

# INTERNATIONAL STUDIES

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Office: Anna & John J. Sie International Relations Complex

Mail Code: 2201 S. Gaylord St., Denver, CO 80210

Phone: 303-871-2544

Email: [issta@du.edu](mailto:issta@du.edu) ([korbeladm@du.edu](mailto:korbeladm@du.edu))

Web Site: <https://korbel.du.edu/academics-degrees/graduate-degrees> (<https://korbel.du.edu/academics-degrees/graduate-degrees/>)

## Degree Programs

### Master of Arts in Global Economic Affairs

The Global Economic Affairs (GEA) program provides students with a multi-disciplinary, policy-focused examination of the global economy. *Emphasis is on political economy, not on the narrow field of economics as standardly taught in economics textbooks.* The GEA program is fully accessible to students who did not study economics as undergraduates. Courses within this degree focus on the complex changes underway in the global economy, including the emerging patterns of finance, trade, and investment 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 of policy choices; corporate governance, competition, and corporate social responsibility; and the politics of economic policy choices at the national and international levels, within 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 qualitative and quantitative skills courses.

This degree is intended for students looking to pursue a diverse range of careers:

1. As international economic analysts for public sector agencies, such as the Department of Commerce, the International Trade Administration, Ministries of Finance, crime and security agencies such as the FBI, and state and municipal government,
2. As analysts for multilateral institutions and organizations, such as the World Bank, the U.S. Trade and Development Agency, the World Trade Organization, United Nations agencies, the African Development Bank, and the Organization for Economic Cooperation and Development,
3. As researchers and analysts within non-governmental organizations, such as Oxfam, Action Aid, Accion, and Water for People,
4. As private sector economic policy consultants, political risk or international project analysts, ethical supply chain experts, and international project managers.

### Master of Arts in Global Environmental Sustainability

A defining issue of the 21st century will be international challenges posed by a changing environment, population growth, and increased demands on our food, water, and energy resources. Given the complexity and magnitude of these challenges, we need innovative approaches to meeting needs while promoting just and equitable development and a sustainable path for future generations. The Korbel School is poised to assume a position of leadership in research, teaching, and outreach around issues related to our changing climate and global environment. The Global Environmental Sustainability (GES) MA will stimulate, facilitate, and coordinate these activities in a sustaining manner. Our location in the Front Range puts us at the center of practical discussions about water, agriculture, and energy (both conventional and renewable). Our strength comes in taking a human-focused approach to understanding the consequences of global change for human well-being. The MA in Global Environmental Security also included the option of a Concentration in Applied Environmental Analysis based around a set of interdisciplinary courses designed to anchor students in the STEM based tools necessary for environmental policy work.

### Master of Arts in International Development

The MA in International Development focuses on development theory, policy-oriented decision-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 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 levels from the most macro-level international institutions and initiatives to the most micro-level agendas and actions taken by communities, firms, movements, and individuals.

The program provides training in key practical skills identified by development employers, including communications, quantitative analysis, program/project-focused management and assessment, qualitative and participatory field research, and cross-sectoral framework development. 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**

The MA in International Human Rights provides students with the opportunity to engage with some of today's most pressing and compelling human rights issues and consider emerging issues and approaches in an academically rigorous and critical way. Students will examine diverse perspectives on the contributions, effectiveness, and relevance of international human rights frameworks, instruments, movements, and institutions. Graduates of the program go on to work on human rights research and documentation, advocacy, and programming including with nonprofits, the UN, government, and the for-profit sector.

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

The International Security curriculum provides education and practical training on issues related to the causes and consequences of foreign policies pursued by states plus the goals of non-state actors to advance their position and status in world political dynamics through violent confrontation and war or through cooperative moves towards peace. The Security Program combines traditional issues (state level threats, sovereignty, armament policies) and foundational theoretic perspectives (realism, liberalism, international law) with emerging twenty-first century problems (e.g. human security, climate change, health pandemics, humanitarian assistance, global governance) with exposure and appreciation for updated research and policy perspectives on contemporary topics to enable students to understand continuities and major shifts in the evolving global system, to foresee new threats, and imagine threat responses.

We focus on developing skill sets: written and oral communications; technical tools (graphic displays, statistical analysis) and clear, logical arguments that are essential for our graduates to be marketable practitioners in the security field—whether working in government, private industry, or the non-profit sector. We expect everyone to keep current in scholarship and policies presented in mainline journals. By completing the Security program, students will have a sufficient sense of basic concepts, theories, and approaches associated with the field with the confidence to apply this knowledge to real-world problems.

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

The Master of Arts in International Studies combines a broad understanding of the field 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, with ample opportunity to tailor a program to fit your specific needs and interests.

## **Certificates**

### **Certificate of Specialization in Global Environmental Change and Adaptation**

Environmental change, driven in large part by human activity, is increasingly identified as posing significant challenges to development and security. While climate change has received the most attention (see, e.g., US DOD, *2014 Quadrennial Defense Review*), other changes, e.g. biodiversity loss, ozone depletion, and freshwater use have also been raised as significant issues affecting development and security. These issues have also been tied to questions related to social justice. The Josef Korbel School of International Studies (Korbel) is building a critical mass of scholars, student interest, and activities related to environmental change, development, security, and justice. This certificate seeks to provide opportunities for students to develop substantive expertise around one of the defining challenges of the 21<sup>st</sup> century: global environmental change and attempts to adapt thereto in sustainable ways that minimize harm to affected communities.

Note: The GECA certificate is not available to students pursuing the MA in Global Environmental Sustainability.

### **Certificate of Specialization in Global Justice**

Social justice issues, such as the injustices and inequalities faced by women, LGBTQIA+ communities, racial minorities, indigenous people, and the poor, are more salient than ever. And across the world, people are standing up, asserting their rights, and devising movements to demand change – indeed, 2019 saw more protests across the globe than any other year on record. The Global Justice Certificate places these struggles in both local and global context, aiming to prepare students to support, participate in, and amplify movements from the #StopTheSweeps movement in Denver challenging mistreatment of the unhoused, to campaigns against femicide in Latin America, to global youth-led movements for climate action.

Upon earning a GJC from the Korbel School, graduates will have a knowledge of theories of social change along with an understanding of clear historical examples; they will understand concrete strategies around using media, advocacy, storytelling, fundraising, and strategic visioning for global changemakers; and they will have a toolkit and network to help them launch a career in global social justice organizing and human rights advocacy.

### **Certificate of Specialization in Homeland Security**

This certificate program is offered to currently enrolled Josef Korbel School of International Studies' Master's 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. Current alumni are employed at NORTHCOM, FEMA, Colorado Office of Emergency Management, The Colorado Information Analysis Center (CIAC), many city/county offices of emergency management as well as a wide range of private sector positions. There are also increasing numbers of former students working in international roles and/or roles in home countries beyond the United States. Professional roles include threat assessment, emergency preparedness, response and recovery, and crisis scenario development, testing, and exercise execution and well as the associated policy outcomes.

### **Certificate of Specialization in Humanitarian Assistance**

The humanitarian system comprises international, national, and local entities who work together to alleviate suffering and save lives of people affected by conflict, displacement, and natural disasters. Our certificate in humanitarian assistance provides students with the theoretical and practical underpinnings for humanitarian work that is technically sound, partners with affected communities, responds to diverse needs, and sets the

stage for sustainable and inclusive development efforts. Through this certificate, you'll be able to explore your specific interests in the humanitarian field and develop relevant skills, experiences, and professional networks. The certificate offers personalized advising, exclusive networking, and unique experiential learning opportunities including a simulation and the Humanitarian Assistance Applied Research Group. Graduates pursue humanitarian careers abroad and in the U.S. working with international organizations, government, non-governmental organizations, and the private sector.

### **Certificate of Specialization in Strategic Intelligence**

This certificate program is open to all University of Denver Graduate Students. The Strategic Intelligence Certificate is designed to prepare students for careers in the intelligence community and related threat and situational analysis roles in government, consultancies, and the private sector. The emphasis of the certificate is familiarity with the realities, skill sets, and challenges associated with strategic intelligence analysis.

## **Interdisciplinary Certificates**

Interdisciplinary Certificates allow students to gain competence in relevant issue areas by taking approved coursework in another academic unit, as well as course at JKIS. While these certificates are open to matriculated students pursuing a graduate degree at the Josef Korbel School of International Studies and are offered jointly, they are administratively based in other units.

### **Certificate in Global Business and Corporate Social Responsibility**

As a joint offering between the Daniels College of Business and the Josef Korbel School of International Studies, the graduate Certificate in Global Business and Corporate Social Responsibility (CSR) at the University of Denver focuses specifically on the challenges and opportunities businesses confront in a globalized and developing world.

Businesses today are aware of increased pressure to behave ethically. Many are unsure how to integrate these goals into their business strategy and engage meaningfully with stakeholders. Likewise, governments, civil society organizations, and other stakeholders recognize the importance of having businesses at the table, but do not always have a clear understanding of how to best engage with the private sector. Both private enterprises and those wishing to affect their behavior are looking for young talent with the capability to navigate this new space.

The certificate curriculum draws from unique course offerings at the Daniels College of Business and the Josef Korbel School of International Studies to provide students with the skills to embrace and navigate the complexity of business and governance issues. The required and elective courses explore the theory and practice related to: economic development, business ethics, CSR strategy, social entrepreneurship, business and human rights, sustainability, impact investing, international business law, financial accounting, managerial accounting, as well as considerations with regards to hard and soft law mechanisms that govern transnational space. Students complete the program with a clear understanding of the complexity of the global business environment, a variety of corporate strategies, best practices and the impact of CSR efforts in particular cases.

The Certificate of Specialization in International Studies with a concentration in Global Business & Corporate Social Responsibility is administered by the Daniels College of Business.

### **Certificate in Public Diplomacy**

The Graduate Certificate in Public Diplomacy is an interdisciplinary, 24-credit certificate which examines the history, theory, methods, and uses of strategic communication for the purposes of informing, influencing, and establishing dialogue with international publics and stakeholders. Recognizing the central role of mediated communication in international relations today, the certificate is designed to help students acquire a sophisticated understanding of global media and communication processes and the ways in which they are employed by individuals, groups, organizations, and governments to advance their strategic interests. The certificate combines expertise from the Department of Media, Film, and Journalism Studies and the Josef Korbel School of International Studies, providing students with a truly interdisciplinary experience and preparing them to address contemporary international challenges in ways that make an impact. Those earning this Certificate of Specialization will be equipped with conceptual and practical skills that prepare them for careers in the fields of cultural diplomacy, nation branding, public affairs and information, foreign aid, global health and development communication, international strategic communication, and international education.

The Certificate of Specialization in International Studies with a concentration in Public Diplomacy is administered by the Department of Media, Film & Journalism Studies (MFJS) – Division of Arts, Humanities, and Social Sciences.

### **Certificate in Religion and International Affairs**

The Certificate in Religion and International Affairs provides graduate students pursuing MA degrees in the Department of Religious Studies (AHSS) or the Josef Korbel School of International Studies with the opportunity to enhance their home program of study with specific expertise in the scholarly and professional field of religion and international affairs. This certificate program emphasizes scholarly and practitioner approaches to understanding the intersections between religion and international affairs in the modern world, providing students with an interdisciplinary approach to contemporary case studies as well as theoretical issues. The program will enable certificate students to develop demonstrable competencies that will help them position themselves for academic policy or non-profit careers.

Interested students from the Religious Studies or the Josef Korbel School of International Studies MA programs will submit an online application consisting of a 500-word personal statement, a CV, undergraduate and graduate transcripts, which will be reviewed by an interdepartmental faculty committee. Applicants must be enrolled graduate students in good standing in the Department of Religious Studies MA program or the Korbel School of International Studies MA program.

The Certificate of Specialization in International Studies with a concentration in Religion & International Affairs is administered by the Department of Religious Studies (RLGS) – Division of Arts, Humanities, and Social Sciences.

## Master of Arts in International Studies

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### Standardized Test Scores

- GRE or GMAT scores are optional for admission to this program. Applications submitted without scores will receive full consideration. Every application undergoes a comprehensive evaluation, including a careful review of all application materials.
- If you choose to submit test scores, you may upload your Test Taker Score Report PDF, which is considered unofficial. Official scores must be received directly from the appropriate testing agency upon admission to the University of Denver. The ETS institution code to submit GRE scores to the University of Denver is 4842. The code to submit GMAT scores for this program is MZR-Z3-18.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 95
- Minimum IELTS Score: 7
- Minimum C1 Advanced Score: 185
- Minimum Duolingo English Test Score: 125

## Master of Arts in Global Economic Affairs

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### Standardized Test Scores

- GRE or GMAT scores are optional for admission to this program. Applications submitted without scores will receive full consideration. Every application undergoes a comprehensive evaluation, including a careful review of all application materials.
- If you choose to submit test scores, you may upload your Test Taker Score Report PDF, which is considered unofficial. Official scores must be received directly from the appropriate testing agency upon admission to the University of Denver. The ETS institution code to submit GRE scores to the University of Denver is 4842. The code to submit GMAT scores for this program is MZR-Z3-09.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 95
- Minimum IELTS Score: 7

- Minimum C1 Advanced Score: 185
- Minimum Duolingo English Test Score: 125

## Master of Arts in Global Environmental Sustainability

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### Standardized Test Scores

- GRE or GMAT scores are optional for admission to this program. Applications submitted without scores will receive full consideration. Every application undergoes a comprehensive evaluation, including a careful review of all application materials.

If you choose to submit test scores, you may upload your Test Taker Score Report PDF, which is considered unofficial. Official scores must be received directly from the appropriate testing agency upon admission to the University of Denver. The ETS institution code to submit GRE scores to the University of Denver is 4842. The code to submit GMAT scores for this program is MZR-Z3-36.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 95
- Minimum IELTS Score: 7
- Minimum C1 Advanced Score: 185
- Minimum Duolingo English Test Score: 125

## Master of Arts in International Human Rights

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### Standardized Test Scores

- GRE or GMAT scores are optional for admission to this program. Applications submitted without scores will receive full consideration. Every application undergoes a comprehensive evaluation, including a careful review of all application materials.
- If you choose to submit test scores, you may upload your Test Taker Score Report PDF, which is considered unofficial. Official scores must be received directly from the appropriate testing agency upon admission to the University of Denver. The ETS institution code to submit GRE scores to the University of Denver is 4842. The code to submit GMAT scores for this program is MZR-Z3-23.

## English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 95
- Minimum IELTS Score: 7
- Minimum C1 Advanced Score: 185
- Minimum Duolingo English Test Score: 125

## Master of Arts in International Development

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### Standardized Test Scores

- GRE or GMAT scores are optional for admission to this program. Applications submitted without scores will receive full consideration. Every application undergoes a comprehensive evaluation, including a careful review of all application materials.
- If you choose to submit test scores, you may upload your Test Taker Score Report PDF, which is considered unofficial. Official scores must be received directly from the appropriate testing agency upon admission to the University of Denver. The ETS institution code to submit GRE scores to the University of Denver is 4842. The code to submit GMAT scores for this program is MZR-Z3-23.

## English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 95
- Minimum IELTS Score: 7
- Minimum C1 Advanced Score: 185
- Minimum Duolingo English Test Score: 125

## Master of Arts in International Security

### Degree and GPA Requirements

**Bachelor's degree:** All graduate applicants must hold an earned baccalaureate from a regionally accredited college or university or the recognized equivalent from an international institution.

**University GPA requirement:** The minimum grade point average for admission consideration for graduate study at the University of Denver must meet one of the following criteria:

- A cumulative 2.5 on a 4.0 scale for the baccalaureate degree.
- A cumulative 2.5 on a 4.0 scale for the last 60 semester credits or 90 quarter credits (approximately two years of work) for the baccalaureate degree.
- An earned master's degree or higher from a regionally accredited institution or the recognized equivalent from an international institution supersedes the minimum GPA requirement for the baccalaureate.
- A cumulative GPA of 3.0 on a 4.0 scale for all graduate coursework completed for applicants who have not earned a master's degree or higher.

### Standardized Test Scores

- GRE or GMAT scores are optional for admission to this program. Applications submitted without scores will receive full consideration. Every application undergoes a comprehensive evaluation, including a careful review of all application materials.



- If you choose to submit test scores, you may upload your Test Taker Score Report PDF, which is considered unofficial. Official scores must be received directly from the appropriate testing agency upon admission to the University of Denver. The ETS institution code to submit GRE scores to the University of Denver is 4842. The code to submit GMAT scores for this program is MZR-Z3-80.

### English Language Proficiency Test Score Requirements

The minimum TOEFL/IELTS/C1 Advanced/Duolingo English Test score requirements for this degree program are:

- Minimum TOEFL Score (Internet-based test): 95
- Minimum IELTS Score: 7
- Minimum C1 Advanced Score: 185
- Minimum Duolingo English Test Score: 125

## Master of Arts Degrees

### Master of Arts in Global Economic Affairs

The Global Economic Affairs (GEA) program provides students with a multi-disciplinary, policy-focused examination of the global economy. *Emphasis is on political economy, not on the narrow field of economics as standardly taught in economics textbooks.* Courses within this degree focus on the complex changes underway in the global economy, including the emerging patterns of finance, trade, and investment 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 of policy choices; corporate governance, competition, and corporate social responsibility; and the politics of economic policy choices at the national and international levels, within 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 qualitative and quantitative skills courses.

Students pursuing the GEA degree are required to pursue a customized specialization that is tied to their intellectual and career aspirations. Students should meet with the degree director to discuss possible specializations that will meet their needs.

This degree is intended for students looking to pursue a diverse range of careers:

1. As international economic analysts for public sector agencies, such as the Department of Commerce, the International Trade Administration, Ministries of Finance, crime and security agencies such as the FBI, and state and municipal government;
2. As analyst for multilateral institutions and organizations, such as the World Bank, the U.S. Trade and Development Agency, the World Trade Organization, United Nations agencies, the African Development Bank, and the Organization for Economic Cooperation and Development;
3. As researchers and analysts within non-governmental organizations, such as Oxfam, Action Aid, Accion, and Water for People;
4. As private sector economic policy consultants, political risk or international project analysts, ethical supply chain experts, and 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 the Daniels College of Business (DCB) that allows them to earn an MS in Finance along with the GEA 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).

The GEA program is fully accessible to students who did not study economics as undergraduates.

#### Degree Requirements

Candidates must complete sixty (60) credit hours

Code	Title	Credits
<b>Degree Requirements:</b>		
Korbel Core (one course, 4 credits):		4
INTS 4091	Great Issues in International Affairs (offered each Fall quarter; take as early in the program as possible)	
Degree Core (three courses, 12 credits):		12
INTS 4310	Foundations of International Trade <sup>1</sup>	
INTS 4320	Int'l Monetary Relations <sup>1</sup>	
One of the following:		
INTS 4324	International Political Economy	
INTS 4370	The Global Economy <sup>2</sup>	
INTS 4372	Great Books in Political Economy	
Specialization (three courses, 12 credits):		12

Specializations are sets of three full credit courses (12 credit hours) that a student takes within their degree that are centered on a common topic, region, or degree relevant methods and must be approved by the degree director. Korbel specializations are open specializations, which is to say that they are totally customizable and can be drawn from any and all eligible University of Denver graduate courses. The key is that they must be approved on submission for graduation by a student's degree director and students are encouraged to engage their degree director early in the process on what are approvable sets of courses. Specializations do not go on transcripts, so it is possible to organize courses into more than one set of three, but for completion of degree requirement purposes, only one specialization is submitted as such on your program statement. Students who participate in a Korbel Certificate will put three of their certificate courses in their specialization and the other three in electives to fit the certificate within the 60 credit hours associated with their degree requirements. For more information on Specializations, see the Korbel Student Affairs Digication site.

**Skills Requirement (12 credits):****12**

INTS 4057	Statistics
INTS 4303	Econometrics for Decision Making

A total of 4 more credits (in the form of one 4-credit or two 2-credit skills courses) of INTS or PPOL skills coursework drawn from the Korbel School Skills List. GEA students must take a degree-relevant option and should get pre-approval from their degree director. This list is updated annually and can be found on the Korbel Student Affairs Digication site. Students may also utilize graduate level skills courses in other DU departments/schools with pre-approval from their degree director.

You can find more information on skills courses offered at <https://du.digication.com/korbelgradstudents/registration> (<https://du.digication.com/korbelgradstudents/registration/>).

**Internship: Required**

INTS 4981	Internship (Required, for 0 or 4 credits.) *
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Please see the Student Affairs Digication site <https://du.digication.com/korbelgradstudents/internships> (<https://du.digication.com/korbelgradstudents/internships/>) for more details.

**Supporting Courses:****20**

Students will fill out their academic program as needed to reach the minimum requirement of 60 credits with graduate level courses in fields and areas of study related broadly but directly to international studies (public policy) or research/policy areas and/or skills already established in their required coursework. These courses can be from Korbel (INTS or PPOL) and/or other relevant graduate departments/programs associated with the University of Denver or beyond. Courses from beyond Korbel should be pre-approved by the student's academic advisor. The total number of credits allowed for the degree beyond Korbel cannot be more than 12.

**Total Credits****60**

- <sup>1</sup> INTS 4310 and INTS 4320 assume some pre-existing economics background. Students considering the GEA program or these specific courses should speak with the GEA degree directors to determine whether additional microeconomics or macroeconomics study (which can be obtained via DU/Korbel in many cases) would be beneficial prior to taking INTS 4310 and 4320.
- <sup>2</sup> INTS 4310 and INTS 4320 are recommended prerequisites for INTS 4370.

**Thesis (4 or 8 credits) or Substantial Research Paper (4 credits): Optional** Please see the Student Affairs Digication site Policies - Korbel Graduate Student Affairs (<https://du.digication.com/korbelgradstudents/policies/>) for more details.

**Note:** MA in GEA candidates may enroll in a **maximum** of 12 credits at the Daniels College of Business. If a student wishes to take more than 12 credits, they must apply, and be accepted, to a graduate degree program at the DCB through the DU flexible dual degree program. No more than 12 credits completed prior to acceptance into such a program may be applied toward a DCB degree. Students currently enrolled in a dual or joint degree program are not impacted by this policy.

To request permission to register for DCB classes, please contact a Graduate Business Advisor at [gradbus.advising@du.edu](mailto:gradbus.advising@du.edu). Students who register without this permission risk disenrollment from the course. All non-DCB students will be registered on a space-available basis.

- \* Internships are required for all 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 degree/field relevant professional work experience, typically at least 5 years.
  2. Students with a confirmed job or job offer in a degree/field relevant 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 do not allow internships.
  4. Students with truly unique circumstances in which they have met all of the learning objectives of the internship program in a degree/field relevant way, but the experience does not or did not fall within the bounds of the internship program/requirement



Students who would like to petition for their professional experience to satisfy the internship requirement will need to submit a formal request through the Student Affairs Office (see the Portfolio site for details).

## Master of Arts in Global Environmental Sustainability

A defining issue of the 21st century will be international challenges posed by a changing environment, population growth, and increased demands on our food, water, and energy resources. Given the complexity and magnitude of these challenges, we need innovative approaches to meeting needs while promoting just and equitable development and a sustainable path for future generations. The Korbel School is poised to assume a position of leadership in research, teaching, and outreach around issues related to our changing climate and global environment. The Global Environmental Sustainability (GES) MA will stimulate, facilitate, and coordinate these activities in a sustaining manner. Our location in the Front Range puts us at the center of practical discussions about water, agriculture, and energy (both conventional and renewable). Our strength comes in taking a human-focused approach to understanding the consequences of global change for human well-being.

### Degree Requirements

Candidates must complete sixty (60) credit hours

Code	Title	Credits
Korbel Core (one course, 4 credits):		4
INTS 4091	Great Issues in International Affairs (offered each Fall quarter; to be taken as early in the program as possible)	
Degree Core (three courses, 12 credits):		12
INTS 4397	The Environment, The Economy, and Human Well-Being	
INTS 4972	Global Environmental Governance	
INTS 4706	Topics in Int'l Studies (Sustainability of Socio-Ecological Systems)	
Skills Courses (12 credits):		12
INTS 4057	Statistics	
A total of 8 more credits (in the form of 4-credit or 2-credit skills courses) of INTS or PPOL skills coursework drawn from the Korbel School Skills List. GES students must take degree-relevant options and should get pre-approval from their degree director for all courses. The skills list is updated annually and can be found on the Korbel Student Affairs Digication site. Students may also utilize graduate level skills courses in other DU departments/schools with pre-approval of their degree director.		
Specialization Area Requirement (12 credits):		12
Specializations are sets of three courses full credit courses (12 credit hours) that a student takes within their degree that are centered on a common topic, region, or degree relevant methods and must be approved by the degree director. Korbel specializations are open specializations, which is to say that they are totally customizable and can be drawn from any and all eligible University of Denver graduate courses. The key is that they must be approved on submission for graduation by a student's degree director and students are encouraged to engage their degree director early in the process on what are approvable sets of courses. Specializations do not go on transcripts, so it is possible to organize courses into more than one set of three, but for completion of degree requirement purposes, only one specialization is submitted as such on your program statement. Students who participate in a Korbel Certificate (such as Homeland Security or Corporate Social Responsibility) will put three of their certificate courses in their specialization and the other three in electives to fit the certificate within the 60 credit hours associated with their degree requirements. For more information on Specializations, see the Korbel Student Affairs Digication site.		
Internship: Required		
INTS 4981	Internship (Required, for 0 or 4 credits.) *	
Please see the Student Affairs Digication site <a href="https://du.digication.com/korbelgradstudents/internships">https://du.digication.com/korbelgradstudents/internships</a> ( <a href="https://du.digication.com/korbelgradstudents/internships/">https://du.digication.com/korbelgradstudents/internships/</a> ) for more details		
Thesis (4 or 8 credits) or Substantial Research Paper (4 credits): Optional		
Supporting Courses:		20
Students will fill out their academic program as needed to reach the minimum requirement of 60 credits with graduate level courses in fields and areas of study related broadly but directly to international studies (public policy) or research/policy areas and/or skills already established in their required coursework. These courses can be from Korbel and/or other relevant graduate departments/programs associated with the University of Denver or beyond. Courses from beyond Korbel should be pre-approved by the student's academic advisor. The total number of credits allowed for the degree beyond Korbel cannot be more than 12.		
<b>Total Credits</b>		<b>60</b>

- \* Internships are required for all 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.
  - a. Students entering Korbel with substantial degree/field relevant professional work experience, typically at least 5 years.
  - b. Students with a confirmed job or job offer in a degree/field relevant sector in which they had been working prior to beginning the Josef Korbel degree.
  - c. Students sponsored by foreign governments whose terms of study discourage do not allow internships.
  - d. Students with truly unique circumstances in which they have met all of the learning objectives of the internship program in a degree/field relevant way, but the experience does not or did not fall within the bounds of the internship program/requirement
 Students who would like to petition for their professional experience to satisfy the internship requirement will need to submit a formal request through the Student Affairs Office (see the Portfolio site for details).

## Master of Arts in Global Environmental Sustainability with a Concentration in Applied Environmental Analysis

### Degree Requirements

Candidates must complete sixty (60) credit hours.

Code	Title	Credits
<b>1. Korbel Core:</b>		
INTS 4091	Great Issues in International Affairs	4
<b>2. Degree Core</b>		
INTS 4397	The Environment, The Economy, and Human Well-Being	4
INTS 4972	Global Environmental Governance	4
INTS 4706	Topics in Int'l Studies (Sustainability of Socio-Ecological Systems)	4
<b>3. Skills Courses</b>		
Typically 4 courses (of which no more than 12 credits may be GEOG):		16
FIN 4700	Topics in Finance	
GEOG 3100/4110	Geospatial Data	
GEOG 3120	Environmental/GIS Modeling	
GEOG 3130	GIS Programming with Python	
GEOG 3140/4140	GIS Database Design	
GEOG 3150/4150	GIS Project Management	
GEOG 3190	Lidar: Theory and Applications	
GEOG 3200	Remote Sensing	
GEOG 3230	Advanced Remote Sensing	
PPOL 4500	Cost-Benefit Analysis/Pub Pol	
MBA 4446	Advanced Sustainability	
<b>4. Specialization Area Requirement:</b>		
Typically 3 courses		12
Specializations are 12 credit sets of course work that a student takes within their degree that are centered on a common topic, region, or degree relevant methods and must be approved by the degree director. Korbel specializations are open specializations, which is to say that they are totally customizable and can be drawn from any and all eligible University of Denver graduate courses. The key is that they must be approved on submission for graduation by a student's degree director and students are encouraged to engage their degree director early in the process on what are approvable sets of courses. Specializations do not go on transcripts, so it is possible to organize courses into more than one set of three, but for completion of degree requirement purposes, only one specialization is submitted as such on your program statement. Students who participate in a Korbel Certificate (such as Homeland Security or Corporate Social Responsibility) will put three of their certificate courses in their specialization and the other three in electives to fit the certificate within the 60 credit hours associated with their degree requirements.		

All GES STEM Students specializations must include at least 2 courses from GEOG, PPOL, MBA or other departments (with Degree Director Approval) of which only one may be from GEOG. Such courses could include logical courses from the GES skills list (see above) not being used to meet the Skills requirement, logical additional skills courses, or courses centered on logical regional/topical expertise as long as at least two courses are logical selections from beyond INTS. NOTE: Some departments at DU run courses with 3XXX course numbers that are open to both undergraduate and graduate students (with different levels of learning objectives but shared lectures/labs). GES students are welcome to take such courses but it is on the student to make sure that the 3XXX course they enroll in is open to and for graduate credit.

The Current List of such courses include:

GEOG 3310	Culture/Nature/Economics-Human Ecology
GEOG 3340	Geographies of Migration
GEOG 3400/4400	Urban Landscapes
GEOG 3420/4420	Urban and Regional Planning
GEOG 3610	Climatology
GEOG 3620	Applied Climatology
GEOG 3425/4425	Urban Sustainability
GEOG 3720	Mountain Environments and Sustainability
GEOG 3840	Water Resource Analysis
GEOG 3870	Water Resources & Sustainability
GEOG 3890	Ecological Economics
GEOG 3910	Geomorphology
INTS 4226	Social Entrepreneurship & Sustainable Development
INTS 4642	Environmental Security
INTS 4654	Sustainable Energy
INTS 4657	Environment & Crises
INTS 4668	Political Economy of Energy
INTS 4671	Climate, Science, and Society
INTS 4672	Environmental Peacebuilding
INTS 4681	Modeling for Development, Environment, and Security
INTS 4909	Climate Migration and Human Rights
PPOL 4674	Water Policy
PPOL 4715	Negotiation Workshop

#### 5. Internship (Required):

INTS 4981	Internship	0-4
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#### 6. Thesis or Substantial Research Paper (Optional)

Thesis (4 or 8 credits), Substantial Research Paper (4 credits)	4-8
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#### 7. Supporting Courses:

Students will fill out their academic program as needed to reach the minimum requirement of 60 credits with graduate level courses in fields and areas of study related broadly but directly to international studies (public policy) or research/policy areas and/or skills already established in their required coursework. These courses can be from Korbel and/or other relevant graduate departments/programs associated with the University of Denver or beyond. GES STEM students must take at least one additional STEM IDed course and one additional INTS course and no more than one course in this section may be GEOG.	8-12
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<b>Total Credits</b>	<b>60</b>
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## Master of Arts in International Development

The MA in International Development focuses on development theory, policy-oriented decision-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 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 levels from the most macro-level international institutions and initiatives to the most micro-level agendas and actions taken by communities, firms, movements, and individuals.

The program provides training in key practical skills identified by development employers, including communications, quantitative analysis, program/project-focused management and assessment, qualitative and participatory field research, and cross-sectoral framework development. 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.

### Curriculum Overview:

Candidates must complete 60 credit hours.

Substitutions *must be* approved, in advance, by the degree director. Students should prioritize completion of the Degree Core and the Statistics requirement during their first year.

A list of recommended electives is available from the degree director. The director will be available to help students shape specializations and to identify relevant electives.

Code	Title	Credits
<b>Degree Requirements:</b>		
Korbel Core (one course):		4
INTS 4091	Great Issues in International Affairs (offered each Fall quarter; take as early in the program as possible)	
Degree Core (three courses):		12
INTS 4350	Economic Development	
INTS 4468	Politics of Development	
One of the following:		
INTS 4215	Gender, Aid, and Development	
INTS 4353	Environment and Development	
INTS 4435	Health and Development	
INTS 4521	Postcolonial Thought and Decolonizing Development	
Note: Not all of these courses will be offered every year. To experience the degree as a cohort, you are encouraged to take the core course offered in Fall, Winter, and Spring quarters of your first year.		
<b>Specialization (three courses):</b>		12
Specializations are sets of three, full credit courses (12 credit hours) that a student takes within their degree that are centered on a common topic, region, or degree-relevant methods and must be approved by the degree director. Korbel specializations are open specializations, which is to say that they are totally customizable and can be drawn from any and all eligible University of Denver graduate courses. The key is that they must be approved on submission for graduation by a student's degree director and students are encouraged to engage their degree director early in the process on what are approvable sets of courses. Specializations do not go on transcripts, so it is possible to organize courses into more than one set of three, but for completion of degree requirements, only one specialization is submitted as such on your program statement. Students who participate in a Korbel Certificate will put three of their certificate courses in their specialization and the other three in electives to fit the certificate within the 60 credit hours required for their degree. For more information on Specializations, see the Korbel Student Affairs Digication site.		
<b>Skills Requirements (12 credits):</b>		12
INTS 4057	Statistics	
A total of 8 more credits (in the form of 4-credit or 2-credit skills courses) of INTS or PPOL skills coursework drawn from the Korbel School Skills List. This list is updated annually and can be found on the Korbel Student Affairs Digication site. Students may also utilize graduate level skills courses in other DU departments/schools with pre-approval of their degree director.		
<b>Internship: Required</b>		
INTS 4981	Internship (Required, for 0 or 4 credits.) *	
Please see the Student Affairs Digication site <a href="https://du.digication.com/korbelgradstudents/internships">https://du.digication.com/korbelgradstudents/internships</a> ( <a href="https://du.digication.com/korbelgradstudents/internships/">https://du.digication.com/korbelgradstudents/internships/</a> ) for more details.		
<b>Supporting Courses:</b>		20

Students will fill out their academic program as needed to reach the minimum requirement of 60 credits with graduate level courses in fields and areas of study related broadly but directly to international studies (public policy) or research/policy areas and/or skills already established in their required coursework. These courses can be from Korbel (INTS or PPOL) and/or other relevant graduate departments/programs associated with the University of Denver or beyond. Courses from beyond Korbel should be pre-approved by the student's academic advisor. The total number of credits allowed for the degree beyond Korbel cannot be more than 12.

#### Total Credits

60

#### Non-coursework Requirements

- Thesis (4 or 8 credits) or Substantial Research Paper (4 credits): Optional. Please see the Korbel Student Affairs Digication site <https://du.digication.com/korbelgradstudents/> for more details.

- \* Internships are required for all 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 degree/field relevant professional work experience, typically at least 5 years.
  2. Students with a confirmed job or job offer in a degree/field relevant 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 do not allow internships.
  4. Students with truly unique circumstances in which they have met all of the learning objectives of the internship program in a degree/field relevant way, but the experience does not or did not fall within the bounds of the internship program/requirement

Students who would like to petition for their professional experience to satisfy the internship requirement will need to submit a formal request through the Student Affairs Office (see the Portfolio site for details).

## Master of Arts in International Human Rights

The MA in International Human Rights provides students with the opportunity to engage with some of today's most pressing and compelling human rights issues and consider emerging issues and approaches in an academically rigorous and critical way. Students will examine diverse perspectives on the contributions, effectiveness, and relevance of international human rights frameworks, instruments, movements, and institutions. Graduates of the program go on to work on human rights research and documentation, advocacy, and programming including with nonprofits, the UN, government, and the for profit sector.

### Degree Requirements

Complete 60 total credit hours

Code	Title	Credits
Korbel Core (one course, 4 credits):		4
INTS 4091	Great Issues in International Affairs (offered each Fall quarter; take as early in the program as possible)	
Degree Core (three courses, 12 credits):		12
INTS 4940	Introduction to Human Rights	
One of the following:		
INTS 4929	Foundations of Human Rights	
INTS 4935	International Humanitarian Law	
INTS 4936	International Law and Human Rights	
One of the following:		
INTS 4011	Comparative Genocide	
INTS 4569	Migration	
INTS 4649	Human Rights and Security in the Middle East	
INTS 4670	Gender, Security and Human Rights	
INTS 4808	Foundations of Global Justice: Theories of Power and Transformation	
INTS 4909	Climate Migration and Human Rights	
INTS 4928	Torture	
INTS 4947	Human Rights and Security	
INTS 4987	Forced Labor and Human Trafficking	
Specialization (three courses, 12 credits):		12

Specializations are sets of three courses full credit courses (12 credit hours) that a student takes within their degree that are centered on a common topic, region, or degree relevant methods and must be approved by the degree director. Korbel specializations are open specializations, which is to say that they are totally customizable and can be drawn from any and all eligible University of Denver graduate courses. The key is that they must be approved on submission for graduation by a student's degree director and students are encouraged to engage their degree director early in the process on what are approvable sets of courses. Specializations do not go on transcripts, so it is possible to organize courses into more than one set of three, but for completion of degree requirement purposes, only one specialization is submitted as such on your program statement. Students who participate in a Korbel Certificate will put three of their certificate courses in their specialization and the other three in electives to fit the certificate within the 60 credit hours associated with their degree requirements. For more information on Specializations, see the Korbel Student Affairs Digication site.

Skills Courses (12 credits): 12

INTS 4057	Statistics
INTS 4644	Human Rights Research Methods
or INTS 4632	Community-Based Qualitative Methods Part I

A total of 4 more credits (in the form of one 4 credit or 2 credit skills courses) of INTS or PPOL skills coursework drawn from the Korbel School Skills List. This list is updated annually and can be found on the Student Affairs Digication site: <https://du.digication.com/korbelgradstudents/registration> (<https://du.digication.com/korbelgradstudents/registration/>). Students may also utilize graduate level skills courses in other DU departments/schools with pre-approval of their degree director.

Internship: Required

INTS 4981	Internship (Required, for 0 or 4 credits.) *
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See the Student Affairs Digication site <https://du.digication.com/korbelgradstudents/internships> (<https://du.digication.com/korbelgradstudents/internships/>) for more details

Supporting Courses: 20

Students will fill out their academic program as needed to reach the minimum requirement of 60 credits with graduate level courses in fields and areas of study related broadly but directly to international studies (public policy) or research/policy areas and/or skills already established in their required coursework. These courses can be from Korbel and/or other relevant graduate departments/programs associated with the University of Denver or beyond. Courses from beyond Korbel should be pre-approved by the student's academic advisor. The total number of credits allowed for the degree beyond Korbel cannot be more than 12.

**Total Credits** 60

- Thesis (4 or 8 credits) or Substantial Research Paper (4 credits): Optional.
- \* Internships are required for all 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 degree/field relevant professional work experience, typically at least 5 years.
  2. Students with a confirmed job or job offer in a degree/field relevant 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 do not allow internships.
  4. Students with truly unique circumstances in which they have met all of the learning objectives of the internship program in a degree/field relevant way, but the experience does not or did not fall within the bounds of the internship program/requirementStudents who would like to petition for their professional experience to satisfy the internship requirement will need to submit a formal request through the Student Affairs Office.

## Master of Arts in International Security

The International Security curriculum provides education and practical training on issues related to the causes and consequences of foreign policies pursued by states plus the goals of non-state actors to advance their position and status in world political dynamics through violent confrontation and war or through cooperative moves towards peace. The Security Program combines traditional issues (state level threats, sovereignty, armament policies) and foundational theoretic perspectives (realism, liberalism, international law) with emerging twenty-first century problems (e.g. human security, climate change, health pandemics, humanitarian assistance, global governance) with exposure and appreciation for updated research and policy perspectives on contemporary topics to enable students to understand continuities and major shifts in the evolving global system, to foresee new threats, and imagine threat responses.

We focus on developing skill sets: written and oral communications; technical tools (graphic displays, statistical analysis) and clear, logical arguments that are essential for our graduates to be marketable practitioners in the security field—whether working in government, private industry, or the non-profit sector. We expect everyone to keep current in scholarship and policies presented in mainline journals. By completing the Security program,



students will have a sufficient sense of basic concepts, theories, and approaches associated with the field with the confidence to apply this knowledge to real-world problems.

## Curriculum Overview

Candidates must complete sixty credit hours.

All Korbel MA students enroll in INTS 4091, Great Issues in International Affairs, during their first year of enrollment (i.e. during their first three terms of taking courses in the graduate program), which is offered only in the Fall term. All International Security students must also register for INTS 4735 Defense and Security Methods and INTS 4057 Statistics during their first year.

## Degree Requirements

Code	Title	Credits
Korbel Core (one course, 4 credits):		4
INTS 4091	Great Issues in International Affairs (offered each Fall quarter; take as early in the program as possible)	
Degree Core (three courses, 12 credits):		12
INTS 4700	United States Foreign Policy	
INTS 4703	Foundations of Security	
Choose one:		
INTS 4702	Emerging Issues in International Security	
INTS 4238	Modern Political Violence	
Skills Courses (12 credits):		12
INTS 4057	Statistics	
INTS 4735	Defense and Security Methods (offered Fall quarter only most years)	
A total of 4 more credits (in the form of one 4-credit or two 2-credit skills courses) of INTS or PPOL skills coursework drawn from the Korbel School Skills List. This list is updated annually and can be found on the Korbel Student Affairs Digication site. Students may also utilize graduate level skills courses in other DU departments/schools with pre-approval of their degree director.		
Specialization (three courses, 12 credits):		12
Specializations are sets of three full-credit courses (12 credit hours) that a student takes within their degree that are centered on a common topic, region, or degree relevant methods and must be approved by the degree director. Korbel specializations are open specializations, which is to say that they are totally customizable and can be drawn from any and all eligible University of Denver graduate courses. The key is that they must be approved on submission for graduation by a student's degree director and students are encouraged to engage their degree director early in the process on what are approvable sets of courses. Specializations do not go on transcripts, so it is possible to organize courses into more than one set of three, but for completion of degree requirement purposes, only one specialization is submitted as such on your program statement. Students who participate in a Korbel Certificate will put three of their certificate courses in their specialization and the other three in electives to fit the certificate within the 60 credit hours associated with their degree requirements. For more information on Specializations, see the Korbel Student Affairs Digication site.		
Internship: Required		
INTS 4981	Internship (Required, for 0 or 4 credits.) *	
Please see the Student Affairs Digication site <a href="https://du.digication.com/korbelgradstudents/internships">https://du.digication.com/korbelgradstudents/internships</a> ( <a href="https://du.digication.com/korbelgradstudents/internships/">https://du.digication.com/korbelgradstudents/internships/</a> ) for more details.		
Supporting Courses (Up to 20 credits)		20
Students will fill out their academic program as needed to reach the minimum requirement of 60 credits with graduate level courses in fields and areas of study related broadly but directly to international studies (public policy) or research/policy areas and/or skills already established in their required coursework. These courses can be from Korbel (INTS or PPOL) and/or other relevant graduate departments/programs associated with the University of Denver or beyond. Courses from beyond Korbel should be pre-approved by the student's academic advisor. The total number of credits allowed for the degree beyond Korbel cannot be more than 12.		
<b>Total Credits</b>		<b>60</b>

- Thesis (4 or 8 credits) or Substantial Research Paper (SPR) (4 credits): Optional. Please see the Student Affairs Digication site for more details.

- \* Internships are required for all 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 degree/field relevant professional work experience, typically at least 5 years.
  2. Students with a confirmed job or job offer in a degree/field relevant 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 do not allow internships.

4. Students with truly unique circumstances in which they have met all of the learning objectives of the internship program in a degree/field relevant way, but the experience does not or did not fall within the bounds of the internship program/requirement

Students who would like to petition for their professional experience to satisfy the internship requirement will need to submit a formal request through the Student Affairs Office (see the Portfolio site for details).

## Master of Arts in International Studies

The Master of Arts in International Studies combines a broad understanding of the field of international studies with an issue-oriented specialization, skills courses, and the 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, with ample opportunity to tailor a program to fit your specific needs and interests.

### Curriculum Overview:

Candidates must complete 60 credit hours.

### Degree Requirements:

Code	Title	Credits
Korbel Core (one course, 4 credits):		4
INTS 4091	Great Issues in International Affairs (offered each Fall quarter; take as early in the program as possible)	
Degree Core (three courses, 12 credits):		12
-Any regionally-focused course, to be approved by the International Studies Degree Director.		
-Choose two of the following:		
INTS 4301	Introduction to Political Theory	
INTS 4324	International Political Economy	
INTS 4370	The Global Economy	
INTS 4372	Great Books in Political Economy	
INTS 4501	Comparative Politics in the 21st Century	
INTS 4715	Debates About Democracy	
INTS 4822	Contemporary Political Theory	
INTS 4900	International Politics	
INTS 4936	International Law and Human Rights	
INTS 4958	Nationalism and Internationalism in Global Governance	
Specialization (three courses, 12 credits):		12
Specializations are sets of three full-credit courses (12 credit hours) that a student takes within their degree that are centered on a common topic, region, or degree relevant methods and must be approved by the degree director. Korbel specializations are open specializations, which is to say that they are totally customizable and can be drawn from any and all eligible University of Denver graduate courses. The key is that they must be approved on submission for graduation by a student's degree director and students are encouraged to engage their degree director early in the process on what are approvable sets of courses. Specializations do not go on transcripts, so it is possible to organize courses into more than one set of three, but for completion of degree requirement purposes, only one specialization is submitted as such on your program statement. Students who participate in a Korbel Certificate will put three of their certificate courses in their specialization and the other three in electives to fit the certificate within the 60 credit hours associated with their degree requirements. For more information on Specializations, see the Korbel Student Affairs Digication site.		
Skills (three courses, 12 credits):		12
A total of 12 credits (in the form of 4-credit or 2-credit skills courses) of INTS or PPOL skills coursework drawn from the Korbel School Skills List. This list is updated annually and can be found on the Korbel Student Affairs Digication site. Students may also utilize graduate level skills courses in other DU departments/schools with pre-approval of their degree director.		
Internship: Required		
INTS 4981	Internship (Required, for 0 or 4 credits.) *	
Please see the Student Affairs Digication site <a href="https://du.digication.com/korbelgradstudents/internships">https://du.digication.com/korbelgradstudents/internships</a> ( <a href="https://du.digication.com/korbelgradstudents/internships/">https://du.digication.com/korbelgradstudents/internships/</a> ) for more details.		
Thesis (4 or 8 credits) or Substantial Research Paper (SPR) (4 credits): Optional. Please see the Korbel Student Affairs Digication page <a href="https://du.digication.com/korbelgradstudents/policies">https://du.digication.com/korbelgradstudents/policies</a> ( <a href="https://du.digication.com/korbelgradstudents/policies/">https://du.digication.com/korbelgradstudents/policies/</a> ) for more details.		
Supporting Courses:		20

Students will fill out their academic program as needed to reach the minimum requirement of 60 credits with graduate level courses in fields and areas of study related broadly but directly to international studies (public policy) or research/policy areas and/or skills already established in their required coursework. These courses can be from Korbel (INTS or PPOL) and/or other relevant graduate departments/programs associated with the University of Denver or beyond. Courses from beyond Korbel should be pre-approved by the student's academic advisor. The total number of credits allowed for the degree beyond Korbel cannot be more than 12.

#### Total Credits

60

- \* Internships are required for all 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 degree/field relevant professional work experience, typically at least 5 years.
  2. Students with a confirmed job or job offer in a degree/field relevant 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 do not allow internships.
  4. Students with truly unique circumstances in which they have met all of the learning objectives of the internship program in a degree/field relevant way, but the experience does not or did not fall within the bounds of the internship program/requirement

Students who would like to petition for their professional experience to satisfy the internship requirement will need to submit a formal request through the Student Affairs Office (see the Portfolio site for details).

## Certificate Programs

### Certificate of Specialization in Global Environmental Change and Adaptation

Environmental change, driven in large part by human activity, is increasingly identified as posing significant challenges to development and security. While climate change has received the most attention (see, e.g., US DOD, *2014 Quadrennial Defense Review*), other changes, e.g. biodiversity loss, ozone depletion, and freshwater use have also been raised as significant issues affecting development and security. These issues have also been tied to questions related to social justice. The Josef Korbel School of International Studies (Korbel) is building a critical mass of scholars, student interest, and activities related to environmental change, development, security, and justice. This certificate seeks to provide opportunities for students to develop substantive expertise around one of the defining challenges of the 21<sup>st</sup> century: global environmental change and attempts to adapt thereto in sustainable ways that minimize harm to affected communities.

Note: The GECA certificate is not available to students pursuing the MA in Global Environmental Sustainability.

#### Requirements

Complete five courses (20 credit hours), as outlined below:

Code	Title	Credits
Certificate Core Courses (three courses):		12
INTS 4397	The Environment, The Economy, and Human Well-Being	
INTS 4972	Global Environmental Governance	
Choose one:		
INTS 4706	Topics in Int'l Studies (Sustainability of Socio-Ecological Systems)	
INTS 4642	Environmental Security	
Two Additional Courses from the list below:		8
INTS 4110	Food/Nutrition Security and Sustainable Development	
INTS 4215	Gender, Aid, and Development	
INTS 4220	Political Economy of Energy & Sustainable Development	
INTS 4226	Social Entrepreneurship & Sustainable Development	
INTS 4227	Social Impact & Sustainability Lab	
INTS 4290	Gender, Environment, and Development	
INTS 4339	Microfinance Lessons: Inclusive Markets and Development	
INTS 4367	Global Health Affairs	
INTS 4484	Agriculture and Sustainable Development	
INTS 4642	Environmental Security	
INTS 4654	Sustainable Energy	
INTS 4656	Power, Institutions, and Justice in Environmental Sustainability	
INTS 4657	Environment & Crises	

INTS 4671	Climate, Science, and Society	
INTS 4672	Environmental Peacebuilding	
INTS 4673	Climate Finance and Other Clean Energy Solutions	
INTS 4674	Water Policy	
INTS 4681	Modeling for Development, Environment, and Security	
INTS 4909	Climate Migration and Human Rights	
PPOL 4655	Negotiating Environmental Conflict and Policy	
GEOG 3100	Geospatial Data *	
GEOG 3110	GIS Modeling *	
GEOG 3200	Remote Sensing *	
GEOG 3425	Urban Sustainability *	
GEOG 3890	Ecological Economics *	
MBA 4446	Advanced Sustainability *	
SOWK 4360	Social-Ecological Resilience: Connecting Human and Environmental Wellbeing *	
Total Credits		20

\* Only one course that is not INTS or PPOL will count towards the Certificate.

## Certificate of Specialization in Global Justice

Social justice issues, such as the injustices and inequalities faced by women, LGBTQIA+ communities, racial minorities, indigenous people, and the poor, are more salient than ever. And across the world, people are standing up, asserting their rights, and devising movements to demand change – indeed, 2019 saw more protests across the globe than any other year on record. The Global Justice Certificate places these struggles in both local and global context, aiming to prepare students to support, participate in, and amplify movements from the #StopTheSweeps movement in Denver challenging mistreatment of the unhoused, to campaigns against femicide in Latin America, to global youth-led movements for climate action. Upon earning a GJC from the Korbel School, graduates will have a knowledge of theories of social change along with an understanding of clear historical examples; they will understand concrete strategies around using media, advocacy, storytelling, fundraising, and strategic visioning for global changemakers; and they will have a toolkit and network to help them launch a career in global social justice organizing and human rights advocacy.

### Requirements

Complete 20 total credits

Code	Title	Credits
Required Core (three courses, 12 credits)		12
INTS 4808	Foundations of Global Justice: Theories of Power and Transformation	
INTS 4810	The Practice of Social Movements	
Note: You must take INTS 4808 Foundations of Global Justice and Social Movements and be enrolled in INTS 4810 before taking the Capstone course.		
INTS 4812	Capstone: Applied Strategies for Catalyzing Social Change	
Additional Courses – Take 8 credits in any arrangement of 4 and 2 credit classes from the list below		8
INTS 4011	Comparative Genocide	
INTS 4047	Global Sustainable Development and Human Rights	
INTS 4215	Gender, Aid, and Development	
INTS 4226	Social Entrepreneurship & Sustainable Development	
INTS 4227	Social Impact & Sustainability Lab	
INTS 4362	Gender and Health	
INTS 4391	Financial Management and Fundraising of Non-Profits	
INTS 4497	International Campaign Management	
INTS 4569	Migration	
INTS 4632	Community-Based Qualitative Methods Part I	
INTS 4656	Power, Institutions, and Justice in Environmental Sustainability	
INTS 4670	Gender, Security and Human Rights	
INTS 4708	Topics in International Studies (Social Movements and Change )	
INTS 4816	Power and Oppression	

INTS 4817	Restorative Justice	
INTS 4818	Conflict Sensitive Interventions	
INTS 4909	Climate Migration and Human Rights	
SOWK 4132	Power, Privilege and Oppression from a Critical Multicultural Perspective	
MFJS 4001	Producing Video for Social Media and Advocacy	
MFJS 4050	Foundations of Strategic Communication	
MFJS 4060	Strategic Messaging	
MFJS 4080	Global/Multicultural Campaigns	
MFJS 4165	Global Health and Development Communication	
MFJS 4175	Justice Equity Diversity and Inclusion in Health Communication	
MFJS 4506	Audio Documentaries	
MFJS 4650	Global Media and Communication	
MFJS 4654	Intercultural Communication	
MFJS 4660	Global Edutainment & Narrative Persuasion	
Total Credits		20

## Certificate of Specialization in Homeland Security

This certificate program is offered to currently enrolled Josef Korbel School of International Studies' Master's 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. Current alumni are employed at NORTHCOM, FEMA, Colorado Office of Emergency Management, The Colorado Information Analysis Center (CIAC), many city/county offices of emergency management as well as a wide range of private sector positions. There are also increasing numbers of former students working in international roles and/or roles in home countries beyond the United States. Professional roles include threat assessment, emergency preparedness, response and recovery, and crisis scenario development, testing, and exercise execution and well as the associated policy outcomes.

### Requirements

Complete five courses (20 total credits)

Code	Title	Credits
Required Core (four courses):		16
INTS 4730	Foundations in Homeland Security: Response and Recovery	
INTS 4731	Homeland Defense: Prevention & Mitigation	
INTS 4736	Strategic Intelligence Data Collection and Analysis	
INTS 4907	Terrorism	
Additional Course (one course from the list below):		4
INTS 4753	Intelligence and National Security	
INTS 4786	Planning and Assessment in Complex Environments	
INTS 4989	North American Defense and Security	
<b>Total Credits</b>		<b>20</b>

## Certificate of Specialization in Humanitarian Assistance

The humanitarian system comprises international, national, and local entities who work together to alleviate suffering and save lives of people affected by conflict, displacement, and natural disasters. Our certificate in humanitarian assistance provides students with the theoretical and practical underpinnings for humanitarian work that is technically sound, partners with affected communities, responds to diverse needs, and sets the stage for sustainable and inclusive development efforts. Through this certificate, you'll be able to explore your specific interests in the humanitarian field and develop relevant skills, experiences, and professional networks. The certificate offers personalized advising, exclusive networking, and unique experiential learning opportunities including a simulation and the Humanitarian Assistance Applied Research Group. Graduates pursue humanitarian careers abroad and in the U.S. working with international organizations, government, non-governmental organizations, and the private sector.

### Requirements

Complete five courses (20 total credits), plus an internship, as outlined below.

Code	Title	Credits
Certificate Core (two courses, 8 credits):		8
INTS 4496	Humanitarian Operations	
INTS 4581	Introduction to Humanitarian Systems	
It is highly recommended that students take these core courses in their first year at Korbel to help prepare them for other courses and the internship, to keep them on track for completion, and to integrate them in their cohort. INTS 4581 is generally offered in Fall and INTS 4496 in Winter.		
Supporting Courses – choose 3 courses (12 credits) from the list below:		12
Please note that not all courses listed are offered annually.		
INTS 4215	Gender, Aid, and Development	
INTS 4435	Health and Development	
INTS 4492	Health and Humanitarian Aid	
INTS 4657	Environment & Crises	
INTS 4667	Humanitarian Simulation Preparation	
INTS 4786	Planning and Assessment in Complex Environments	
INTS 4935	International Humanitarian Law	
Internship:		
INTS 4981	Internship	
An internship (150 hours) is required for the Humanitarian Assistance Certificate. The Internship must be with an organization whose core work includes international humanitarian assistance or humanitarian research/policy/advocacy, and the internship itself must be focused on the organization's international humanitarian related work. Internships may be based in the U.S. or abroad. Students usually complete internships 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 Certificate Director for ideas, contacts, and to ensure that internships they are interested in meet the organizational and focus requirements. They must obtain approval from the HA Certificate Director prior to starting the internship. The Korbel School Office of Career and Professional Development must also approve internships before they begin.		
<b>Total Credits</b>		<b>20</b>

#### Chester Lee Brinser III Scholarship for Humanitarian Assistance

- The Chester Lee Brinser III Scholarship for Humanitarian Assistance is awarded annually (funds permitting) to a Korbel student enrolled in the Certificate in International Studies with a Concentration in Humanitarian Assistance.

## Certificate of Specialization in Strategic Intelligence

This certificate program is open to all University of Denver Graduate Students. The Strategic Intelligence Certificate is designed to prepare students for careers in the intelligence community and related threat and situational analysis roles in government, consultancies, and the private sector. The emphasis of the certificate is familiarity with the realities, skill sets, and challenges associated with strategic intelligence analysis.

### Requirements

Complete five courses (20 total credits)

Code	Title	Credits
Required Core (three courses):		12
INTS 4736	Strategic Intelligence Data Collection and Analysis	
INTS 4738	Current Issues in Strategic Intelligence	
INTS 4753	Intelligence and National Security	
Required Capstone (4 credits)		4
Students who have completed INTS 4736 and INTS 4753 are then eligible to register for:		
INTS 4889	Capstone: Intelligence/Threat Assessment	
Specialized Topic Course		4
One course (4 credits) from the list below or another relevant topics-based course approved by the certificate director (not all courses below are taught annually):		
INTS 4337	Current Challenges in the Middle East	
INTS 4447	Making of Chinese Foreign Policy	
INTS 4450	Democracy and Militarism in Latin America	



INTS 4501	Comparative Politics in the 21st Century
INTS 4620	Introduction to Middle East Politics
INTS 4630	Civilian Protection in Armed Conflicts
INTS 4642	Environmental Security
INTS 4676	Insurgency/Counter-Insurgency
INTS 4679	Economic Statecraft and Diplomacy
INTS 4681	Modeling for Development, Environment, and Security
INTS 4701	US National Security Policy
INTS 4702	Emerging Issues in International Security
INTS 4708	Topics in International Studies (21st Century Peace Operations )
INTS 4907	Terrorism

**Total Credits****20**

## Interdisciplinary Certificates

### Certificate of Specialization in Global Business and Corporate Social Responsibility

#### Program Requirements

##### Coursework Requirements

Code	Title	Credits
<b>Required Courses</b>		<b>12</b>
BUS 4445	International Business: Strategy and Practice	4
or INTS 4029	International Business: Strategy and Practice	
BUS 4444	Global Bus, Governance & CSR	4
or INTS 4459	Global Business, Governance & Corporate Social Responsibility	
INTS 4324	International Political Economy	4
<b>Elective Courses</b>		<b>12</b>
Choose a minimum of 12 credits from the following list. Students must complete one elective outside of their primary college:		
ACTG 4610	Financial Accounting and Reporting <sup>1</sup>	4
CMGT 4155	Sustainable Development	4
FIN 4110	Ethics in Finance	4
FIN 4180	Global Finance	2
LGST 4400	White Collar & Corporate Crime	4
LGST 4701	Topics in Ethics & Legal Study	1-5
MBA 4610	Business Law and Public Policy	4
MBA 4446	Advanced Sustainability	4
INTS 4078	Modeling for Policy: Development, Sustainability, and Conflict	4
INTS 4220	Political Economy of Energy & Sustainable Development	4
INTS 4226	Social Entrepreneurship & Sustainable Development	4
INTS 4227	Social Impact & Sustainability Lab	4
INTS 4320	Int'l Monetary Relations	4
INTS 4330	International Business Transactions	4
INTS 4339	Microfinance Lessons: Inclusive Markets and Development	4
INTS 4370	The Global Economy	4
INTS 4391	Financial Management and Fundraising of Non-Profits	4
INTS 4622	Global Governance	4
INTS 4656	Power, Institutions, and Justice in Environmental Sustainability	4
INTS 4678	The Politics of Global Trade, Investment and Production: The Origins and Consequences of Open Border	4
INTS 4972	Global Environmental Governance	4
MFJS 4050	Foundations of Strategic Communication	4
MFJS 4080	Global/Multicultural Campaigns	4
PPOL 4500	Cost-Benefit Analysis/Pub Pol	4
TRAN 4100	Fundamentals of Supply Chain Management	4

TRAN 4180	Sustainability and Supply Chain Management	4
<b>Total credits required:</b>		<b>24</b>
<b>Minimum number of credits required: 24</b>		

## Certificate of Specialization in Media and Public Communication with Concentration in Public Diplomacy

### Program Requirements

Minimum Credits Required for Certificate: 24

### Coursework Requirements

Students will take classes in three categories as follows:

Code	Title	Credits
<b>Foundational Courses</b>		<b>8</b>
MFJS 4065	Public Diplomacy and Nation Branding	
MFJS 4160	Media Theories	
or MFJS 4650	Global Media and Communication	
or MFJS 4080	Global/Multicultural Campaigns	
<b>Applied Course</b>		<b>4</b>
MFJS 4050	Foundations of Strategic Communication	
MFJS 4060	Strategic Messaging	
MFJS 4165	Global Health and Development Communication	
MFJS 4504	Social Media Strategies	
<b>Context Specialization Courses</b>		<b>12</b>
Students should select courses that directly focus on the society, politics, economics, or culture of particular countries or regions or challenges related to a specific theme or issue. Context Specialization courses must be arranged into a logical three-course set (by region and/or theme) that matches student interests and is approved by the Certificate Director(s). Only full-credit, graduate level courses in JKSSIS and MFJS, which are approved by the Certificate Director(s) in advance and are not used to meet another Certificate requirement are eligible for this category. At least two of the specialization courses must be from the Josef Korbel School of International Studies (JKSSIS). The third course may be from either JKSSIS or MFJS.		
<b>Total Credits</b>		<b>24</b>

\* Course may be counted as either Foundation, Applied, or Context Specialization, but cannot be counted in more than one of those categories

### Non-Coursework Requirements

Applicants must be enrolled master's students in good standing in either MFJS or JKSSIS. Applicants from either unit must apply for the Certificate no later than February 1 in the first year of their master's program in order to be able to complete all of the necessary coursework for the Certificate by the end of their second year.

## Certificate of Specialization in Religion and International Affairs

This certificate program provides students pursuing an MA degree in the Department of Religious Studies (CAHSS) or the Joseph Korbel School of International Studies the opportunity to enhance their "home program" with coursework that emphasizes scholarly and practitioner approaches to understanding the intersections between religion and international affairs in the modern world.

This certificate requires a minimum of 24 credit hours.

Code	Title	Credits
<b>Core courses</b>		<b>8</b>
INTS 4525	Religion-State Relations in Comparative Perspectives	
RLGS 3760	Globalization and Religion: Theory and Methods	
<b>Elective courses <sup>1</sup></b>		<b>16</b>
Choose from the following:		
INTS 4517	Politics of Deeply Divided Societies	4
INTS 4526	Modern Islamic Political Thought	4
INTS 4534	Topics in Middle East Politics	4

INTS 4649	Human Rights and the Middle East	4
RLGS 3302	Islamic Fundamentalism	4
RLGS 3452	Political Theology	4
RLGS 3454	Capitalism, Religion, Democracy	4
RLGS 3503	Quran and Hadith	4
RLGS 3504	Islam and Gender	4
RLGS 3645	Religious Nationalisms: A Comparative Approach to White Christian Nationalism and Hindu Nationalism	4
RLGS 3693	Religion and the Media	4
RLGS 3814	Modern Hinduism	4
RLGS 3890	Religion and Diaspora	4
RLGS 3893	Buddhism and Social Justice	4
<b>Total Credits</b>		<b>24</b>

<sup>1</sup> Other elective courses may be approved with permission from the director.

## International Studies 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 Korb 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 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 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 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 4057 Statistics (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. 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.

**INTS 4059 Data Science With Python (4 Credits)**

Python is a widely used programming language for data exploration. In this course, students will first learn programming concepts like data types, regular expressions, conditional statements, loops, functions, and so forth. They will then learn how to write Python programs to conduct data exploration, statistical analysis, visualization, and predictive analysis techniques like decision trees and text mining. Students will also learn how to use various libraries available in Python (like Numpy, Pandas etc.) in their programs. Finally, they will learn how to read and debug (i.e. fix) Python programs written by someone else. No prior programming experience is necessary to enroll in this course.

**INTS 4060 Data Visualization With Tableau (2 Credits)**

This course serves as an introduction to the principles and practice of data visualization, using the Tableau data visualization software. Topics include various types of graphs and charts, basic and advanced visual analytics, predictive analytics, dashboards and stories, geospatial data mapping, calculations and expressions, combining multiple data sets and data visualization best practices, among others. Emphasis will be on the use of Tableau to create appropriate, accurate, and easily interpretable visualizations.

**INTS 4061 Introduction to Survey Methods (4 Credits)****INTS 4062 Data Science with R (4 Credits)**

R is a widely used programming language for data analysis. In this course, students will first learn programming concepts like data types, regular expressions, conditional statements, loops, functions etc. They will then learn how to write R programs to conduct data exploration, visualization, basic statistical analyses, as well as produce reproducible reports. Students will also learn how to use various packages available in R in their programs. Finally, they will learn how to read and debug (i.e. fix) R programs written by someone else. No prior programming experience is necessary to enroll in this course.

**INTS 4063 Advanced Statistics (4 Credits)**

This course is a continuation of INTS 4057 Statistics. Topics include multivariate analyses such as principal component analysis, discriminant analysis, logistic regression and data examination. Emphasis will be on conducting data analyses as well as on interpreting Stata output. In addition, students will develop and write an empirical research paper using a rigorous analysis of the elements of formal research writing. Prerequisite: INTS 4057.

**INTS 4064 Data Visualization with Tableau (4 Credits)**

This course serves as an introduction to the principles and practice of data visualization, using the Tableau data visualization software. Topics include various types of graphs and charts, basic and advanced visual analytics, predictive analytics, dashboards and stories, geospatial data mapping, calculations and expressions, combining multiple data sets and data visualization best practices, among others. Emphasis will be on the use of Tableau to create appropriate, accurate and easily interpretable visualizations.

**INTS 4078 Modeling for Policy: Development, Sustainability, and Conflict (4 Credits)**

This course is intended to provide you with a) an overview of the current state of macro-level human development, environment and security challenges; b) tools to analyze and forecast these dynamics as interdependent systems across long time horizons; and c) deliverables that encourage you to improve your writing for a policy audience. We review various challenges, starting with well-known issues related to climate change and development. We then move forward and explore the relationship between development and conflict, furthering our understanding of how both civil and international conflicts emerge. Finally, we dig more deeply into issues in the field of “traditional” development, focusing on how investments in education, health, infrastructure, and other areas lead to trade-offs and synergies that can help us better shape multidimensional human capabilities moving forward. This course introduces students to professional analysis using one class of quantitative tools called integrated assessment models (IAMs), which quantitatively represent complex systems in interaction. IAMs are tools that formally model the interaction across key development systems, like demographics, economics, energy, and the environment. They can be used to 1) think critically about how key trends are unfolding, 2) identify leverage points; and 3) explore the impact of changing policies and environmental uncertainties on desired outcomes.

**INTS 4090 Values-Based Leadership in International and Public Affairs (4 Credits)**

The professionals who leave Korbel to enter international and public affairs will come to hold positions of influence, privilege, and leadership as they seek to promote the public good. Their behaviors will have significant consequences for those with whom they work, those they serve, and for third parties. Ethical leaders must be attentive to the challenges and contradictions associated with their positions, influence, and interventions. What values do we hope professionals in international and public affairs will embody, and how might they enact those values? This team-taught course engages the entire Korbel graduate student body in centrally important, common, and difficult ethical issues that professionals in international affairs and public policy confront in their work. The course examines values-based leadership, which comprises ethical dilemmas but also issues and questions that commonly arise in practice but do not generally “fit” within the field of professional ethics. Traditional ethics courses tend to teach the two or three principal approaches to ethical frameworks and then present cases to apply those frameworks. This course on values-based leadership (VBL) also examines cases—but it takes the view that professional ethics as it is typically taught does not suffice to prepare students for the complexities of the world they will confront. As a corrective, the course is interdisciplinary, and among other fields incorporates troublesome findings from the new field of behavioral ethics. For example, why do virtuous people often violate their own ethical norms and then fail to recognize that they have done so? The course also reaches beyond ethics to engage other values that are central to responsible leadership—such as inclusivity, allyship, and access to decision-making by those targeted for professional research and policy interventions—while also exploring the contradictions and risks associated with professional privilege. Faculty and students will explore the power dynamics of decision-making where the populations that are the most affected by interventions often lack decision-making authority and may even be further disempowered by professionals’ good intentions. The course looks to bring together, in one Korbel-wide, cross-degree conversation, matters pertaining to values in leadership so that students can engage with others with a broad range of backgrounds, orientations, and career aspirations. No one discipline or professional field has a monopoly on good thinking on VBL. And so the course draws widely on the diverse experiences and expertise of students and faculty at Korbel as we confront together some of the most difficult challenges professionals face over the course of their careers.

**INTS 4091 Great Issues in International Affairs (4 Credits)**

The course embraces a grand challenges approach that focuses on major issues of the day, while introducing key concepts central to the student of international affairs, notably international political economy, international relations, and governance in all its forms. Issues may vary from year to year, but will be those central to the Korbel School's mission. These will likely include: • Economic Inequality • Environmental Sustainability • Democracy and Human Rights • Security A lead professor will teach the first and last weeks of the quarter and coordinate the remaining weeks. Four other faculty members will each teach a two-week unit on one of the core issues. Each unit will seek to develop students understanding of: 1. The nature of the problem, its manifestations, its causes and its consequences 2. The array of possible interventions—by governments, international organizations, private firms, NGOs, and other—that might address causes or ameliorate consequences. 3. How one would decide which course of action to take. The course will utilize a mix of lectures and discussion sections led by PhD students. Generally, the first week of these units will frame the larger issue and the second will focus on a more particular instantiation of that issue. For example, in a unit on Inclusive Economic Growth, a first lecture might be explore the broad contours of economic inequality and its likely causes and second might focus on a narrower topic such as access to education, social mobility, or gendered dimensions of inequality, depending on the expertise of the faculty member leading that unit of the course.

**INTS 4110 Food/Nutrition Security 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 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 4136 U.S.-Cuba Relations (4 Credits)**

This class will review relations between the U.S. and Cuba from the Spanish-American War in 1898 to present day. On one hand, we find a stand-off that includes an invasion and trade embargo by the U.S., mutual attempts at political disruption, and the exodus of populations from each country to the other. On the other hand, we find surprising levels of cooperation including a longstanding pattern of “back channel” communication between the two governments as well as a degree of cooperation at the societal level. In addition, each country has had a profound influence on the development of social ideals in the other.

**INTS 4137 China in the World: Global Drivers, Local Conflicts (4 Credits)**

It is impossible to understand the 21st century without discerning China, which now possesses the largest army in the world, the biggest economy in terms of purchasing power parity, and the greatest number of people. Chinese firms provide foreign direct investment (FDI) worth \$3.8 trillion in stocks by 2018 and Chinese policy banks fund official development finance totaling around \$658 billion between 2000 and 2019. Chinese information and communications technology firms have launched some of the most widely used applications such as TikTok and Zoom. The Ministry of Finance, the People's Bank of China, and the State-owned Assets Supervision and Administration Commission of the State Council have been able to rewrite some of the global development architecture, launching the Belt and Road Initiative and Asian Infrastructure Investment Bank and the. Global commodity chains pass through Chinese territories or maritime economic zones, reaching 12.4% of global trade in 2019. In security issues, the Chinese Ministries and the People's Liberation Army have defined norms such as the responsibility to protect in the international community. In global struggle to reduce decarbonization, Chinese electric vehicle companies have been at the forefront of these new technologies and renewable energy companies have made major strides at limiting carbon emissions within its borders. The Chinese Communist Party has redefined human rights, putting the economic definition of the right to livelihood and work above everything else. China's new rich comprise the fastest growing number of billionaires in the world who are responsible for investments in online gambling or wildlife hunting.

**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 4201 Quantitative Analysis of Global Environmental Change (4 Credits)**

This course examines the role of the natural and social sciences in the climate change issue. Climate This course examines the role that quantitative analyses play in characterizing risks to society or ecosystems posed by global environmental change, and how various policy options could reduce those risks. We will focus in particular on analyses with “integrated assessment models” (IAMs), which have been influential in shaping the climate change policy debate. IAMs are typically global-scale systems analyses that integrate societal and environmental aspects of the climate issue. The course will survey alternative types of IAMs and explore how they work using one of the original, and still most influential, IAMs in the climate field, the Dynamic Integrated Climate-Economy (DICE) model developed by recent Nobel laureate William Nordhaus. We will use a recent version of DICE to explore how assumptions affect outcomes, and understand the strengths and weaknesses of such models.



**INTS 4207 The Global Political Economy of China (4 Credits)**

China's rise in the 21st century has given rise to complex reactions in both the global North and the global South. This course will explore the rise of China and its possible consequences for the Global Political Economy from a complex systems perspective. The recently developed evolutionary theory of Global Political Economy will be the basic framework. We will build up an applicable ecologically sound evolutionary theory from the bottom up to understand 21st century Chinese paradoxes and ambiguities. These paradoxes and ambiguities are not accidental but relate to tensions in the moral economy of PRC embedded in the world of the early 21st century. Furthermore, the uneven development of both the Chinese and Global Political Economies across space and over time has led to immense inequalities among groups and possible polarizations. We will examine these inequalities and related emerging issues both theoretically and empirically and begin a conversation between the theorists and practitioners. In this way, this course is intended to begin the much needed dialogue among students of global society regarding the contemporary relevance of a complex multilayered innovative economy like that of the PRC. The ecological and geopolitical aspects of China's rise will be analyzed within our Evolutionary Ecological Global Political Economy framework. The well-being of the Chinese people and others in the Global Political Economy will be analyzed by using an extension of Sen's capabilities theory called the Socially Embedded Intersectional Capabilities Theory.

**INTS 4215 Gender and Humanitarian Assistance (4 Credits)**

In recent decades, the humanitarian system has grappled with the concept of gender and how to operationalize it in the context of humanitarian preparedness and response. Through readings, class discussions, guest speakers and assignments, students will have the opportunity to gain a better understanding of how the humanitarian system's approach is evolving in theory and practice.

**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 4226 Social Entrepreneurship & Sustainable Development (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 4227 Social Impact & Sustainability Lab (4 Credits)**

This course combines classroom work with a project-based learning opportunity that matches students to a specific project for a social enterprise organization or research on a social enterprise topic. The class combines structured introduction to social enterprise business models and strategies to enhance social impact and financial sustainability with real organizations and practical challenges of launching and managing social enterprises. This approach allows teams of students to work together on real issues for social enterprises, learn strategies and tools for designing better solutions to development challenges, and learn some basic consulting and research skills with group discussion and shared learning. While INTS 4226 Social Entrepreneurship & Sustainable Development is not a pre-requisite, it provides a helpful overview.

**INTS 4237 Human Rights and Security (4 Credits)**

Throughout their 200,000 year history, humans have gathered into groups ruled by strongmen, to seek protection or prey on others. Just three centuries ago, Enlightenment thinkers challenged that conception of society and governance, which soon led to a remarkable event: the 1776 creation of a state whose rationale for existing was to secure the inalienable rights of all individuals to "life, liberty, and the pursuit of happiness." That changed world politics. It meant that while the fate of states would continue to be shaped by their relative power, a new moral standard would be applied to governments: the extent to which they recognized universal human rights. As John Quincy Adams put it in 1817, the mixture of America's emerging power and its avowed commitment to human freedom made America a "dangerous nation" in the eyes of the world's authoritarian regimes. It also meant that competing conceptions of human rights would permeate American domestic struggles: over rights for white men vs. equal rights for all, over rights to property vs. labor rights, over national security vs. free speech and privacy rights, and over whether to defend rights only at home vs. the need (or obligation) to advance them internationally. Along the way, those U.S. debates led to a Civil War, a war to defeat fascism, and a cold war (including U.S. support for many "third world" dictators) to defend the market democracies of the West against authoritarian Communism. From the early post-cold war promise of an advance toward globally inclusive universal rights—during which such subjects as a "responsibility to protect" and support for democratic transitions entered mainstream policy debates—a "democratic recession" has now reached the point of serious threat to preserving even the United States as a rights-based Republic. For the first time since the 1930's, a U.S. President offers a conception of national security that rejects promotion of human rights abroad. Domestically, a struggle over whether the object of "national security" is a Republic based on equal rights for all, or a racially and religiously defined "nation," evokes memories of the clash that once led to civil war. Finally, Vladimir Putin's effort to subvert all Western democracies presents us with a "cyber" version of the 20th century's international, state-led assaults on the West by fascist and communist major powers. Those struggles are the subject of this course.

**INTS 4238 Modern Political Violence (4 Credits)**

The landscape of contemporary political violence is marked by a dizzying array of actors, including rebel groups, militias, gangs, and state governments. In this class, students will develop a better understanding of belligerents in modern conflicts and how they relate to one another. Students will also develop an in-depth understanding of a non-state armed group or conflict of their choice.

**INTS 4271 Sex and Violence (4 Credits)**

Some have described war as “long periods of boredom punctuated by moments of sheer terror.” In these periods of ennui, combatants have often found themselves filling the time with affairs of the heart (and other, less PG organs). This course considers how armed groups—ranging from state militaries to non-state armed groups—manage romance, sex, and family within their ranks. Examining these subjects is not an exercise in voyeurism, but rather a means by which we can better understand the quotidian operations of armed groups and, thus, the conduct of war.

**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 (4 Credits)**

This course serves as an introduction to statistical analysis of economic data. Topics include dummy variables, functional forms, instrumental variables, omitted variables, and binary dependent variable models. Panel data analysis includes fixed effects and random effects models. Emphasis will be on computer applications (using Stata) and interpretation of results. Prerequisite: INTS 4057.

**INTS 4310 Foundations of 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 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 Studies (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 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 4337 Current Challenges in the Middle East (4 Credits)**

In this course, we will examine some of the issues, events and decisions that may be contributing to this perception and more generally on the evolving role of the U.S. in the Middle East. Is the perception correct? What might be happening with U.S. policy in the region? What might we expect as the Trump administration's decidedly pro-Israel/pro-Saudi approach solidifies? What are America's genuine policy interests in the region and how should the U.S. be addressing those? And what are the challenges and responsibilities of the governments and peoples of the region in tackling their many problems, from sectarianism to poor economic growth to environmental degradation? Can the U.S. play an effective role in any of those challenges? Through the study of specific issues, we will focus our attention on the policy-making process and decisions, key interests and motivations, alternatives, the decision makers and their unique roles, and the ultimate impact their decisions may have today and in the future. We will also try to understand American attitudes and perceptions that shape policy as well as those of the people in the region. As we proceed through our study, we will ask ourselves how decisions impact the region and the U.S. today and in the future.

**INTS 4339 Microfinance Lessons: Inclusive Markets and Development (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 Applied Project Management for International Development (4 Credits)**

This course will provide students with a conceptual overview of the role that projects play in the international development sector and an understanding of different approaches to effective project management. A project, as traditionally defined, is a temporary process that has a clearly defined start and end time, set of tasks, and budget that is developed to accomplish the objectives of the project or its desired outcomes. The execution of a project commences after stakeholders approve a project proposal—translated into a project charter—from which a detailed project management plan (PMP) is developed to guide implementation.

**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. Completion of INTS 4320 and INTS 4350 prior to taking this course are recommended but not required; students with questions should contact the professor.

**INTS 4362 Gender and Health (4 Credits)**

This course will introduce students to theories/concepts of gender and health and examine the interlinkages between global health policies and programs. It will cover the design, delivery, reception, and effectiveness of international programs aimed at improving health outcomes for women and men. The course will review women and men's access to health, and the influence of patriarchy/masculinity on health at micro, meso and macro levels. The readings from the course focus on major theoretical and analytical debates in the field of international/global health, such as HIV/AIDS, gender-based violence (especially in relation to emergencies/humanitarian crises), key populations (MSM (Men who have sex with men), Commercial sex workers, IDUs (Injecting drug users)), LGBT health, and sexual and reproductive health. Research projects provide students an opportunity to explore further the linkage between health and gender, health care or health policy and gender, gender and health-related issues in emergencies, and the relevant health and gender interventions in a country of their choice.

**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 4370 The Global Economy (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 currents 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 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 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 4392 Proposals and Grants for Nonprofits (4 Credits)**

This course is designed to be a skills-based course that gives students practical skills for the nonprofit sector, specifically in proposals and presentations. During the class, students will learn about different nonprofits locally, statewide, and nationwide. Students will have the opportunity to write a grant for a nonprofit, create donor facing materials, and practice program presentations. The course invites speakers from throughout the nonprofit industry to speak about their experiences to give students insight into the expectations and realities of work in the non-profit sector.

**INTS 4394 The Organizational Psychology of Non-Profits (4 Credits)**

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

**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 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 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 Economy of Latin America (4 Credits)**

In any part of the world, the earth and its resources constitute the fundamental framework of economic development. The study of development in Latin America offers an opportunity to study the interplay between the forces of economic development and efforts to restore and maintain ecological balance. In the first part of the class, we consider the legacies of colonial rule and foreign intervention including uneven patterns of land ownership, political and social divisions, tension between democratic and authoritarian forms of governance, and a central role for social movements in the struggle for economic justice. We also discuss the current era of export-led development, which has prompted a surge in mining, lumbering, and other forms of extraction, along with environmentally disruptive commercial projects. While increasing economic growth and facilitating some of the largest fortunes in the world, this development model is currently devastating the environment, human health, and the prospects for community survival in many places. On the other hand, communities, indigenous groups, and civil society organizations are challenging this model by advancing an alternative that stresses ecological balance.

**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 4468 Politics of Development (4 Credits)**

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

**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 Korb 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 4493 Humanitarian Aid in Complex Emergencies (5 Credits)**

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

**INTS 4496 Humanitarian Assistance Operations (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 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 Korb 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 \$1Trillion nuclear modernization program; or 2400+ F-35s; or 12 carrier battle groups?). THIS AGENDA NOW IS BEING SHAPED GOVERNMENT 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 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 4532 The Global Financial System: Frontier Issues (4 Credits)**

This seminar focuses on "hot button" topics in domestic and international monetary affairs beyond matters examined in the International Monetary Relations course (INTS 4320). The topics to be discussed include: (1) U.S. monetary power, the dollar-led financial order, and the global implications of U.S. monetary policy; (2) the political economy of sovereign risk and credit rating agencies; (3) offshore and illicit finance and the state; (4) the SWIFT system, financial sanctions, and state power; (5) the rise of capital controls during and since the financial crisis of 2008; (6) race and racism in the global financial system; (7) modern monetary theory; (8) financialization and international financial subordination; and (9) debt crises in the Global South: empirical scope, consequences, and pathways out of the crisis. Seminar participants should already understand the basic workings of the international financial system.

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

This is an advanced topics course centered on major issues in Middle East politics. Students should expect to read one book, as well as relevant scholarly reviews, each week, and should expect regular analytic writing assignments. 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 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 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 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 4620 Introduction to Middle East Politics (4 Credits)**

According to 2017 Global Peace Index, the Middle East and North Africa are the least peaceful parts of the world. The instability from this region has gone global and is now destabilizing large parts of the entire world. Why? Answering this question is the focus of this course. The approach taken will be historical and comparative with an emphasis on the relationship between religion and politics in the Islamic Middle East. The politics of the Middle East today cannot be understood without some examination of the West's relationship with the region and the associated view of the Muslim Orient that grew out of this relationship. In light of this reality, the state system that has emerged in the region since the demise of colonialism will form a framework in which to understand the major themes of this course.

**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 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 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 4632 Community-Based Qualitative Methods Part I (4 Credits)**

This course provides training in ethnographic and community-engaged research methods while giving students the opportunity to apply their skills to the local Denver immigrant and labor rights community. It guides students through the research process including research design, decolonizing and intersectional qualitative methodologies, proposal writing, sampling, IRB approval and ethics training, team rapid ethnographic assessment, coding and analysis, writing and reflexivity, and dissemination of information to research communities. Students also learn how to integrate theory, literature, and original data collection and develop skills conducting participant observation and interviews.

**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 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 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 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 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 Security in 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 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 4654 Sustainable Energy (4 Credits)**

Sustainable energy is much in the news and high on various policy agendas. It is the seventh of the UN Sustainable Development Goals and part of climate and energy policy for numerous national, state, and local governments. This course will examine the politics and policy involved making a transition to a more sustainable energy system. We will explore the history of energy crises, how they have opened opportunities for making changes to the energy system, and the gradual attachment of sustainable energy to environmental issues, most especially climate change. The course will focus on some of the problems and complexities involved in an energy transition, from technological barriers to the need for a just transition.



**INTS 4656 Power, Institutions, and Justice in Environmental Sustainability (4 Credits)**

Sustainability and environmental justice have become ubiquitous buzzwords in society today. We see them everywhere, from politics to popular culture and corporate strategy to grassroots activism. Through an interdisciplinary approach to environmental science, this course examines the relationships between power, institutions, environmental conservation, and environmental justice and explores how issues are defined as problems. The course will cover the theoretical and practical methods used in environmental policy to assist government agencies, from the local to the global, in addressing immediate and long-term environmental sustainability challenges. Particular attention will be focused on power asymmetries among diverse actors, the formal and informal institutions that facilitate or impede environmental sustainability and environmental justice, and how race, class, and gender impacts recognition, participation, and the distribution of natural resource benefits and harms. Students will examine social theories of “nature”, as well as, a range of policy responses to address environmental inequities. Emphasis is placed on disadvantaged communities in the United States and the Global South. Theory will be complemented by real-world environmental controversies that will require group collaboration to produce in-class presentations and the completion of policy memos that engage students critically with the course material.

**INTS 4657 Environment & Crises (4 Credits)**

In recent decades, the relationship between the environment and human lives has been increasingly recognized, including the relationships between the environment and crises, so-called natural disasters, conflict, and related human migration. This course explores these relationships. It looks at aspects of local, regional, and international approaches at the nexus between humanitarianism and development, including preparedness, risk mitigation and responses to environmental crises, the impact of environmental factors including climate change on the nature and severity of crises, and the impact of humanitarian crises and responses on the environment. This course is aimed at those with an interest in environment and crisis-affected contexts. Students are not expected to have a background in crisis response and/or the environment.

**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 4666 Civilian Protection Practicum (4 Credits)**

The harm to civilians in contexts of armed conflicts presents an ongoing challenge for humanitarian and defense practitioners. While there are no prerequisites for this course, it is designed as a follow-on to the introductory course on “Civilian Protection in Armed Conflict.” The course will enable students to put their insights on the protection of civilians into practice. Students will undertake collaborative research projects with a variety of U.S. and international humanitarian and defense organizations. Faculty and practitioner mentorship will help students learn how to advocate for ethical and evidenced-based protection policymaking. At the end of the course, students will brief their final research products to the practitioner clients.

**INTS 4667 Humanitarian Simulation Preparation (4 Credits)**

What does it feel like to be part of a multi-sectoral team assessing needs and planning responses in an emerging humanitarian crisis? How do you use your expertise to support rather than suppress local knowledge and the work of communities and community-based organizations in a complex setting? This course will focus on how humanitarians assess protection and psychosocial needs in a crisis and prioritize and develop interventions while working in volatile and stressful situations. The course is aimed at those interested in working in humanitarian contexts. In line with efforts to “decolonize” aid, the course will emphasize more equitable frameworks and approaches to humanitarianism.

**INTS 4668 Political Economy of Energy (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 the connection between energy systems globally? What are the global and regional dimensions of the geopolitics and geoeconomics of energy systems? What are the linkages between control over energy sources and 21st century prospects for 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 in an age of global warming and climate change? 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 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 4671 Climate, Science, and Society (4 Credits)**

This course examines the role of the natural and social sciences in the climate change issue. Climate change is a complex international problem that challenges scientific and policy analysis. Its effects extend far into the future, are globally widespread, and impact many aspects of society and ecosystems. There are also substantial uncertainties in these effects and in how well different policies might work. As a result, the climate issue is ripe for political disagreement. This course will examine the kinds of analyses that underlie key scientific conclusions and policy arguments, as well as the role individual scientists can and do play in scientific and policy discourse. While some familiarity with the climate change issue will be helpful, the course does not assume that students have an extensive scientific background.

**INTS 4672 Environmental Peacebuilding (4 Credits)**

Natural resources and the environment can contribute to and amplify conflict, but they also represent opportunities for creating sustainable peace. This course will examine conceptions of peace, peacemaking and peacebuilding, and the insights an environment-centered lens can add. We examine peacemaking on environmental issues. We also consider three trajectories of environmental peacebuilding: technical cooperation, joint capacity building and dialogue, and joint and equitable resource distribution and management systems. Each of these has the ability to contribute to Positive Peace efforts throughout the conflict lifecycle—as preventive diplomacy, as confidence building and communication channels amidst conflict, and as post-conflict peacebuilding and sustainable development. Each approach in this new field could be strengthened through the consideration and application of relevant theory and research. This course also considers critiques of peacebuilding models and methods, and the push for better program MEL—monitoring, evaluation, and learning.

**INTS 4673 Climate Finance and Other Clean Energy Solutions (4 Credits)**

An introduction to climate finance and understanding its ability to advance renewable energy technologies and activities in the global context as a means of significantly reducing carbon emissions. This course will explore financing mechanisms and Green Banks. We will also learn how microfinance can help reduce vulnerabilities. The coursework will involve regular reference to Project Drawdown and specific clean energy technologies such as solar, tidal, wind, carbon sequestration, agroforestry, net zero building, microgrids, as well as other current innovations and their existing use and potential within the developing world. There will be several practitioners in the field serving as guest speakers for this course.

**INTS 4674 Water Policy (4 Credits)**

Water is a key resource for the sustenance of all life. Under many circumstances, it is scarce, too abundant, and inequitably distributed across groups in society and nature. This diversity of situations produces the conditions for the emergence of conflict among users, hence requiring the design of institutions to facilitate effective management. This makes water governance a complex but urgent issue to tackle. This class examines such institutions in a variety of levels—state, federal, and international—and analyzes how they affect water access and use. Students in the class will also engage in a careful examination of the sources of conflict and cooperation among water stakeholders on a regional and global scale. The main goal of the course is to foster the students' capacity to assess how water-related conflicts can be prevented through the design and implementation of relevant policies.

**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 4676 Insurgency/Counter-Insurgency (4 Credits)**

This course will begin with an examination of insurgencies, the evolution of counterinsurgency, and how the U.S. policy community debates and decides on counterinsurgency strategies. Through a review of case studies, current conflicts, and fundamentals of military tactics, students will learn how governments combat insurgencies with military force and negotiation, how foreign assistance affects each side, how intelligence gathering impacts the fight, and how different types of leaders can strengthen or weaken a force. At the end of the course, students will analyze a contemporary and historical insurgency, articulate and defend counterinsurgency strategies, and compare it to U.S. policy towards the conflict. Prerequisite: INTS 4735.

**INTS 4677 Introduction to Law, Foreign Policy, Politics, and Moral Theory in Human Rights (4 Credits)**

The authors of the American Declaration of Independence wrote: "We hold these truths to be self-evident: That all men (sic) are endowed by their creator with certain inalienable rights." That first authoritative claim that all human beings regardless of color, class, social status, ethnicity, political and religious beliefs, or location have in common a set of rights did not define or enumerate "rights." The definition implied was an indisputable individual and legitimate demand (with corresponding duties on the part of others) to be treated with respect and given space to shape a life in accordance with ability, opportunity, and will. Roughly a century and a half would pass before the first comprehensive enumeration: The Universal Declaration of Human Rights (1948) and another two decades before the aspirational declaration was translated into formal treaties (the International Covenants respectively on Civil and Political and Economic, Social and Cultural Rights). This course explores the processes by which the language of the Universal Declaration and the enumeration of rights embodied in the Covenants and other international agreements is interpreted, fought over, and applied (or not). Those processes are legal and political. They are suffused with discordant views about the obligations of states in relation to their citizens and the citizens of other states. They expose tensions among rights (for example, between freedom of expression and the obligation of states to outlaw speech tending to incite racial, ethnic, and other loathsome forms of discrimination, between religious freedom and protection from discrimination on the basis of religion [see the Colorado wedding cake case in the US Supreme Court]). Those processes occur both in the international arena and domestic ones. They engage domestic and international institutions, courts, parliaments, presidents, armies, civil society, and NGOs of various kinds. Threading through them are conflicting moral theories, national interests, ideologies, and raw inter-group competition and prejudices. Human Rights can be seen as a collective modifier as in "human-rights perspective." Human rights, after all, are a way of viewing all the great issues of our time including migration, cultural conflict, justifications for the use of force, interrogation of suspected terrorists, poverty and gross inequality, the limits (if any) of religious freedom, the rights of majorities, and those of minorities and indigenous peoples. All of those issues will be on the table in this course.

**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 4679 Economic Statecraft and Diplomacy (4 Credits)**

This course explores how governments use international economic policy to achieve geopolitical objectives. We discuss the ways in which states and international bodies appeal to economic sanctions, foreign aid, and other instruments of economic statecraft in attempts to change the conduct of other state and non-state actors. The course will explore the use of a variety of policy instruments ranging from personal asset freezes and sectoral prohibitions on trade to wholesale trade embargoes and military blockades. We will review the effects of these measures on target countries, discussing the conditions under which sanctions can create incentives for targeted leaders to change their policies and when they can trigger political change. Other topics covered include the effects of sanctions on domestic economies and vulnerable populations, political use of foreign assistance, multilateral vs. unilateral sanctions regimes, international sanctions law, extraterritoriality and the ethics of imposing sanctions. The course will undertake in-depth case studies of the effects of sanctions in several sanctioned economies, including Iran, North Korea, Russia, South Africa, and Venezuela.

**INTS 4681 Modeling for Development, Environment, and Security (4 Credits)**

This course is intended to provide you with a) an overview of the current state of macro-level human development, environment, and security challenges; b) tools to analyze and forecast these dynamics as interdependent systems across long time horizons; and c) deliverables that encourage you to improve your writing for a policy audience. We review various challenges, starting with well-known issues related to climate change and development. We then move forward and explore the relationship between development and conflict, furthering our understanding of how both civil and international conflicts emerge. Finally, we dig more deeply into issues in the field of "traditional" development, focusing on how investments in education, health, infrastructure, and other areas lead to trade-offs and synergies that can help us better shape multidimensional human capabilities moving forward.

**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 Emerging Issues in International Security (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 Foundations of Security (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 these foundational ideas to a range of current security challenges.

**INTS 4705 Democratization (5 Credits)****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 Debates About Democracy (4 Credits)**

This is a course in the field of comparative democratization studies and democratic quality. We will cover from the political science perspective topics such as the transition to democracy, consolidation of democracies, and how and why democracy has spread around the world. We will also examine the debates on the virtues and perils of democracy and on the nature and quality of the resulting representative democracies. Through this lens we will also analyze the "democratic backsliding" observed even in well-established democracies during the last decade and a half, which has resulted in the proliferation of new hybrid regimes and other very problematic characteristics of present-day democracies. In this course, we will study many of the aspects that might influence the process of democratization and democratic backsliding such as: institutional design and functioning, political culture, democratic support and the structure of the party system and party competition.

**INTS 4722 U.S. Policy in the Middle East Since World War II (4 Credits)**

Various experts and commentators now claim that the U.S. is surrendering its preeminent position of power in the Middle East after more than 70 years of almost unchallenged dominance. In this course, we will examine some of the issues, events, and decisions that may be contributing to this perception and more generally to the evolving role of the U.S. in the Middle East. Is the perception correct? What is might be happening with U.S. policy in the region? What might we expect as the Trump administration's decidedly pro-Israel/pro-Saudi approach solidifies? What are America's genuine policy interests in the region and how should the U.S. be addressing those? And what are the challenges and responsibilities of the governments and peoples of the region in tackling their many problems, from sectarianism to poor economic growth to environmental degradation? Through the study of specific issues, we will focus our attention on the policy-making process and decisions, key interests and motivations, alternatives, the decision makers and their unique roles, and the ultimate impact their decisions may have today and in the future. We will also try to understand American attitudes and perceptions that shape policy as well as those of the people in the region. As we proceed through our study, we will ask ourselves how decisions impact the region and the U.S. today and in the future.

**INTS 4730 Foundations in Homeland Security: Response and Recovery (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 4733 Introduction to Strategic Cyber Threats and Policy (4 Credits)**

At its core, cyber is a suite of complex, interrelated technologies affiliated with computers, communications networks, and digitalization. Like any powerful technology, cyber provides the capabilities for a range of political actors across a range of levels of analysis to increase their capabilities to achieve both benevolent and malignant goals (and which of these any particular effort is often rests in the eyes of the beholder). Yet, the massive scale of the utilization, both current and future, of cyber technologies and the speed, range, and impact that these technologies potentially generate also make cyber a realm, an area of practice, action, and, thus, policy. The challenge with the rise of such a sweeping development in national and international security is understanding the nature of the threat, how unique the characteristics of the threat are versus how much they resemble previous security challenges, how much existing security mechanisms and policies are applicable versus the need for the development of novel solutions and what are the trade-offs that have to be made, and thus will come to define, cyber security policy at the national and international level. This course will engage all four of these basic questions in survey fashion, setting students up for follow-on academic or professional engagement with the realities of strategic level cyber security issues.

**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 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 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 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 4807 Civil-Military Relations During War (1 Credit)**

The focus of the course will be on civil-military relations—the interaction between the senior military leadership and elected and appointed civilian officials. Students will have a unique opportunity to learn about the development of national security policy and related issues. The course will examine the civil-military relations during three 20th Century wars and two 21st century conflicts and draw insights about the impact of civil-military relations on national security and the requirements for effective civil-military interaction in the future.

**INTS 4808 Foundations of Global Justice: Theories of Power and Transformation (4 Credits)**

Our primary goal will be to understand and assess different approaches and frameworks for pursuing social change – from civil resistance and nonviolent direct action to narrative, experimental cities, and activism. Our goal will be to understand when and why these approaches work – and when and why they don't. Students will hear from activists working in ongoing movements for social change around the world and will get acquainted with their work. We will explore case studies of historical and ongoing social movements, which include struggles for democracy, peace, human rights, environmental justice, racial and gender justice, and more. We will also strategize how movements manage violent repression, backlash, and opposition in different contexts. Students will walk away with practical understandings of how to organize for social change, skills to support ongoing movements, and applied opportunities to understand when, where, how, and why certain efforts at social change succeed, while others fall short of their goals.

**INTS 4810 The Practice of Social Movements (4 Credits)**

This course is intended for students seeking to gain a theoretical and practical understanding of social movements. It is organized in two parts: (1) (re)imagining power and social movement theory, and case studies of social movements; followed by (2) developments, dilemmas, coalition-building, and other questions in the study of social movements. Students will develop a project to learn about a movement (or nonprofit organization) of their choice. Taking the Foundations to Global Justice course is a useful, but not necessary pre-requisite. Students will conduct assignments scaffolded throughout the term and share their work with peers in teams. We will explore movements from local ones on college campuses, to Women Life Freedom, to the Black Panthers. The class is designed so that students concurrently learn practically to organize collectively with others or ways of engaging in solidarity, and understand theoretically and empirically, the role of social movements.

**INTS 4812 Capstone: Applied Strategies for Catalyzing Social Change (4 Credits)**

Capstone: Applied Strategies for Catalyzing Social Change is a core course required for the Global Justice Certificate. Students will work with activists and/or movements on a specific project identified as a need. Students will gain concrete, real-world skills and training in how to strengthen the work of grassroots movements.



**INTS 4816 Power and Oppression (4 Credits)**

This course is designed to be an introspective practice in examining how frameworks apply to societal norms, personal and cultural identity, and academic settings. We will explore frameworks on racial equity, oppression, gender, implicit bias, and intercultural conflict, in addition to others. We will critique white supremacist structures that influence our everyday interactions, work-environment, and how we view and engage in the world around us.

**INTS 4817 Restorative Justice (2 Credits)**

Restorative Justice is an alternative to punitive discipline methods; restorative approaches focus on building relationships, trust, and respect. Restorative methods center around repairing harm, accepting responsibility, and reintegrating the parties responsible for causing harm back into the community. Reconciliation is paramount in community building to restore communal harm and prevent further harm and violence post resolution. This course centers around domestic and international approaches to Restorative Justice, including restorative circles, truth commissions, and victim offender dialogue. Internationally, we will explore restorative work in Rwanda, South Africa, Bosnia, India, and New Zealand. We will learn methodologies used in restorative approaches in schools, judicial systems, communities, and diversion programming. This course will focus on the mindset shift to culturally integrate restorative approaches systemically in communities.

**INTS 4818 Conflict Sensitive Interventions (2 Credits)**

While interventions are designed to have impacts, these impacts often include unintended and even negative consequences. Particularly in fragile and conflict-affected contexts and contexts of inequality, interventions done without sensitivity to context can undermine sustainability and exacerbate conflicts. Conflict sensitivity is an approach to ensure that interventions do not unintentionally contribute to conflict, but rather, strengthen opportunities for peace and inclusion. It focuses on mitigating the risk of negative impacts and enhancing positive ones. This course will develop skills for analyzing conflict dynamics and actor incentives, mapping an intervention's potential positive and negative influence on systems of inequality and conflict, locating opportunities as well as risks, modifying an intervention to minimize harm and maximize peace and sustainability, and building in the adaptation mechanisms needed for ongoing change in dynamic contexts.

**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 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 4858 Climate Change Resilience & Governance in the Netherlands (4 Credits)**

In the face of climate change impacts such as extreme weather events, droughts and floods, sea level rise, challenges to infrastructure, and threats to health, safety, and ways of life, societies seek ways to adapt. Important lessons can be learned from observing how those in different countries and contexts have designed and implemented successful adaptation strategies. The Netherlands is a country that has a past history and current culture of adaptation to difficult sea level challenges. The polder system originally referred to a technique of reclaiming land under the sea level developed in the Netherlands by building dikes, pumping out salt water, and gradually making the land fertile removing the salt through fresh water. However the Polder Model has also come to mean a process of decision making based on consensus, of solving problems via dialogue, with every party having an equal say. Thus this Dutch system of community-level, consensus driven governance has evolved out of a need to address environmental hazards as a community. This project will develop a graduate-level international interterm travel course to provide students opportunities to learn about new climate adaptation innovations, but also the governance processes and policies that have enabled the Netherlands to maintain leadership in solutions to climate adaptation and community resilience. Students will learn through immersion by visiting sights of prominence and interacting with individuals relevant to the topic.

**INTS 4889 Capstone: Intelligence/Threat Assessment (4 Credits)**

All students in the Certificate of Specialization in Strategic Intelligence must complete a capstone project centered on demonstrating the ability to provide a professional grade strategic assessment or other intelligence product. One of the Certificate-associated faculty will supervise the set of projects for each year as needed to meet graduate requirements for the participating students on a one-to-one or small group basis. The total credits via the Capstone are 4 and the standard is the same as any other Korbel independent project of same number of credits. Pre-requisites: INTS 4736 Strategic Intelligence Data Collection and Analysis and INTS 4753 Intelligence and National Security.



**INTS 4890 The Revolutions of Black, Brown, and Indigenous Peoples: Violence or Nonviolence? (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 4891 American Intersectional Inequality: From Local to Homeland Security (4 Credits)**

This course advances understanding of how inequality manifest differently by race and ethnicity, class, and gender. Policy topics and case studies will span (1) immigration laws, citizenship, and race-making; (2) state violence, mob rule, and the origins of the American penal system; (3) local law enforcement, courts, and prisons (5) detention centers and homeland security; and (6) demography, census, and democratic representation. The course will feature African American and Latinx populations prominently and incorporate Indigenous, Asian-American, and White populations throughout. The class will center the perspectives of poor Americans, but will incorporate working class, middle class, and elite perspectives when useful comparisons and contrasts are in order. Theories and case studies will be rooted in a U.S. context but occasionally include readings from other democratic nations. Readings will encompass enduring problems and landmark policies, as well as contemporary challenges. Given that this is a writing-in-the-disciplines course, we will devote attention to developing public policy research and memo-writing skills. Students will also gain practice working in teams to sharpen analytical skills and written work.

**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 Relational Theories of International Relations (4 Credits)**

Examines recent theoretical work in the field of international relations that treats international society and its practices as social constructs.

**INTS 4907 Terrorism (4 Credits)**

Terrorist violence, an issue facing many countries in international and domestic politics, is used by left and right-wing groups, nationalist and religious organizations, revolutionary movements, and state institutions seeking political power. This course is focused on: understanding terrorism (definitions, causes, evolving tactics); analyzing who becomes a terrorist (jihadist, separatist, supremacist ideologies plus radicalization processes); and evaluating effective counter-terrorism measures to reduce or resolve the problem.

**INTS 4909 Climate Migration and Human Rights (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 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 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, they why does it persist?.

**INTS 4929 Foundations of Human Rights (4 Credits)**

There are many ways to approach human rights. This course has a historical and thematic emphasis, raising questions relevant to contemporary issues. What are the origins of human rights? Is religion compatible to secular views of universal rights? Are human rights predominantly Western? Did the industrial revolution and socialist tradition contribute to human rights? What are the limits of the rights to self-determination? Is globalization improving or harming human rights? Is globalization increasing or decreasing the potential for a vibrant civil society? What are the tensions between cultural rights and universalism? Are there tensions between security and universal rights? Are human rights for ALL humans? What political systems, under what circumstances, are most hospitable for social cohesion and/or human rights?.

**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 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.

**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.

**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 4947 Human Rights and Security (4 Credits)**

In a sense, the debate over human rights and security is rooted in ancient arguments over power and morality. Yet it is particularly since the end of World War II and the defeat of the Nazis, the emergence of the United States as the leading world power, and the onset of the nuclear age, that the debate over the relationship between human rights and national security has been part of operational discourse in real world politics as well as in university classrooms. The course title suggests an amplitude of subject matter far greater than can be encompassed in the ten weeks of the quarter. So, instructors are likely to differ about which issues to explore in the available time, and inevitably, they will differ in their pedagogical methods. Differences in methodology will reflect differences in taste, personality, training and experience.

**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 4958 Nationalism and Internationalism in Global Governance (4 Credits)**

The decline of internationalism in its neoliberal garb calls for reflection on the past thirty years of crisis. After over two years of pandemic, and the Russian invasion of Ukraine and now the war between Israel and Hamas, nationalism is spreading across the globe. And yet history shows us that manifestations of internationalism tend to appear with urgency to counter old familiar foes: illiberal nationalism and ultra-religious radicalism. The main question of this course is: How can we build a new internationalism to address global crises driven by nationalist interests? What are the main lampposts to guide us in that search? Informed by history, this course is structured in three parts: First, how did past forms of internationalism gain traction and supersede nationalism, and what was the contribution of progressive internationalist worldviews? Second, how has the neoliberal globalized order, established after the Cold War, brought us to a series of cataclysms? Third, amidst nationalist challenges, how do we approach the possible reconstruction of a new inclusive internationalism, one that could address both lingering and emerging crises and create the conditions for a more robust global governance guided by human rights? In this sense, this course also proposes to map current and future agreements between great powers, states, and civil society to strengthen a new internationalist order.

**INTS 4964 Political Risk Analysis (4 Credits)**

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

**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 much get them to agree to cooperate, must find ways to bring business and civil society into those agreements, and then find ways to monitor and enforce the agreements. This task is harder than it might seem, and we explore both theories and cases that illuminate it.

**INTS 4981 Internship (0-4 Credits)**

The Josef Korbel School of International Studies (JKSIS) 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. This course requires the internship be at an organization that is not the University of Denver, and is the course that satisfies the degree requirement for all Korbel MA programs. The course is open to currently enrolled Korbel MA candidates, and registration is by instructor approval after review of materials.

**INTS 4986 Humanitarian Assistance Internship (4 Credits)**

The Josef Korbel School of International Studies (JKSIS) recognizes the importance of practical experience as an integral component of a student's education. Experiential learning should both complement the student's academic field of study and relate to his/her/their career goals. Students will apply acquired academic theory, knowledge, and skills to professional practice; and further develop knowledge and skills needed to work effectively in the field. The course is open to currently enrolled Korbel MA candidates who are using their internship to also satisfy requirements for the Humanitarian Assistance Certificate. Registration is by instructor and the Director of the Humanitarian Assistance Program after review and approval 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 4995 Independent 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 4997 AmeriCorps Service Internship (4 Credits)**

The Josef Korbel School of International Studies (JKSIS) recognizes the importance of practical experience as an integral component of a student's education. The Korbel AmeriCorps Service Internship provides an opportunity to gain meaningful experience and build valuable skills for careers in the public service sector. Students will serve with a local nonprofit organization or government agency (host site) to address critical community needs. Through this experience, students will: apply acquired academic theory, knowledge, and skills to professional practice; gain greater understanding of the public sector; further develop knowledge and skills needed to work effectively in the field; and build a network of professional contacts. This course satisfies the internship degree requirement for all Korbel MA programs and registration is by instructor approval after review of materials. The course is open to currently enrolled Korbel MA candidates who have accepted a Korbel AmeriCorps position with a host site.

**INTS 4998 Experiential Learning (0 Credits)**

The Josef Korbel School of International Studies (JKSIS) recognizes the importance of practical experience as an integral component of a student's education. Experiential learning should both complement the student's academic field of study and relate to his/her career goals. JKISIS recognizes the professional benefits of experiential learning work that occurs on the University of Denver campus. Through on-campus experiential learning, students will: Apply acquired academic theory, knowledge, and skills to professional practice; and Further develop knowledge and skills needed to work effectively in the field. The course is open to currently enrolled Korbel MA candidates, and registration is by instructor approval after review of materials.

**INTS 4999 Research Design: Ph.D. Prospectus, Substantial Research Paper, and MA Thesis (4 Credits)**

This workshop is designed for students interested in developing a well-crafted thesis proposal, sustaining their research and writing agenda throughout their studies, and learning about the academic profession as a whole. There will be short formal lectures or presentations by the instructor; yet each student needs have a paper on the subject of interest prior to registration to this class, each needs to be prepared weekly to receive constructive suggestions and assessments from the instructor and peers.

**INTS 5991 Independent Study (1-12 Credits)****INTS 5995 Independent 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).

**Korbel Graduate Skills Courses****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 4057 Statistics (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. Prerequisite: Strong quantitative background and a minimum quantitative GRE score of 148 or permission of the instructor.

**INTS 4060 Data Visualization With Tableau (2 Credits)**

This course serves as an introduction to the principles and practice of data visualization, using the Tableau data visualization software. Topics include various types of graphs and charts, basic and advanced visual analytics, predictive analytics, dashboards and stories, geospatial data mapping, calculations and expressions, combining multiple data sets and data visualization best practices, among others. Emphasis will be on the use of Tableau to create appropriate, accurate, and easily interpretable visualizations.

**INTS 4062 Data Science with R (4 Credits)**

R is a widely used programming language for data analysis. In this course, students will first learn programming concepts like data types, regular expressions, conditional statements, loops, functions etc. They will then learn how to write R programs to conduct data exploration, visualization, basic statistical analyses, as well as produce reproducible reports. Students will also learn how to use various packages available in R in their programs. Finally, they will learn how to read and debug (i.e. fix) R programs written by someone else. No prior programming experience is necessary to enroll in this course.

**INTS 4078 Modeling for Policy: Development, Sustainability, and Conflict (4 Credits)**

This course is intended to provide you with a) an overview of the current state of macro-level human development, environment and security challenges; b) tools to analyze and forecast these dynamics as interdependent systems across long time horizons; and c) deliverables that encourage you to improve your writing for a policy audience. We review various challenges, starting with well-known issues related to climate change and development. We then move forward and explore the relationship between development and conflict, furthering our understanding of how both civil and international conflicts emerge. Finally, we dig more deeply into issues in the field of “traditional” development, focusing on how investments in education, health, infrastructure, and other areas lead to trade-offs and synergies that can help us better shape multidimensional human capabilities moving forward. This course introduces students to professional analysis using one class of quantitative tools called integrated assessment models (IAMs), which quantitatively represent complex systems in interaction. IAMs are tools that formally model the interaction across key development systems, like demographics, economics, energy, and the environment. They can be used to 1) think critically about how key trends are unfolding, 2) identify leverage points; and 3) explore the impact of changing policies and environmental uncertainties on desired outcomes.

**INTS 4227 Social Impact & Sustainability Lab (4 Credits)**

This course combines classroom work with a project-based learning opportunity that matches students to a specific project for a social enterprise organization or research on a social enterprise topic. The class combines structured introduction to social enterprise business models and strategies to enhance social impact and financial sustainability with real organizations and practical challenges of launching and managing social enterprises. This approach allows teams of students to work together on real issues for social enterprises, learn strategies and tools for designing better solutions to development challenges, and learn some basic consulting and research skills with group discussion and shared learning. While INTS 4226 Social Entrepreneurship & Sustainable Development is not a pre-requisite, it provides a helpful overview.

**INTS 4303 Econometrics for Decision Making (4 Credits)**

This course serves as an introduction to statistical analysis of economic data. Topics include dummy variables, functional forms, instrumental variables, omitted variables, and binary dependent variable models. Panel data analysis includes fixed effects and random effects models. Emphasis will be on computer applications (using Stata) and interpretation of results. Prerequisite: INTS 4057.

**INTS 4339 Microfinance Lessons: Inclusive Markets and Development (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 4342 Applied Project Management for International Development (4 Credits)**

This course will provide students with a conceptual overview of the role that projects play in the international development sector and an understanding of different approaches to effective project management. A project, as traditionally defined, is a temporary process that has a clearly defined start and end time, set of tasks, and budget that is developed to accomplish the objectives of the project or its desired outcomes. The execution of a project commences after stakeholders approve a project proposal—translated into a project charter—from which a detailed project management plan (PMP) is developed to guide implementation.

**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 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 4496 Humanitarian Assistance Operations (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 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 4632 Community-Based Qualitative Methods Part I (4 Credits)**

This course provides training in ethnographic and community-engaged research methods while giving students the opportunity to apply their skills to the local Denver immigrant and labor rights community. It guides students through the research process including research design, decolonizing and intersectional qualitative methodologies, proposal writing, sampling, IRB approval and ethics training, team rapid ethnographic assessment, coding and analysis, writing and reflexivity, and dissemination of information to research communities. Students also learn how to integrate theory, literature, and original data collection and develop skills conducting participant observation and interviews.

**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 4667 Humanitarian Simulation Preparation (4 Credits)**

What does it feel like to be part of a multi-sectoral team assessing needs and planning responses in an emerging humanitarian crisis? How do you use your expertise to support rather than suppress local knowledge and the work of communities and community-based organizations in a complex setting? This course will focus on how humanitarians assess protection and psychosocial needs in a crisis and prioritize and develop interventions while working in volatile and stressful situations. The course is aimed at those interested in working in humanitarian contexts. In line with efforts to "decolonize" aid, the course will emphasize more equitable frameworks and approaches to humanitarianism.

**INTS 4681 Modeling for Development, Environment, and Security (4 Credits)**

This course is intended to provide you with a) an overview of the current state of macro-level human development, environment, and security challenges; b) tools to analyze and forecast these dynamics as interdependent systems across long time horizons; and c) deliverables that encourage you to improve your writing for a policy audience. We review various challenges, starting with well-known issues related to climate change and development. We then move forward and explore the relationship between development and conflict, furthering our understanding of how both civil and international conflicts emerge. Finally, we dig more deeply into issues in the field of "traditional" development, focusing on how investments in education, health, infrastructure, and other areas lead to trade-offs and synergies that can help us better shape multidimensional human capabilities moving forward.

**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 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 4810 The Practice of Social Movements (4 Credits)**

This course is intended for students seeking to gain a theoretical and practical understanding of social movements. It is organized in two parts: (1) (re)imagining power and social movement theory, and case studies of social movements; followed by (2) developments, dilemmas, coalition-building, and other questions in the study of social movements. Students will develop a project to learn about a movement (or nonprofit organization) of their choice. Taking the Foundations to Global Justice course is a useful, but not necessary pre-requisite. Students will conduct assignments scaffolded throughout the term and share their work with peers in teams. We will explore movements from local ones on college campuses, to Women Life Freedom, to the Black Panthers. The class is designed so that students concurrently learn practically to organize collectively with others or ways of engaging in solidarity, and understand theoretically and empirically, the role of social movements.

**INTS 4818 Conflict Sensitive Interventions (2 Credits)**

While interventions are designed to have impacts, these impacts often include unintended and even negative consequences. Particularly in fragile and conflict-affected contexts and contexts of inequality, interventions done without sensitivity to context can undermine sustainability and exacerbate conflicts. Conflict sensitivity is an approach to ensure that interventions do not unintentionally contribute to conflict, but rather, strengthen opportunities for peace and inclusion. It focuses on mitigating the risk of negative impacts and enhancing positive ones. This course will develop skills for analyzing conflict dynamics and actor incentives, mapping an intervention's potential positive and negative influence on systems of inequality and conflict, locating opportunities as well as risks, modifying an intervention to minimize harm and maximize peace and sustainability, and building in the adaptation mechanisms needed for ongoing change in dynamic contexts.

**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 4964 Political Risk Analysis (4 Credits)**

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

**PPOL 4500 Cost-Benefit Analysis/Pub Pol (4 Credits)**

How do we determine if programs have met their objectives? Increasingly, this is a matter for empirical evaluation. This course will focus on quantitative approaches to program evaluation and on the primary tool available to the policy analyst in the modern organizational framework, cost-benefit analysis. Various issues will be considered, including the "costs" associated with taxes (and tax expenditures), governmental mandates, health and safety regulation, environmental regulation, government "investments," such as those in education, defense, law enforcement, and the regulation of financial industries.

**PPOL 4550 International Development Policy (4 Credits)**

This course surveys international development policy. It has two main goals: (1) to build a multi-faceted understanding of what constitutes "development" and (2) to compare and assess different approaches to aiding the success of low- and middle-income countries. We will begin by asking what development is and examining the expansive ways in which it can be defined and measured, looking at these questions from economic, institutional, social, and political angles. We will study macro approaches to industrialization, economic growth, and development over the past half-century, with an emphasis on comparing and contrasting different development strategies. We will then focus on the development and aid business, looking at what the World Bank and other aid agencies do, the successes and failures of traditional approaches to foreign aid, and new thinking and actors in international development policy. We will end by examining how development policy could better address key contemporary challenges, such as the natural resource curse, corruption, and the challenges of building effective and legitimate governance in developing countries.

**PPOL 4600 Regulation and Institutional Analysis (4 Credits)**

This course will provide the MPP student with a solid understanding of the legal basis for policy action, through a case-based examination of executive and legislative authority, judicial policy-making, the expansion of the due process and equal protection clauses of the 14th Amendment, and the expansion of administrative authority under the Administrative Procedure Act. Such issues as affirmative action, government contracting, school finance, antitrust, and substantive due process will be presented utilizing a combination of traditional legal analysis and the cost-benefit approach of the policy specialist.

**PPOL 4702 Special Topics in Public Policy Skills (1-4 Credits)**

Various professional skills and competencies are covered in these 1-credit classes. Each student will be required to complete four of these for the MPP degree. The topics are subject to change given student needs. Examples of topics may include: Diversity and Inclusion in Public Policy, Drafting a Policy Memo, Presenting a Policy Position to a Professional Audience, Working in Teams Addressing Complex Issues, Ethics Challenges in Public Policy Choices, and The Practice of Public Policy.

**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 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 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 brinksmanship (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 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 4057 Statistics (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. 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.

**INTS 4059 Data Science With Python (4 Credits)**

Python is a widely used programming language for data exploration. In this course, students will first learn programming concepts like data types, regular expressions, conditional statements, loops, functions, and so forth. They will then learn how to write Python programs to conduct data exploration, statistical analysis, visualization, and predictive analysis techniques like decision trees and text mining. Students will also learn how to use various libraries available in Python (like Numpy, Pandas etc.) in their programs. Finally, they will learn how to read and debug (i.e. fix) Python programs written by someone else. No prior programming experience is necessary to enroll in this course.

**INTS 4060 Data Visualization With Tableau (2 Credits)**

This course serves as an introduction to the principles and practice of data visualization, using the Tableau data visualization software. Topics include various types of graphs and charts, basic and advanced visual analytics, predictive analytics, dashboards and stories, geospatial data mapping, calculations and expressions, combining multiple data sets and data visualization best practices, among others. Emphasis will be on the use of Tableau to create appropriate, accurate, and easily interpretable visualizations.

**INTS 4061 Introduction to Survey Methods (4 Credits)****INTS 4062 Data Science with R (4 Credits)**

R is a widely used programming language for data analysis. In this course, students will first learn programming concepts like data types, regular expressions, conditional statements, loops, functions etc. They will then learn how to write R programs to conduct data exploration, visualization, basic statistical analyses, as well as produce reproducible reports. Students will also learn how to use various packages available in R in their programs. Finally, they will learn how to read and debug (i.e. fix) R programs written by someone else. No prior programming experience is necessary to enroll in this course.

**INTS 4063 Advanced Statistics (4 Credits)**

This course is a continuation of INTS 4057 Statistics. Topics include multivariate analyses such as principal component analysis, discriminant analysis, logistic regression and data examination. Emphasis will be on conducting data analyses as well as on interpreting Stata output. In addition, students will develop and write an empirical research paper using a rigorous analysis of the elements of formal research writing. Prerequisite: INTS 4057.

**INTS 4078 Modeling for Policy: Development, Sustainability, and Conflict (4 Credits)**

This course is intended to provide you with a) an overview of the current state of macro-level human development, environment and security challenges; b) tools to analyze and forecast these dynamics as interdependent systems across long time horizons; and c) deliverables that encourage you to improve your writing for a policy audience. We review various challenges, starting with well-known issues related to climate change and development. We then move forward and explore the relationship between development and conflict, furthering our understanding of how both civil and international conflicts emerge. Finally, we dig more deeply into issues in the field of "traditional" development, focusing on how investments in education, health, infrastructure, and other areas lead to trade-offs and synergies that can help us better shape multidimensional human capabilities moving forward. This course introduces students to professional analysis using one class of quantitative tools called integrated assessment models (IAMs), which quantitatively represent complex systems in interaction. IAMs are tools that formally model the interaction across key development systems, like demographics, economics, energy, and the environment. They can be used to 1) think critically about how key trends are unfolding, 2) identify leverage points; and 3) explore the impact of changing policies and environmental uncertainties on desired outcomes.

**INTS 4090 Values-Based Leadership in International and Public Affairs (4 Credits)**

The professionals who leave Korbel to enter international and public affairs will come to hold positions of influence, privilege, and leadership as they seek to promote the public good. Their behaviors will have significant consequences for those with whom they work, those they serve, and for third parties. Ethical leaders must be attentive to the challenges and contradictions associated with their positions, influence, and interventions. What values do we hope professionals in international and public affairs will embody, and how might they enact those values? This team-taught course engages the entire Korbel graduate student body in centrally important, common, and difficult ethical issues that professionals in international affairs and public policy confront in their work. The course examines values-based leadership, which comprises ethical dilemmas but also issues and questions that commonly arise in practice but do not generally “fit” within the field of professional ethics. Traditional ethics courses tend to teach the two or three principal approaches to ethical frameworks and then present cases to apply those frameworks. This course on values-based leadership (VBL) also examines cases—but it takes the view that professional ethics as it is typically taught does not suffice to prepare students for the complexities of the world they will confront. As a corrective, the course is interdisciplinary, and among other fields incorporates troublesome findings from the new field of behavioral ethics. For example, why do virtuous people often violate their own ethical norms and then fail to recognize that they have done so? The course also reaches beyond ethics to engage other values that are central to responsible leadership—such as inclusivity, allyship, and access to decision-making by those targeted for professional research and policy interventions—while also exploring the contradictions and risks associated with professional privilege. Faculty and students will explore the power dynamics of decision-making where the populations that are the most affected by interventions often lack decision-making authority and may even be further disempowered by professionals’ good intentions. The course looks to bring together, in one Korbel-wide, cross-degree conversation, matters pertaining to values in leadership so that students can engage with others with a broad range of backgrounds, orientations, and career aspirations. No one discipline or professional field has a monopoly on good thinking on VBL. And so the course draws widely on the diverse experiences and expertise of students and faculty at Korbel as we confront together some of the most difficult challenges professionals face over the course of their careers.

**INTS 4091 Great Issues in International Affairs (4 Credits)**

The course embraces a grand challenges approach that focuses on major issues of the day, while introducing key concepts central to the student of international affairs, notably international political economy, international relations, and governance in all its forms. Issues may vary from year to year, but will be those central to the Korbel School’s mission. These will likely include: • Economic Inequality • Environmental Sustainability • Democracy and Human Rights • Security A lead professor will teach the first and last weeks of the quarter and coordinate the remaining weeks. Four other faculty members will each teach a two-week unit on one of the core issues. Each unit will seek to develop students understanding of: 1. The nature of the problem, its manifestations, its causes and its consequences 2. The array of possible interventions—by governments, international organizations, private firms, NGOs, and other—that might address causes or ameliorate consequences. 3. How one would decide which course of action to take. The course will utilize a mix of lectures and discussion sections led by PhD students. Generally, the first week of these units will frame the larger issue and the second will focus on a more particular instantiation of that issue. For example, in a unit on Inclusive Economic Growth, a first lecture might explore the broad contours of economic inequality and its likely causes and second might focus on a narrower topic such as access to education, social mobility, or gendered dimensions of inequality, depending on the expertise of the faculty member leading that unit of the course.

**INTS 4110 Food/Nutrition Security 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 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 4136 U.S.-Cuba Relations (4 Credits)**

This class will review relations between the U.S. and Cuba from the Spanish-American War in 1898 to present day. On one hand, we find a stand-off that includes an invasion and trade embargo by the U.S., mutual attempts at political disruption, and the exodus of populations from each country to the other. On the other hand, we find surprising levels of cooperation including a longstanding pattern of “back channel” communication between the two governments as well as a degree of cooperation at the societal level. In addition, each country has had a profound influence on the development of social ideals in the other.

**INTS 4137 China in the World: Global Drivers, Local Conflicts (4 Credits)**

It is impossible to understand the 21st century without discerning China, which now possesses the largest army in the world, the biggest economy in terms of purchasing power parity, and the greatest number of people. Chinese firms provide foreign direct investment (FDI) worth \$3.8 trillion in stocks by 2018 and Chinese policy banks fund official development finance totaling around \$658 billion between 2000 and 2019. Chinese information and communications technology firms have launched some of the most widely used applications such as TikTok and Zoom. The Ministry of Finance, the People's Bank of China, and the State-owned Assets Supervision and Administration Commission of the State Council have been able to rewrite some of the global development architecture, launching the Belt and Road Initiative and Asian Infrastructure Investment Bank and the. Global commodity chains pass through Chinese territories or maritime economic zones, reaching 12.4% of global trade in 2019. In security issues, the Chinese Ministries and the People's Liberation Army have defined norms such as the responsibility to protect in the international community. In global struggle to reduce decarbonization, Chinese electric vehicle companies have been at the forefront of these new technologies and renewable energy companies have made major strides at limiting carbon emissions within its borders. The Chinese Communist Party has redefined human rights, putting the economic definition of the right to livelihood and work above everything else. China's new rich comprise the fastest growing number of billionaires in the world who are responsible for investments in online gambling or wildlife hunting.

**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 4201 Quantitative Analysis of Global Environmental Change (4 Credits)**

This course examines the role of the natural and social sciences in the climate change issue. Climate This course examines the role that quantitative analyses play in characterizing risks to society or ecosystems posed by global environmental change, and how various policy options could reduce those risks. We will focus in particular on analyses with "integrated assessment models" (IAMs), which have been influential in shaping the climate change policy debate. IAMs are typically global-scale systems analyses that integrate societal and environmental aspects of the climate issue. The course will survey alternative types of IAMs and explore how they work using one of the original, and still most influential, IAMs in the climate field, the Dynamic Integrated Climate-Economy (DICE) model developed by recent Nobel laureate William Nordhaus. We will use a recent version of DICE to explore how assumptions affect outcomes, and understand the strengths and weaknesses of such models.

**INTS 4207 The Global Political Economy of China (4 Credits)**

China's rise in the 21st century has given rise to complex reactions in both the global North and the global South. This course will explore the rise of China and its possible consequences for the Global Political Economy from a complex systems perspective. The recently developed evolutionary theory of Global Political Economy will be the basic framework. We will build up an applicable ecologically sound evolutionary theory from the bottom up to understand 21st century Chinese paradoxes and ambiguities. These paradoxes and ambiguities are not accidental but relate to tensions in the moral economy of PRC embedded in the world of the early 21st century. Furthermore, the uneven development of both the Chinese and Global Political Economies across space and over time has led to immense inequalities among groups and possible polarizations. We will examine these inequalities and related emerging issues both theoretically and empirically and begin a conversation between the theorists and practitioners. In this way, this course is intended to begin the much needed dialogue among students of global society regarding the contemporary relevance of a complex multilayered innovative economy like that of the PRC. The ecological and geopolitical aspects of China's rise will be analyzed within our Evolutionary Ecological Global Political Economy framework. The well-being of the Chinese people and others in the Global Political Economy will be analyzed by using an extension of Sen's capabilities theory called the Socially Embedded Intersectional Capabilities Theory.

**INTS 4215 Gender and Humanitarian Assistance (4 Credits)**

In recent decades, the humanitarian system has grappled with the concept of gender and how to operationalize it in the context of humanitarian preparedness and response. Through readings, class discussions, guest speakers and assignments, students will have the opportunity to gain a better understanding of how the humanitarian system's approach is evolving in theory and practice.

**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 4226 Social Entrepreneurship & Sustainable Development (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 4227 Social Impact & Sustainability Lab (4 Credits)**

This course combines classroom work with a project-based learning opportunity that matches students to a specific project for a social enterprise organization or research on a social enterprise topic. The class combines structured introduction to social enterprise business models and strategies to enhance social impact and financial sustainability with real organizations and practical challenges of launching and managing social enterprises. This approach allows teams of students to work together on real issues for social enterprises, learn strategies and tools for designing better solutions to development challenges, and learn some basic consulting and research skills with group discussion and shared learning. While INTS 4226 Social Entrepreneurship & Sustainable Development is not a pre-requisite, it provides a helpful overview.

**INTS 4237 Human Rights and Security (4 Credits)**

Throughout their 200,000 year history, humans have gathered into groups ruled by strongmen, to seek protection or prey on others. Just three centuries ago, Enlightenment thinkers challenged that conception of society and governance, which soon led to a remarkable event: the 1776 creation of a state whose rationale for existing was to secure the inalienable rights of all individuals to “life, liberty, and the pursuit of happiness.” That changed world politics. It meant that while the fate of states would continue to be shaped by their relative power, a new moral standard would be applied to governments: the extent to which they recognized universal human rights. As John Quincy Adams put it in 1817, the mixture of America’s emerging power and its avowed commitment to human freedom made America a “dangerous nation” in the eyes of the world’s authoritarian regimes. It also meant that competing conceptions of human rights would permeate American domestic struggles: over rights for white men vs. equal rights for all, over rights to property vs. labor rights, over national security vs. free speech and privacy rights, and over whether to defend rights only at home vs. the need (or obligation) to advance them internationally. Along the way, those U.S. debates led to a Civil War, a war to defeat fascism, and a cold war (including U.S. support for many “third world” dictators) to defend the market democracies of the West against authoritarian Communism. From the early post-cold war promise of an advance toward globally inclusive universal rights—during which such subjects as a “responsibility to protect” and support for democratic transitions entered mainstream policy debates—a “democratic recession” has now reached the point of serious threat to preserving even the United States as a rights-based Republic. For the first time since the 1930’s, a U.S. President offers a conception of national security that rejects promotion of human rights abroad. Domestically, a struggle over whether the object of “national security” is a Republic based on equal rights for all, or a racially and religiously defined “nation,” evokes memories of the clash that once led to civil war. Finally, Vladimir Putin’s effort to subvert all Western democracies presents us with a “cyber” version of the 20th century’s international, state-led assaults on the West by fascist and communist major powers. Those struggles are the subject of this course.

**INTS 4238 Modern Political Violence (4 Credits)**

The landscape of contemporary political violence is marked by a dizzying array of actors, including rebel groups, militias, gangs, and state governments. In this class, students will develop a better understanding of belligerents in modern conflicts and how they relate to one another. Students will also develop an in-depth understanding of a non-state armed group or conflict of their choice.

**INTS 4271 Sex and Violence (4 Credits)**

Some have described war as “long periods of boredom punctuated by moments of sheer terror.” In these periods of ennui, combatants have often found themselves filling the time with affairs of the heart (and other, less PG organs). This course considers how armed groups—ranging from state militaries to non-state armed groups—manage romance, sex, and family within their ranks. Examining these subjects is not an exercise in voyeurism, but rather a means by which we can better understand the quotidian operations of armed groups and, thus, the conduct of war.

**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 (4 Credits)**

This course serves as an introduction to statistical analysis of economic data. Topics include dummy variables, functional forms, instrumental variables, omitted variables, and binary dependent variable models. Panel data analysis includes fixed effects and random effects models. Emphasis will be on computer applications (using Stata) and interpretation of results. Prerequisite: INTS 4057.

**INTS 4310 Foundations of 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 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 Studies (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 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 4337 Current Challenges in the Middle East (4 Credits)**

In this course, we will examine some of the issues, events and decisions that may be contributing to this perception and more generally on the evolving role of the U.S. in the Middle East. Is the perception correct? What might be happening with U.S. policy in the region? What might we expect as the Trump administration's decidedly pro-Israel/pro-Saudi approach solidifies? What are America's genuine policy interests in the region and how should the U.S. be addressing those? And what are the challenges and responsibilities of the governments and peoples of the region in tackling their many problems, from sectarianism to poor economic growth to environmental degradation? Can the U.S. play an effective role in any of those challenges? Through the study of specific issues, we will focus our attention on the policy-making process and decisions, key interests and motivations, alternatives, the decision makers and their unique roles, and the ultimate impact their decisions may have today and in the future. We will also try to understand American attitudes and perceptions that shape policy as well as those of the people in the region. As we proceed through our study, we will ask ourselves how decisions impact the region and the U.S. today and in the future.

**INTS 4339 Microfinance Lessons: Inclusive Markets and Development (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 Applied Project Management for International Development (4 Credits)**

This course will provide students with a conceptual overview of the role that projects play in the international development sector and an understanding of different approaches to effective project management. A project, as traditionally defined, is a temporary process that has a clearly defined start and end time, set of tasks, and budget that is developed to accomplish the objectives of the project or its desired outcomes. The execution of a project commences after stakeholders approve a project proposal—translated into a project charter—from which a detailed project management plan (PMP) is developed to guide implementation.

**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. Completion of INTS 4320 and INTS 4350 prior to taking this course are recommended but not required; students with questions should contact the professor.

**INTS 4362 Gender and Health (4 Credits)**

This course will introduce students to theories/concepts of gender and health and examine the interlinkages between global health policies and programs. It will cover the design, delivery, reception, and effectiveness of international programs aimed at improving health outcomes for women and men. The course will review women and men's access to health, and the influence of patriarchy/masculinity on health at micro, meso and macro levels. The readings from the course focus on major theoretical and analytical debates in the field of international/global health, such as HIV/AIDS, gender-based violence (especially in relation to emergencies/humanitarian crises), key populations (MSM (Men who have sex with men), Commercial sex workers, IDUs (Injecting drug users)), LGBT health, and sexual and reproductive health. Research projects provide students an opportunity to explore further the linkage between health and gender, health care or health policy and gender, gender and health-related issues in emergencies, and the relevant health and gender interventions in a country of their choice.

**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 4370 The Global Economy (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 currents 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 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 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 4392 Proposals and Grants for Nonprofits (4 Credits)**

This course is designed to be a skills-based course that gives students practical skills for the nonprofit sector, specifically in proposals and presentations. During the class, students will learn about different nonprofits locally, statewide, and nationwide. Students will have the opportunity to write a grant for a nonprofit, create donor facing materials, and practice program presentations. The course invites speakers from throughout the nonprofit industry to speak about their experiences to give students insight into the expectations and realities of work in the non-profit sector.

**INTS 4394 The Organizational Psychology of Non-Profits (4 Credits)**

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

**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 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 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 Economy of Latin America (4 Credits)**

In any part of the world, the earth and its resources constitute the fundamental framework of economic development. The study of development in Latin America offers an opportunity to study the interplay between the forces of economic development and efforts to restore and maintain ecological balance. In the first part of the class, we consider the legacies of colonial rule and foreign intervention including uneven patterns of land ownership, political and social divisions, tension between democratic and authoritarian forms of governance, and a central role for social movements in the struggle for economic justice. We also discuss the current era of export-led development, which has prompted a surge in mining, lumbering, and other forms of extraction, along with environmentally disruptive commercial projects. While increasing economic growth and facilitating some of the largest fortunes in the world, this development model is currently devastating the environment, human health, and the prospects for community survival in many places. On the other hand, communities, indigenous groups, and civil society organizations are challenging this model by advancing an alternative that stresses ecological balance.

**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 4468 Politics of Development (4 Credits)**

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

**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 4493 Humanitarian Aid in Complex Emergencies (5 Credits)**

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



**INTS 4496 Humanitarian Assistance Operations (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 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 Korbels 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 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 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 4532 The Global Financial System: Frontier Issues (4 Credits)**

This seminar focuses on "hot button" topics in domestic and international monetary affairs beyond matters examined in the International Monetary Relations course (INTS 4320). The topics to be discussed include: (1) U.S. monetary power, the dollar-led financial order, and the global implications of U.S. monetary policy; (2) the political economy of sovereign risk and credit rating agencies; (3) offshore and illicit finance and the state; (4) the SWIFT system, financial sanctions, and state power; (5) the rise of capital controls during and since the financial crisis of 2008; (6) race and racism in the global financial system; (7) modern monetary theory; (8) financialization and international financial subordination; and (9) debt crises in the Global South: empirical scope, consequences, and pathways out of the crisis. Seminar participants should already understand the basic workings of the international financial system.

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

This is an advanced topics course centered on major issues in Middle East politics. Students should expect to read one book, as well as relevant scholarly reviews, each week, and should expect regular analytic writing assignments. 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 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 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 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 4620 Introduction to Middle East Politics (4 Credits)**

According to 2017 Global Peace Index, the Middle East and North Africa are the least peaceful parts of the world. The instability from this region has gone global and is now destabilizing large parts of the entire world. Why? Answering this question is the focus of this course. The approach taken will be historical and comparative with an emphasis on the relationship between religion and politics in the Islamic Middle East. The politics of the Middle East today cannot be understood without some examination of the West's relationship with the region and the associated view of the Muslim Orient that grew out of this relationship. In light of this reality, the state system that has emerged in the region since the demise of colonialism will form a framework in which to understand the major themes of this course.

**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 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 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 4632 Community-Based Qualitative Methods Part I (4 Credits)**

This course provides training in ethnographic and community-engaged research methods while giving students the opportunity to apply their skills to the local Denver immigrant and labor rights community. It guides students through the research process including research design, decolonizing and intersectional qualitative methodologies, proposal writing, sampling, IRB approval and ethics training, team rapid ethnographic assessment, coding and analysis, writing and reflexivity, and dissemination of information to research communities. Students also learn how to integrate theory, literature, and original data collection and develop skills conducting participant observation and interviews.

**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 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 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 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 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 Security in 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 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 4654 Sustainable Energy (4 Credits)**

Sustainable energy is much in the news and high on various policy agendas. It is the seventh of the UN Sustainable Development Goals and part of climate and energy policy for numerous national, state, and local governments. This course will examine the politics and policy involved making a transition to a more sustainable energy system. We will explore the history of energy crises, how they have opened opportunities for making changes to the energy system, and the gradual attachment of sustainable energy to environmental issues, most especially climate change. The course will focus on some of the problems and complexities involved in an energy transition, from technological barriers to the need for a just transition.

**INTS 4656 Power, Institutions, and Justice in Environmental Sustainability (4 Credits)**

Sustainability and environmental justice have become ubiquitous buzzwords in society today. We see them everywhere, from politics to popular culture and corporate strategy to grassroots activism. Through an interdisciplinary approach to environmental science, this course examines the relationships between power, institutions, environmental conservation, and environmental justice and explores how issues are defined as problems. The course will cover the theoretical and practical methods used in environmental policy to assist government agencies, from the local to the global, in addressing immediate and long-term environmental sustainability challenges. Particular attention will be focused on power asymmetries among diverse actors, the formal and informal institutions that facilitate or impede environmental sustainability and environmental justice, and how race, class, and gender impacts recognition, participation, and the distribution of natural resource benefits and harms. Students will examine social theories of "nature", as well as, a range of policy responses to address environmental inequities. Emphasis is placed on disadvantaged communities in the United States and the Global South. Theory will be complemented by real-world environmental controversies that will require group collaboration to produce in-class presentations and the completion of policy memos that engage students critically with the course material.

**INTS 4657 Environment & Crises (4 Credits)**

In recent decades, the relationship between the environment and human lives has been increasingly recognized, including the relationships between the environment and crises, so-called natural disasters, conflict, and related human migration. This course explores these relationships. It looks at aspects of local, regional, and international approaches at the nexus between humanitarianism and development, including preparedness, risk mitigation and responses to environmental crises, the impact of environmental factors including climate change on the nature and severity of crises, and the impact of humanitarian crises and responses on the environment. This course is aimed at those with an interest in environment and crisis-affected contexts. Students are not expected to have a background in crisis response and/or the environment.

**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 4666 Civilian Protection Practicum (4 Credits)**

The harm to civilians in contexts of armed conflicts presents an ongoing challenge for humanitarian and defense practitioners. While there are no prerequisites for this course, it is designed as a follow-on to the introductory course on "Civilian Protection in Armed Conflict." The course will enable students to put their insights on the protection of civilians into practice. Students will undertake collaborative research projects with a variety of U.S. and international humanitarian and defense organizations. Faculty and practitioner mentorship will help students learn how to advocate for ethical and evidenced-based protection policymaking. At the end of the course, students will brief their final research products to the practitioner clients.

**INTS 4667 Humanitarian Simulation Preparation (4 Credits)**

What does it feel like to be part of a multi-sectoral team assessing needs and planning responses in an emerging humanitarian crisis? How do you use your expertise to support rather than suppress local knowledge and the work of communities and community-based organizations in a complex setting? This course will focus on how humanitarians assess protection and psychosocial needs in a crisis and prioritize and develop interventions while working in volatile and stressful situations. The course is aimed at those interested in working in humanitarian contexts. In line with efforts to "decolonize" aid, the course will emphasize more equitable frameworks and approaches to humanitarianism.

**INTS 4668 Political Economy of Energy (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 the connection between energy systems globally? What are the global and regional dimensions of the geopolitics and geoeconomics of energy systems? What are the linkages between control over energy sources and 21st century prospects for 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 in an age of global warming and climate change? 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 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 4671 Climate, Science, and Society (4 Credits)**

This course examines the role of the natural and social sciences in the climate change issue. Climate change is a complex international problem that challenges scientific and policy analysis. Its effects extend far into the future, are globally widespread, and impact many aspects of society and ecosystems. There are also substantial uncertainties in these effects and in how well different policies might work. As a result, the climate issue is ripe for political disagreement. This course will examine the kinds of analyses that underlie key scientific conclusions and policy arguments, as well as the role individual scientists can and do play in scientific and policy discourse. While some familiarity with the climate change issue will be helpful, the course does not assume that students have an extensive scientific background.

**INTS 4672 Environmental Peacebuilding (4 Credits)**

Natural resources and the environment can contribute to and amplify conflict, but they also represent opportunities for creating sustainable peace. This course will examine conceptions of peace, peacemaking and peacebuilding, and the insights an environment-centered lens can add. We examine peacemaking on environmental issues. We also consider three trajectories of environmental peacebuilding: technical cooperation, joint capacity building and dialogue, and joint and equitable resource distribution and management systems. Each of these has the ability to contribute to Positive Peace efforts throughout the conflict lifecycle—as preventive diplomacy, as confidence building and communication channels amidst conflict, and as post-conflict peacebuilding and sustainable development. Each approach in this new field could be strengthened through the consideration and application of relevant theory and research. This course also considers critiques of peacebuilding models and methods, and the push for better program MEL—monitoring, evaluation, and learning.

**INTS 4673 Climate Finance and Other Clean Energy Solutions (4 Credits)**

An introduction to climate finance and understanding its ability to advance renewable energy technologies and activities in the global context as a means of significantly reducing carbon emissions. This course will explore financing mechanisms and Green Banks. We will also learn how microfinance can help reduce vulnerabilities. The coursework will involve regular reference to Project Drawdown and specific clean energy technologies such as solar, tidal, wind, carbon sequestration, agroforestry, net zero building, microgrids, as well as other current innovations and their existing use and potential within the developing world. There will be several practitioners in the field serving as guest speakers for this course.

**INTS 4674 Water Policy (4 Credits)**

Water is a key resource for the sustenance of all life. Under many circumstances, it is scarce, too abundant, and inequitably distributed across groups in society and nature. This diversity of situations produces the conditions for the emergence of conflict among users, hence requiring the design of institutions to facilitate effective management. This makes water governance a complex but urgent issue to tackle. This class examines such institutions in a variety of levels—state, federal, and international—and analyzes how they affect water access and use. Students in the class will also engage in a careful examination of the sources of conflict and cooperation among water stakeholders on a regional and global scale. The main goal of the course is to foster the students' capacity to assess how water-related conflicts can be prevented through the design and implementation of relevant policies.



**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 4676 Insurgency/Counter-Insurgency (4 Credits)**

This course will begin with an examination of insurgencies, the evolution of counterinsurgency, and how the U.S. policy community debates and decides on counterinsurgency strategies. Through a review of case studies, current conflicts, and fundamentals of military tactics, students will learn how governments combat insurgencies with military force and negotiation, how foreign assistance affects each side, how intelligence gathering impacts the fight, and how different types of leaders can strengthen or weaken a force. At the end of the course, students will analyze a contemporary and historical insurgency, articulate and defend counterinsurgency strategies, and compare it to U.S. policy towards the conflict. Prerequisite: INTS 4735.

**INTS 4677 Introduction to Law, Foreign Policy, Politics, and Moral Theory in Human Rights (4 Credits)**

The authors of the American Declaration of Independence wrote: "We hold these truths to be self-evident: That all men (sic) are endowed by their creator with certain inalienable rights." That first authoritative claim that all human beings regardless of color, class, social status, ethnicity, political and religious beliefs, or location have in common a set of rights did not define or enumerate "rights." The definition implied was an indisputable individual and legitimate demand (with corresponding duties on the part of others) to be treated with respect and given space to shape a life in accordance with ability, opportunity, and will. Roughly a century and a half would pass before the first comprehensive enumeration: The Universal Declaration of Human Rights (1948) and another two decades before the aspirational declaration was translated into formal treaties (the International Covenants respectively on Civil and Political and Economic, Social and Cultural Rights). This course explores the processes by which the language of the Universal Declaration and the enumeration of rights embodied in the Covenants and other international agreements is interpreted, fought over, and applied (or not). Those processes are legal and political. They are suffused with discordant views about the obligations of states in relation to their citizens and the citizens of other states. They expose tensions among rights (for example, between freedom of expression and the obligation of states to outlaw speech tending to incite racial, ethnic, and other loathsome forms of discrimination, between religious freedom and protection from discrimination on the basis of religion [see the Colorado wedding cake case in the US Supreme Court]). Those processes occur both in the international arena and domestic ones. They engage domestic and international institutions, courts, parliaments, presidents, armies, civil society, and NGOs of various kinds. Threading through them are conflicting moral theories, national interests, ideologies, and raw inter-group competition and prejudices. Human Rights can be seen as a collective modifier as in "human-rights perspective." Human rights, after all, are a way of viewing all the great issues of our time including migration, cultural conflict, justifications for the use of force, interrogation of suspected terrorists, poverty and gross inequality, the limits (if any) of religious freedom, the rights of majorities, and those of minorities and indigenous peoples. All of those issues will be on the table in this course.

**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 4679 Economic Statecraft and Diplomacy (4 Credits)**

This course explores how governments use international economic policy to achieve geopolitical objectives. We discuss the ways in which states and international bodies appeal to economic sanctions, foreign aid, and other instruments of economic statecraft in attempts to change the conduct of other state and non-state actors. The course will explore the use of a variety of policy instruments ranging from personal asset freezes and sectoral prohibitions on trade to wholesale trade embargoes and military blockades. We will review the effects of these measures on target countries, discussing the conditions under which sanctions can create incentives for targeted leaders to change their policies and when they can trigger political change. Other topics covered include the effects of sanctions on domestic economies and vulnerable populations, political use of foreign assistance, multilateral vs. unilateral sanctions regimes, international sanctions law, extraterritoriality and the ethics of imposing sanctions. The course will undertake in-depth case studies of the effects of sanctions in several sanctioned economies, including Iran, North Korea, Russia, South Africa, and Venezuela.

**INTS 4681 Modeling for Development, Environment, and Security (4 Credits)**

This course is intended to provide you with a) an overview of the current state of macro-level human development, environment, and security challenges; b) tools to analyze and forecast these dynamics as interdependent systems across long time horizons; and c) deliverables that encourage you to improve your writing for a policy audience. We review various challenges, starting with well-known issues related to climate change and development. We then move forward and explore the relationship between development and conflict, furthering our understanding of how both civil and international conflicts emerge. Finally, we dig more deeply into issues in the field of “traditional” development, focusing on how investments in education, health, infrastructure, and other areas lead to trade-offs and synergies that can help us better shape multidimensional human capabilities moving forward.

**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 Emerging Issues in International Security (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 Foundations of Security (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 these foundational ideas to a range of current security challenges.

**INTS 4705 Democratization (5 Credits)****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 Debates About Democracy (4 Credits)**

This is a course in the field of comparative democratization studies and democratic quality. We will cover from the political science perspective topics such as the transition to democracy, consolidation of democracies, and how and why democracy has spread around the world. We will also examine the debates on the virtues and perils of democracy and on the nature and quality of the resulting representative democracies. Through this lens we will also analyze the “democratic backsliding” observed even in well-established democracies during the last decade and a half, which has resulted in the proliferation of new hybrid regimes and other very problematic characteristics of present-day democracies. In this course, we will study many of the aspects that might influence the process of democratization and democratic backsliding such as: institutional design and functioning, political culture, democratic support and the structure of the party system and party competition.

**INTS 4722 U.S. Policy in the Middle East Since World War II (4 Credits)**

Various experts and commentators now claim that the U.S. is surrendering its preeminent position of power in the Middle East after more than 70 years of almost unchallenged dominance. In this course, we will examine some of the issues, events, and decisions that may be contributing to this perception and more generally to the evolving role of the U.S. in the Middle East. Is the perception correct? What is might be happening with U.S. policy in the region? What might we expect as the Trump administration's decidedly pro-Israel/pro-Saudi approach solidifies? What are America's genuine policy interests in the region and how should the U.S. be addressing those? And what are the challenges and responsibilities of the governments and peoples of the region in tackling their many problems, from sectarianism to poor economic growth to environmental degradation? Through the study of specific issues, we will focus our attention on the policy-making process and decisions, key interests and motivations, alternatives, the decision makers and their unique roles, and the ultimate impact their decisions may have today and in the future. We will also try to understand American attitudes and perceptions that shape policy as well as those of the people in the region. As we proceed through our study, we will ask ourselves how decisions impact the region and the U.S. today and in the future.

**INTS 4730 Foundations in Homeland Security: Response and Recovery (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 4733 Introduction to Strategic Cyber Threats and Policy (4 Credits)**

At its core, cyber is a suite of complex, interrelated technologies affiliated with computers, communications networks, and digitalization. Like any powerful technology, cyber provides the capabilities for a range of political actors across a range of levels of analysis to increase their capabilities to achieve both benevolent and malignant goals (and which of these any particular effort is often rests in the eyes of the beholder). Yet, the massive scale of the utilization, both current and future, of cyber technologies and the speed, range, and impact that these technologies potentially generate also make cyber a realm, an area of practice, action, and, thus, policy. The challenge with the rise of such a sweeping development in national and international security is understanding the nature of the threat, how unique the characteristics of the threat are versus how much they resemble previous security challenges, how much existing security mechanisms and policies are applicable versus the need for the development of novel solutions and what are the trade-offs that have to be made, and thus will come to define, cyber security policy at the national and international level. This course will engage all four of these basic questions in survey fashion, setting students up for follow-on academic or professional engagement with the realities of strategic level cyber security issues.

**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 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 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 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 4807 Civil-Military Relations During War (1 Credit)**

The focus of the course will be on civil-military relations—the interaction between the senior military leadership and elected and appointed civilian officials. Students will have a unique opportunity to learn about the development of national security policy and related issues. The course will examine the civil-military relations during three 20th Century wars and two 21st century conflicts and draw insights about the impact of civil-military relations on national security and the requirements for effective civil-military interaction in the future.

**INTS 4808 Foundations of Global Justice: Theories of Power and Transformation (4 Credits)**

Our primary goal will be to understand and assess different approaches and frameworks for pursuing social change – from civil resistance and nonviolent direct action to narrative, experimental cities, and activism. Our goal will be to understand when and why these approaches work – and when and why they don't. Students will hear from activists working in ongoing movements for social change around the world and will get acquainted with their work. We will explore case studies of historical and ongoing social movements, which include struggles for democracy, peace, human rights, environmental justice, racial and gender justice, and more. We will also strategize how movements manage violent repression, backlash, and opposition in different contexts. Students will walk away with practical understandings of how to organize for social change, skills to support ongoing movements, and applied opportunities to understand when, where, how, and why certain efforts at social change succeed, while others fall short of their goals.

**INTS 4810 The Practice of Social Movements (4 Credits)**

This course is intended for students seeking to gain a theoretical and practical understanding of social movements. It is organized in two parts: (1) (re)imagining power and social movement theory, and case studies of social movements; followed by (2) developments, dilemmas, coalition-building, and other questions in the study of social movements. Students will develop a project to learn about a movement (or nonprofit organization) of their choice. Taking the Foundations to Global Justice course is a useful, but not necessary pre-requisite. Students will conduct assignments scaffolded throughout the term and share their work with peers in teams. We will explore movements from local ones on college campuses, to Women Life Freedom, to the Black Panthers. The class is designed so that students concurrently learn practically to organize collectively with others or ways of engaging in solidarity, and understand theoretically and empirically, the role of social movements.

**INTS 4812 Capstone: Applied Strategies for Catalyzing Social Change (4 Credits)**

Capstone: Applied Strategies for Catalyzing Social Change is a core course required for the Global Justice Certificate. Students will work with activists and/or movements on a specific project identified as a need. Students will gain concrete, real-world skills and training in how to strengthen the work of grassroots movements.

**INTS 4816 Power and Oppression (4 Credits)**

This course is designed to be an introspective practice in examining how frameworks apply to societal norms, personal and cultural identity, and academic settings. We will explore frameworks on racial equity, oppression, gender, implicit bias, and intercultural conflict, in addition to others. We will critique white supremacist structures that influence our everyday interactions, work-environment, and how we view and engage in the world around us.

**INTS 4817 Restorative Justice (2 Credits)**

Restorative Justice is an alternative to punitive discipline methods; restorative approaches focus on building relationships, trust, and respect. Restorative methods center around repairing harm, accepting responsibility, and reintegrating the parties responsible for causing harm back into the community. Reconciliation is paramount in community building to restore communal harm and prevent further harm and violence post resolution. This course centers around domestic and international approaches to Restorative Justice, including restorative circles, truth commissions, and victim offender dialogue. Internationally, we will explore restorative work in Rwanda, South Africa, Bosnia, India, and New Zealand. We will learn methodologies used in restorative approaches in schools, judicial systems, communities, and diversion programming. This course will focus on the mindset shift to culturally integrate restorative approaches systemically in communities.

**INTS 4818 Conflict Sensitive Interventions (2 Credits)**

While interventions are designed to have impacts, these impacts often include unintended and even negative consequences. Particularly in fragile and conflict-affected contexts and contexts of inequality, interventions done without sensitivity to context can undermine sustainability and exacerbate conflicts. Conflict sensitivity is an approach to ensure that interventions do not unintentionally contribute to conflict, but rather, strengthen opportunities for peace and inclusion. It focuses on mitigating the risk of negative impacts and enhancing positive ones. This course will develop skills for analyzing conflict dynamics and actor incentives, mapping an intervention's potential positive and negative influence on systems of inequality and conflict, locating opportunities as well as risks, modifying an intervention to minimize harm and maximize peace and sustainability, and building in the adaptation mechanisms needed for ongoing change in dynamic contexts.

**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 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 4858 Climate Change Resilience & Governance in the Netherlands (4 Credits)**

In the face of climate change impacts such as extreme weather events, droughts and floods, sea level rise, challenges to infrastructure, and threats to health, safety, and ways of life, societies seek ways to adapt. Important lessons can be learned from observing how those in different countries and contexts have designed and implemented successful adaptation strategies. The Netherlands is a country that has a past history and current culture of adaptation to difficult sea level challenges. The polder system originally referred to a technique of reclaiming land under the sea level developed in the Netherlands by building dikes, pumping out salt water, and gradually making the land fertile removing the salt through fresh water. However the Polder Model has also come to mean a process of decision making based on consensus, of solving problems via dialogue, with every party having an equal say. Thus this Dutch system of community-level, consensus driven governance has evolved out of a need to address environmental hazards as a community. This project will develop a graduate-level international interterm travel course to provide students opportunities to learn about new climate adaptation innovations, but also the governance processes and policies that have enabled the Netherlands to maintain leadership in solutions to climate adaptation and community resilience. Students will learn through immersion by visiting sights of prominence and interacting with individuals relevant to the topic.

**INTS 4889 Capstone: Intelligence/Threat Assessment (4 Credits)**

All students in the Certificate of Specialization in Strategic Intelligence must complete a capstone project centered on demonstrating the ability to provide a professional grade strategic assessment or other intelligence product. One of the Certificate-associated faculty will supervise the set of projects for each year as needed to meet graduate requirements for the participating students on a one-to-one or small group basis. The total credits via the Capstone are 4 and the standard is the same as any other Korbel independent project of same number of credits. Pre-requisites: INTS 4736 Strategic Intelligence Data Collection and Analysis and INTS 4753 Intelligence and National Security.

**INTS 4890 The Revolutions of Black, Brown, and Indigenous Peoples: Violence or Nonviolence? (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 4891 American Intersectional Inequality: From Local to Homeland Security (4 Credits)**

This course advances understanding of how inequality manifest differently by race and ethnicity, class, and gender. Policy topics and case studies will span (1) immigration laws, citizenship, and race-making; (2) state violence, mob rule, and the origins of the American penal system; (3) local law enforcement, courts, and prisons (5) detention centers and homeland security; and (6) demography, census, and democratic representation. The course will feature African American and Latinx populations prominently and incorporate Indigenous, Asian-American, and White populations throughout. The class will center the perspectives of poor Americans, but will incorporate working class, middle class, and elite perspectives when useful comparisons and contrasts are in order. Theories and case studies will be rooted in a U.S. context but occasionally include readings from other democratic nations. Readings will encompass enduring problems and landmark policies, as well as contemporary challenges. Given that this is a writing-in-the-disciplines course, we will devote attention to developing public policy research and memo-writing skills. Students will also gain practice working in teams to sharpen analytical skills and written work.

**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 Relational Theories of International Relations (4 Credits)**

Examines recent theoretical work in the field of international relations that treats international society and its practices as social constructs.

**INTS 4907 Terrorism (4 Credits)**

Terrorist violence, an issue facing many countries in international and domestic politics, is used by left and right-wing groups, nationalist and religious organizations, revolutionary movements, and state institutions seeking political power. This course is focused on: understanding terrorism (definitions, causes, evolving tactics); analyzing who becomes a terrorist (jihadist, separatist, supremacist ideologies plus radicalization processes); and evaluating effective counter-terrorism measures to reduce or resolve the problem.



**INTS 4909 Climate Migration and Human Rights (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 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 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 4929 Foundations of Human Rights (4 Credits)**

There are many ways to approach human rights. This course has a historical and thematic emphasis, raising questions relevant to contemporary issues. What are the origins of human rights? Is religion compatible to secular views of universal rights? Are human rights predominantly Western? Did the industrial revolution and socialist tradition contribute to human rights? What are the limits of the rights to self-determination? Is globalization improving or harming human rights? Is globalization increasing or decreasing the potential for a vibrant civil society? What are the tensions between cultural rights and universalism? Are there tensions between security and universal rights? Are human rights for ALL humans? What political systems, under what circumstances, are most hospitable for social cohesion and/or human rights?

**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 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.

**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.

**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 4947 Human Rights and Security (4 Credits)**

In a sense, the debate over human rights and security is rooted in ancient arguments over power and morality. Yet it is particularly since the end of World War II and the defeat of the Nazis, the emergence of the United States as the leading world power, and the onset of the nuclear age, that the debate over the relationship between human rights and national security has been part of operational discourse in real world politics as well as in university classrooms. The course title suggests an amplitude of subject matter far greater than can be encompassed in the ten weeks of the quarter. So, instructors are likely to differ about which issues to explore in the available time, and inevitably, they will differ in their pedagogical methods. Differences in methodology will reflect differences in taste, personality, training and experience.

**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 JKSiS students may seek an overseas assignment in order to either advance their research or initiate the recommendations in their advocacy report. Additional internship or independent research credit may be available for these overseas ventures.

**INTS 4958 Nationalism and Internationalism in Global Governance (4 Credits)**

The decline of internationalism in its neoliberal garb calls for reflection on the past thirty years of crisis. After over two years of pandemic, and the Russian invasion of Ukraine and now the war between Israel and Hamas, nationalism is spreading across the globe. And yet history shows us that manifestations of internationalism tend to appear with urgency to counter old familiar foes: illiberal nationalism and ultra-religious radicalism. The main question of this course is: How can we build a new internationalism to address global crises driven by nationalist interests? What are the main lighthouses to guide us in that search? Informed by history, this course is structured in three parts: First, how did past forms of internationalism gain traction and supersede nationalism, and what was the contribution of progressive internationalist worldviews? Second, how has the neoliberal globalized order, established after the Cold War, brought us to a series of cataclysms? Third, amidst nationalist challenges, how do we approach the possible reconstruction of a new inclusive internationalism, one that could address both lingering and emerging crises and create the conditions for a more robust global governance guided by human rights? In this sense, this course also proposes to map current and future agreements between great powers, states, and civil society to strengthen a new internationalist order.

**INTS 4964 Political Risk Analysis (4 Credits)**

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

**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 (JKSiS) 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. This course requires the internship be at an organization that is not the University of Denver, and is the course that satisfies the degree requirement for all Korbel MA programs. The course is open to currently enrolled Korbel MA candidates, and registration is by instructor approval after review of materials.

**INTS 4986 Humanitarian Assistance Internship (4 Credits)**

The Josef Korbel School of International Studies (JKSiS) recognizes the importance of practical experience as an integral component of a student's education. Experiential learning should both complement the student's academic field of study and relate to his/her/their career goals. Students will apply acquired academic theory, knowledge, and skills to professional practice; and further develop knowledge and skills needed to work effectively in the field. The course is open to currently enrolled Korbel MA candidates who are using their internship to also satisfy requirements for the Humanitarian Assistance Certificate. Registration is by instructor and the Director of the Humanitarian Assistance Program after review and approval 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 4995 Independent 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 4997 AmeriCorps Service Internship (4 Credits)**

The Josef Korbel School of International Studies (JKSIS) recognizes the importance of practical experience as an integral component of a student's education. The Korbel AmeriCorps Service Internship provides an opportunity to gain meaningful experience and build valuable skills for careers in the public service sector. Students will serve with a local nonprofit organization or government agency (host site) to address critical community needs. Through this experience, students will: apply acquired academic theory, knowledge, and skills to professional practice; gain greater understanding of the public sector; further develop knowledge and skills needed to work effectively in the field; and build a network of professional contacts. This course satisfies the internship degree requirement for all Korbel MA programs and registration is by instructor approval after review of materials. The course is open to currently enrolled Korbel MA candidates who have accepted a Korbel AmeriCorps position with a host site.

**INTS 4998 Experiential Learning (0 Credits)**

The Josef Korbel School of International Studies (JKSIS) recognizes the importance of practical experience as an integral component of a student's education. Experiential learning should both complement the student's academic field of study and relate to his/her career goals. JKIS recognizes the professional benefits of experiential learning work that occurs on the University of Denver campus. Through on-campus experiential learning, students will: Apply acquired academic theory, knowledge, and skills to professional practice; and Further develop knowledge and skills needed to work effectively in the field. The course is open to currently enrolled Korbel MA candidates, and registration is by instructor approval after review of materials.

**INTS 4999 Research Design: Ph.D. Prospectus, Substantial Research Paper, and MA Thesis (4 Credits)**

This workshop is designed for students interested in developing a well-crafted thesis proposal, sustaining their research and writing agenda throughout their studies, and learning about the academic profession as a whole. There will be short formal lectures or presentations by the instructor; yet each student needs have a paper on the subject of interest prior to registration to this class, each needs to be prepared weekly to receive constructive suggestions and assessments from the instructor and peers.

**INTS 5991 Independent Study (1-12 Credits)****INTS 5995 Independent 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).