



UNIVERSITY of
DENVER

JOSEF KORBEL SCHOOL of
INTERNATIONAL STUDIES

Course Descriptions

2013-2014

2201 South Gaylord Street; Denver, CO 80208

Josef Korbel School of International Studies 2013-2014 Course Descriptions

INTS 4010 Epistemology: Philosophical Foundations of History (Skills)

This course explores the relationship between theory and practice as foundations of historical interpretations. It challenges the rigid split between empirical and normative theory through the works of Kant, Marx, Nietzsche, Foucault, and others. This course represents an opportunity for students who want to acquire a preliminary yet rigorous training in the foundational principles of social science and historical approach. Epistemology is required for all PhD students and is recommended for advanced MA or students interested in Political Theory. Other students may take this course only with Instructor Permission.

INTS 4050: Statistical Methods I

This course serves as an introduction to basic and intermediate concepts in statistics and probability. Topics include data collection, presenting data in tables and charts, summarizing and describing numerical data, basic probability, discrete probability distributions, normal distribution, sampling distributions, confidence interval estimation and single-sample and two-sample hypothesis testing. Emphasis will be on statistical reasoning, problem solving, computer applications (using SAS) and interpretation of results.

Prereqs: None.

INTS 4051: Statistical Methods II

This course is a continuation of Statistical Methods I, covering the fundamentals and primary methods of statistical inference. Topics include analysis of variance, chi-square goodness-of-fit tests, chi-square contingency analysis, correlation, simple regression, multiple regression and logistic regression. Emphasis will be on problem solving, computer applications (using SAS) and interpretation of results.

Prereqs: INTS 4050 or permission of instructor.

INTS 4052: Statistical Methods III

This course serves as a continuation of Statistical Methods II and Statistics for International Affairs. The first module will cover multivariate analyses such as discriminant analysis, factor analysis and an introduction to non-parametric analysis. Emphasis will be on interpretation of results. The second module will include a critical review of published articles to provide the skill set to interpret the statistical quality of others' work. In addition, students will develop and write an empirical research paper using a rigorous analysis of the elements of formal research writing. The third and final module will cover statistical computing including an introduction to SAS programming as well as intermediate Stata programming.

Prereqs: INTS 4051 or INTS 4057 or permission of instructor.

INTS 4056 Information Management in Humanitarian Crisis (Skills)

Accurate, reliable and timely data collection, processing, analysis and dissemination (four steps in information management) are critical for the effective implementation of both development and humanitarian programs. In humanitarian responses, there are numerous challenges to managing information in what may be a rapidly evolving situation.

This course will introduce students to the theory of information management and its application in the humanitarian context.

INTS 4057: Statistics for International Affairs

This is a fast-paced course which serves as an introduction to basic and intermediate concepts in statistics and probability, as well as the primary methods of statistical inference. Topics include data collection, presenting data in tables and charts, summarizing and describing numerical data, basic probability, discrete probability distributions, normal distribution, sampling distributions, confidence interval estimation, single-sample and two-sample hypothesis testing, analysis of variance, chi-square goodness-of-fit tests, chi-square contingency analysis, simple regression and correlation, multiple regression and logistic regression. Emphasis will be on statistical reasoning, problem solving, computer applications (using SAS) and interpretation of results.

Prereqs: Minimum Quantitative GRE score of 148 (600 on the old scale).

INTS 4068: Applied Time-Series Analysis

This course serves as an introduction to time-series analysis techniques including longitudinal, cross-sectional and panel data analysis. Topics include moving averages, exponential smoothing, time-series decomposition, model identification and estimation, ARMA and ARIMA models, repeated measures models and intervention analysis. Panel data analysis includes fixed effects and random effects models. Emphasis will be on computer applications (using Stata) and interpretation of results.

Prereqs: INTS 4051 or INTS 4057.

INTS 4147 American Government and Policy Making (IP/CP)

This course will familiarize students with the basic structures and systems of American government and how they influence policy making and implementation. The course will be built around two themes. First, we will examine how governmental fragmentation affects politics and policy. In the US, there are multiple centers of political power and the interaction of those entities shape policy outcomes. Thus, the president must deal with an independent Congress and judiciary, the federal government must deal with state and local governments, and all levels of governments must deal with businesses and non-governmental organizations. The course will use some comparisons and other countries to illuminate these features, such as contrasting the American presidential system with the British parliamentary system. Second, we will examine how interest groups and institutional structures affect policy issues. Students will choose a policy issue early in the term and write a series of short papers relating the course materials to their issue.

INTS 4141 Domestic/International Consequences: Drug War (IP/CP)

The impact of the drug war on both domestic and international politics is extraordinary. Now comprising 8% of international trade, this multi-billion dollar industry funds everything from war lords in Afghanistan to guerillas in the Andes. Issues of national security are shaped by the drug war and its impact on the future of development in new nations is great. While most courses on the drug war focus on the American domestic aspects of the problem, this course is holistic. The central argument of the course is that you cannot properly understand the drug war without knowledge of pharmacology; social, intellectual, and political history; criminology; economics; and international politics. We delve into all of these areas as we investigate everything from the drug war

and the election of 2000, the history and nature of taboos, drugs, and the American legal system, to drugs and the war in Vietnam. For students of comparative politics, we will explore the myth of opium addiction in China and the strange relationship between drugs and communism in Asia as well as the relationship between drugs and the conduct of United States Foreign Policy. The course also features films from an extensive collection of drugs in the cinema.

INTS 4142 After the Fall: Russia and China (IP/CP)

With the end of the Cold War in 1991, many foresaw a world in which the United States would be the sole superpower for decades to come and its values would reign triumphant with the end of history. However, the rise of two former enemies (China and Russia) with different values and power has called this view deeply into question. This course provides an analysis of the historical rise of these two countries, their complex inter-relationship and likely interaction with the world and the United States in the decades to come. The student will leave the course with a much deeper understanding of the role that China and Russia will likely play in coming decades, and the implications for the political, economic, and cultural development of the global polity. The professor will guide students on an exciting and complex tour of the rise of China and Russia in the early twenty-first century.

INTS 4210 Multinational Corporations (IPE)

The emergence of sweeping new legal rights for Multinational Corporations (MNCs) in relation to their foreign direct investment and cross-border trading activities under the avalanche of bilateral investment treaties negotiated in the last few decades and under multilateral conventions such as NAFTA represent what many have termed "revolutionary" changes in the nature of state sovereignty as it relates to state-investor relations. That expansion of investor/MNC rights in relation to state sovereignty has thus seemingly reached a point calling for a re-examination of the nature and appropriate scope of MNC rights, as well as the nature of MNE accountability and responsibilities which are the flip side of such rights. This course will explore (1) the evolution of MNC investor rights in relation to both developing and developed states, (2) the new wave of "foreign direct liability" litigation attempting to hold parent companies legally liable for negative environmental, health and safety, labor or other human rights impacts associated with operations of their affiliates in developing countries, and (3) one of the most pressing new global governance issues, which is whether and how multilateral consensus can be reached on an appropriate standard of corporate responsibility for MNCs and on how that standard can be enforced in order to regulate the environmental, labor, and human rights impacts of foreign direct investment by MNCs effectively and appropriately.

INTS 4303 Econometrics for Decision-Making I (IPE/Skills)

Learning Objectives for this course will be: Define econometrics and describe its link to economic theory; use and interpret standard techniques for using binary variables on both the left and the right hand side of the equation; explain the importance of and conditions necessary in instrumental variables estimation; use the knowledge to read, analyze, and evaluate empirical research; collect, organize, and summarize statistics of a data set and estimate regressions using Stata; demonstrate the skills above by proposing a hypothesis, collecting the data necessary, and then use regression analysis to test the hypothesis.

INTS 4310 International Trade (IPE)

Prerequisite: Microeconomics

This class covers theoretical arguments of mercantilists, Adam Smith, David Ricardo, and neo-classical economists about the benefits from international trade to an economy as a starting point. It spends some time on Heckscher-Ohlin Samuelson theorem and moves on to cover the tariff effects. It then discusses non-tariff actions of the government, strategic trade policy and the complaints of

Less Developed Countries (LDCs) against free trade. There are also explanations of intra-trade industry argument, product cycle hypothesis, economies of scale, and Linder's hypothesis of why countries trade. In the final part of the class we evaluate the theory of economic integration. Students have an opportunity to apply these theories to real world problems and write a term paper. All discussion is done with limited mathematical infusion but with a lot of graphs and derivations.

INTS 4318 Applied Research in International Economics (CP/IPE)

This course intends to review main arguments in International Economics, and finds ways to test these hypotheses in the real world. The main purpose is to have students do collection of secondary data, get acquainted with the data sources, carry out a research project, and present the research finding to the rest of the class. Topics covered will include, but not limited to measurement of economic development, effect of international trade on economic growth, Balance of payments, effects of foreign direct investment on economic development, capital inflows and outflows and currency crises. Data sources will come from IMF, World Bank, OECD, Asian Development Bank and US government publications.

INTS 4319 Governing the Global Economy

Multilateral Economic Institutions (MEIs) are the primary mechanisms by which the global economy is governed when it is governed at all. This course examines the institutions that are at the center of this system of global governance by studying their foundations, sources of authority, and ideological underpinnings. Simultaneously each multilateral economic institution/regime will be examined from an empirical perspective in order to determine the impact of these institutions and whether or not they are accomplishing their respective tasks in the governance of global economy. The course is both theoretical and empirical and if there is a bias to the course it is that MEIs are among the most written about and least understood institutions in the global economy. To that end, students will be expected to contribute to the ongoing research concerning the effectiveness of MEIs throughout the course.

INTS 4320 International Monetary Relations (IPE)

Prerequisite: B- or better in undergraduate course in Intro to Macroeconomics or Int'l Economics.

The subject of this course is the theory, policy, political economy and history of the international organization of money and finance. International financial theory or "open economy macroeconomics" is based mainly on macroeconomic tools of analysis. For this reason, a familiarity with Macroeconomic Theory is a prerequisite for this course. All students must have successfully completed a course in Introductory Macroeconomics or International Economics at the undergraduate level. Open economy macroeconomics deals with balance of payment and exchange rate dynamics in an open world economy, as well as with the effectiveness of (and constraints on) macroeconomic policy under conditions of globalization and floating exchange rates. In addition to studying the formal theory of open economy macroeconomics, we will examine the history and political economy of international financial regimes. Here we will focus on the effects of international financial arrangements on investment, unemployment, inflation, income distribution and class conflict in advanced capitalist economies and, through international financial arrangements, on developing economies as well. We will also place the theoretical issues raised in the course in the context of three contemporary policy issues in international finance. The class will have the option of selecting to focus the final three weeks of the course on any three of the following eight issues: 1) the causes of currency and financial crises (in general); 2) contending perspectives on causes and lessons of the Argentine financial crisis of 2001-02; 3) the debate over policies to prevent international financial crises; 4) currency unions and regional monetary systems with a case study of the European Monetary System; 5) responses to financial crises: "bailing out" or "bailing in;" 6) international financial institutions and financial governance with special reference to the International Monetary Fund; 7) the macroeconomic and regulatory challenges associated with

derivatives and hedge funds; or 8) the U.S. dollar, Asian financial power, and official reserve imbalances.

INTS 4324 International Political Economy (IPE)

This course provides an introduction to the field of International Political Economy (IPE). I define the field as the investigation into the political origins of international economic arrangements. In the spirit of uncovering the political forces that underpin international economic arrangements, the course surveys a number of critical issue areas, including international trade, international finance and the sources of structural change in the global economy, among others. Through many of the seminal works in IPE, the course will also assess the current economic crisis, its origins, the reasons for its global character, and its possible long-term consequences. Before embarking on an exploration of international economic arrangements, however, the course asks a more fundamental question, which is: What drives human behavior? Economics, political science and sociology tend to answer this question differently. The assumptions analysts make about the basic issue of human motivation in turn affects what kinds of research questions they are likely to ask, the methods they use and the conclusions they draw. Thus learning to identify any research project's underlying assumptions as one way of assessing a study's strengths and weaknesses is a core objective of the course. Fields: International Political Economy.

INTS 4327 Advanced Issues in International Political Economy (IPE)

This course examines the spread of global capitalism in the late 20th and early 21st centuries. Although recent economic phenomena are frequently characterized as features of "globalization," we will go beyond an assessment of increased cross-national interactions. Rather, the focus will be on the apparently growing willingness of states to choose privatization, liberalization and denationalization in the economic sphere. It is possible that the elevation of the market since the 1970s has signaled the end of the liberal compromise that was struck at the close of World War II and that allowed at least the advanced industrialized states to protect their populations against economic downturns. Whether this is the case will be a central theme throughout the quarter. The bulk of the course deals with processes, most of which originate in Western Europe and North America, but that have global effects. We begin by exploring the origins of international capital mobility and then assess one possible domestic political consequence of it, namely the spread of an anti-inflation orthodoxy and the institutionalization of central bank independence. Next, we will take stock of the state of international trade and the degree to which it has truly been liberalized. We will also explore some possible causes of the turn to freer trade. Also under "processes," we will read competing accounts of why states have increasingly chosen privatization, liberalization and denationalization in everything from the way they fund their pension systems to their methods of organizing finance. In this connection, the course covers international institutions and assesses the extent to which they have successfully.

INTS 4330 International Business Transactions (IPE)

The purpose of this course is to provide the intellectual and practical skills essential for evaluating and conducting global business transactions and a comprehensive understanding the dramatic expansion of international commerce and the major role that business interests now play in the evolution of international affairs. The successful student will understand and be able to discuss (1) the political and economic frameworks of international business transactions as these have evolved in recent decades; (2) the emergence of multilateral institutions and agreements and the continuing proliferation of bilateral, regional and multilateral commercial agreements, organizations and rules; (2) the nature of national restrictions on international business transactions under U.S. and foreign laws, and how those are affected by bilateral, regional and multilateral agreements; (3) structures and legal and economic issues relevant to international sales of goods and services, technology transfers and foreign direct investment; (4) issues and strategies critical to protecting intellectual property

rights in international business transactions; (5) financing structures; (6) special issues and strategies relevant particular foreign governments; (7) the profound effect of information and communication technologies on business operations and negotiations; and (8) strategies for minimizing risks. These topics are explored through extensive readings, class discussion, written assignments and lectures.

INTS 4333 International Project Analysis (Skills)

The principal objective of this course is to provide students with a broad perspective of the many considerations that should be taken into account when proposing an international project intervention. Since projects are key building blocks of much development work today, it is important that those planning careers in multilateral and bilateral development agencies, non-profit organizations, private-sector companies, and professional services organizations have an understanding of the project cycle. The course will be organized around the traditional project cycle that include six sequential but necessarily linear phases—identification, preparation, appraisal, implementation, completion and evaluation. There are other courses that more thoroughly address the project implementation phase (INTS 4342-Project Management), and project evaluation phase (INTS 4615-Development Project Evaluation). The traditional project cycle has its advantages and disadvantages. As such, we will also address the learning process approach used in capacity building projects, which relies more on participatory methods to gain insights and knowledge during the development process. During the course, we will address the key considerations in identifying projects that serve problems or opportunities rooted in needs and plans of stakeholders. We will also address the analysis of project dimensions to identify risks to achieving desired outcomes and their possible mitigation or avoidance. This analysis will involve a systematic process of assessing the economic, environmental, financial, institutional, security, social, and technical aspects of proposed projects to improve the design of them. Small student teams will use the knowledge gained in the course to produce a program proposal of integrated projects intended to address specific development goals, such as those the Millennium Development Goals. The final team report, along with a formal presentation of results, will largely form the basis of the work done in this course.

INTS 4339 Microfinance and Sustainable Development (IPE/Skills)

This class provides an overview of the principles of microfinance and its role in sustainable approaches to international development. The course will introduce 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 will examine both NGO and for-profit organizational structures, and how they balance development and financial sustainability. Topics will include: How “microcredit” evolved in poverty alleviation, and how it became “microfinance;” Lending methodologies that allow MFIs to deliver credit at large scale to poor clients; Challenges to measuring social impact and development outcomes; Commercialization of microfinance, and how the push to access private sector capital has financed global expansion and competition; How social entrepreneurship continues to innovate new strategies around the globe; Whether NGO microfinance organizations can serve the poor as efficiently and at the same scale as profit-driven MFIs, and conversely, whether for-profit MFIs can achieve the same development impact as NGOs; How different target clients and organizational structures influence the business choices microfinance organizations make to balance financial sustainability and development; Challenges and opportunities, including those facing NGOs that blend microfinance with other development approaches. While many see microfinance as a powerful tool for eradicating global poverty, questions remain about its impact, efficacy, and whether it will continue targeting the poorest of the world’s population as an increasingly market-driven strategy. We will review the fundamentals of microfinance, how commercialization has created more efficient and sometimes regulated financial institutions, and the distinction between “financial services for the poor” and “microfinance as poverty alleviation.” In addition, we will review microfinance’s appeal to donors, its growth and expansion around the globe, and the challenges of such growth for individual MFIs.

Each week, we will examine a different microfinance organization (MFI) to understand its development strategy (target clients, products and services, organizational structure), and its business strategy for reaching financial sustainability. In addition to the readings and case studies, we will have occasional guest speakers from the industry. In addition, students will work in small groups to research an individual MFI and present it to the class.

INTS 4341 Illicit Markets in the Americas (IP/CP/IPE)

This course examines the rise of transnational illicit trade in the western hemisphere particularly in illegal drugs, arms, and human beings. We begin by considering theories of causation including the structural and institutional legacies of colonial rule, hegemonic influences, and the contemporary consequences of globalization and neoliberal policy. We then turn to the structural, institutional and normative aspects of illicit networks and the various impacts of trafficking in countries of origin, transit and consumption. Finally, we look at strategies for addressing illicit trade and related developments including nation-state level security measures, the role of international organizations such as the U.N. and the OAS, the role of economic interests, and the impact of political, social, and cultural movements.

INTS 4342 Project Management (IPE/Skills)

The principal objective of this course is to help students identify and develop the skills necessary to be a successful project manager, particularly for organizations working on international development projects. These organizations would include multilateral and bilateral development agencies, non-profit organizations, private-sector companies, and professional services organizations. Project management is the application of knowledge, skills, and techniques to project activities in order to meet or exceed stakeholder needs and expectations from a project. A project is unique in that it has a definite beginning and so sort of definite end. A program is really a group of projects managed in a coordinated way to obtain a common purpose. Project management often involves multidisciplinary teams and, in international development, they will involve multicultural teams working in diverse settings. The common thread is the use of internationally recognized management approaches to move workflow smoothly between phases, allocate tasks effectively, track project milestones, and prevent project delays. In this course, students will also be exposed to project management software that will be used in preparing a project plan for a hypothetical international development project. Moreover, students will gain knowledge of the terms, techniques, and methods that would need to be learned to eventually become a certified project manager.

INTS 4345 Art of Forecasting (IP/IPE)

Exploring alternate futures is an essential part of policy analysis these days. The objective of this course is to introduce the students to forecasts and forecasting methodologies in support of informed decision making in both the public and private sector. We shall examine well known global forecasts and survey various steps and techniques working behind such forecasts. Participants will develop and present their own forecast in an area of their interest by the end of the course. All students must have computer access and basic skills. Ideally, students should have their own computers and there will be several sessions in which use of laptop computers in the classroom would be helpful. Statistical skills are useful but not required.

INTS 4349 Comparative Public Policy & Finance (IPE)

This course aims to provide an in-depth treatment of the question “why do the size, form, financing, and distributive outcomes of government differ so greatly across nations?” Since the Second World War, advanced industrial countries have seen the size of government expenditure grow considerably: they now tax and spend on average at twice the level of the early 1950s. Governments now intervene in many areas of the economy and civil society that were once regarded as the exclusive

domain of private interests. While ‘big government’ has become a feature of all countries (even the United States which is typically seen as the most market-oriented of all market economies), the speed and extent of this transformation has been far from uniform: some countries have developed all-embracing social systems of ‘cradle-to-grave’ welfare, based on high levels of taxation, while others remain more ‘liberal’ in orientation, consigning social policy to a mix of private responsibility and minimal public intervention. In most countries, government spending programs have contributed to a reduction in levels of poverty and inequality; but they vary massively in the extent to which those goals have been achieved – or, indeed, are deemed desirable. We aim in this course to provide answers to the following specific questions: (a) can we identify different families of nations which share common dispositions towards taxing, spending and the orientation of government intervention?(b) what matters most in accounting for differences in government spending and welfare between countries: processes of socio-economic transformation, political institutions or political ideologies?(c) what explains different public policy choices: social coalitions (i.e. the balance of power and influence between classes), institutions (i.e. unitary versus federal structures, proportional versus majoritarian systems of representation), or ideas about the appropriate role of government?(d) how precisely are social and other government programs paid for, why and how do tax systems vary in providing state revenues, and what are the distributive consequences of these differences?(e) how precisely are goods such as pensions and social security, healthcare and family support provided in different countries? (f) does globalization constrain government policy choices and restrict the scope for differences in levels of taxation and spending priorities between nations; or has a new ‘market ideology’ spread across all OECD countries, producing an ongoing and fundamental shift in the balance between state and market and in the nature of public finance?

INTS 4350 Economic Development (IPE/CP)

This course will start with a review of the concepts of development in general, economic development in particular. It will include a critical review of the classic and contemporary theories and models of economic growth, development, and underdevelopment. The empirical evidence in the case studies from selected journal articles and book chapters will illustrate the application of these theories and models in the real world. The strengths and weaknesses of these theories and models in predicting and explaining economic development and underdevelopment in the developing nations will also be discussed. Students will critically analyze the challenges, problems, achievements and issues related to poverty and inequality in the context of economic development and the role of education, global health, global security, agriculture, international trade and globalization, institutions, social capital, and foreign finance, investment, and aid in economic development.

INTS 4362 Gender and Health (CP)

This course is designed to help students enhance their ability to address the social and cultural factors that influence the design, delivery, reception, and effectiveness of international health programs. A primary goal of the course is to familiarize students with some of the health care policies and programs designed at the international and local level. This approach is intended to provide the background necessary for students to be able to identify how both micro and macro systems of power influence the design, delivery and uptake of health programs. This course will introduce students to theories of gender and health by examining international health inequalities. Gender is defined broadly to include a special focus on women and reproductive health as well as men, masculinity and health. The course will cover important topics such as sex and gender differences in health; gender and HIV/AIDS; and gender, political conflict and health.

INTS 4363 Discrimination, Minorities, and Rights of Indigenous Peoples (IP/CP)

This course will examine international efforts to define, promote, and protect the rights of individuals and groups against discrimination and the special rights of minorities and indigenous peoples. Particular attention will be given to issues involving individual and group rights. Grades will be based upon three factors, weighted about equally: class participation, including oral reports and special assignments; a term paper of approximately 15 pages, on a topic determined in consultation with the instructor; and a take home final examination. The paper will be due before the end of the quarter. Incomplete grades will only be allowed in exceptional circumstances. Required readings will be drawn from materials on reserve in the library and occasional items distributed in class.

INTS 4364 Global Poverty and Human Rights (IP)

This course will probe in depth the many dimensions of global poverty and human rights and well-being of people around the world. Three particular areas will be emphasized and explored in detail. The first is the exact dimensions and extent of globalization. The second is the exact nature of another complex concept called poverty. The third area explores the connections between globalization, poverty, and human rights. After rigorous discussion of the conceptual foundations, we will focus on the UN millennium development goals for poverty reduction in particular. At the end we will be able to explore the analytical foundation of alternative policies, strategies and evaluate these for formulating alternative strategies addressing human rights issues and global poverty reduction.

INTS 4367 Global Health Affairs (Theory & Practice) (CP)

This course is designed as an introductory survey course for all students interested in the intersection of international affairs and global health. Pressing global health issues are analyzed as they intersect with security, international development, global economy, human rights, and conflict management. The course is taught in two-week modules-Health and Security; Health and International Development; Health and Global Economy; Health and Human Rights; and Health and Conflict Management-with the first week of each two-week block attending to theory, the second week attending to a case study. This course will be especially useful for students not necessarily interested in a health concentration for their degree but who desire to learn about where health issues “fit” in the larger schema of International Affairs.

INTS 4368 HIV/AIDS in International Affairs (IP/CP)

This course is designed to provide in-depth analysis of HIV/AIDS as a global health security threat and is for all students interested in HIV/AIDS as both an epidemiological phenomenon and a security issue. Upon completion of the course, the students will be understand 1) the concept of global health security; 2) HIV/AIDS as an epidemiological phenomenon; 3) the political and economic costs of HIV/AIDS; 4) the political, economic, and social contexts of HIV/AIDS in specific regions of the world. Class meetings are conducted primarily as seminars. Brief lectures are presented during the three-hour seminar, but the success of the seminar is dependent upon the student's solid pre-class preparation (reading assigned texts, preparing discussion papers) and active in-class student participation. .

INTS 4369 Political Economy of Global Inequality and Poverty (CP and IPE)

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 will look at the relationship between economic growth, poverty, and inequalities in several different dimensions. First, the process of sustainable growth itself will be analyzed. Second, the implications of different types of growth for income distribution and poverty will be studied. Finally, the implications of such inequalities for human welfare in developing economies in particular will be studied. Art an initial exploration of the income-based measures of

poverty and inequalities we will focus on the more recently developed social capabilities approach developed by Amartya Sen and others.

INTS 4370 Political Economy of Globalization (IPE)

Note: This course is aimed at GFTEI and IPE students, and although it is not restricted to them, it does assume a certain level of acquaintance with basic economic concepts.

The main purpose of this course is to understand the process of globalization and its implications both conceptually and empirically. The concept of globalization will be studied rigorously by looking at the many dimensions of globalization that are often not distinguished properly. Particular emphasis will be given to trade, finance and distributional issues. This will lead us to confront concrete issues such as the actual creation and distribution of wealth in the world and its impact on people and environment in both advanced industrialized economies with complex financial institutions and the so-called developing societies. Here recent developments in the 'capabilities' approach by Amartya Sen and others will serve as the starting point for discussing issues of the effects of global wealth creation process on well being, poverty, human development and ultimately freedom in all parts of the world. The essential unevenness of the globalization process and its impacts will become clear in this way.

INTS 4379 Gender, Environment and Development (CP)

This course is concerned with how and why gender matters in producing environmental, economic, social, and health outcomes of planned and unplanned development. It is also concerned with gender as a human rights issue and the equity and ethical dimensions of environmental and related economic planning. Beyond these practical implications of gendered environments, the course will engage theoretical and ideological underpinnings for the gendered structures of environmental control and management encountered in a wide range of physical environments. The course also takes an explicitly ecological or holistic approach. We will examine interactions between structural and ideational factors that comprise and construct gendered environments. We will also integrate analysis of the physical environment with overlapping social, economic and political systems and with human health outcomes. If we were looking for a label for this approach, it could be called "gendered political ecology." We could also use a term coined by Dianne Rocheleau and others, "feminist political ecology," which suggests the need to examine the structural and cultural bases for observed inequalities – not simply differences – in men's and women's responsibilities and control of resources, together with the varying forms of agency, strategy and tactic deployed by women (often in partnership with men) to redress these inequalities and address environmental problems. This is a policy-oriented course and we will derive implications for varying policy arenas from each of the gendered political ecologies we engage. The course project offers each student an opportunity to analyze policy alternatives and to propose policy based on individual interests.

INTS 4384 Middle East and US Security (IP/CP)

The Middle East has long been an area marked by political violence and instability. Its conflicts have ranged from military coups (Turkey, 1960, 1980) to revolutions (Iran, 1989), civil wars (Lebanon), regional conflicts (Arab-Israel, Iran-Iraq) and wars involving such external actors as the U.S., Europe, and Russia (the 1956 Suez Crisis and the Gulf War). However, the Middle East is also a region with a rich history and culture that is undergoing rapid social, economic, and political change. The U.S. has been a major force in the politics of the region. Now it is the target of terrorist attacks that originate in the Middle East. Why is this the case? Why do so many Muslims regard Osama bin Laden as a hero? Why do many Arab rulers fear him? Why does he hate the U.S.? Has U.S. policy towards the Middle East, especially its support of Israel, created the present situation? What are the implications of Islamic terrorism for the safety and security of the U.S.? What policies should we adopt to deal with the terrorist threat? These are the kinds of questions that we shall try to answer in this course.

INTS 4391 Financial Management and Fundraising in Non-Profits (IPE/Skills)

Non-profit organizations have a long history in the U.S. This “third sector,” to distinguish it from the for-profit and governmental sectors, continues to grow in our society, becoming an ever-stronger participant in our economy and life. In addition, the influence of non-profit organizations in the U.S. is steadily increasing on the international level and other countries are seeing the value of establishing non-profit organizations within their own boundaries to address local issues. The management of non-profit organizations differs from the management of for-profit and government organizations in some very significant ways. Also, the financial support for organizations in this sector largely comes from voluntary contributions of individuals, companies, and foundations – a concept foreign to the other two sectors. As a result, working and especially becoming a leader in the non-profit sector demand a thorough understanding of both management and fundraising in this sector. This course endeavors to provide this understanding. Following conceptual orientations to these topics, emphasis will be placed on practical “how-to’s” and skill building in these processes and methods common to non-profit organizations of all sizes.

INTS 4394 Non-Profit Management: Issues & Techniques (IPE/Skills)

Prerequisite: INTS 4391 Financial Management and Fundraising in Non-Profits

Note: This seminar is capped at 15 students

This course is designed to complement INTS 4391, “Fin. Management and Fundraising in Non-Profit Organizations.” While INTS 4391 concentrates on “hard” management issues, such as the legal and financial foundations of non-profit organizations and the fundraising that supports them, this course will focus on several “soft” management issues, such as organizational vision and mission, strategic planning and goal setting, leadership, and the coordination of both staff and volunteers. Success in these “soft” management areas distinguishes one non-profit organization from another and leads to growth, stability, and eventually mission achievement. The first half of the course will provide a strategic perspective on non-profit management, beginning with the development of vision and mission statements and moving on to the development of effective plans, goals and strategies designed to achieve the organization’s mission. Included here will be the development and implementation of appropriate evaluation mechanisms intended to demonstrate organizational success, or lack thereof, to both internal and external participants and other interested parties. The second half of the course will focus on the effective recruitment, organization, supervision and coordination of the people employed by non-profit organizations to carry out their missions. These people are both paid staff and non-paid volunteers. Emphasis here will be placed on the many practical considerations that lead to a positive work atmosphere, a sense of teamwork, stability, productivity, and goal achievement. An important part of the course will be preparation by the student of a report of the functioning and performance of an actual non-profit organization in the community. This will be a team report prepared after a real consultant experience of 6 weeks duration with a non-profit organization in the community. In summary, course objectives are to enable students to understand what it takes to be effective staff leaders in non-profit organizations and to give them the practical skills necessary to become those effective leaders.

INTS 4396 -Education and Development (IP/CP)

This course examines the powerful role of education in driving national and global development. The course focuses on four primary topics. Firstly, it begins with an overview of the bright spots and weak spots in global education ranging from the rising knowledge economies of Asia to the challenges of implementing basic education in Africa. Secondly, it examines how education contributes to personal, community, national, and global development. Thirdly it explores how and why some countries have been more successful than others at developing national education systems. Lastly, it examines education policy in comparative perspective with regards to issues including education finance, curriculum, and school administration. While this course focuses

primarily on the development of formal elementary and secondary education systems, it also sheds light on the promotion of higher education in developing countries.

INTS 4397 Environment, Development, and Human Well-Being (CP/IPE)

This course will explore the role that the environment plays in determining human well-being. It will introduce the student to different conceptions of human well-being and environmental services, and look at how frameworks are being developed and used to extend and structure our understanding of the relationship between the two. The implications of this increasing understanding will be explored in the context of current scientific and policy debates.

INTS 4423 Introduction to Epidemiology (*Previous Title was “Health Data for Decision-Making”*) (CP)

This course addresses the multiple ways health data are generated and used by international health professionals. Emphasis in this course is on both “ways of knowing” and current “best practices.” Students taking this course will learn basic terminology (e.g. “evidence-based practice,” “incidence,” “universal precautions”) as well as health data calculations and methodologies used in international health venues. The course is designed to not only impart an understanding of terms and practices, but also to impart the ability to evaluate methodologies for their applicability, strengths and weaknesses in relation to international affairs dilemmas of which health may be a component part.

INTS 4427-Political Economy of African Development (IPE/CP)

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 will 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 will 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 will critically assess the dominant theories and concepts of its development, using country case studies from across the region. Gender aspects of development will be discussed as a crosscutting issue, with a particular emphasis on the relations between gender and macroeconomic policy, as well as poverty. The course will help students to understand the major development challenges facing African societies today by illuminating patterns as well as diversity across the region.

INTS 4428 Political Economy of Human Rights

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 in an evolutionary 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 developed by Amartya Sen and others will be extended to the understanding of human rights.

INTS 4435 Health & Development

Health and development are held to be symbiotic in the production of economic and human well-being. However, the concept of health varies across context, institutions, geographies, and scale. This course will focus on the meaning, measurement, financing and delivery of 'health care' and the interaction of human well-being with other aspects of development. This course will explore dominant models of health and development, what assumptions inform these models, and who is left uncared for within the development focus. Macro-level embodiment will be contrasted to the meaning of health within a local context. The exchange between development policies and health interventions will be explored. As the class moves between world-and local-views, we will explore how the same illness can have many causes –from microbes to structural violence.

INTS 4447 Making of Chinese Foreign Policy (IP/CP)

This seminar course seeks to provide conceptual tools and factual bases to help students understand/explain the transformation of China's role in the global stage. We will discuss the historical roots of China's contemporary foreign relations, the domestic and international sources of China's foreign policy-making, and China's relations with major powers, particularly the U.S. and Asia-Pacific countries.

INTS 4453 Political Economic Development in Latin America (CP)

This is a study of the historic and contemporary issues in the political economic development of Latin America. We will consider various theories of political economy including dependency, hegemonic stability, class conflict, neoclassical economic theory and the study of institutions and international regimes. Each approach is illustrated through an examination of a historic issue in development – patterns of land ownership, the role of the military, the rise of revolutionary politics, neoliberal development and the promotion of democracy. We also will 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.

INTS 4460 China's Rise: Revolution, Nationalism, Communism, and Liberalism (IP/CP)

This course examines the political development of the People's Republic of China and the politics of post-Mao economic and political reform. The course starts by analyzing the rise of the Chinese communist revolution and goes on to the state and nation building under the communist rule, major political-economic events in the PRC history (the Hundred Flower Campaign, Great Leap Forward, the Cultural Revolution), political institutions and policy-making, and explain political dynamics of post-Mao economic reforms and democratic perspectives for understanding contemporary Chinese politics.

INTS 4468 Politics of Development (CP)

This course provides an overview of how politics and governance can fail or succeed in achieving the aim of promoting national development. It begins with a discussion of what "national development" means as a concept and explores several classic theoretical models of development. It then covers the basic functions of sovereignty, law, civility, secularism, and political parties. It also explores the role of de-colonization and administrative upgrading to effectively promote taxation, infrastructure, public safety, and industrialization. In addition to considering the role of the state in facilitating competitive markets, technological development, resource accumulation, and basic human rights we will also look at the important roles of leadership, women and children, culture, civil society, and democracy.

INTS 4483 Practical Applications in Global Health (CP)

The purpose of the course is to be deployed to a field situation as realistically as possible given our location in Denver. A heavy emphasis is placed on program design, real implementation issues, and presentation at the field level. No prior field experience is necessary to attend or to complete this course. The student will acquire practical knowledge about the following areas of actual health program design and management in the field: research and preparation, creation and development, and implementation and presentation. Students will develop detailed field perspectives, analyze the global implications of their programs, and examine their contribution to the “science of service.” Current international health scenarios such as hygiene and environmental sanitation, microfinance, malaria control, child soldiers, and humanitarian relief will be utilized. The intent is to develop a solid understanding and to practice the usage of tools and skills currently being used by various international and domestic programs.

INTS 4492 Health and Humanitarian Aid (CP)

The Sphere Project defines the following issues as key sectors in humanitarian emergencies with minimum standards set for each: water supply, sanitation, and hygiene/environmental health; food security, nutrition, and food aid; shelter and non-food items; health and health services; communicable and non-communicable diseases. Drawing on this division of key sectors, the course will be divided into modules based on each, with particular attention as to how each of these sectors directly and indirectly impacts health. We also practice rapid assessment techniques and highlight issues and programs relating to reproductive health and mental health. Regardless of the sector of humanitarian response in which you aim to work, knowledge of the basic Minimum Standards, language, and priorities of the main sectors and the inter-relationships with health is essential. This course aims to examine current 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.

INTS 4498 Global Community Health (IP/CP)

The study of social conditions as determinants of health is of growing importance for both public health and human development. This course will explore how social vulnerability is created through a confluence of micro-level factors, such as individual biological features, and macro-level influences, such as community structure, social networks, and spatial location. By utilizing theories and methodologies based in anthropology, sociology, and social epidemiology, we hope to better understand the creation of and remedies for health inequalities.

INTS 4500 Social Science Methods (CP/Skills)

This course will focus on issues and techniques in *qualitative* research methodology. This is not just an abstract course about competing conceptions in the social sciences. It is an advanced course in the practical matters and issues that underpin all research activity. It will provide students with the essential basic training they will need for critically analyzing political and social science research conducted by others and, most importantly, for engaging in their own research design and prospectus and dissertation writing. For those Ph.D. students already advanced in their own research, it will allow for a critical evaluation of their own research designs and strategies. The course will cover the following topics: what is a question or ‘puzzle’ in political and social science; what makes a research project feasible?; causation and explanation in social science; causality and causal inference; the quantitative-qualitative debate; theory, concepts, operationalization and measurement ; concepts and concept formation; the comparative method; case-oriented versus variable-oriented comparisons; identifying dependent, independent and mediating variables; selecting cases and establishing an explanation; conducting case studies; problems of selection bias; the

importance of skepticism & rival hypotheses; research design & the classics: Barrington Moore, Tocqueville, Skocpol.

INTS 4501 Comparative Politics: States & Societies in the 21st Century (CP)

This is a core course in the GSIS curriculum; it is designed to provide a basic foundation of knowledge in the subfield of comparative politics. The course critically explores theories, approaches, and research methods for analyzing political processes within countries and societies around the globe. The point of departure is new approaches to governance - a term that refers to how governments and societies interrelate to manage social problems in the globalized 21st Century. Why is the "inside-out" perspective of comparative politics so important in today's interdependent world? How do domestic social forces interact with political institutions and how do these interactions affect prospects for democracy, development, and conflict management? Which emerging theoretical approaches offer the most explanatory power in today's rapidly changing world? Through readings, instructor 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 societies. The knowledge base 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, democratization, ethnic conflict, environmental politics, public policy, and contemporary problems of war and peace in deeply divided societies.

INTS 4502 Comparative Revolutions (IP/CP)

The graduate seminar in Comparative Revolutions provides an overview of the literature on the great revolutions from Marx through Skocpol and on to contemporary authors such as Keddie. In so doing it provides a critical look at the causes, courses and outcomes of the English, French, Russia, Chinese and Iranian revolutions. It also looks at some of the revolutionary failures as well to understand which theories are more capable of explaining these great revolutions. The course also shows how and why these revolutions provided pivotal changes in managing the transitions from the early modern world to the modern and even post-modern worlds. The student will come away from this course with a deeper understanding of the making of the modern and post-modern twenty-first century world in which we live.

INTS 4514 Population, Environment, and Development in Latin America (CP)

This course engages the complex and interlinked dynamics of changes in population, systems of production, and the physical environment. Navigating among scales from global to local, we will examine the interactions of the following dimensions of the population/environment/development nexus:

- trade regimes, markets, macro-economic performance;
- natural resource tenure systems (ownership, control, and management of land, water, forests, coastal resources, wildlife);
- migration and other forms of population change;
- livelihoods, especially those of socially marginalized peoples in fragile environments;
- human health; and
- natural resource stocks, in terms of both quantity and quality.

We will interrogate the distributions of wealth and power that affect control of natural resources, human well-being, and environmental sustainability. We will also investigate the multiple social and cultural meanings of “natural resources.”

INTS 4516 Major Diseases of Global Health (From Pathology to Action) (CP)

As future global health practitioners and policy makers, it is imperative that we each have a complete and solid understanding of the mechanisms, physiology, epidemiology, transmission patterns, and clinical impact of the major diseases affecting global health. How and when does a person transition from simple HIV infection to full-blown AIDS? Why is dracunculiasis so readily amenable to eradication whereas filariasis is not? For what populations is co-infection 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 versus resource-rich or urban versus rural settings? Who are the vulnerable populations and how does disease impact them physiologically? When and where would specific program interventions work over other programs and for whom? In this course, the student will develop an understanding of the etiology, agents, vectors, burden, and methods of detection, basic treatment complexities, and life cycles of major diseases impacting the world. Specifically, this course will detail HIV/AIDS, TB, malaria, maternal/reproductive health, some protozoa, helminthes 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 will learn a sound method of inquiry with which to address any disease process. Students will also apply this method directly toward program analysis, and in the development of teaching sessions for community health workers.

INTS 4517 Politics of Deeply-Divided Societies (IP/CP)

This course focuses on the politics, conflicts, 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 will focus on these “contemporary” ethnic, religious, racial, and other communal conflicts to better understand why and how such conflicts develop. We will then examine both theory and practice on what can be done to ameliorate or remedy them. Units will focus on the nature of identity and identity politics; the use of political violence to pursue identity or nationalistic goals, and nonviolent approaches to identity conflicts. We will then look at alternative political and conflict-transformational approaches to such conflicts including frameworks for living together (such as con-socialism, federalism, and power-sharing, and scenarios for separation (partition or succession). We will also look at the negotiation, mediation, and other peace processes that have been utilized to try to accomplish such ends, and examine which have worked better than others and (to the extent possible) why. Readings will include both case study and theoretical material. Students will be required to make several short class presentations, participate actively in discussions and exercises, and prepare and present a term paper analyzing one currently destructive deeply-divided society, analyzing the cause of the current unrest, and possible remedies to that situation.

INTS 4521 International Development in Cross-Cultural Perspective (CP)

This course will explore politics of economic and social change from the perspectives of actors who conceive, promote, negotiate, enact, and resist development agendas within institutions ranging in scale from global to local. We will focus an anthropological lens on the meanings, values, and knowledge systems that, together with the structural positioning of these actors, give rise to particular development visions, processes, and outcomes. Themes include: multilateral and bilateral development policy and planning; interfaces among international, national, and local institutions; production and defense of places, livelihoods, and identities; governmentality, governance, and regulation; participation and empowerment; and envisioning futures. Each student’s course project

will focus on cultural dimensions of development within a particular geo-political area, institution, social group, or development sector. There will also be a take-home exam..

INTS 4536 Economics: Fundamental Knowledge with Global Applications (IPE)

This course provides an introduction to the methods used to analyze contemporary economic events by examining the global environment in which economic agents interact. We begin the course by analyzing the economic forces that determine aggregate economic production or GDP and the flow of trade and capital across countries to include the determination of interest rates and exchange rates that affect these global flows. We then turn our attention to the study of how consumers and firms make economic decisions, how markets work and how they fail, and how government public policy decisions affect individual and aggregate behavior in the global marketplace. A special feature of the course is the application of economic principles to real world problems to assist in understanding both the risks and opportunities inherent in the global economy.

INTS 4539-Food Security in the US and the World (IP/CP)

This course will discuss: 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; economic approaches (westernized view, food justice, food sovereignty); World Food Summit; achieving food security (the agriculture-hunger-poverty nexus, biotechnology for smallholders in the (sub)tropics; 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.

INTS 4543 Religion & International Studies: The Apocalyptic Tradition (IP/CP)

The relationship between religion and international politics is an important and understudied topic. For years religion was, at best, a handmaiden to international relations as scholars focused on state actors only. Since 9/11 this has changed in dramatic fashion because of the rise of radical Islam, the importance of the religious right in the United States and its role in Middle East politics, and a growing awareness of how religion can divide populations within states and in many regions of the world. This course begins with an evaluation of the thousand year history of religious conflict before 1648 when faith and international politics were inseparable. We will study the struggles between Islam and Christianity as well as "heresy" in both of these religions which led to events like the Protestant Reformation. Using new books in the field, we will explore the role of religion in politics from the eighteenth to the twentieth centuries and conclude with readings on such topics as suicide bombing, shifting religious values, demographics, and projections on how religion will shape international politics in the 21st century.

INTS 4549 Managing Microfinance: Balancing Business and Development (IPE/Skills)

This course builds on the topics in An Introduction to Microfinance and explores the practical aspects of managing a microfinance institution or program. Lending and savings products entail certain financial risks, especially when they are provided at large scale to thousands of customers. Microfinance institutions (or MFIs) need to manage the credit and financial risks that are part of that business. Successful MFIs develop well-designed tools for monitoring delinquency, avoiding fraud, managing credit risk, and for identifying the financial risks of new credit and savings products. In addition, good MFIs have basic financial management principles and tools to ensure the financial viability of the entire microfinance institution. This six-week class will use MFI case studies to highlight examples of the financial risks MFIs face (e.g. delinquency, credit risk, fraud risk, cash flow risk) and the practical tools they use to identify and manage these risks. We will spend the first half of each class on the case study, and the second half on the financial implications of these risks, the

financial principles involved, and how the tools work. Students will gain a better understanding of financial statements and analysis, credit risk, and the key principles of financial management.

INTS 4555 Professional Communications (IP/Skills)

This course is designed to help graduate students improve their ability to communicate professionally in a variety of formats, with a wide range of audiences, for a variety of purposes, and to manage through communications. The course will balance theory (lectures and readings in communication theory) and application (case studies). Since professionals are expected to display an understanding of organization, style, and grammar, the course will also focus on improving writing skills with assignments on different elements of the communication process.

INTS 4557 Cross Cultural Communications (IP/Skills)

This course is designed to prepare graduate students for careers as international professionals by focusing on the cultural factors that influence communication as well as the rules that proscribe and prescribe behavior. The course will emphasize culture and explore how culture both influences and reflects communication dynamics. Culture is understood to incorporate regional background, values, world views, and associated thought processes; religion, gender and social perception; language and nonverbal communication, among other elements. Each student will select a country and conduct research on the culture, as well as the communication conventions, practices, standards, core metaphors, terms, cultural premises, and meaning systems. Students are expected to demonstrate a critical and informed awareness of cultural content and identity, as well as relational and procedural issues in their country through class presentations, discussions, and a long paper. The rationale for the course is that, in the current environment, cross-cultural (or intercultural) communication is inevitable. Without an understanding of the cultural communication imperatives, it is very difficult, if not impossible, to understand, work with, manage, or influence individuals from another culture. The course will involve theory and proven models, but will primarily focus on practical applications and case studies. We will explore how culture both influences and reflects communication dynamics, how to communicate effectively across cultures or in a multicultural environment, and how to manage and resolve cross-cultural conflicts.

INTS 4567-Democratization in Fragile States – Africa (CP)

Since the mid-1970s, the world has seen an ongoing wave of democratization. Some 70 countries have undergone transitions to democracy since the 1970s, with some 40 countries having gone through such a transition in the 1990s and early 2000's. 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 multiple-party democracies, as well as war-to-democracy transitions as countries emerge from conflict. The democratization trends of the 1990s that continues today raise a number of important retrospective questions about the underlying drivers of democratization, the various paths that countries go through on the road to democracy, whether such changes are sustainable over time (and why or why not). The very word "transition" is rightly questioned: Is there is a proverbial point of no return when democracy is "consolidated" and country goes from the transitional category to a fully formed democracy? While democratization may lead to peace over time, the actual process of political reform is destabilizing for societies, and that in the short term there may be real and direct threats to peace in democratizing societies as 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 as the spark to civil war or massive political violence, to corruption, fraud, and rent-seeking by elected elites, to widespread discontent over the inability of democratically elected regimes to foster socio-economic development. As well, there is a critical concern that electoral process in Africa are often accompanied by widespread political violence. Thus, Africa experience with democracy lies between the powerful force of liberation that

guided the continent's politics in the formative years, and the uneven, non-linear, and for the most part elusive goal of "consolidation." The course explores *democratization* – the means and methods by which countries in recent years have moved from a non-democratic to democratic regime type. What theories, concepts, and methods should be used to understand democracy and democratization in today's complex, multiethnic societies? How does the Africa experience relate to broader theories and perspectives on democratization.

INTS 4575 Systems Thinking for the Social Scientist (IP/Skills)

The purpose of this course is to introduce students to systems thinking as an approach for understanding and analyzing real-world issues. In addition to introducing the basic principles of systems thinking, questions that will be addressed include: Why do systems behave the way they do? Why do systems resist change and often end up getting worse when we try to change them? How do you find points of leverage within a system? The course will use examples drawn from a range of issues across the field of international studies. In doing so, it will illustrate how a systems perspective can allow you to see parallels between seemingly disparate issues. The course will introduce both qualitative and quantitative approaches for analyzing systems, and discuss the benefits and limitations of each. Quantitative, computer-based modeling will be used in the course, but no background is required.

INTS 4576 Seminar: Community Based Research (IP/CP/Skills)

This course will offer a weekly seminar in methods for community-based research in health, development, population, and humanitarian assistance. The course is intended as a preparation for development, population, and humanitarian assistance. The course is intended as preparation for students preparing for our community-based research partnerships in Delhi, Nairobi, Jerusalem, and Iquitos, Peru but it is open to all students preparing to go into the field. The course will focus on practical methods for gathering quantitative and qualitative data at the individual, household, village/neighborhood, 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 will include Geographic Positioning System (GPS), facility/provider surveys, community governance/needs assessments, and knowledge-attitude-practice (KAP) behavioral surveys. Topics of particular emphasis will include maternal and child health (MCH), water and sanitation (WASH), and primary health care (PHC). Students will learn to design, revise, collect, enter, and analyze basic surveys using Excel and the Stata statistical software package. The final project for the course will include a community "desktop assessment" document and a plan for further data acquisition and analysis for your focus community.

INTS 4579 International Futures, Global Change, and Development (IPE, CP)

This course will explore the role that the environment plays in determining human well-being. It will introduce the student to different conceptions of human well-being and environmental services, and look at how frameworks are being developed and used to extend and structure our understanding of the relationship between the two. The implications of this increasing understanding will be explored in the context of current scientific and policy debates.

INTS 4581 Humanitarian Systems and Policies (IP, CP)

The Humanitarian field has changed significantly since the founding, in 1863, of what is now the International Committee of the Red Cross. Since the early 1990s there have been efforts to improve coordination between humanitarian actors and to improve the quality of international humanitarian response. High profile humanitarian crises such as the Rwandan genocide, the 2004 Indian Ocean Tsunami, and the Haitian earthquake have highlighted weaknesses in the system and spurred reform efforts. Through readings, class discussions, guest speakers, group work and individual assignments,

students gain a better understanding of the development of humanitarian systems and policies and how these affect current humanitarian practice. Key debates in the humanitarian system will also be discussed and students will have the opportunity to grapple with some of the key ethical dilemmas facing humanitarians today. At the completion of the course, students should be able to: Discuss the history of humanitarianism; Recall key components of the humanitarian infrastructure; Describe the humanitarian principles, their interpretation and application; Identify ethical issues which may arise for humanitarians; Discuss the implications for humanitarian practice of key emerging challenges.

INTS 4583 International Protection in Humanitarian Context (IP, CP)

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 additional instruments, both regional and international in scope, and are collectively and cumulatively considered the legal framework for “International Protection”. After sixty years of the progressive legal and theoretical development of international protection and its practical implementation, a slow but evident shift has developed over time. Theoretically speaking, a shift from the end of the Cold War’s position of absolute sovereignty to the ideals of the 1990s and the “responsibility to protect” which developed in direct response to the failed efforts of the international community to protect in Bosnia, Rwanda and other conflicts. As a result of the changing nature of conflicts, confusing mandates, ambiguous definitions, and political will, we have witnessed the failure of international protection in numerous humanitarian settings.

INTS 4591 Advanced Fundraising Workshop (IPE/Skills)

This course will compliment INTS 4391, in which an overview of non-profit fundraising – along with financial management – is given. In this course, we will take an in-depth look at the major methods of non-profit fundraising, namely, annual giving, special events, corporate fundraising, grant writing, major gifts, and planned giving. The teaching methodology to be employed will be that each 3-hour class session will, in effect, be an intense workshop on a specific fundraising topic. During each class session, a fundraising professional from the community, who is actively engaged in the particular fundraising activity being discussed, will join the professor in leading the workshop. It is also planned that specific assistance will be given to an actual non-profit organization in the design and implementation of a comprehensive fundraising program through the course. Course pre-requisite: Due to the advanced nature of this course, enrollment is limited to those who have already been introduced to the major methods of fundraising either through the previous completion of INTS 4391, the concurrent enrollment in INTS 4391, or previous fundraising experience or educational pursuit in the fundraising field that is judged by the professor to be sufficient to be an active participant in this course.

INTS 4622 Strategy and Governance

This course focuses on the variety of authorities that govern global issues (global governors) and endeavors to analyze 1) the strategy of these actors and 2) how the variety of actors engaged in a particular issue contributes to the amount and type of governance surrounding that issue. As a group we will define strategy (the calculated relation of means to large ends) and what constitutes governance (creating issues, setting agendas, establishing and implementing rules or programs, and evaluating, enforcing and adjudicating outcomes), and read a variety of examples of strategy and governance on security issues (both historical and contemporary). Each student will consider these concepts in the context of the strategy of a particular authority or the range of authorities relevant to a particular issue area. The intention is for each student to extract lessons relevant to future leadership roles which might call on them to connect desired ends with available means or generate collective action.

INTS 4625-East African Development and Human Rights (IP/CP)

For our purposes, East Africa encompasses the countries of Sudan, South Sudan, Ethiopia, Eritrea, Djibouti, Somalia, Kenya, Uganda, Rwanda, Burundi, and Tanzania. This course will begin with an introduction to the cultural richness and diversity of East African societies, with an overview as to how tribes, chiefdoms, and states function. Religious influences will be noted.

The history of development, as externally conceptualized, will begin with the Berlin Conference of 1884/85 and the so-called “scramble for Africa.” It will feature socio-economic and socio-political processes. 20th and 21st century external development programs will be covered, most recently exemplified by the former Soviet Union, the United States, and China. Principles of induced development and participatory development will be contrasted. Regarding the latter, indigenous innovations will be stressed. The history of human rights, as externally conceptualized, will begin much later, with the 1969 refugee-related innovations of the Organization of African Unity (now, the African Union). The “classic” issues of tribalism, corruption, and resource exploitation will be covered, as will the “late-breaking” issues of food security, refugee repatriation, and child soldier rehabilitation. Conceptually and theoretically, the course will be grounded in disciplinary understandings derived from cultural anthropology, political science, ecology, and history. Resource use, in the context of socio-cultural systems development, will be foundational. Special projects will be featured, exemplified by those involving D.U. personnel in Kibera, Kenya (water and sanitation); Mai Misham, Ethiopia (literacy); and Juba, S. Sudan (indigenous leadership). At the broadest level, examples will most often be drawn from the water/sanitation, agricultural, and health/mental health sectors.

INTS 4626-Civil Resistance (IP/CP)

In recent years, the world has witnessed a surge in civil resistance or “people power” campaigns in places as diverse as Iran, Egypt, Mexico, Burma, Ukraine, Tunisia, Madagascar, and the Niger Delta. As a result, scholars and policymakers are turning their attention to understanding the causes, dynamics, and outcomes of civil resistance campaigns. Despite new research advances, the study of civil resistance remains rife with puzzles. Why do nonviolent campaigns emerge in some places, but not others? Why do some nonviolent campaigns turn to violence, even when they seem to be succeeding using nonviolent resistance? Why does state repression destroy some nonviolent movements, while emboldening others?

Why does the support of the international community seem to help some civil resistance campaigns, while damaging others? And why does civil resistance succeed in some cases, while failing in other times or places?

This course takes a theoretical and historical approach, attempting to place contemporary civil resistance campaigns, such as those associated with the Arab Spring of 2011, within the broader context of civil resistance as a phenomenon. To this end, the course will acquaint students with the historical evolution of civil resistance while introducing them to the major theoretical approaches to the study of nonviolent conflict.

Central to the course is one overarching theme: the tension between structure (conditions) and agency (strategy) in explaining the onset and outcomes of civil resistance. The five primary goals of the course are to:

present leading theories and concepts for understanding civil resistance; explore international history to evaluate theories of civil resistance; apply these theories to analyze current trends and make inferences about future developments; provide students an opportunity to conduct research and write an original paper; and allow students to deepen their knowledge about several major civil resistance campaigns around the globe.

INTS 4627-African Security (IP/CP)

This is intended to be an advanced political science graduate course examining African politics and (in)security. The aim of this course is to introduce students to theoretical frameworks that, in turn, facilitate their understanding of African politics, conflict and security issues - especially as they pertain to human security. Importantly, this class will take a critical look at the concept of sovereignty as it relates to security. Through the readings, students will become familiar with major analytic frameworks and debates in the analysis of contemporary African politics; students will be conversant in relevant political, civil-military and human security issues as they relate to sub-Saharan Africa. The focus of this course is for the student to develop an analytical framework by which to make sense of context. Context is important, but without a cohesive theoretical framework to inform the practitioner it is insufficient. With the understanding that modern elites benefit from the existing structures and associated incentives, this course seeks to understand the modern African state in order to best engage said structures/elites to further development and, most importantly, individual security. Of note, it is clear that security is a fundamental condition for effective governance and development. Further, whereas it is true that weak empirical states, interstate wars, and conflicts over natural resources have proliferated throughout the continent and that ethnic, religious and regional violence is a common syndrome, we often forget basic (human) security needs. Specifically, we overlook the importance of access to potable water or an individual's ability to pursue economic gain without fear of violence. At the heart of security lies the individual. Weak states or elites might affect inter-state relations and security (e.g. militant groups in under-governed spaces), but it is the individual who suffers. Thus, security in this context seeks to understand issues that affect individual lives.

INTS 4630-Civilian Protection/Armed Conflict (IP/CP)

There are many courses on security topics. Civil wars, terrorism, violence, genocide, peacekeeping and peace-building, humanitarian intervention, human security... the list goes on. This course is different. This course is about the *protection* of civilians in wartime. Civilian protection is one of the great challenges of our time. The means of violence have been distributed and small groups of people are able to inflict harm as never before in human history. Yet there are also emerging and cutting-edge procedures and technologies available to the "protectors." Civilian protection is a new perspective on security that differs from existing treatments of this topic.

INTS 4632-Qualitative Research Methodologies (CP/Skills)

This course provides training in ethnographic methods and gives students the opportunity to apply their skills to the local Denver community. They will learn, first hand, the challenges and rewards of integrating research and service, as well as theory and practice. The course will begin with methods and ethics research and training. We will then undertake ethnography as a collaborative class project on immigration issues in Denver. In doing so, we discuss new developments in the field in terms of collaborative, public, and critical and activist/engaged research. Students will pursue independent projects in line with the class topic that also reflect their own skills and interests. Class will serve as a space for students to develop their ideas and to discuss ways that the individual projects can be brought together to reveal larger insights. As the research progress progresses, we will incorporate readings and training on coding, data analysis, and writing. Through the distinct projects, the course aims to provide students with ethnographic skills while also showing them how conducting collaborative ethnography can contribute to a more holistic understanding of immigration issues in Denver. Students will learn how to integrate theory, literature, and original data collection and develop skills conducting participant observation, interviews, and focus groups. They will discuss debates surrounding objectivity, reflexivity, ethics, and activism. The latter half of the class will serve as workshop space so that students can gain facility with coding and analyzing data and learn how to transition from the field-note process to the ethnographic text. Selected readings will provide students with examples and context to writing about immigration and sensitive research topics. The course will guide students through the research process including proposal and grant

writing, IRB approval and ethics training, research, write-up, and dissemination of information to research communities. The course aims to show how engaged research can contribute to greater partnerships in the local community and will share its results with study participants. Moreover, by looking at all aspects of immigration, we explore the potentials for collaborative research and a holistic assessment of immigration.

INTS 4633 International Project Evaluation (IP/IPE/Skills)

It is important that those planning careers in multilateral and bilateral development agencies, non-profit organizations, private-sector companies, and professional services organizations have an understanding of the many considerations involved in development interventions and the competencies of a project manager to lead teams in carrying out these interventions. The school currently offers three courses that are organized around the traditional international project cycle. This cycle includes six sequential but not necessarily linear phases-identification/selection, preparation, appraisal, implementation, completion/transition, and evaluation. The courses include: International Project Analysis (INTS 4333), concentration on the first three phases of the project cycle; Project Management (INTS 4342), concentrating on the implementation and completion-transition phases; International Project Evaluation (INTS 4633), concentrating on the final evaluation phase of the project cycle. All three courses comprise the International Project Cycle Management concentration. Future project managers working at various stages of the project cycle will need to develop technical, leadership/interpersonal, personal/self-management, and international development specific competencies, which will be addressed in all three courses. The purpose of the International Project Evaluation course is to provide students with a better understanding of and practical tools for designing, implementing, and reporting project evaluations. Project managers rely on evaluation at various stages of the international project cycle. They use evaluation during the implementation of development projects to determine causes of any observed variance between project milestone targets and actual progress, and to support the formulation of corrective actions. They also use evaluation to determine the extent to which a development project has met its desired outcomes – as stated in the project objectives – at completion, and also the causes of any shortcoming. Finally, project managers use evaluation to determine the impacts of a development project several years after its completion, and the extent to which the project outcomes can be attributable to desired changes in the conditions of the target population or area.

INTS 4635 Civil-Military Relations (IP/CP)

"Who guards the guardians?" has been a long-standing dilemma in international politics. How can we make sure that military leaders enjoying the control of coercive power submit to civilian political authorities? How can military organizations be powerful enough to counter external threats without becoming themselves a threat to the political community they should protect? How can hierarchical institutions created to exert physical violence be compelled to respect human rights and democratic values? These questions lie at the heart of civil-military relations theory. Analyzing the different ways in which military organizations, political authorities and the broader society interact is crucial to understand political outcomes such as state-building, democratization and the outbreak of war. This course will provide students with a comprehensive understanding of the problems surrounding civil-military relations. Besides looking at the theoretical foundations of the field, it will offer a comparative overview of civil-military relations over time and across countries. Specifically, it will focus on some topical and yet poorly understood cases and phenomena, such as the impact of the rise of private military and security companies on control over the use of force and the role played by the military in Middle Eastern countries such as Turkey, Egypt, Syria, Libya, and Pakistan.

INTS 4637 Comparative State Building (IP/CP)

The modern state is of central interest to students of political science, Latin America, development, sociology, and public policy. For some, the state is an instrument of repression and domination; for

others it is the shepherd of development. For all, it has been the fundamental unit of national political authority for at least the last two hundred years. This course will explore the nature of state authority and the processes by which different types of states emerged at different moments in world history and in different regions of the world, as well as how the nature of states has evolved over time. We will explore the modern states that emerged first in Western Europe, and then the transplantation, imposition, and emergence of state authority in other regions, including Africa, East Asia, South Asia, and Eastern Europe. The second half of the course will focus entirely on Latin America, highlighting the way in which states emerged and shifted over time in that region through close study of particular cases. We will end the course with a consideration of the nature of state authority in the current world characterized by more intense flows of people, goods, capital, and ideas. Students will gain knowledge related to the nature of state authority. How does it emerge? Does it emerge in the same way in all places and times? Are there variations in the types of states that might exist? What happens when states fail? What do states do in an age of globalization?

INTS 4638 Modern Iranian Politics I (IP/CP)

The Islamic Republic of Iran remains a mystery for many in the West. The policies of the Iranian regime represent one of the greatest challenges to US foreign policy today, as reflected in the global debate about Iran's controversial nuclear program. War seems inevitable and Iran and the West are in confrontation on a number of fronts around the world. How did we get to this point in global affairs? What is the relevant historical background needed to understand Iranian culture, society, politics and foreign policy at a deeper level? What are the key moments in modern Iranian history that have shaped the contours of the current conflict between Iran and the United States? These are the overarching questions that this course seeks to examine.

This course is the first of a two course sequence that seeks to demystify Iranian politics and society. Themes that will be explored include the origins of Iran's troubled relationship with the West, the emergence of the modern Iranian state, the construction of Iranian national identity, the tension between religion and politics, the struggle for democracy and the persistence of authoritarianism and the roots of the 1979 Islamic Revolution.

INTS 4639 Modern Iranian Politics II (IP/CP)

The Islamic Republic of Iran is frequently described by the US State Department as the biggest state-sponsor of terrorism around the world. Its controversial nuclear program and its antagonism toward Israel and other US allies in the Middle East poses a direct threat to vital US security interests in the region. There is a huge gap, however, between the amount of media coverage Iran receives versus a genuine understanding of its internal politics, society and foreign policy. This course is devoted to bridging this chasm. The focus of this course will be on Iran's post-revolutionary period. The goal is to provide students with an objective examination of Iranian society and politics. Several themes will be explored: the rise of religious politics and the consolidation of clerical rule, the nature and interaction between Iranian state institutions, civil-military relations, the Iranian economy, the domestic opposition and the prospects for democracy, the crisis in US-Iran relations, and the role of women in Iranian society. This is the second of a two-part course sequence on modern Iranian history and politics. No prerequisites are required and students can enroll if either or both courses.

INTS 4640 Global Financial Crisis and International Policy Response (IPE)

This course will provide an in-depth and critical analysis of the global economic crisis of 2007-2009. The goals of the class are to provide: a) an understanding of the causes of the crisis, b) an overview of the onset of the crisis, including its similarities and differences with past crises, and c) a critical appraisal of the policy response to the crisis, including financial bailouts, monetary policy, fiscal policy and regulatory reforms since 2009. The class will take both a US and a global perspective, and will conclude with an outline of the aftermath and general lessons to be drawn.

The course will go well beyond a historical treatment of the global economic crisis and will provide general analytical frameworks that can be used to understand economic crises more generally. Each class will be organized around one or two topics related to a theoretical understanding of economic crisis and will apply them to an understanding of the 2008 crisis. The frameworks will draw from the fields of microeconomics, macroeconomics, finance, international relations, global political economy, real estate and international economics, integrating and extending the knowledge obtained from other economic and policy courses. Basic Macroeconomics and Microeconomics, while not strictly a prerequisite, is highly recommended. Basic economic concepts will be used repeatedly during the class and basic knowledge of economics will be assumed. The format of the course will be a classroom discussion of the readings and class debate. As such, it is imperative that you come well-prepared, having done *all* of the readings as this course will entail a substantial amount of readings to prepare for class. The instructor has a point of view, but challenging that point of view will be encouraged, and even required. Lively class participation will be essential to the success of the course. Visitors from the worlds of finance and policy will contribute on occasion and will be announced.

INTS 4641-East Asia in the Global Political Economy (IPE)

The main purpose of this course is to understand critically the conceptual and empirical issues underlying the linkages between the East Asian Regional Economy and the Global Economy. What is the role of the East Asian Regional Economy within the current global political economy(GPE). What is sustainable development in the East Asian Regional Economy ? What are the global dimensions of sustainable development in the East Asian Regional Economy ? What are the linkages between technology and sustainable development in the East Asian Regional Economy After an initial exploration of these issues we will focus critically on the more recently developed social capabilities approach developed by Amartya Sen and others. In particular we will explore the limits of policies under the existing institutional arrangements and examine the need for fundamental changes in the global political economy and the East Asian Regional Economy. For this purpose we will try to find the approximate but *deep causal structure of GPE* and the place of the East Asian Regional Economy within this GPE.

INTS 4642 Environmental Security (CP; IP)

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), but rapidly accelerating in the industrial age (1750 CE to the present), humanity has conducted an uncontrolled experiment in bending the natural environment to fit human needs and desires. Despite the perceived distance that technology has placed between our physical environments and our daily lives, human interactions with our natural environment are still fundamental. Since the end of the Cold War, much attention has been paid to the role of natural resources and environmental scarcity as a source of conflict, ranging from “water wars” between states sharing a common river basin to communal conflict between pastoralists and farmers in the Sahel. 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 co-management of valuable natural resources and wildlife a source of cooperation, rather than conflict, between communities and states.

INTS 4643-Japan in East Asia: Economic/Business/Trade Relations

This course presents an overview of Japan’s economic, business and trade relations in East Asia (ASEAN plus China, South Korea and Taiwan). The focus is on the evolution of Japan’s economy and big business and its shifting role and impact in East Asia. The course is organized to provide a backdrop to understanding: (a) the growth of big business in Japan; (b) the rise of the ‘developmental state’ in Japan and its impact on East Asia; (c) the experience of Japanese multinationals with foreign direct investment in East Asia and

creation of Asian production networks; and (d) the current trend of free trade agreements and other emerging trade arrangements in East Asia. Students will work in groups to explore, for example, the experiences of major Japanese companies in East Asia or a period or specific event connecting the economy of Japan with those in East Asia.

INTS 4700 U.S. Foreign Policy (IP/CP)

The course provides a factual overview and an opportunity to evaluate theories and concepts associated with the practice of American foreign policy since World War II. We will spend some time examining the Cold War period, and then focus on several critical issues, considering arguments over what the U.S. should do in light of recent incidents (such as Sept. 11th) as well as how U.S. options are constrained by the political and institutional context of foreign policy-making.

INTS 4701 U.S. National Security Policy (IP/CP)

The course will focus on both domestic and global factors that affect U.S. national security and policy processes. We will examine critically the DOD budget as policy, engaging in a quarter-long simulation and study of policy alternatives facing the U.S. Specific issues we'll explore will include: defense decision-making; wars on terrorism, drugs, and other transnational criminal activities; engagement, containment, and intervention as alternative national security policies; human security and humanitarian intervention; intelligence and national security; national security and economy; and the modalities of civilian control of the military in a period of increasing threats that stem in particular from increasing globalization.

INTS 4702 Major Issues in Security (IP/CP)

This course provides a broad overview of how international security is studied and pursued, identifying the concerns and perspectives that drive contending views of security policy. It will have two parts: Part I (weeks 1-5) will introduce students to the field of security studies, as it has evolved since its inception following World War II. Part II (weeks 6-10) will examine some of the critical events and issues that form the background of Sept. 11th, toward the end of considering strategies for enhancing international security

INTS 4703 Security and Strategy (IP/CP)

To learn to cope with dynamic, complex security environments, this course considers classic and modern expressions of political-military strategy. Part I focuses on understanding classics from Asia and Europe and relating them to modern contexts. We explore three enduring works from influential strategists: Sun Tzu, Niccolo Machiavelli, and Carl von Clausewitz. In Part II, we shift toward modern cases of terrorism and insurgency. We will use these contexts of strategy to understand contemporary security issues and complex threats relating to governance, failed states, international norms, globalization, and other important domestic and international aspects. In the final seminar, we discuss asymmetric strategies in the contemporary security environment.

INTS 4710: Topics: Human Rights and the Middle East (IP/CP)

This course is divided into three parts, with each part focusing on a set of critical human rights questions drawn from different phases of the Arab uprisings. **Part I** focuses on *The Arab Uprisings and the Promise of Human Rights Progress*, and asks: 1. What can we learn from past contagions of human rights struggle when analyzing the social transformations of the Middle East? 2. What are the main causes of the uprisings that shook the Arab Middle East? 3. What was/is the role of women? **Part II** covers the *The Rise of the 2012 Islamist Tide* which gained momentum after the electoral victory of the Muslim Brotherhood in Tunisia and Egypt, and asks: 1. To what extent are these religious trends consistent with human rights efforts? What accounts for the waves of religious fundamentalism in the Middle East and North African region before and after

2012? 3. What is the impact of religious fundamentalism and nationalism on the conflict between Israelis and Palestinians? **Part III** analyses *The Possible Paths of Democratization and Human Rights in the Middle East*, and explores: 1. What accounts for the different Revolutionary Arab Paths? 2. Is there a human rights answer to the Israeli/Palestinian quandary regarding proposed one vs. two state solutions? What are the current and possible roles of external forces (international and/or regional) for shaping the future of democratization and human rights in the Middle East? **(Required prerequisites: one core course in human rights and/or one additional course on the Middle East). This course is recommended for advanced MA and Ph.d. students.)**

INTS 4709 Topics: Advanced Financial Management Workshop (CP/IPE/Skills)

Working and especially becoming a leader in the non-profit sector, demands a thorough understanding of financial management. This course is designed to provide executive directors, program managers, members of the board of directors and other nonprofit employees (non accountants) an understanding of financial statements, budgets and IRS issues. Topics include accounting principles and process, budget, cash flow, cost accounting, decision making and analyzing financial statements. Following conceptual orientations to these topics, emphasis will be placed on practical “how-to’s” and skill building in these processes and methods common to non-profit organizations of all sizes.

INTS 4710- Topics: Gender and Development (CP)

This seminar will facilitate a deeper understanding of the key theoretical debates and issues related to gender in international development policies and practices. Through a close, critical examination of case studies, organizational reports, and scholarly analyses, we explore the ways in which the gendered division of labor, and the social construction of masculinities and femininities influence perceptions, formulation, and implementation of development policies and practices. We trace the differential impacts of development policies and initiatives on women, men, and gender relations in the developing world as well as efforts to target women through more gender-sensitive development initiatives. Additionally, we also examine the influence of women in the global south on development theory and practice. Ultimately, we consider how ideologies and institutions of global development might yet enable women’s empowerment and facilitate equity in a deeply unequal and interconnected world. Topics include feminist theories of development, men and masculinities, culture and representation, poverty and economic restructuring, sex and sexuality, humanitarian assistance and post-conflict, NGOs and civil society, transnational solidarity, and strategies for women’s empowerment.

INTS 4710: Topics: Globalization and Economic Crime (IPE/IP/CP)

This course will explore the policy issues raised by international economic crime, a phenomenon that has mushroomed with globalization and now accounts by some estimates for one-fifth by value of all international commerce. To assess the part played by economic liberalization in the increase of crime, readings will focus attention on the political, technological and economic factors that encourage criminal activity and on the direct and indirect economic costs of activities such as identity theft and counterfeiting; mislabeling and trade in illicit goods; political corruption; money-laundering; and securities and accounting fraud. The class will discuss issues posing definitional challenges to policymakers, such as currency and commodity speculation, re-export, gray marketing and state sponsorship of organized crime. The class will also look at policy options available when state-supported criminal economic activity is deemed to violate preemptory norms, create a substantial domestic effect, or constitute an act of war. The course will examine self-help programs such as due-diligence and know-your-customer rules as well as statutory regimes such as the U.S. Foreign Corrupt Practices Act, and the movement toward transparency and uniform financial standards.

INTS 4711 Topics: Citizens in Representative Democracies - A Study of Comparative Political Behavior (PT/CP)

This is the first of two research courses, designed to introduce research methods and approaches that prepare the cohort for eight-week applied study and field research in Guatemala and Vietnam. Building off of pre-MDP skills of statistics, demography, and GPS/GIS remote sensing, this course enables students to ground development decisions in reliable data and analysis.

INTS 4711-Topics: Trade, Finance, and Economic Development (IPE)

The course is structured in two dimensions: theory and policy. In the first portion, the fundamental theories of international trade, international finance and economic development will be explored. With these theories we will try to understand why emerging countries specialize and trade, what determines their patterns of trade (i.e., which country will export which good), and how this affects relative prices, welfare, and income distribution. The second part of the course will cover policy issues. We will compare the effects of various policy instruments such as tariffs, subsidies, quotas, etc. The political economy of trade policy, financial regulation and development policy of a variety of emerging economies will also be covered. Additional topics may include: the economics of growth; the relationship between growth, poverty and inequality; the role of population pressures and rural-urban migration; the political economy of land, labor, credit, and insurance markets; management of natural resources and sustainable development; and the impact of the recent global financial crisis on developing countries." Prereqs: **INTS 4310- International Trade; INTS 4320- International Monetary Relations; and INTS 4350- Economic Development**

INTS 4715 Problems & Challenges of Democratization (PT)

In this course we will cover from the political science perspective topics such as the transition to democracy, consolidation of democracies, how and why democracy has 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. We will focus on the major explanatory factors for democratization: the case study/actor-centric approach, the statistical/structure-centric approach, and the region-centric approach. Additionally, we will study many of the features and quality of the many new democracies in topics such as the functioning of political representation and accountability, institutional design and institutional functioning, political disaffection, democratic support and institutionalization of the party systems, political and social participation and the level of social capital. The geographical focus is global, due to the comparative nature of the theoretical discussion, but it will be mostly focus 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 mid-1970s.

INTS 4730 Intro to Homeland Security and Defense: Issues (IP/CP)

This course introduces students to a wide range of issues shaping the emerging global and domestic security environments and the homeland security efforts of local, state, federal, international, public and private sectors. In the increasingly complex threat/hazard environment of the 21st century, security depends on the integration of social, political, economic, technological, intelligence, military, public health, and first responder strategies at all levels of society and the international community to address the full range of natural and human caused threats. Upon completion of this course, students will have examined homeland security efforts of the United States, other nations, nongovernmental organizations and the private sector. Students are encouraged to focus and share their individual studies in this course on either security (terrorism) or non-security (natural & technical hazards) concerns in support of their academic and professional goals.

INTS 4731 Homeland Security: Prevention and Mitigation (IP/CP)

This course examines local, state, national, international public and private sector efforts to prevent terrorism and mitigate all-hazards within the context of the evolving homeland security and defense structures. This course provides a brief overview of homeland security, defense and intelligence as a context for examining three aspects of prevention and mitigation. The first aspect of HLS/D prevention and mitigation examined is current efforts to identify, prioritize and protect critical infrastructure and key resources. The second aspect is an examination of the ends, ways and means of processes of both terrorism and counter/anti-terrorism. This course concludes with an examination of strategic options to address the root causes of terrorism, extremism, insurgency and instability through political, economic, diplomatic, cultural, and informational engagement. Students are encouraged to focus and share their individual studies in this course on either security (terrorism) or non-security (natural & technical hazards) in support of their academic and professional goals.

INTS 4734 Homeland Security, Civil Society; Human Rights

This course is designed to combine the perspectives of the security, development and human rights students into a single conversation regarding the meaning, role, purpose and foundational logic of US Homeland Security policy as a response to the threat of global terrorism. To that end, students will not only come away with a better understanding of what Homeland Security currently is understood to be, but how it fits in wider understandings of security, civil liberties and fundamental human rights. Particular emphasis will be placed on where the logic of security, liberties and rights are in conflict or at least require balancing in regards to the threat posed by terrorism as well as how understandings of the threat shape those conflicts and impact efforts to create an acceptable balance. All of this serves as an intellectual lab of sorts for understanding the broader trade-offs between the rights of individuals, the establishment of societal norms and standards and the definition and provision of security.

At the conclusion of this course, successful students will understand the relationship between security, civil liberties and human rights in the context of the threat of terrorism, have a fundamental understanding of the nature of homeland security in concept and operation and its legal, informational and political implications, have assessed the challenges of balancing freedom with security, liberty with control and the rights of the individual vs. the responsibilities of the state.

INTS 4735 Defense Methods and Policy Analysis I (IP/CP)/Skills)

The purpose of this overview course in defense analysis methods is to provide students with the foundations to successfully conduct research and analysis in defense-related topics, whether within the national security community, in academia, or as a contractor. This course should also help prepare the student to complete his or her Master's thesis. The course aims to improve the student's ability to comprehend and assess the graduate-level readings assigned in other courses, and to write research papers and complete other written assignments for those courses. The course is intended to provide take-away skills that can be applied to professional activities after graduation: in particular, students should have greater confidence in their abilities to locate, read, commission, design, or conduct relevant research, and to draft research proposals. INTS 4735 focuses on methods employed in both policy analysis and the social sciences. The emphasis is on qualitative rather than quantitative methods.

INTS 4736 Strategic Intelligence Data Collection & Analysis (IP/CP/Skills)

This specialized course focuses on analytical production of strategic intelligence particularly relative to international security issues. Topics include definitions and problems of intelligence analysis; planning and organizing; collection strategies; various analytical areas; and production and evaluation. This course is intended for both potential producers and consumers of strategic intelligence.

INTS 4738 Current Issues in Strategic Intelligence (IP/CP)

This course is a comprehensive examination of current issues in strategic intelligence by analyzing those issues as reported in current media and recent (post 9/11) literature on the subject.

Learning objectives: Analyze recent literature on intelligence-related topics using critical thinking techniques. Orally present analysis of author's presentation of intelligence-related topics.

Write a comparative analysis of an issue presented during class. This course is a performance-based course. That is, you will be given opportunities to produce analytical papers and briefings that reflect the substance of the readings.

INTS 4739 Defense Methods and Policy Analysis II (IP/CP/Skills)

This course is designed to cover key elements of social science methods in evidence-based policy, including quantitative and qualitative techniques and expert opinion to build facts and findings from context-free and context-rich environments. Among the topics covered: content analysis, survey and interviews, case study, ethics and research. Prerequisite: INTS 4735-Security and Defense Analysis Methods.

INTS 4750 The Policy Making Process (IP/CP/Skills)

Governments make public policies through a very complex process, one that varies in its details from country to country and even from issue to issue within the same country. In this course we will study various parts of those processes and some of the inputs into them. In addition, we will use the concept of problem framing or problem definition as an overarching theme in our studies. Within all these disparate policy processes political actors must have some notion of what problem they are trying to solve and what constitutes the set of feasible solutions to those problems. These ideas about problems and feasible solutions are not given exogenously, are not some fact of nature, but instead arise from complicated interactions among actors and institutions in the policy process. The question we will ask throughout the course is how policy problems and solutions could be framed differently, how we can learn to look outside the conceptual box that partisans to policy debates try to draw for us.

INTS 4753 Intelligence & National Security (IP/CP)

This course introduces the concept, applications, and dynamics of international intelligence and security services within the context of national and international security affairs. The philosophy of the course entails a curriculum and instruction methodology, which treats the content with a theoretical to practical approach. The course analyzes the relevant background and underpinnings of international intelligence and security services. Special focus is given to past, present, and future issues of covert action and counterintelligence. The intelligence and policy relationship will be examined, as well as, the intelligence influence on the formulation and implementation of national security policy. The focus of the course will center on international intelligence and security services within the strategic level and context of national and international security. The course identifies primary principles underlining strategic international intelligence and security services. Fundamental terms and maxims are identified, thus providing students with an advanced background, vocabulary, and conceptual knowledge. Moreover, the course develops a framework for thinking about various current aspects of international intelligence and security services. Finally, several themes run through the course curriculum: 1) the nature of the international intelligence and security services within a spectrum of national and international security issues, 2) mastering the theoretical and operational framework of international intelligence and security services within the context of national and international security, especially in context of past, current and future security policy, 3) the role of international intelligence and security services within the national security policy community, and 4) the dynamics of international intelligence and security services within the national and international security apparatus and the environment, in which, policy and strategy formulation occurs. This course consists of a number of instructional methods, including lecture,

discussions, case studies, group exercises, guest speakers, writing and briefing exercises, and analytical and problem-solving situations.

INTS 4760 Russian Foreign & Defense Policy (IP/CP)

This course will explore Russian foreign and defense policy from Vladimir Lenin to Vladimir Putin. It will focus heavily on security policy and wars, especially in the contemporary period. But, it will also look significantly at foreign policy and the earlier period as well. Topics included are: Russian Revolutions and Civil War; Soviet Foreign and Defense Policy in the Interwar Period; The Red Army in the Great Patriotic War; Foreign & Defense Policies Under Khrushchev and Brezhnev; The Gorbachev Era and the War in Afghanistan; Yeltsin's Foreign & Defense Policies; The War in Chechnya; and the Future of Russia: Putin and Afterward; Russia After Sept. 11th.

INTS 4802: Foundational Ideas in Social Science: Marx and Weber (PT)

This course will study and criticize Marx's economic and social (and by implication political) theory in depth, focusing on the first volume of *Capital* in the context of his activity in the International Workingmen's Association and the link between abolition in the Civil War and the American movement for the 8 hour day (as Marx puts it in chapter 10, "labor cannot be free in the white skin where in the black it is branded. Out of the death of slavery a new life arose..."). It will also examine Marx's own philosophy of science (a study of the revolution in chemistry, represented by Lavoisier's discovery of oxygen and Darwin on evolution) as well as historical explanations (the 18th Brumaire of Louis Napoleon) and offer an account in today's debates in philosophy of science. It will contrast Marx's arguments on the rise of capitalism with Max Weber's striking Protestant Ethic and the Spirit of Capitalism, focus on the contrast of Weber's theory of class and status with Marx's, study Weber's notion of ideal types and neo-Kantian methodology in social science (Objectivity in Social Science, Science as a vocation), and contrast Weber as a great power realist and Monarchist, privileging German state power (Politics as a Vocation, Inaugural Address at Freiburg) and Marx as an internationalist (Weber viewed his entire sociological account as fundamentally governed by great power realism; Marx saw his economic theory as internationalism through and through). It will also consider whether either Marx's metaethical views of justice and Weber's types of legitimate government are plausible accounts of their own moral positions. Weber's views have shaped mainstream American sociology and political science. But it is not clear that Weber's commitments are, in any obvious sense, liberal or even conservative as a supposed antidote to Marx's (there is nothing universal about – German - nationalism...). This course will suggest a conversation about and critique of some of Weber's influence in today's political science.

INTS 4804: Realism and Democracy:

In the context of the Iraq war and torture, a common criticism of the Bush-Cheney administration (and of many Democratic foreign policy experts like Leslie Gelb who were strongly for war) emerged both from realists and democrats. A leader was Robert W. Tucker, the most conservative realist during the Cold War, who thought that Bush's policies had morally undermined American "prestige" in the world "for generations." These views were, surprisingly, held in common by academics across what had previously been major differences (a few neo-conservatives and briefly, humanitarian interventionists excepted). This course will offer some explanations for that change.

It will focus on the critiques of the Vietnam War offered by classical American realists: Morgenthau, Kennan and Niebuhr, as well as neorealist criticisms of American militarism (Gilpin, Krasner) and failure to implement forms of economic cooperation beneficial in the advanced and less developed countries (Keohane).

It will explore the internal critique offered of realism and neo-realism in Gilbert, Must Global Politics Constrain Democracy? It will then turn to the new argument offered by John Mearsheimer Stephen Walt, and Christopher Layne, inter alia, against American imperial hegemony ("Bad Idea" as Mearsheimer calls it in a lead article in *The National Interest*, 2011, in reference to

post Cold War foreign policy), now named offshore balancing, and explore the relationship between this critique, earlier critiques and the preservation or flourishing of democracy at home.

INTS 4820-Ancient Political Theory/Thought (PT):

Ancient political thought will focus on Socrates as a model of what we call satyagraha or civil disobedience. It will read the Apology and the Crito including Gandhi's 1908 translation and commentary and Martin Luther King's Letter from the Birmingham City Jail. We will then study Plato's Republic in depth, exploring the influence of an understanding of Plato via Leo Strauss, on contemporary notions of commander-in-chief or executive power and Thucydides of the Peloponnesian War with a particular emphasis on how democracies which engage in imperial enterprises abroad undermine themselves at home (we will look at W. Robert Connor's account of Vietnam and Thucydides as well as the recent wars in Iraq and Afghanistan).

Both themes fit strongly with security or international relations, as well as comparative politics and political theory.

INTS 4821 Early Modern Political Theory (PT)

This course seeks to provide an historical introduction to Western political thought in the early modern and Enlightenment eras. More particularly, we will focus on the development of "modernity" in the sixteenth and seventeenth centuries and the development of social contract theory in the seventeenth and eighteenth centuries. In addition, there will be somewhat more emphasis on international relations than is typical in political science courses of a similar nature. No previous background in political theory (or international relations) is assumed.

INTS 4822 Contemporary Political Theory (PT)

Globalization may well be repeating debates of the early part of twentieth century history. The main events of the last century have shaped both past and current discourse in political theory. Imperialism, fascism, and colonialism prompted the main political discourses of the first half of the century, just as existentialism, post-modernism, feminism and globalization helped shape political thought during the second half. Those themes will guide our understanding of the evolution of important political theory debates throughout the last hundred years. This course is structured as follows: Part I. The World Wars: Imperialism, Fascism and Colonialism; Part II: The Aftermath of World War II: Existentialism, Post-Modernism and Feminism; Part III: The Post-Cold War: Globalization and Empire.

INTS 4875 Human Rights & Foreign Policy (IP/CP)

This course explores the interaction of human rights with other foreign policy concerns, with special attention to United States foreign policy in the post-Cold War era, exploring the spaces that have (and have not) been and may (and may not) be available for the pursuit of human rights interests in national foreign policies. We focus on a case study approach, in order to be able to pursue issues in depth. Following an introductory comparative overview, we focus on two case studies: US-Chinese relations since Tiananmen, a case that runs the full gamut of foreign policy issues and instrumentalities short of the threat of force; and Kosovo, where the issue of force was raised in a dramatic way in what a number of commentators have seen as an historical turning point.

INTS 4890: Revolutions and State Building: (forgotten movements for emancipation in the American Revolution, Haiti and Venezuela). (PT) Starting from Barrington Moore, *Social Origins of Dictatorship and Democracy* and Theda Skocpol's *States and Social Revolution* focused on Europe and then Russia and China, this course will look to at the "forgotten" revolutions of black and brown people in America and to the South. The latter involve an international uprising against bondage, a movement as great as the movement for independence, and one largely shaping it in the United States. We will discuss the sources of international solidarity against slavery among

sailors, artisans, Christians and many others. The revolution for emancipation was, of course, a movement for the recognition of the universality of human rights. Readings will include Alan Gilbert, *Black Patriots and Loyalists: Fighting for Emancipation in the War of Independence*, Robin Blackburn, *The Overthrow of Colonial Slavery*, particularly the chapters on North America and on Haiti and Venezuela, CLR James, *The Black Jacobins*, and Christopher Brown, *Moral Capital* (on British abolitionism including in Sierra Leone), and Adam Hochschild, *Bury the Chains*.

INTS 4900 International Politics (PT)

Note: Students must also register for a zero credit lab for this course

This is a core class within GSIS, intended equally for MA and PhD students, and for those who do and do not plan further work in international politics. Topics of discussion will include: levels of analysis; realism; neo-realist structuralism; international society and the English school; international anarchy; process variables and international institutions; international security institutions; rationalism, constructivism, and the purposes of theory; norms and ideas; gender and identity; and postmodernism and post structuralism. In addition to registering for the lecture course (during the regular academic year), students must also register for one zero credit “lab breakout” session for the course.

INTS 4903 Social Construction of International Society (IP)

Note: INTS 4900 is a prerequisite for this course

This course looks at recent “constructivist” work, taking a changing topic as its focus each year. This year the theme is “*Constructing Early Modernity*.” Unlike past years, when the topic occupied the second half of the course, this year we devote all ten weeks to the topic.

The standard story in the discipline is that major transformations in the sixteenth and seventeenth centuries created “modern states” and “modern international relations,” symbolically represented by the Treaty of Westphalia. This course suggests instead that there is very little “modern” about the sixteenth and seventeenth centuries – or even the first half of the eighteenth century – if by modern states and modern international relations we mean something close to the nineteenth and twentieth century referents. In the first part of the course we look at the century and a half before Westphalia as fundamentally about the rise of absolutist states and confessional politics, not modernity. In the second part, we step back and look at five macrohistorical narratives that place the “early modern” era in broader historical processes of change.

INTS 4905 War and Peace (IP/CP)

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 will 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.

INTS 4907 International Terrorism (IP/CP)

This course will examine the literature on international terrorism both before and after 9/11. It will include an overview of the origins, history, goals, strategies, and capabilities of significant terrorist groups (emphasizing Al Qaeda). It will also examine the history of the U.S.’ efforts in international efforts to combat terror, focusing on post 9/11 debates over grand strategy and tactics (e.g., the relationship between offense and defense, active vs. passive defenses, intelligence reform, multilateralism vs. unilateralism), the relationship between “rogue states” and terror, etc.

INTS 4920 Conflict Resolution (IP/CP)

Conflict is ever-present in human relations and often viewed as an important, indeed essential, instrument of social change and progress. The meaning of conflict resolution adopted in this course

is focused on non-violent mechanisms, spanning formal and informal interactions and bargaining between disputants. Levels of conflicts and resolution settings are often differentiated by identifying the adversaries: nation-states, ethnic groups, business or political organizations, community groups, neighbors, or individuals. How do parties make promises and commitments, offer rewards and threaten punishments through discussion and debate that together determine the conditions for a negotiated outcome? How do communication style and negotiation tactics produce successful settlement of disputes? By the end of the course, students should be able to: *understand* the role of power, grievance, culture, and identity in relation to conflict and conflict resolution in various environments; *analyze* the effects of different conflict resolution approaches—principled bargaining, rational choice, dialogue, ARIA and collective consciousness—related to the process and outcome of conflict encounters; and *apply* practical fundamentals of negotiation and particular problem-solving techniques in a real-world setting. Course assignments include short essays and a role-play simulation on the Israeli-Palestinian dispute.

INTS 4924 Democratization in the Middle East (IP/CP)

The promotion of democracy process and its implementation of democracy have emerged as a major goal for U.S. and world policy makers and have attracted the attention of many scholars. Democracy is now widely regarded as a political system that minimizes conflict, promotes sustainable development, and is a vital tool in the struggle against terrorism. However, the results of efforts to create democracies in various countries, including Iraq and Afghanistan are a clear illustration of the difficulties involved in making transitions to democracy. The Middle East and the Muslim world are of particular relevance in any effort to create democratic systems. Many have argued that democracy cannot flourish in an Islamic culture and that efforts to strengthen democratic forces are doomed to failure. Is this really the case? Furthermore, even if democratization in the Middle East and Muslim world were to succeed, would the results promote development, peace, and stability or would non-democratic and/or fundamentalist (possibly anti U.S constituencies) gain control? The results of the recent Palestinian elections which brought HAMAS to power illustrate this point clearly. The issue is particularly significant in the Middle East and the Muslim world because of obvious geo-strategic considerations and widespread anti-West, and anti-U.S sentiments are commonplace. How should such unintended consequences be dealt with? In this seminar we shall attempt to answer such questions. We shall focus on what is known about democratization, consider the nature and role of Islam, examine the state of democracy in key countries of the region, and consider the ways in which the US and other external actors might strengthen democratic forces in the region. Throughout the course, academics and practitioners involved in democratization processes generally and in the Islamic world specifically will deliver guest lectures. We will also utilize documentaries and relevant archival materials as case studies.

INTS 4928 Topics in International Law: Torture (IP/CP)

Topics in International Law is a continuation of International Law I and International Law II, however, International Law I and II are not prerequisites for this course. This “Topics” Seminar course will cover “hot” topics presently being discussed in the International Law community of scholars and practitioners such as torture, child soldiers, private military companies, and other topics selected by the students. Because this course will be conducted as a seminar, enrollment will be limited to no more than 15 graduate students. In addition to the weekly readings and discussion of those readings, students will be expected to pick a particular topic in current International Law and report on it. There will also be guest lecturers invited from within and without the DU community. An essay will constitute the grade for this seminar.

INTS 4931 International Organizations (IP/CP)

This course is designed to introduce students to major issues in the study of international organization, both theoretical approaches and policy questions. In terms of institutions, while some

attention will be given to regional and non-governmental organizations, the focus will be on global organizations and particularly the United Nations System.

INTS 4934 Intervention: Policies and Practices - Shaping the Global Order

Note: This course is typically offered in winter quarter only

The United States, as the sole superpower, is called upon frequently to respond to international causes and to deploy military forces around the world. What is the pattern of American intervention in the post-Cold War era? What doctrines define where, when and how the U.S. responds to crises? What is the role of Humanitarian Intervention? What consequences follow from U.S. policy? In this course, we examine theories and policies of American intervention drawing case analysis from Latin America (Panama, Haiti), Africa (Somalia, Rwanda), Europe (ex-Yugoslavia), and the Islamic world (Saudi Arabia, Afghanistan, and Iraq) to understand how intervention strategy is shaping the new global order. A central question through the course is whether America has intervened in appropriate places, at appropriate times, in appropriate ways. These issues set the parameters for exploring and analyzing recent and ongoing American intervention in this course. The general goal is for students to become acquainted with current American Intervention policies and practice. This includes understanding the logic of intervention choices, evaluating the tension between domestic and international needs and wants, appraising unintended consequences of intervention acts, and analyzing intervention strategy and techniques.

INTS 4935 International Humanitarian Law of Armed Conflict (IP/CP)

This course is a theoretical and practical introduction to international humanitarian law (IHL/LOAC). 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 regarding the treatment of civilians and non-combatants in areas of armed conflict and the rules of engagement for soldiers and combatants in both international and non-international (civil war) conflicts. The course also examines what constitutes legitimate and forbidden military targets and munitions. We will look closely at the 1949 Geneva Conventions, the two 1977 Protocols, and Customary International Humanitarian Law. These “rules” are especially important to know if you eventually work for an IO, NGO, or government agency that finds itself in areas of armed conflict.

INTS 4936 International Law and Human Rights (IP/CP)

The course is structured to provide a foundation for international human rights law. Appropriate institutions, substantive norms, and procedures will be studied. The focus is primarily on the United Nations—pertinent treaties, the machinery and the procedure of invoking the law including international, regional and human rights tribunal. Topics will include: State, individual and corporate liability; torture; personal security and liberty; freedom from discrimination; genocide, war crimes and crimes against humanity; criminal and civil procedural rights; freedom of conscience, expression and religion; freedom of assembly and association; right to marriage; right to vote; and economic, social and cultural rights.

INTS 4939 Human Rights: Genocide (IP/CP)

In 1994 the world witnessed one of the most horrifying events in history, the genocide in Rwanda. In three months’ time, 800,000 people were slaughtered and some old and new questions about genocide became front page news. Most chilling were the mass participation of ordinary Hutus-Rwanda's willing executioners- and the use of primitive weapons like machetes to accomplish genocidal goals in ninety days. This course will take you into the heart of darkness (to use Conrad's famous phrase). In the scholarly battles over the fate of the Armenians, Jews, Cambodians, Ukrainians, Chinese, and, yes, Native Americans, we attempt to answer a simply question which is WHY? The answer is complex and we will use books, articles, and film to do so. All students will be required to write a twenty-page essay based on course material. This is the only assignment.

INTS 4940 Introduction to Human Rights (IP/CP)

To assess contemporary human rights debates, this course introduces students to the main historical human rights perspectives -- as understood throughout history by its chief adherents, and as represented by major legal documents. It also highlights the contradictions within human rights projects, contradictions that can also be reflected in human rights discourse and international law.

INTS 4941 Human Rights & International Organizations (IP/CP)

This course is designed to explore the role of international organizations in the promotion and protection of human rights. We will examine the institutional arrangements and activities in the human rights arena of the United Nations and other global organizations, of regional intergovernmental organizations and of international non-governmental organizations. We will also look at the role of governments, particularly of the United States, in shaping the nature and impact of international human rights efforts

INTS 4947-Human Rights and National Security (IP/CP)

This course introduces the concepts of human rights and security, and contending claims about their relationship. We will examine debates in cold war and post cold war contexts. We will also consider issues prominent in the post 9-11 era; national security rationales for torture, restrictions on civil liberties, and intensified surveillance.

INTS 4951 Comparing International Societies (IP/CP)

This course seeks to incorporate history and culture into the study of international relations by examining the functioning of different historical international societies, both Western and non-Western. In sharp contrast to the dominant mainstream within the discipline that emphasizes trans-historical law-like regularities, our emphasis will be on the diversity of ways in which polities have organized their relations. And although the examples are all of past international societies, the course is rooted in the assumption that one of the best ways to understand the present (and the future) is through detailed comparisons with the past.

The course is intended equally for (primarily MA) students interested in an introductory exposure to material rarely covered in more mainstream classes and for (primarily PhD) students interested in broad theoretical questions and/or this particular style of work. I will assume that you have had INTS 4900 or its equivalent. There is no expectation, though, of prior work or knowledge in this area. With luck, we will have a group of students with diverse interests and backgrounds, to complement the diversity of cases we will consider in the course.

INTS 4955 Int'l Human Rights Law Practicum (IP/CP)

Prerequisite: INTS 4945 (or equivalent experience; must have professor approval)

Note: Course runs over two consecutive quarters – Topic is Human Trafficking

This *Clinical Practicum* program is available to JKIS, Law and GSSW students fall – spring quarters annually dealing specifically with the topic of Human Trafficking. Students must be currently enrolled in or have already completed INTS 4987-Contemporary Slavery/Human Trafficking to participate in this clinic.

INTS 4965 Technology and Sustainable Development (IP/CP)

Technology has always been a major influence on cultures and societies, national and international. Today all countries recognize the key role that technology plays in achieving sustainable development and are striving to harness its potential while minimizing its negative impacts. New technologies such as robotics, genetics, information, and communication all promise transformations that can greatly improve the quality of life of peoples everywhere. At the same time,

they can also develop in ways that do not lead to a sustainable future. Thus, they generate controversy and difficult policy choices for governments and peoples everywhere. Accordingly, it is essential to understand the nature of technology and its role in social and political change as well as the ways in which it can be controlled and 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.

INTS 4966 Applied Field Methods (IP/CP/Skills)

This graduate-level course focuses on the practicalities of conducting actual field research, while providing a foundation derived from both theory and experience. Framing paradigms (e.g., post-positivism) and guiding constructs (e.g., poverty) are noted. Among the meta-methods and basic methods covered are ethnography, needs assessment, key informant interviewing, participant observation, focus group administration, surveying and questionnaire use, rapid rural appraisal, time-budget analysis, and participatory action research. Sampling strategies also are covered, as are ways to develop rapport and gain successful entrée to the field. Ethical considerations are emphasized. Slides and videos serve as teaching aides. "What works" is key.

INTS 4972 Global Environmental Governance (IP/CP)

Note: This course was formerly named "The Global Environment"

Global Environmental problems pose seemingly intractable problems for international relations and policy. In this seminar we will 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, international institutions must get them to agree to cooperate, must find ways to bring businesses and cavity society into those agreements, and then find ways to monitor and enforce the agreements. This task is harder than it might seem, and we will explore both theories and cases that illuminate it.

INTS 4987 Contemporary Slavery & Human Trafficking (IP/CP)

There are 23-27 million slaves worldwide, 600,000 to 800,000 persons trafficked across international borders each year. There are 14,000 to 17, 500 people trafficked into the United States each year and there are an estimated 40,000 slaves in the U.S. Eighty percent of the victims worldwide are women and up to 50% are children. Human trafficking generates an estimated \$7-10 billion each year, second only to illegal drug trafficking. In the U.S., 46% of persons trafficked are in the sex slave trade, 27% in domestic services, 10% in agriculture, 5% in sweatshops and factories, and 4% in the hotel industry. While the world has rid itself, with one exception, of chattel slavery, contract slavery and debt bondage slavery have never disappeared and are found in the four corners of the world and right in our own cities, bedroom communities, and fields. This course will look at the complex reasons that give rise to this explosion in human trafficking and forced labor. We will study the problems from an interdisciplinary perspective – law, international theory, and economics – and look at possible solutions. The course will include training and certification from the Colorado Regional Community Policing Institute and work with the DU Program on International Disaster Psychology. The course is also tied in with the DU Task Force on Modern Slavery and Human Trafficking and papers produced in the course will be published and distributed.

INTS 4989 North American Defense and Security

This course will challenge students to analyze the evolving North American Defense and Security environment since 1945 and propose a strategic vision for enhanced cooperation between Canada, Mexico and the U.S. in the future. This course is divided into four sections – focus on the history of the Canada-U.S. defense and security relationship between World War II and before 9/11. It will examine established CANUS defense cooperation mechanisms including the Permanent Joint Board on Defence (PJBC), Military Cooperation Committee (MCC) and North American Aerospace Defense Command (NORAD). The second section will concentrate on the terror attacks of 9/11 and their aftermath as well as lessons learned that dramatically changed the North American Defense and Security environment. Issues discussed will include the standup of United States Northern Command (USNORTHCOM), formation of the Department of Homeland Security (DHS), restructuring of Public Safety Canada (PS), and the formation of the Bi-National Planning Group (BPG) between Canada and the United States. The third part of this course will focus on the present and analyze the current defense and security relationships between Canada, Mexico and the U.S. Issues that will be discussed include: Security and Prosperity Partnership (March 2005), NORAD Renewal (May 2006) and current issues such as Pandemic Influenza, Defense support to Civil Authorities, Hurricane and Fire Season, Immigration/Militarizing the Borders, Merida Initiative, Haiti Earthquake disaster relief and Vancouver Olympics 2010. The final part of the course will focus on the future and examine possible scenarios for enhanced cooperation between Canada, Mexico and the U.S. The majority of the student's grade will be based on a research paper analyzing a specific issue in North American Defense and Security.