The nature of MNE accountability and responsibilities which are the flip side of such rights. The relation to state sovereignty has thus seemingly reached a point calling for re-examination of the nature and appropriate scope of MNC rights, as well as have termed "revolutionary" changes in the nature of state sovereignty as it relates to state-investor relations. That expansion of investor/MNC rights in the avalanche of bilateral investment treaties negotiated in the last few decades and under multilateral conventions such as NAFTA represent what many believe is a significant shift in the balance of power between states and corporations. The emergence of sweeping new legal rights for MNCs in relation to their foreign direct investment and cross-border trading activities under the legal and institutional frameworks such as the World Trade Organization (WTO) and the Trans-Pacific Partnership (TPP) represent a new era in international economic relations.

INTS 4210 Multinational Corporations (5 Credits)
An introductory course examining how and why historians develop diverse interpretations of events and periods. Methods of analyzing evidence, selecting research material, and supporting arguments are discussed and evaluated in assessments of selected historical cases. Methodological ties between the historiographic approach and social sciences including anthropology and psychology, as well as the study of gender are also drawn.

INTS 4151 History, Culture and Conflict (5 Credits)
Examines governmental fragmentation affects and policies and examines how policy issues engage different segments of the government.

INTS 4147 American Govt & Pol. Making (5 Credits)
Provides analysis of the historical rise of Russia and China, and their complex inter-relationship and interaction with the United States and the world.

INTS 4142 After the Fall: Russia & China (5 Credits)
Examines governmental fragmentation affects and policies and examines how policy issues engage different segments of the government.

INTS 4141 Domestic/Int'l Conseq:Drug War (5 Credits)
Domestic and international policy and the impact of the drug war on both.

INTS 4087 Tch Conflict & Nuclear War (0 Credits)
A first course in statistics taught at an accelerated pace. This course combines materials typically offered in an introductory course and an intermediate course. Topics include statistical reasoning, probability, statistical inference, measures of association, survey research methods, analysis of variance and regression. There are no prerequisites but students are expected to have reasonably strong quantitative skills.

INTS 4058 Applied Time-Series Analysis (5 Credits)
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, and intervention analysis. Panel data analysis includes fixed effects and random effects models. Emphasis is on computer applications (using Stata) and interpretation of results. Prerequisites: INTS 4051 or INTS 4057 or permission of instructor.

INTS 4056 Information Management in Human Crises (5 Credits)
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 introduces students to the theory of information management and its application in the humanitarian context.

INTS 4055 Statistics for International Affairs (5 Credits)
A first course in statistics taught at an accelerated pace. This course combines materials typically offered in an introductory course and an intermediate course. Topics include statistical reasoning, probability, statistical inference, measures of association, survey research methods, analysis of variance and regression. There are no prerequisites but students are expected to have reasonably strong quantitative skills.

INTS 4052 Statistical Methods III (5 Credits)
This course will serve as continuation of Statistical Methods II. This will be an applied, non-calculus based course on statistical techniques used in nonparametric and multivariate analysis. Emphasis will be on applications and data analysis using the statistical software package SAS. Prerequisite: INTS 4051 or equivalent.

INTS 4051 Statistical Methods II (5 Credits)
An introductory course covering survey research methods, analysis of variances, t-test, correlation, and various methods in multivariate analysis, such as regression, time series, and causal models. Prerequisites INTS 4050.

INTS 4050 Statistical Methods I (5 Credits)
An introductory course featuring statistical reasoning, probability, sampling, statistical inference, nominal and ordinal measures of association, and correlation. Open only to students with no prior background in statistics.

INTS 4047 American Govt & Pol. Making (5 Credits)
Provides analysis of the historical rise of Russia and China, and their complex inter-relationship and interaction with the United States and the world.

INTS 4042 After the Fall: Russia & China (5 Credits)
Examines governmental fragmentation affects and policies and examines how policy issues engage different segments of the government.

INTS 4041 Domestic/Int'l Conseq:Drug War (5 Credits)
Domestic and international policy and the impact of the drug war on both.

INTS 4037 Tch Conflict & Nuclear War (0 Credits)
A first course in statistics taught at an accelerated pace. This course combines materials typically offered in an introductory course and an intermediate course. Topics include statistical reasoning, probability, statistical inference, measures of association, survey research methods, analysis of variance and regression. There are no prerequisites but students are expected to have reasonably strong quantitative skills.

INTS 4036 Information Management in Human Crises (5 Credits)
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 introduces students to the theory of information management and its application in the humanitarian context.

INTS 4035 Statistics for International Affairs (5 Credits)
A first course in statistics taught at an accelerated pace. This course combines materials typically offered in an introductory course and an intermediate course. Topics include statistical reasoning, probability, statistical inference, measures of association, survey research methods, analysis of variance and regression. There are no prerequisites but students are expected to have reasonably strong quantitative skills.

INTS 4032 Statistical Methods III (5 Credits)
This course will serve as continuation of Statistical Methods II. This will be an applied, non-calculus based course on statistical techniques used in nonparametric and multivariate analysis. Emphasis will be on applications and data analysis using the statistical software package SAS. Prerequisite: INTS 4051 or equivalent.

INTS 4031 Statistical Methods II (5 Credits)
An introductory course covering survey research methods, analysis of variances, t-test, correlation, and various methods in multivariate analysis, such as regression, time series, and causal models. Prerequisites INTS 4050.

INTS 4030 Statistical Methods I (5 Credits)
An introductory course featuring statistical reasoning, probability, sampling, statistical inference, nominal and ordinal measures of association, and correlation. Open only to students with no prior background in statistics.

INTS 4027 Tch Conflict & Nuclear War (0 Credits)
A first course in statistics taught at an accelerated pace. This course combines materials typically offered in an introductory course and an intermediate course. Topics include statistical reasoning, probability, statistical inference, measures of association, survey research methods, analysis of variance and regression. There are no prerequisites but students are expected to have reasonably strong quantitative skills.

INTS 4026 Information Management in Human Crises (5 Credits)
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 introduces students to the theory of information management and its application in the humanitarian context.

INTS 4025 Statistics for International Affairs (5 Credits)
A first course in statistics taught at an accelerated pace. This course combines materials typically offered in an introductory course and an intermediate course. Topics include statistical reasoning, probability, statistical inference, measures of association, survey research methods, analysis of variance and regression. There are no prerequisites but students are expected to have reasonably strong quantitative skills.

INTS 4024 Applied Time-Series Analysis (5 Credits)
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 is on computer applications (using Stata) and interpretation of results. Prerequisites: INTS 4051 or INTS 4057 or permission of instructor.
INTS 4280 Contemporary Peace Operations: Disarmament, Demobilization, Regeneration (5 Credits)
Disarming, demobilizing and reintegration (DDR) of former fighters in the aftermath of conflict is as old as war itself. Tens of thousands of soldiers were voluntarily DDR(ed) during the Roman-Etruscan wars in the 3rd century BC and virtually every conflict since. In fact, no fewer than 60 DDR initiatives have taken place globally since the UN and major bi-lateral engagement the late 1980s. While most were launched in the wake of international or civil wars as part of an internationally mandated peace support operation, shifting conflict dynamics and emergent caseloads over the last decade continue to alter the landscape in which DDR operations are implemented. Whether occurring in a humanitarian crisis, as an outcome of a peace accord or during active conflict, DDR represents a voluntary civilian led non-violent policy option for peacebuilding and human security for the international community.

Often applied in a post conflict environment, the global caseload in 2014 was estimated at approximately 250,000 DDR candidates spread across more than 20 planned or ongoing DDR operations. Presently, DDR targets persons in combatant and non-combatant roles from statutory armies and non-state armed groups. It is not uncommon for DDR to serve as tool for security sector reform and transformation efforts aimed at downsizing and legitimizing armed forces under civilian control. In doing so DDR is a unique policy tool that enhances the resilience of local, national and regional actors, by addressing various peace consolidation issues spanning the civilian and security sectors. The course will utilize illustrative global case studies to examine 3 distinct and clearly identifiable ‘generations’ of DDR since the late 1980s. Tracking the evolution of DDR in contemporary peace operations, the course will demonstrate the critical role DDR continues to play in peacebuilding and recovery in settings as diverse as the Balkans and Philippines where DDR is used to facilitate the ‘normalization of relations’, to the Sahel, the Horn of Africa, South America and the Middle East where DDR addresses mercenaries and terrorism. DDR’s current role in stabilization efforts in the Ukraine, Afghanistan and The Sudan will be juxtaposed with political stability and development issues in Central America and Southern Africa where gang violence and veteran’s concerns are related to DDR outcomes. The first generation of DDR occurred in the wake of the Cold War. Typified by verifiable caseloads under unified command and control, these occurred regionally in Latin America and Southern Africa. In the mid-2000s a 2nd Generation policy approach emerged in response to the perception by the international community that DDR, and reintegration specifically, was not achieving intended development aims. This led to a broad range of initiatives targeting communities as a means to facilitate enabling conditions for DDR. Presently, DDR is undergoing a 3rd shift. The monetization of DDR is creating a cottage industry for former fighters traveling across international borders rejoining armed groups as mercenaries. At the same time peace operations are receiving DDR mandates in areas where conflict is ongoing and insurgent groups slated for DDR are associated with ‘terrorist’ organizations complicating the legal and political environment. This is facilitating conditions for “Political Reintegration” to take renewed salience as armed groups increasingly transform into political parties. Analytically, the course will examine the utility of DDR, its limitations and expectations as a panacea in post-conflict settings. Using the ‘3 Generations’ framework for DDR, each generation will be examined distinctly. In doing so, students will critically examine concepts and definitional issues enshrined in DDR and its global policy guidance. An interrogation of crosscutting issues, and detailed accounting of ‘reintegration’ with and.

INTS 4303 Econometrics for Decision Making I (5 Credits)
The first course in a two course sequence in Applied Econometrics. Introduces basic probabilistic techniques for the quantitative analysis of economic and social data and their application to international public policy decision making. Prepares students to: compile and analyze data sets; build and test regression models; interpret and critically evaluate applied econometric studies; and conduct their own applied econometric research using computerized statistical packages. Prerequisite: INTS 4051 or INTS 4057.

INTS 4310 International Trade (5 Credits)
An intermediate course analyzing causes and consequences of international trade. Classical, neo-classical, and product- cycle models included. Topics include international specification, terms of trade of developed and less-developed countries, distribution of gains from trade, instruments and uses of commercial policy, nominal and effective protection, and theory of customs unions and economic integration. Prerequisites: macro and micro economics.

INTS 4318 Applied Research in International Economics (5 Credits)
The purpose of this course is to critically review the literature in political economy and introduce students to some recent empirical work to analyze data and test relevant theories and hypotheses in political economy, IPE and related social science disciplines. The course provides students with the tools necessary to conduct and critically evaluate empirical analysis in these fields. Two data sets are handed out during the course and students analyze them. The final paper deals with a substantive empirical issue.

INTS 4319 Governing the Global Economy: The Effectiveness of Multilateral Economic Institutions (5 Credits)
Multilateral Economic Institutions are the primary mechanisms by which the global economy is governed when it is governed at all. This course examines the institutions and theoretical foundations that are at the center of this system of global governance by studying their history, sources of authority, and ideological underpinnings. Simultaneously, each multilateral economic institution/regime is 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 the global economy. The course is both theoretical and empirical and there is a bias to the course - it is that the MEIs are among the most written about and least understood institutions in the global economy. In addition, the course also examines the practical reality of multilateral economic negotiations through an examination of recent attempts to govern segments of the global economy; including international trade, finance, and climate.

INTS 4320 Int'l Monetary Relations (5 Credits)
An intermediate course examining history of the monetary system, foreign exchange rates, balance of payments analysis, and adjustment processes under different exchange systems, current status problems, and prospects for reform. Prerequisites: macro and micro economics.

INTS 4324 Int'l Political Economy (5 Credits)
The course examines 3 contrasting visions of international political economy: economic security, trade and finance. Required for all INTS majors.
INTS 4327 Advanced Issues in International and Comparative Political Economy (5 Credits)
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 markets 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 advance 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 method of organizing finance. In this connection, the course covers international institutions and assesses the extent to which they have successfully promoted liberalizing strategies in a range of settings. But we will also look at competing theories of policy diffusion that suggest liberalizing trends are not orchestrated by any single set of institutions or states. Rather, theories of diffusion posit that there are social or competitive forces that have advanced privatization, liberalization and denationalization. In addition to the substantive emphasis on liberalization, the course will focus on research strategies, as students will be required to write a research paper on a topic of their choosing during the quarter. Each week we will discuss a distinct aspect of developing a research paper. Topics include how to formulate the research question, Hypothesis development and testing, appropriate sources and accounting for alternative explanations. We will discuss these topics both with respect to students' papers as they evolve but also in relation to the readings assigned in a given week.

INTS 4330 International Business Transactions (5 Credits)
INTS 4332 Data Analysis and Development (5 Credits)
INTS 4333 International Project Analysis (5 Credits)
An advanced course in techniques of proposal assessment, implementation, and evaluation. Emphasis on computerized benefit-cost analysis, including methods adopted by the World Bank and other donor agencies. Projects drawn from industry, agriculture, and public health sectors used as cases for study. Prerequisites: INTS 4010 and 4055.

INTS 4339 Microfinance and Sustainable Development (3,5 Credits)
This class provides an overview of the principles of microfinance and its role in sustainable approaches to international development. The course introduces students to the main business models of microfinance, leading microfinance institutions (MFIs) around the globe, typical products and services, and how microfinance has evolved over 25 years. In addition, we examine both NGO and for-profit organizational structures, and how they balance development and financial sustainability. Topics 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 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 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 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 have occasional guest speakers from the industry. Students work in small groups to research an individual MFI and present it to the class.

INTS 4341 Illicit Markets in Latin America (5 Credits)
This course applies the understandings of International Political Economy (IPE) to the study of illicit market activity in the western hemisphere. While sociologists, criminologists, legal scholars and law enforcement agencies have all contributed substantially to this area of study, IPE has only recently been applied. So what can this approach contribute? Through IPE, we can place illicit market activity within the larger structure of trade and monetary relations, the rise of the informal sector and the existence of economic and other inequalities in particular regions. We can consider the nature and impact of North-South relations and the process of structural adjustments as advised by international financial institutions. Further, we can evaluate the overall function and effectiveness of law enforcement, governing institutions and international organizations in controlling illicit market activity. Finally, through IPE, we can consider the ideational context of participation in illicit market activity.

INTS 4342 Project Management (5 Credits)
Course introduces the skills and techniques to be a successful project manager.

INTS 4345 The Art of Forecasting (5 Credits)
Course defines forecasting techniques and expert systems. Will cover Delphi techniques, expert systems, modeling and economic forecasting.
INTS 4349 Comparative Public Policy and Finance (5 Credits)
Course aims to provide in-depth treatment of the question "why do size, form, financing, and distributive outcomes of government differ so greatly across nations?.

INTS 4350 Economic Development (5 Credits)
Deals with financial and economic problems faced by developing societies.

INTS 4355 Finance and Development (5 Credits)
An advanced course which examines the relationship between financial system organization and economic performance. The political economy of financial innovation, liberalization and globalization, state-finance-industry relations, micro-lending, stock markets and regional financing are discussed with reference to Latin America, Asia and African countries.

INTS 4362 Gender and Health (5 Credits)
INTS 4363 Discrimination, Minorities, and Rights of Indigenous People (5 Credits)
INTS 4364 Global Poverty and Human Rights (5 Credits)
This course explores the many dimensions of global poverty and human rights and well-being of people around the world. Three particular areas are emphasized and explored in detail. The first is the exact dimensions and extent of globalization. The second is the exact nature of another complex thought called poverty. The third area explores the connections between globalization, poverty, and human rights. After rigorous discussion of the conceptual foundations, we focus on the U.N. 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 4366 Reproductive Health (5 Credits)
This course introduces students to the wide tangle of social issues surrounding reproductive and sexual health today. We begin with an in-depth look at the historical and cultural variations in definitions of reproductive and sexual health in order to provide important background for the various medical, legal, ethical, political, issues that inform reproductive health programs and policies. We end with a topical focus on HIV/AIDS and a look at international health programs designed to address reproductive health in "vulnerable" populations. The course necessarily vacillates between examining the local and the global at both micro and macro levels in order to cover both the current knowledge about sexuality and reproduction and the broader social impact of advances in reproductive health technology.

INTS 4367 Global Health Affairs (5 Credits)
Introductory survey class for all students interested in intersection of international affairs and global health and security, development and economics.

INTS 4368 HIV & AIDS in International Affairs (5 Credits)
Upon completion of the course, students will understand (a) the concept of global health security; (b) HIV/AIDS as an epidemiological phenomenon; (c) the political, economic and social contexts of HIV/AIDS in specific regions of the world; (d) HIV/AIDS as a threat to security and gender; (e) security considerations of HIV/AIDS impacts in development and as a human right.

INTS 4369 Political Economy of Global Poverty & Inequality (5 Credits)
The main purpose of this course is to understand the underlying causes of inequality and poverty in the world. In order to do this, we look at the relationship between economic growth, poverty, and inequalities in several different dimensions. First, the process of sustainable grown itself is analyzed. Second, the implications of different types of growth for income distribution and poverty are studied. Finally, the implications of such inequalities for human welfare in developing economies in particular are studied. After an initial exploration of the income-based measures of poverty and inequalities we focus on the more recently developed social capabilities approach developed by Amartya Sen and others.

INTS 4370 Political Economy of Globalization (5 Credits)
An introductory course on the nature of global economic integration in the postwar period, including contending theoretic perspectives, and several applied issues and policy dilemmas such as the evolving nature of firms (e.g. globalization of production), the "new international of labor," and the status of national sovereignty/policy autonomy in an integrated world economy, politics and markets, and currents themes in political economy.

INTS 4374 The Ethical Foundations of Global Economic Policy (5 Credits)
This seminar course explores the contending ethical theories that underlay contemporary debates over global economic policymaking. We explore the ethical foundations of neoclassical, Austrian, institutionalist and Marxian economic theory (including utilitarianism, welfarism, libertarianism and egalitarianism) in order to better understand why and how these diverse economic theories generate distinct policy prescriptions. For example, we examine the controversy over “free trade” versus “fair” trade that is now at the center of policy debate in the U.S. and across the globe, and explore the contending ethical theories that inform this debate. This is a reading intensive seminar. We examine central works of Amartya Sen, Milton Friedman, Robert Nozick, Michael Walzer, and other leading economists and political theorists.
INTS 4378 Terrorism, Transportation, and Homeland Security (5 Credits)
This course is designed to introduce students to the critical role that transportation plays in homeland security. Transportation is one of the most important critical infrastructures because society and economy are totally dependent upon the efficient movement of freight and people. Not surprisingly, terrorists, on numerous occasions and in many countries, have launched attacks against aircraft, ships, railway stations, airports and other transportation facilities. In the U.S. the devastating 9/11 attack proved to be a turning point and led to fundamental changes in the struggle against terrorism, including the largest governmental reorganization in many decades, the creation of the Department of Homeland Security and its Transportation Safety Administration. In this course, students analyze the degree to which a safe and secure transportation system for goods and people has emerged. Accordingly the course deals with such topics as the contemporary structure and role of transportation, the nature of the terrorist threat, including the potential of the weapons that are or might become available (ranging from WMD’s to suicide bombers to cyber-attacks), the difficulties inherent in safeguarding such facilities as airports, rapid transit, railroads, and seaports, the efficacy of the policies that have been implemented and the kinds of changes that might further enhance transportation and homeland security.

INTS 4379 Gender and Development (5 Credits)
This course is concerned with how and why gender matters in outcomes and impacts of planned and unplanned development. It is also concerned with gender as a human rights issue and the equity and ethical dimensions of development planning. Beyond these practical implications, the course engages theoretical and ideological underpinnings for the gendered structures of economic, political, and social power encountered in a wide range of economic and social development contexts. Throughout the quarter, the class examines interactions among structural and cultural (including idealational) factors that together comprise and construct gendered environments. Structural and cultural factors are, at the least, mutually reinforcing, and may be mutually constitutive. The class interrogates the ways in which each set of economic and social transformations broadly encompassed within a human-rights or human-development approach to international development. The class also engages interacting dimensions of change, including economic, social, political, physical environmental, and human biological dimensions. The class explicitly examines all interactions across scales from global to local. 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 responsibilities, freedoms, 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. The class considers numerous cases from the Global South, and some from the Global North. These case studies immerse us in the diversity and complexity of gender and development interactions and in the “grounded agency” (Radcliffe 2006) through which women and men attempt to secure livelihoods – that is, “making a living and making living meaningful” (Bebbington 2000) – to enjoy long and healthy lives, and to participate in full citizenship. These cases also illustrate myriad patterns of gender construction across ethnicity, class, age, marital status, and other differences among women and men. This is a policy-oriented course. The class explores the ways in which the gendered division of labor and resources, and the socio-cultural construction of masculinities and femininities, influence perceptions, formulation, and implementation of development policies and practices. The class traces 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. Ultimately, this course considers how ideologies and institutions of global development might yet enable women’s empowerment and facilitate equity in a deeply unequal and interconnected world.

INTS 4381 Middle East and U.S. Security (5 Credits)
The course will examine current US strategies toward the Middle East, terrorism, and how Homeland Security in US will respond.

INTS 4386 Transnational Migration in the Americas (5 Credits)
The course examines movement of various nationalities from other nations into North, South and Central America.

INTS 4391 Financial Management and Fundraising of Non-Profits (5 Credits)
This course will introduce students to the legal, governance and financial structures that enable non-profit organizations to function effectively. It will also provide a practical orientation to financial management issues, such as budgeting, financial reporting, and independent audits. Finally, a comprehensive presentation will be given of the fundraising methods needed to sustain the viability of non-profit organizations. These methods include: annual campaigns, direct mail, special events, major gifts, corporate fundraising, foundation grants, and planned giving. The course combines exploration of the general conceptual issues with an emphasis on practical "how-to’s" and skill building.

INTS 4394 Non-Profit Issues & Techniques (5 Credits)
Nonprofit management issues and techniques looks at current NGOs and issues in working with corporations.
INTS 4396 Education and Development (5 Credits)
Education is a major component of the human capital. It is both an indicator and a driver of an improved quality of life. Developed economies have already achieved high in terms of the average education of their populations. Most of the middle income and some low-income countries have also succeeded in enrolling a high percentage of their children in elementary schools, thanks to the internationally coordinated emphasis in this sector in the sixties and seventies of the last century. On the flip side, some of the developing regions are still struggling to provide basic education to a large share of their school age population. Research on economic growth and development has established a close connection between the economic performance of a country and the level of education of its population. These results have prompted a resurgence of focus on education in the global development agenda. From the Jomtien conference on Education for All (EFA) in 1990 to the Millennium Declaration, the world community has set targets on universal primary and gender balances at the higher levels of education. Despite the thrust on national commitment on education, supported by international efforts like the EFA/Fast Track Initiative, there still remains some inertia and uncertainties on issues like equity of access along different dimensions of deprivation - gender being an important one, balancing the demand and supply of education, the relative importance of basic education for capability creation and social cohesion versus mid-level education for knowledge diffusion or higher education for knowledge generation. Discussion of these issues in a regional comparative context is important in understanding and suggesting education policies for developing countries. This course is primarily intended for students who have a broader interest on human capital development, and specific interest on educational policies and their outcomes. Students with a general interest on development policies and developing economies would also find the course beneficial. It is expected that, after actively participating in the course, the students gather or enhance their understanding of the major education policy issues and debates in the context of developing countries. Students will also identify the best practices by analyzing the national education policies of some of the high performing countries and regions in the developing world. Students use this knowledge to examine the national and international education policy initiatives and develop their own recommendations as necessary.

INTS 4397 Environment, Development, and Human Well-Being (5 Credits)
In this course we explore the role of the environment plays in society and the determination of human well-being. A core premise of the course is that the human economy is embedded within the broader context of human society, which in turn is embedded within a natural environment. The natural environment provides a variety of goods and services, which through interactions between the environment, individuals, and society, contribute to human well-being. Some of these services are directly used by people. Others contribute indirectly by allowing for the continued provision of other services. As such, any discussion of human well-being and development that ignores the natural environment is inherently problematic. We will specifically adopt an economic perspective, but one that goes well beyond that of conventional neoclassical economics. This course is intended to provide a basic foundation upon which students are able to build. Through the research paper and presentation, each student has the opportunity to explore in more depth an issue of specific interest to them.

INTS 4399 Issues in Global Economics and Financial Security (5 Credits)
The course discusses global economic and financial security issues through the prism of the current crisis and its aftermath. We begin by developing the analytical framework and they applying it to key countries/regions. We consider the causes, the policy responses and prospects. We look at ways of ensuring global monetary and financial stability, including appropriate policies to ward off financial crises and asset prices bubbles. Other key topics, including food and energy security and the role of finance in promoting development, are also discussed as time permits. The focus is on applied economics and finance, and their importance as analytical tools in policy discussions on economic security and development. This course is less narrowly technical, more policy and political economy oriented, but nonetheless appropriate for students concentrating in global markets, development, finance and trade. These are a few guest speakers on special topics, in addition to answering questions about career choices and professional development.

INTS 4423 Introduction to Epidemiology (5 Credits)
Decisions and policy related to global health are based on data from various disciplines such as demography, medicine, and epidemiology. Therefore, it is crucial to correctly understand and interpret what health data and the data in general tell us. This course provides the knowledge and skills required to critically assess data, and understand both strengths and limitations of data and research. This course covers the basic principles and concepts of descriptive and analytic methods in epidemiology and their application to research and practice in public and global health.

INTS 4427 The Political Economy of African Development (5 Credits)
This course introduces the political economy of sub-Saharan Africa (SSA). It uses a multidisciplinary approach that draws on literature from development economics, international relations, comparative politics, sociology, and anthropology, as well as a broad range of country case studies. Prior basic knowledge of economics is an advantage, but no quantitative economics are necessary. We engage with the main theoretical and empirical debates on macro- and microeconomic aspects of the subject and examine key concepts of economic development in relation to SSA. The topics covered include the determinants of growth, industrialization, education and employment, structural adjustment, poverty reduction, and the role of foreign aid in African development. We further explore the consequences of natural resources in SSA and the region’s integration into the global political economy, and examine the socioeconomic effects of war and the success of post-conflict policies for economic development. The political and social dimensions of historically specific economic development processes form a central focus of this course. The role of the state, post-independence and in Africa today, provides a common thread across the topics, and we critically assess the dominant theories and concepts of its development, using country case studies from across the region. Gender aspects of development are discussed as a crosscutting issue, with a particular emphasis on the relations between gender and macroeconomic policy, as well as poverty. The course helps students to understand the major development challenges facing African societies today by illuminating patterns as well as diversity across the region.
INTS 4428 Political Economy of Human Rights (5 Credits)
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 and Development (5 Credits)
Looks at how health status of populations affects culture and environment, and also how successful development affects health.

INTS 4437 American Public Opinion & Foreign Policy (5 Credits)
This course examines American public opinion and its impact on foreign policy. The course begins with an investigation of what is public opinion in general and how it is collected, analyzed and used. The primary sources of American public opinion data and analyses are identified. The course proceeds to outline the controversies of American public opinion related to foreign policy decision-making using historical perspectives and the most recent challenges from the first Iraq War to the Arab Spring. Although foreign policy is often a secondary issue for the public compared to domestic issues, in recent times it has been mostly responsible for the transition from a Republican-dominated era to the Democrats’ ascendance. A series of principles that have informed practitioners and foreign policy experts concerning American opinion related to foreign policy is examined and affirmed or debunked. Also, media and its persuasive power in opinion formation are considered. At the conclusion of the course, students should be familiar with a selection of foreign policy challenges that America has confronted in the modern era, the role of public opinion in the national decision-making and the existence of guiding principles of public opinion and their exceptions.

INTS 4438 International Public Opinion and Foreign Policy (5 Credits)
This course examines international public opinion and introduces the major international opinion trends that impact foreign affairs. The course first reviews international public opinion worldwide, then by major regions and finally a selection of leading countries. The theoretical question is how public opinion influences foreign policy in countries around the world, and if and when it does, under what conditions. Also, how international opinion affects American foreign policy, including the views of foreign publics toward America and its policies, is also examined. The course begins with an investigation of the history of collection and diffusion of international survey research, the quality of the data and the techniques used to collect it. The relationship of public opinion research and democratic government and media freedom is examined. The second part of the course outlines some of the public opinion benchmarks, their variations and similarities among countries and regions, and their change over time. A variety of the best sources of opinion data are used. Benchmarks include: level of satisfaction with the direction of own nation; satisfaction with and preferences for form of government; satisfaction with and preferences for economic system; the role of government intervention and entrepreneurial values; nationalism and approach to neighbors; attitudes toward Americans, American leadership and foreign policy; and impact of cell phones and Internet on opinion formation and collection. The course’s orientation is both from an American foreign policy perspective and from the perspective of key international organizations, such as the UN, OAS, EU, etc. At the conclusion of the course, students should be familiar with the history and sources of international public opinion research, the major similarities and differences in international and regional public opinion, and the impact that it has on both American and international, multinational organization foreign policy decision-making. When available, there are guest speakers concerning the impact of public opinion on foreign policy decision makers.

INTS 4447 Making of Chinese Foreign Policy (5 Credits)
This seminar course examines and analyzes the making of foreign policy in China, a rising power in the 21st-Century. We look at and identify major driving forces behind China’s foreign policy-making, including ideational sources (historical legacy, strategic culture, communism, and nationalism), domestic and institutional sources (foreign policy making institutions, elite politics and key players), and international sources (international system and regimes). We also examine China’s strategic relations with major powers and its Asian-Pacific neighbors. This course is aimed to equip students with sophisticated understanding of the ongoing debate about the role that a rising China has played and will play in world affairs.

INTS 4450 Democracy and Militarism in Latin America (5 Credits)
Many note that even as democratization has taken place throughout Latin America, there has been a persistent and evolving role for the military, police and private security forces in many cases. The purpose of the class is to explore this apparent contradiction by examining the various internal and external pressures that have come to bear on these societies. Through approaches derived from comparative politics and international political economy we study domestic factors such as interest groups, political parties, social movements and governing institutions on one hand, and the role of international relations and organizations on the other. From this standpoint, the state becomes a mediator of internal and external pressures and is shaped by these pressures in turn. In the first half of the class, we specifically apply institutions, political realist, class analytic and market globalization perspectives to the study of the military. In the second half, we look at the interplay between democratic development and security issues in a changing global environment. This includes a study of the nature of democratization in Latin America, so heavily applauded by scholars, politicians and others, the impact of the truth and reconciliation process that emerged after the bureaucratic-authoritarian era, and the role of civil society and international organizations. In the final part of the class, we turn to the issue of citizen security amid high levels of crime, gang activity, and drug trafficking with a focus on Central America.
INTS 4453 Political Economic Development in Latin America (5 Credits)
In the first five weeks of the class we consider various theories of political economy. These include dependency, hegemonic stability, class conflict, neoclassical economic theory, and the study of institutions and international regimes. Each approach is illustrated through and examination of a historic issue in development - patterns of land ownership, the role of the military, the rise or revolutionary politics, neoliberal development and the promotion of democracy. During this time, students are asked to choose a theoretical framework as a foundation for the required research paper. A term paper prospectus including a description of the framework is due week five. In the second five weeks of the class we consider specific topics in political economic development in the last three decades or what is often called the "global era." These topics include the emergence of "uneven" development, the rise of social movements and role of civil society, transnational migration, the rise of illicit networks of trade, and U.S. foreign policy considerations. Students are encouraged to draw from this or closely related material for the subject matter of the research.

INTS 4459 Global Business, Governance & Corporate Social Responsibility (5 Credits)
In an increasingly globalized world, civil society, states and businesses are trying to discern how to govern business conduct across the borders of nation-states. Many of the issues our society faces today—global financial crises, environmental degradation, and corruption, to name a few—are impossible to tackle within a given country. This course will dive into contemporary global governance mechanisms to better understand the opportunities and challenges that states, business, and civil society face when in engaging with issues such as global financial crises, labor standards, respect for human rights and the environment.

INTS 4460 Politics of China's Modernization (5 Credits)
After more than a century of decline and stagnation, China is reemerging as a great power in the twenty-first century. China's rise to the glorious has never been easy and still faces many changes in the year ahead. This course is designed to provide students with a comprehensive understanding of China's rise in the context of its political development. We examine how revolution, nationalism, communism and liberalization have all affected the development of modern China with a focus on the political dynamics of the People's Republic of China (PRC) and the politics of post-Mao economic and political reform. We start by analyzing the rise of the Chinese Communist Party and its state and nation building efforts in the early years of the PRC and move on to examine the Mao's failed socialist transformation and political campaigns (the Hundred Flow Campaign, Great Leap Forward, and the Cultural Revolution). The remainder of the course explores political dynamics of post-Mao economic and political reforms and the prospect for a democratic China. This course aims at equipping students with an analytical perspective for understanding contemporary Chinese politics.

INTS 4465 Population and Society (5 Credits)
Population can play a key role in defining the fates of societies, yet Auguste Comte's notion that "demography is destiny" has been subject to two centuries of oversimplification, misinterpretation, and manipulation. This course seeks to reverse key misconceptions and open up new avenues of inquiry through an in-depth look at the key elements of population - population size and growth, demographic events, and population structure - and their relationship to development, security, health, the environment, and human rights. The course begins with a look at theories on the relationship between population and the fates of societies from Malthus to Marx to the present day. In doing so, we move from thinking of population change in aggregate to considering the impact of three demographic events - birth, death, and migration - that occur according to highly measurable and predictable age and sex patterns. Armed with a powerful conception of demographic change as a product of population structures and events, we explore the implications of demographic shift and long-term demographic structures for national and global outcomes under a range of political, economic, and social conditions. We will use case studies to address salient issues such as the limits to the human life span; prospects for reversing or mitigating the effects of very low fertility; the consequences of coercive solutions to population control; prospects for global migration; and the impact of HIV/AIDS on society.

INTS 4468 Politics of Development (5 Credits)
Course explores political factors and parties which affect developing nations and hinder new development.

INTS 4483 Practical Applications in Global Health (5 Credits)
This course is designed for students interested in a career in Global Health with a focus on low resource settings including humanitarian settings. This course focuses on analyzing and developing solutions to global health problems in a systematic and creative way. Students are introduced to a problem-solving paradigm and, working in small groups, apply this model to a global health issue of interest to them. In addition, we cover other critical issues that need to be considered in addressing global health issues including equity, social determinants, and health systems as well as leadership, innovation and working in multidisciplinary teams. At the completion of the course, students should be able to: apply a methodical approach to problem solving in global health; analyze the range of factors that contribute to global health problems and understand the importance for finding solutions; examine critically the implications of policy or programmatic solutions to global health problems; develop and present a program proposal.

INTS 4484 Agriculture and Sustainable Development (5 Credits)
This course provides an overview of world agriculture and an introduction to agricultural populations, politics, policy paradigms, and institutions. It contains modules in: the history of agricultural production for economic growth and food security; global distributions of (1) agricultural production regimes, (2) land (including historical and contemporary “land grabs”) and other productive factors, and (3) uses of agricultural products for food, fuel, feed, fiber, and agro-based construction materials; effects of agricultural trade on economic growth, livelihoods, and food security; relationship between humanitarian food aid and agricultural production and food security; social organization of agriculture and related productivity and human development issues, with special attention to gender; environmental constraints to agricultural sustainability and agricultural constants to environmental sustainability (climate change, water demands and conversation, agricultural energy production and consumption, causes of soil loss and degradation); technological change and innovation in agriculture; and culture and agriculture.

INTS 4485 International Economic Negotiations (5 Credits)
The purpose of the course is to explore the challenges confronting international trade and economic policy, as well as current negotiations designed to address these circumstances.
INTS 4492 Health and Humanitarian Aid (5 Credits)
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 4493 Humanitarian Aid in Complex Emergencies (5 Credits)
This course will focus on the evolution of humanitarian actions, in the context of the international system, since World War II. Complex humanitarian emergencies will be the focus. Themes will include: disasters, conflicts and humanitarian action; the political economy of conflicts and humanitarian aid; civil-military cooperation; and the impacts of humanitarian intervention on the delivery of aid. Vulnerability analysis, capacity analysis, and risk analysis will be key tools. The structure and function of EWS (early warning systems), especially in the context of famine, also will be key.

INTS 4494 Civil Wars and International Responses (5 Credits)
Throughout the post-cold war period and into the 21st century, the scourge of war today is seen in mostly internal conflicts fought along ethnic, religious, ideological, or economic lines that divide societies and lead to devastating armed conflict. This course investigates the problem of contemporary civil wars. This course explores theories, concepts, and empirical research in the analysis of contemporary civil wars and in-depth, student-led evaluation of specific cases. The course covers these themes: evaluation and patterns of armed conflict and war termination in the 1990s and early 2000s with a focus on methods for systematic, multi-causal conflict assessment methodologies; exploration of the processes of escalation in armed conflict and of concomitant peacemaking by international mediators; and evaluation of the concepts of “peace processes” and scrutiny of the terms of negotiated settlements in armed conflicts today. The principle learning outcomes for the course is to gain a complex and detailed understanding of the modal form of contemporary armed conflict-civil wars and concomitant international intervention by the international community (particularly the United Nations) to this form of armed conflict. Students who successfully complete the course gain an understanding of contemporary civil wars, issues in conflict duration and processes of war termination, and introduction to the scholarly and policy-relevant literature that has developed in the last two decades related to challenges of conflict prevention and of “peacemaking” or negotiation and mediation of civil war conflicts.

INTS 4495 Field Operations for Humanitarian Assistance (5 Credits)
Within a disaster response, various interrelating factors determine the ability of the humanitarian community to adequately respond. From coordination among governments, donors, non-governmental organizations (NGOs) to internal working components within an agency that drive programmatic support, the realm of humanitarian operations is a complex system that should be understood by anyone with an interest in supporting relief efforts. The main focus of this course is concentrating on the practical, specific systems that drive field operations - namely security, logistics, finance, monitoring and evaluation, human resources, administration, and advocacy that support program planning and implementation. Through understanding these components, the challenges that are encountered, and how each interrelates within an organization and the wider response community students gain a balanced understanding of humanitarian operations. While each emergency response comes with varying contextual challenges, the humanitarian imperative mandates the relief community to respond in a neutral manner based on need. Doing so, places strains on the operational systems that need to be overcome to provide quality interventions. Through this course we take an in depth look at both theoretical and practical ideals for humanitarian assistance.

INTS 4496 International Campaign Management (5 Credits)
This course will examine the principles of political campaign management and their application in a number of international political, public affairs and human rights campaigns. It will be an introduction to the tools of political campaign management: message development, survey research, audience targeting, paid and earned communications, fundraising and organizational structure. Case studies of campaigns in countries such as Sweden, the UK, and Australia will be used as examples of these techniques. Class will be comprised of lectures, discussion and some simulation exercises. Efforts will be made to bring outside specialists and experts to the class or by teleconference. Readings may include contemporary journals, periodicals, newspaper reports and excerpts from major studies of campaign and organizational management.

INTS 4497 Global Community Health (5 Credits)
The aim of this course is to explore global health challenges and solutions from the perspective of community and networks. Faculty presentation, global field exemplars, active participant dialogue, and students’ presentations comprise the teaching-learning strategies.

INTS 4498 Health and Humanitarian Aid (5 Credits)
This course will focus on the evolution of humanitarian actions, in the context of the international system, since World War II. Complex humanitarian emergencies will be the focus. Themes will include: disasters, conflicts and humanitarian action; the political economy of conflicts and humanitarian aid; civil-military cooperation; and the impacts of humanitarian intervention on the delivery of aid. Vulnerability analysis, capacity analysis, and risk analysis will be key tools. The structure and function of EWS (early warning systems), especially in the context of famine, also will be key.

INTS 4499 National Security and Defense Transformation (5 Credits)
Change brings with it challenges – at the individual, organizational, and systemic levels. It involved behaviors and cultures with often deep-seated traditions. This course explores the scope and magnitude of the transformational forces at work in our national security and defense establishments. By its nature the course is about warfare – how the nation goes about the business of preparing, equipping, and training itself to deter and if necessary to fight traditional wars and the new kinds of challenges that might lead to armed conflict. It is also about sociology, bureaucratic politics, the role of the media, economics, healthcare, power.....

INTS 4500 Social Science Methods (5 Credits)
This course focuses 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 provides 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 covers 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 casual 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 and rival hypotheses; research design and the classics: Barrington Moore, Tocqueville, Skocpol.
INTS 4501 Comparative Politics in the 21st Century (5 Credits)
This is a core course in the Graduate School of International Studies curriculum; it is designed to provide a basic foundation of knowledge essential to expertise in contemporary international affairs. 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 to 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. We explore 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 (5 Credits)
An intermediate course focused around the major revolutions, that occurred in England, France, 19th century Europe, and in Russia and China during the 20th century. Emphasis is placed on historical facts, key theoretical debates generated during the various social upheavals, and diverse interpretations seeking to understand the nature and causes of revolutions and their impact on societies. Prerequisites: INTS 4702.

INTS 4514 Population, Environment, and Development in Latin America (5 Credits)
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 examine the interactions of trade regimes, markets, natural resource tenure systems, migration, livelihoods, technologies, health, and natural resource stocks. Taking a political ecology perspective, we will interrogate the distributions of wealth and power that affect control of natural resources, human well-being, and environmental sustainability. We also investigate the multiple social and cultural meanings of "natural resources" to actors who are variously positioned in terms of class, ethnicity, and gender. These dimensions of the population/environment/development nexus are examined for the following sectors: water conflicts and watershed management in the Andes; colonization, cattle, and energy development in the Amazon; non-traditional agricultural exports and aquaculture development in Central America; and forests throughout Latin America.

INTS 4516 Major Diseases in Global Health (From Pathophysiology to Action) (5 Credits)
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 students develop an understanding of the etiology, agents, vectors, burden, methods of detection, basic treatment complexities, and life cycles of major diseases impacting the world. Specifically, this course details HIV/AIDS, TB, malaria, maternal/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 learn a sound method of inquiry with which to address and disease process. Students also apply this method directly toward program analysis, and in the development of teaching sessions for community health workers.

INTS 4517 Politics of Deeply Divided Societies (5 Credits)
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 focuses on these "contemporary" ethnic, religious, racial, and other communal conflicts to better understand why and how such conflicts develop. We then examine both theory and practice on what can be done to ameliorate or remedy them. Units focus on the nature of identity and identity politics; the use of political violence to pursue identity or nationalistic goals, and nonviolent approaches to identify conflicts. We then look at alternative political and conflict-transformational approaches to such conflicts including frameworks for living together (such as consociationalism, federalism, and power-sharing, and scenarios for separation (partition or succession). We 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 are 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 Perspectives (5 Credits)
Explores cultural dimensions of economic and social change from perspectives of actors who create, promote, negotiate, and resist different agendas from global to local.

INTS 4522 Philosophy of Social Science (5 Credits)
What is the nature of social science and the knowledge that it produces? This course, which is intended to complement INTS 4500 Social Science Methodology and INTS 4010 Epistemology, introduces students to the leading mainstream perspectives on the philosophy of social science. Special attention is given to Positivism and Post-Positivism, Post-Structuralism, Pragmatism, and Scientific Realism.
The relationship between religion and international politics is an important and understudied topic. For year, 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 study the struggles between Islam and Christianity as well as "heresy" in both of these religions which lead to events like the Protestant Reformation. We 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 with Development (5 Credits)

This course builds on the topics in "Introduction to Microfinance" and delves more deeply into the challenges of managing microfinance institutions (MFIs) and effective social entrepreneurship. How do MFIs make sure they stay in business (with good risk management and financial management) and make sure they have real social impact? How can they innovate financial services and other market-based solutions that create lasting economic opportunity or social change? Whether a market-oriented NGO or a socially-motivated business, an MFI needs a clear development strategy, a clear business strategy, and the operational tools to implement both strategies well. Regardless of legal structure, both NGO and for-profit MFIs need good management and financial information to meet both sustainability and social goals. Whether used for poverty alleviation or banking services for the poor, there are shared characteristics among successful microfinance organizations, as well as common pitfalls and challenges. As organizations figure out the "business" side of providing loans and savings, they also need to figure out which development services have greatest benefit for clients, choose strategies for social change (e.g. basic education, health care, business skills), and assess how well those strategies are working. For example, large-scale MFIs in India and Latin America have been very successful financially, but have only recently focused on their social impact. Smaller NGOs may serve the poorest and provide many development services, yet struggle to find a viable business strategy and sustainability. MFIs share challenges faced by many development organizations: (1) How do we balance our financial and impact goals; (2) How do we choose where to invest resources for greatest impact (e.g. financial services for many or in-depth assistance for fewer?); (3) What information do we need to ensure financial transparency and accountability; (4) How do we assess social and financial performance to keep improving our business strategies? This class will use weekly readings and case studies of specific microfinance organizations to: Illustrate business challenges and specific business risks in microfinance; Review basic financial statements and key financial measures to assess financial performance and risk, for both for-profit and non-profits; Review different approaches to answering the question "are we making a difference?"; Analyze management situations of "too much profit" and "too much development"; Compare pros and cons of for-profit and HGO legal structures, and implications; Discuss governance and boards of directors, compare and evaluate approaches; Highlight examples of social entrepreneurship powering market-driven change in microfinance and other areas (mobile banking, small-scale solar electricity, etc). Cases include Adelante Foundation, BRAC, Fonkoze, Kenya Women's Finance Trust, ACCION's Center for Financial Inclusion, and others. The first half of each class focuses on a real MFI case study to highlight the issues and understand the topic; the second half on the financial implications of these risks, the financial principles involved, and how well the tools work. Students gain a better understanding of financial statements, MFI operations (with case studies from around the globe), and credit risk, as well as key principles of financial management and good governance that apply to any non-profit or social business. Recommended prerequisite: INTS 4339.

INTS 4555 Professional Communications (5 Credits)

INTS 4557 Cross-Cultural Communications (5 Credits)

This course is designed to prepare graduate students for careers as international professionals by focusing on the cultural factors that influence communication in international relations as well as the rules that proscribe and prescribe behavior. The course emphasizes culture and will explore how different cultures: perceive and interpret their surroundings, and create and communicate a shared, cultural construct of reality and identity; develop unique communication rules; and evolve culture-specific verbal and non-verbal communication behaviors. Students will immerse themselves in a particular culture (its history, values, world views and associated thought processes, religion, gender and social perception, language, and nonverbal communication) and research its 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 the communication imperatives and procedural issues in their country through class presentations, discussions, and a long paper. The course rationale is that cross-cultural communication is inevitable, and without an understanding of the cultural communication imperatives, it is very difficult, virtually 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 cultural immersion, skills development, practical applications, and case studies--exploring how culture both influences and reflects communication dynamics, how to communicate effectively in a multicultural environment, and how to manage and resolve cross-cultural conflicts.
INTS 4566 Global and Sustainable Development (Case of Coffee & Chocolate) (5 Credits)

In recent years, the issue of sustainable development has received considerable attention from academia, governments, and international organizations. Of particular concern are countries that are heavily dependent on the export of commodities. Can sustainable development be achieved by such countries? Chocolate (cocoa) and coffee are not only among the world's most popular little pleasures, they are also among the most traded commodities. Originating in Latin America and Africa respectively, their global diffusion has influenced the culture, society and politics of developed and developing countries for decades and continues to do so today. Coffee exports (the primary source of foreign exchange for many poor countries such as Ethiopia) are valued at about 9 billion annually. 25 million people in Asia, Latin America, and Africa struggle to earn a living through coffee production, it too is a major source of income for many countries in Latin America and West Africa. Yet, many problems have been identified such as farmers unable to earn a survival wage, the exploitation of child labor, and the damage that production processes inflict upon the environment. In short, these important commodities are apparently contributing little to sustainable development. Various organizations and individuals are involved in efforts to change this situation by promoting the establishment of specialty, organic and fair trade coffee and chocolate products. The degree to which these efforts can help turn the existing situation around remains unclear but the lives of millions of people and the future of many countries hangs in the balance. This seminar is designed to address such issues. We explore the meaning of sustainable development and consider the nature of globalization and the ways in which it has shaped the cultivation and consumption of coffee and chocolate over time. In order to understand this linkage, we utilize the concept of the "commodity chain", an approach that allows us to conceptualize the nature of the international linkages, their key nodes, the distribution of power, and the ways in which external factors influence a country's development efforts. The course is divided into three parts. In the first, we cover the basic concepts and seek to answer such questions as: 1) How have the coffee and cocoa commodity chains been shaped by globalization? 2) What has been the role of key actors - producers, local traders, governments, and multinational corporations - in shaping production and consumption patterns over time? In the second part we consider three basic forces that have shaped the commodity chains - the state and its policies, culture and consumption patterns, and entrepreneurs and technology. Here the questions are: 1) How have the policies of producing and consuming states affected the commodity chains? 2) How have changes in consumption patterns reflected in the growth of Starbucks influenced the situation in developing countries? 3) How have external technologies such as transportation and communication technologies as well as internal technologies such as instant coffee changed the chains? In the third part, we focus explicitly on two dimension of sustainable development - the environmental and the socio-economic. We seek to answer such questions as 1) To what extent are contemporary patterns damaging the environment? 2) What is condition of producers and how have these changed over time? 3) How effective are fair trade and other campaigns designed to promote sustainable development?.

INTS 4567 Democratization in Africa (5 Credits)

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 2000s. Perhaps nowhere is the "third wave" more fully felt than in sub-Saharan Africa, which has seen since the 1990s a myriad of transitions from one-party states to multiple-party democracies, as well as war-to-democracy transitions as countries 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 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 processes in Africa are often accompanied by widespread political violence. Thus, Africa's 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 4569 Migration (5 Credits)

Migration is a fundamental feature of our lives. Indeed, every aspect of our civilization and our self-conception is shaped by the exodus of all humans from our origin as a species in Southern Africa 200,000 years ago. In our own era, the aging of western populations, the rise of new economic powers, and dramatic improvements in human capital have given rise to an era of labor migration unparalleled in magnitude and diversity, though not entirely unique. New technologies have risen to facilitate further migration, enable the transmission of resources and knowledge across borders, and create new transnational patterns of residence and livelihood that challenge our notions of nation, identity, and even the very meaning of the term migrant. To put it simply, migration is the human face of our modern era of globalization, entailing incredible costs, risks, and returns for migrants along with important impacts for host societies, and the global system. Migration comes in many varieties in terms of destruction, permanence, and level of coercion, yet common theoretical, empirical, and policy unite these different forms of mobility. This course offers a holistic view of the migration process from multiple perspectives, at multiple levels of analysis, and on multiple aspects of our world today. As a uniquely individual behavior, migration has proven over time to be notoriously unfriendly to policy, which is often ineffectual or even counterproductive. We explore this cross-cutting concern through case studies illustrating the promise and pitfalls of migration policy.
INTS 4575 Systems Thinking for Social Scientists (5 Credits)
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 well 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? This course uses examples drawn from a range of issues across the field of international studies. In doing so, it illustrates how a systems perspective can allow you to see parallels between seemingly disparate issues. This course introduces both qualitative and quantitative approaches for analyzing systems and discusses the benefits and limitations of each. Quantitative, computer-based modeling is used in this course, but no background is required.

INTS 4576 Seminar: Community-Based Research Methods (5 Credits)
This course offers a weekly seminar in methods for community-based research in health, development, population, and humanitarian assistance. The course is intended as preparation for students preparing for a community-based research partnership in Delhi, Nairobi, Jerusalem, or Iquitos, Peru but is open to all students preparing to go to the field. Focus is on practical methods for gathering quantitative and qualitative data 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 include Geographic Positioning System (GPS), facility/provider surveys, community governance/needs assessments, and knowledge-attitude-practice (KAP) behavioral surveys. Topics of particular emphasis include maternal and child health (MCH), water and sanitation (WASH), and primary health care (PHC). Students learn to design, revise, collect, enter, and analyze basic surveys using Excel and the Stata statistical software package. The final project for the course includes a community "desktop assessment" document and a plan for further data acquisition and analysis for the student's focus community.

INTS 4579 International Futures (5 Credits)
Futures forecasting involves decisions about priorities. Decisions require forecasting the trajectory of a society with and without interventions of various kinds. This course involved students in the forecasting and analysis process. In the lab, students learn to use the International Futures (IFs) forecasting system. That system represents multiple issue areas (demographics, economics, energy, agriculture, education, health, socio-political, and environment subsystems) and is supported by a very large database. Students study the structure of each of these modules, learn how they represent the underlying subsystems, how they are linked to other subsystems, and what they tell us about the processes of change globally and in countries and regions around the world. Students use the system for forecasts and analyses of their own.

INTS 4581 Introduction to Humanitarian Systems (5 Credits)
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 are also discussed and students 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 the Humanitarian Context (5 Credits)
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 Protections." 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 Advcd Fundraising Workshop (5 Credits)
This course compliments INTS 4391, in which an overview of non-profit fundraising - along with financial management - is given. In this course, we 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 is that each 3 hour class session is, in effect, 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, joins the professor in leading the workshop. Due to the advanced nature of this course, enrollment is limited to those who have already been introduced to the major methods of fundraising through the previous completion of INTS 4391, the concurrent enrollment of 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 4593 Knowledge for Development (5 Credits)
Knowledge plays a critical role in improving human welfare. Rapid progress in science and technology in the recent times and an increasingly inter-connected world facilitated by such progress have raised the potential for using knowledge in bringing development everywhere in the world within foreseeable future. This course examines the role of science, technology and innovation in achieving economic and social development through creation, diffusion, transfer and adaptation of knowledge within and across national boundaries. Course participants examine the role of knowledge and innovation in fostering economic growth and social development. They scan the modern science and technology challenges and opportunities especially those useful for development. They also study the various activities, institutions and policies that can help developing countries devise (or strengthen) and maintain a state of the art knowledge system. They have hands-on experience of designing a knowledge policy plan for a developing country or region. The course brings in material from various disciplines though the major focus remains on international development. It can be cross listed as a development, a technology policy or a GFTEI course. No prerequisites.

INTS 4595 Civil Wars and International Responses: Evaluating Post-War Peacebuilding (5 Credits)
Today, civil wars constitute the principle, realized threat to international security (measured in lives lost). This seminar critically explores the problems to international peace and security posed by contemporary civil wars and the efforts of international - primarily, United Nations - “peace building” missions to implement negotiated settlements aimed at substantially ending such wars and preventing their recurrence. The concept of peace building seeks to capture the complex, multidimensional task of implementing the terms of settlements to end war preventing the recurrence of war, and addressing the deep-seated causes of social conflict and deep divisions that gave rise to protracted armed conflict in the first place. Furthermore, the notion of peace building have been augmented by the concept of state building, which implies that the principle strategic objective of external efforts is to help develop and create legitimate, capable states that are able to realize the provision of security and human development and to manage future social conflict through nonviolent bargaining processes and institutions. The scope of the course includes the analysis of theories, concepts and empirical research in the analysis of post-war international interventions in civil wars and in-depth, student led evaluation of specific cases. Prerequisite: INTS 4495.

INTS 4596 Mobile Technology for International Development (5 Credits)
The purpose of this course is to create awareness of the opportunities and limitations of mobile technology in the context of development challenges. We explore how mobile technology innovation around the world intersects and diverges with broader trends in Information Communication Technology (ICT) for development. For practitioners and policy makers, it is increasingly important to be familiar with mobile technologies available to support development and humanitarian assistance programs, research and policy objectives. Furthermore, with the rapid increase in mobile technology pilots around the world, it is critical to have the knowledge and tools to be able to critically assess these initiatives. This ensures that the appropriate technology investments are made by governments, the private sector, humanitarian assistance organizations and other development stakeholders to effectively, equitably and efficiently meet their goals.

INTS 4599 Ethics and International Affairs (5 Credits)
This course examines the following: social “science” and ethics, power-rivalry and capitalism versus human rights and democracy, what are the dimensions of poverty, what role does the World Bank play, “laws of people,” two classes of human rights (according to Rawls), national interest, and tolerance.

INTS 4622 Strategy and Governance (5 Credits)
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 students 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 considers 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 4624 Private Actors and Conflict (5 Credits)
General approaches to conflict focus on violence between the military forces or states. The conflicts of the last two decades, however, involved a variety of other actors: private military companies training or fighting with armies, relief workers trying to mitigate the impact of conflict on non-combatants, environmental NGOs working to lessen the impact of conflict on endangered species, multinational corporations trying to continue their business dealings, paramilitary and/or other citizen groups trying to defend their private property or other rights, criminal networks working to exploit conflict for personal gain, and terrorist networks. How do these different actors behave in conflict situations? Does their presence alter the way conflict unfolds, strategies of conflict (and conflict resolution), and/or the prospects for long-term security (peace, stability and development)? How? How do we decide whether these actors are public or private? How do today’s “private” actors in conflict compare with the past? Is this a new phenomenon or simply a return to what has been typical at numerous points in history? This course explores the questions presented by the variety of actors involved in conflict today, compare today’s situation with the past, and examine the way states and non-state actors are coming to terms with each other in conflict situations.
INTS 4625 East African Development and Human Rights (5 Credits)
For our purposes, East Africa encompasses the countries of Sudan, South Sudan, Ethiopia, Eritrea, Djibouti, Somalia, Kenya, Uganda, Rwanda, Burundi, and Tanzania. This course begins with an introduction to the cultural richness and diversity of East African societies, with an overview as to how tribes, chieftains, and states function. Religious influences are noted. This history of development, as externally conceptualized, begins with the Berlin Conference of 1884/85 and the so-called “scramble for Africa.” It features socio-economic and socio-political processes. 20th- and 21st-Century external development programs are covered, most recently exemplified by the former Soviet Union, the United States, and China. Principles of induced development and participatory development are contrasted. Regarding the latter, indigenous innovations are stressed. The history of human rights, as externally conceptualized, 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 are covered, as well as the “late-breaking” issues of food security, refugee repatriation, and child soldier rehabilitation. Conceptually and theoretically, the course is grounded in disciplinary understandings derived from cultural anthropology, political science, ecology, and history. Resource use, in the context of socio-cultural systems development, are foundational. Special projects are featured, exemplified by those involving University of Denver personnel in Kibera, Kenya (water and sanitation); Mai-Misham, Ethiopia (literacy); and Juba, South Sudan (indigenous leadership). At the broadest level, examples are most often drawn from the water/sanitation, agricultural, and health/mental health sectors.

INTS 4626 Civil Resistance (5 Credits)
Civil resistance is the application of unarmed civilian power using nonviolent tactics such as protests, strikes, boycotts, demonstrations, without using or threatening physical harm against the opponent. This method of struggle occurs worldwide in places as diverse as Russia, Moldova, Serbia, Spain, Egypt, Iran, Maldives, the Niger Delta, the West Bank, Thailand, and Burma, among many others. As a consequence of the growing use of civil resistance, the foreign policy community has become interested in understanding the causes, dynamics, outcomes, and consequences of civil resistance campaigns. This course serves as a primer on the topic of civil resistance, introducing students to the primary texts in the field, as well as the policy implications of empirical research on the topic. This five primary goals of this course are to: (1) present leading theories and concepts for understanding civil resistance; (2) explore international history to evaluate theories of civil resistance; (3) apply these theories to analyze current trends and make predictions about future development; (4) provide students with opportunities to synthesize their knowledge in a major written assignment; and (5) allow students to deepen their knowledge about several historical cases around the globe.

INTS 4627 African Security (5 Credits)
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 takes a critical look at the concept of sovereignty as it relates to security. Through the reading, students become familiar with major analytic frameworks and debates in the analysis of contemporary African politics; students become 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/eldites 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 that 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 4628 Soc Movements: Latin America (5 Credits)
The past year has been witness to Tahrir Square and Occupy, reminding us of the power and innovation of popular sectors making their voices heard. Latin America is a particularly useful place to explore popular movements, as it has long been the site of popular protest and national revolution, and it is currently a region governed by a significant number of Leftist governments with important ties to social movements. This course addresses major theories of social movements, including classical, structural, and new social movement theories. These theories have attempted to answer fundamental questions of what triggers mobilization among excluded groups, how they facilitate their action, and what changes they potentially trigger to basic rights and identities. The course also places social movements in their broader context, locating them in the political, social and economic structures that have shaped inclusion in Latin America over time. In the process, the course explores the role of popular movements in broader processes of democratization, economic development, and citizenship. We examine traditional and well-studied examples of social movements, including movements among workers, indigenous, women, environmentalists, and advocates for democracy and human rights. We also explore newly emerging and transnational movements, including those that articulate alternative models of globalization. The course takes an interdisciplinary approach, drawing on economics, sociology, anthropology, and political science. It places special emphasis on the political economy of popular organization, acknowledging the contested nature of development and the ongoing struggle for deeper democracies and more equitable societies.
INTS 4629 Cultures of Globalization: Networks, Commodities, Affections (5 Credits)
This course explores the effects of neoliberal globalization on the lives of individuals and their communities. In an increasingly interconnected world, how do everyday people and communities negotiate the opportunities, dislocations, and/or disjunctures engendered by neoliberal globalization? Does globalization contribute to increasing global homogeneity or does it restructure difference and inequality in new ways? We explore how a ground-up view of globalization can highlight some of its contradictory effects. We discuss how globalization influences increasing inequality, restructures individual and group identities, as well as the relation between globalization and migration. From a ground-up perspective, we attune to growing global connections to understand how transnational commodity circuits intersect with individual lives and communities. We ask: How are commodity chains also cultural objects that shape, and are shaped by, how we see the world? Moreover, we pay attention to the development of grassroots networks and social movements that forge connections across borders to channel and/or challenge the current trajectory of globalization. We also find it imperative to understand the affective dimension-how do human beings think about their emotional relationships, families, and identities in relation to changing global dynamics? We end by examining alternatives to thinking in terms of neoliberalism, while examining its ramifications in the current economic context. A central question we ask is: As everyday life becomes increasingly commoditized, how do people cope, find support and value, and reveal alternate ways of conceptualizing how we can all connect to one another.

INTS 4630 Civilian Protection in Armed Conflicts (5 Credits)
Studies of armed conflict tend to focus on the production of violence to the neglect of how civilians might instead be protected. In this course, we will study how to limit violence against civilians. We will begin with an overview of theories of violence and legal and ethical frameworks governing the use of force. We will then consider how various actors throughout society, from state actors, to international actors, to illegal arms actors, to NGO’s, to civilians and their communities—the would-be victims of violence—can either promote or restrain the use of violence. We will also consider the conditions under which the protection of civilians is most feasible as well as research methods for analyzing populations and their protection strategies. In their final projects, students will analyze the threats of violence faced by a particular population and design appropriate protection strategies and policies to deal with them.

INTS 4631 The Politics of Civil Society (5 Credits)
Every intractable problem of politics, many significant changes in regimes and much of the pressure on government for good or ill, depending on the point of view, emerges from the civil association of citizens. There are limits, however, to what people can and cannot do. In this way, the overall objective of this class is to explore how people exert political power outside of the formal political structures. Towards this end, student gain a greater understanding of the make-up and roles of civil society, beginning with its origins and definitions and working up to current thinking, including the post-Berlin Wall opening up of civil society. The class considers the linkages between social and political objectives, studying how both formal and informal forms of associations limit and open up the possibilities of people's power.

INTS 4632 Qualitative Research Methods: Working with the Denver Immigrant Community (5 Credits)
This course provides training in ethnographic and engaged research methods while giving students the opportunity to apply their skills to the local Denver immigrant community. This class requires a commitment to doing fieldwork outside of the classroom and to organizational partners in the community. Students should expect to spend 3-4 hours a week in the field and 1-2 hours on their field note write-ups. Students will work on the Wage Theft in the Denver Construction Industry project being led by Professor Galemba and Professor at the Sturm College of Law in collaboration with El Centro Humanitario, a day laborer center in Denver. The project examines wage theft experienced by Latino day laborers who work in the construction industry, especially in light of a January 2015 law that stiffens penalties for wage theft. Students will conduct collaborative rapid assessment ethnography in teams to study day laborers, employers and employer associations, lawmakers, non-profit stakeholders, and trade unions. They will gain experience with participant observation, qualitative interviews, data security protections, data coding and qualitative data coding software, analysis, and writing. The course culminates in a public presentation to share results with the community. Spanish skills are a plus, but are not required for all students.
INTS 4633 Int’l Project Evaluation (5 Credits)
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. Future project managers managers working at various stages of the project cycle need to develop technical, leadership/interpersonal, personal/self-management, and international development specific competencies. The purpose of the International Project Evaluation course is to provide students with a better understanding of and practical tools for designing, implementation, 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 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. In all cases, a good evaluation design and implementation allows the project manager to identify supportable findings, conclusions, and recommendations. These recommendations can be directed to decision makers to support changes necessary to correct project deficiencies or to provide lessons learned for designing subsequent development interventions. Moreover, a project manager should use evaluation as a way to build evaluation capacity and appreciation among intervention stakeholders, which is known to further the obtaining of desired outcomes and produce more sustainable impacts. More specifically, this course covers the approaches that four organizations use to evaluate project, programs, and policies - the U.S. Government Accountability Office (GAO), the World Bank, United Nations Development Program (UNDP), and the United States Agency for International Development (USAID). Each of these organizations has developed templates for the design of an evaluation, similar methods and techniques for data collection and analysis, and common elements in reporting evaluation findings. The latter two organizations also have protocols to contract out evaluations to other groups through the preparation of statements of work. In this course, we have the opportunity to compare evaluation approaches and to apply these approaches in preparing evaluation projects. Small student teams produce a statement of work for an evaluation, as well as develop and present plausible findings, conclusions, and recommendations based on the evaluation design. Out of necessity, these are plausible results, as there is insufficient time to implement an evaluation design during the 10-week quarter.

INTS 4634 Practical Public Diplomacy (5 Credits)
When Madeleine Albright spoke at the Korbel School, she made a plea for more courses on the nuts and bolts rather than the theory of diplomacy. This course is a response to that plea; drawing on 28 years of experience as a Foreign Service Officer and practitioner of public diplomacy. In this hyper-connected world of ours, public diplomacy has taken on ever more importance. It is essential to use the traditional tools of public diplomacy, such as exchanges, cultural centers, language courses, etc., and meld them with the new tools of social media and social networks. The course is a combination of lectures and student presentations as well as talks by numerous experts in various aspects of the practice of public diplomacy.

INTS 4635 Civil-Military Relations (5 Credits)
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 provides students with a comprehensive understanding of the problems surrounding civil-military relations. Besides looking at the theoretical foundations of the field, it offers a comprehensive overview of civil-military relations over time and across countries. Specifically, it focuses 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 military in Middle Eastern countries such as Turkey, Egypt, Syria, Libya, and Pakistan.

INTS 4637 Comparative State building (5 Credits)
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 explores 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 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, and Eastern Europe. The second half of the course focuses 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 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.

INTS 4638 Modern Iranian History and Politics (5 Credits)
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 U.S. 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. The course is the first of a two course sequence that seeks to demystify Iranian politics and society. Themes 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 Post-Revolutionary Iranian Politics (5 Credits)
The focus of this course is on Iran's post-revolutionary period. The goal is to provide students with an objective examination of Iranian society and politics. Several themes are 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-Iranian relations, and the role of women in Iranian society.

INTS 4640 Global Financial Crisis (5 Credits)
This course provides 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. This course goes well beyond a historical treatment of the global economic crisis and provides 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 draw from the fields of microeconomics, macroeconomics, finance, international relations, global political economy, real estate and internation 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 is a classroom discussion of the reading and class debate. As such, it is imperative that you come well-prepared, having done all of the readings as this course entails 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 (5 Credits)
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 focus critically on the more recently developed social capabilities approach developed by Amartya Sen and others. In particular, we 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 try to find the approximate but deep casual structure of GPE and the place of the East Asian Regional Economy within this GPE.

INTS 4642 Environmental Security (5 Credits)
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 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, and Trade Relations (5 Credits)
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 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 4644 Human Rights Research Methods (5 Credits)
This course is about how social science research can be used as a tool to understand and promote human rights. The field of human rights is bedeviled by several challenging obstacles to research, including reporting bias, hidden abuses, missing data and politicization of the facts. To deal with these obstacles, we learn about various methodological tools and how they are applied for the analysis of special human rights topics. By the end of the course, students are equipped to compile and present information to highlight patterns of rights abuses and identify patterns of cause and effects.
INTS 4646 European Integration: States in Transition (5 Credits)
Not only have the global financial turmoil threatened by the Eurozone crisis and the negotiations of a trade agreement between the European Union (EU) and the United States made the study of EU integration increasingly important for students of International Relations. As a unique political entity distinct from both states and traditional international organizations, the EU remains an unidentified object, whose development has challenged the traditional paradigms of both international relations and political science. Besides providing an in-depth knowledge of a crucial political and economic actor, the study of the EU integration process, its drivers and its shortcomings will therefore enhance students’ understanding of some of the most crucial theoretical debates underlying today’s international studies. This course intends to provide students with a comprehensive knowledge of the politics and institutions of the EU, analyzing its development from its origins until the present day and beyond. It will do so by focusing on the following core issues: Firstly, it will briefly analyze the history of the EU, seeking to identify the rivers of the integration process and explain why, after the end of World War II, European countries have set aside their centuries-old antagonism and embedded themselves within an ever close political Union. Secondly, it will examine what the EU is and how it functions, analyzing its key institutions, the architecture of its system of multilevel governance and its policy-making processes. Thirdly, it will investigate some key consequences of European integration, focusing on topical debates such as whether and to what extent the shifting of national decision-making powers at the EU level has created a democratic deficit, what is the impact of EU enlargement on both the Union and the institutions, societies and economies of new member states and what have been the economic and political consequences of the introduction of a single currency. Finally, the course intends to engage students in a debate on what is the future of the European Union in light of the latest development brought about by the entering into force of the Lisbon Treaty and the economic and financial crisis suffered by Southern European member countries. Prerequisite:

INTS 4647 Critical Issues in International Humanitarian Assistance (5 Credits)
In recent decades, the humanitarian system has undergone significant changes related to developments in global governance, lessons learned and relationships between agencies (UN/NGO), governments (donors, affected countries), as the nature of crises themselves the contexts in which they occur and actors involved in crisis response continue to evolve, the humanitarian system and those that war within it must contend with new challenges and critiques. Through readings, class discussions, guest speakers and assignments, students have the opportunity to gain a better understanding of the major emerging policy issues and internal and external challenges facing the international humanitarian system. The class discusses important debates in the humanitarian system and students have the opportunity to grapple with some of the key ethical dilemmas facing humanitarians today. This course is aimed at those with an interest in humanitarian policy as well those who wish to explore the challenges that may face them as they prepare to work in the humanitarian field. Prerequisite: INTS 4581.

INTS 4648 Theories of Security in World Politics (5 Credits)
In the 40 years following World War II, the study of security assumed a divide between international relations (the politics between states) and domestic politics (the politics within states) and gradually became separated from studies of international economics. International or national security largely centered on one empirical and two different theoretical enterprises. The empirical enterprise explored the relationship between the US and Soviet Union, focusing particularly on deterrence and the effect of nuclear weapons. The theoretical enterprises explored the likelihood of conflict between states in different systems and scenarios (when does conflict occur? When is stability more likely?) and examined the causes and consequences for actors of pursuing different strategies (What determines which strategy states will choose and what are the consequences for security – i.e., war, conquest, security gain, security loss, etc. – of different choices). After the end of the Cold War debates about the meaning of security joined change in the prevalence of intra-state conflicts and growing attention to terrorism in ways that led many scholars to question the usefulness of assumed differences between international and domestic politics, and, to a lesser extent, between security and economics. Also studies of conflict and stability have increasingly focused on a variety of transitional and global actors that do not fall into the realm of the nation, the state, or even the “international” system at all. This course focuses on this post-Cold War security agenda. The class begins with a (rather old by now) debate over the definition of security, then consider the role of states and other actors and finally turn to a list of prominent questions. In examining these questions, the class reads studies based in a variety of explanations, research strategies and methods. Students are encouraged to think about prominent explanations that stretch across the questions in different weeks. Students should also consider the costs, benefits, and alternatives to the research strategies and methods that individual authors have chosen. While the focus is on the substance of debates in security studies, the professor hopes to also spend time each session talking about how to frame productive questions and research strategies. In the way of background, if students have never read Kenneth Waltz, Man, the State, and War, they are recommended to do so. It would also be useful to have some familiarity with some basic texts in political theory, particularly Hobbes, Machiavelli, Kant, and Weber.

INTS 4649 Human Rights and the Middle East (5 Credits)
This course is shaped in three parts; each focuses on a set of critical human rights questions drawn from different phases of the Arab uprisings. Part I focuses on the Arab Uprising and Promises of Human Rights Progress and asks: 1. What can we learn from past contagion of human rights struggles, while the class analyzes the Middle Eastern social transformation? 2. What are the main causes that shook the Arab Middle East? 3. What was/is the role of major social actors? Part II covers the Rise of the 2012 Islamist tides, which gained new momentum after the electoral victory of the Muslim Brotherhood in Tunisia and Egypt and asks: 1. Are these religious trends consistent with human rights efforts? What accounts for waves of contagious revival 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 among Israelis and Palestinians? Part III analyses the Possible Paths of Democratization and Human Rights in the Middle East and explores: 1. What accounts for different Revolutionary Arab Paths? 2. Is there a human rights answer to the Israeli/Palestinian quandary regarding one or two state solution? What are the current and possible roles of external forces for the region (international and/or regional)?
INTS 4650 Globalization and Economic Crime (5 Credits)
This course explores 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. But who gets to define "crime?" Are there standards applicable globally to all situations? Nation states, corporations, nongovernmental organizations and political advocacy groups have issued multiple and often conflicting definitions of acceptable and unacceptable behavior and have been free in affixing blame on other sectors. To assess the part played by economic liberalization in the increase of crime, readings focuses 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 discusses activities posing definitional challenges to policymakers, such as currency and commodity speculation, re-export, gray marketing and state sponsorship of organized crime. This class also looks at policy options available when state-supported criminal economic activity is deemed to violate peremptory norms, create a substantial domestic effect, or constitute an act of war. This course examines 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 4651 Field Knowledge for Agriculture and Sustainable Development (5 Credits)
Agriculture across the globe faces numerous challenges: feeding a growing population; adapting to climate change; reversing environmental degradation; and adapting to changing food consumption patterns, natural disasters, resource scarcity, global trade agreements and political pressure. Farmers and related businesses must deal with these challenges while also maintaining livelihoods and contributing to economic growth. These economic, environmental, social and political challenges shape the entire agricultural system. These challenges influence what the farmers grow and other important production and marketing decisions; these challenges also can discourage fundamental change. Farmers must negotiate tradeoffs that have negative consequences in one area to gain benefits in another. This class will analyze sustainability in agriculture through a regional lens, engaging with agricultural people and systems along the Front Range. We aim to understand the economic, environmental, social and political issues that regional farmers face while taking a fine-grained look at critical components of farming: land, labor and water.

INTS 4652 Contemporary Issues in Refugee Studies (5 Credits)
This course is designed to provide a stimulating interdisciplinary environment in which students explore contemporary issues in refugee studies. Through examination of relevant international instruments, research, case studies, agency policies and reports, students will begin to develop the skills necessary for understanding refugee-serving agencies and associated programs in large scale refugee operations. Specific emphasis will be given to recent developments in - refugee terminology, refugee status determination, urban refugee populations, refugee camps, durable solutions, and extremely vulnerable refugees. Throughout, the course will focus on humanitarian assistance and protection frameworks, including analysis of guiding principles and associated policies of refugee-serving organizations such as the United Nations High Commissioner for Refugees (UNHCR). The importance of reliance on refugee voices to frame the debate will also be emphasized. At the end of this course students should be able to integrate and apply knowledge of innovation policy and practice to begin to address contemporary challenges faced by humanitarian agencies working with refugee populations.

INTS 4653 Political Economy of the Resource Curse (5 Credits)
This course is about one of the more curious findings/non-findings in the history of economics and international relations; that valuable natural resources, such as oil, natural gas, and other mined commodities are not, in the main, associated with better development outcomes and may even depress long-run rates of economic growth and discourage democratization and effective governance. Common sense would seem to suggest that if one finds oneself sitting on a gold mine, then one should mine gold (or drill oil, as in the example above). But countries that have specialized in the production of extractive or "point-source" resources, such as mined commodities like gold, diamonds, and oil, tend to be poor, creating a nagging sense that specialization in extraction is a losing proposition in the global division of labor, condemning countries to be the "hewers of wood and drawers of water." This course briefly reviews the basic economics of the resource curse before turning to a discussion of its effects for deeper institutional determinants of long-run development outcomes: democracy, gender equality, state capacity, and civil strife. It then moves into the realm of interstate politics, examining the ways that resource wealth shapes the foreign relations of resource exporters and major importers, principally the United States and China. The last third of the class investigates both domestic and multilateral attempts to address the resource curse through policy interventions, including civil society-led good governance initiatives like the Kimberley Process and the Extractive Industries Transparency Initiative. This course presumes no deep knowledge of economics but will be of interest to students across the realms of security and development.

INTS 4654 Understanding Diplomacy in Peace and War (5 Credits)
The role of the US in the world has changed greatly in the past half-century. The purpose of this course is to examine how the practice of that change has been both informed by, and informs the scholarly political science literature. This course draws on several broad themes in international relations - democratic peace, balance of power, civil-military relations, war and its termination-and relates them to experiences in the practice of diplomacy worldwide.

INTS 4655 Political Economy of Brazil and India (5 Credits)
This course deals with two emerging powers, Brazil and India. We trace the political economy of both countries over time, and spend particular time exploring their historical trajectory, current emergence, challenges they face, and the significance of emerging powers for the international political economy. The course is organized around an understanding of their insertion into the international economy, the implications of international insertion for domestic transformation, and the politics of incorporating newly mobilized domestic social and political actors, especially as this plays out in existing political institutions. Students help define some areas of concentration for the course by identifying policy areas in which concentrated research will occur. This course takes an interdisciplinary approach by drawing on political science, economics, and sociology, and we are concerned to understand the potential for emerging powers to alter international relations, as well as the implications of different strategies of international insertion for domestic social sectors, especially those that have traditionally been excluded.
INTS 4700 United States Foreign Policy (5 Credits)
An intermediate course on issues and perspectives for evaluating American foreign policy. Topics discussed include theories of foreign policy; historical epochs in Superpower relations: the Cold War, Dente, and confrontation; America’s role in the post-Cold War; war, peace, and trade in relation to U.S foreign policy planning and assessment.

INTS 4701 US National Security Policy (5 Credits)
An intermediate course which examines the post-war history of U.S. policy and America’s response to the post-Cold War environment. Current issues include alternative strategies in nuclear deterrence and arms control; and security policy toward the Third World, Europe and the Atlantic Alliance, and Japan. Prerequisite: INTS 4702.

INTS 4702 Major Issues in International Security Policy (5 Credits)
This course focuses on contemporary challenges to global security. It seeks to familiarize students with the nature of these challenges and analytical tools with which to make sense of (and consider potential responses to) them. In the context of thinking about general issues, students learn about prominent individual instances (or "cases") of problems, think about problems through different theoretical lenses, and consider both logic and empirical evidence in evaluating different arguments. Beyond the substantive focus, the course also encourages students to develop analytical skills and their ability to communicate their analyses effectively.

INTS 4703 Security and Strategy: Classics and Current (5 Credits)
This course will focus not only on national security and alliance strategies, but also on strategies for international and nongovernmental organizations that must cope with a complex global agenda. This course will explore strategic thinking with insights drawn from Thucydides and Sun Tzu, Machiavelli and Clausewitz, Michael Howard, Thomas Schelling, Colin Gray and other present-day writers on strategy. We’ll also reflect on strategizing as individuals and as members of small and larger groups in diverse organizational settings.

INTS 4704 Globalization and Security (5 Credits)
Course uses historical approaches to evaluate connections between economics and security and how views on security have been shaped.

INTS 4706 Topics in Int’l Studies (1-5 Credits)
INTS 4708 Topics in Int’l Studies (1-5 Credits)
INTS 4709 Topics in Int’l Studies (1-5 Credits)
INTS 4710 Topics in Int’l Studies (5 Credits)
INTS 4711 Topics in Int’l Studies (5 Credits)
Explores intricate inter-relationships in the Politics of Africa.

INTS 4710 Topics in Int’l Studies (5 Credits)
Explores intricate inter-relationships in the Politics of Africa.

INTS 4715 Problems and Challenges of Democratization in Contemporary Democracies (5 Credits)
This is a course in the field of comparative democratization studies. The class covers political science perspective topics such as the transition to democracy, consolidation of democracies, how and why democracy 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. The class focuses on the major explanatory factors for democratization: the case study/actor-centric approach, the statistical/structure-centric approach, and the region-centric approach. Additionally, the class studies many of aspects that might influence the process of democratization such as: institutional design and institutional functioning, political culture, democratic support and the structure of the party system. The geographical focus is global, due to the comparative nature of the theoretical discussion, but it will be mostly focused upon the Southern, Eastern European, and Latin American cases and the time frame is concentrated to the so-called “Third Wave of Democratization” that it started with the Greek and Portuguese transition during the mid-1970s.

INTS 4720 Capital Markets in Africa (5 Credits)
Capital markets – the buying and selling of equity and debt – are vital to the functioning of an economy. Using a comparatives study of capital markets in America and Africa, we will explore how they work, and how inefficiencies and structural challenges can inhibit private investment and access to capital among middle and lower classes in emerging economies generally. The tools in this course will also allow students to assess the efficiency of capital markets in emerging economies throughout the world. The course comprises five modules: 1) Banking and microfinance; 2) Mortgage and housing finance; 3) Private equity (including venture capital); 4) Stock markets; 5) Mobile money. For each module, we will begin with a study of how the industry functions in the United States, which is widely regarded to have the most efficient capital markets. We will then compare the US model to markets in Africa, examining the structural and practical limitations that impede those markets in sub-Saharan Africa (and, by extension, other emerging markets). The course will not attempt a comprehensive analysis of specific African countries, although examples will be drawn from specific markets. Instead, we will focus on many of the structural challenges to the development of mature capital markets in sub-Saharan African countries (mostly excluding South Africa). We will explore questions such as, Can microfinance be profitable? Why isn’t housing finance widely available? What types of “mobile money” systems are developing in Africa, and what are their business models? Why aren’t there more IPOs in Africa? Class participation is important, as the subject matter will range beyond the readings.
INTS 4723 Citizens in Representative Democracies and Comparative Political Behavior (5 Credits)
Citizens' behavior and attitudes are fundamental for understanding the nature of the relationship between citizens and the state, and for assessing the QUALITY OF representative contemporary democracies and the nature of modern citizenship. This course focuses on the core aspects of citizens' behavior and their core political attitudes. First, departing from a classification of the different modes of political participation, the class discusses some of the most important aspects that might influence the individual act of participating. Second, departing from the classic models of voting behavior, the class discusses how citizens make up their mind when they vote and the theoretical implications of that process. Third, departing from Easton’s and Almond and Verba’s seminal works, this course studies the key dimensions of political support and political attitudes and the relationship among them. This class deals extensively with key concepts such as democratic support, political disaffection, political disengagement, political discontent, and social capital. The study of the factors influencing the different levels and evolution of these attitudes across countries are also covered. This course and its materials refer to studies using survey data and survey indicators, so some basic knowledge of statistics is recommended, although it is not a must.

INTS 4730 Introduction to Homeland Security (5 Credits)
This course will examine the post-1945 history of United states efforts at homeland security, and include an overview of other national efforts (e.g., by the Soviet Union, Switzerland, and Israel.) It will then turn to identifying and analyzing the spectrum of issues associated with U.S. homeland security, in the context of evaluating the United States post-9/11 response to date. Those issues include: framing homeland security, prevention, response and recovery overview, foreign actors and issues, domestic actors/issues, problems of intelligence, terrorism vs. violent crime, public expectations, role of the media, funding and resources, and how to address broad spectrum threats.

INTS 4731 Homeland Defense: Prevention & Mitigation (5 Credits)
This course will examine the following issues: political leadership, foreign and domestic intelligence organization and functions, role of intelligence, principles of indications and warning, legal/civil rights issues: balancing human rights and security, law enforcement, Public health, and the role of various U.S. federal agencies: Department of Energy, Environmental Protection Agency, the INS, border security among others, plus the role of first responders in prevention/detection, and establishing indicators and reporting procedures.

INTS 4734 Homeland Sec & Civil Soc (5 Credits)
Examines host of potential societal consequences of homeland security efforts.

INTS 4735 Defense Methods and Policy Analysis I (5 Credits)
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. This class 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 and Analysis (5 Credits)
Course focuses on analytical prod. of strategic intel relative to int'l security issues.

INTS 4738 Current Issues in Strategic Intelligence (5 Credits)
Advanced seminar which investigates current issues relative to strategic intell within international studies.

INTS 4739 Defense Methods & Policy Analysis II (5 Credits)
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.

INTS 4742 International Weapons Proliferation (5 Credits)
This course explores the worldwide proliferation of weapons and military hardware. Special attention is given to weapons of mass destruction including fundamental principles of weapons development and deployment; unique characteristics and effects of nuclear, biological, and chemical weapons; and delivery systems. Capabilities and strategies to counter this international problem are developed.

INTS 4750 The Policy Making Process (5 Credits)
Governments make public policies through a complex process, which varies in its details from country to country and even from issue to issue within the same country. In this course we study various parts of those processes and some of the inputs into them. In addition, we play close attention to problem framing or problem definition in those policy processes. 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 quest we 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. Students write a series of papers during the course following a policy issue of their choice through the policy process.
INTS 4751 European Foreign and Defense Policy (5 Credits)
The focus of this course is on foreign and defense policies of key states and international organizations in modern Europe, from the Atlantic to the Urals. After introducing Europe as a cultural, political, and geographical construct, we focus on the North Atlantic Treaty Organization and the European Union before turning to a comparative analysis of six leading European states. Security in an increasingly globalized world deals not only with defense issues, but also with economics, human rights, and questions of identity. We focus on Germany, France, the United Kingdom, Italy, Russia, and Turkey, underscoring their bilateral and multilateral associations with other European states, the United States, and the European Union, NATO, OSCE, and Council of Europe. We conclude with considerations of what “Europe” really means, and what the future holds for this vital content.

INTS 4753 Intelligence and National Security (5 Credits)
Focuses on the craft of U.S. Intelligence and its role in the making and implementation of national security policy.

INTS 4758 Pol Economy of Development (5 Credits)
This course will introduce students to the framework of political economy and to the various applications of political economy to examine the challenges and opportunities of international development. The course will provide students an understanding of the different strands of development theory and the debates regarding political economy within each of these strands. This will be followed by an evaluation of the impact of these theoretical approaches on our understanding of the following key concepts in international development: growth and human development, poverty and inequality, trade and services, industrialization and technology, rural development and agriculture, labor and migration; biodiversity and climate change. These various areas of international development will be further interrogated by an examination of global agendas such as Millennium Development Goals; international agendas of International Financial Institutions; and national concerns of state sovereignty and domestic resource allocation. The course will provide students the tools to engage with current development debates on the different trajectories followed by early and late developers, on policy responses to development dilemmas, and the relationships between political, economic and social dimensions of development.

INTS 4759 Globalization/ Postcolonialism (5 Credits)
Rarely used twenty years ago, the term “globalization” has proliferated recently in both popular and scholarly arenas to describe the increasing flows of capital and commodities, migrants, and ideas across national borders. Postcolonialism denotes the world conditions after the end of the European colonial empires. More importantly, it refers to the critical analysis of the political and cultural legacy of colonialism, as well as the intellectual effort to deconstruct its underlying assumptions. This seminar will essentially consist in discussions of the readings. Its objective is to familiarize the students with some classical works that have contributed to define the field, as well as recent researches that have expanded the debate to contemporary issues such as development, humanitarian aid, transnationalism, conflicts, or environment. Some theorists who have criticized the dominant narrative of the world history will also be discussed in the class.

INTS 4760 Russian Foreign and Defense Policy (5 Credits)
Course explores Russian foreign and defense policy from Vladimir Lenin to Vladimir Putin - heavy focus on security policy.

INTS 4765 Natural Resources and Armed Conflict under International Law (5 Credits)
The course offers a description and an assessment of how international law regulates the relationships between natural resources and armed conflicts. Attention is given to principles and rules regulating access to natural resources in the pre-conflict phase; protecting the resources pending the conflict; regulating the exploitation of the resources during and after occupations and international administrations. The role of trans-national corporations in fuelling conflicts is considered with reference to recent developments such as certification schemes, the emerging legal framework on transparency in business, and the debate on corporate responsibility for international crimes. The concept of “illegal exploitation of natural resources” is analyzed in light of the relevant resolutions of the United Nations Security Council. Finally, possible solutions to the issue of armed conflict resources (i.e., resources fuelling the initiation of conflicts) are considered from a legal perspective. Registration by departmental approval only; restricted to students participating in the Geneva travel program.

INTS 4766 State Building and War Making in the Developing World (5 Credits)
This course examines the challenges of state-building and the manifestations of armed conflict in the contemporary world. Surveying different cases and contexts, the course focuses on the role of state and non-state armed groups, the drivers of communal conflict, the historical dimensions of multifaceted state-building processes, and the legacy of colonial rule. Particular attention is paid to conflicts in the Middle East, North Africa, and Sub-Saharan Africa. The purpose of the course is to equip students with a comparative understanding of the complex causes, characteristics, and manifestations of conflict in the developing world and its cross-cutting relations to contemporary international governance. Registration by departmental approval only; restricted to students participating in the Geneva travel program.

INTS 4767 Cultures of Capitalism (5 Credits)
This seminar lays the theoretical foundations for a cultural critique of capitalism. With an eye towards colonialism, modernity, and globalization, readings are devoted primarily to different schools of thought parsing out capital as a social relationship, object of value, and form of mediation. The purpose of this class is to establish temporal and spatial commensurability across tendencies and discontinuities in capitalism by i) locating the phenomenological, ontological, and epistemological conditions of possibility for the reproduction of value and ii) asserting history, experience, and embodied praxis as productive features in the imagined abstraction of economic life and market discourse. More than an attempt to historicize the contemporary moment of deregulation, precariousness, or flexible accumulation, the course is designed primarily to unveil concurrent theories of value and the work of abstraction and reification, morality, and power, labor and materiality foregrounding the processual logics of capitalism. To do so, this course explores the theoretical stakes of production, circulation, and consumption occurring in time-space relations of commodity exchange, markets, and global finance in late capitalism. How to account for the increasing disconnect between the “real” economy and the “fictitious” value of virtual markets, financial derivatives, and future trading? How to make sense of the work of mediation - or perceived gaps therein - between consumers and producers, the labor of abstraction and the concrete reification of economic objects? Registration by departmental approval only; restricted to students participating in the Geneva travel program.
INTS 4768 Introduction to a Critique of Market Society and its Solidarity Alternatives (5 Credits)
This course is taught in French. Le séminaire propose d’introduire ou de conforter une vision "indignée" de l’hégémonie des marchés en s’appuyant principalement sur la lecture socialiste et chrétienne de l’économie par Karl Polanyi et ses critiques en particulier d’Adam Smith et de Karl Marx. Ceci se réfère surtout au concept de marchandise fictive (appliqué aux ressources naturelles comme au travail humain et à la monnaie), de richesse commune partagée et d’interdépendance économique (appliquée aux mécanismes complémentaires et antagoniques de concurrence, de redistribution, de solidarité et de partage). Une large part de cette réflexion interdisciplinaire doit ressortir des propres expériences des étudiant(e)s et de leurs recherches. Elles doivent aussi permettre de comprendre l’élaboration des alternatives, leurs potentialités et leurs limites. La situation de Genève, capitale des spéculations sur les matières premières sera notamment interpellée. Registration by departmental approval only; restricted to students participating in the Geneva travel program.

INTS 4769 Public Policy, Economic Development and Gender (5 Credits)
This course considers a number of topics associated with the links between gender empowerment, economic development and public policy. Topics include the role of gender in shaping political, economic and social opportunities; leadership; the role and global plan of action of international organizations; gender gaps in education, economic participation, health and political opportunity; conflict, HIV/AIDS; property rights; urbanization, international migration; global processes as well as the evaluation of specific policies and interventions, all within the broader context of development economics. The course is oriented and open to students with little background in economics. By the end of the course, it is hoped that participants will be able to critically assess policy documents on the topics covered that are commonly produced by international organizations. Requires departmental approval; registration restricted to students participating in the Geneva travel program.

INTS 4770 The Politics and Economics of International Energy (5 Credits)
Although it is becoming increasingly evidence that the world does not face an imminent shortage in the availability of fossil fuels, access to energy resources and security of supply remain important preoccupations for governments and companies alike. Utilization of fossil energy resources will be increasingly constrained by environmental considerations and the threat of global warming. Energy will remains a key concern in international relations for the coming decades and will influence the perception of national interest and the pattern of international exchanges and interdependence. The course aims at providing students with the critical knowledge and skills to avoid superficial generalizations and stereotypes - which unfortunately remain all too common. Requires departmental approval; registration is restricted to students participating in the Geneva travel program.

INTS 4771 Trade and Development (5 Credits)
Development, trade and their interlinkages are among the most controversial topics of today. Economics has much to say concerning these issues, and constitutes a powerful tool in terms of debunking commonly held misperceptions. This course considers a number of topics associated with the links between international trade and development. A particular emphasis is placed on the consequences of trade openness on outcomes in developing countries, i.e. on inequalities, growth and poverty, institutions and financial development, the impact of export instability and countries’ specialization, terms of trade, financial crises, trade and environment. The course is applied-oriented: after reviewing basic theories associated with each topic, each lecture involves presentations of recent empirical papers. By the end of the course, it is hoped that participants will be able to intelligently read and critically assess policy documents on the topics covered that are commonly produced by international institutions. Requires departmental approval; registration is restricted to students participating in the Geneva travel program.

INTS 4772 International Business (5 Credits)
The objective of this course is to better understand how national and international political and economic factors shape the business environment, firm strategies, and associated performance in the contemporary global economy. Even though this course draws on a number of different academic disciplines including economics, political science, and international relations, the goal is always to draw out the implications for forms. This firm-based perspective is what differentiates this course from traditional academic courses on globalization. The firm-based perspective, however, should be of interest to those interested in public policy as well. After all, one cannot effectively design state interventions without examining how firms and other relevant actors will respond. What differentiates this course from one in international business strategy is that the implications for national policy design and regional global governance initiatives are given particular consideration. In so doing, this course seeks to be true to the multi-disciplinary nature of an international affairs program. Furthermore, the focus in this course on matters of considerable contemporary relevance should help prepare international affairs and other students well for job market interviews. The class covers eight important topics. Supporting each topic are online lectures that are posted in advance. Students are responsible for watching these online lectures before the class meets. Failure to do so detracts considerably from the learning experience of all concerned. In class discussion focus on the application of tools in case studies and matters of contemporary policy and business relevance. Registration by departmental approval only; restricted to students participating in the Geneva travel program.

INTS 4773 Violence, History and Memory in Twentieth-Century Africa (5 Credits)
This course offers historical, theoretical and empirical perspectives on the impact of conflict in the modern history of Africa. Opening with a guided discussion of broad debates over models of warfare and violence that apply social, cultural, materialist and instrumental theories of causation, the course then proceeds through a series of case studies in seminars. These include colonial wars of decolonization in Algeria and Kenya, the Biafran War of secession and its repercussions in Nigeria, contrasting genocides in Burundi and Rwanda, the Red Terror in revolutionary Ethiopia, liberation struggles in Southern Africa, the ‘African World War’ in Congo, interlinked conflicts in Sierra Leone and Liberia, and other cases of contemporary significance. In each case, students are encouraged to consider the means of violence employed, the causes and motivations of conflict, issues of gender, youth, religion, politics and ethnicity, the personal and communal impacts of experiencing and witnessing various forms of violence, and the transnational dynamics of conflict. Throughout, questions of culpability, ethics and moralities are tackled in relation to the various approaches to transitional or retributive justice, the problem of ‘living together again’ dominated by the pressures of memory, silence, memorialization and mythico-history. Registration by departmental approval only; restricted to students participating in the Geneva travel program.
INTS 4774 Humanitarians and Human Trafficking: The Global History of Slavery and Abolition, ca. 1800-Present (5 Credits)
This course examines the changing nature of humanitarian activism against slavery from the abolition of the slave trade in the early 19th century to international action against human trafficking and labor exploitation in the 21st century. The first part of the course is structured around seven classes covering the history of the transatlantic slave trade in the late eighteenth and early nineteenth century, the rise of anti-slavery movements and the socio-economic outcomes of emancipation. The second part of the course considers the changing nature of slavery under colonial rule and the evolving context of humanitarian campaigns in the twentieth century including the efforts undertaken by the League of Nations, the International Labour Organization and the United Nations. Some of the key themes discussed include the ideological foundations of humanitarian activism, the economic motives for abolition, the contested definition of slavery, the relationship between new forms of slavery and the rise of colonialism in Africa and Asia, the formulation and implementation of international conventions against slavery, child labor and forced labor and the challenges confronting humanitarian NGOs today.

INTS 4775 Droit diplomatique international (5 Credits)
Ce cours vise à combler une lacune, l'enseignement du droit diplomatique ne faisant généralement l'objet que de développements à titre incident, ce malgré l'importance séculaire de ce domaine du droit international. Axé sur l'évolution de la pratique étatique des relations diplomatiques (y compris les relations avec les organisations internationales) et la jurisprudence pertinente de la CIJ, le cours se propose d'analyser les grands thèmes du droit diplomatique, tels que le droit de légalité, la création et l'extinction des relations diplomatiques, les fonctions et droits/obligations liés à la mission diplomatique, le contenu et les limites des immunités des personnes, biens et locaux diplomatiques, ou encore les mécanismes sanctionnant les violations du droit diplomatiques. Il fera finalement une place à la pratique récente relative aux immunités des Chefs d'État et Ministres des affaires étrangères. Registration by departmental approval only; restricted to students participating in the Geneva travel program. Students must be fluent in French; course is taught in French only.

INTS 4776 Financial Crises (5 Credits)
This is a seminar designed to go over the literature on the sources, channels, characteristics and impacts of financial crises. The sessions are devoted to the study of papers, some older fundamental contributions and some very recent early analyses inspired by the crises that started in 2007 and is not yet over. The seminar is primarily designed for second-year Master and PhD students. Students from other programmes and departments may attend if they have a strong background in economics. Registration by departmental approval only; restricted to students participating in the Geneva travel program.

INTS 4777 Governing Global Threats: Expert and Legal Regimes (5 Credits)
This course explores major threats to human security (from climate change to nuclear proliferation and terrorism, and the global financial crises), and how these threats can be prevented by legal, political and social mechanisms. Theoretically, this course focuses on various socio-historical approaches to law and expertise in transnational settings. It focuses specifically on the role that legal regimes (either made of treaty-based rules or soft-law regulations articulated by experts) play in contemporary modes of global governance, which go beyond the forms of state authority that are traditionally called upon to interpret and enforce these rules. We will survey different disciplinary approaches to the topic and to illustrate their approach by research.

INTS 4778 Rise and Fall of the "Third World (5 Credits)
This seminar explores ideas and movements for colonial unity and solidarity since the late-19th Century and the programs for solidarity they inspired amongst nations emerging from decolonization. Where and who did these ideas originate? How effectively did they translate into political programs? How were such ideas and programs deployed in changing international contexts? What wider influences did they exert? In what ways did the international system deal with these ideas and programs? What prospects exist for such solidarities in the contemporary world? These and similar questions will be explored in this seminar.

INTS 4779 International Human Rights and Humanitarian Action (5 Credits)
This course addresses the origins, communalities and differences between international human rights law and humanitarian action. While human rights law view 'others' as holders of rights and duties, humanitarianism regards the 'other' as subject of suffering or injustice. These two approaches are mixed in modern frameworks, such as 'human security' or the 'Responsibility to Protect.' The first part of the course covers the foundations of the interplay between human rights and humanitarianism, including (i) their history and context, (ii) approaches towards core legal concepts (e.g., sovereignty, responsibility, relationships between human rights and humanitarian law), (iii) methods of protection, as well as (iv) evaluation of action. The second part of the course examines specific sites of interaction based on case studies. The focus will be placed on (i) responsibility of intervening agencies (e.g., peace operations), (ii) peace settlements and (iii) transitional justice.

INTS 4780 Terror in History: Challenges and Responses (5 Credits)
Terrorism has been a feature of political relations for more than 2000 years and has a history that reaches back far beyond 9/11. This seminar will look at the historical evolution of terrorism and antiterrorism as well as the different stages they have gone through since antiquity. The main focus, however, will be the past 150 years, with the emergence of what David C. Rapoport calls "modern terror." The course will 1) highlight the difficulties of defining the phenomenon; 2) explore the different experiences with and debates about terror--anarchist/social-revolutionary, ethnic, religious, "lone wolf," state-sponsored terror--in various regions and countries since the 1880's (such as Russia, Italy, Germany, the US, Spain, Ireland, Israel/Palestine, Namibia, Algeria, etc.); and 3) address how the countries concerned and the international community at large dealt with the challenges deriving from terrorism (e.g., at the League of Nations and the UN).
INTS 4781 Mobilities and Migration: Critical Perspectives on Forced and Voluntary Migration (5 Credits)
The mobility of people across international borders, be they labeled as refugees or economic migrants, is becoming a crucial debate both within academia and the public sphere. Migrants are presented as potential promoters of peace and actors of development in their country of origin but also as a threat to the national cohesion in their country of destination. This course deals with key issues related to the field of migration studies. Building on an anthropological perspective on the predicaments and strategies of mobile people, it will offer a critical scrutiny of existing categories such as the distinctions between forced and voluntary migration, between situations of conflict and development. The course questions the narrow framework of the nation-state to relocate migration processes in all their complexity and proposes new approaches that take into account ongoing circulation and the existence of transitional ties.

INTS 4782 Law without the State (5 Credits)
This course discusses situations, theoretical and empirical, in which law is made primarily outside state power. It reviews instances of private ordering and governance that enjoy a relatively important autonomy from state law. The absence of the state as a possible cause of ethical issues will be entertained. Other parts of the course will proceed at a higher degree of abstraction, asking for instance whether the orderings identified properly deserve to be called law. It will thereby delve into preliminary questions, too often neglected, that influence how the debate is framed on the whereabouts of non-state law: Why does 'being law' matter? How do definitions of what law is matter? What makes a definition of law of good definition? Can something be relatively law but not fully? Who decides on what law is and for whom such pronouncements are authoritative?

INTS 4783 Economics and Development (5 Credits)
The course provides a broad overview of the sort of topics that development economists work on, both on the micro and on the macro side. On the macro side, we will cover fundamental topics such as household consumption, insurance, credit, land markets, and migration.

INTS 4784 Foreign Policy of Major Powers (5 Credits)
This course is designed to review and analyze leading puzzles of foreign policy, based on the substance of foreign policies of major countries in the present time and the recent past. The objective is to develop analytical skills to use when confronting new foreign policy puzzles. Much emphasis will be given in this course to the relevance of foreign policy scholarship to understanding real-world, contemporary world affairs. It is important that students make themselves aware of what is happening in the world.

INTS 4785 Modern China: Reform and Revolution (5 Credits)
This course introduces the modern Chinese history since 1840s. The focus is on the historical, cultural, political, and economic interactions between modern Chinese state and its people and between China and the outside world. The modern fate of China has been alternating between revolutions and reforms, internal wars and external conflict had been the norm rather than exception until recent decades. It examines the features of modern Chinese political system, economy and social and cultural identities. It also traces the roots of recent reforms in China that have transformed the country in a fundamental way. The relationships between state and society, between politics and economy and between China and foreign powers will be discussed in detail.

INTS 4786 Strategy, Planning, and Execution in Complex Environments (5 Credits)
This course gives participating students grounding in military operational planning and strategy, with emphasis on understanding lessons learned from a number of recent complex joint force operations. Over the ten weeks, students: 1) Examine the realities of planning and execution of multi-means (political, military, and economic operations in complex environments). 2) Examine a range of past operations (peacekeeping/peace-enforcement, counter-insurgency, traditional military confrontations, etc.) from a planning and execution perspective, looking for strengths and weaknesses, successes and failures. 3) Participate in an intensive simulation over three class meetings that have the students act as a planning cell preparing for a complex joint force operation in a modern context.

INTS 4787 Civil-Military Practices in Humanitarian Responses (5 Credits)
Changing U.S. national security priorities following 9/11, including updated Department of Defense doctrine, have led to U.S. military actors prioritizing humanitarian assistance as a central component of theater security cooperation arrangements. This trend includes not only considerations of protection of civilians during military operations but also planning for natural disaster response and steady state engagement to build the capacities of host nations to address crises, including natural and man-made disasters. Through readings, class discussions, group work and individual assignments, students in this course will gain a better understanding of the issues and roles of civilian and military actors in the humanitarian space, with a specific focus on how legal and policy guidance impacts the decision to utilize U.S. military forces in disaster response situations. While this course will focus specifically on how the U.S. government approaches humanitarian activities and the role of the U.S. Department of Defense assets, it will locate this discussion within the broader about the appropriate use of Military and Civil and Defense Assets in international humanitarian community.

INTS 4788 To Save and Defend: The History of Politics of Humanitarian and Security Organizations (5 Credits)
This interdisciplinary seminar looks at the policies and politics of humanitarian and security organizations. We will critically explore and contrast the concepts of "protection," "save," and "defend." We will focus on the perspective of those who save and defend as well as on those who are supposed to be saved and defended. Attention will be given to theories, practices, geographies, organizational cultures and underpinning ideologies of saving and defending.
INTS 4789 Violence, Memory, Cinema: Comparative Perspectives on Latin America & the Middle East (5 Credits)

This seminar aims at investigating the role of cinema (documentaries and fiction) in (re) shaping the collective memories of societies living in a context of armed conflict, post-civil war or political transitions from authoritarian rule. We will focus in particular on the role of the different generations of film directors as social actors in these processes; on the effects of censorship (the State-sponsored one, the forms of self-censorship and its indirect forms through distribution and production); and on the role of film festivals as arenas of power and of circulation of ideas. The first part of the seminar will develop problematically the relations between memory and history through present debates related to the visual arts and the politics of memorialization in Latin America and the Middle East. The seminar topic being at the crossroad of several disciplines, we will explore different anthropological, political, and historical paradigms, including the contributions of film studies. In the second part of the seminar we will focus on the specific topic of ‘exiles and refugees’, their representation through cinema and the contribution of fictions and documentaries in forging national identity and in keeping the memory of those who left and came back or for whom the return has become not an option anymore. In parallel to the main seminar, a series of 3-4 workshops will be organized for watching movies, with the presence of external lecturers. Finally, the seminar is conceived in the larger framework of the contribution of arts to reconciliation and peace-building, an emerging field of academic interest and policy investment.

INTS 4790 International Law and Development (5 Credits)

The course aims at providing a systematic overview of the main issues related to sustainable development from the standpoint of public international law. It strikes a balance between theoretical and practical questions, focusing on primary sources and international decisions. After a concise discussion of the basic principles and notions of the international legal order, the course deals with the evolution of development law from the United Nations resolutions on the New International Economic Order to the Monterrey Consensus and its follow-up. Particular attention will be paid to the attempt to conciliate economic growth with the protection of the environment and human rights. The course is then completed with the examination of (a) the activities of the World Bank Group and the International Monetary Fund in the field of development; (b) the participation of developing countries in international trade; and (c) the promotion of foreign investment as a vehicle for economic growth and development.

INTS 4793 Development Economics (5 Credits)

The course covers major issues in development economics from both the macro and micro perspectives. Topics where research is active will be covered. The focus is on acquiring the necessary theoretical and empirical skills to understand the challenges related to the socio and economic transformation in developing countries.

INTS 4794 Inequality in Latin America and the Caribbean (5 Credits)

This course will examine the historical roots of inequality in Latin America and the Caribbean. It begins by introducing students to the concept of inequality and the social construction of race, ethnicity, gender, sexuality, and class. It then explores how these structures have been shaped by a variety of forces including Spanish and Portuguese colonization, labour systems, cultural practices, and religion. We will also explore how various actors have attempted to challenge this inequality at different points in time through everyday resistance and revolutionary, populist, feminist, black nationalist, and liberation theology movements. This course will approach these issues using a mix of historical and anthropological case studies from across the region that allow us to consider not only how inequality is created, maintained, and challenged on a large scale, but also how it has been experienced in the day to day life of Latin American and Caribbean people.

INTS 4802 Foundational Ideas in Social Science: Marx and Weber (5 Credits)

Marx's is the most striking and complex theory of revolutionary change. It has inspired millions of workers, peasants, soldiers, students and intellectuals in three large international movements (the International Workingmen's Association, the Second International, the Third International). "Capital" is perhaps the most striking depiction of how factories and capitalist society operate, from the point of view of workers, of any modern economic theory. It is a theory which novelty explains the tensions in the experience of most non-University educated people between their work experience and the current Washington "consensus" about free markets and democracy. It has motivated and empowered striking democratic movements, often across national boundaries, of the oppressed against the privileged. Where successful, however, Marxian movements both brought about significant, common good oriented improvements and failed to withstand external and internal attacks or resolve basic problems in radicals' vision of a new society. Further, Marx's vision has often been interpreted as, except in the immediate unfolding of the revolutions themselves, having little to do with democracy. In radical movements as well as in capitalist societies and academia, Marx has been fiercely attacked. For much of the Cold War, not having read Marx permitted one to expatiate on what Marx's views are; reading Marx was, until the late 1970s and early 1980s a disqualification even in teaching, let alone in the media. Marx's views are often misrepresented, dismissed without investigation as "obviously wrong." This course provides an opportunity to read the first volume fo "Capital" and some of Marx's other main works and test them, in whatever depth desired, against Max Weber, the dominant theorist of American sociology and political science.

INTS 4804 Realism and Democracy (5 Credits)

Course answers questions such as: Can democracy check international cruelty? Why, according to Kant, Doyle, and Rawls, are democracies unlikely to go to war with other democracies? We discuss democratic individuality and Vietnam, democracy, and Realism as well.
INTS 4820 Democracy and War (5 Credits)
This course explores Socrates' speech at his trial and decision to go to his death as, surprisingly, initiating two central features of modern democratic theory. First, Socrates is often depicted as simply hostile to the many, looking down on Athenian democracy. But what he in fact looks down on is tyrannical mob rule, the "democracy" of a particular interest arbitrarily enforced (what we might call a demented Joe McCarthy-kind of democracy). In contrast, Socrates also incarnates the idea of asking questions in a democracy, that is, dissent (prefiguring what is sometimes called today deliberative democracy). That makes a democracy capable of realizing, sometimes, a common good. Second, Socrates provides a paradigm for modern civil disobedience or satyagraha in Gandhi - we read Gandhi's translation of Plato's Apology - and Martin Luther King's letter from the Birmingham City Jail. Nonviolent civil disobedience is necessary in a modern democracy because party-competition focuses mostly on personality issues and not on fundamental injustices. Further, this kind of protest promises major change even in dictatorships (consider Erica Chenoweth and Maria Stephan, Why Civil Resistance Works). Thus, this emphasis is a novel interpretation of Plato as opposed to, in scholarship and politics, Plato's supposed link to authoritarian "commander-in-chief" power (Heidegger, Leo Strauss and William Kristol for example) which we also contrast in this course. The course explores the subtlety of these dialogues - the question of what Plato intended to teach his long-standing students like Aristotle who studied with him for 20 years - but leave the main points of Gandhi and King's interpretation intact. Third, the course explores Thucydides, History of the Peloponnesian War and Plato's response to it in the Republic in terms of modern critiques of Empire building and the "unhinged" wars by American democracy (we look at W. Robert Connor's elegant break with previous understandings of Thucydides during Viet Nam and John Mearsheimer's striking criticisms of post-Cold War American policy, echoing Obama's 2013 speech at the National Defense University, in "America Unhinged." Thucydides is a far deeper account of imperial expansion and the corruption of and threat to democracy at home than modern realist and neo-realist gestures at him. Neo-realists methodologically attempt to separate global politics from its domestic consequences as supposedly different levels of analysis; this interplay is the heart of Thucydides' argument and deepest insight into the meaning of war and democracy.

INTS 4822 Contemporary Political Thought (5 Credits)
An examination of current 21st century political theory and how the events of the 20th century helped mold these ideas/concepts.

INTS 4851 Theories of Non-Violence (5 Credits)
Can a state be non-violent? Course explores topics such as the distinction between power and violence; whether nonviolent politics is possible; the distinction between an ethic of responsibility and an ethic of intention; is capitalism consistent with democracy? This seminar is interactive and class participation is required.

INTS 4855 Geopolitics of South Asia (5 Credits)
This class explores the overlapping sub-national and regional conflicts threatening to destabilize Afghanistan and Pakistan and severely intensify Indo-Pakistan tensions. The seminar analyzes and assesses U.S. efforts to assist the Kabul regime to strengthen national support, reduce corruption, improve services and accelerate economic development. The nature of the Taliban, the dangers of increased poppy production, ongoing cross-border insurgency are studied. Similarly with regard to Pakistan, the seminar examines growing instability, the regional demographics of support and opposition to the current government, the role of the military, including the ISI, and socio-cultural challenges to modernization. The impact of the evolving conflicts in Pakistan and Afghanistan on India's interests and India's response are also treated.

INTS 4856 Global Sustainability and Public Policy (5 Credits)
This course considers the interaction of environmental, economics, and energy issues on global ecological systems. It offers an overview of relevant international legal frameworks and national governance systems, the state of major ecosystems – forests and species habitats; wetlands, oceans and rivers, and the atmosphere and selected policy issues related to each. Emphasis is less on "what" to think than "how" to think about and formulate policy responses to complex, multidimensional issues.

INTS 4875 Human Rights and Foreign Policy (5 Credits)
Global human rights issues and how those issues help mold foreign policy decisions.

INTS 4890 Revolutions and State Building (5 Credits)
Marx's is the most striking and complex theory of revolutionary change. It has inspired millions of workers, peasants, soldiers, students and intellectuals in three large international movements (the International Workingmen's Association, the Second International, the Third International). "Capital" is perhaps the most striking depiction of how factories and capitalist society operate, from the point of view of workers, of any modern economic theory. It is a theory which clearly explains the tensions in the experience of most non-University educated people between their work experience and the current Washington "consensus" about free markets and democracy. It has motivated and empowered striking democratic movements, often across national boundaries, of the oppressed against the privileged. Where successful, however, Marxian movements both brought about significant, common good oriented improvements and failed to withstand external and internal attacks or resolve basic problems in radicals' vision of a new society. Further, Marx's vision has often been interpreted as, except in the immediate unfolding of the revolutions themselves, having little to do with democracy. In radical movements as well as in capitalist societies and academia, Marx has been fiercely attacked. For much of the Cold War, not having read Marx permitted one to expatiate on what Marx's views are; reading Marx was, until the late 1970s and early 1980s a disqualification even in teaching, let alone in the media. Marx's views are often misrepresented, dismissed without investigation as "obviously wrong." This course provides an opportunity to read the first volume fo "Capital" and some of Marx's other main works and test them, in whatever depth desired, against Max Weber, the dominant theorist of American sociology and political science.

INTS 4900 International Politics (5 Credits)
Topics on discussion include: levels of analysis; realism; neo-realist structuralism; international society and the English school; international anarch; 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.
INTS 4903 Social Construction of International Society (5 Credits)
Examines recent theoretical work in the field of international relations that treats international society and its practices as social constructs.

INTS 4905 War and Peace (5 Credits)
An intermediate course which examines the historical relationship of war to politics, such as the military profession, military organizations, economics of defense planning, limited use of force, demobilization, war reconstruction, military rule, and civilian control. Current world trends toward democratization focus attention on the issue of creating a democratic army for a democratic state. Readings cover western industrialized, communist, post-communist, and 3rd world countries.

INTS 4906 Classics of International Theory (5 Credits)
Professor will choose various books by classic political theorists for students to read and discuss in class.

INTS 4907 International Terrorism (5 Credits)
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 United States and 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 4912 African Conflicts: Causes and Conflicts (5 Credits)
Twenty years after the “Third Wave” of democratization first swept across the African continent, African states have experienced a wide range of successes and problems in seeking political development through democratic models. Common to nearly all African states, however, is the fact that they were created by colonial powers, forcing many formerly independent people to live under one political roof. Thus before they could go about the business of governing, African states at independent first had to address their artificial natures by building coherent nations out of the many peoples living within their borders. Democratic political systems were seen as the best solution to this governance problem by allowing the many peoples of African states flexible institutions through which they could negotiate their differences, and so govern effectively. Within several years of independent, however, most of the early African democracies had collapsed under the weight of their deep ethnic and religious differences. Decades of authoritarian rule did little to address the problems of governance, and exacerbated ethnic chauvinism and clientelism. Bankrupt and often near collapse by the late 1980s, and under pressure from Western governments, many African states turned back to democracy in the 1990s. Yet their deep ethnic and other divisions remain, as do clientelistic patterns of political behavior. These fundamental conflicts over the state and its governance have characterized African politics since independence. This class reviews the problems of state development in Africa, and the extent to which democratic solutions can resolve those problems. We do so by examining these issues from both the perspective of political science and of conflict resolution. Classes draw primarily on the perspectives of practitioners from the relief and rehabilitation community. Guest lectures include representative of government agencies, international organizations, and NGOs.

INTS 4914 Statecraft and Smartpower in the Digital Era (5 Credits)
This course examines new approaches to the practice of statecraft in an era of rapid global change. Globalization is upsetting traditional international order and institutions, and changing the pace and intensity of decision making. Nation-state governments, while still the primary actors, must adjust to new sub-national, regional and transnational forces and players in a far more complex global arena. Digital Communication is revolutionizing relationships and interaction in the global arena. More groups and the general public are involved or mobilized in public participation than ever before. Vastly more information flows ever more quickly. Partisanship rises with segmentation, threatening fragmentation in public life. The new era reflects the imbalances and strains of major demographic change, especially the impact of an expanding tech-savvy younger generation. A significant youth bulge in volatile developing nations fuels reform efforts, but also creates the potential for conflict arising from continuing injustice and unmet expectations. Foreign policy institutions and decision makers here and abroad are increasingly subject to cross-pressures from competing domestic and transnational interests. In the U.S. the Inter-Agency must balance influential single-issue stakeholders and constituencies here and abroad. The course explores how the U.S. and other governments are responding to the new global challenges. Participants see to frame new “rules” of statecraft in the digital era.

INTS 4920 Conflict Resolution (5 Credits)
An introductory course which identifies the collective factors leading to successful reconciliation or agreeable compromises in conflicts; analyzes the role and influence of cultural norms, gender conditioning and different bargaining strategies on the resolution process; applies the practical fundamental of negotiation on particular problem-solving techniques.

INTS 4924 Democratization in the Middle East (5 Credits)
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. In this seminar, 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 U.S. and other external actors might strengthen democratic forces in the region.

INTS 4928 Torture (5 Credits)
This is a reading/seminar course. Students are asked to be well-prepared and contribute to the discussion. We explore mostly modern forms of torture. The use of torture has not abated in the last 100 years despite conventions, treaties and watchdog organizations. What has occurred is that torture has become “stealth”, to use Professor Rejali’s term. These “stealth” techniques leave no mark and have been developed equally by democratic states and totalitarian regimes. It is also clear that the U.S. has engaged in state sponsored torture (see The Constitution Project bi-partisan report of April, 2013). An important question before us is if there is any place for torture in the 21st century and if torture is an effective means to gather intelligence. If the answer to both questions is “no,” and torture violates the most basic ethical, moral, and legal norms of humanity, then why does it persist?
INTS 4931 International Organizations (5 Credits)
An intermediate course on approaches to the study of international organizations, including institutionalism, neofunctionalism, complex interdependence, international regimes, and epistemic communities. Case studies examining collective security and peacekeeping, human rights, Antarctica, and the environment are discussed. Prerequisite: INTS 4900.

INTS 4934 Intervention: Policies & Pract (5 Credits)
Procedures, policies and practices of international organizations and the roles they play in helping resolve internal issues and conflicts.

INTS 4935 International Humanitarian Law of Armed Conflict (5 Credits)
This course is a theoretical and practical introduction to international humanitarian law (IHL). IHL is known by many other names such as "humanitarian law," "law of conflict," and "laws of war." All these terms refer to the rules regarding the treatment of civilians and non-combatants in areas of armed conflict and the rules of engagement for soldiers and combatants. These "rules" are especially important to know if you eventually work for an IO or NGO that finds itself in areas of armed conflict. Cross listed with CPSY 4560.

INTS 4936 International Law and Human Rights (5 Credits)
An introductory course examining the concept of human rights, including political, economic, social, and cultural rights. International, regional and national institutions, norms and procedures to protect individual and group rights are discussed. Recommended prerequisite: INTS 4940.

INTS 4939 Human Rights: Genocide (5 Credits)
An introductory course examining the concept of human rights, violations. From violence and brutality in classical antiquity, slavery in America, terror in the Soviet Union under Stalin, World War II and the Holocaust, and the Cambodian massacre in the 1970s. The course is designed to understand the extremely diverse conditions of regimes that used mass violence for political ends. Prerequisites recommended: INTS 4940.

INTS 4940 Introduction to Human Rights (5 Credits)
An introductory course focused around historical and theoretically relevant texts in human rights. First and second generation rights are emphasized. Early liberal, conservative, and socialist understandings of human rights are highlighted against their respective historical background.

INTS 4941 Human Rights and International Organizations (5 Credits)
An introductory course exploring the changing roles of international organizations in their efforts to protect and promote human rights. Examination of both the global and regional levels of human rights activities of international intergovernmental organizations are discussed. Recommended prerequisite: INTS 4940.

INTS 4951 Comparing International Societies (5 Credits)
Course explores variations in societies of states across time and place.

INTS 4954 Human Rights Research and Design (5 Credits)
The purpose of this course is to acquaint students with graduate level research and writing strategies that facilitate the composition of concise, articulate, and informative pieces of scholarly and policy-oriented work. We explore an array of research options and techniques and look critically at the ways in which different uses of language are constitutive of meaning and structure in written works. This is considered a "skills" course which is designed to allow students to explore in depth a sub-topic of interest within a broader topic in the field of Human Rights. The topic varies each term. The work completed by students is edited minimally, and published in the Human Rights and Human Welfare Digest, the Josef Korbel School's online human rights journal. This digest is intended to serve as a resource for policymakers, non-profit organizations, and human rights advocates, by presenting concise and reliable information that is both informative and accessible. In the first half of the class, we focus on building practical research strategies, including: determining the parameters of research; identifying and accessing appropriate sources of information; using bibliographic management software; and compiling an annotated bibliography. The second half emphasizes the development of writing techniques that culminate in the production of an analytical essay and annotated bibliography of publishable quality. Attention is paid to grammar, syntax, structure, stylistics, and appropriate language use.

INTS 4955 Human Rights Clinic (5 Credits)
Students in the Human Trafficking Clinic will be asked to undertake a case study on a human rights violation and provide an advocacy report (roughly 5000 words, i.e., 20 double-spaced pages) that includes (a) a synopsis of relevant facts, (b) pertinent domestic (usually constitutional) law of the country where the violation occurs as well as relevant regional and international human rights law, and (c) a recommended course of remedial action using the rule of law. Non-graduating law and JKSIS students may seek an overseas assignment in order to either advance their research or initiate the recommendations in their advocacy report. Additional internship or independent research credit may be available for these overseas ventures.

INTS 4965 Technology and Sustainable Development (5 Credits)
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 as sustainable a 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 (5 Credits)
An introductory course for students planning to conduct research in developing countries. Practical information is presented on transforming hypothesis into a fieldwork setting, questionnaire construction and administration, and interviewing techniques.

INTS 4972 Global Environmental Governance (5 Credits)
Global environmental problems pose seemingly intractable problems for international relations and policy. In this seminar, we probe some of the practical and theoretical difficulties associated with solving such problems. These problems include: How can sovereign nation-states agree to cooperate on environmental problems and how can such cooperation include businesses and civil society? No international institution can legitimately coerce nations into such cooperation. Therefore, international institutions much get them to agree to cooperate, must find ways to bring business and civil society into those agreements, and then find ways to monitor and enforce the agreements. This task is harder than it might seem, and we explore both theories and cases that illuminate it.

INTS 4981 Internship: Gov or Business (0-5 Credits)
This course enables students to work in a practical setting to acquire experience in an international organization, government agency, or non-profit foundation. The work, undertaken once a student is enrolled in GSIS, must be approved in advance by the academic advisor as relevant and worthwhile. Credit is determined by actual work time (100 hours = five credits). A grade of "P" (pass) is given after the work is completed, and a letter from the internship supervisor summarizing the student's experience is submitted to the Graduate Studies Office. Tutorial Record Form required.

INTS 4987 Forced Labor and Human Trafficking (5 Credits)
This course looks at a brief history of slavery, especially as it pertains to the British, West African, West Indies, and American triangle. We then look at contemporary issues of forced labor, human trafficking and contemporary slavery. Human trafficking is a very complex problem that requires a sophisticated, inter-disciplinary critique.

INTS 4989 North American Defense and Security (5 Credits)
This course will challenge students to analyze the evolving North American Defense and Security environment since 1945. The course will begin by focusing on the history of the Canada - United Status (CANUS) defense and security relationship that began in the wake of World War Two and was predicated upon protecting the North American continent from Soviet attack with the formation of the Permanent Joint board on Defense (PJBD), Military Cooperation committee (MCC), and North American Air Defense Command (NORAD). However, the end of the Cold War and subsequent terror attacks of 9/11 dramatically changed the North American Defense and Security environment and created the need for enhanced cooperation between the United States, Canada, and Mexico.

INTS 4991 Independent Study (1-15 Credits)
A special individual arrangement for students to pursue more advanced work beyond that available through regular courses. Such study is arranged between professor and student prior to registration. Academic grades are assigned for course performance. Tutorial Record Form required.

INTS 4992 Directed Study (1-5 Credits)

INTS 4993 International Students Writing Lab (0-1 Credits)
Emphasizes aiding international students in perfecting their English writing skills as well as assisting them in developing ideas and solutions for specific course papers. Students receive advice on writing logic and structure as the instructor individually reviews draft papers and provides written comments. Classroom sessions provide students with the opportunity to share ideas as well as problems. An online portion will provide students with samples of scholarly writing, exercises, and classroom discussion supplements. Former participants are welcome to attend as part of independent study. Course can be taken for 0 or 1 credit and may also be repeated.

INTS 4995 M.A. Thesis Research (1-10 Credits)
This course allows a student to receive credit for research and writing undertaken as part of the master's thesis or SRP preparation. Such study is arranged between professor and student. Academic grades are reassigned for course performance. Tutorial Record Form required.

INTS 5991 Independent Study (1-10 Credits)

INTS 5992 Directed Study (1-5 Credits)

INTS 5995 Ph.D. Dissertation Research (1-10 Credits)
This course allows a student to receive credit for research and writing undertaken as part of the doctoral dissertation preparation. Grades of "P" (pass) are assigned after the dissertation is accepted by the committee. Prerequisite: Ph.D Candidacy (passing Comprehensive exams).