

# INTERNATIONAL STUDIES

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## Doctor Of Philosophy in International Studies

The Ph.D. degree is designed as a five to seven-year program provided the student a) enters with a closely related master's degree and b) is able to devote full-time study during the entire period. The student working toward this degree must earn a grade average of 3.5 or higher for a minimum of 108 hours of graduate credit, of which 72 hours must be earned at the University of Denver. Students select two of the three fields available: Comparative Politics, International Relations, and Political Theory. In addition, each student must meet the core curriculum and field training, methodology and foreign language requirements, pass written and oral comprehensive field exams, file an approved prospectus, and successfully write and defend a dissertation.

## Master of Arts in Global Finance, Trade and Economic Integration

The Global Finance, Trade, and Economic Integration (GFTEI) program provides students with a multi-disciplinary, policy-focused examination of the global economy. Courses within this degree focus on the complex changes underway in the global economy, including the emerging patterns of finance, trade, and human capital flows and their effect on national economies; the effect of globalization on state capacity, policy autonomy, and national economic conditions; the relationship between economic, political, and social outcomes; corporate governance and competition; and the interaction of interest groups, states, and multilateral agreements and organizations. All students within this degree receive training in advanced statistical methods, including econometrics. Students also select from a diverse collection of "hard" and "soft" skills courses (e.g. Art of Forecasting, Professional Communications, Project Management, Time Series and Panel Data, and Social Entrepreneurship.)

Students pursuing the GFTEI degree are required to select one specialization that is tied to their intellectual and career aspirations. Some students have chosen to pursue two specializations. Examples of specializations that students have pursued recently include international political economy, international business, economic development, energy and environment, the political economy of Africa, China, the European Union, or Latin America, international security, and qualitative methods.

This degree is intended for students who intend to pursue careers in four domains:

1. International economic policy analysis for public sector agencies, such as the Department of Commerce and the International Trade Administration
2. Analyst positions in multilateral institutions and organizations, such as the World Bank, the United Nations and the Organization for Economic Cooperation and Development;
3. Research and analyst positions within non-governmental organizations, such as Oxfam and Action Aid; and
4. Private sector careers as economic policy consultants, country risk or international project analysts, or international project managers.

Students who seek a more specialized and technical training in portfolio allocation might consider creating their own customized, "flexible dual degree" with DCB that allows them to earn an MS in Finance along with the GFTEI degree (for more information, see the "Flexible Dual Degree Programs (<http://bulletin.du.edu/graduate/dual-degrees/flexible-dual-degree-programs>)" section of the Graduate Bulletin).

Students may be interested to know that the course, "Economics: Fundamental Knowledge, Global Applications" (INTS 4536), offered each fall, is designed for students who have **never** successfully completed an undergraduate course in Introductory Macroeconomics & Microeconomics (or undergraduate Principles of Economics or undergraduate International Economics). INTS 4536 will prepare students who do not possess this basic economics background to enroll in INTS 4310 (Int'l Trade) and INTS 4320 (International Monetary Relations).

## Master of Arts in International Administration

The goals of the International Administration Degree Program are first to establish the foundation of management skills (people, programs or policies) required to become a leader in a non-profit or public sector organization in an international context, and second to provide students the opportunity to gain expertise in a specific policy area of the students' choice such as human rights, development, security, or health affairs.

## Master of Arts in International Development

The MA in International Development focuses on development theory, policy-making and analysis, politics of institutions, and in-demand practical skills. The program prepares students for careers in government, multilateral and bilateral development agencies, non-governmental organizations, and the private sector. Development graduates also enter relevant doctoral programs.

The program reflects an approach to development that emphasizes not only economic issues but also the importance and interrelatedness of sustainable economic and human development, human rights, and environmental sustainability. We emphasize the diversity of needs, desires,

opportunities, and constraints that are experienced by individuals of differing socioeconomic classes, ethnicities, and genders, as well as differences among nations and regions.

Students gain analytical skills that address not only policy issues, but also the logics and workings of diverse institutions that create, negotiate, and implement development policy. Students also engage the many power differentials that profoundly influence processes central to sustainable development. These power differentials exist not only among nations, but also among public- and private-sector partners within development programs; between development practitioners and their intended beneficiaries; and among those intended beneficiaries. Thus we also engage with actors and processes across scalar levels from the most macro-level international institutions and initiatives to the most micro-level agendas and actions taken by communities, firms, families and individuals.

The program provides training in practical skills that have been identified as key by development employers, including communications, quantitative analysis, and administration. Through internships, students gain experience in meeting the challenges of development practice while applying these skills and their knowledge of ideas, institutions, and processes that have influenced the course of international development.

## **Master of Arts in International Human Rights**

This degree is for students with academic or career interests in human rights and humanitarianism. Graduates typically seek and obtain positions in international non-profits; international rights advocacy organizations, international aid agencies, governmental and intergovernmental organizations, the human rights legal profession and academia.

Because of its integrative and interdisciplinary nature, the human rights curriculum leads to flexible career options which link human rights to development, health, security, humanitarian assistance, etc., and provides fascinating research possibilities beyond the MA degree. The program combines intellectual breadth and multidisciplinary grounding, specialized themes, and practical experience. For breadth, the core offers courses in human rights theory, history, law, foreign policy, and economic development. Our specialized themes include courses linking human rights to security, economic development, health, humanitarian assistance, administration, etc. For practical experience, students complete skills courses, internships, and opportunities for fieldwork, crafted to enhance professional qualifications.

Combined with an exceptional group of distinguished alumni and current students, the remarkable scholarly and practical credentials of the faculty associated with this program speak volumes. The Korbel School has the leading interdisciplinary human rights program in the United States.

## **Master of Arts in International Security**

The International Security program provides education and training from a multi-disciplinary perspective on issues associated with the causes, consequences, and means of preventing and mitigating threats across the range of levels of analysis. The Security Program defines both security and threats broadly and interactively, ranging from and making linkages across traditional systemic/state level threats associated with the use of violence and those associated with the provision of human security at the societal/individual level. Utilizing a diverse faculty and an array of teaching approaches/practical exercises, our aim is to allow students to master, analyze, and test theories, policies, and approaches to the challenges of international security as well as develop the analytic and communications skills necessary to become leading practitioners in the security field via the public, private, non-profit, and/or international sectors.

At the completion of the Security Curriculum, students will have a clear understanding of the foundational concepts, theories, and approaches associated with the study and practice of international security and are able to relate these approaches to each other and to real world security challenges. In addition, students will have developed the analytic, professional, and communications skills necessary to provide and articulate professional level analysis as well as developed one or more sub-areas of expertise within the international security field.

## **Master of Arts in International Studies**

The Master of Arts in International Studies combines an in-depth study of one of the principle fields of international studies with an issue-oriented specialization, skills courses, and opportunities for internships or advanced research. It is the traditional professional international studies curriculum, long favored by students pursuing career options in the government, private, and non-profit sectors, as well as those considering a PhD. It is also our most flexible degree, as it allows you to tailor a program according to your particular needs and interests. Upon completion, MA in International Studies students will be expected to identify two of the major theoretical approaches in the chosen field and discuss their relevance to a specific issue in international affairs.

## **Certificate OF SPECIALIZATION in Homeland Security**

This certificate program is offered to currently enrolled Josef Korbel School of International Studies' Master's or PhD students. The Homeland Security Certificate Program is a professional certification program focused on preparing participants to step directly into career opportunities in the local, state, and national homeland security profession.

## **Certificate OF SPECIALIZATION in Global Health Affairs**

The Certificate in Global Health Affairs (CGHA) is the first global health program to be based in a school of International Studies. Unlike certificates offered by schools of medicine or public health, which emphasize biomedical approaches to health, CGHA places social and political solutions at

the forefront of global health action. Combined with a degree, the seven-course CGHA sequence prepares students for systematic, evidence-based approaches to a broad range of global health problems relating to development, diplomacy, security, trade, and human rights.

CGHA's core emphasis lies in building sound decision-making skills in an arena often suffused with inefficiency and blindness to political, social, and cultural context. Substantive courses address the widest conception of the causes and consequences of individual and population health, emphasizing short- and long-term effects, the increasing globalization and personalization of health; and interactions between health and other key areas of human endeavor such as politics, development, trade, and conflict. Practical courses build skills in epidemiology, research methodology, and program design and evaluation.

Students who graduate with the certificate in global health affairs distinguish themselves as leaders and innovators through the pursuit of the "science of service" on and off campus. While most GHA students take advantage of traditional internship opportunities at leading international health organizations, many also pursue action-oriented research and leadership projects through a network of partner agencies. Students are encouraged, but not required, to undertake action-oriented research projects including a thesis or Significant Research Paper, which may be completed for course credit. Throughout the GHA program, students build an evidence-based framework for evaluating project impacts on served communities, service agencies, their own career paths, and their community at DU.

## Certificate OF SPECIALIZATION IN Humanitarian Assistance

The mission of the Certificate in International Studies with a Concentration in Humanitarian Assistance is to prepare students to work in the humanitarian field. The certificate provides students with the theoretical and practical underpinnings for humanitarian work which is technically sound, engages with affected communities, responds to the diverse needs of impacted populations, and sets the stage for sustainable and inclusive recovery and development.

A limited number of students pursuing a Master's degree at Korbel are admitted to the Certificate in International Studies with a Concentration in Humanitarian Assistance each year. Admission is extremely competitive on the basis of focus and motivation. Prior experience is not required.

Applications will be accepted from continuing Korbel students and from incoming students in Spring Quarter. Students will be informed of admission decisions in time to register for the fall quarter.

For more information about the program, please visit: <http://www.du.edu/korbel/humanitarian-assistance/>.

All certificate students are required to do the following:

1. Complete core humanitarian coursework comprising two courses which aim to introduce students to key aspects of humanitarian assistance (one focused on policy and the other on field operations) and two additional courses directly related to humanitarian assistance.
2. Take three elective courses in one of three tracks (personalized tracks are also possible with the HA program director's approval):
  - a. Monitoring, Evaluation and Analysis
  - b. Management/Operations
  - c. Policy/Advocacy
3. Complete an international humanitarian work focused internship (150 hours) with an organization whose core work includes international humanitarian assistance or humanitarian policy/advocacy. This is a critical component of the Certificate. It is unlikely that students in the Certificate Program will find appropriate internships in Denver. Certificate candidates should plan to spend some significant time interning at an appropriate location (either in the US or abroad) in order to fulfill this requirement.

## Doctor of Philosophy in International Studies

### Application Deadlines

- Fall 2018 Final Submission Deadline: January 15, 2018

### Admission Requirements

- **Online admission application**
- **\$65.00 Application Fee**
- **University Minimum Degree and GPA Requirements**
- **Transcripts:** (<http://bulletin.du.edu/graduate/admission-and-enrollment-policies/admission-process-and-standards-for-all-applicants/transcripts-and-proof-of-degree>) One official transcript from each post-secondary institution.
- **GRE** (<http://bulletin.du.edu/graduate/admission-and-enrollment-policies/admission-process-and-standards-for-all-applicants/university-admission-criteria>): The Graduate Record Examination (GRE) is required. Scores must be received directly from the appropriate testing agency by the deadline. The institution code for the University of Denver is 4842.
- **Letters of Recommendation:** Three (3) letters of recommendation are required. Letters should be submitted by recommenders through the online application.

- **Personal Statement:** In 750 to 1,000 words, discuss the following: your career goals and objectives, a potential topic for your dissertation, the faculty from the Josef Korbel School with whom you wish to work and why.
- **Résumé:** The résumé (or C.V.) should include work experience, research, and/or volunteer work.
- **Writing Sample:** A writing sample of approximately 20 pages is required. Many PhD applicants submit their MA thesis, but any substantial academic writing sample will suffice.

## Additional Standards for Non-Native English Speakers

Official scores from the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) or Cambridge English: Advanced (CAE) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. The minimum TOEFL/IELTS/CAE test score requirements for the degree program are:

- **Minimum TOEFL Score (paper-based test):** 587
- **Minimum TOEFL Score (internet-based test):** 95
- **Minimum IELTS Score:** 7.0
- **Minimum CAE Score:** 185
- **English Conditional Admission Offered:** No, this program does not offer English Conditional Admission.

Read the English Language Proficiency (<http://bulletin.du.edu/graduate/admission-and-enrollment-policies/additional-standards-for-non-native-english-speakers/english-language-proficiency-ielts-toefl>) policy for more details.

Read the English Conditional Admission (ECA) (<http://bulletin.du.edu/graduate/admission-and-enrollment-policies/additional-standards-for-non-native-english-speakers/english-conditional-admission-eca>) policy for more details.

Read the Required Tests for GTA Eligibility (<http://bulletin.du.edu/graduate/admission-and-enrollment-policies/additional-standards-for-non-native-english-speakers/required-tests-for-gta-eligibility>) policy for more details.

## Additional Standards for International Applicants

Per Student & Exchange Visitor Program (SEVP) regulation, international applicants must meet all standards for admission before an I-20 or DS-2019 is issued, [per U.S. Federal Register: 8 CFR § 214.3(k)] or is academically eligible for admission and is admitted [per 22 C.F.R. §62]. Read the Additional Standards For International Applicants (<http://bulletin.du.edu/graduate/admission-and-enrollment-policies/additional-standards-for-international-applicants>) policy for more details.

## Financial Aid

There are many different options available to finance your education. Most University of Denver graduate students are granted some type of financial support. Our Office of Financial Aid is committed to helping you explore your options.

# Master of Arts in International Administration, International Studies, International Security, Global Finance, Trade & Economic Integration, International Development, International Human Rights

## Application Deadlines

- Fall 2018 Priority Deadline: January 15, 2018
- Fall 2018 Final Submission Deadline: August 15, 2018
- Winter 2019 Priority Deadline: November 15, 2018
- Winter 2019 Final Submission Deadline: December 15, 2018

## Admission Requirements

- **Online admission application**
- **\$65.00 Application Fee**
- **University Minimum Degree and GPA Requirements**
- **Transcripts:** (<http://bulletin.du.edu/graduate/admission-and-enrollment-policies/admission-process-and-standards-for-all-applicants/transcripts-and-proof-of-degree>) One official transcript from each post-secondary institution.
- **GRE** (<http://bulletin.du.edu/graduate/admission-and-enrollment-policies/admission-process-and-standards-for-all-applicants/university-admission-criteria>): Applicants must take either the GRE General Test or the GMAT and submit the scores to the University of Denver. Scores must be received directly from the appropriate testing agency by the deadline. The institution code for the University of Denver is 4842.
- **Letters of Recommendation:** Two (2) letters of recommendation are required. Letters should be submitted by recommenders through the online application.

- **Personal Statement:** In 500-700 words, answer all of the following questions: What is your career goal upon completing your graduate degree and what are your longer-term career goals? Explain why you have chosen to pursue a graduate degree and how the degree program you have chosen will prepare you to reach your specific career goals. What skills and previous experiences have helped position you to reach your career goals and how will the Josef Korbel School help you achieve these goals.
- **Résumé:** The résumé (or C.V.) should include work experience, research, and/or volunteer work.

## Additional Standards for Non-Native English Speakers

Official scores from the Test of English as a Foreign Language (TOEFL), International English Language Testing System (IELTS) or Cambridge English: Advanced (CAE) are required of all graduate applicants, regardless of citizenship status, whose native language is not English or who have been educated in countries where English is not the native language. The minimum TOEFL/IELTS/CAE test score requirements for the degree program are:

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- **Minimum TOEFL Score (internet-based test):** 95
- **Minimum IELTS Score:** 7.0
- **Minimum CAE Score:** 185
- **English Conditional Admission Offered:** No, this program does not offer English Conditional Admission.

Read the English Language Proficiency (<http://bulletin.du.edu/graduate/admission-and-enrollment-policies/additional-standards-for-non-native-english-speakers/english-language-proficiency-ielts-toefl>) policy for more details.

Read the English Conditional Admission (ECA) (<http://bulletin.du.edu/graduate/admission-and-enrollment-policies/additional-standards-for-non-native-english-speakers/english-conditional-admission-eca>) policy for more details.

Read the Required Tests for GTA Eligibility (<http://bulletin.du.edu/graduate/admission-and-enrollment-policies/additional-standards-for-non-native-english-speakers/required-tests-for-gta-eligibility>) policy for more details.

## Additional Standards for International Applicants

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## Financial Aid

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## Certificate in International Studies

Certificate programs are reserved for students who are co-enrolled in a MA level program within the Josef Korbel School of International Studies. Those who have been accepted to a MA level program and are interested in applying to the certificate programs should contact JKIS for more information.

## Doctor of Philosophy in International Studies

### Degree Requirements

#### Coursework Requirements

Code	Title	Credits
<b>Core coursework requirements (four courses):</b>		<b>16</b>
International Studies Core		
INTS 4324	International Political Economy	
INTS 4501	Comparative Politics in the 21st Century	
INTS 4900	International Politics	
Plus one Political Theory course from the following list:		
INTS 4301	Introduction to Political Theory	
INTS 4822	Contemporary Political Theory	
<b>Field Requirement (five courses in each of two fields as specified below):</b>		<b>40</b>
Comparative Politics (CP)		
INTS 4501	Comparative Politics in the 21st Century	

INTS 4327	Advanced Issues in International Relations and Comparative Politics <sup>1</sup>	
INTS 4349	Comparative Public Policy and Finance	
Plus two additional courses in Comparative Politics (consult with Martin Rhodes and Tim Sisk before selecting your additional CP courses)		
International Relations (IR)		
INTS 4900	International Politics	
INTS 4648	Theories of Security in World Politics	
INTS 4320 or INTS 4310	Int'l Monetary Relations International Trade	
INTS 4903 or INTS 4622	Social Construction of International Society Global Governance	
INTS 4327	Advanced Issues in International Relations and Comparative Politics <sup>1</sup>	
Political Theory (PT)		
INTS 4301	Introduction to Political Theory	
INTS 4526	Modern Islamic Political Thought	
INTS 4802	Foundational Ideas in Social Science: Marx and Weber	
INTS 4820	Democracy and War	
INTS 4822	Contemporary Political Theory	
For questions regarding this field, see Nader Hashemi or Micheline Ishay		
<b>Methodology (two courses):</b> <sup>2</sup>		8
INTS 4010 or INTS 4522	Epistemology Philosophy of Social Science	
INTS 4500	Social Science Methods	
<b>Elective requirements (if applicable):</b>		44
Electives may be used to meet the remaining coursework total of 108 hrs.		
Total Credits		108

- <sup>1</sup> INTS 4327 Advanced Issues in International Relations and Comparative Politics is an advanced research course that combines the study of comparative and international political economy with research methods. Many PhD students write their extended research paper while taking this course. **Offered only every other year; not annually.**
- <sup>2</sup> Methodology training beyond these required courses is a matter of individual needs and interests, and students should consult their advisor or potential dissertation committee chair and members about available options. A limited fund is available to fund students to study at methods courses outside of DU, at for example, methods summer schools. Awards for this purpose will be made on a competitive basis and only when students and their advisors can prove that such training is vital for completion of the Ph.D. dissertation.
- <sup>3</sup> INTS 4522 Philosophy of Social Science is offered every other year.

### Minimum number of credits required for degree: 108 hrs.

#### Non-coursework Requirements

- **One Extended Research Paper:** PhD students are required to write an extended research paper during their period of fulfilling course work requirements. Students demonstrate a capacity for independent research in writing the extended research paper.
- **Foreign Language Proficiency:** Required.
- **Comprehensive Written Exams:** PhD candidates must pass two comprehensive exams (in their chosen fields) in order to advance to candidacy. Within three weeks after the written exam, an approximately 1.5 hour oral exam is given. Comprehensive exam committees are comprised of three tenure-line faculty.
- Students cannot progress towards prospectus stage until they successfully pass both fields. A prospectus must have approval/signature of all JKSSIS committee members.
- **Final Dissertation:** Prior to submitting the final dissertation for graduation, students must successfully pass an oral defense of the dissertation.

## Master of Arts in Global Finance, Trade, and Economic Integration

### Degree Requirements

#### Coursework Requirements

Code	Title	Credits
<b>Core Coursework Requirements (one course):</b>		4
International Studies Core		
Select one of the following:		
INTS 4324	International Political Economy (recommended)	

INTS 4372	Great Books in Political Economy	
INTS 4374	The Ethical Foundations of Global Economic Policy	
INTS 4501	Comparative Politics in the 21st Century	
INTS 4900	International Politics	
INTS 4301	Introduction to Political Theory (or any one of the Political Theory courses listed under the traditional International Studies degree)	
or INTS 4822	Contemporary Political Theory	
<b>Program Training Core (three courses):</b>		<b>12</b>
INTS 4310	International Trade <sup>1</sup>	
INTS 4320	Int'l Monetary Relations <sup>1</sup>	
plus one of the following:		
INTS 4324	International Political Economy <sup>2</sup>	
INTS 4370	Political Economy of Globalization <sup>3</sup>	
<b>Specialization Area Requirement (three courses):</b>		<b>12</b>
Specialization areas allow students to group at least three elective courses that relate to a particular theme. Students are required to complete at least one specialization but may also choose to complete a second specialization. Students have considerable latitude in the design of their selected specialization area(s). Examples of specializations that students have pursued recently include international political economy, international business, economic development, energy and environment, the political economy of Africa, China, the European Union, or Latin America, international security, and qualitative methods. Students must secure approval from the GFTEI Degree Director when selecting elective courses to complete their chosen specialization area(s).		
<b>Skills Requirement (three courses):</b>		<b>12</b>
INTS 4051	Statistical Methods II <sup>4</sup>	
or INTS 4057	Statistics for International Affairs <sup>5</sup>	
INTS 4303	Econometrics for Decision Making I	
A third skills oriented course approved by the GFTEI Degree Director.		
<b>Elective Requirements</b>		<b>32</b>
Remaining credits (after taking above) for a total of 72 credits.		
<b>Total Credits</b>		<b>72</b>

<sup>1</sup> Prerequisite for INTS 4310 International Trade: grade of B- or better in undergraduate course in Introductory Microeconomics, Principles of Economics (combining Introductory Micro and Macroeconomics), or International Economics. Prerequisite for INTS 4320 Int'l Monetary Relations: grade of B- or better in undergraduate course in Introductory Macroeconomics, Principles of Economics (combining Introductory Micro and Macroeconomics), or International Economics. Students who have not completed the undergraduate prerequisites for INTS 4310 International Trade and INTS 4320 Int'l Monetary Relations should first complete INTS 4536 Economics: Fundamental Knowledge, Global Applications.

<sup>2</sup> Students who have taken INTS 4324 to fulfill their International Studies Core requirement must take INTS 4370 to fulfill their Program Training Core requirement.

<sup>3</sup> INTS 4310 and INTS 4320 are recommended as prerequisites for INTS 4370.

<sup>4</sup> Students must complete INTS 4050 Statistical Methods I (with a grade of C- or better) before they are eligible to register for INTS 4051 Statistical Methods II. Students will receive elective credit for completing INTS 4050 Statistical Methods I.

<sup>5</sup> Students may take INTS 4057 Statistics for International Affairs (which combines Stats I and Stats II) instead of INTS 4051 Statistical Methods II, if they have a strong quantitative background and a minimum quantitative GRE score of 148 coming into the program. This is a fast-paced course. Students with a lower quantitative GRE score may not take this course without permission of the instructor.

### Minimum number of credits required for degree: 72 credits.

#### Non-coursework Requirements

- Foreign Language Proficiency: Optional, but strongly recommended
- Internship: Required (registered as INTS 4981 Internship 0-4 credits)\*
- Thesis (0-8 credits) or Substantial Research Paper (0-4 credits): Optional

\* Internships are required for most of the MA degrees at the Josef Korbel School of International Studies and are managed through the Office of Career and Professional Development at the Korbel School. For a few categories of students, the Korbel School may grant an exemption from the internship requirement. While students in the following categories are highly encouraged to pursue internships to enhance their professional development, they may petition to be exempted from the internship requirement.

1. Students entering Korbel with substantial relevant professional work experience, typically at least 5 years.
2. Students with a confirmed job offer in a sector in which they had been working prior to beginning the Josef Korbel degree.
3. Students sponsored by foreign governments whose terms of study discourage internships.

Students who have a degree and/or certificate internship requirement seeking internship exemptions are to formally petition the Associate Dean of Student Affairs during their first quarter of coursework.

## Master of Arts in International Administration

### Degree Requirements

#### Coursework Requirements

Code	Title	Credits
<b>Core Coursework Requirements</b>		
International Studies Core (two courses):		8
INTS 4324	International Political Economy	
INTS 4501	Comparative Politics in the 21st Century	
Administration Core (three courses):		12
INTS 4391	Financial Management and Fundraising of Non-Profits	
INTS 4394	Non-Profit Management Issues & Techniques	
INTS 4931	International Organizations	
Public Sector Core (two courses):		8
INTS 4349	Comparative Public Policy and Finance	
INTS 4750	The Policy Making Process	
<b>Specialization Area Requirement (three courses):</b>		12
Students are expected to focus in a specialized area consisting of at least three thematically-linked courses. Students should consult with their degree director on the selection of appropriate elective and pre-approved courses to complete their selected area(s).		
<b>Skills Requirements (one course):</b>		4
Methodology/Skills Courses		
INTS 4051 or INTS 4057	Statistical Methods II <sup>1</sup> Statistics for International Affairs <sup>2</sup>	
It is recommended that students intending careers in the development field also take:		
INTS 4333	International Project Design and Monitoring	
INTS 4966	Applied Field Methods	
<b>Elective Requirements</b>		28
To reach the 72 total credit hours required for the degree.		
Total Credits		72

<sup>1</sup> Students must complete INTS 4050 Statistical Methods I (with a grade of C- or better) before they are eligible to register for INTS 4051 Statistical Methods II. Students will receive elective credit for completing INTS 4050 Statistical Methods I.

<sup>2</sup> Students may take INTS 4057 Statistics for International Affairs (which combines Stats I and Stats II) instead of INTS 4051 Statistical Methods II, if they have a strong quantitative background and a minimum quantitative GRE score of 148 coming into the program. This is a fast-paced course. Students with a lower quantitative GRE score may not take this course without permission of the instructor.

### Minimum number of credits required for degree: 72 hrs.

#### Non-coursework Requirements

- Internship: Optional, but strongly recommended (registered as INTS 4981 Internship 0-4 credits)
- Foreign Language Proficiency: Required
- Thesis (0-8 credits) or Substantial Research Paper (0-4 credits): Optional
- Students not pursuing a thesis must do one of the following:
  - Take two additional skills courses (a writing course is recommended)
  - complete one additional skills course and one SRP.



# Master of Arts in International Development

## Degree Requirements

### Coursework Requirements

Code	Title	Credits
<b>Program Training Core (four courses):</b>		<b>16</b>
Economic Development		
INTS 4350	Economic Development <sup>1</sup>	
Politics of Development		
Take one of the following courses:		
INTS 4468	Politics of Development	
INTS 4521	Cultures of Development <sup>2</sup>	
Sustainable Human Development/Environment and Development (SHD/ED)		
Take two of the following courses:		
INTS 4110	Food and Nutrition Security for Sustainable Development	
INTS 4200	Water and Sanitation in the Global South	
INTS 4223	Global Dynamics and Local Threats in Agricultural Development	
INTS 4290	Gender, Environment, and Development	
INTS 4339	Microfinance, Financial Inclusion and Inclusive Markets	
INTS 4362	Gender and Health	
INTS 4379	Gender and Development	
INTS 4396	Education and Development	
INTS 4397	The Environment, The Economy, and Human Well-Being	
INTS 4435	Health and Development	
INTS 4484	Agriculture and Sustainable Development	
INTS 4492	Health and Humanitarian Aid	
INTS 4514	Population, Environment, and Development in Latin America	
INTS 4521	Cultures of Development	
INTS 4625	East African Development and Human Rights	
INTS 4642	Environmental Security	
INTS 4651	Field Knowledge for Agriculture and Sustainable Development	
INTS 4xxx Culture, Food and Agriculture		
<b>Specialization Area Requirement (three courses):</b>		<b>12</b>
<p>Each student creates a specialization area by completing at least three courses that are linked thematically. Specializations may center on an issue, region, or skill set. Students have great latitude in identifying thematic interests and choosing related courses. Selected specializations must be approved by the International Development Degree Director, who will be available to help identify relevant courses. Students who complete certificate programs may submit their certificate transcript in place of a specialization. Courses listed as SHD/ED options and Skills options are strongly recommended and may be applied to the specialization only if they have not been used to fulfill other requirements.</p>		
<b>Skills Requirements (three courses):</b>		<b>12</b>
INTS 4051	Statistical Methods II <sup>3</sup>	
or INTS 4057	Statistics for International Affairs <sup>4</sup>	
INTS 4052	Statistical Methods III <sup>5</sup>	
or INTS 4332	Data Analysis and Development	
One of the following courses will complete the skills requirement:		
INTS 4333	International Project Design and Monitoring	
INTS 4342	Project Management	
INTS 4391	Financial Management and Fundraising of Non-Profits	
INTS 4394	Non-Profit Management Issues & Techniques	
INTS 4423	Introduction to Epidemiology	
INTS 4555	Professional Communications	
INTS 4557	Cross-Cultural Communications	
INTS 4575	Systems Thinking for Social Scientists	

INTS 4576	Seminar: Community-Based Research Methods	
INTS 4579	International Futures	
INTS 4593	Knowledge for Development	
INTS 4632	Qualitative Research Methods	
INTS 4633	Int'l Project Evaluation	
INTS 4966	Applied Field Methods	
<b>Elective Requirements (eight courses):</b>		<b>32</b>
All other courses to total 72 credits for completion of the degree.		
<b>Total Credits</b>		<b>72</b>

- 1 Students who have sufficient background in development economics may substitute INTS 4310 International Trade, INTS 4320 Int'l Monetary Relations, or INTS 4370 Political Economy of Globalization with explicit permission from the International Development Degree Director; see pre-requisite requirements.
- 2 INTS 4521 Cultures of Development may be applied to either the Politics of Development requirement or the SHD/ED requirement, but not both.
- 3 Students must complete INTS 4050 Statistical Methods I (with a grade of C- or better) before they are eligible to register for INTS 4051 Statistical Methods II. Students will receive elective credit for completing INTS 4050 Statistical Methods I.
- 4 Students may take INTS 4057 Statistics for International Affairs (which combines Stats I and Stats II) instead of INTS 4051 Statistical Methods II, if they have a strong quantitative background and a minimum quantitative GRE score of 148 coming into the program. This is a fast-paced course. Students with a lower quantitative GRE score may not take this course without permission of the instructor.
- 5 INTS 4052 Statistical Methods III requires successful completion (i.e. grade of C- or better) of either INTS 4051 Statistical Methods II or INTS 4057 Statistics for International Affairs as a pre-requisite.

### Minimum number of credits required for degree: 72 hrs.

#### Non-coursework Requirements

- Internship: Required (registered as INTS 4981 Internship 0-4 credits)\*
  - Foreign Language Proficiency: Required
  - Thesis (0-8 credits) or Substantial Research Paper (0-4 credits): Optional. Students who choose to complete a thesis should prepare a proposal and secure a faculty advisor for the project at least one year before they plan to defend and submit the thesis.
- \* Internships are required for most of the MA degrees at the Josef Korbel School of International Studies and are managed through the Office of Career and Professional Development at the Korbel School. For a few categories of students, the Korbel School may grant an exemption from the internship requirement. While students in the following categories are highly encouraged to pursue internships to enhance their professional development, they may petition to be exempted from the internship requirement.
1. Students entering Korbel with substantial relevant professional work experience, typically at least 5 years.
  2. Students with a confirmed job offer in a sector in which they had been working prior to beginning the Josef Korbel degree.
  3. Students sponsored by foreign governments whose terms of study discourage internships.

Students who have a degree and/or certificate internship requirement seeking internship exemptions are to formally petition the Associate Dean of Student Affairs during their first quarter of coursework.

## Master of Arts in International Human Rights

### Degree Requirements

#### Coursework Requirements

Code	Title	Credits
<b>Core Coursework Requirements (one course):</b>		<b>4</b>
International Studies Core		
Select one of the following:		
INTS 4301	Introduction to Political Theory	
INTS 4324	International Political Economy	
INTS 4501	Comparative Politics in the 21st Century	
INTS 4900	International Politics	
<b>Program Training Core (two courses):</b>		<b>8</b>
INTS 4936	International Law and Human Rights	
INTS 4940	Introduction to Human Rights	
<b>Specialization Area Requirement (three courses):</b>		<b>12</b>

To build a custom specialization, choose a minimum of three courses (12 credits), pre-approved by the Director. Specializations in Human Trafficking or in Conflict Resolution have specific requirements (see below). Students may complete a JKIS certificate to satisfy the specialization area requirement. Check with the Director to ensure compliance with the M.A. requirements.

#### Human Trafficking

INTS 4987	Forced Labor and Human Trafficking (required)
INTS 4955	Human Rights Clinic I ((required) open only to Human Trafficking Center & COHRE Associates - 0 credits/repeatable)
INTS 4956	Human Rights Clinic II ((optional) open only to Human Trafficking Center & COHRE Associates- 4 credits/non-repeatable)

Plus one additional, 4-credit course, pre-approved by the Director.

#### Conflict Resolution

INTS 4920	Conflict Resolution (required)
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Plus at least two additional, 4-credit courses, pre-approved by the degree director.

#### Skills Requirements (six courses):

24

Statistics/Methodology/Skills/Project Analysis: choose six courses

#### Statistics

Select one of the following:

INTS 4051	Statistical Methods II <sup>1</sup>
or INTS 4057	Statistics for International Affairs <sup>2</sup>
or INTS 4052	Statistical Methods III <sup>3</sup>

#### Methodology

Select one of the following:

INTS 4500	Social Science Methods
INTS 4632	Qualitative Research Methods
INTS 4644	Human Rights Research Methods
INTS 4966	Applied Field Methods

#### Skills

Select three of the following:

CRES 4111	Reflective Practice and Evaluation
CRES 4221	Negotiation Theory and Practice
INTS 4333	International Project Design and Monitoring
INTS 4342	Project Management
INTS 4391	Financial Management and Fundraising of Non-Profits
INTS 4394	Non-Profit Management Issues & Techniques (Prerequisite: INTS 4391)
INTS 4497	International Campaign Management
INTS 4555	Professional Communications
INTS 4576	Seminar: Community-Based Research Methods
INTS 4579	International Futures
INTS 4956	Human Rights Clinic II (open only to Human Trafficking Center & COHRE Associates- 4 credits/non-repeatable)

#### Project Analysis

Select one of the following:

CRES 4111	Reflective Practice and Evaluation
INTS 4333	International Project Design and Monitoring
INTS 4342	Project Management

#### Elective Requirements

24

To reach the 72 credit hours required for the degree.

#### Total Credits

72

<sup>1</sup> Students must complete INTS 4050 Statistical Methods I (with a grade of C- or better) before they are eligible to register for INTS 4051 Statistical Methods II. Students will receive elective credit for completing INTS 4050 Statistical Methods I.

<sup>2</sup> Students may take INTS 4057 Statistics for International Affairs (which combines Stats I and Stats II) instead of INTS 4051 Statistical Methods II, if they have a strong quantitative background and a minimum quantitative GRE score of 148 coming into the program. This is a fast-paced course. Students with a lower quantitative GRE score may not take this course without permission of the instructor.

- <sup>3</sup> INTS 4052 Statistical Methods III requires successful completion (i.e. grade of C- or better) of either INTS 4051 Statistical Methods II or INTS 4057 Statistics for International Affairs as a pre-requisite.

### Minimum number of credits required for degree: 72

#### Non-coursework Requirements:

- Foreign Language Proficiency: Optional, but strongly recommended
- Internship: Required (registered as INTS 4981 Internship 0-4 credits)\*

\* Internships are required for most of the MA degrees at the Josef Korbel School of International Studies and are managed through the Office of Career and Professional Development at the Korbel School. For a few categories of students, the Korbel School may grant an exemption from the internship requirement. While students in the following categories are highly encouraged to pursue internships to enhance their professional development, they may petition to be exempted from the internship requirement.

1. Students entering Korbel with substantial relevant professional work experience, typically at least 5 years.
2. Students with a confirmed job offer in a sector in which they had been working prior to beginning the Josef Korbel degree.
3. Students sponsored by foreign governments whose terms of study discourage internships.

Students who have a degree and/or certificate internship requirement seeking internship exemptions are to formally petition the Associate Dean of Student Affairs during their first quarter of coursework.

## Master of Arts in International Security

### Degree Requirements

#### Coursework Requirements

All International Security students are strongly encouraged to complete all Core Coursework, Foundational Coursework (Program Training Requirements A), and the Skills Coursework (Program Training Requirements B), in their first three to four quarters at the Josef Korbel School.

Code	Title	Credits
<b>Core Coursework Requirements</b>		
International Studies Core (one course):		4
INTS 4324 or INTS 4900	International Political Economy International Politics	
<b>Program Training Requirements</b>		
A. Foundational Courses (three courses, to be completed during first year):		12
INTS 4700 or INTS 4701	United States Foreign Policy US National Security Policy	
INTS 4702	Major Issues in International Security Policy	
INTS 4703	Security & Strategy	
B. Skills Courses (two courses, to be completed during first year, or at first opportunity for Winter Quarter admits): <sup>3</sup>		8
INTS 4735	Defense and Security Methods	
INTS 4739 or INTS 4057	Defense and Security Quantitative Analysis Statistics for International Affairs <sup>1</sup>	
C. Advanced Topics: Security (one course): <sup>4</sup>		4
A list of approved Advanced Topics courses will be provided with the release of the JKIS Graduate Course Schedule each fall. INTS 4735 is a pre-requisite for all Advanced Topics courses, which may also include INTS 4739 or INTS 4057 as pre-requisites. Students may substitute INTS 4996 (Substantial Research Paper) or INTS 4995 (Thesis) for the Advanced Topics Course.		
<b>Specialization Area Requirement</b>		12
Any set of three, 4000 level courses that, taken together, represent a common topic, region, or other security related specialization area. Students are welcome to generate their own specialization by topic/region (which must be approved by the International Security Degree Director) or select from the curriculum supported Security Specializations listed below. The phrase "or relevant, for-credit coursework/research" refers to individual work done via an Advanced Topics course, INTS 4991 - Independent Study, INTS 4995 - MA Thesis, or INTS 4996 - SRP, as approved by the International Security Degree Director. Options Include:		
<b>Intelligence</b>		
INTS 4753	Intelligence and National Security	
Plus any two of the following courses or relevant, for-credit coursework/research:		
INTS 4736	Strategic Intelligence Data Collection and Analysis	
INTS 4738	Current Issues in Strategic Intelligence	
<b>Homeland Security</b>		
INTS 4730	Introduction to Homeland Security	

INTS 4731	Homeland Defense: Prevention & Mitigation
Plus one of the following courses or relevant, for-credit coursework/research:	
INTS 4736	Strategic Intelligence Data Collection and Analysis
INTS 4786	Planning and Assessment in Complex Environments
INTS 4907	International Terrorism
INTS 4989	North American Defense and Security
Emerging Security Issues	
Any three of the following courses or relevant, for-credit coursework/research:	
INTS 4539	Food Security in the United States and the World
INTS 4630	Civilian Protection in Armed Conflicts
INTS 4642	Environmental Security
INTS 4670	Gender, Security and Human Rights
INTS 4935	International Humanitarian Law of Armed Conflict
U.S. National Security	
INTS 4700 or INTS 4701	United States Foreign Policy <sup>2</sup> US National Security Policy <sup>2</sup>
Plus any two of the following courses or relevant, for-credit coursework/research:	
INTS 4635	Civil-Military Relations
INTS 4753	Intelligence and National Security
INTS 4786	Planning and Assessment in Complex Environments
INTS 4907	International Terrorism
INTS 4935	International Humanitarian Law of Armed Conflict
INTS 4989	North American Defense and Security
Comparative Foreign Policy	
Any three of the following courses or relevant, for-credit coursework/research:	
INTS 4147	American Govt & Pol. Making
INTS 4447	Making of Chinese Foreign Policy
INTS 4622	Global Governance
INTS 4701	US National Security Policy <sup>2</sup>
INTS 4760	Russian Foreign and Defense Policy
Customized regional/topical specialization (with International Security Degree Director approval)	
<b>Elective requirements</b>	<b>32</b>
Remaining coursework to total 72 hrs.	
<b>Total Credits</b>	<b>72</b>

<sup>1</sup> Students may take INTS 4057 Statistics for International Affairs (which combines Stats I and Stats II) only if they have a strong quantitative background and a minimum quantitative GRE score of 148 coming into the program. This is a fast-paced course. Students with a lower quantitative GRE score may not take this course without permission of the instructor.

<sup>2</sup> Course may not be used for specialization if it is being counted toward the Foundational Course requirement.

<sup>3</sup> All International Security students must enroll in INTS 4735 at their first opportunity, and complete INTS 4739 or INTS 4057 in their first year

<sup>4</sup> Advanced Topics Courses, cannot be taken until a student has completed the aforementioned courses, as well as any foundational coursework that is a pre-requisite for those courses.

### Minimum number of credits required for degree: 72 hrs.

#### Non-coursework Requirements

- Internship: Required (registered as INTS 4981 Internship 0-4 credits)\*
- Foreign Language Proficiency: Optional, but strongly recommended
- Thesis (0-8 credits) or Substantial Research Paper (0-4 credits): Optional

\* Internships are required for most of the MA degrees at the Josef Korbel School of International Studies and are managed through the Office of Career and Professional Development at the Korbel School. For a few categories of students, the Korbel School may grant an exemption from the internship requirement. While students in the following categories are highly encouraged to pursue internships to enhance their professional development, they may petition to be exempted from the internship requirement.

1. Students entering Korbel with substantial relevant professional work experience, typically at least 5 years.
2. Students with a confirmed job offer in a sector in which they had been working prior to beginning the Josef Korbel degree.
3. Students sponsored by foreign governments whose terms of study discourage internships.

Students who have a degree and/or certificate internship requirement seeking internship exemptions are to formally petition the Associate Dean of Student Affairs during their first quarter of coursework.

## Master of Arts in International Studies

### Degree Requirements

#### Coursework Requirements

Code	Title	Credits
<b>Core Coursework Requirement (one course):</b>		<b>4</b>
International Studies Core		
Choose one course from the following list (note: the selected course must be outside of the student's chosen field, see "field requirement" below):		
INTS 4301	Introduction to Political Theory	
INTS 4324	International Political Economy	
INTS 4349	Comparative Public Policy and Finance	
INTS 4370	Political Economy of Globalization	
INTS 4501	Comparative Politics in the 21st Century	
INTS 4599	Ethics and International Affairs	
INTS 4715	Problems and Challenges of Democratization in Contemporary Democracies	
INTS 4802	Foundational Ideas in Social Science: Marx and Weber	
INTS 4820	Democracy and War	
INTS 4890	Revolutions and State Building	
INTS 4900	International Politics	
INTS 4951	Comparing International Societies	
<b>Field Requirement (four courses):</b>		<b>16</b>
Students must choose one field from below and complete four courses within that field, as specified below:		
Comparative Politics		
INTS 4501	Comparative Politics in the 21st Century	
Plus three other courses in Comparative Politics.		
International Political Economy		
INTS 4324	International Political Economy	
Plus three other courses in International Political Economy, selected from the following:		
INTS 4210	Multinational Corporations	
INTS 4303	Econometrics for Decision Making I	
INTS 4310	International Trade	
INTS 4318	Applied Research in International Economics	
INTS 4320	Int'l Monetary Relations	
INTS 4330	International Business Transactions	
INTS 4339	Microfinance, Financial Inclusion and Inclusive Markets	
INTS 4341	Illicit Markets in the Americas	
INTS 4349	Comparative Public Policy and Finance	
INTS 4350	Economic Development	
INTS 4369	Political Economy of Global Poverty & Inequality	
INTS 4370	Political Economy of Globalization	
INTS 4397	The Environment, The Economy, and Human Well-Being	
INTS 4427	The Political Economy of Sustainable Development in Africa	
INTS 4536	Economics: Fundamental Knowledge, Global Applications	

INTS 4643	Japan in East Asia: Economic, Business, and Trade Relations
INTS 4646	European Integration: States in Transition
INTS 4650	Globalization and Economic Crime
INTS 4653	Political Economy of the Resource Curse
INTS 4664	Emerging Powers: Development in Brazil, India and Beyond

#### International Politics

INTS 4900 International Politics

Plus three other courses in International Politics.

#### Political Theory

Choose four of the following:

INTS 4301 Introduction to Political Theory

INTS 4526 Modern Islamic Political Thought

INTS 4599 Ethics and International Affairs

INTS 4710 Topics in International Studies (Gandhi, Socrates, and Mass Non-Violent Resistance)

INTS 4802 Foundational Ideas in Social Science: Marx and Weber

INTS 4804 Realism and Democracy

INTS 4820 Democracy and War

INTS 4822 Contemporary Political Theory

INTS 4890 Revolutions and State Building

#### Specialization Area Requirement:

12

A three-course specialization. Students may design a customized specialization area with the approval of International Studies Degree Director. Students are only required to have one specialization, but may complete two if they wish. Students can consult with faculty with expertise in a particular specialization, pending final approval by the International Studies Degree Director, to get a list of suggested courses for any of the standard specializations.

#### International Development (for questions see Sally Hamilton or Aaron Schneider):

INTS 4350 Economic Development

INTS 4468 Politics of Development

Plus any course listed under the M.A. in International Development requirement for SHD/ED

#### International Security (for questions see Lewis Griffith):

Choose three of the following courses:

INTS 4700 United States Foreign Policy

INTS 4701 US National Security Policy

INTS 4702 Major Issues in International Security Policy

INTS 4703 Security & Strategy

#### Human Rights (for questions see Claude d'Estree):

INTS 4940 Introduction to Human Rights (required)

Plus one course from each of two subfields:

Legal and Organizational - choose from:

INTS 4936 International Law and Human Rights

INTS 4941 Human Rights and International Organizations

Regional and Country Focus:

INTS 4875 Human Rights and Foreign Policy

Topics - choose from:

INTS 4939 Genocide and the Human Condition

INTS 4987 Forced Labor and Human Trafficking

Theoretical Issues - choose from:

INTS 4804 Realism and Democracy

INTS 4935 International Humanitarian Law of Armed Conflict

#### Conflict Resolution (for questions see Karen Feste):

INTS 4920 Conflict Resolution

One course in Intervention, Peacebuilding, or Peacekeeping

One course in Negotiation, Mediation, or Conciliation (or International Organization, if approved by International Studies Degree Director)

#### Global Health Affairs (for questions see Sandy Johnson):

INTS 4367	Global Health Affairs
INTS 4516	Major Diseases in Global Health (From Pathophysiology to Action)
Plus a third approved course from the list of GHA courses or an approved health course offered in another unit of the university (University College courses are not eligible).	
<b>Policy Analysis</b>	
INTS 4349	Comparative Public Policy and Finance
INTS 4750	The Policy Making Process
And one course on a particular policy issue.	
<b>Environmental Policy</b>	
INTS 4397	The Environment, The Economy, and Human Well-Being
INTS 4642	Environmental Security
INTS 4972	Global Environmental Governance
Also recommended to deepen the specialization are INTS 4484, INTS 4514, INTS 4539, INTS 4566, and INTS 4653.	
<b>Homeland Security</b>	
INTS 4730	Introduction to Homeland Security
INTS 4731	Homeland Defense: Prevention & Mitigation
INTS 4734	Homeland Sec & Civil Soc
<b>Humanitarian Assistance</b>	
While there is no formal specialization available in Humanitarian Assistance, interested students may build a customized specialization by taking at least three courses/12 credits from the following list of courses. Approval for this customized specialization must come from the International Studies Degree Director. Students interested in such a specialization must understand seats are available only on a space-available basis after Humanitarian Assistance Certificate students have had the opportunity to register for their required courses.	
INTS 4XXX	International Study Transfer (Gender and Humanitarian Aid)
INTS 4056	Information Management in Humanitarian Crises
INTS 4492	Health and Humanitarian Aid
INTS 4496	Field Operations for Humanitarian Assistance
INTS 4581	Introduction to Humanitarian Systems
INTS 4583	International Protection in the Humanitarian Context
INTS 4647	Critical Issues in International Humanitarian Assistance
INTS 4652	Contemporary Issues in Refugee Studies
INTS 4787	Civil-Military Practices in Humanitarian Responses
INTS 4935	International Humanitarian Law of Armed Conflict
<b>Customized Specialization</b>	
Three, interrelated courses as approved by the International Studies Degree Director.	
<b>Skills Requirements</b>	
Methodology/Skills: A package of three courses from the various methods and skills courses offered at the Josef Korbel School and, with permission, from other units at the University of Denver (excluding University College). The list below contains examples of the types of courses that students may choose and do not exhaust the possibilities. The best choices for each student will depend on each student's specific career goals and should be discussed with the degree director.	
<b>Quantitative Courses</b>	
INTS 4051	Statistical Methods II <sup>1</sup>
INTS 4052	Statistical Methods III <sup>2</sup>
INTS 4057	Statistics for International Affairs <sup>3</sup>
INTS 4333	International Project Design and Monitoring
INTS 4345	The Art of Forecasting
INTS 4575	Systems Thinking for Social Scientists
INTS 4633	Int'l Project Evaluation
<b>Management and Communications Courses</b>	
INTS 4342	Project Management
INTS 4391	Financial Management and Fundraising of Non-Profits
INTS 4394	Non-Profit Management Issues & Techniques
INTS 4555	Professional Communications
INTS 4557	Cross-Cultural Communications



## Issue-Oriented Courses

INTS 4423	Introduction to Epidemiology
INTS 4483	Practical Applications in Global Health
INTS 4735	Defense and Security Methods
INTS 4736	Strategic Intelligence Data Collection and Analysis
INTS 4739	Defense and Security Quantitative Analysis
INTS 4954	Human Rights Research and Design

## Qualitative and Field Methods

INTS 4010	Epistemology
INTS 4966	Applied Field Methods

<b>Elective requirements (seven courses):</b>	<b>28</b>
Remaining coursework to total 72 hrs.	

Total Credits 72

- 1 Students must complete INTS 4050 Statistical Methods I (with a grade of C- or better) before they are eligible to register for INTS 4051 Statistical Methods II. Students will receive elective credit for completing INTS 4050 Statistical Methods I.
- 2 INTS 4052 Statistical Methods III requires successful completion (i.e. grade of C- or better) of either INTS 4051 Statistical Methods II or INTS 4057 Statistics for International Affairs as a pre-requisite.
- 3 Students may take INTS 4057 Statistics for International Affairs (which combines Stats I and Stats II) instead of INTS 4051 Statistical Methods II, if they have a strong quantitative background and a minimum quantitative GRE score of 148 coming into the program. This is a fast-paced course. Students with a lower quantitative GRE score may not take this course without permission of the instructor.

**Minimum number of credits required for degree: 72 hrs.**

**Non-coursework Requirements**

- Foreign Language Proficiency: Optional, but strongly recommended
- Internship: Optional, but strongly recommended (registered as INTS 4981 Internship 0-4 credits)
- Thesis (0-8 credits) or Substantial Research Paper (0-4 credits): Optional

## Certificate in Homeland Security

### Program Requirements

#### Coursework Requirements

Code	Title	Credits
Complete the following courses:		28
INTS 4147	American Govt & Pol. Making	
INTS 4730	Introduction to Homeland Security	
INTS 4731	Homeland Defense: Prevention & Mitigation	
INTS 4736	Strategic Intelligence Data Collection and Analysis	
or INTS 4989	North American Defense and Security	
INTS 4753	Intelligence and National Security	
INTS 4907	International Terrorism	
INTS 4989	North American Defense and Security	
or INTS 4786	Planning and Assessment in Complex Environments	

Total Credits 28

**Minimum number of credits required for certificate: 28**

## Certificate in International Studies with a Concentration in Global Health Affairs

### Program Requirements

#### Coursework Requirements

Code	Title	Credits
<b>Core Coursework Requirements</b>		<b>8</b>
Students are strongly encouraged to complete one or both courses before taking other classes.		
INTS 4367	Global Health Affairs	

INTS 4516	Major Diseases in Global Health (From Pathophysiology to Action)	
<b>Methods and Practice Core</b>		<b>8</b>
INTS 4423	Introduction to Epidemiology	
INTS 4483	Practical Applications in Global Health	
<b>Elective Requirements</b>		<b>12</b>
Select three of the following (courses may not be offered every year):		
<b>Health Issues and Interactions</b>		
INTS 4XXX	International Study Transfer (Global Health and Human Rights)	
INTS 4XXX	International Study Transfer (Cities, Health, and Security)	
INTS 4110	Food and Nutrition Security for Sustainable Development	
INTS 4362	Gender and Health	
INTS 4368	HIV & AIDS in International Affairs	
INTS 4435	Health and Development	
INTS 4484	Agriculture and Sustainable Development	
INTS 4492	Health and Humanitarian Aid	
INTS 4652	Contemporary Issues in Refugee Studies	
<b>Methodological</b>		
INTS 4056	Information Management in Humanitarian Crises	
INTS 4058	Applied Time-Series Analysis	
INTS 4333	International Project Design and Monitoring	
INTS 4576	Seminar: Community-Based Research Methods	
INTS 4632	Qualitative Research Methods	
INTS 4633	Int'l Project Evaluation	
MFJS 4912	Seminar in Media Film & Journalism Studies (International Health Communication and Development)	

Total Credits

28

**Minimum number of credits required for certificate: 28****Non-coursework Requirements**

- All GHA candidates must conduct a single, 150-hour health-related practical experience or a suitable alternative (see below). This experience must take place during the student's course of study and the work must be carried out off-campus. As an alternative to a traditional internship, this requirement could be fulfilled through current employment, an RPCV local internship, independent research (as long as it has an off-campus field component), or work on a GHA service-based research project. To qualify as health-related, a substantive component of the internship/practicum should focus on health issues. If this condition is not met within the context of the internship/practicum, the student may instead submit an additional, separate report on the health implications of their internship/practicum to the certificate director in order to fulfill the requirement. See the GHA Director for guidelines. It is possible for students to fulfill both a degree and certificate requirement with one internship/practicum.

Students are encouraged but not required to base their internship on their required proposal for INTS 4367 Global Health Affairs, and to prepare a thesis, significant research paper, or independent study based on one of their internships or other self-driven or faculty-driven research.

**Certificate in International Studies with a Concentration in Humanitarian Assistance****Program Requirements****Coursework Requirements**

Code	Title	Credits
<b>Core Coursework Requirements</b>		<b>16</b>
Two required courses		
INTS 4496	Field Operations for Humanitarian Assistance	
INTS 4581	Introduction to Humanitarian Systems	
And two of the following (note: courses may not be offered every year):		
INTS 4XXX	International Study Transfer (Gender and Humanitarian Aid)	
INTS 4056	Information Management in Humanitarian Crises	
INTS 4492	Health and Humanitarian Aid	
INTS 4583	International Protection in the Humanitarian Context	
INTS 4647	Critical Issues in International Humanitarian Assistance (pre-req: INTS 4581)	
INTS 4652	Contemporary Issues in Refugee Studies	

INTS 4787	Civil-Military Practices in Humanitarian Responses
INTS 4935	International Humanitarian Law of Armed Conflict
<b>Elective Requirements</b>	
12	
At least three courses in one of the following tracks (note that this course list is not exhaustive and that not all courses listed are offered annually. Students may substitute other courses with the permission of the Certificate Director):	
<b>Management/Operations</b>	
INTS 4342	Project Management
INTS 4391	Financial Management and Fundraising of Non-Profits
INTS 4394	Non-Profit Management Issues & Techniques
INTS 4497	International Campaign Management
INTS 4555	Professional Communications
INTS 4557	Cross-Cultural Communications
INTS 4920	Conflict Resolution
<b>Monitoring, Evaluation and Analysis</b>	
INTS 4057	Statistics for International Affairs <sup>1</sup>
INTS 4332	Data Analysis and Development
INTS 4333	International Project Design and Monitoring
INTS 4423	Introduction to Epidemiology
GEOG 3100	Geospatial Data
GEOG 3130	Advanced Geographic Information Systems <sup>2</sup>
PPOL 4400	Analytical & Critical Skills <sup>2</sup>
<b>Policy/Advocacy</b>	
INTS 4056	Information Management in Humanitarian Crises
INTS 4495	Civil Wars and International Responses
INTS 4497	International Campaign Management
INTS 4595	Civil Wars and International Responses: Evaluating Post-War Peacebuilding
INTS 4931	International Organizations
INTS 4934	Intervention: Policies & Pract
INTS 4936	International Law and Human Rights
INTS 4941	Human Rights and International Organizations
INTS 4987	Forced Labor and Human Trafficking
CPSY 4500	International Disaster Psychology: Foundations
CPSY 4606	Gender-based Violence <sup>2</sup>
<b>Total Credits</b>	
28	

<sup>1</sup> Students may take INTS 4057 Statistics for International Affairs (which combines Stats I and Stats II) only if they have a strong quantitative background and a minimum quantitative GRE score of 148 coming into the program. This is a fast-paced course. Students with a lower quantitative GRE score may not take this course without permission of the instructor.

<sup>2</sup> Only one non-INTS course may be counted towards the Certificate. Only one elective may be double-counted towards a degree.

### Minimum number of credits required for certificate: 28

#### Non-coursework Requirements

- An internship, focused on international humanitarian aid, (150 hours) with an organization, whose core work includes international humanitarian assistance or humanitarian policy/advocacy, is required for the Humanitarian Assistance Certificate. These are usually completed by students in the summer between the first and second years of the MA program. Students arrange their own internship placements but should consult with the HA program director for ideas, contacts, and approval. Internships must also be approved by the JKIS Office of Career and Professional Development before the internship starts.

## Courses

### INTS 4010 Epistemology (4 Credits)

An introductory course covering philosophy and history of science, epistemology, causality, and the logic of inquiry as related to international studies. The relation between theory and practical politics is explored, and differences between empirical and normative theory are examined in the context of foundational principles of politics and social science.

**INTS 4011 Comparative Genocide (4 Credits)**

This course examines the historical origins, patterns, and legacies of contemporary genocides around the world. We begin with the UN Convention on the Prevention and Punishment of the Crime of Genocide in 1948, which legally codified the definition of genocide and compelled ratifying parties to prevent its reoccurrence. Yet as we'll see, genocide has instead reoccurred with alarming frequency. We will discuss the definitional and analytical challenges facing this subject, as well as academic and policy debates regarding how to define and prevent genocide. We will also explore different approaches to seeking justice and reconciliation in the aftermath. To do so, this class will ground theoretical debates in empirical case studies.

**INTS 4029 International Business: Strategy and Practice (4 Credits)**

This course focuses on applied issues in international business. Students will learn to think strategically about international business issues, and will in turn be able to apply that thinking to best practices. The following subject areas will be covered: country selection, entry mode theory, exporting, born-global businesses, organizational structures internationally, negotiation, consumption, culture, and demand. Other potential topics include global supply chain management/sourcing, country of origin effects, etc.

**INTS 4031 Conflict and Security in Cyberspace (4 Credits)**

This course is for Korbel in DC program participants only. Cyber conflict is a new and complicated strategic problem that will engage the international community at many different levels. The cyber environment challenges traditional strategic thinking, and work on an adequate policy framework to assess and manage cyber conflict is at an early stage. Many traditional security concepts will need to be adjusted for the cyber environment through review and discussion. This class will look at both the national and international dimensions of cyber conflict in the larger international security context.

**INTS 4033 Natural Resources and Armed Conflicts Under International Law (4 Credits)**

The course will offer a description and an assessment of how international law regulates the relationship between natural resources and armed conflicts. Attention will be 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 transnational corporations in fueling conflicts will be 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" will be 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 fueling the initiation of conflicts) will be considered from a legal perspective.

**INTS 4036 Mobilities: Critical Perspectives on Forced and Voluntary Migration (4 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 in 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 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. At the conceptual level, 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 transnational ties. At the practical level, it stresses the normality and potential of human mobility throughout history to renew the policy debates of states and international organizations.

**INTS 4039 Violence, History and Memory in Twentieth Century Africa Law (4 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 will be 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 will be 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.

**INTS 4040 Technology and War (4 Credits)**

This course introduces graduate students to past, present, and future trends in warfare, focusing especially on the how technological advances affect the ways in which states engage in international conflict. The course will begin by introducing students to a number of theories that help shed light on why technological developments occur and how they affect the conduct of war. Subsequent classes will then examine important technological developments and assess how each has impacted the use of force over time. Topics range from the invention of gunpowder and the use of machine guns, to the development of nuclear weapons, the use of unmanned technologies on the battlefield, and the growing importance of the cyber domain to future inter-state conflict.

**INTS 4046 Global Economic Inequality and Human Rights (4 Credits)**

The main purpose of this course is to understand the conceptual and empirical issues underlying the political economy of global inequality and its relation to Human Rights. What is inequality? What are the global dimensions of inequality and what are the connections between global inequalities and human rights? What are the proximate and deeper causes of global inequality? How does the analysis of deeper causes of global inequality and poverty relate to the underlying political economy of global capitalism? In order to do this, we will look at the relationship between the world economic system, economic growth, poverty and inequalities in several different dimensions. After an initial exploration of these issues we will focus on the more recently developed social capabilities approach developed by Amartya Sen and others. In particular we will explore the limits of policies under the existing institutional arrangements and examine the need for fundamental changes in the global political economy. A special feature of the course will be an analysis and assessment of the millennium development goals and the prospects for progressive policies in the post-MDG period, e.g., the SDGs. We will also examine the problems of the advanced countries in a rigorous holistic framework that will go beyond the important work of Picketty and his collaborators on inequality.

**INTS 4047 Global Sustainable Development and Human Rights (4 Credits)**

The main purpose of this course is to understand critically the conceptual and empirical issues underlying the linkages between sustainable development and human rights globally. For this purpose we will need to understand both the current global political economy (GPE) and Geopolitics. The key questions are: What is sustainable development? What are the global dimensions of sustainable development? What are the linkages between sustainable development and human rights globally and within particular nation states? How does the discourse of the linkages between sustainable development and human rights relate to the underlying political economy and geopolitics of global capitalism? How does the discourse of the linkages between sustainable development and human rights relate to the underlying causes of inequality and poverty in the world? In order to do this, we will look at the relationships among sustainable development, human rights, energy, technology, geopolitics, geoeconomics, economic growth, poverty and inequalities in several different dimensions. After an initial exploration of these issues we will focus critically on the more recently developed social capabilities approach developed by Amartya Sen and others within the context of domestic and global political economy. In particular we will explore the limits of policies under the existing institutional arrangements and examine the need for fundamental changes in the global political economy and within the nation states. For this purpose we will try to find the approximate but deep causal structure of GPE and the place of sustainability and human rights within this GPE. A special feature of the course will be an analysis and assessment of the climate change issues and renewable energy and critiques of technological fix.

**INTS 4048 International Politics of Nuclear Weapons (4 Credits)**

This MA-level course analyzes subjects central to the understanding of the role of nuclear weapons in international politics. The course addresses the origins of the atomic bomb project, early efforts to control nuclear materials, deterrence theory, nuclear strategy and force posture, and considers contemporary challenges to the global nuclear order including nuclear latency and nuclear terrorism. The goal of the course is to introduce students to the evolution of scholarship on the role of nuclear weapons in international politics, and to evaluate contemporary nuclear security issues in light of this broader context. Each class will focus on a different substantive topic, interweaving theory with history to better understand each issue area. The course will start with the initial development and use of nuclear weapons, followed by an in-depth look at the early thinking on nuclear strategy and escalation during the Cold War. These classes will cover the Manhattan Project, the bombings of Hiroshima and Nagasaki, the basics of deterrence theory, the arms race between the United States and Soviet Union, and historical cases of nuclear crises and brinkmanship (the Cuban Missile Crisis being the most well-known example). During weeks 5-7 students will explore the politics of nuclear acquisition, evaluating different explanations for why states build nuclear weapons. This section of the course will also explore the variety of ways that the international community has sought to prevent the spread of nuclear weapons, including the important role of international institutions, norms, and the nuclear disarmament movement. The final three classes are devoted to contemporary topics in nuclear politics, including the threat of nuclear terrorism, nuclear energy and dual-use issues, regional instability in Northeast and South Asia, the Iran nuclear deal, and the implication of new technologies (e.g. autonomous systems, 3D printing, precision weapons) for nuclear issues. The final class will provide the students with the opportunity to take stock of what we have learnt over the course of the quarter and to reevaluate early thinking on nuclear weapons in light of what we know now.

**INTS 4049 Addressing Complex Interagency Problems (4 Credits)**

This class will ask students develop the skills and addresses the challenges associated with the process by which policy recommendations are developed within the United States Government, particularly as they relate to complex multi-dimensional security problems. Students will learn about the roles played by various departments and agencies that are engaged in the policy making process, as well as how external actors impact the development of national security policy. This class will also give students the opportunity to learn about the policy making process in the United States inter-agency environment through a series of presentations from practitioners as well as hands-on experience via role-playing and the development of briefing memos, presentations and other materials. Students will learn about the history, structure and function of the interagency process, including past and current reform processes such as the Clinton Administration's Presidential Decision Directive on Managing Complex Contingency Operations (PDD-56) as well as the more recent Project on National Security Reform. Students will also hear several real-life examples of interagency policy-making from former government officials and various subject-matter experts. Students will be expected to role-play members of a mock National Security Council (NSC) team or as representatives of various US Government Departments and Agencies involved in the interagency decision-making process. Students will identify an actual national security problem and be responsible for debating and agreeing to a set of policy recommendations within the format and structure of the mock NSC. Select students may have the opportunity to present their recommendation to a current member of the National Security Council via video-teleconference. At the end of course, students should have a fundamental understanding of the strengths and weaknesses of the current system; what constitutes good NSC products and how to produce them; and how concession and compromise, trade-offs, external public pressure, intelligence issues and budget realities all can play a role in how national security decisions are made.

**INTS 4050 Statistical Methods I (4 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 4051 Statistical Methods II (4 Credits)**

This course is a continuation of Statistical Methods I, covering the fundamentals and primary methods of statistical inference. Topics include two-sample hypothesis testing, analysis of variance, chi-square goodness-of-fit tests, chi-square contingency analysis, correlation, simple regression and multiple regression. Emphasis will be on problem solving, computer applications (using Stata) and interpretation of results. This course is offered in the Winter quarter only. Prerequisites: INTS 4050.

**INTS 4052 Statistical Methods III (4 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 INTS 4057.

**INTS 4056 Information Management in Humanitarian Crises (4 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 4057 Statistics for International Affairs (4 Credits)**

This is a fast-paced course which serves as an introduction to basic and intermediate concepts in statistics and probability, as well as the primary methods of statistical inference. Topics include data collection, presenting data in tables and charts, summarizing and describing numerical data, basic probability, discrete probability distributions, normal distribution, sampling distributions, confidence interval estimation, single-sample and two-sample hypothesis testing, analysis of variance, chi-square goodness-of-fit tests, chi-square contingency analysis, simple regression and multiple regression. Emphasis will be on statistical reasoning, problem solving, computer applications (using Stata), and interpretation of results. This course is offered in the Fall quarter only. Prerequisite: Strong quantitative background and a minimum quantitative GRE score of 148 or permission of the instructor.

**INTS 4058 Applied Time-Series Analysis (4 Credits)**

This course serves as an introduction to time-series analysis and panel data analysis techniques. Topics include moving averages, exponential smoothing, time-series decomposition, model identification and estimation, Box-Jenkins method, ARMA and ARIMA models and VAR analysis. Panel data analysis includes fixed effects and random effects models. Emphasis will be on computer applications (using Stata) and interpretation of results. This course is offered in the Winter quarter only (and occasionally in the Spring quarter instead of Winter). Prerequisites: INTS 4051 or INTS 4057.

**INTS 4087 Tch Conflict & Nuclear War (0 Credits)****INTS 4110 Food and Nutrition Security for Sustainable Development (4 Credits)**

This policy-oriented course will examine structures and processes that result in varying food security outcomes across space and time. Food security outcomes reflect interactions among political, economic, socio-cultural, and physical environmental systems. These systems, which are both dynamic and permeable, give rise to particular forms and patterns of food production, distribution, and consumption, and to more or less environmentally-sustainable uses of the natural resources critical to food and nutrition security. Ultimately, food security is realized when all people within a population consume sufficient nutrients to live active and healthy lives. This normative focus on human health and well-being, as the metric by which food security outcomes will be measured, is critical to the framing of this course. Political, economic, and social institutions—positioned at scales encompassing global, national, “local” (micro-regional, community), and household—are simultaneously charged with producing food in particular physical environments and/or making food available and accessible to their populations, and with protecting environmental resources and public health in ways that contribute to nutritional components of human development. The term “political ecology” has been used to describe an analytical framework that explicitly focuses on the interactions among the structures of political economy and those of physical/biological ecologies (including human), together with the socio-cultural contexts that influence structural impacts and help to explain outcomes. This framework incorporates both an explicit navigation among scales (of power and of analysis) and a long-term perspective. Cumulatively, the readings and exercises of this course will build a political ecology of policy domains central to improving food security and nutrition outcomes in both global north and south. We will examine policy issues and constituencies, institutional approaches, theoretical perspectives, and empirical analyses. You will have opportunities to engage with institutional approaches through structured exercises, including a mid-term graded exercise. You will also have an opportunity to produce an independent project that will include your own policy recommendations.

**INTS 4127 The Rise and Fall of Great Powers (4 Credits)**

This new graduate course provides an in-depth look at often ignored areas of history. Learning about the rise and fall of the Roman Empire, British Empire, Russian Empire, Soviet Empire and Chinese Empire provides an excellent backdrop to understanding important historical lessons that are often downplayed in the early 21st century. The course provides a series of good works that can help students better understand the present and future developments of our century.

**INTS 4134 Forever Emerging? The Developmental Trajectory of Modern Brazil (4 Credits)**

Brazil has the largest population, economy, and industrial basis in Latin America. It is the seventh largest economy in the world, fifth largest country in land area, outranking the continental United States. Like the US, Brazilians are a mix of indigenous, European, and African peoples, along with subsequent inflows of Asian and Middle Eastern immigration, though race, ethnicity, and class have been interpreted with distinct cleavages and hierarchies. We approach our understanding of Brazil through the country's former capital, Rio de Janeiro, a city of numerous complexities, wonders, contradictions, challenges, and potential. By looking at the historical evolution of this fascinating city, the course will offer students an opportunity to study the evolution of Brazil, from the colonial period to the present day, when the country has increasingly been seen as a regional economic and diplomatic powerhouse, as well as a globally emergent player. By focusing on the historical trajectory of Rio de Janeiro, in an in-depth reflection structured along textual, visual, and in-sight materials and experiences, students are invited to reflect about matters of change and continuity as well as how national socio-political trends are reflected in local contexts, thus also learning to reflect about the interpretive relationship between the micro-macro levels of analysis. Historical political and economic narratives, contemporary analysis of the country's place in the world, films, music, architecture, guided visits to neighborhoods and local cultural institutions will be our explanatory prisms into the Carioca (Rio-based) spirit and cultural memories as expressions of national trends and trajectories. Through lectures, seminar discussions, and field studies, we explore Rio's renowned and sometimes notorious informality, from informal housing (favelas) to language, social organization and economic activities. We also explore themes such as tourism, the history of housing policies, and the transformation of local culture into 'national' and 'export' cultures. Moreover, by looking at the urban transformations over the last 200 years, we explore Brazil's drive to become an industrial power, as well as the new social conflicts produced by these efforts. Finally, we investigate Brazil's contemporary culture, politics, sports, achievements, promises and continued challenges as it proceeds as a so-called emergent nation into the 21st century, while still struggling with its colonial past.

**INTS 4141 Domestic/Int'l Conseq:Drug War (4 Credits)**

Domestic and international policy and the impact of the drug war on both.

**INTS 4142 After the Fall: Russia & China (4 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 4147 American Govt & Pol. Making (4 Credits)**

Examines governmental fragmentation affects and policies and examines how policy issues engage different segments of the government.

**INTS 4151 History, Culture and Conflict (4 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 4200 Water and Sanitation in the Global South (4 Credits)**

The current water governance systems are intertwined with politics and power and prioritize some groups and water uses over others. Worldwide, there are 750 million people who lack basic water access and 2.5 billion who lack sanitation access. Water is life. It sustains ecosystems, it fuels energy and industry, it enables livelihoods, it is essential for food security, health and nutrition, and it is central to many social and spiritual practices. Inadequate access to safe drinking water, sanitation facilities and hygiene practices deepens income poverty, weakens health, undermines education and exacerbates gender inequality. This interdisciplinary course will explore water and sanitation issues in the Global South. Political ecology and the hydro-social cycle will be introduced as concepts for moving beyond technical water and sanitation planning to consider how water is related to broader issues of power, politics, culture, and society. We will learn about practical and applied approaches for planning water, sanitation and hygiene (WASH) programs, discuss interactions between society and water, and critically examine constructions of water scarcity. In this process we will move between scales at the community, river basin, regional and global level. Several special topics will be explored including gender and water, multiple use water services, water privatization, water and culture, WASH technologies, sustainability, health and behavior change. This course will focus on the water needs of communities in the Global South from a perspective of social justice.

**INTS 4210 Multinational Corporations (4 Credits)**

The emergence of sweeping new legal rights for MNCs in relation to their foreign direct investment and cross-border trading activities under the avalanche of bilateral investment treaties negotiated in the last few decades and under multilateral conventions such as NAFTA represent what many have termed "revolutionary" changes in the nature of state sovereignty as it relates to state-investor relations. That expansion of investor/MNC rights in relation to state sovereignty has thus seemingly reached a point calling for re-examination of the nature and appropriate scope of MNC rights, as well as the nature of MNE accountability and responsibilities which are the flip side of such rights.

**INTS 4220 Political Economy of Energy & Sustainable Development (4 Credits)**

The main purpose of this course is to understand critically the conceptual and empirical issues underlying the linkages between energy and sustainable development within the current global political economy(GPE) and Geopolitics. What is sustainable development? What are the global dimensions of sustainable development? What are the linkages between energy and sustainable development? How does the discourse of the linkages between energy and sustainable development relate to the underlying political economy and geopolitics of global capitalism? How does the discourse of the linkages between energy and sustainable development relate to the underlying causes of inequality and poverty in the world? In order to do this, we will look at the relationships among energy, geopolitics, geoeconomics, economic growth, poverty and inequalities in several different dimensions.

**INTS 4221 India in the Global Economy (4 Credits)**

The main purpose of this course is to understand critically the conceptual and empirical issues underlying the linkages between Indian economic development and the world economy within the current global political economy (GPE). What is sustainable development? What are the global dimensions of sustainable development? What are the linkages between Indian strategy for development and sustainable development? Is the Indian strategy for development sustainable? How does the mainstream Indian development discourse relate to the underlying political economy of global capitalism? What are the deep underlying causes of inequality and poverty in India? In order to do this, we will look at the relationship between India's development strategy, energy, economic growth, poverty and inequalities in several different dimensions.

**INTS 4222 Slavery and Genocide: A Comparative Analysis (4 Credits)**

This course attempts to examine the similarities and differences between slavery and genocide by using comparative techniques. Since both slavery and genocide studies have definitions problems we will work toward clarity since politics has played a major role in naming events. Beyond definitions, we need to take a close look at the political economy of both slavery and genocide.

**INTS 4223 Global Dynamics and Local Threats in Agricultural Development (4 Credits)**

Many low- and middle-income countries in which agriculture plays a key role for development are characterized by high levels of socio-economic inequality, a mixed human rights record and a dominance of transnational corporate power in domestic agricultural export markets. At the same time, these countries face processes of environmental degradation through anthropogenic and natural drivers of change that affect the availability of ecosystem services and thus shape agricultural development and human wellbeing. This course offers an in-depth study of the political, socio-economic and social-ecological conditions for sustainable agricultural development in low- and middle-income countries. We explore the political economy of agricultural production and trade in countries that depend to a significant extent on the export of agricultural commodities as a source of foreign revenue. We examine the design and implementation of global policy frameworks, international agreements, and national strategies for agricultural production and trade, with a particular focus for the governance of natural resource use. Our goal is to assess the relevance and effectiveness of current governance structures for agriculture to respond to local-, regional- and global-scale environmental changes and socio-economic challenges in ways that address current and future human needs. Through case studies from selected agricultural sub-sectors and diverse countries from across Asia, Africa and Latin America, we investigate local strategies for natural resource use in the context of poverty, inequality, and environmental change. The course provides a comprehensive coverage of the political economy of agricultural development and an introduction to social-ecological systems analysis as a theoretical framework for interdisciplinary research in the field of sustainable development.

**INTS 4224 Trade Unions in the Global Economy (4 Credits)**

Trade unions are major influences in the political economy of most nations, even as they face apathetic or hostile governments and increasingly powerful multinational corporations. As globalization has created common employers across national boundaries, trade unions have struggled to establish institutions and mechanisms to defend workers and build global power. The course will familiarize students with the underappreciated role of trade unions in the global economy. Having a grasp of the subject matter is essential to anyone working in the international arena for governments, corporations, non-governmental organizations and trade unions.

**INTS 4225 Civic Strategies for Fighting Extremism (4 Credits)**

This course will teach students hands-on community organizing, technology and intervention strategies for action to help combat extremism. The students will spend time working directly with community and government agencies on security strategies, identifying online risks, and learning about social media strategies for intervention. Some of the skills covered include network analysis, resource management, cognitive behavior change and political psychology, public narrative, power mapping, asset-based community development, and group facilitation.

**INTS 4226 Social Entrepreneurship & Global Poverty (4 Credits)**

This course provides an overview of the role of social entrepreneurs, innovative small firms, and entrepreneurial NGOs in sustainable development and poverty alleviation. Market-driven strategies are increasingly important for all organizations, in government, public, or private sectors, to encourage local solutions that are sustainable and do not require ongoing subsidy. Entrepreneurial NGOs and small firms are a great source of local innovation and adaptation, identifying potential strategies that can be scaled up through partnerships with governments, social purpose organizations, or private capital. These market-driven strategies are based on a good understanding of customers, the value provided, and how to best deliver products and services to vulnerable populations in a responsible way. Further, a strong customer and market focus ensures that all social purpose organizations (both for-profit businesses and NGOs) meet customer needs effectively and develop new products and services efficiently.

**INTS 4233 Realism and International Security (4 Credits)**

We focus in this course on realist understandings that relate to national security—a focus on the power wielded by states and the balance of power among them. Under anarchy (the absence of central authority), wars and “rumors” of wars are the continual expectation, whether dealing with city-states in ancient Greece, Renaissance Italy, American or European states in the 18th and 19th centuries, or interstate conflicts across the globe in the 20th and 21st centuries. It is a world aptly described by Thucydides and Sun Tzu, Machiavelli and Hobbes—not to mention, among others (and with variations in their approach), Carr, Niebuhr, Morgenthau, Waltz, Hoffmann, Gilpin, Schelling and, in our time (in no particular order), Mearsheimer, Walt, Betts, Layne, Posen, Schweller, Grieco, Van Evera, Snyder, Jervis, and Nye. We also take account of critics of realism (for example, Haas, Ruggie, and Ashley)—as well as those who have made their peace with it (for example, Keohane and Wendt). The central question is what does realism offer to both theorists and policy practitioners?.



**INTS 4234 International Security, Diplomacy and Force (4 Credits)**

The course examines the ways and means of war and peace with a focus on both multilateral and bilateral forms of diplomacy. We begin with the use of force and the modalities of peacemaking in the Greco-Roman, Indian and Chinese ancient worlds. Ending wars in the “modern” period has often resulted in new constructs to maintain peace. Thus, the Peace of Augsburg (1555) and the Peace of Westphalia (1648) that ended warfare among German states established a foundation for sovereignty as cornerstone of a new state system. When post-1789 France became a “revolutionary” power, she dramatically upset the status quo. After the defeat of Napoleon in 1815, conservative powers gathered in the Congress of Vienna to restore a balance of power. The arrangements they established (dubbed the “Concert of Europe”) successfully avoided general war for 99 years. World War I (1914-18) was followed by multilateral diplomacy at Versailles and formation of the League of Nations and agreement to maintain international security through application of international law. Failure of this design in the interwar period led to another attempt after World War II (1939-45) at Yalta, Potsdam, Dumbarton Oaks, and San Francisco to establish and maintain peace not just by international law (collective security), but also through alliances (collective defense)—both under United Nations auspices. In the seven decades since, both bilateral and multilateral diplomacy have been used to restore or maintain international peace and security, also engaging in peacekeeping and arms control efforts in relation to weapons of mass destruction, confidence- and security-building measures (CSBMs), space and other security-related matters on present-day national and international security agendas.

**INTS 4235 Realism and National Security (4 Credits)**

We focus in this course on realist understandings that relate to national security—a focus on the power wielded by states and the balance of power among them. Under anarchy (the absence of central authority), wars and “rumors” of wars are the continual expectation, whether dealing with city-states in ancient Greece, Renaissance Italy, American or European states in the 18th and 19th centuries, or interstate conflicts across the globe in the 20th and 21st centuries. It is a world aptly described by Thucydides and Sun Tzu, Machiavelli and Hobbes—not to mention, among others (and with variations in their approach), Carr, Niebuhr, Morgenthau, Waltz, Hoffmann, Gilpin, Schelling and, in our time (in no particular order), Mearsheimer, Walt, Betts, Layne, Posen, Schweller, Grieco, VanEvera, Snyder, Jervis, and Nye. We also take account of critics of realism (for example, Haas, Ruggie, and Ashley)—as well as those who have made their peace with it (for example, Keohane and Wendt). The central question is what does realism offer to both theorists and policy practitioners?

**INTS 4260 Global Dynamics & Local Threats in Agricultural Development (4 Credits)**

Many low- and middle-income countries in which agriculture plays a key role for development are characterized by high levels of socio-economic inequality, a mixed human rights record and a dominance of transnational corporate power in domestic agricultural export markets. At the same time, these countries face processes of environmental degradation through anthropogenic and natural drivers of change that affect the availability of ecosystem services and thus shape agricultural development and human wellbeing. This course offers an in-depth study of the political, socio-economic and social-ecological conditions for sustainable agricultural development in low- and middle-income countries. We explore the political economy of agricultural production and trade in countries that depend to a significant extent on the export of agricultural commodities as a source of foreign revenue. We examine the design and implementation of global policy frameworks, international agreements, and national strategies for agricultural production and trade, with a particular focus for the governance of natural resource use. Our goal is to assess the relevance and effectiveness of current governance structures for agriculture to respond to local-, regional- and global-scale environmental changes and socio-economic challenges in ways that address current and future human needs. Through case studies from selected agricultural sub-sectors and diverse countries from across Asia, Africa and Latin America, we investigate local strategies for natural resource use in the context of poverty, inequality, and environmental change. The course provides a comprehensive coverage of the political economy of agricultural development and an introduction to social-ecological systems analysis as a theoretical framework for interdisciplinary research in the field of sustainable development.

**INTS 4270 Gender, Security, and Human Rights (4 Credits)**

This course examines the gendered dimensions of security and human rights, with a particular focus on periods of violence and insecurity. Gender equality has been at the heart of human rights and development efforts over the past half-century. Governments and multinational organizations have created legal and normative instruments to address the ongoing marginalization of women and girls around the world, such as the 1979 Convention on the Elimination of Discrimination Against Women (CEDAW) and the 1995 Beijing Platform of Action. More recently, these same actors have turned their attention towards the importance of “gendering” discussions of international security. For instance, UNSCR 1325, passed in 2000, is a landmark legal framework that aims to secure women’s inclusion in post-war peace processes. Despite these formal achievements, gender-based violations and insecurity continue to persist around the globe. Moreover, there remain profound gaps between legal provisions aiming to promote women’s equality and the lived experience of women on the ground. Drawing from critical feminist analyses, this class will introduce you to the concepts of gendered rights and security, challenge you to think about intersectionality as a lens through which to understand “rights,” and increase your understanding of the contemporary human rights and security crises unfolding around the world today.

**INTS 4280 Contemporary Peace Operations: Disarmament, Demobilization, & Reintegration (4 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 'generations' of DDR since the 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, 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.

**INTS 4290 Gender, Environment, and Development (4 Credits)**

This course is concerned with how and why gender matters in producing environmental, economic, and social outcomes of planned and unplanned development. It is also concerned with gender as a human rights issue and the equity and ethical dimensions of environmental and related economic planning. Beyond these practical implications of gendered environments, the course will engage theoretical and ideological underpinnings for the gendered structures of environmental control and management encountered in a wide range of physical environments.

**INTS 4301 Introduction to Political Theory (4 Credits)**

Political theory analyzes and interprets the foundations of political life and evaluates its principles, concepts and institutions. It is fundamentally concerned with the normative political relationships among human beings that revolve around the organization and basis of government. This course provides an introduction to Western political theory through key texts and thinkers that are essential reference points in the social science literature. The focus will be on the Enlightenment tradition and the approach will be geared toward understanding how the seminal texts and thinkers of this period have shape—and continue to shape—our understanding of political ideas and norms. This course will also have a pragmatic component, where the books and ideas under consideration will be applied to contemporary international debates and issues. Please note that this course is geared toward students without a strong background in political theory. No previous knowledge is required or assumed. All that is needed is an open mind and willingness to work hard.

**INTS 4303 Econometrics for Decision Making I (4 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 (4 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. Prerequisite: grade of B- or better in undergraduate course in Introductory Microeconomics, Principles of Economics (combining Introductory Micro and Macroeconomics), or International Economics. Students who have not completed the undergraduate prerequisites for INTS 4310 should first complete INTS 4536.

**INTS 4318 Applied Research in International Economics (4 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 (4 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 (4 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. Prerequisite: grade of B- or better in undergraduate course in Introductory Macroeconomics, Principles of Economics (combining Introductory Micro and Macroeconomics), or International Economics. Students who have not completed the undergraduate prerequisites for 4320 should first complete INTS 4536.

**INTS 4324 International Political Economy (4 Credits)**

The course examines 3 contrasting visions of international political economy: economic security, trade and finance.

**INTS 4327 Advanced Issues in International Relations and Comparative Politics (4 Credits)**

The purpose of this course is to train students in advanced research in the fields of International Relations and Comparative Politics. The course achieves these ends through an investigation into a particular empirical theme (of the professor's choosing in any given year). While due emphasis is placed on the major findings of the specified literature, as much or more attention is given to the research design, methods and evidence of the selected literature. Students will learn what constitutes a falsifiable hypothesis and what the alternatives to falsifiability are, examine various scholars' methods of operationalization and measurement, consider the merits of treating rival explanations to one's own, and judge the veracity of findings by these and other criteria. In addition, students will apply such knowledge gained by writing their own original research paper during the quarter. The course aims to assist primarily PhD candidates in their abilities to carry out research, to assess the quality of other scholars' research, to teach in the fields of International Relations and Comparative Politics, and to excel in their comprehensive exams. Please note that this course is offered only once every other year. Thus PhD candidates must enroll in the first year it is available in their course program.

**INTS 4330 International Business Transactions (4 Credits)****INTS 4332 Data Analysis and Development (4 Credits)****INTS 4333 International Project Design and Monitoring (4 Credits)**

It can be beneficial for graduate students planning careers in multilateral and bilateral development agencies, non-profit organizations, private-sector companies, and professional services organizations to have an understanding of how to develop a project proposal, implement it, and evaluate its results. These are useful skills for entering or reentering employment with these organizations. The Josef Korbel School of International Studies currently offers a trilogy of courses in international project cycle management—international project design and monitoring, project management, and international project evaluation. The three courses are delivered in sequence during the academic year in conformance with the project cycle, but they can be taken out of sequence without prerequisite or need to take them all. Each course uses monitoring and evaluation methods and means to connect the design, management, and evaluation of a project. Students may have been exposed some of these methods in courses covering quantitative and qualitative techniques and field research methods. Each course also shares in common the development teams and managers of those teams to produce the key deliverables at three key stages of the international project cycle. The purpose of the International Project Design and Monitoring course (formerly International Project Analysis) is to provide students with an appreciation for the myriad of considerations in designing and monitoring an international development intervention and exposure to conventional and unconventional methods and means for doing so. The international project cycle begins with identifying an intervention to address a development impediment or opportunity faced by a target group. A development intervention typically falls into a sector or thematic area, such as education and health care, and it is generally directed towards physical, human, institutional/legal capacity building, or a combination of them. Projects can be singular in scope, such as building a new primary school, or broadly scoped to mitigate causes of poverty, such as the Millennium Development Villages project, but they all should be a unique endeavor with a beginning and an end. Much of the physical development today is supported by the private sector or state sponsored organizations, with less support through traditional foreign aid unless it is a major reconstruction effort like in Afghanistan. In this course, students will learn that a project proposal should be designed in concert with the beneficiaries to be relevant, feasible, and supported by their needs, but also recognizing their absorption capacities. Such a project proposal should ideally have gone through a systematic analysis of factors that will affect its design and management of risk, including economic, financial, environmental, technical, and social factors, as well as special safeguard areas. Students will also learn about the continued need for project proposals to define the underlying theory of change, assumptions, and logical framework for linking inputs, activities, outputs, outcomes and ultimately desired impacts. Establishing a performance management plan for the project that defines, among other things, the metrics and milestones for monitoring the process is an essential component of most project proposals. However, students will learn that adherence to plans is challenging under complex development conditions.

**INTS 4339 Microfinance, Financial Inclusion and Inclusive Markets (4 Credits)**

This course provides an overview of why microfinance and financial inclusion are key strategies and platforms to build sustainable development and inclusive markets and how the financial inclusion ecosystem supports development outcomes through direct impact of microfinance institutions (MFIs) and systems change. Microfinance and financial inclusion are important ways to improve economic choices and household resilience among the poor, providing access to credit, safe savings options, payment systems, and even micro-insurance to help the poor manage risk and financial uncertainty. They are also important tools to create local, inclusive markets and economic opportunity by facilitating micro and small business development and access to development assets like clean energy, clean water, agricultural inputs, education, and healthcare. We will focus on lessons and insights from microfinance's evolution into financial inclusion, how digital finance and other technology innovations are creating new opportunities and risks in development, and the shared characteristics of highly effective microfinance institutions and NGOs that integrate microfinance into their development strategies.

**INTS 4341 Illicit Markets in the Americas (4 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 (4 Credits)**

It can be beneficial for graduate students planning careers in multilateral and bilateral development agencies, non-profit organizations, private-sector companies, and professional services organizations to have an understanding of how to develop a project proposal, implement it, and evaluate its results. These are useful skills for entering or reentering employment with these organizations. The Josef Korbel School of International Studies currently offers a trilogy of courses in international project cycle management—international project design and monitoring, project management, and international project evaluation. The three courses are delivered in sequence during the academic year in conformance with the project cycle, but they can be taken out of sequence without prerequisite or need to take them all. Each course uses monitoring and evaluation methods and means to connect the design, management, and evaluation of a project. Students may have been exposed some of these methods in courses covering quantitative and qualitative techniques and field research methods. Each course also shares in common the development teams and managers of those teams to produce the key deliverables at three key stages of the international project cycle. The purpose of the Project Management course is to expose students to right- and left-brain approaches to managing the knowledge areas of project management, such as time and cost management, as well as approaches used by project managers and their teams. This course concentrates on the implementation and completion/transition phases of the international project cycle. The implementation phase commences after stakeholders approve a project proposal—translated into a project charter—from which a detailed project management plan is developed to execute the project. Project managers rely, to a large extent, on internationally recognized management approaches to move workflow smoothly among project phases, allocate project tasks effectively, efficiency track project milestones, and make adjustment for inevitable and often uncontrollable project delays and cost overruns. The completion/transition phase ends the project and transfers control from the project team to the operational team, preferably through a defined exit strategy. The course covers the knowledge and skills needed to meet the educational requirements for certification by the Project Management Institute (PMI). PMI serves practitioners and organizations by providing standards that describe leading practices, globally recognized credentials that certify project management expertise, and resources for professional development, networking and community. PMI credentials certify your knowledge and experience in project management so you can be more confident at work and more competitive in the job market. Several other organizations will be mentioned that also provide certification, but all share in common required education hours, years of experience, and passing a professional examination. Students in the course will exhibit their new knowledge and skills by joining small teams to prepare a professional project management plan for the selected development project charter and through individual examination.

**INTS 4345 The Art of Forecasting (4 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 (4 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 (4 Credits)**

This course combines an introduction to the theories and key issues in economic development with a rigorous analysis of empirical evidence from low- and middle-income countries in Asia, Africa, and Latin America. The course enables participants to develop an in-depth understanding of diverse local, national, and regional patterns of economic development, and to critically assess the design and potential social and economic consequences of global policy frameworks and national economic development strategies. The course starts with providing an outline of global trends in poverty, inequality and growth, including a discussion of key concepts and ways of measuring economic development. Part I focuses on classical, neoclassical, and institutional theories of economic development. Linkages between the intellectual basis of different theories and major political currents and ideologies, and the associated policy design, are assessed. In part II, core themes in economic development are explored, including agriculture, trade, industrialization, labor, and the environment. The analysis of diverse country studies illuminates how historically specific social, political, and institutional conditions shape development outcomes. In part III, we examine the design and implementation of economic development policy through an analysis of international aid agendas and institutional modalities of ODA, with a particular focus on emerging donors. We investigate the strength and weaknesses of national economic development policies through an in-depth study of selected country case studies. Please note that a mastering of quantitative economics is not a requirement for this course.

**INTS 4355 Finance and Development (4 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 (4 Credits)****INTS 4363 Discrimination, Minorities, and Rights of Indigenous People (4 Credits)****INTS 4364 Global Poverty and Human Rights (4 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 4367 Global Health Affairs (4 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 (4 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 (4 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 growth 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 (4 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 current themes in political economy.

**INTS 4372 Great Books in Political Economy (4 Credits)**

This course investigates several contemporary approaches to Political Economy, ranging from institutionalist to Marxist, anti-essentialist, and (postmodernist) feminist thought. Rather than attempt to survey quickly a lot of literature, we carefully read a limited number of influential (and provocative) texts that present a range of perspectives with which most students are largely unfamiliar. These are very challenging texts, and students must be prepared to spend a good bit of time on the assigned readings weekly.

**INTS 4374 The Ethical Foundations of Global Economic Policy (4 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 and 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 (4 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 (4 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 ideational) 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 4384 Middle East and U.S. Security (4 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 (4 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 (4 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 Management Issues & Techniques (4 Credits)**

Nonprofit management issues and techniques looks at current NGOs and issues in working with corporations.

**INTS 4396 Education and Development (4 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 The Environment, The Economy, and Human Well-Being (4 Credits)**

In this course we will explore the role of the environment plays in society and the determination of human well-being, and how this can be addressed from an economic perspective. 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.

**INTS 4399 Issues in Global Economics and Financial Security (4 Credits)**

This course is for Korbel in DC participants only. 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 then 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 4404 Cities, Security, and Health (4 Credits)**

This course will present a framework to analyze the impact of urbanization on human development and security in a comparative context of major urban centers in the developed and developing world. It will provide a practicum for utilizing cross-disciplinary methods and perspectives to address specific challenges to urban and human development. We will examine urbanization through a framework of human development, environmental health and security, and explore how public policy and planning can create short- and long-term impacts on multiple outcomes.

**INTS 4423 Introduction to Epidemiology (4 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 Sustainable Development in Africa (4 Credits)**

This course introduces the political economy of sustainable Development in sub-Saharan Africa (SSA). It uses a multidisciplinary approach that draws on literature from development economics, international relations, comparative politics, sociology, and history, as well as a broad range of country case studies. We engage with the main theoretical and empirical debates on sustainable economic and human development in SSA and examine a diverse range of country case studies. The topics covered include past and current political and economic conditions for economic growth and the improvement of human welfare levels, sustainable agricultural development and governance of natural resources, increased resilience - socially and economically - to rapid environmental change, and the role of foreign aid in African development. We explore the region's integration into the global political economy and examine the role of the state in Africa's development today. The course helps students to understand the major development challenges facing African societies today by illuminating patterns as well as diversity in development trajectories across the region.

**INTS 4428 Political Economy of Human Rights (4 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 (4 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 (4 Credits)**

This course examines American public opinion and its impact of 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 (4 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 (4 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 (4 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 (4 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 an 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 (4 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 (4 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 liberalism have all affected the development of modern China with a focus on the political dynamics of the People's Republic of China (PRC) and the politics of post-Mao economic and political reform. We start by analyzing the rise of the Chinese Communist Party and its state and nation building efforts in the early years of the PRC and move on to examine the Mao's failed socialist transformation and political campaigns (the Hundred Flow Campaign, Great Leap Forward, and the Cultural Revolution). The remainder of the course explores political dynamics of post-Mao economic and political reforms and the prospect for a democratic China. This course aims at equipping students with an analytical perspective for understanding contemporary Chinese politics.



**INTS 4465 Population and Society (4 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 (4 Credits)**

Course explores political factors and parties which affect developing nations and hinder new development.

**INTS 4483 Practical Applications in Global Health (4 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 (4 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 conservation, agricultural energy production and consumption, causes of soil loss and degradation); technological change and innovation in agriculture; and culture and agriculture.

**INTS 4485 International Trade and Economic Negotiations (4 Credits)**

This course is for Korbel in DC participants only. 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 (4 Credits)**

According to the World Health Organization, "Health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity." In order to address health in humanitarian settings we must therefore respond to a range of needs and consider the diversity within affected populations. In this course, students will have the opportunity to explore some key sectors of humanitarian aid and how they relate to health. By following a specific ongoing crisis throughout the quarter, each student will have the opportunity to gain a better understanding of the particular challenges inherent in humanitarian assistance and to analyze how the "theory" is actually implemented in practice. Whether the student's future is in the field or at headquarters, internationally or at home, he or she will likely need to quickly and critically review and summarize available information in order to inform decision-making, and students will have ample opportunity to develop this skill during the quarter.

**INTS 4495 Civil Wars and International Responses (4 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 4496 Field Operations for Humanitarian Assistance (4 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 4497 International Campaign Management (4 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 4499 Evolving Global Security Landscape (4 Credits)**

This course is for Korbel in DC participants only. Change brings with it challenges—at the individual, organizational, and systemic levels. It involves behaviors and cultures with often deep-seated traditions. This course will explore the scope and magnitude of the transformational forces at work in the U.S. and to a lesser extent the global security and defense establishments. By its nature the course will be about peace and war—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 as well as shaping the post war environment for an enduring peace—but do NOT think about this as a linear process. It will also be about sociology, bureaucratic politics, the role of the media, economics, health care, power.... Most of all this semester it will be about the transformational nature and effects of ROBOTICS, AUTONOMOUS SYSTEMS, and ARTIFICIAL INTELLIGENCE (RAS/AI) on security and the budget pressures on the national security/ defense budgets—and where to consider taking acceptable risks—geographically and functionally and force posture wise (for example, do we need a \$1 Trillion nuclear modernization program; or 2400+ F-35s; or 12 carrier battle groups?). THIS AGENDA NOW IS BEING SHAPED GOVERNMENT'S and the PRIVATE SECTOR—COMMONLY KNOWN AS THE 3rd OFFSET. (The roots of this can be found in Secretary Hagel's 214 Innovation Initiative. <http://www.defense.gov/News/Article/Article/603658>).

**INTS 4500 Social Science Methods (4 Credits)**

Prerequisites: The course presumes a basic competence in statistics, social science, international relations, and comparative politics. This is an advanced, fast-paced course that seeks to provide students with a sensitivity to research design choices, both for designing their own projects and as critical consumers of the works of other scholars. The course is primarily intended for Ph.D. students at the pre-dissertation prospectus stage as well as for advanced MA candidates pursuing thesis projects. The course content covers diverse methodological approaches from the discipline of Political Science as well as methods from other fields. The course will cover topics including: research questions and 'puzzles' in political and social science; causality and causal inference; theory construction; measurement; the comparative method; case selection; and quantitative and qualitative methods. Students should enter the course with several research interests in mind since the final project for the course entails producing a research design that could serve as the basis for a future prospectus. The class sessions will include a formal introduction to different methods, a discussion of readings, and work-shopping of student work. We will also informally discuss tips and tradeoffs in the academic profession and for publishing. The class meetings will rely heavily on student participation and peer critique. At the end of the course, students should be able to identify the strengths and weaknesses of different research designs.

**INTS 4501 Comparative Politics in the 21st Century (4 Credits)**

INTS 4501, Comparative Politics: States and Societies in the 21st Century, is a core course in the graduate program curriculum of the Josef Korbel School of International Studies. The course explores theoretical perspectives and policy-relevant knowledge in comparative politics, a sub-field of contemporary political science that considers the ways in which states and societies govern themselves or "allocate value" in countries around the world. Governance is arguably the pivotal variable in the realization of contemporary global development and human security objectives. The principal question the course addresses is: What is "governance," and how does it serve to work for, or against, peace and development in countries around the world?

**INTS 4502 Comparative Revolutions (4 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 4509 Food Security, Nutrition, and Sustainable Development (4 Credits)**

This policy-oriented course will examine structures and processes that result in varying food security outcomes across space and time. Food security outcomes reflect interactions among political, economic, socio-cultural, and physical environmental systems. These systems, which are both dynamic and permeable, give rise to particular forms and patterns of food production, distribution, and consumption, and to more or less environmentally-sustainable uses of the natural resources critical to food supply.

**INTS 4514 Population, Environment, and Development in Latin America (4 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) (4 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 (4 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 identity 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 Cultures of Development (4 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 (4 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, it 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.

**INTS 4525 Religion-State Relations in Comparative Perspectives (4 Credits)**

This seminar course provides an introduction to the key readings, concepts and debates on religion-state relations. While the focus is on the Western political tradition we explore the case of India and the Islamic world at the end of the course. Themes such as freedom of belief, the role of religion in the public sphere and debates over the political construction, location and meaning of secularism are examined.

**INTS 4526 Modern Islamic Political Thought (4 Credits)**

This seminar course explores the key writings of Muslim thinkers who have shaped Islamic political thought during the 20th Century. We begin with the writings of Jamal Eddin Al Afghani and his Egyptian disciple Muhammad Abduh. We then proceed to read from the selected writings and speeches of Hassan al-Banna (founder of the Muslim Brotherhood), Sayyid Qutb (radical Egyptian Islamist theoretician), Adul Ala Maududi (Pakistani Islamic thinker and founder of Jamaat-i Islami) and Ayatollah Ruhollah Khomeini (leader of Iran's 1979 Islamic Revolution). We also investigate some of the writings of Islamic reformist thinkers such as Abdolkarim Soroush, Nasser Hamed Abu Zayd and Khaled Abou El Fadl. The emphasis in this course is on understanding the historical and political context which has shaped Islamic political thought during the 20th Century.

**INTS 4534 Topics in Middle East Politics (4 Credits)**

The 2011 Arab Spring is widely viewed as a turning point in the modern politics of the Middle East and North Africa. Longstanding authoritarian regimes and dictators have fallen while others cling to power in the face of popular protests. The region is headed for uncertain waters with Islamist parties on the ascendance, liberal and secular forces struggling to assert themselves while a Western world watches these developments with a combination of hope, concern and consternation. This course is devoted to examining the Arab Spring revolutions and more broadly the changing politics of the Arab-Islamic world. We do so by collectively reading one book per week on the Arab Spring and other situations in the Middle East. Specific themes that are analyzed include the legacy of authoritarianism, the process of democratization, religion-state relations, the role of external powers and the transformation of Islamist politics. Part of the course looks at how these books have been reviewed both in intellectual and scholarly journals. This class is designed for students who seek a deeper grasp of the Middle East and a more refined understanding of the politics and history of this region. This is not an introductory course on the Middle East, Islam, or the Arab world and previous course work is assumed. Those uncertain about their status should consult with the instructor before enrolling.

**INTS 4536 Economics: Fundamental Knowledge, Global Applications (4 Credits)**

This course provides an introduction to the methods used to analyze contemporary global economic events by examining the environment in which individual economic agents interact. We analyze what the economic problem is, how consumers and business firms make economic decisions, how markets work and how they fail, and how government public policy decisions affect individual and aggregate behavior in both domestic and international markets. A special feature of the course is the application of economic principles to real world problems.

**INTS 4539 Food Security in the United States and the World (4 Credits)**

This course discusses: food security in the United States (community food security, food insecurity); stunting and chronic nutritional deficiencies; global water crisis; land degradation; land deals; climate change; dictatorship and kleptocracy; economic approaches (westernized view, food justice, food sovereignty); World Food Summit; achieving food security (the agriculture-hunger-poverty nexus, biotechnology for smallholders in the (sub)tropics); risks to food security (fossil fuel dependence, genetic erosion in agricultural and livestock biodiversity, hybridization, genetic engineering and loss of biodiversity, price setting, treating food the same as other internationally traded commodities); access to basic food supplies; infant feeding; determining nutritional status; supplementary feeding; therapeutic feeding; malnutrition, nutrient requirements and sources.

**INTS 4543 Religion and International Studies: The Apocalyptic Tradition (4 Credits)**

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 (4 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 and 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.

**INTS 4555 Professional Communications (4 Credits)****INTS 4557 Cross-Cultural Communications (4 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) (4 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?.

**INTS 4567 Democratization in Africa (4 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 (4 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 (4 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 will be addressed include: Why do systems behave the way they do? Why do systems resist change and often end up getting worse when we try to change them? How do you find points of leverage within a system? 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 (4 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 Quito, 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 (4 Credits)**

Futures forecasting involved 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 (4 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, the Haitian earthquake, and the conflict in Syria 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; and discuss the implications for humanitarian practice of key emerging challenges.

**INTS 4583 International Protection in the Humanitarian Context (4 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 (4 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 (4 Credits)**

Knowledge plays a critical role in improving human welfare. Rapid progress in science and technology in the recent times and an increasingly interconnected 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 (4 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 4599 Ethics and International Affairs (4 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 Global Governance (4 Credits)**

This course surveys a range of arguments about how, whether, and/or the conditions under which global or transnational issues are governed. It examines different ways of thinking about governance and the governance process. It unpacks the variety of authorities that govern transnational issues. This course also considers different arguments about how the variety of actors engaged in a particular issue affects to the amount and type of governance possible. The course is intended for both masters and PhD students.

**INTS 4624 Private Actors and Conflict (4 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 (4 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, chiefdoms, 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 (4 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 (4 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/elites to further development and, most importantly, individual security. Of note, it is clear that security is a fundamental condition for effective governance and development. Further, whereas it is true that weak empirical states, interstate wars, and conflicts over natural resources have proliferated throughout the continent and that ethnic, religious and regional violence is a common syndrome, we often forget basic (human) security needs. Specifically, we overlook 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 (4 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 exclusion in Latin America over time. In the process, the course explores the role of popular movements in broader processes of democratization, economic development, and citizenship. We examine traditional and well-studied examples of social movements, including movements among workers, indigenous, women, environmentalists, and advocates for democracy and human rights. We also explore newly emerging and transnational movements, including those that articulate alternative models of globalization. The course takes an interdisciplinary approach, drawing on economics, sociology, anthropology, and political science. It places special emphasis on the political economy of popular organization, acknowledging the contested nature of development and the ongoing struggle for deeper democracies and more equitable societies.



**INTS 4629 Cultures of Globalization: Networks, Commodities, Affections (4 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 disjunctions 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 (4 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 (4 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 (4 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 in collaboration with El Centro Humanitario, a day laborer center in Denver. Or they may choose projects with Casa de Paz and the Colorado Immigrant Rights Coalition. Students will gain experience with participant observation, qualitative interviews, data security protections, qualitative data coding, analysis, reflexivity and positionality in research, 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 (4 Credits)**

It can be beneficial for graduate students planning careers in multilateral and bilateral development agencies, non-profit organizations, private-sector companies, and professional services organizations to have an understanding of how to develop a project proposal, implement it, and evaluate its results. These are useful skills for entering or reentering employment with these organizations. The Josef Korbel School of International Studies currently offers a trilogy of courses in international project cycle management—international project design and monitoring, project management, and international project evaluation. The three courses are delivered in sequence during the academic year in conformance with the project cycle, but they can be taken out of sequence without prerequisite or need to take them all. Each course uses monitoring and evaluation methods and means to connect the design, management, and evaluation of a project. Students may have been exposed some of these methods in courses covering quantitative and qualitative techniques and field research methods. Each course also shares in common the development teams and managers of those teams to produce the key deliverables at three key stages of the international project cycle. The purpose of the International Project Evaluation course is to provide students with a better understanding of and practical tools for designing, implementing, and reporting project evaluations. In all cases, a good evaluation design that is well implemented will allow the project manager to identify supportable findings, conclusions, and recommendations. The recommendations from both performance and impact evaluations can be directed to decision makers to support changes necessary to correct project deficiencies or to provide lessons learned for designing subsequent development interventions. Project managers can also use community or stakeholder participation in the process to build evaluation capacity and to gain support for the results. More specifically, students will learn about similar approaches used by four organizations that evaluate project, programs, and policies—the U.S. Government Accountability Office, the World Bank, United Nations Development Program, and United States Agency for International Development (USAID). Each of these organizations has developed templates for evaluation design, use similar methods and techniques to collection and analyze data, and share common elements in the framework of their evaluation reports. Two of these organizations have protocols to contract out evaluations to other groups through the preparation of an evaluation statement of work (SOW) or terms of reference (TOR). In this course, students will have the opportunity to compare evaluation approaches and to apply these approaches in preparing evaluation products. Small student teams will produce an evaluation SOW patterned after USAID guidance and defend their design in a final presentation.

**INTS 4634 Practical Public Diplomacy (4 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 (4 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 4636 Diplomacy in the 21st Century (4 Credits)**

This course will focus on the array of factors, interactions, and mechanics that must be engaged and synchronized for the effective execution of diplomacy. The course will explore these themes using first via an array of historical case studies and then will take those same themes and apply them to the current and future context as framed by Ambassador Hill's real world experience. In the end, the students will have gained professional insight into the array of key elements and challenges associated with carrying out diplomacy in the current context. Enforced Prerequisites and Restrictions: INTS 4700: US Foreign Policy, or INTS 4701: US National Security Policy, or INTS 4702: Major Issues in International Security.

**INTS 4637 Comparative State building (4 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 (4 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 (4 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 (4 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 international economics, integrating and extending the knowledge obtained from other economic and policy courses. Basic Macroeconomics and Microeconomics, while not strictly a prerequisite, is highly recommended. Basic economic concepts will be used repeatedly during the class and basic knowledge of economics will be assumed. The format of the course 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 (4 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 (4 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 (4 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 (4 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 (4 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 (4 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 work 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 (4 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 (4 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 momentums 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 (4 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 (4 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 (4 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 (4 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 4658 Understanding Diplomacy in Peace and War (4 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 4664 Emerging Powers: Development in Brazil, India and Beyond (4 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 4665 Technology and War (4 Credits)**

This course introduces graduate students to past, present, and future trends in warfare, focusing especially on the how technological advances affect the ways in which states engage in international conflict. The course begins by introducing students to a number of theories that help shed light on why technological developments occur and how they affect the conduct of war. Subsequent classes will then examine important technological developments and assess how each has impacted the use of force over time. Topics include the invention of gunpowder and the use of machine guns, the development of nuclear weapons, the use of unmanned technologies on the battlefield, and the growing importance of the cyber domain to future inter-state conflict.

**INTS 4670 Gender, Security and Human Rights (4 Credits)**

This course examines the gendered dimensions of security and human rights, with a particular focus on periods of violence and insecurity. Gender equality has been at the heart of human rights and development efforts over the past half-century. Legal and normative instruments have been created to address the ongoing marginalization of women and girls around the world, including the 1979 Convention on the Elimination of Discrimination Against Women (CEDAW) and the 1995 Beijing Platform of Action. More recently there has been increasing attention to the importance of “gendering” discussions of international security. For instance, UN Security Council Resolution 1325, passed in 2000, is widely seen as a landmark framework for ensuring women’s inclusion in the post-war peace process.

**INTS 4675 Advanced Topic: Defense and Security Policy Lab (4 Credits)**

This is an advanced topics course centered on International Security students gaining, developing, and practicing their professional skills (specifically research and analytics, integration of creativity, academic material, and analysis, peer to peer leadership and coordination, project management and collaborative tools, and communications) via engagement with material/techniques associated with as well as the actual development and execution of a group based professional grade defense/security policy analysis. While the class will contain some traditional academic elements to provide all participants with an enhanced tool kit of skills and analytic options, the bulk of the class takes place through the development of the group defense/security policy analysis executed by 6 person student Project Teams that will be developed through an iterative process over the course and then presented to a group of defense and security professionals for their appraisal. Through this process, security students will be able to get a sense of how real world projects are developed and executed as well as the challenges that confront the production thereof.

**INTS 4678 The Politics of Global Trade, Investment and Production: The Origins and Consequences of Open Border (4 Credits)**

The last half century has seen national borders opened to the multiple flows now characterized as ‘globalization’ – the movement of traded goods, capital and people, all of which deserve attention. But if the financial crisis alerted the world to the consequences of free capital flows some years ago, the consensus on free trade and foreign direct investment outside of the developed economies is only now being questioned in national politics, most recently and notably in the 2016 US presidential campaign. In that campaign, both candidates questioned the wisdom of the mega-trade deals – the Trans-Pacific Partnership (TPP) and the Transatlantic Trade and Investment Partnership (TTIP) – and one of them promised reverse the tide of outward US company relocation. The loss by the Democrats of much support among voters in blue-collar states affected by deindustrialization has forced a rethinking of both political strategy and policy orientation. The renewed salience of trade politics invites a number of questions, first about how the world managed the politics of surrendering to a large extent trade protectionism from the 1970s onwards, and second, how countries and regions have managed to govern an increasingly open trading order, both in terms of regulating the flow of goods but also in dealing with the domestic consequences – including initially widespread opposition by organized interests and ongoing battles with labor organizations in particular. There is a third question that is central to understanding what has happened with trade, and that concerns the melding of trade as traditionally understood with the transnationalization of production, whereby older and new forms of foreign direct investment (FDI) have created an international web of supply chains within which the greater part of trade (so-called inter-trade) is now conducted.

**INTS 4680 Introduction to Political Theory (4 Credits)**

Political theory analyzes and interprets the foundations of political life and evaluates its principles, concepts and institutions. It is fundamentally concerned with the normative political relationships among human beings that revolve around the organization and basis of government. This course provides an introduction to Western political theory through key texts and thinkers that are essential reference points in the social science literature. The focus will be on the Enlightenment tradition and the approach will be geared toward understanding how the seminal texts and thinkers of this period have shaped—and continue to shape—our understanding of political ideas and norms. This course will also have a pragmatic component, where the books and ideas under consideration will be applied to contemporary international debates and issues. Please note that this course is geared toward students without a strong background in political theory. No previous knowledge is required or assumed. All that is needed is an open mind and willingness to work hard. Professor Nader Hashemi will be the course coordinator and guest lectures will be delivered by several Korbelt faculty members. For more information about the study of political theory at the Josef Korbelt School, go to: [www.du.edu/korbelt/politicaltheory/](http://www.du.edu/korbelt/politicaltheory/).

**INTS 4700 United States Foreign Policy (4 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 (4 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 (4 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 & Strategy (4 Credits)**

This course will focus on the array of factors, options, and realities associated with the creation and execution of Strategy in order to achieve security objectives. The course begins with and centers on the classic works, concepts, and thinkers associated with strategy and then seeks to apply the foundational ideas to a range of current security challenges.

**INTS 4704 Globalization and Security (4 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 (1-4 Credits)****INTS 4708 Topics in International Studies (1-4 Credits)****INTS 4709 Topics in International Studies (1-4 Credits)****INTS 4710 Topics in International Studies (1-4 Credits)****INTS 4711 Topics in International Studies (1-4 Credits)****INTS 4715 Problems and Challenges of Democratization in Contemporary Democracies (4 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 (4 Credits)**

Capital markets – the buying and selling of equity and debt – are vital to the functioning of an economy. Using a comparative 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 (4 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 (4 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 (4 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 (4 Credits)**

Examines host of potential societal consequences of homeland security efforts.

**INTS 4735 Defense and Security Methods (4 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 (4 Credits)**

Course focuses on analytical prod. of strategic intell relative to int'l security issues.

**INTS 4738 Current Issues in Strategic Intelligence (4 Credits)**

Advanced seminar which investigates current issues relative to strategic intell within international studies.

**INTS 4739 Defense and Security Quantitative Analysis (4 Credits)**

This course is the follow-on to INTS 4735 Defense and Security Methods and is designed to engage students in a professional conversation about the applicability of quantitative analysis and big data based analytics for the execution of defense and security analysis/research. Continuing the development of the students' individual research design proposal, but now introducing an array of quantitative ideas, options, and methods, this course begins with the foundational realities of coding and descriptive statistics before introducing students to bivariate and multivariate analysis, index/scale construction, and hypothesis testing techniques. In addition, the course continues to develop the students ability to engage with and understand real world defense and security research, in this case particularly quantitative analysis. Prerequisites: INTS 4735.

**INTS 4742 International Weapons Proliferation (4 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 4744 Gender and International Security (4 Credits)**

In this course we will pay particular attention to the gendered dimensions of human security as they relate to war and political violence. We will talk about how security is a distinct concept from human rights or human development, but will also discuss how all are necessary and related. We will explore feminist approaches to international security and critically engage concepts like militarization, peacekeeping, and intervention. We will emphasize the importance of looking at structural cases of insecurity and at the linkages between various forms of insecurity. We will pay particular attention to the agency of local actors and to the strategies employed by women and women's movements to oppose war, secure peace, and promote human security. We will cover landmark international resolutions—such as R2P and UN Resolution 1325—in order to breakdown the impact these resolutions have had on gendered power dynamics in conflict zones, as well as to identify areas where more attention is needed.

**INTS 4746 Gender and Human Rights (4 Credits)**

This course examines the gendered dimensions of human rights, with a particular focus on human rights during (and after) periods of violence and insecurity. Gender equality has been at the heart of human rights and development efforts over the past half-century. Legal and normative instruments have been created to address the ongoing marginalization of women and girls around the world, including the 1979 Convention on the Elimination of Discrimination Against Women (CEDAW), the 1995 Beijing Platform of Action, and the 2000 UN Security Council Resolution 1325. Indeed, measures to prevent discrimination based on sex have been ingrained in nearly every human rights treaty since the United Nations Charter in 1945. Yet, gender-based rights violations continue to occur around the globe with alarming pervasiveness and frequency. Drawing from critical gender analyses and postcolonial feminist thinking, this class will introduce you to the concept of gendered rights, challenge you to think about intersectionality as a way of considering "rights," and introduce you to many of the contemporary human rights crises unfolding around the world today. Critically, this class takes an inclusive view of "gender," examining the human rights of women, men, queer, trans, or gender non-conforming people.

**INTS 4750 The Policy Making Process (4 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 pay 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 (4 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 (4 Credits)**

Focuses on the craft of U.S. Intelligence and its role in the making and implementation of national security policy.

**INTS 4760 Russian Foreign and Defense Policy (4 Credits)**

Course explores Russian foreign and defense policy from Vladimir Lenin to Vladimir Putin - heavy focus on security policy.

**INTS 4767 Cultures of Capitalism (4 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 (4 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 4770 The Politics and Economics of International Energy (4 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 energy 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 remain 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 (4 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 4775 Droit diplomatique international (4 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 légation, 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'Etat 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 (4 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 (4 Credits)**

This course examines 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" (4 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 4780 Terror in History: Challenges and Responses (4 Credits)**

Terror/ism 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 4782 Law without the State (4 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 (4 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 (4 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 (4 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 Planning and Assessment in Complex Environments (4 Credits)**

The primary mission of this course is to provide participating students grounding in the planning methodologies, approaches, and expectations used within the US government in both military and civilian agencies as well as increasingly in the security related private and non-profit sectors. The starting point for this effort is Operational Art & Design and the military's Joint Operational Planning Process (JOPP) as well as related literature. Military planning serves as the starting point both because it is the most mature and sophisticated government planning methodology and because most other US government planning practices are direct, contextually appropriate derivatives of DoD planning mechanics.

**INTS 4787 Civil-Military Practices in Humanitarian Responses (4 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 (4 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 (4 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 (4 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 (4 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 (4 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 (4 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 novelly 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 of "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 (4 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 (4 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's 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 Theory (4 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 (4 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 4854 Rising China and Challenges to the Global Order (4 Credits)**

This course is for Korbel in DC program participants only. This seminar focuses on contemporary challenges to the global order posed by China's growing economic power. The course charts China's reform and opening, its development and integration into the global economy, and the challenges created for Western economic and security institutions and alliances. Specific topic areas covered include China's non-market status and trade conflict, competition for technological leadership, ICT governance and standard setting, the Belt and Road Initiative, and the implications of China's South China Sea activity. The course will combine extensive background readings, lectures, and discussion. Students will benefit from frequent guest lectures and discussions with experts from the Center for Strategic and International Studies.

**INTS 4856 Global Sustainability and Development (4 Credits)**

This course is for Korbel in DC participants only. 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 (4 Credits)**

Global human rights issues and how those issues help mold foreign policy decisions.

**INTS 4890 Revolutions and State Building (4 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 novelly 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 of "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 (4 Credits)**

Topics on discussion include: levels of analysis; realism; neo-realist structuralism; international society and the English school; international anarchy; process variables and international institutions; international security institutions; rationalism, constructivism, and the purposes of theory; norms and ideas; gender and identity; and postmodernism and post-structuralism.

**INTS 4903 Social Construction of International Society (4 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 (4 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 (4 Credits)**

Professor will choose various books by classic political theorists for students to read and discuss in class.

**INTS 4907 International Terrorism (4 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 4909 Climate Justice (4 Credits)**

The science of climate change, while continuing to become more exact and nuanced, is clear – human behavior has caused the planet to warm unnaturally. Now that the science has been established the next question is how will it affect the ecosystem and, especially human habitation. As seems to be the norm, those most affected by climate change will be the poor, the disempowered, and native populations. The understanding and the possible solutions must be interdisciplinary – human rights, law, economics, development, gender and race equity, security, science – to name a few. The course will look at the history and philosophy of climate justice, which includes such disciplines as environmental justice and sustainability, move through an analysis via a number of different viewpoints, and conclude with a look into the future in terms of education and activism. Climate justice requires a sharp, critical look at systems and an understanding of the interconnectedness of science, ethics, and politics. Examples of this might include the rising of sea levels displacing very large numbers of people adding to the already impossible strain on refugee and IDP resettlement. Or the Brazilian economy's almost sole reliance on hydro-electric power in face of the drying up of rivers and water basins. Or the role of the world's religions and religious leaders in climate justice. One of the unique characteristics of this course will be the number of guest lecturers. It is incumbent on universities and colleges to take a multi-disciplinary approach to climate justice and lower the "silos" between academic units. To that end colleagues from DU and other institutions will bring their disciplines and insights to bear on the topic.

**INTS 4912 Development in Africa: Challenges, Constraints and Strategies (4 Credits)**

This course is for Korbel in DC participants only. As the Developed World falters over its financial difficulties, many eyes are turning to the third world for resources, markets and solutions. In a real sense, Africa is the "last frontier." With this in mind, this seminar provides an overview of Africa and Development through the eyes of practitioners and scholars from the US and Africa who have devoted considerable effort to trying to affect development on the continent and speculating on what more it will take to make Africa prosperous. Beginning with an overview, the course proceeds through traditional development sectors (agriculture, health and education), newer perspectives and drivers (private sector, ICTs, democratization and China), and the three "C" barriers (corruption, conflict and climate change). Lively exchanges over the role of outsiders and the efficacy of aid as well as Africa's growing role in the outside world, balance more traditional development perspectives.

**INTS 4914 Statecraft and Smart Power in the Digital Era (4 Credits)**

This course is for Korbel in DC participants only. 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 (4 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 (4 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 (4 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, why does it persist?

**INTS 4931 International Organizations (4 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.

**INTS 4934 Intervention: Policies & Pract (4 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 (4 Credits)**

This course is a theoretical and practical introduction to international humanitarianism 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 (4 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 Genocide and the Human Condition (4 Credits)**

The well known Holocaust scholar, Daniel Jonah Goldhagen has argued that genocide is worse than war and we look at the mass killings of the past one hundred years he is probably correct. This course not only examines genocide comparatively by studying the Holocaust and genocide in Rwanda, Cambodia other countries and regions of the world but focuses on the question of if it can be ended. Does the popular phrase "Never Again" have any meaning or will genocide continue and even escalate in the twenty first century.

**INTS 4940 Introduction to Human Rights (4 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 (4 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 (4 Credits)**

Course explores variations in societies of states across time and place.

**INTS 4954 Human Rights Research and Design (4 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 I (0 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 JKIS 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 4956 Human Rights Clinic II (4 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 JKIS 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 4964 Political Risk Analysis (4 Credits)**

Investigates risks associated with political instability or uncertainty in countries with emerging markets.

**INTS 4965 Technology and Sustainable Development (4 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 (4 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 (4 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 must 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 (0-4 Credits)**

The Josef Korbel School of International Studies (JKIS) recognizes the importance of practical experience as an integral component of a student's education. An internship should both complement the student's academic field of study and relate to his/her career goals. Through internships, students will: Apply acquired academic theory, knowledge, and skills to professional practice; Further develop knowledge and skills needed to work effectively in the field; Gain greater understanding of the private, public, or nonprofit/NGO sectors; Build a network of professional contacts; and Develop career-related skills applicable to the future job search. The course is open to currently enrolled Korbel MA candidates. Registration is by instructor approval after review of materials.

**INTS 4987 Forced Labor and Human Trafficking (4 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 (4 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 States (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 (1-12 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 (2-4 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 (1-8 Credits)**

This course allows a student to receive credit for research and writing undertaken as part of the master's thesis. Such study is arranged between professor and student. Academic grades are assigned for performance. Independent Research form required.

**INTS 4996 Substantial Research Paper (0-4 Credits)**

A Substantial Research Paper (SRP) is a problem-focused paper designed to engage student in the process of applied research. In contrast, an independent study tends to be a more general research project, while an MA thesis involves in-depth academic research typically undertaken by students interested in pursuing a PhD. An SRP is typically shorter than an MA thesis, and does not require a review committee or an oral defense. Rather, the SRP will be supervised and graded by a single appointed faculty member.

**INTS 5991 Independent Study (1-12 Credits)****INTS 5992 Directed Study (1-5 Credits)****INTS 5995 Ph.D. Dissertation Research (1-8 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).