



## SPRING QUARTER 2022 TOPICS COURSES

*We will post more details here as they become available.*

The following course numbers—INTS 4706, 4708, 4709, 4710, 4711—refer to special “topics” courses that are new and/or special course offerings. Topics courses may be added to the INTS curriculum at the discretion of the department, in order to accommodate special opportunities (e.g. a temporary visiting faculty member), or to focus on timely developments, debates, or trends in international affairs. Korbel generally offers topics courses only once. In the event that we offer a topics course more than once, the assigned course number is *subject to change* in subsequent quarters.

Because topics courses are not a part of our regular curriculum, details such as course title and description are not included in the [permanent course catalog](#). As a supplement, therefore, we hope the course descriptions provided below will be a helpful resource to you as you prepare for registration.

### **INTS 4706.3 (CRN 4584)—TOPICS: SIMULATION PREPARATION**

**Instructor: Chen Reis**

**Intensive first 5 weeks, partially online asynchronous**

The course is aimed at those interested in working in humanitarian contexts. It focuses on how humanitarians assess protection and psychosocial needs in a crisis and prioritize and develop interventions while working in volatile and stressful situations and navigating challenging encounters and tasks. In line with efforts to decolonize aid, the course will emphasize more equitable frameworks and approaches to aid. The course will consist of asynchronous online content for the first 5 weeks of the spring quarter and will culminate with a mandatory live action simulation on the DU campus on Sunday, May 1 (you must be available all-day May 1, 7:30AM-6PM). Participation in the simulation also counts as your final assignment for the course.

### **INTS 4708.1 (CRN 3895)—TOPICS: HOAX OF AUSTERITY**

**Instructor: Alan Gilbert**

From the 1930s to the latest 10 senator effort to slash Biden’s proposal on COVID-19, “austerity” that is excess spending on the needs of ordinary people is a theme song of the rich and powerful. In contrast, this course will draw a portrait of and thus invite creative student and faculty *policy leadership*, for example by individuals who discover and then persist in fighting for important common good sustaining policies (Richard Gilbert, JK Galbraith, Chester Bowles and the first Keynesians in the US government starting in 1939 challenging austerity which even Franklin Delano Roosevelt had reverted to) or reveal the hoax involved in recent austerity policies (Thomas Herndon, a beginning graduate student in economics at U. Mass Amherst showed that the supposed calculations in the Rogoff-Reinhart talk to the IMF and the American Congress defending austerity when “a government debt to output ratio of 90% was reached” were either nonexistent or the result of mathematical errors). Such cases are consolidated by Stephanie Kelton in Modern Monetary Theory – that budget deficits are not a problem since the government, *unlike a household in debt*, can print

money. Yet this common elite ideology exacerbates the already grotesque inequality in the US. Only inflation (not common especially in the current period) is a danger.

The course will connect the history of austerity to police and prosecutorial occupation of poor communities, particularly militarized policing, overcharging, and the disappearance in America of the rule of law toward poor people (97% of criminal cases are settled by plea-bargaining, i.e. with no trial, no presumption of *innocence*; the US has a prison-industrial complex of 2.2 million – *25% of the world's prisoners*, the Black Lives Matter mass movement this past summer has shone a bright spotlight on these atrocities).

**INTS 4708.2 (CRN 4585)—TOPICS: DEVELOPMENT PRACTICUM: SOCIAL ENTERPRISE PRINCIPLES IN DEVELOPMENT**

**Instructor: Janney Carpenter**

This new Development Practicum is an experiential learning opportunity that matches students with projects for existing development organizations to help strengthen their customer-centered program design, business model, social outcomes, or financial sustainability. This allows teams of students to work together on real problems, gain experience in how to design better solutions to development challenges, and learn and apply strategies and tools in Human Centered Design, business planning, and social impact management. The Practicum matches teams of 2-3 students to a client consulting projects and provides structured classroom learning about social enterprise principles and strategies for better solution design and successful implementation. This approach gives students structure for their consulting or research projects and facilitates group learning and insights. It can be taken on its own or taken con-currently with INTS 4226 above. Students can reach out to the professor to propose a topic or organization they would like to learn more about, and I am happy to help find a consulting project opportunity that might work.

**INTS 4709.1 (CRN 5736)—TOPICS: RESISTING AUTHORITARIANISM IN THE DIGITAL AGE (online)**

**Instructor: Farida Nabourema**

**2 credit, odd weeks**

Millions of people have organized against some of the most rigid authoritarian governments in the world this past decade and in many cases, these movements led to regime change. While technology has been credited for enabling more effective citizens' organizing and leading to the creation of very powerful social movements, more governments have as well instrumentalized technology to consolidate power and tighten their authoritarian rule. This course will study how citizens resist authoritarianism in the digital age using various technological resources and will explore the different methods of digital repression that governments are deploying to restrict citizens' rights and liberties. The course will provide a comparative outlook on civil resistance and repression in the digital era by exploring how citizens across the world are responding to the growing threats of surveillance, censorship, cyber-trolling and how this affects democracy. The course will feature activists, organizers, and movement leaders in Latin America, Africa, The Middle East, and Southeast Asia that have challenged and continue to resist authoritarianism.

**INTS 4709.2 (CRN 4587)—TOPICS: GLOBAL POLITICAL ECONOMY OF CHINA**

**Instructor: Haider Khan**

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

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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. 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 4709.3 (CRN 3729)—TOPICS: ENVIRONMENTAL PEACEBUILDING**

**Instructor: Tamra Pearson d'Estree**

Natural resources and the environment can contribute to and amplify conflict, but they also represent opportunities for creating sustainable peace. This course will examine current 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. Also considers critiques of peacebuilding models and methods, and the push for better program MEL – monitoring, evaluation, and learning. Course complements other offerings on environmental security, peacebuilding, environmental governance.

**INTS 4710.1 (CRN 4588)—TOPICS: ENVIRONMENT AND CRISES (online)**

**Instructor: Chen Reis**

In recent decades, the relationship between the environment and human lives has been increasingly recognized including the relationships between the environment and crises including so called natural disasters, conflict, and related human migration. This course explores these relationships. It provides an overview 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 4711.1 (CRN 5650)—TOPICS: GLOBAL POLITICAL ECONOMY: THEORY AND APPLICATIONS**

**Instructor: James Caporaso**

This is an introductory graduate course in global political economy. It is introductory in the sense that there are no other courses that serve as clear prerequisites for it, though students will be advantaged if they take the courses by professors Epstein and Rhodes. Nonetheless, the course material involves a challenging blend of political science and economic approaches.

This course title, "Global Political Economy," suggests both a unit of reference (global, not just "international") and a set of structured relations (political-economic). The assumption behind the course is that political and economic forces operate in a sustained and organized way at the global level, and are, at least partly, capable of being analyzed in a theoretical way. However, no single theory can capture the complexity of the global political economy. Consequently, we spend some time in the first part of the course

examining three general theories: liberal, or neoclassical theory (Smith to Stolper and Samuelson); realist theory (Hobbes to Mearsheimer); and constructivist global political economy (Kant to Wendt). Each of these theories has a strong domestic tradition and realists write primarily about security but each also has a global, and economic, extension.

The second part of the course is focused on applications, i.e. real world events and processes that we can analyze theoretically. General applications involve the role of capital, labor, and trade in the global political economy. More specific applications concern the financial crisis in the European Union, the challenge of refugees (related to poverty, war, and global warming), and most recently the global health crisis centering on Covid. States, firms (including banks), interest groups, and international institutions are examined in responding to the challenges of globalization. Global governance, or lack of such, may involve all three.

The format of the course will be lecture and discussion, with class participation by all expected. A series of short papers (5-8 pages) will be required. I will say more about that on the syllabus.

### **INTS 4711.3 (CRN 3809)—TOPICS: POWER AND OPPRESSION**

**Instructor: Kristen Noble**

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 out everyday interaction, work-environment, and how we view and engage in the world around us.

### **PPOL 4701.1 (CRN 4577)—TOPICS: URBAN POLICY**

**Instructor: Lapo Salucci**

This course introduces students to current major policy challenges urban areas worldwide face. We will begin with a general overview of the evolution of the urban form until today and then we will delve deeper into selected topics of interests for city populations in and out of the US, in the developed as well in the developing world. Topics will include development, housing urban mobility, sustainability, safety and more. The class will feature prominent outside speakers from city governments, businesses, policy organizations, and other urban-relevant sectors.

### **PPOL 4702.1 (CRN 4578)—TOPICS: DATA VISUALIZATION WITH TABLEAU**

**Instructor: Sachin Desai**

**2 credits, first 5 weeks**

“The simple graph has brought more information to the data analyst’s mind than any other device,” stated John Tukey, a mathematician distinguished for his contributions to the field of statistics. The course, “Data Visualization” will introduce students to the Grammar of Graphics philosophy which has fundamentally changed thinking about data visualization in the last 20 years. We will use two popular data visualization tools designed using this philosophy: Tableau. Students will create a portfolio in which their data visualizations implement best practices — and avoid common pitfalls — to effectively deliver insights.

### **PPOL 4702.2 (CRN 4579)—TOPICS: ADVANCED STATISTICAL METHODS**

**Instructor: Sachin Desai**

**2 credits, last 5 weeks**

This course is a continuation of Statistical Methods II and Statistic Methods I&II. Topics include multivariate analyses such as principal component analysis, factor analysis, discriminant analysis, logistic regression, cluster analysis, survival analysis and data examination and cleaning. Emphasis will be on learning when and how to use these methods, including understanding the process involved in conducting each of these various analyses, interpreting Stata outputs and report writing.

**PPOL 4702.3 (CRN 4580)—TOPICS: POLICY BRIEFS (online)**

**Instructor: Jane Alonso**

**3 weeks, April 26 & 28, May 3 & 5, May 10 & 12**

In this practice-focused two-credit course, students will develop policy-specific writing skills for the most important contexts and purposes in government and policy settings. Students will learn the key elements, formats, and styles for three categories of policy writing: 1) reporting briefs; 2) decision briefs; and 3) advocacy briefs.

**PPOL 4702.4 (CRN 4581)—TOPICS: INTRO TO SURVEY METHODS**

**Instructor: Emily Carty**

This course provides an introductory overview of survey methodology and implementation. The course will focus on both the methodological fundamentals, as well as practical concerns regarding their use in the field of international studies. Topics will include design, sampling, and implementation of surveys, including the design and use of survey experiments. Students will learn how to assess the quality of the data collected, such as the analysis of error and bias in surveys and interviewer effects, as well as more practical aspects of conducting such research in the field, such as contacting strategies and working with translators.

**PPOL 4702.5 (CRN 4582)—TOPICS: INTRODUCTORY FOCUS GROUPS METHODS**

**Instructor: Emily Carty**

**Last 5 weeks**

This course provides an introductory overview of focus group methodology and implementation. Focus groups are used in a variety of fields in both the private and public sectors to obtain rich qualitative data that can be used as stand-alone data or together with surveys or interviews. This course will guide students through the fundamentals of planning and executing focus groups, including topics such as sampling and recruitment, moderating, and data analysis and representation. Issues regarding conducting focus groups in different cultural and languages will also be addressed, such as common practices, translators, and moderator matching. The course will contain both theoretical explanations as well as examples and hands-on practice.

**INTS 4701.2 (CRN 5810)—TOPICS: A DYSFUNCTIONAL CONGRESS: HOW POLICY ADVANCES (AND DOESN'T) THROUGH THE LEGISLATIVE BRANCE**

**Instructor: Matt Kazan**

Not a 24-hour period passes before a cable-news show, newspaper column, or Twitter thread bemoans the dysfunction of Congress. On the other hand, during the 116<sup>th</sup> Congress, 344 laws were enacted, thousands of congressional hearings were gaveled in, and 145 federal judges were confirmed to lifetime appointments at U.S. Circuit and District Courts. Congress is an institution with incredible power to affect public policy. It is also an imperfect organization of individuals that halts proposed changes to government at all levels. No matter the topic area or a focus on federal, state or international policy, the actions (or inactions) of Congress will impact the fate of policy proposals.

As part of this course, students will learn how key aspects of Congress affect policy change. Such aspects will include, but not limited to:

- The “first draft of legislation” created through the committee structure and process
- How federal spending occurs through the appropriations and broader budget processes
- Congress’s relationship with the Executive Branch and its broader oversight role on other branches of government and private entities
- Differences in the rules of the House and Senate that shape policy decisions
- How non-elected analysts at the Congressional Budget Office/Joint Committee on Taxation can influence policy outcomes more than a member of Congress

For several aspects of the first half of this course, real-world experts will join the class virtually to discuss their experience. These guests include former senior congressional staff, White House Legislative Affairs staff, government affairs and federal lobbyist professionals, and former Congressional Budget Office staff.

Upon completion of the broad examination of Congress, students will select one policy topic area of interest. For this area, students will examine the Congressional stakeholders with decision-making power and how in recent years Congress has (or has not) included this policy area in its broader agenda. To culminate this half of the course, students will develop policy options related to their topic area and investigate how Congress may advance these proposals and what potential pitfalls may arise. For instance, what tools does Congress have to influence local and state law enforcement changes? Is the federal appropriations process or changes to the federal tax code more conducive to influence climate policy?

The course will conclude with students presenting their findings and recommendations for how the substance of a policy proposal should be adapted to navigate the complex federal legislative process and increase the likelihood of changes occurring in the real world.