism and its discourses in the Middle East will be thoroughly explored. Time permitting, through the use of case studies, we study "real world" deters to democratization and liberalization in Muslim societies.

Major Diseases in Global Health: From Pathophysiology to Actions

INTS 4516

International Studies

As future global health practitioners and policy makers, we imperative that we each have a complete and solid understanding of the mechanisms, physiology, epidemiology, transmission patterns, and clinical impact of the major diseases that are considered global health. How and when illness so readily arises to eradicate would significantly impact both the global community. So, how does one go about the eradication of disease? First, it is to understand the life cycle of the disease or illness. Is it for the individual or disease? For what populations is it with HIV and TB or HIV and malaria so critical and why? On the individual patient level, how and why do certain diseases manifest so differently in resource-poor rich or urban versus rural settings? For the disease and where on the world as a whole? What are the goals of the eradication programs and for whom? In this course, the students develop an understanding of the etiology, agents, vectors, burden methods of detection, basic treatment complexities, and life cycles of major diseases impacting the world. Specifically, this course details HIV/AIDS, TB, malaria, maternal, pre-and reproductive health, some protozoa, helminths, and major parasites, chronic disease such as cancers and diabetes, and violence/Trauma. As there is no shortage of amazing and interesting diseases globally, students learn a sound method of inquiry with which to address and disease process. Students also apply this method directly toward program analysis, and in the development of teaching sessions for community health workers.

Managing Microfinance: Balancing Business with Development

INTS 4549

International Studies

This course builds on the topics in "Introduction to Microfinance" and delves more deeply into the challenges of managing microfinance institutions (MFIs) and effective social entrepreneurship. How do MFIs make sure they stay in business (with good risk management and financial management) and make sure they have real social impact? How can MFIs finance other market-based solutions that create lasting economic opportunity or social change? Whether a market-oriented NGO or a socially-oriented business, an MFI needs a clear development strategy, a clear business strategy, and the operational tools to implement both strategies well. Regardless of legal structure, both NGO and for-profit MFIs need good management and financial information to meet both sustainability and social goals. Whether used for poverty alleviation or for banking services for the poor, there are shared characteristics among successful microfinance organizations, as well as small pitfalls and challenges. As organizations figure out the "business" side of providing loans and savings, they also need to figure out which development services have greatest benefit for clients, choose strategies for social change (e.g. basic education, health care, business skills), and assess how well these strategies are working. MFIs in India, large-scale MFIs in India and Latin America have been very successfully financially, but have only recently focused on their social impact. Smaller NGOs may serve the poorest and provide many development services, yet struggle to find a viable business strategy and sustainability. MFIs share challenges faced by many development organizations: (1) How do we balance our financial and impact goals? (2) How do we choose where to invest resources for greatest impact (e.g. financial services for many or in-depth assistance for fewer)? (3) What information do we need to evaluate our program performance and to keep improving our business strategies? This class will use weekly readings and case studies of specific microfinance organizations to illustrate business challenges and specific risks in microfinance; review basic financial statements and key financial measures to assess financial performance. An important part of this course is making a difference?" Analyze management situations of "too much profit" and "too much development"; Compare pros and cons of for-profit and NGO legal structures, and implications; Discuss governance and boards of directors, compare and evaluate approaches; Highlight examples of social entrepreneurial companies (e.g. microfinance, clean energy, etc). Cases include Adelante Foundation, BRAC, Fonkoze, Kenya Women's Finance Trust, ACCION's Center for Financial inclusion, and others. The first half of each class focuses on a real MFI case study to highlight the issues and understand the topic; the second half of the course will have implications of these risks, the financial implications influenced, and how to use the tools. Students gain a better understanding of financial statements, MFI operations (with case studies from around the globe), and credit quality, as well as key financial management and good business practice that can be applied to any non-profit or social business. Recommended prerequisite: INTS 4339.

Millennium Development Goals

INTS 4562

International Studies

The MDGs focus attention on the global dev. community, with targets such as: poverty reduction, education and literacy needs, safe water, etc.

Modern Iranian Politics II

INTS 4539

International Studies

The Islamic Republic of Iran is frequently described by the U.S. State Department as the biggest state-sponsor of terrorism around the world. Its controversial nuclear program and its antagonism toward Israel and other U.S. allies in the Middle East poses a direct threat to vital U.S. security interests in the region. There is a huge gap, however, between the amount of media coverage Iran received versus a genuine understanding of its political, economic, and military capabilities. The class of this course is on Iran's post-revolutionary period. The goal is to provide students with an objective examination of Iranian politics and society. Several themes are also covered: the role of religion in political life; the formation and consolidation of the clerical revolution; the nature and interaction between Iranian state institutions, civil military relations in Iran, political economy, the domestic opposition and the prospects for democracy, the crisis in U.S.-Iran relations, and the role of women in Iranian politics.

Oil and the World Economy

INTS 4573

International Studies

Dating back to the 1970s, with the first of the oil crises, and the second oil crisis in 1980, and the first Gulf War, today the world has entered the center stage again and again, of this beautiful, developed, and developed countries, and developed, and developed, to search for alternatives as well as policies to reduce their dependence on the oil. The world oil markets have changed from a physical market where the only players were those who received delivery of the oil to a global financial market where there are many players able to buy and sell oil, as a commodity. Why this happens and why is the world now involves competition and how does this affect the price of oil? How does the world react to changes in supply and demand? What does the price of oil mean for the world economy? How much does it make sense to try to make the world more independent from oil? This course explores the world oil markets, the role of OPEC and OPEC oil producers in their impact on the global economy as well as what the oil consumers and the International Energy Agency can do to help mitigate the effects of high oil prices on the world economy.

Political Economic Development in Latin America

INTS 4453

International Studies

In the first few weeks of the class we consider various theoretical perspectives in political economy, class conflict, neoclassical economic theory, and the study of institutions and international regimes. Each approach is illustrated through and examination of a historic issue in development - patterns of land ownership, the role of the military, neoliberal development and the protection of foreign property investments. The course begins with a description of the framework is due week five. In the second five weeks of the class we consider specific topics in political economic development in the last three decades or what is often called the "global era." These topics include the emergence of "uneven" development, the rise of social movements and role of civil society, transnational migration, the rise of illicit networks of trade, and U.S. foreign policy considerations. Students are encouraged to draw from this or closely related material for the subject of the research.

Political Economy of Global Inequality

INTS 4469

International Studies

The main purpose of this course is to understand the underlying causes of inequality and poverty in the world. In order to do this, we look at the relationship between economic growth, poverty, and inequalities in several different dimensions and at different types of growth and poverty. This course examines the implications of such inequalities for human welfare in developing economies in particular are studied. After an initial exploration of the income-based measures of poverty and inequalities we focus on the recently developed social capabilities approach developed by Amartya Sen and others.

Politics of Deeply Divided Societies

INTS 4517

International Studies

This course focuses on the political, conflict, and conflict transformation approaches to deeply divided societies. While ethnic, religious, and other types of communal conflict have been around for millennia, since the decline of colonization, and especially since the end of the Cold War, such struggles seemed to have exploded onto the world scene. This course focuses on these "contemporary" ethnic, religious, racial, and other political conflicts and how they emerged and how they are currently being fought. The course is divided into three parts based on the themes of identity and identity politics, the use of political violence to pursue identity or nationalistic goals, and nonviolent approaches to identity conflicts. We then look at alternative political and conflict transformational approaches to such conflicts including frameworks for living together (such as coconoscipulation, federalism, and power-sharing, and scenarios for separation (partition or succession). We also look at the negotiation, mediation, and other processes that lead to improved outcomes. Readings will include both case study and theoretical material. Students are required to make several short class presentations, participate actively in discussions and exercises, and prepare and present a term paper analyzing one currently distressive conflict in their region, analyzing the causes of the current conflict and the current challenges in the conflict.
The past year has been witness to Tahrir Square and Occupy, reminding us of the power and innovation of popular sectors making their voices heard. Latin America is a particularly useful place to explore popular movements, as it has long been the site of popular protest and national revolution, and it is currently a region governed by a significant number of leftist governments with important ties to social movements. This course addresses major theories of social movements, including classical, structural, and new social movement theories. These theories have attempted to answer fundamental questions of what triggers mobilization among excluded groups, how they facilitate their action, and what changes they potentially trigger to basic rights and identities. The course also places social movements in their broader context, locating them in the political, social and economic structures that have shaped exclusion in Latin America over time. In the process, the course explores the role of popular movements in broader processes of democratization, economic development, and citizenship. We examine traditional and well-studied examples of social movements, including movements among workers, indigenous, women, environmentalists, and advocates for democracy and human rights. We also explore newly emerging and transnational movements, including those that articulate alternative models of globalization. The course takes an interdisciplinary approach, drawing on economics, sociology, anthropology, and political science. It places special emphasis on the political economy of popular organization, acknowledging the contested nature of development and the ongoing struggle for deeper democracies and more equitable societies.

In this course we explore the role of the environment plays in society and the determination of human well-being. A core premise of the course is that the human environment is embedded within the broader context of human society, which in turn is embedded within a natural environment. The natural environment provides a variety of goods and services, which through intersections between the environment, individuals, and society, contribute to human well-being. Some of these services are directly used by people. Others contribute indirectly by allowing for the continued provision of other services. As such, any discussion of human well-being and development that ignores the natural environment is inherently problematic. We will specifically adopt an economic perspective, but one that goes well beyond that of conventional neoclassical economics. This course is intended to provide a basic foundation upon which students are able to build. Through the research paper and presentation, each student has the opportunity to explore in more depth an issue of specific interest to them.

This course introduces the political economy of sub-Saharan Africa (SSA). It uses a multidisciplinary approach that draws on literature from development economics, international relations, comparative politics, sociology, and anthropology, as well as a broad range of country case studies. Prior basic knowledge of economics is an advantage, but no quantitative economics are necessary. We engage with the main theoretical and empirical debates on macro- and microeconomic aspects of the subject and examine key concepts of economic development in relation to SSA. The topics covered include the determinants of growth, industrialization, education and employment, structural adjustment, poverty reduction, and the role of foreign aid in African development. We further explore the consequences of natural resources in SSA and the region's integration into the global political economy, and examine the socioeconomic effects of war and the success of post-conflict policies for economic development. The political and social dimensions of historically specific economic development processes form a central focus of this course. The role of the state, post-independence and in Africa today, provides a common thread across the topics, and we critically assess the dominant theories and concepts of its development, using country case studies from across the region. Gender aspects of development are discussed as a crosscutting issue, with a particular emphasis on the relations between gender and macroeconomic policy, as well as poverty. The course helps students to understand the major development challenges facing African societies today by illuminating patterns as well as diversity across the region.

An intermediate course which examines the historical relationship of war to politics, such as the military profession, military organizations, economics of defense planning, limited use of force, demobilization, war reconstruction, military rule, and civilian control. Current world trends toward democratization focus attention on the issue of creating a democratic army for a democratic state. Readings cover western industrialized, communist, post-communist, and 3rd world countries.

This course focuses on the role that a religion plays in shaping its followers' socio-cultural identities on the basis of their natural/physical differences, i.e. men and women. The central argument of the course is that to understand a set of beliefs and practices regarding gender relations and women's status in any religious group, one needs to examine the historical context and socio-economic bases of that particular religion. By using gender and feminist discourse as a tool of analysis this course intends to understand and explain existing perceptions, misperceptions, myths, and realities regarding Muslim women's lives in the past and present. This course begins with a historical materialist explanation of the religion of Islam and examines women's roles, rights and responsibilities as described in the religious texts, interpretations, traditions and historical sources such as the Quran, Hadith, Sunnah and Shariah. This course revolves around three major questions: what does Islam say about the roles, rights and responsibilities of Muslim women and men in its texts and teachings? How have Muslim states and communities applied original texts and early teachings while determining gender roles, rights and responsibilities over time? Why do many contradictions and variations exist in the application of the texts and teachings of Islam regarding gender issues across the Muslim world today? It is expected that this course will enable students (a) to acquire knowledge of the historical contexts, textual teachings and actual practices related to women's lives in the present world of Islam; (b) to analyze existing situations and current practices regarding gender issues among Muslim communities; and (c) to compare various scholarly inquiries, feminist discourses and dissident voices of Muslim women emerging in local, national and global contexts.

We examine how revolution, nationalism, communism and liberalism have all affected the development of modern China with a focus on the political dynamics of the People's Republic of China (PRC) and the communities; and (c) to compare various scholarly inquiries, feminist discourses and dissident voices of Muslim women emerging in local, national and global contexts.

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We examine how revolution, nationalism, communism and liberalism have all affected the development of modern China with a focus on the political dynamics of the People's Republic of China (PRC) and the politics of post-Mao economic and political reform. We start by analyzing the rise of the Chinese Communist Party and its state and nation building efforts in the early years of the PRC and move on to examine the Mao's failed socialist transformation and political campaigns (the Hundred Flow Campaign, Great Leap Forward, and the Cultural Revolution). The remainder of the course explores political dynamics of post-Mao economic and political reforms and the prospect for a democratic China.
Building the 21st Century Organizations
ORL 4510 Leadership & Organizations
This course examines the purpose and roles of organizations in today's global economy. The main focus is on the design and structure of organizations based on their industry; the internal and external environment; type of culture; degree of complexity and use of technology; routine and non-routine processes; size; and whether they are global, national or local. Differences between public, private and governmental organizations are illustrated. Organizational culture and its effect on ethics, change management, and innovation are examined. The sources of conflict in organizations are explained and students learn how power, political tactics, and collaboration can be used to resolve conflict. Contemporary challenges facing organizations are identified along with the design and structure options that help mitigate these challenges. Students develop an Organization Design Plan that enables a selected organization to effectively operate within its environment at optimal performance. Designing for performance, sustainability and innovation are key aspects of this course.

Understanding Cities: Services
LDRS 4320 Leadership & Organizations
The delivery of municipal services involves multifaceted operations. This course examines the models and frameworks used in the administration of various city and county services, such as law enforcement; fire and emergency services; schools; social services; medical and hospital services; public health; and cultural, sports, entertainment and recreation services. This course draws on experts from local governments to describe current issues, unresolved problems, and promising solutions.

Law and Public Policy
LAWS 4610 MBA
This course is designed to serve as a broad scope of basic concepts, along with its application to three major policy areas in the final weeks of the course. The course begins with an exploration of the role of business in the world. The course then includes an exploration of private law (torts, property, and business organization law) and public law (employment law, administrative law, antitrust law, environmental law, and intellectual property law). In so doing, the course finally applies basic concepts from law and public policy, along with some concepts from economics, to examine the regulatory and economic policy in three major policy areas: regulation, financial services, and natural resource policy.

Culture, Gender and Global Communication
MFJS 4652 Media, Film & Journalism
Explore the ways in which culture, gender, and communication intersect and shape a variety of issues from an international and intercultural perspective, including sexuality and gender identity, indigenous and migrant rights, women's rights, and human rights. Using a global feminist perspective, the class examines paradigm shifts in creating social change through social and political movements.

Freedom of Expression Issues
MFJS 4300 Media, Film & Journalism
Historical development of First Amendment freedoms, various theories/philosophies that underlie constitutional free expression guarantees; judicial interpretations of scope of First Amendment as related to political, corporate, commercial expressions.

Conflict and Culture
COMM 4224 Organizational & Professional Communication
Diversity and multiculturalism are ever present in our global community. Inherent here is a diversity in the nature of social institutions, traditions, values and communication styles. This course addresses dispute resolution in multicultural settings and broadens students' understanding of how to assess and resolve conflicts in which ethnicity and other dimensions of cultural diversity are integral components. Only after understanding one's own biases and cultural perspectives can people work to understand and change the perspectives of others.

Conflict Theory
COMM 4220 Organizational & Professional Communication
The focus of this course is an overview of communication theory as it relates to conflict management. Students study various theories in order to explain and predict the course of conflict interactions. The theories are used to analyze case studies and select the most appropriate method of conflict management from the methods of negotiation, facilitation, mediation, arbitration, and litigation.

Advanced Topics in Philosophy of Law
PHL 3716 Philosophy
A critical examination of rights claims and an exploration of how those rights claims ought to affect legal institutions. What are rights? How are they justified? How do various different rights claims conflict with each other? Does the theory of the right to information imply any rights a justified by the right to freedom? How does the concept of human rights apply to issues such as international law, the right to life and whether human rights require a right to democracy?

Contemporary Continental Philosophy: The Figure of the Migrant
PHL 3111 Philosophy
The 21st century has been described as the century of “people on the move” by UNHCR High Commissioner Antonio Guterres. Some 11 million people are refugees worldwide, fleeing political violence and/or persecution at home; while more than 20 million are internally displaced within the borders of their own countries. Accordingly, the figure of the migrant/refugee has emerged as one of the most important, if not the most important, political figures of contemporary continental philosophy. Despite differences in philosophical orientation, thinkers such as Gilles Deleuze, Judith Butler, Jacques Ranciere, Julia Kristeva, Alain Badiou, and Jacques Derrida have all written at length on the centrality of the figure of the migrant for contemporary political thought. Not only does the figure of the migrant define the people of our time, according to many of these authors, it also defines a positive political way forward. This course thus provides not only a survey of the different traditions in contemporary European philosophy over the last twenty years (post-structuralism, deconstruction, neo-classicism, post-Marxism, third-wave feminism) but also offers a thematic look at the political-philosophical figure of the migrant and other issues related to migration (human rights, borders, camps, sovereignty, territory, nationalism, and resistance).

From Traje to Justpeace
CPYS 4566 Psychology
This course examines the inter-disciplinary continuum of work that responds initially to natural and human-made disaster, but then leads to coordinated relief and development projects, and eventually seeks longer term ‘normalization’ efforts. People learn how to manage themselves, how to explain oneself, how to listen to others, how to heal oneself and the group, how to communicate effectively, how to get along with others, and to resolve conflict. The course is about the integration of the psychological, the political and the spiritual. The course teaches the skills of conflict management and negotiation, including conflict resolution process options and their application to a variety of situations in which there are differences or disagreements.

Humanitarian Law of Armed Conflict
CPYS 4560 Psychology
This course is a theoretical and practical introduction to international humanitarian law (IHL). IHL is known by many other names such as “humanitarian law,” “law of conflict,” and “laws of war.” All these terms refer to the rules regulating armed conflicts. These rules provide for a legal framework for the protection of non-combatants during armed conflicts. The course also focuses on the international human rights law.

Economics for Public Policy II: Choices and Competition
PPOL 3116 Public Policy
This course is designed to provide an introduction to the debates about law and the economic consequences of policy, the role of markets and the role of government. The course examines the role of government in a market economy and the political and economic consequences of government intervention in the economy. The course covers the role of government in affecting the distribution of income and wealth, the role of government in affecting the level of economic growth, and the role of government in affecting the level of economic efficiency.

Medical Policy & The American Health Care System
PPOL 3000 Public Policy
This course is designed to create dialogue within the health care delivery systems of our society and the public policy issues that arise at each stage of the life cycle. The costs of health care delivery systems are growing exponentially in our society and the public policy issues that arise at each stage of the life cycle. The costs of health care delivery systems are growing exponentially in our society and the public policy issues that arise at each stage of the life cycle. The costs of health care delivery systems are growing exponentially in our society and the public policy issues that arise at each stage of the life cycle.

Real Estate Concepts
REAL 4400 Real Estate & Construction Management
Principles of real estate, real estate industry and its markets; legal aspects of home ownership from consumer's point of view, including property rights, titles, deeds, purchase contracts, listing contracts, law of agency, environmental issues and disclosures, types of mortgages, basics of home loan financing, appraisal investment and tax benefits. Partially satisfies Colorado real estate broker licensing requirements.

Mitigation for Emergency Managers
SMGT 4320 Security Management
As the costs of disasters continue to rise, governments and ordinary citizens must find ways to reduce hazard risks to our communities and ourselves. Efforts made to reduce hazard risks are easily made compatible with hazard mitigation. Hazard mitigation is the process of reducing the risk of loss caused by disasters. It is a long-term approach to disaster management that focuses on reducing the effects of disasters on people and property. Hazard mitigation includes the use of engineering, planning, and other methods to reduce the effects of disasters.

Critical Perspectives in the Latino Context
SWOK 4750 Social Work
This course provides a framework for culturally relevant social work services designed to meet the needs of the Latino/a community. This is a social work content course taught in Spanish in collaboration with the Department of Languages and Literatures. Students acquire core principles grounded in an understanding of social justice, privilege, and oppression including the intersection between human and civil rights, globalization, immigration and poverty. Students expand their oral and written Spanish expression as they learn about cultural, social and political theory. Students learn aspects of Mexican culture, community development, historical patterns of oppression, and the role of the indio, that students understand how the Mexican experience is part of a larger story of non-discriminatory cultural, social and economic practices within a latino context and experience. The course is open to both foundation and concentration students. The course is designed for all students who have an interest in understanding issues facing the Latino/a community. The first option is a paper that investigates a current social advocacy movement in the Denver Latino community. The second option is an experiential learning in Mexico about culture and social movements. Students must select either the paper or the travel option upon registration for the course. Those students in the Latino/a Certificate in Social Work are required to participate in the experiential learning component of the course.

Empowerment Practice with Diverse Populations
SWOK 4435 Social Work
Examines empowerment practice and community organizing as a social work intervention method. Topics include challenges of community practice in today's world and with diverse groups; special tactics and techniques of community organizing and community capacity building models; empowerment of oppressed populations; ethical issues in community practice; social work and social justice.

Global Relations and Poverty in Mexico
SWOK 4751 Social Work
Provides a mixture of experiential and academic learning based on the community-learning model of Paulo Freire. Taught in Cuernavaca, Mexico, the course covers Mexican culture, community development, historical patterns of oppression, and the importance of indigenous movements. The course focuses on the relationship between poverty in Mexico and the role of social workers.

Integrated Social Work Practice for Social Justice
SWOK 4020 Social Work
This foundation course focuses on professional development and identity for social work practice. The course exposes students to the history and theory of social work practice. The course exposes students to the history and theory of social work practice. The course exposes students to the history and theory of social work practice. The course exposes students to the history and theory of social work practice. Through integration of field placement experiences, students explore and apply social work frameworks and generalist practice theories to current social justice challenges and diverse contexts that social workers face.

International Social Development
SWOK 4785 Social Work
Social development is a process of planned instructional change to bring about a better correspondence between human needs and social policies and programs. This class focuses primarily on the development work with particular emphasis on human rights. Practice-oriented policy making for human security and the skills required for local social development.

Latin America in the United States
SPAN 3010 Social Work
An interdisciplinary survey about Mexican Americans [Chicanos] from 1845 to the present. Lectures, readings and discussions provide an overview of influences that continue to shape the culture, character, history, and literature of Spanish-speaking Americans. This course will also examine the role of Spanish in the United States. History, race, ethnicity, language, education, immigration, economics, political action, oppression and discrimination, and current events are also included through readings of representative works including narrative, poetry, theater, and essay.

Policy Development and Analysis
SWOK 4760 Social Work
Focuses on the development and analysis of social welfare policy. Reviews the structure of the policy-making and implementation process, and examines perspectives on the definition of social problems and approaches to the design of public policy. This course provides an overview of the social policy-making process and examines the role of government in the policy-making and implementation process.
<table>
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<tr>
<th>Course Title</th>
<th>Code</th>
<th>Department</th>
<th>Description</th>
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<tr>
<td>Power, Privilege and Oppression from a Critical Multicultural Perspective</td>
<td>SOWK 4132</td>
<td>Social Work</td>
<td>This foundation course examines the phenomena of power, privilege and oppression and their effect on individuals, families and communities in the context of the values of social and economic justice and the social work profession. The course is intended to increase awareness of the intersectionality of multiple oppressions with a focus on race/ethnicity, gender, socioeconomic status and sexual orientation. Students will gain a beginning self-awareness to identify the influence of personal biases and values that impact practice with diverse groups.</td>
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<tr>
<td>Social Policy Analysis, Advocacy, and Practice</td>
<td>SOWK 4120</td>
<td>Social Work</td>
<td>This foundation course analyzes contemporary societal needs and problems, as well as the historical and current context of U.S. social welfare programs and policies. It presents frameworks used to define social problems and analyze social problems, and introduces students to the policy-making process and the role of policy in service delivery with special emphasis on programs designed to aid the poor and the policies that shape them. The course is designed to help social workers advocate for policies within the social welfare system that advance social well-being and fulfill their ethical obligations to improve social conditions and promote social justice.</td>
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<tr>
<td>Social Work in Kenya: Context, Conservation, Empowerment, Sustainability</td>
<td>4758</td>
<td>Social Work</td>
<td>This course is designed to introduce students to the social, cultural and conservation issues of Kenya and East Africa. This course is field-based with strong emphasis on service learning and direct experiences. Course readings, lectures, classroom discussions, service learning projects and field work in rural Kenya provide participants firsthand experience in the social, cultural, historical, political, environmental, ecological and economic realities that exist in Kenya. This course is open to qualified concentration and advanced standing Graduate School of Social Work students. The course meets on campus for four sessions before traveling to Nairobi, Voi, and Kasigau, Kenya. Due to the intensive nature, remote travel logistics and costs for this course, direct communication with the professors is required. Qualifications include: willingness to sign International Travel Agreement, willingness to receive required medical authorization and immunization, academic good standing, and readiness for the physical and emotional demands of traveling in rural and remote Africa.</td>
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<tr>
<td>Legal, Ethical and Employment Issues in Human Resource</td>
<td>HRA 4120</td>
<td>Strategic HR Management Department</td>
<td>This course provides students with a foundation of the major legal and ethical considerations impacting the functional areas of human resource management and its contribution to organizational growth and success. This course is designed to provide knowledge and practical application of employment, anti-discrimination, wage-hour and labor relation laws. The relationship between employment law and business ethics is a major focus of the course and both domestic and global perspectives are considered. Students are strongly encouraged to take HRA 4110, or be familiar with its content before taking this course.</td>
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<tr>
<td>Race, Gender, Class: Historical &amp; Social Analysis of Racism in the Modern World</td>
<td>THEO 6304</td>
<td>Theology</td>
<td>An historical survey of the role of racism, sexism and classism in shaping the oppressive institutional structures of the existing world order and of how sociological analysis of these structures can help justice and peace activists direct effective action toward the elimination of race, gender and class oppression.</td>
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<tr>
<td>Religion in the Public Square</td>
<td>THEO 4430</td>
<td>Theology</td>
<td>What is the proper role of religion in the public debates necessary to healthy democracy? Some argue that religion in the public square threatens the fundamental democratic right, the freedom of conscience; others that only religion can inculcate the communal values that make democracy possible. This course examines the best and most prominent arguments in this contemporary debate.</td>
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<tr>
<td>Social Change Struggles: Contemporary &amp; Historical Perspectives</td>
<td>THEO 4002</td>
<td>Theology</td>
<td>An umbrella designation for a number of courses, each investigating particular issues related to justice, peace and social change contexts. Recent offerings include Community Organizing, Disrupting Privilege, Issues of the Global Economy, Conflict Transformation and Pine Ridge and Colonial Residue.</td>
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