

BACHELOR OF ARTS in INTERNATIONAL STUDIES HANDBOOK 2022-2023



UNIVERSITY of
DENVER

JOSEF KORBEL SCHOOL
OF INTERNATIONAL STUDIES

Kevin Archer, Assistant Dean of Undergraduate Studies
Tara Boyle, Director of Undergraduate Student Affairs

Anna & John J. Sie International Relations Complex, Suite 2010
2201 South Gaylord Street
Denver, CO 80208
Phone: 303.871.6451
Fax: 303.871.2124

Korbel BA Program Website
<https://www.du.edu/korbel/programs/bachelors/index.html>
Portfolio Website
<http://portfolio.du.edu/baints>

Updated August 2022

BA PROGRAM HANDBOOK: TABLE OF CONTENTS

BA Program Handbook: Table of Contents	2
Welcome to the Bachelor of Arts Program In International Studies	4
History of the School	5
BA Program in International Studies Major Requirements	6
BA Program in International Studies Minor Requirements.....	7
Description of Specialization Areas	7
Global Economic Affairs	8
Global Health & Development	8
Global Governance & Human Rights.....	8
Study Abroad Requirement & Policies.....	9
Why study abroad?.....	9
INTS Study Abroad Requirement.....	9
Cherrington Global Scholars & Study Abroad Scholarships	10
INTS Course Approval and Transfer of Credits	10
Foreign Language Requirement for INTS Majors	10
Departmental Distinction in International Studies	11
Departmental Distinction Resources.....	12
Eligibility Criteria	12
Required Curriculum	12
Curriculum Course Descriptions.....	13
General Thesis Requirements	13
University Honors Program.....	14
Departmental Distinction Program Timelines	15
Graduate Degree Options for Undergraduate INTS Majors	16
Master of Arts Degree Options.....	16
INTS Course Descriptions.....	16
Core courses	16
Upper-Division Courses	17
Academic Advising, Internships, & Career Planning.....	39
Academic Advising.....	39
The Korbel BA Program Academic Advisors	39
Internships	39
Internships: Practical Experience	39

Internship for INTS Credit.....	40
Internship Grading	40
Duties and Responsibilities of an Intern.....	40
Student Organizations.....	41
Career Planning.....	42
Korbel BA Program Staff and Contact Information	43

Note: The Undergraduate Program at the Josef Korbel School of International Studies, reserves the right to make changes to the regulations, courses, policies, and other content in this handbook without advance notice. The information contained herein supersedes all other University documentation pertaining to the Undergraduate Program in INTS.

WELCOME TO THE BACHELOR OF ARTS PROGRAM IN INTERNATIONAL STUDIES

We interact with the global community in a thousand different ways every day. We connect with friends near and far via computer and phone. We view updates on elections and currency crises, we track the spread of diseases and civil unrest, and we even follow the latest in music and dance from blogs and videos posted by people around the world. We do this using devices designed by international teams and built with materials and components from dozens of countries. We are part of a truly globalized planet.

The sheer volume and the speed of trans-border movement of people, products and data mean that no country or individual exists as an island isolated from international forces. Our interdependence is a fact of life. The challenges of the 21st century are great: from controlling weapons of mass destruction to minimizing the impacts of climate change, from managing borderless trade and investment, to tackling entrenched poverty and food insecurity, modern issues require international cooperation and collective solutions.

The Bachelor of Arts Program in International Studies offers undergraduate students at the University of Denver critical knowledge and skills for succeeding in a world that has gone global. Whether your interests lie in business, development, law, environmental studies, social work, political science, health or information technology, every student needs to understand how global institutions and exchanges work and to have an international perspective for their professional development. DU's International Studies curriculum gives students this foundation. Our program has three principle objectives:

First, we work to **provide a broad-based undergraduate education that inspires critical evaluation of a globalized world** by employing an interdisciplinary approach to the analysis of economic, political, social, environmental, and cultural issues in the international arena. Our courses highlight the values that underpin global perspectives, the different frameworks used to understand and address international justice, the dilemmas of U.S. foreign engagement, and the tradeoffs, which must occur when moving from idea to action.

Second, the program seeks to **provoke student reflection on the ways in which the problems, challenges, and opportunities of global interdependence** can be addressed by the international community more effectively, and the methods by which individual, community, and national goals can be realized. We promote local and global citizenship for our common future.

Third, we seek to **give students practical foreign language, experiential, technological, and service-learning skills** that will prepare them to succeed beyond their university training. DU's Cherrington Global Scholars program facilitates our students' practical understanding of world societies and cultures.

Our faculty, staff, and students believe that a global perspective is indispensable for success in the rapidly changing workplace. We endeavor to provide an unsurpassed opportunity for learning about international affairs, for understanding international forces and actors, and for building a critical toolkit to navigate today's interdependent world.

My colleagues and I invite you to join us as we explore the multifaceted field of international studies. The BA Program in INTS Handbook provides further details about International Studies for DU undergraduate students pursuing majors and minors in this field. For updates of these guidelines and further information on program developments, we invite you to visit [our website](#) at your leisure.

Kevin Archer

Kevin Archer, Ph.D.
Assistant Dean of Undergraduate Studies
Josef Korbel School of International Studies

HISTORY OF THE SCHOOL

The [Josef Korbel School of International Studies](#) has offered degree programs in international affairs since its founding in 1964 as the Graduate School of International Studies. The school was renamed on May 28, 2008, to honor its founder and first dean, Josef Korbel.

In its earliest incarnation, the Department of International Relations at the University of Denver (established in 1929 and one of the first of its kind in the United States), had a national reputation thanks to the leadership of Ben Mark Cherrington, a dynamic educator dedicated to providing students with a global perspective on the issues of the day. The department's academic programs also had the moral and financial support of the Social Science Foundation, established in 1926 by Denver investment banker and philanthropist James Causey with the support of then-DU Chancellor Heber Harper. As a result, Mr. Causey stated that students of the University of Denver would have “an altogether unusual opportunity to be well informed upon all aspects of the great social, industrial, and international problems of the present and the future and that as a result the University may be the means of training real leaders in the field.” Today, the foundation's board manages a multi-million dollar trust, the proceeds of which are dedicated to promoting the study and application of international relations at both the undergraduate and graduate levels.

The Graduate School of International Studies became a reality largely due to the vision and efforts of Josef Korbel, who is now widely known as the father Madeleine Albright, first female U.S. Secretary of State and highest-ranking woman in the history of the U.S. government. A diplomat in Czechoslovakia, Korbel fled the country after the Nazi invasion in 1939. Once the Third Reich was defeated, he returned to Czechoslovakia to serve as the country's ambassador to Yugoslavia, but was forced to flee again during the Communist coup in Czechoslovakia 1948. After learning he had been tried and sentenced to death in absentia, Korbel was granted political asylum in the United States and was hired in 1949 to teach international politics at the University of Denver.

During his career in Denver as a scholar and teacher, Korbel decided to try to establish a professional school that would prepare talented and idealistic people for distinguished careers in the public, private and non-profit sectors. Finally in 1964, with the support of Ben Cherrington, Korbel founded the Graduate School of International Studies (GSIS) and became its first dean. To house the school, the 30,300 square-foot Ben M. Cherrington Hall was built in 1965.

GSIS flourished throughout the 1960's and 1970's as a leader of professional and scholarly training in international affairs. In 1985, GSIS professor Barry Hughes, recognizing the demand and the need for an equally robust undergraduate program in international studies, created what has become one of the most innovative and interdisciplinary Bachelor of Arts programs in the United States.

Today, the Josef Korbel School of International Studies is a top-eleven, internationally ranked school and is regarded globally as a premier educational institution. In recent years, the school has experienced extraordinary growth, with record enrollment, the launch of new research centers, increased exchanges with institutions abroad and an expansion of the school's base of financial donors. Today, the school's community includes approximately 400 undergraduate INTS majors and minors, 300 graduate students, 46 appointed faculty, 34 staff members, numerous adjunct professors, and several thousand alumni living and working in more than 80 countries.

The recent prominence of graduates on the world stage has also contributed to the school's ascending reputation. Those graduates include former U.S. Secretary of State Condoleezza Rice, General George Casey, 38th chief of staff of the U.S. Army and former commander of the Multi-National Force–Iraq, Heraldo Muñoz, former Chilean ambassador to the United Nations, and Iran's Foreign Minister to the U.N., Mohammad Javad Zarif.

For years to come, the Josef Korbel School of International Studies will continue the work of its namesake and founder: offering a broad intellectual approach to the study of international affairs to practical idealists committed to the common good of an increasingly interconnected and interdependent world.

BA PROGRAM IN INTERNATIONAL STUDIES MAJOR REQUIREMENTS

Total credit hours required in INTS: Students must take a minimum of **44 credit hours** to satisfy the total credit requirement for an INTS major. All courses must be completed with a C- or better in order to count towards and satisfy requirements for the major.

Required International Studies Core: Three courses (12 credits):

- INTS 1500 - Contemporary Issues in the Global Economy;
- INTS 1700 - Introduction to International Politics; and
- INTS 2975 - Global Issues Research Practicum. (Note: students must complete 1500 and 1700 as pre-requisites for INTS 2975.)

Two-year Foreign Language Proficiency Requirement:

This requirement may be satisfied in one of three ways:

1. by completing the final course in the second year, intermediate sequence of one foreign language taught at DU with a C- or better;
2. by completing one course of a foreign language at a higher level with a C- or better, if the student tests out of the intermediate level of a foreign language taught at DU
3. by successfully demonstrating intermediate level proficiency in one foreign language, via an alternative testing option pre-arranged with the Director of the Center for World Languages and Cultures.

This is not a credit-bearing requirement within the INTS major. However, completing the intermediate sequence in a foreign language may require additional coursework beyond the required INTS curriculum. For further information regarding foreign languages at the University of Denver, please visit the [Department of Languages and Literatures](#) website.

Study Abroad: Students are required to complete an approved study abroad experience. Students are not required to take INTS related classes during their study abroad experience. However, if they chose to take INTS classes, they can apply a maximum of 13.5-quarter credit hours toward the INTS major. These courses must be pre-approved by the BA Program in INTS office prior to the start of the study abroad program. Please refer to the "[Study Abroad](#)" section of this handbook for in-depth details regarding INTS requirements and policies.

Specialization Requirement: Students must choose at least one area of specialization. This allows students the opportunity to add depth to their studies and to begin to develop an area of focus within the field of international studies. To complete the specialization, the student must complete three classes (12 credits) in one of the below specialization areas. Please note, the specialization will not be displayed on a student's transcript or diploma.

[Specialization Areas](#)

- Global Economic Affairs
- Global Health & Development
- Global Governance & Human Rights
 - International Peace & Security
- Global Environmental Sustainability

INTS Electives (20 credits): In addition to INTS core courses and specialization courses, students must fulfill the remainder of the credit requirement with INTS courses of their choosing. Though these are structured as INTS electives, students are free to choose a second specialization area in order to satisfy the credit requirement. INTS electives must have the INTS prefix to count towards elective and credit requirements for the INTS major.

Departmental Distinction Program: Students in the University Honors Program and/or students who wish to graduate with Distinction in International Studies are *required* to complete INTS 3000 - Research Methods & Design in International

Studies (4 credits, taken in Spring Quarter of sophomore or junior year), and INTS 3990 - Honors Thesis (4 credits; students register for and write an INTS thesis during their senior year). Departmental Distinction in INTS is also required for students wanting to graduate with the two highest designations of [Latin Honors](#). See the Departmental Distinction section of the handbook for more information on the application process and Departmental Distinction requirements.

Minor or Second Major: Students pursuing a BA degree at the University of Denver must also declare a minor or an eligible second major.

Internship (optional): INTS majors are strongly encouraged to complete an internship. INTS 3980 - Internships in International Studies may be completed for 0-4 credits. If you have questions, please contact the [INTS Advisor](#) for more information.

BA PROGRAM IN INTERNATIONAL STUDIES MINOR REQUIREMENTS

Total credit hours required in INTS: Students must take a minimum of **20 credit hours** to satisfy the total credit requirement for an INTS minor. All courses must be completed with a C- or better in order to count towards and satisfy requirements for the minor.

International Studies Core (8 credits): All INTS minors are required to complete the following core courses:

- INTS 1500 - Contemporary Issues in the Global Economy; and
- INTS 1700 - Introduction to International Politics.

Additional Coursework/Electives (12 credits): INTS minors may satisfy remaining requirements via INTS courses of their choosing. INTS electives must have the INTS prefix to count towards elective and credit requirements for the INTS minor. There is no specialization requirement for INTS minors.

Study Abroad (maximum of 4.5 credits): Study abroad is optional for INTS minors. Students are limited to transferring and applying a maximum of 4.5-quarter credit hours toward the INTS minor from their study abroad program. To apply study abroad credits, they must be pre-approved by the BA Program office prior to the start of the study abroad program. In the event that approved courses exceed the total maximum credit allowed for transfer, credits may not be split or divided under any circumstances. Please refer to the "[Study Abroad](#)" section of this handbook for further details regarding INTS requirements and policies.

Foreign Language Requirement: No additional foreign language requirement, beyond the University common curriculum requirement, is needed for a minor in INTS.

How to declare a minor: Students may declare a minor in INTS by completing the "[Application to Declare Major/Minor](#)" form and submitting to the Office of the Registrar.

Graduation: The Office of the Registrar verifies completion of INTS minor requirements at the time of graduation. The credentials evaluator will look for at least 20 credits in the INTS minor.

DESCRIPTION OF SPECIALIZATION AREAS

The BA Program offers several thematic specialization areas so that students may structure their curriculum based on specific topics in the field of international studies. Through specializations, students gain depth of knowledge in the discipline and acquire diverse skill sets with which to analyze the world. Indeed, the narrowing of interests and lenses through which students study international affairs proves useful within our degree program and translates into concrete skills that are vital in today's competitive and globalized job market.

Global Economic Affairs

One of the most important aspects of modern international affairs is the complex interplay of political and economic dynamics on the global stage. Today's economy is integrating rapidly across international boundaries, and students of contemporary global affairs must have a clear appreciation for how this new integration affects economic prosperity, political stability, development, and social welfare. Courses in this specialization area prepare students for the complexities of the contemporary international economic environment and the ways in which societies, cultures, politics, and people shape the world. From theoretical perspectives on globalization to policy analysis, this specialization area provides students with a well-rounded background of major economic debates and concerns in international affairs.

– *Skills and Perspectives: Political Science, Political Economy, Economics*

Global Health & Development

In recent years, no set of issues has emerged on the international agenda with more urgency than international poverty alleviation and global health. In little more than a decade, the AIDS pandemic threatened nearly 50 years of progress in human development. Protracted conflict and complex humanitarian crises have shown that development, health, social, political, and environmental stability go hand-in-hand and seldom respect national boundaries. Emerging diseases such as Zika threaten human security and economic prosperity. Security debates now focus on the provision of human security and building human capabilities as a key element in building peace. This specialization area offers an in-depth look at the intersection of 21st century development and health issues from both practical/policy-oriented and theoretical perspectives.

–*Skills and Perspectives: Anthropology, Economics, Geography, Political Science, Sociology, Public Health*

Global Governance & Human Rights

Explore issues of human dignity while critically examining the historical processes, social movements, strategies and institutions designed to promote and protect human rights in our globalized world. By linking human rights to law, security, gender studies, migration issues, economic development, health, safety, human trafficking, humanitarian assistance, geographic areas and more, this specialization allows students to gain a holistic view of global governance & human rights—at levels ranging from the interpersonal to the international levels.

–*Skills and Perspectives: Political Science, Law, Conflict Resolution, Political Theory*

International Peace & Security

Though concerns about international conflicts and security are not novel in international politics, some have argued that the 20th century was the bloodiest and strife-ridden period in all of human history. In addition to two major world wars, other forms of violence including civil wars and ethnic conflicts have come to inform the age-old search for peace and stability. Beginning with the end of World War II in 1945 and continuing in to the 21st century, the international community must confront these concerns, along with new and evolving challenges such as terrorism and weapons of mass destruction, which often pose barriers to lasting international peace. This specialization area explores the problems of violence on the world stage and the myriad ways in which states and other actors in the International System seek to respond to the challenges of promoting peace, security and conflict resolution, both domestically and internationally.

–*Skills and Perspectives: Political Science, Law, Security Studies, Conflict Resolution*

Global Environmental Sustainability

Addressing the global challenges posed by a changing environment, natural resource depletion, and increased demands on our food, water, and energy resources is one of the defining tasks of the 21st century. The specialization in Global Environmental Sustainability helps students understand the causes and consequences of global climate change, inform strategies for action, and prepare for impactful and meaningful careers.

–*Skills and Perspectives: Economics, Geography, Political Science, Environmental Science, Data Science*

STUDY ABROAD REQUIREMENT & POLICIES

Why study abroad?

Study abroad provides valuable insight into the theories and processes you study in the classroom. Living in another country and experiencing a culture different from your own adds an essential element to an international education that a student cannot obtain simply by staying at home. As a student abroad, you will learn to function within a new set of social rules and values, hopefully achieve cultural competencies, as well as proficiency in a foreign language, and return with an enhanced perspective of the world and your place in it. Students are often surprised by the insight they gain about U.S. culture and how it is perceived abroad. Your self-confidence will grow, as well as your ability to adapt to new situations, an asset you can market to future employers. Furthermore, if you are intent on an international career, meaningful cross-cultural experiences, beyond vacation travel, are vital.

INTS Study Abroad Requirement

To fulfill the INTS major study abroad requirement, students must successfully study abroad, through an approved academic program. They will need to bring credits back to DU (not necessarily INTS credit) to meet the major requirement. To be considered successful, courses need to be passed with a grade of C- or better to meet the INTS study abroad requirement.

The [Office of International Education](#) oversees study abroad at the University of Denver and offers several ways to fulfill the study abroad requirement. Those options include DU Partner Programs, Unaffiliated Programs, and International Interterm Courses.

DU Partner Programs: The [Office of International Education](#) currently offers more than 150 study abroad *partner programs* around the world. Depending on your goals and needs, you can select from a wide range of criteria including location, degree of language immersion, and level of program structure. Credits earned on DU study abroad partner programs are resident credits.

Unaffiliated Programs: While it is possible for students to participate in unaffiliated programs (i.e. non-DU partner programs), such programs must be pre-approved *first* by the Office of International Education in order for the credit to transfer to DU, *then* by INTS for departmental approval. Failure to follow this process before seeking study abroad course approvals will invalidate any INTS course approvals previously authorized.

There is also a list of about 50 “Approved Unaffiliated Programs” (AUPs) that have been pre-screened to ensure that DU can accept transfer credit from the institution provided students follow all course approval procedures. While programs on this list have been pre-screened for institutional approval, the student is still responsible for researching the program and understanding coursework, application processes, levels of support in country etc.

NOTE: Given that students are required to take their final 45 credits in residence at the University of Denver, INTS majors and minors that have reached senior standing are ineligible to participate in unaffiliated study abroad, given that unaffiliated study abroad programs earn transfer credit, rather than resident credit.

DU International Interterm Courses: Travel interterm courses to locations outside of the United States are eligible to count towards the INTS study abroad requirement. The interterm course does not need an INTS prefix to count towards the study abroad requirement. Check the [University Academic Programs website](#) to see available interterm course offerings.

If you plan to fulfill your study abroad requirement through an interterm course, ensure that you meet with an INTS academic advisor to confirm the course will meet the requirement and to ensure that we are aware that you plan to fulfill your study abroad requirement with an interterm course. Financial assistance for interterm courses is handled through the [University Academic Programs Office](#).

Learn More: To learn more about the DU partner programs, and/or other study abroad possibilities, please visit or contact the [Office of International Education](#) (2055 E. Evans Ave, Suite 3100. - 303-871-4912).

Cherrington Global Scholars & Study Abroad Scholarships

The University of Denver has introduced the [Cherrington Global Scholars](#) (CGS) initiative, which allows eligible students to study abroad at comparable cost of a term at DU, apart from variable expenses such as local transportation, books, and optional excursions. A few limited number of programs may have additional housing costs, depending upon the housing selection of the student. Cherrington Global Scholars receive benefits that help off-set additional costs associated with studying abroad on a quarter-length or longer program, such as round-trip international airfare and student visa application fees. This is an exciting opportunity for students and a dramatic statement of the University of Denver's commitment to internationalizing undergraduate education. It reflects a campus-wide commitment—in curriculum development, financing, and academic programming—to fostering international study, research, and outreach.

Students who meet the requirements to be a Cherrington Global Scholar may only apply these benefits to DU Partner Programs. DU Partner Programs are the result of formal agreements between DU and partner institutions. ***There is no separate application for the CGS; rather, qualified students automatically qualify when they submit their application to study abroad on a DU Partner program.***

INTS Course Approval and Transfer of Credits

Students are limited to transferring and applying a maximum of 13.5-quarter credit hours toward the INTS major (18 quarter credits if studying abroad for a full year, 4.5 quarter credit hours for the INTS minor). Courses must be pre-approved by the BA Program Office *prior* to the start of the program, via the [online approval portal](#). Please be aware that study abroad courses approved to be applied to the INTS major or minor will be counted as INTS elective credit only (not as INTS course equivalents), and do not count toward your selected specialization area(s). Moreover, study abroad courses that replicate INTS coursework or content already completed by a student at DU, are ineligible to be applied to the INTS major *regardless of whether such courses have been pre-approved by the INTS department*; it is the student's responsibility to avoid seeking approval for a course that is similar to one they have already completed at DU. Approved study abroad courses must be completed with a grade of "C-" or better in order to be eligible to be applied toward the INTS major/minor.

Courses taken at a semester system institution generally transfer to DU based on the following formula: x (study abroad credits) multiplied by 1.5. For example, if you take a 3-semester hour credit course during your study abroad program, it is likely to transfer back to DU at 4.5-quarter hour credits. Please be aware, however, that other credit conversion formulas may govern your particular study abroad program and that the BA Program is not responsible for these decisions. Students can check on the credit translation scale for DUPPs [here](#). In the event that approved courses exceed the total maximum credit allowed for transfer in INTS, credits may not be modified, split or divided under any circumstances. Conversely, courses that return to DU at less than 4-quarter credit hours will not be modified or rounded-up. The BA Program Office assumes no responsibility in this matter and strongly encourages all students to consult a study abroad advisor regarding credit conversions prior to departure, in order to plan accordingly for any credit deficit or overage that may arise because of applying study abroad courses to the INTS major or minor.

Finally, all students seeking INTS credit for courses taken abroad must contact an INTS advisor for course approval and future planning *prior* to departing. The BA Program in INTS reserves the right to decline the review of courses that did not receive pre-approval or were not presented to an INTS advisor in a timely manner (e.g.: submitted for review after the completion of the study abroad program). Information booklets, applications and approval forms for the various study abroad programs can be obtained from the [Office of International Education](#).

FOREIGN LANGUAGE REQUIREMENT FOR INTS MAJORS

International Studies majors are required to demonstrate intermediate level proficiency in at least one foreign language. Cultivating proficiency in a foreign language not only provides students with the linguistic skills and cultural competencies that are increasingly in demand in an interconnected and globalizing workforce, but it also exposes students to new ways of thinking and learning, thereby sharpening cognitive and critical thinking abilities.

This requirement may be satisfied in one of three ways:

1. by completing the final course in the second-year intermediate sequence of one foreign language taught at DU with a C- or better;
2. by completing one course of a foreign language at a higher level with a C- or better, if the student tests out of the intermediate level of a foreign language taught at DU
3. by successfully demonstrating intermediate level proficiency in one foreign language, via an approved proficiency assessment.

Moreover, please note the following:

- This is not *necessarily* a credit-bearing requirement. Any coursework taken to satisfy the INTS foreign language (FOLA) proficiency requirement will be *in addition to* the 44 minimum credit hours required for the INTS major.
- The foreign language proficiency requirement for the INTS major is separate from general university, “common curriculum” requirements. Please direct questions regarding how to satisfy the foreign language requirement for the common curriculum to the general [Office of Undergraduate Academic Advising](#).
- The languages currently offered by the [Department of Languages and Literatures](#) at DU include Arabic, Chinese, French, German, Hebrew, Italian, Japanese, Latin, Russian, and Spanish.
- Students entering the University with previous language training in one of the aforementioned languages will be required to take the undergraduate *placement* exam prior to new student registration in order to ascertain the appropriate level at which to continue language study while at DU.
- Students without previous training in one of the aforementioned foreign languages are not required to take the *placement* exam. Instead, these students will simply register for the first course of the beginning sequence of their selected language. For planning purposes, students should remember that all foreign language courses at DU are sequenced and that most sequences begin in Fall Quarter.
- International students that speak English *as a second language* may request a waiver of the INTS foreign language requirement, presuming they have satisfied the minimum TOFEL score of 80 (IBT) and at least 20 on all TOEFL subscores.
- Students may fulfill the second year INTS foreign language requirement via an approved proficiency assessment. Students who choose the proficiency assessment option are responsible for any fees associate with the assessment.
- Testing out of the first or second year of foreign language, via the undergraduate *placement* exam, does not reduce the total number of 183 hours needed to graduate from DU with a Bachelor of Arts degree.
- INTS majors that qualify for foreign language substitution through the Disability Service Program (DSP), must complete two years’ worth (24 credits) of approved foreign language (FOLA) substitution courses, with at least 12 credits at the 2xxx level or above.

DEPARTMENTAL DISTINCTION IN INTERNATIONAL STUDIES

The Departmental Distinction Program in International Studies seeks to promote the integration of advanced knowledge in the field of international relations with valuable research and analytical competencies. In order to graduate “with Distinction” in International Studies, eligible students are required to complete the Distinction curriculum outlined below, which includes an INTS thesis project. The thesis is an in-depth research & writing project, which focuses on a particular area of interest within the field of International Studies, and often marks the start of specialization in relation to future academic and/or professional objectives.

Departmental Distinction Resources

Students considering or participating in the Departmental Distinction Program should regularly check the [Departmental Distinction Tab](#) of the [Korbel BA Program Portfolio](#) webpage.

The Departmental Distinction Tab includes the most up to date versions of the following items:

- Departmental Distinction Handbook
- Application for Departmental Distinction in International Studies
- Request to Enroll in INTS 3990
- Departmental Distinction Thesis Approval Form

The Departmental Distinction Tab will also include any new or relevant information for Departmental Distinction students. If you have a question, please first check the Korbel BA Program Portfolio or this handbook for your answer. If you still have a question after checking these resources, you can send an email to the [Director of Undergraduate Student Affairs](#) and we will do our best to get you an answer.

Eligibility Criteria

Interested students must meet the following criteria to be eligible for Departmental Distinction in International Studies:

- International Studies (INTS) Major
- Minimum overall GPA of 3.50 *and* major GPA of 3.70 (at time of application and at time of graduation);
- Course Pre-Requisites Prior to Application:
 - INTS Core Courses (INTS 1500, 1700, & 2975)
 - At Least Two 3xxx-level INTS Courses
- The Departmental Distinction Timeline shows the various applications, classes, and requirements to complete the departmental distinction program.
 - **Failure to submit a required application on time will result in the student forfeiting their current or potential position in the departmental distinction program.**

Note: If studying abroad in spring of junior year, students must submit their application by November 1st of sophomore year to remain eligible for Departmental Distinction.

Required Curriculum

Students accepted to the Departmental Distinction Program must successfully complete the following curriculum in a satisfactory manner to achieve distinction in INTS:

- INTS 3000 - Research Methods & Design
 - This class is only available in Spring Quarter. Students will generally take this class in their junior year. If the student plans to study abroad in spring of their junior year, they must apply to the Departmental Distinction Program a year early (November 1st of sophomore year) so they can take this class in spring of their sophomore year.
 - Enrollment Process:
 - Submit Departmental Distinction Application (due Nov. 1st of Junior year)
 - Receive Committee Approval to Participate in Departmental Distinction
 - Enroll in INTS 3000
- INTS 3990 – Honors Thesis in International Studies
 - This placeholder class is available in Fall or Winter Quarter. Students must submit their Request to Enroll no later than the start of the quarter.
 - Enrollment Process:
 - Successful completion of INTS 3000

- Submit “Request to Enroll in INTS 3990 - Honors Thesis”
- Receive Approval to Enroll
- Complete “[Application for Independent Research](#)” and obtain required signatures
- Enroll in INTS 3990

Curriculum Course Descriptions

INTS 3000 - Research Methods & Design

This course is for advanced International Studies majors, including Departmental Distinction, that intend to write a thesis in INTS. The course introduces students to the fundamental elements of social science research. It also serves as a workshop to complete a literature review and write a research prospectus. The basis of any scientific investigation is a research proposal in which you formulate a question and design a process by which you will explore that question through a systematic collection and analysis of evidence. The design process is the same whether you are writing a short class research paper, or are conducting a major research project, such as a thesis. The manner in which evidence is gathered and analyzed, however, will vary based upon the research question, research goals, and resources. We will therefore go through the process of research design. Because the discipline of international studies provides multiple methods of inquiry, we will also explore quantitative and qualitative methods used to gather and analyze evidence.

INTS 3990 – Honors Thesis in International Studies

The INTS thesis project will be an original contribution to the understanding of issues relevant to international studies and to at least one of the specialization areas in INTS. The thesis is not a report or survey of literature of an area of interest. Instead, the thesis goes well beyond a typical class paper in both length and depth, and represents a rigorous, analytical, and complete work of research and analysis. The thesis must feature original research and should critically investigate a theoretically informed hypothesis, using critical and scholarly sources to support an evaluation of the research question. The INTS thesis must show clearly the following elements: excellent critical thinking and writing quality, coherent presentation, and adherence to the general guidelines set forth by the department and faculty advisor.

Note: Both INTS 3000 and INTS 3990 require explicit departmental permission in order to enroll. To obtain the required authorization and thereby register, students must receive an invitation to participate in the INTS Distinction Program based on successful application.

General Thesis Requirements

The International Studies thesis project is the academic culmination of the Departmental Distinction Program. All students who wish to graduate “with distinction” in International Studies must complete a thesis project. The general thesis requirements are as follows:

- Successful completion of INTS 3000 – Research Methods & Design
- A viable research topic and **approval from a participating JKIS faculty member that is willing to advise the thesis**
 - It is the student’s responsibility to seek out and secure an appropriate INTS faculty advisor for the thesis
 - Faculty collaboration is voluntary, and based on the alignment of appropriate and mutual research interests
 - Please see the timeline for more information on when students should start looking for a faculty advisor and what aspects of the program require faculty advisor input
- 50-75 pages
 - Typed
 - Standard font and margins
 - Cover page and table of contents included
- Thesis format should adhere to the Turabian style

- *Kate L. Turabian: A Manual for Writers of Research Papers, Theses, and Dissertations*, Chicago: University of Chicago Press, 7th edition, 2007
- The [University Writing Center](#) offers additional resources for students writing a thesis
- If appropriate for the thesis, the student can obtain written permission from the thesis advisor and the [Director of Undergraduate Student Affairs](#) to use another thesis format
- The student must submit a final, **electronic** copy to the [Director of Undergraduate Student Affairs](#) in .doc, .docx, or .pdf format by the deadline (see timeline to determine deadline)
 - Note: Students enrolled in the UHP should ensure they are aware of UHP requirements and timelines
- Distinction candidates are required to submit a final, graded thesis by noon on Monday week three of the quarter in which they intend to graduate. This is required to comply with University timelines governing official graduation and commencement records. Late submissions will disqualify a student from earning Distinction in INTS and may result in a failing grade for INTS 3990.
- Final drafts submitted beyond a week before the deadline will not be accepted by faculty thesis advisors

NOTE: Once a student has secured an advisor, work on the thesis may begin. Generally, a student will submit several drafts before a final thesis is accepted and graded. It is important that the student and faculty advisor establish clear expectations of one another during this process, as well as a specific and reasonable timeline for comments/edits to assist revisions on the thesis. Students should not expect faculty advisors to examine their work at the last minute or beyond the agreed upon timeline.

University Honors Program

International studies majors enrolled in the University Honors Program (UHP) must complete departmental distinction in international studies. If a student has a second major in addition to international studies, they can do departmental distinction in international studies OR their second major. UHP students must meet the requirements for departmental distinction outlined above.

Remember, the deadlines for the University Honors Program are determined by that office and may be different from the INTS Distinction timeline. For more information about these specific deadlines and requirements, please contact the [University Honors Program](#) directly. **International studies majors not enrolled in the UHP can also earn departmental distinction.**

DEPARTMENTAL DISTINCTION PROGRAM TIMELINES



Legend

	Green
	Orange
	Purple

Applications & Requests to Enroll

Required Courses

Faculty Advisor Participation

GRADUATE DEGREE OPTIONS FOR UNDERGRADUATE INTS MAJORS

The Korbel School offers a special pathway to graduate studies for students who ultimately plan to pursue a master's degree. The Jump Start program allows qualified INTS and PPOL majors to ease the transition to graduate school and benefit from a streamlined application process, reduced costs, and a shorter timeframe for the completion of an MA or MPP.

Korbel's master's programs are ranked top 20 in the world and boast a 95% employment rate, and students interested in careers in international relations or public policy are strongly encouraged to take advantage of this opportunity. For more information about Jump Start, contact:

Office of Graduate Enrollment
Sie 1005
korbeladm@du.edu
303-871-2544

Master of Arts Degree Options

For students that elect to pursue a graduate degree at the Josef Korbel School of International Studies, there are [several Master of Arts degree options](#). Each degree is designed to meet the specific needs and interests of students seeking to acquire the substantive knowledge, skills, and training necessary to pursue the multitude of career paths available in the field of international affairs.

- **The Master of Arts in Global Economic Affairs**
- **The Master of Arts in Global Environmental Sustainability**
- **The Master of Arts in International Development**
- **The Master of Arts in International Human Rights**
- **The Master of Arts in International Security**
- **The Master of Arts in International Studies**

Additional information and extended descriptions about the [Masters Programs](#) offered at the Josef Korbel School of International Studies can be found on our website.

INTS COURSE DESCRIPTIONS

Please note that this list is subject to change, and that not all courses are offered every academic year.

CORE COURSES

INTS 1500 - Contemporary Issues in the Global Economy

Specialization: CORE

Introduction to a range of pressing problems and debates in today's global economy, such as global economy, global markets, and the global commons. Students will have a good understanding of the policy challenges posed by global economic integration and of the theoretical frameworks for understanding the functioning of the global economy.

INTS 1700 - Introduction to International Politics

Specialization: CORE

This course critically examines the nature of contemporary global society. It is designed to familiarize students with the broad parameters of international politics and takes into account numerous methodological and theoretical perspectives. The course explores both the historical development of international politics and how the business of international politics is “done.” The course examines issues such as war and peace, human security, the politics of climate change, and international human rights. The overall goal of this course is to introduce students to the field of International Politics and to make them conversant about the major issues facing the global system in the 21st century.

INTS 2975 - Global Issues Research Practicum

Specialization area: CORE

PRE-REQUISITES: INTS 1500 and INTS 1700

This is the third and final required course for all international studies majors. In the first two introductory classes, you acquired knowledge about international politics and the global economy. In this class, we investigate where that knowledge came from. How do researchers learn things about the political world? And how can you do this kind of research yourself? Students will learn about different types of international studies research, and will practice collecting and evaluating evidence from interviews, surveys, the written record, and quantitative sources. You will learn to ask a compelling research question, critically evaluate existing research on your subject, and find evidence that will help you answer your question. Your final project will be to design a research project that you could feasibly conduct in a future quarter.

UPPER-DIVISION COURSES

INTS 2160 – Labor in the Global Political Economy

Old Specialization(s): Global Political Economy & International Politics

New Specialization(s): Global Economic Affairs

This course will explore and examine the role of labor in different parts of the global economy. According to world systems theory (Wallerstein et al.), there is a global division of labor into three zones: (1) core (essentially the wealthier, high-tech, highly industrialized economies), (2) periphery (generally, but not always, those that provide basic food stuffs and unprocessed raw materials to the richer countries), and (3) what is referred to the ‘semi-periphery’ (countries that have elements of both the core and the periphery, which tend to be ‘in the middle’ economically, so to speak). In each of these three zones of the global economy, labor tends to function in quite different ways in terms of wages and working conditions, technical pre-conditions (education of the work force), etc. In a similar light, many manufactured products today are not made in one place, but are the products of this global division of labor. Often *one part of the manufacturing process* begins in one zone, but the refining and final manufacture takes place somewhere else – making the process truly global. The global division of labor is made possible by increasingly cheap transportation costs and cheap sources of energy. Consequently, the course will examine the processes of the global division of labor, how it seems to influence global production and its fundamental dynamism (but also instability), as production moves from one part of the world to another.

INTS 2180 – Politics of Development

Old Specialization(s): Global Political Economy & International Politics; International Development & Health; International Organizations, Security & Human Rights

This course seeks to answer an overarching question that plagues development studies: why are some countries poor while other countries are rich? Furthermore, we ask why poverty is persistent around the world, and how the economic, political, and social structures of a society can improve conditions of poverty within a country. We begin answering these questions by reviewing the history of development, especially development conceived since the 1950s, when the post-war world saw a need to rebuild societies in Europe, up to the present time, when human development became the focus in the decade following the end of the Cold War. The course covers the major documents promoting theories of development, as well as looks at the historical record of the implementation of development policies (noting the divergence between theory and practice). We consider specific case studies in the process of asking why some countries are poor and others are rich.

Furthermore, we are concerned with the role of country policies and implementation practices, with the impact of international organizations (multilateral development organizations), and the influence of bilateral foreign aid, on development progress or decline within countries.

INTS 2181 – Culture and Identity in World Politics

Old Specialization: International Organizations, Security & Human Rights

How can a cartoon represent both humor and disdain? How can it become a symbol for freedom of speech and a trigger for violence? As events in recent years in Paris, Ukraine, Guinea and the US show, the symbolic importance attached to actions and artifacts vary and trigger different responses. This course will examine how culture and identity influence the perception of world issues and reactions to them. We will look at the construction of meaning and its impact on priorities and political action. We will also explore power dynamics and political voice.

INTS 2235 – Gender and International Relations

Old Specialization(s): International Development & Health; International Organizations, Security & Human Rights

New Specialization(s): Global Governance and Human Rights; Global Health and Development

The study of gender and international relations (IR) is multi-faceted and complex. Both in theory and in practice, gender inheres in all aspects of IR—from globalization, to development, to security and human rights. Conversely, the ideas and processes that comprise the international political realm directly impact the everyday lives of women and men all over the world. What is it like to be a woman in post-Taliban Afghanistan? Why is homosexuality taboo in Iran, but not in many other parts of the world? Did Soviet communism really promote gender equality? These are only a few of the questions that we will address over the ten weeks of this course. After an introductory discussion of the broad implications of gender for international political issues and vice-versa, we will embark upon a quest to unravel the ways in which gender identities and sexualities come to be defined and practiced in different times and places, while simultaneously considering how these same identities constitute the contexts in which they are situated. Our journey will begin in Ancient Greece, where we will explore meanings of love and sexuality as presented by the great philosopher Plato. Continuing on this historical expedition, we will venture to the Soviet Union to investigate the construction of gender and sexuality under communism, before embarking on a contemporary trip to the Middle East, Latin America, and Asia. At each stop along the way, we will endeavor to discover the mechanisms through which gender and sexuality are constructed, and reflect critically upon what these diverse constructions mean for the lived realities of men and women in different parts of the world.

INTS 2270 – Sustainable Energy

Old Specialization(s): International Development & Health; International Organizations, Security & Human Rights

New Specialization(s): Global Environmental Sustainability

This course will examine the political and policy problems, national and international, involved in trying to create a sustainable energy system. We will begin by learning about how to think about energy as a system, how it is made up of interlinked technological, political, social, and economic components. After discussing what is unsustainable about the current system, we will delve into the challenges of changing the system to a more sustainable one. In addition to learning about some alternative energy technologies, we will study how different countries, and international agreements, are trying to push the system into a new direction. This field is moving very rapidly. For that reason, students will learn about diverse sources of information on energy and energy policy, from mass media to think tank and government reports to more traditional journal articles and books.

INTS 2370 – Globalization and the Knowledge Economy

Old Specialization(s): Global Political Economy & International Politics

New Specialization(s): Global Economic Affairs

Much has been made of a new “knowledge economy” in which human capital has ascended to prominence over the traditional components of capital and labor. Further, the concept of “economic globalization” captures the realities of increasing interactions but exaggerates the notion of a single world economy connecting all producers, distributors, and

consumers. In this class we examine the meaningful yet variable processes of increased knowledge diffusion and economic interaction to identify clusters of innovation, indicative of the knowledge economy. We then assess the applicability of globalization on a sector/ industry basis to identify ongoing transformations and future implications for knowledge development.

INTS 2380 – Comparative Development Strategies

Old Specialization(s): Global Political Economy & International Politics; International Development & Health

New Specialization(s):

The course is comparative in nature, discussing the development of the First World in contrast to those development paths now being advocated for and implemented by the Third World. Are developing countries really constrained in their ability to implement the sorts of policies common in the First World during the late 18th and 19th Centuries? What are the differences and similarities between First World development theory and practice, and Third World development theory and practice? What are the implications of these comparisons for development policy today?

INTS 2430 – The History of the Middle East

Old Specialization(s): Global Political Economy & International Politics; International Development & Health; International Organizations, Security & Human Rights

New Specialization(s): Global Governance and Human Rights; International Peace and Security

This course treats the emergence of the modern Middle East in the modern period, roughly from the late 18th century to the present and will examine the following topics: reformist attempts to meet the European challenge; the age of colonialism; the rise of nationalism; development strategies of socialism and capitalism; the impact of Israeli and Palestinian nationalism; the petroleum factor; the Islamic Revolution in Iran; Saddam Hussein's Iraq; the Gulf War and the war on terror.

INTS 2468 – Resolving Conflict by Negotiation

Old Specialization(s): International Organizations, Security and Human Rights

New Specialization(s): Global Governance and Human Rights; International Peace and Security

Social conflict is a national and global issue often expressed in violent ways culminating in shootings, civil war, and international terrorism. It is easier to escalate conflict than diffuse it, and easier to fight rather than negotiate, situations that often lead to frustration and insecurity for disputants. This course examines approaches and mechanisms of conflict resolution within the context of personal, cultural, and political barriers to understand why parties continue to fight or manage to solve their differences through settlement and reconciliation, and teaches techniques of conflict resolution, essential skills for progress and prosperity in the modern world.

INTS 2470 – Crime and International Politics

Old Specialization: Global Political Economy & International Politics; International Development & Health; International Organizations, Security & Human Rights

New Specialization(s): Global Governance and Human Rights; International Peace and Security; Global Economic Affairs

What constitutes a crime in one location may constitute a personal right, a survival strategy or legitimate business opportunity in another. So how then does one address criminality in a global society? This course explores the roots of transnational crime and both domestic and international response to criminal network. Topics include corruption, the drug trade, and human trafficking.

INTS 2490 Introduction to Global Health

Old Specialization: International Development & Health; International Organizations, Security and Human Rights

New Specialization(s): Global Governance and Human Rights; Global Health and Development

This class is an introduction to the field of global health and explores relationships between social, political, cultural, and economic conditions of mostly low and middle-income countries and their impact on health and health services. We will

spend some time covering health issues in high-income countries as well. A major focus of the course is the evolution of primary health care and alternative strategies in global health. Topics addressed include: maternal and child health, nutrition, the rise of non-communicable diseases, water and sanitation, community engagement, global health agencies, and funding sources. The course presents an overview of the multiple factors that influence global health and emphasizes the importance of a multidisciplinary approach to global health challenges.

INTS 2605 Nuclear Weapons in International Security

Old Specialization: International Development & Health; International Organizations, Security and Human Rights

New Specialization(s): International Peace and Security

What role do nuclear weapons play in international politics? Why do states develop nuclear weapons? How are these weapons used in different crises? This course is an introduction to different themes in nuclear politics. The course will introduce students to the history of nuclear weapons, theories of nuclear deterrence, crises, non-proliferation, and disarmament. We will examine the nuclear weapons choices of different states, including those who have developed nuclear weapons, and those which have chosen to give them up. We will also assess if the international nuclear non-proliferation regime has been successful in attempting to spread nuclear weapons. The course will train students to pay attention to theoretical debates on nuclear weapons and how they speak to policy considerations and assess these arguments using historical empirical evidence. The course will also use these tools to assess current nuclear challenges with regard to U.S.-China competition, and the different crises involving North Korea, Iran, Russia, India, and Pakistan.

INTS 2700, 2701, 2702, 2703 and 2704 - Topics in International Studies

Note: these course numbers indicate special “topics” courses that are added to the regular INTS curriculum periodically at the discretion of the department, and generally focus on special developments, debates or trends in international affairs. These courses are generally offered only once. In that event that a course is offered more than once, please be aware that the designated course number is *subject to change*.

INTS 2708 – Contemporary U.S. Foreign Policy

Old Specialization(s): Global Political Economy & International Politics; International Organizations, Security & Human Rights

New Specialization(s):

When the United States first won its independence, its leaders sought to avoid at all costs the countless problems awaiting any country engaging in foreign affairs. Indeed, John Quincy Adams, in 1821, warned the United States of the dangers of “going abroad in search of monsters to destroy.” In September of 2002, however, as American forces occupied one country and prepared to invade another, the Bush Administration released its National Security Strategy of the United States, which states: “To contend with uncertainty and to meet the many challenges we face, the United States will require bases and stations within and beyond Western Europe and Northeast Asia, as well as temporary access arrangements for long-distance deployment of U.S. forces.” How did we go from isolation to empire? In this course, we will attempt to answer this question by exploring the progression of American foreign policy from its emergence out of isolation to its current stage of interventionist superpower. We will also identify and discuss key issues that are driving America’s conduct abroad as well as evaluate the strengths and weaknesses of the given policies addressing these important issues. By the end of the class, students should have a solid knowledge of the major themes and developments in the history of American foreign policy as well as the ability to critically reflect upon on-going foreign policy debates.

INTS 2715 - Introduction to Comparative Politics

Old Specialization(s): Global Political Economy & International Politics; International Development & Health; International Organizations, Security & Human Rights

New Specialization(s): Global Governance and Human Rights; Global Health and Development; International Peace and Security

This course offers an introduction to the comparative study of political systems throughout the world. In the years following World War II, social scientists traveled extensively to newly decolonized regions of the world to examine societies there. Many found conditions so distinct from those of the western world that they warranted new models of political development. The distinguishing of development patterns in remote regions from those of western nations became the origin of modern comparative politics. The course considers both the impact of internal and external variables on political development. Internal or "domestic" variables include ideology, geography, economics and culture, while external variables include "globalization" and international conflict. Class includes understanding and critique of models of political development including classical liberal, authoritarian, communist, post-communist, "late" development, and social democratic models. It also includes discussion of possible new models in light of globalization and other factors.\

INTS 2760 Epidemics, Pandemics, and Panic

Old Specialization(s): International Development and Health

New Specialization(s): Global Health and Development

Sickness has terrorized humankind for centuries. Be it the Black Death, HIV/AIDS, Ebola, or the flu, diseases sweep through society leaving death and destruction in their wake. At times, it is the the microbes that cause the greatest amount of suffering. Smallpox, for example, is believed to have killed 200-300 million people in the 20th century alone. But at other times, it is the people, who respond with ignorance and fear, that exacerbated the situation and inflict untold pain. Public policies which punished the poor for their poverty resulted in a million plus deaths during the Irish Potato Famine is one such example. Likewise, community responses couched in fear and victim blaming left tens of thousands to die from HIV/AIDS before serious public efforts to attack the disease began. Although illness brings out the worst in humanity, it also brings out its best. It was the pain and suffering from smallpox that led to the creation of the vaccine, a tool that saved millions of lives. It was belief in the benefits of a smallpox-free world that led mortal enemies to work together during the Cold War to eradicate this threat. This course will examine threats to the health of people around the world, it will look at the scientific tools available to protect our health, and will explore how both biological and social factors contribute to successes and failures of such efforts. This course is designed for those who do not have any background in public health, biology, or in public policy but are fascinated by how global society shapes and is shaped by the most humble or living things—microscopic organisms. Throughout the class, you will learn the basics about biological factors that influence the spread of disease, and learn about medical and social tools we have to control the same. We will examine public and policy response to ancient and modern plagues. Case studies include Black Death, Smallpox, influenza, HIV/AIDS, famine, and emerging biological threats.

INTS 2790 Ethics and International Affairs

Old Specialization(s): Global Political Economy and International Politics; International Organizations, Security and Human Rights

New Specialization(s):

This course examines the following: social science and ethics, power-rivalry and capitalism versus human rights and democracy, the dimensions of poverty, what role the World Bank plays, the laws of the people, the two classes of human rights, national interest, and tolerance.

At the end of this course, 1) students will have listened to the voices of indigenous, Black, and Latin women describing the oppression their communities have faced, 2) thought deeply about the “solidarity-dividend” (Heather McGhee) available to all including white folks in college education, health care, and every aspect of economic and social wellbeing, 3) have an understanding the role of settler colonialism and colonialism in the initial emergence and reemergence of fascism, and 4) understood the characteristic features, from Nazism to Putin to today in America, of the anti-democratic and inhuman Right.

INTS 3000 - Research Methods & Design

Specialization(s): N/A – required for Departmental Distinction and University Honors Program students

PRE-REQUISITES: INTS 1500 and INTS 1700; must be an INTS major and receive departmental permission.

This course is designed for advanced International Studies majors, including Department Distinction, that intend to write a thesis in INTS. It introduces students to the fundamental elements of social science research and will serve as a workshop to complete a literature review and write a research proposal. The basis of any scientific investigation is the research proposal in which you formulate a question and design a process by which you will explore that question through a systematic collection and analysis of evidence. The design process is the same whether you are writing a short class research paper, or are conducting a major research project, such as a thesis. The manner in which evidence is gathered and analyzed, however, will vary based upon the research question, research goals, and resources. We will therefore go through the process of research design. Because the discipline of international studies provides multiple methods of inquiry, we will also explore quantitative and qualitative methods that may be used to gather and analyze evidence.

INTS 3002 - International Trade and Development

Old Specialization(s): Global Political Economy & International Politics; International Development & Health

New Specialization(s): Global Health and Development; Global Economic Affairs

PRE-REQUISITES: INTS 1500 and INTS 1700

This course introduces students to the politics and economics of international trade. Special attention is paid to the relationship between international trade and economic development and to the experiences of developing countries in the international trading system. Alternative perspectives are introduced and applied, both historically and to a selection of contemporary issues that affect developing countries.

INTS 3003 Politics of Germany

Old Specialization(s): Global Political Economy and International Politics; International Organizations Security and Human Rights

Through this course we begin to engage and understand Germany's past, present, and future developments in defining identity and how identity influences internal and external politics. We conduct the course in the politically-charged eastern German regions of Berlin and Saxony where both historic and current events carry additional relevance, including the rise and fall of fascism, post-Cold War divisions, the hope and realities of reunification, and ongoing debates concerning national identity.

INTS 3009 – Culture and Politics in Japan

Old Specialization(s): Global Political Economy & International Politics

PRE-REQUISITES: INTS 1500 and INTS 1700

The main aim of this course is to understand how the political culture of Japan has impacted both its domestic and foreign policy. The course analyses the Japanese political culture within its historical context, highlighting the question of how the culture of Japan interacted with other dynamics (such as history, economy, social and political forces) to shape modern Japanese politics both at home and abroad. Social and political actors such as conservative political parties, the bureaucracy, and the business community are closely analyzed. Special attention is given to study how Japan was caught between different geostrategic-cultural orientations such as "Westernism" and "Asianism" and the impact of these factors on Japan's postwar foreign relations. In this context, the course is looking to see how the defeat in WWII has impacted both the political culture and foreign policy in Japan. Through this summer visit to Japan (Tokyo and Hiroshima), students will meet scholars of Japanese political science and public administration, diplomats, members of political parties, NGOs, and the business community. Moreover, visits to historical sites, Hiroshima Peace Memorial Museum (Hiroshima), the Diet (the Japanese parliament), and both modern and historical cities in greater Tokyo area are also planned to get primary data for better understanding Japanese politics and culture.

INTS 3013 Corruption- A Global Epidemic

Old Specialization(s): Global Political Economy & International Politics; International Development & Health; International Organizations, Security and Human Rights

New Specialization(s): Global Governance and Human Rights; Global Health and Development; Global Economic Affairs

PRE-REQUISITES: INTS 1500 and INTS 1700

Corruption is a ubiquitous phenomenon in all political systems, whether democratic or authoritarian - from illegal campaign contributions and lobbying tactics in America, to vote buying and hijacking elections in Africa, from rigging official government-issued macroeconomic reports in Europe, to securing safe havens for drug, arms, and human trafficking in Latin America and Asia. This class explores corruption from a comparative and international perspective and raises questions such as: What is corruption and how is it measured? What are its causes and effects? Do they vary across countries or regions in the world? When and how does it impede economic opportunity and can it actually lead to efficiency gains? Through what mechanisms does it erode political legitimacy and democratic institutions? What are the “human” costs of corruption? In asking these questions, the course features a number of documentaries and tries to evaluate how conditions for and outcomes of corrupt behavior are similar and different across Europe, North America, Africa, Asia, and Latin America. In addition to the issues related to corruption, the class will also offer a critical review of the contemporary recommendations for “fixing” the problem.

INTS 3014 – Illicit Markets

Old Specialization(s): Global Political Economy & International Politics; International Organizations, Security & Human Rights

New Specialization(s): Global Governance and Human Rights; International Peace and Security; Global Economic Affairs

PRE-REQUISITES: INTS 1500 and INTS 1700

This course explores the relation between illicit networks, security, and the state in the global economy. We study the links between what is considered formal and informal, and legal and illegal, in order to examine what official views obscure in the everyday relations of transnational activities. The material largely examines illegal practices from the ground-up from the perspectives of everyday civilians, communities, and those involved in extra-legal activities. We begin with a critical examination of the categories of “illegal,” “illicit,” “the state,” and “corruption.” We reveal these categories as cultural and political constructs rather than as pre-existent neutral categories of analysis. Some questions we ask are: Who applies these definitions? How have they changed and what interests do they serve? Are distinctions between “illegal” and “illicit” useful or do they obscure the power of the state to determine legitimacy? Are some activities inherently illegal? Moreover, we explore the impacts of state security and militarization efforts on extra-legal networks and experiences of insecurity.

INTS 3016 Global Governance

Old Specialization(s): Global Political Economy & International Politics; International Organizations, Security & Human Rights

New Specialization(s):

PRE-REQUISITES: INTS 1500 and INTS 1700

The term “global governance” is often associated with the deepening of globalization. Many parts of what we see as global governance, though, from international law to international organizations to international regimes to international norms have longer histories. The architecture of global governance has often been assumed to be nation states organized into international organizations but in the last 30 years we have witnessed an increasing range of different actors and forms. In this course, we will examine these various actors and forms and how they interact in the governance of three issues areas: climate change, business/security/human rights, and cyber.

INTS 3017 Revolutions of Black, Brown and Indigenous Peoples: Violence and Nonviolence

Old Specialization(s): Global Political Economy & International Politics; International Organizations, Security & Human Rights

New Specialization(s): International Peace and Security; Global Economic Affairs

PRE-REQUISITES: INTS 1500 and INTS 1700

This course focuses on revolutions of black, brown and indigenous people in the Americas, ones historically forgotten in academia, as well as the issue of violence and nonviolence in the Chinese, Indian, Tibetan and South African revolutionary movements. It will set this glaring omission and rich discussion in the context of the eugenics which marked the study of international relations and sociology, including of revolutions, in the United States in the 1920 and 1930s and whose influence continues until now. We will begin from Robert Vitalis's surprising *White World Order, Black Power* which underlines the central role of W.E.B. Dubois in challenging these racist disciplines. We will also read Aldon Morris's *The Scholar Denied* on Dubois' founding of an anti-racist American sociology and how, for political reasons, this came to be denied by the famous, egregiously racist "Chicago" school of Robert Park. We will begin from the great struggles – black soldiers on both sides in the American Revolution and how black Patriots played the decisive role on the American side, benefiting all revolutionaries (Gilbert, Black Patriots and Loyalists), the great insurrection of people who were enslaved which made Haiti (CLR James, *Black Jacobins* and Elizabeth Fick, *The Making of Haiti*), and the role of pardos (blacks) and indigenous people in Venezuela (Robin Blackburn, *The Overthrow of Colonial Slavery*) – in the New World. We will trace the role of those who were enslaved in forging many great revolutions – each of which is vital to creating a free society for all - which have been hidden academically and historically, by a kind of amnesia. We will then explore the debates about violence and nonviolence central in mass uprisings against colonial racism and domination in China, Tibet, India, and South Africa. We will consider explanations of why such major revolutionary movements have been long "forgotten" in academic study and ask what new light these revolutions cast on the standard trajectory of European revolutions. At the end of the 19th century, W.E.B. Dubois, for example, refers to the "color line" in projecting twentieth century movements. In academia, the past is often interpreted in a "too European" and, unselfconsciously, "White" (often "forgetting" colonialist and racist crimes...; hostile to ordinary white folks) idiom. In addition, we will discuss the revolution from below in China - rarely considered with dispassion or even sympathetically, though Theda Skocpol and William Hinton do - as well as the oppression/ethnic cleansing of minorities in China, particularly in Tibet. We will thus contrast some strengths and weaknesses of regimes emerging from violent revolutions in the Americas, Haiti, and China, and look at attempts to forge mass nonviolent revolutions and learn from/modify Gandhi in India, Tibet and South Africa. We will also compare movements of indigenous people in the Americas, Palestinians, and Tibetans against settler colonialism. Finally, we will ask to what extent the nonviolent transition to a new regime actually limits future oppression and violence in India and South Africa.

INTS 3020 – Introduction to the Middle East and Islamic Politics

Old Specialization(s): Global Political Economy & International Politics; International Organizations, Security & Human Rights

New Specialization(s): Global Health and Development; Global Economic Affairs

PRE-REQUISITES: INTS 1500 and INTS 1700

The contemporary politics of the Middle East cannot be understood without some debate of the West's relationship with the region and the associated view of the 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 suitable framework in which to understand the major themes of this course. The first major theme to be discussed is the impact of colonialism on the region, particularly in the latter half of the nineteenth and first half of the twentieth century. In this section of the course we will explore the nature of political rule and government and the prevailing economic motive behind this imperial and colonial relationship. The second theme of this course will explore political ideologies, both secular and religious. A historical overview of this development will be explored in the context of current theories of nationalism posited by authors such as Benedict Anderson, Eric Hobsbawm and Ernest Gellner. The final section of this course will briefly explore the theme of democratization and its discontents in the Middle East. The focus will be on recent debates about democratization that have been promoted from outside the region as a means of combating tyranny within the region, particularly the perceived anti-democratic nature of political Islam. In conclusion, this course will critically evaluate the widely held assumption that interprets the instability of the Middle East as a sui generis truth rooted in the cultural essence of Muslim societies.

INTS 3021 – Introduction to Islam and Politics

Old Specialization(s): Global Political Economy & International Politics; International Health and Development

New Specialization(s): Global Health and Development; Global Economic Affairs

PRE-REQUISITES: INTS 1500 and INTS 1700

Since the eruption of the 'Islamic Revolution' in Iran in 1979, 'political Islam' has influenced both public and academic debates. Though often accused of being 'anti-democratic' forces, Islamic political actors have dominated electoral politics in the Middle East and have spread politically elsewhere in world politics. The Islamic Salvation Front "ISF" in Algeria, the Justice and Development Party "AKP" in Turkey, the Islamist Hamas in Palestine, Nahda in Tunisia, and Muslim Brothers in Egypt have all defeated their secular opponents in democratic elections in the last three decades and many of them were ousted by military interventions. What is political Islam about? Is it harmonious with democracy? What are its intellectual, social, and historical roots? How do Islamists behave when in power and opposition and why? These are some of the pivotal questions to be addressed in this course.

INTS 3025 – Current Issues in Human Security

Old Specialization(s): Global Political Economy and International Politics; International Development and Health; International Organizations, Security and Human Rights

New Specialization(s):

PRE-REQUISITES: INTS 1500 and INTS 1700

This course surveys the various debates, concepts, and issues clustered around human security. Human security is a relatively new concept that challenges the traditional, state-centric approach of "national" security. A more inclusive term, human security includes economic, environmental, and social concerns such as poverty, climate change, crime, and disease in addition to the traditional focus on conflict and political violence. This course will explore the development of human security as a term, focusing particularly on the emergence of human security as a category of global governance. It will also investigate a range of issues that challenge human security. Students will engage with these issues through assigned readings, class discussion, policy assessment, and in-depth case studies.

INTS 3030 Sports and International Politics (4 Credits)

Old Specialization(s): Global Political Economy and International Politics; International Organizations, Security and Human Rights

New Specialization(s): International Peace and Security; Global Economic Affairs

PRE-REQUISITES: INTS 1500 and INTS 1700

This advanced undergraduate course in international studies explores the complex connections between sports and international politics in the past and present and sport's relationships to international peace, both historically and in contemporary times. At the heart of this contribution is the need to examine sport as an international issue, to explore and its relationship to the protection and advancement of human rights (to include gender equality and the rights of those with disabilities), and to critically examine the role of sport in fostering community-level social cohesion and inclusive national unity. Participants in the course will gain a critical knowledge of the origins, background, and issues in global sport, especially the Olympic Games, and a critical awareness of the potential opportunities and obstacles for sport in social development. Learning outcomes are attained through faculty presentations, guided discussions, and student-led research. The course is designed as a research colloquium in which participants develop and share a research dossier on course topics with a capstone seminar to integrate learning and share findings on historical and contemporary issues at the intersection of sport, power, profit, and peace.

INTS 3040 Technology and Development

Old Specialization(s): International Development and Health; International Organizations, Security & Human Rights

New Specialization(s):

PRE-REQUISITES: INTS 1500 and INTS 1700

From the classic works of Adam Smith and Karl Marx to contemporary analyses by noted development economists Jeffrey Sachs and William Easterly, the role of technology in fostering economic growth and wider well-being is firmly established. As the application of embodied knowledge, technology enables increased productivity, as well as new capabilities, goods, and

services. While the role of technology in promoting human advancement is well established, the specific processes required for the effective development and use of technologies is less understood. Further, technological development varies considerably between developed and developing contexts with persistent inequalities hindering basic needs for billions.

INTS 3111 Migration and Development (4 Credits)

Old Specialization(s): International Development and Health

New Specialization(s): Global Health and Development

PRE-REQUISITES: INTS 1500 AND INTS 1700

This course will discuss the multifaceted relationships between human migration and development. We will explore both the ways that development influences migration and the ways that migration, in turn, shapes development. While the course will be global in scope, we will pay particular attention to the way that these global processes impact communities locally, applying our classroom learning to economic and social development challenges faced by immigrants and refugees in the Denver area. The course will focus on how human mobility (and immobility) affects prospects for economic and social development on three levels: the development of (a) the communities and countries people leave, (b) migrants themselves, and (c) the communities and countries that people enter. We will also consider modern barriers to mobility and the economic and ethical implications of modern migration management regimes. Students will be actively involved in their learning through group projects, debates, and reflective writing.

INTS 3121 – War, Women, and Peace

Old Specialization(s): International Organizations, Security & Human Rights

New Specialization(s): Global Governance and Human Rights; International Peace and Security

PRE-REQUISITES: INTS 1500 and INTS 1700

Conflict is gendered: it both shapes and is shaped by the gendered roles people play in society. Traditionally, men fight while women play supportive roles, men are perpetrators of violence while women are victims of this violence. However, this simple story is not only inaccurate, it limits our capacity to identify and analyze the full range of activities that men and women pursue during conflict. This story encourages us to valorize the warrior man and condemn men as cowards who will not take up arms. This story encourages us to expect women to be the victim and to ignore or treat as aberrant women who are perpetrators of violence themselves. This story also ignores the reality that the male/female dichotomy does not represent the full continuum of gender expression. The processes of peace-building are similarly gendered as it is elites who sit down to discuss the cessation of violence and design peace agreements and these are nearly always men who fight. Post-conflict environments are structured by peace agreements. When agreements are written by particular men, institutions and social structures tend to maintain the same kinds of gender bias that existed during conflict. This class will explore a range of issues guided by the question: how are conflict and post-conflict processes gendered? The focus will be primarily on women but in understanding the constraints of social structure on women, we also better understand the constraints on men and the implications for people who challenge these categories. This class focuses on the gender elements of these processes through a range of mostly recent cases.

INTS 3130 – International Relations Theory

Old Specialization(s): International Organizations, Security & Human Rights; Global Political Economy and International Politics

New Specialization(s):

PRE-REQUISITES: INTS 1500 and INTS 1700

This course examines the important classical, behavioral, and post-behavioral theories of international relations, and the nature of theory in international relations. Topics will include the role normative theory; levels of analysis, structure-agent relationships, and concepts of foreign policy behavior and decision making; utopian/neo-liberal and realist/neo-realist theory, and democratic peace theory; theories of power and its management; theories of integration, cooperation, conflict, war, and geopolitical and ecological/ environmental relationships; constructivism; systems theory; regime analysis; the

relationship between theory and the international system in the early 21st century; traditional and contemporary paradigms of the international system.

INTS 3205 – Comparative Politics of the Middle East

Old Specialization(s): Global Political Economy & International Politics; International Development & Health; International Organizations, Security & Human Rights

New Specialization(s):

PRE-REQUISITES: INTS 1500 and INTS 1700

In this course, we will study the political systems of the contemporary Middle East, with particular attention to dynamics of stability and change. The course introduces students to contemporary Middle Eastern politics. The goal is to provide students with historical background and theoretical tools to answer the following core questions: (i) why there are no Arab Democracies? (ii) What accounts for the rise and fall of popular uprisings in the Arab world since 2010? (iii) What accounts for the region's current economic hardships? (vi) Would the adoption of Western-style political institutions improve governance and stability in the region? We will evaluate possible answers to these questions by scrutinizing the logic of theories, identifying their implications, and assessing them with available data. All of these questions will be examined in the context of the ongoing Arab uprisings.

INTS 3210 – Political Violence and Its End

Old Specialization(s): International Organizations, Security & Human Rights

New Specialization(s):

PRE-REQUISITES: INTS 1500 and INTS 1700

This course centers on the nature, character, strategies and termination of the range of forms political violence—violence used to achieve political ends be it by states, the international community, or non-state actors—takes in the early 21st century. After a general discussion of the lexicon of security, force, war, and war termination, each of the five forms of political violence are explored beginning with a discussion of the fundamentals, an exploration of the current context and character of the form centering on a leading book on the subject, and then a discussion of counter-strategies and broader political/societal considerations. The course ends with a similar three-part discussion of the political/military realities and necessities of violence termination.

INTS 3212 Civilian Protection in Armed Conflict

Old Specializations(s): International Development and Health; International Organizations, Security and Human Rights

New Specialization(s):

PRE-REQUISITES: INTS 1500 and INTS 1700

There are many courses on security topics. Civil wars, terrorism, violence, genocide, peacekeeping and peacebuilding, humanitarian intervention, human security...the list goes on. This course is different. This course is about the protection of civilians in wartime. Civilian protection is one of the great challenges of our time. The means of violence have been distributed and small groups of people are able to inflict harm as never before in human history. Yet there are also emerging and cutting-edge procedures and technologies available to the “protectors.” Civilian protection is a new perspective on security that differs from existing treatments of this topic. We will begin the course with an overview of theories of violence and legal and ethical frameworks governing the use of force. We will consider issues such as what it means to be a civilian, and what normative and strategic considerations motivate decision-makers to take protective actions. The rest of the course is organized by the different actors that might provide protection. We will consider (theoretically and empirically) how various actors throughout society, from state actors, to international organizations, to illegal armed actors, to NGOs, 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 3215 Major Issues in International Security

Old Specializations(s): International Organizations, Security and Human Rights

New Specialization(s): International Peace and Security

PRE-REQUISITES: INTS 1500 and INTS 1700

This course begins (in Part I) by considering the threat that created the field of “security studies” following the second World War: the origins and evolution of the nuclear danger. Part I ends with an assessment of the most dangerous manifestation of that threat in several decades: North Korea’s acquisition of nuclear weapons and long-range missiles. We turn next to addressing (in Part II) a question that seemed answered since the dawn of the nuclear age, when the United States moved from its defeat of Fascism in World War II to the containment of communism in the Cold War, to expanding the zone of free market democracies during the post-Cold War era: What does the United States seek to secure? Even if all could agree on the nature of particular security threats and the fundamental goals of security policy (as occurred for the United States after the attack on Pearl Harbor), enormous challenges confront the formation and implementation of national security strategy and policy. Part III of the course will identify and evaluate those challenges, using the 2003 decision to invade Iraq as a case study of the enduring problems that confront national security policy-making. We finally turn (in Part IV) to analyzing a series of current issues, including the threat posed by violent Islamist organizations, the consequences of U.S. disengagement in the Middle East, the impact of changing technology on the international security environment, (drones, surveillance, cyberwar, hybrid warfare), and the risk of conflict between the United States and two other major powers: Russia, and China.

INTS 3218 Intelligence Analysis and the U.S. Policymaking Process

Old Specializations(s): International Organizations, Security and Human Rights

New Specialization(s): International Peace and Security

PRE-REQUISITES: INTS 1500 and INTS 1700

This course will provide an overview of the intelligence collection and analysis cycles, as well as the national security policymaking process. It will examine case studies in which both the perceptions and biases of analysts or policymakers resulted in intelligence failures, and discuss ways to avoid those misperceptions and counter biases. The course will conclude with a short simulation in which students will each play a member of the National Security Council, debating over the pros and cons of an important foreign policy decision.

INTS 3220 Trafficking in Persons/Smuggling of Migrants

Old Specializations(s): International Development and Health; International Organizations, Security and Human Rights

New Specialization(s): Global Governance and Human Rights; Global Health and Development

PRE-REQUISITES: INTS 1500 and INTS 1700

Through the Education for Justice (E4J) initiative, the United Nations Office on Drugs and Crime (UNODC) has developed a series of university modules with a focus on the subject areas of crime prevention and criminal justice, anti-corruption, organized crime, trafficking in persons and smuggling of migrants, firearms, cybercrime, wildlife, forest and fisheries crime, counter-terrorism as well as integrity and ethics. In recent years there have been few topics garnering as much widespread interest as trafficking in persons (TIP) and smuggling of migrants (SOM). These issues have attracted the attention of Governments, NGOs, International Organizations, the media as well as academia. While this attention tends to provoke vivid discussions in political circles, social networks and other media platforms, there is little solid understanding of TIP and SOM, the difference between them and their implications. Last Spring, I joined 12 other academics with expertise in human trafficking and human smuggling from around the world for a week in Doha, Qatar to create a syllabus primarily for the teaching of TIP and SOM at universities and colleges. The 14 Modules on TIP and SOM will provide students with a practically oriented, though still theoretically grounded, tool to understand these issues. Thanks to the inputs received from an addition 100+ academics from all around the world, the Modules' contents are substantively robust. This strength is reinforced with a series of illustrative examples and exercises aimed at generating debates and consolidating knowledge among students. Given the considerable safety risks posed by TIP and SOM and the related need to ensure that perpetrators are made accountable, the course relies heavily on a legal approach, acknowledging the importance of clarifying concepts and

employing rigorous terminology. This notwithstanding, the course is also grounded in a multidisciplinary methodology, recognizing that the complexity of the trafficking in persons and migrant smuggling phenomena extends beyond the legal realm. Consequently, a comprehensive understanding of TIP and SOM is not possible without the convergence of various disciplines, expertise and perspectives, including the historical, economic, social, political, and gender prisms, that are all considered in developing the course.

INTS 3222 International Law and Human Rights

Old Specializations(s): International Organizations, Security and Human Rights

New Specialization(s): Global Governance and Human Rights

PRE-REQUISITES: INTS 1500 and INTS 1700

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 3225 Terrorism

Old Specializations(s): Global Political Economy & International Politics; International Organizations, Security & Human Rights

New Specialization(s): Global Governance and Human Rights; International Peace and Security

PRE-REQUISITES: INTS 1500 and INTS 1700

Over the last century, the term terrorism has been applied most often to the illegal use of violence aimed at governments—directly or indirectly—in an attempt to influence policy or to topple an existing regime. Terrorist acts are designed to create widespread fear across an audience far beyond their immediate victims in order to weaken the general sense of security in society, and to mobilize publics and pressure leaders to change. Historically, terrorism has been practiced by political organizations on the right and on the left, used by nationalist and religious groups, by revolutionaries, and by state institutions including military forces and intelligence services. Numerous definitions of terrorism have been proposed. Many are confusing and controversial owing to the value-laden basis of the concept and its intense stigma. Who seeks to be called a ‘terrorist’? This derogatory term is designated by its victims and ideological opponents. But it is not applied to all episodes of politically-based violence.

INTS 3365 African Development: Patterns, Issues and Prospects for the Sustainable Development Goals

Old Specializations(s): International Development and Health

New Specialization(s): Global Health and Development

PRE-REQUISITES: INTS 1500 and INTS 1700

This is an undergraduate course on Development in sub-Saharan Africa (SSA). It introduces the student to the main issues and themes confronting contemporary African development. It draws on literature from development economics, history, comparative politics, sociology, anthropology, geography and international relations, as well as a broad range of country case studies. The course reviews patterns of development in the SSA region. It then engages with the main theories of economic growth and development and evaluates their application to Sub-Saharan Africa. The main issues include the impact of Africa’s geography, natural resources endowments and climate; the legacy of slavery and colonialism; independence, state formation and failure; patrimonialism, clientelism and corruption; Africa’s economic crisis and reform efforts; foreign aid and debt; democratization and; reflections on Africa and the sustainable development goals. The course will equip the student with knowledge and skills to be a positive and effective player in the area of African development.

INTS 3385 - Migrants and Refugees: Humanity on the Move

Old Specialization(s): International Development & Health; International Organizations, Security & Human Rights

New Specialization(s): Global Governance and Human Rights; Global Health and Development

PRE-REQUISITES: INTS 1500 and INTS 1700

This course begins with the pre-history and history of human migrations and moves to cover the era of European colonization and forced dispersal (and in some cases aggregation) of peoples in the Americas, S.E. Asia, and Africa. The “contemporary” (i.e., post-WWII) era then covers not only the movements of peoples from C. Africa, S.E. Asia, the Balkans, and elsewhere, but will highlight the achievements of immigrants and refugees in such areas as technology, the arts, and the field of human rights. Issues of ethnicity, nationalism, and political Diasporas will bring this the contemporary era to a close.

INTS 3415 State Department Tradecraft

Old Specializations(s): International Development and Health; International Organizations, Security and Human Rights

New Specialization(s): Global Governance and Human Rights; International Peace and Security

PRE-REQUISITES: INTS 1500 and INTS 1700

This is a foreign policy skills-based course designed to foster an ability to more effectively engage internal leadership, the press, and foreign audiences while working in a government context. Students will draft a range of communication products including policy memos, diplomatic cables, and talking points and practice essential oral communications skills ranging from negotiation, speaking to the media, and delivering briefings to officials. The State Department’s communications model will be used as a template for engagement, but the skills will be broadly useful to any individual planning to formulate, implement, and educate on policy in executive and legislative settings.

INTS 3420 Climate Security

Old Specializations(s): International Development and Health; International Organizations, Security and Human Rights

New Specialization(s): Global Environmental Sustainability

PRE-REQUISITES: INTS 1500 and INTS 1700

Since the dawn of agriculture (~7000 BCE), but rapidly accelerating in the industrial age (1750 CE to the present), humanity has conducted an uncontrolled experiment in bending the natural environment to fit human needs and desires. Despite the perceived distance that technology has placed between our physical environments and our daily lives, human interactions with our natural environment are still fundamental – and set to be disrupted by climate change, one of the most vexing issues of our time. It poses a wicked problem: a socio/cultural problem that is seemingly impossible to solve due to incomplete knowledge, the number of people and opinions involved, the large changes required, and the linked nature of the problem with other major social issues and problems. 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 and even the Syrian Civil War. This course will survey the impacts of climate change on livelihoods and human security, evaluate the expanding literature on environmental impacts on conflict, and address the emerging role of environmental stressors and climate change as US national security issues.

INTS 3421 Environmental Justice Policy and Practice

Old Specializations(s): International Organizations, Security and Human Rights

New Specialization(s): Global Environmental Sustainability

PRE-REQUISITES: INTS 1500 and INTS 1700

Environmental justice (EJ) asks how we can ensure a fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the design, implementation, and enforcement of environmental laws, regulations, and policies. In short, how can we facilitate an environment where people live, work, and play exempt from unequitable allocations of environmental benefits (such as natural resource distributions) and harms (such as environmental health hazards). The course will present a historical overview of the EJ movement in the United States and its intersections with global EJ. It 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 justice challenges. Particular attention will be placed on the Colorado State legislature and how different environmental justice bills are designed and negotiated through the legislative session. Students will examine proposed bills and their relationships to social theories on EJ, diverse actors’ interests and needs, and the appropriateness

of the solutions presented to address specific environmental inequities. This will require group collaboration to examine specific EJ bills and produce in-class presentations and a policy brief that engages students critically with the course material and a real-world EJ issue.

In short, with this course you will: • Learn about the EJ movement history • Create and share your own EJ story • Explore issues in water access & air quality, food insecurity, access to nature and open spaces, and more • Understand EJ policy in Colorado and beyond • Analyze EJ policies in the Colorado State legislature

INTS 3425 Political Psychology

Old Specializations(s): Global Political Economy and International Politics; International Development and Health

New Specialization(s): International Peace and Security; Global Economic Affairs

PRE-REQUISITES: INTS 1500 and INTS 1700

Political psychology provides an important lens for studying and understanding political phenomena and global patterns. It maintains that the study of individuals and groups is essential for understanding political behavior, and such study must go beyond rational actor assumptions to an understanding of how individuals and groups behave in political contexts and what influences this behavior. Political decisions and actions are ultimately taken by individual actors, whether they be leaders, elites, or average citizens. This course will explore this important area of theory and research lying at the intersection of several fields – psychology and political science of course, but also sociology, anthropology, organizational studies, and even neuroscience. Why do we see a rise in populism across many countries? How do atrocities and genocides occur? Why is developing peaceful and multicultural societies so difficult? How is voter choice influenced? Why do leaders do what they do? What does security actually mean to people? How is reconciliation achieved? The course will use a combination of readings, case studies, and discussions to enhance class members' understanding and appreciation of the central concepts, theories, research methods, and applications of political psychology.

INTS 3431 International Futures

Old Specializations(s): Global Political Economy and International Politics; International Development and Health; International Organizations, Security and Human Rights

New Specialization(s):

PRE-REQUISITES: INTS 1500 and INTS 1700

Countries vary in relative levels of income, wellbeing, and stability for a variety of reasons, often involving complex interactions that limit our ability to divine a single, general explanation. That said, social science theory, data collection, and quantitative methods have improved significantly over the past several decades providing novel insights into complex, systemic, interactions. These relationships not only help to understand past outcomes but also indicate potential future trajectories under variable scenarios. Using the International Futures (IFs) system, we can begin to understand “where we’ve been”, “where we’re headed”, and “where might we want to be”.

INTS 3435 Political Economy of Globalization

Old Specializations(s): Global Political Economy and International Politics

New Specialization(s): Global Economic Affairs

PRE-REQUISITES: INTS 1500 and INTS 1700

This course aims to provide an in-depth understanding of globalization and its differential impact on advanced and developing countries, using a wide range of literature from political science and political economy. The term ‘globalization’ connotes many different developments and processes and has become a leitmotiv of contemporary debate. It is an ‘essentially contested’ concept, which means that there are multiple meanings attached to it and that it has been heavily invested with normative claims. It can be used to capture the increasing speed and volume of communications, the spread of mass media, the growth of the internet, and the expansion in cross-border and transnational flows of goods, services, jobs, and capital. All of these things are important. But precisely because of the range of phenomena it is used to refer to, and because of its

frequent deployment for ideological ends, the notion of globalization must be handled with care. Though it conveys a reality that needs to be understood, it is often used lazily by the media, as a means of avoiding blame by politicians and for personal aggrandizement by certain public intellectuals. All play on the fear of what lies beyond our control. As employed in this course, 'globalization' lies primarily in the domain of economics—and in the social and political implications of economic change.

Globalization in this sense can be reduced to: • trade (the movement of goods and services across national borders); • direct investment (the purchase of factories or equipment abroad); • and capital flows (the movement of money across national borders).

INTS 3485 – The Role of Religion in International Affairs

Old Specialization(s): Global Political Economy & International Politics; International Organizations, Security & Human Rights

New Specialization(s): International Peace and Security; Global Economic Affairs

PRE-REQUISITES: INTS 1500 and INTS 1700

The role of religion in international affairs was largely unexplored by scholars prior to September 11th, 2001 when religiously based acts of terrorism shook the world. Since that time there has been an increased interest in examining religion in terms of its impact on the international system. Is religion a force for good or evil within the international system? How influential is religion in international politics? Does religion matter or is it merely background noise in our study of the international system. In short, this course examines the role of religion in international affairs with an eye toward understanding political violence, political economy and conflict resolution in terms of religion and religious actors.

INTS 3505 International Health and Development

Old Specialization(s): International Development and Health

New Specialization(s): Global Health and Development

PRE-REQUISITES: INTS 1500 and INTS 1700

Investment in health and investment in development work symbiotically in the production of economic and human well-being. However, what constitutes health and development varies across context, institutions, and geographies. This course will focus on the meaning, measurement, financing and delivery of inputs to human well-being and other aspects of development. This course will explore dominant models of health and development, what assumptions inform these models, and who is left unaccounted for within each. We will examine how macro-level decisions, decisions made by global or national institutions, impact both options and outcomes at the community and individual level. The exchange between development policies and health interventions will be explored. We will examine and critique the instruments and methods that are used to measure health and development and the assumptions that inform mainstream development and health paradigms.

INTS 3530 – Feeding the World: The Politics and Economics of World Food and Agriculture

Old Specialization(s): Global Political Economy & International Politics; International Development & Health; International Organizations, Security & Human Rights

New Specialization(s): Global Governance and Human Rights; Global Health and Development; Global Economic Affairs; Global Environmental Sustainability

PRE-REQUISITES: INTS 1500 and INTS 1700

This course asks students to critically explore contemporary debates about the global food and farming system with an eye to understanding its structure, operation, ideological basis, and impacts on people around the world. Of special interest in the course is the manner in which the global food and farming system both creates and aggravates global inequalities. Students will focus partly on theories of and ideas about the role of agriculture in the economy, society and the development process, the appropriate structure and orientation of agricultural production and distribution, the role of the state in directing food production and distribution, and the nature of justice for farmers and eaters. Students will further engage a spectrum policy debates and case studies that practically illustrate the workings of the global food and farming system and the harsh contradictions that underpin it. Among other topics, students will be exposed to debates about food prices, hunger and

famine, obesity, commercial production and agribusiness, the peasantry and subsistence farming, biotechnology, free agricultural trade, Fairtrade, agricultural pollution and agriculturally-induced climate change.

INTS 3560 – Globalization and International Security

Old Specialization(s): International Organizations, Security & Human Rights

New Specialization(s): International Peace and Security

PRE-REQUISITES: INTS 1500 and INTS 1700

Globalization moved a long time ago from social science concept to omnipresent buzz word, but with increased usage has not always come increased understanding. Globalization is the increased participation, and consciousness of that participation, by individuals in global, that is to say trans-regional or transnational, networks. Today's globalization is made possible in large part of dramatic and continuing changes in technology, but its impacts are social, economic, political, and potentially military changes in perception, in scale, in magnitude, and in threat. This course will specifically concentrate at the intersection of global networks, the technology that makes them possible today and tomorrow, and current political and military security challenges to include national and internal state security, global terrorism, global insurgency, and cyber warfare.

INTS 3590 – Politics in Africa: A Theoretical Approach with a Comparative Perspective

Old Specialization(s): International Development & Health

New Specialization(s): Global Governance and Human Rights; Global Health and Development; International Peace and Security

PRE-REQUISITES: INTS 1500 and INTS 1700

This course will introduce students to basic concepts and arguments in the study of contemporary African politics. The focus is on the politics in Africa post-independence. The course will emphasize theory in a comparative perspective as a way to understand politics in Africa. The basic question is whether politics differ so much in Africa as to be in a category by itself or is it simply a variation on patterns, habits and institutions found in other regions and countries in the world? The course goal is to provide students with important concepts so as to gain a better understanding of processes in Africa and the problems that in some fashion or other accounts for the continent's current marginality in the world and persistent underdevelopment. In addition, the course should expose students to the application and usefulness of general theories of development in comparative politics.

INTS 3591 – Contemporary African Security

Old Specialization(s): International Organizations, Security and Human Rights

New Specialization(s): Global Governance and Human Rights; Global Health and Development; International Peace and Security

PRE-REQUISITES: INTS 1500 and INTS 1700

The end of apartheid in 1993 signaled a critical juncture for African liberation and security. The fall of South Africa's repressive regime marked a new era in African statehood and security apparatus. Apartheid posed the most threat to sovereignty especially for Southern Africa countries and undermined independence on the continent. With the new African National Congress government led by the Nelson Mandela, African countries were poised to focus on development and regional integration to cement cooperation, economic growth and improve the wellbeing of the African people. However, the new epoch coincided with novel challenges to statehood and security as the continent was quickly ravaged by civil wars. Today the continent continues to face numerous security challenges that are interwoven in contemporary global problems like climate change and the rise non-states actors. Using an interdisciplinary approach, this course assesses contemporary security challenges in Africa such as terrorism, insurgency and piracy by examining the causes and institutional frameworks put in place to address them.

INTS 3600 - International Monetary Relations

Old Specialization(s): Global Political Economy & International Politics

New Specialization(s): Global Economic Affairs

PRE-REQUISITES: INTS 1500, INTS 1700 and B- or better in ECON 2030, ECON 2610, or equivalent undergrad course

The course investigates the operation and evolution of today's international monetary system, the political economy of international monetary negotiations, and several key public policy debates in the area of global finance (e.g., will the US dollar continue to be the world's currency, have the IMF and the World Bank responded appropriately to the global financial crisis, and what are the lessons of the current global financial crisis for the governance and regulation of financial markets). The course will be an introduction to these timely and important issues; it will be organized around lecture and class discussion.

INTS 3621 – The Politics of Contemporary Western Europe: Democracies under strain

Old Specialization(s): Global Political Economy & International Politics; International Organizations, Security & Human Rights

New Specialization(s): Global Governance and Human Rights; International Peace and Security

PRE-REQUISITES: INTS 1500 and INTS 1700

This course is a comparative study of democratic governments in Western Europe, how these systems are structured and function, and more particularly the new challenges and problems that are emerging in the region: Euroscepticism, populism, support for right-wing parties, and political polarization. Democracy is the institutionalization of conflict, but democratic regimes vary in regard to the ways that they structure the arenas within which conflict is expressed. We will explore some of those institutional distinctions that vary across Western Europe such as Presidential vs. parliamentary systems, fragmented multi-party systems vs. majoritarian two-party systems, as well as the nature of political parties and the dynamics of party systems. The study of Western European democratic politics however requires some retrospective historical analysis of the nature of the conflicts emerging since the creation of the Modern State and the establishment of democracy. Because many of the present conflicts and problems in today's democratic regimes are legacies with roots in conflicts from the emergence of contemporary states, we will also spend some time in analyzing some of these historical conflicts.

INTS 3625 – Introduction to Contemporary Latin American Politics

Old Specialization(s): Global Political Economy & International Politics; International Development and Health

New Specialization(s): Global Health and Development; Global Economic Affairs

PRE-REQUISITES: INTS 1500 and INTS 1700

This course provides an introduction to the study of Latin American politics. It is designed to provide students the opportunity to better understand how Latin American societies and political systems are organized and the major issues facing these governments and their citizens. In particular, this course will explore the establishment of democracy and the prospects for the consolidation of democratic regimes in the countries of the region. Throughout the twentieth century, economic, social and international factors contributed to political instability in the region and the establishment of non-democratic forms of rule. Although a wave of democratic transitions in the 1980s and 1990s transformed most Latin American countries into electoral democracies, the extent to which countries can be said to have fully democratic regimes varies widely today.

This course is a comparative study of democratic governments in Western Europe and how these politics are structured and function, particularly with regard to the regulation of conflict. Democracy is the institutionalization of conflict, but democratic regimes vary with regard to the ways that they structure the arenas within which conflict is expressed. Presidential vs. parliamentary systems, as well as fragmented multi-party systems vs. majoritarian two-party systems, for example, are extremely important distinctions that have important consequences for the nature of politics within a society. So, too, are the nature of political parties and the dynamics of party systems and the shape and structure of the public opinion and major political attitudes. The study of Western Democratic politics however requires some retrospective historical analysis of the nature of the conflicts emerging since the creation of the Modern States. Many of the present conflicts in Contemporary Democratic Regimes are still legacies from the long lasting and conflictual emergence of the contemporary States. We will also spend some time in analyzing Western European Democracies retrospectively.

INTS 3630 – Global Environment

Old Specialization(s): International Development & Health

New Specialization(s): Global Environmental Sustainability

PRE-REQUISITES: INTS 1500 and INTS 1700

The linkages between social change, economic change and alterations to ecosystems have been apparent, if not overtly acknowledged, throughout history. It was not until 1987, however, with the publication of *Our Common Future*, that such linkages were couched in terms of development and explicitly placed on the international development agenda. The idea appears simple – environmental change, patterns of social change and economic development, social and political factors operate together and impact local, national, regional and global ecosystems. But impacts of the change in any one sector are seldom confined within national boundaries. How then does one address environmental issues across different regulatory, political, institutional and geographic scales? This course examines the connectivity between diverse elements of our planet's ecosystem, explores how a change in one element can have immediate and long-term impacts across local and global territory, and looks at strategies to create greater harmony across environmental, social, political and economic interests.

INTS 3660 – States in Transition & European Integration

Old Specialization(s): Global Political Economy & International Politics

New Specialization(s): Global Economic Affairs

PRE-REQUISITES: INTS 1500 and INTS 1700

This course examines post-communist transition, the process of EU and NATO enlargement, and the prospects for integrating East and West. Europe's recent transformation raises a number of critical questions concerning variation in democratic and economic outcomes across post-communist Europe, the relationship between democratic governance and free market enterprise, and the geostrategic underpinnings for creating a sustainable, peaceful European order. In keeping with these themes, the course will examine politics leading up to the revolutions of 1989, study competing approaches to understanding transition, assess a variety of political and economic outcomes, and consider the prospects for enduring European integration in the aftermath of EU enlargement. We take an eclectic approach that draws on both the comparative politics and international relations literatures. In this connection, we address multiple dimensions of transition and integration—political, economic and geostrategic. Together, the readings and meetings will provide participants with a clear sense both of how individual states have fared in the transition and why, and the implications of continuing integration for the changing balance of power within Europe and globally.

INTS 3665 - Comparative State Building

Old Specialization(s): Global Political Economy & International Politics; International Health and Development; International Organizations, Security & Human Rights

New Specialization(s):

PRE-REQUISITES: INTS 1500 and INTS 1700

Since the fall of the Berlin Wall, countries in East Central Europe have experienced some twenty-five years of fascinating political, economic, and social change as they have tried to rebuild themselves, undergone democratization, and transitioned to a free market. But the legacies of the region's dramatic and often tragic encounters with war and ideology in the 20th and 19th centuries are still shaping how East Central European societies respond to the new horizons following the collapse of the Soviet bloc. This course is designed as an overview and analysis of the processes of state-building in East Central Europe from the eve of imperial independence in the late 19th century to the present day. We will learn about the condition of the states and nations of East Central Europe before WWI and how they embarked on their nation-building projects after the demise of the foreign empires, the Ottoman, the Austro-Hungarian, and the Russian, that had ruled the region for 500 years. We will then discuss the onset of yet another foreign mode of control – communism – and we will learn how communist reality and Soviet hegemony was lived by the people of Poland, Hungary, Czechoslovakia, Serbia, East Germany, Romania, and Bulgaria for over forty years. After the initial wave of optimism after independence, the political chaos and economic backwardness of the interwar period 1918-1939; after the resistance, collaboration and murder of the Second World War; after the terror and senselessness of Stalinism; after the exhilaration and disappointment of the Hungarian Revolution in

1956, of the Prague Spring in 1968, and of Solidarity in Poland in 1981; after the gray monotony of decaying communism and the lonely voices of dissidents, we will come to the triumphant revolutions of 1989 and the challenges of the post-communist transition. For many of these states, the project of building a liberal democratic state and a functioning market economy over the last twenty years can be considered an impressive success. For others, however, the transition has been undermined by political mismanagement, economic backwardness, and ethnic nationalism. We will weigh the roles of domestic actors and of international institutions in bringing about East Central Europe's successes and failures over the last century. At the end we will discuss some of the key outcomes, positive and negative, of the accession to another ("foreign") empire - the European Union, which ten of these post-communist states joined in 2004-07.

INTS 3670 – Sustainable Development and Tourism

Old Specialization(s): Global Political Economy & International Politics; International Health and Development; International Organizations, Security & Human Rights

New Specialization(s): Global Health and Development; Global Environmental Sustainability

PRE-REQUISITES: INTS 1500 and INTS 1700

In 2006, a record 846 million tourists travelled internationally spending US \$733 billion in their travels. This course will explore the motivation behind developing the tourism industry, especially in low and middle income regions, and examine the diverse outcomes of the same. The central question we will address is whether or not tourism is a viable means of creating and sustaining improvements in the quality of life for host communities. Case studies will include eco-tourism, island tourism, medical tourism and sex tourism.

INTS 3701, 3702, 3703, 3705 and 3708 - Topics in International Studies

PRE-REQUISITES: INTS 1500 and INTS 1700

Note: these course numbers indicate special "topics" courses that are added to the regular INTS curriculum periodically at the discretion of the department, and generally focus on special developments, debates or trends in international affairs. These courses are generally offered only once. In that event that a course is offered more than once, please be aware that the designated course number is subject to change.

INTS 3715 – The Politics and Policy of Sustainable Energy

Old Specialization(s): International Organizations, Security & Human Rights

New Specialization(s): Global Environmental Sustainability

PRE-REQUISITES: INTS 1500 and INTS 1700

Energy is much in the news, with highly visible controversies over everything from hydraulic fracturing here in Colorado to oil pipelines to mountaintop removal for coal mining to raptor mortality at wind farms. These controversies range from local city ordinances to global treaties and involve everyone from environmental groups to governments to businesses of all sizes. It can be difficult to make sense of this cacophony of events. Where is the global energy system now, where is it going, and what will impede progress toward an energy system that will both serve human needs and protect the environment? Understanding these questions requires background knowledge that puts them into context and creates the opportunity to understand them more deeply. This course will introduce you to the politics and policies involved in sustainable energy, from the local to the global level. In order to make sense of those policies and politics, it will also introduce students to the basics of the energy system, including both conventional and alternative sources.

INTS 3761 – Diplomacy in the 21st Century

Old Specialization(s): International Organizations, Security & Human Rights

New Specialization(s):

PRE-REQUISITES: INTS 1500 and INTS 1700

The course examines questions and dilemmas in the practice of contemporary statecraft and diplomacy. It will focus particularly on the changing nature of the tools available to states, the context in which they are used, and the players

(including non-state actors) that are involved. The instructor will draw from recent experience to round out the topics discussed in class, and focus on the challenges of modern statecraft and diplomacy.

INTS 3780 – The Ethical Foundations of the Global Economy

Old Specialization(s): Global Political Economy & International Politics

New Specialization(s): Global Economic Affairs

PRE-REQUISITES: INTS 1500 and INTS 1700

This course explores the ethics that underlie the most pressing debates today in global economic policymaking. Most people know that economists typically endorse the policy of “free trade,” or the outcome of “economic growth.” Indeed, economists advocate these so often that it seems self-evident that these are obviously desirable. But why is this so? What is the ethical grounding for the economist’s stance on these matters? Unfortunately, economists themselves don’t often explore the ethical foundations that underlie their policy perspectives. They typically write as if these foundations are obviously correct and beyond doubt. But in fact, the ethical foundations of economics are hotly contested—both within economics and in philosophy and other disciplines. This course is intended to help students make ethical sense of contemporary global economic policy debates. To that end, we will move back and forth between abstract theoretical debates (in economics and philosophy) and concrete, applied policy matters. For instance, we will examine the current debate over “free trade” versus “fair trade.” We will see why most advocates for labor, women’s and human rights and most environmentalists demand fair trade, and why most neoclassical economists reject these claims and instead advocate free trade.

INTS 3820 – The United Nations

Old Specialization(s): International Organizations, Security & Human Rights

New Specialization(s): Global Governance and Human Rights

PRE-REQUISITES: INTS 1500 and INTS 1700

This course provides an introduction to the United Nations and related agencies and programs. It examines the background and institutional arrangements of the UN System but gives special attention to the activities of the UN designed to advance peace and security. Case studies of UN responses to recent crises in Asia, Africa, Europe and the Western Hemisphere will be included.

INTS 3850 – Foreign Aid, Debt and Development

Old Specialization(s): Global Political Economy & International Politics; International Development & Health

New Specialization(s):

PRE-REQUISITES: INTS 1500 and INTS 1700

This course analyzes third world debt relief including the role of major powers, the World Bank and IMF in creating debt and the relationship between debt relief and poverty alleviation. The effects of debt relief upon globalization issues will also be covered.

INTS 3952 – Human Rights in the Global World

Old Specialization(s): International Organizations, Security & Human Rights

New Specialization(s): Global Governance and Human Rights

PRE-REQUISITES: INTS 1500 and INTS 1700

This course will examine the nature, utility and effectiveness of international efforts to define, promote and protect human rights. Particular attention will be given to activities of the United Nations and related programs and agencies. The roles of governments, regional intergovernmental organizations and nongovernmental organizations will also be explored.

INTS 3975 Data Science in International Relations

Old Specialization(s): International Development and Health; International Organizations, Security and Human Rights

New Specialization(s):

PRE-REQUISITES: INTS 1500 and INTS 1700

Students will use research methods and data science tools to describe, analyze, and evaluate contemporary topics in international security. We will use the R statistical programming language to generate descriptive statistics, visualizations, and basic inferential statistics while using data on international conflict, human security, trade, development, and many other topics relevant to INTS. The course will culminate in a group presentation and report on a specific topic related to international studies. These tools will help equip students for additional coursework, research, and careers that use data science and quantitative analysis. Prerequisites: [INTS 1500](#), [INTS 1700](#) and [INTS 2975](#) (Global Issues Research Practicum) are required, or the consent of the instructor. There is no prerequisite in terms of statistics or computer science, but students should be willing to engage with new and challenging content.

INTS 3980 – Internships in International Studies

PRE-REQUISITES: PRE-REQUISITES: INTS 1500 and INTS 1700; must be an INTS major and receive departmental permission.

Experience is an important asset when applying for any job. As you will find after graduation, the job market is incredibly competitive, and becoming more so. Gaining real world experience during college will make you a much stronger candidate when seeking that first position after graduation. Through INTS 3980, you have the opportunity to earn between 0 and 5 quarter credit hours for internships of 100 hours or more. The internship portfolio facilitates a students' academic, professional, and personal growth by providing documentation and representation of the internship experience. Elements of the portfolio will help bridge academic experience with career possibilities, and provides an opportunity for self-reflection through your experience. Analysis of your internship will help identify areas of success and points where you could improve overall. The objective of all aspects is to enable you to be more competitive in a global job market. Internships require departmental approval and must be undertaken during the quarter in which you register for credit. The BA Program in INTS will not award credit retroactively for internships completed prior to the quarter in which students are registered. Note: INTS 3980 is available to INTS majors only

INTS 3990 – Thesis

Specialization(s): N/A – required for Departmental Distinction

PRE-REQUISITES: PRE-REQUISITES: INTS 1500 and INTS 1700; must be an INTS major and receive departmental permission.

The INTS thesis project is an original contribution to the understanding of issues relevant to international studies and to at least one of the specialization areas in INTS. The thesis is not meant to be a report or survey of literature of an area of interest. Instead, the thesis goes well beyond a typical class paper in both depth and length, and represents a rigorous, analytical, and complete work of research and analysis. The thesis must feature original research and should critically investigate a theoretically informed hypothesis, using critical and scholarly sources to support an evaluation of the research question. The INTS thesis must show clearly the following elements: excellent critical thinking and writing quality, coherent presentation, and adherence to the general guidelines set forth by the department and faculty advisor.

INTS 3991 – Independent Study

PRE-REQUISITES: PRE-REQUISITES: INTS 1500 and INTS 1700; must be an INTS major and receive departmental permission.

During your time at DU, you may develop an interest in a field not fully addressed in the classroom; therefore, we encourage you to explore your ideas further by proposing independent study projects with your professors. Independent study projects are a great way to work closely with a professor on a very specific issue of your choice. For example, you may take the United Nations course, but then wish to delve deeper into the subject by pursuing an independent study project about the African Union Mission to Somalia. Independent study projects give you the flexibility to study topics that are not offered as regular courses.

ACADEMIC ADVISING, INTERNSHIPS, & CAREER PLANNING

Academic advising for INTS/PPOL majors is essential. Advising assists students in effectively planning their schedule to stay on track for graduation and to avoid future problems. Moreover, advising provides students with essential information on available courses, study abroad, service learning, internships, graduation requirements, and extracurricular activities.

Internship experience is an important asset when applying for any job. As students will discover after graduating, today's job market is more competitive than ever. Gaining real world experience during college will make students stronger candidates when seeking a full-time position after graduation. We strongly encourage students to consider an internship to enrich their undergraduate experience. Not only can students gain valuable experience and try out a career, but also students are also able to earn up to 4 hours of undergraduate credit.

ACADEMIC ADVISING

The Korbel BA Program advises both majors and minors on program requirements, tracks academic progress, and verifies the completion of INTS/PPOL major requirements for graduation. Transfer of credit from study abroad to the INTS major/minor must also be approved by a Korbel BA Program academic advisor.

Students are required to meet with an INTS/PPOL advisor at least once each quarter prior to or during the quarterly *Advising and Registration Approval* period, which precedes registration week. Group advising sessions may also take place during this period and are strongly recommended for students that do not require individual, one-on-one advising. INTS majors will not be cleared to register unless they have met with an advisor or attended a group advising session. Please be aware that the Korbel BA Program cannot clear students to register unless they have formally declared a major in INTS/PPOL. First-year students are required to meet with the First Year Seminar Instructor for the duration of their first year as well as their assigned staff academic advisor from the Office of Academic Advising for pin deletion, even if they are declared INTS majors.

For advising matters related to general university/common curriculum requirements at the University of Denver and/or academic issues unrelated to the INTS/PPOL major/minor, please contact the general DU [Office of Undergraduate Academic Advising](#).

The Korbel BA Program Academic Advisors

There is one full-time Korbel BA Program advisor:

[Tara Boyle](#), Director of Undergraduate Student Affairs

We also have two part-time advisors that assist with academic advising:

[INTS/PPOL Advisor](#)

Students will not have a specific INTS/PPOL advisor assigned to them; rather they are free to contact any of the Korbel Advisors to receive advising throughout the quarter. Students can schedule a meeting with an advisor through [Inspire](#) and are encouraged to include the purpose of the requested meeting in the notes for the meeting.

INTERNSHIPS

Internships: Practical Experience

An internship is a planned, out-of-classroom work experience, generally related to one's degree program. An internship gives the student an opportunity to develop practical skills which supplement his/her academic studies, in addition to assessing the desirability of certain types of career environments. While completion of an internship is not required for the BA in International Studies, it is strongly recommended.

Internships can be extremely beneficial to both the student and employer. Below, are just a few compelling reasons to undertake an internship:

- Explore career options and confirm career choice
- Obtain work experience related to degree
- Learn and develop career skills
- Link classroom studies to professional endeavors
- Earn up to 4 hours of academic credit
- Obtain valuable professional contacts
- Build a valuable career network
- Become a more competitive job applicant upon graduation

In many cases, the student and the employer mutually decide the duration and content of an internship. To receive INTS credit for an internship, however, it should take place within the 10-week timeframe of the quarter in which the student registers the credits. The number of hours required for internship credit is based on the number of credits a student plans to register for as follows:

- 4 Credits= 100+ hours logged at internship
- 3 Credits= 75+ hours logged at internship
- 2 Credits= 50+ hours logged at internship
- 1 Credit= 50+ hours logged at internship

Shorter internships generally do not allow enough time for either the employer or the student to receive the maximum benefit from the relationship.

Internship for INTS Credit

The Director of Undergraduate Student Affairs must approve credit for an internship in advance. If approved, a student must complete a Learning Agreement with the internship supervisor at the host organization, to be submitted at the start of the internship. After the Director of Undergraduate Student Affairs approves the internship and learning agreement, it is the student's responsibility to register for INTS 3980 – Internships in International Studies for 0-4 credits. Furthermore, to receive credit for an internship, students are required to submit a Learning Agreement which is a contract between the student, the host organization, and the instructor. The student will also be required to submit a 1-2 page paper reflecting on their experience and considering how it will shape their future career path. The final requirement is the supervisor evaluation which will confirm the number of hours completed in the internship. More information on requirements and beginning the approval process is available on the [JKSIS BA Internship Program Portfolio Community](#) site.

Internship Grading

Internships taken for credit will be graded on a pass/fail basis. The Director of Undergraduate Student Affairs will post a final grade after receiving the Learning Agreement (due week one), final internship reflection paper, and the supervisor's evaluation (which must be submitted directly by the supervisor to the [Director of Undergraduate Student Affairs](#) *via email*).

Duties and Responsibilities of an Intern

Just like in a job, a detailed, written internship description is important. Students want to do useful, important work but should recognize that most jobs will also include some administrative work. Employers should not expect students to do only clerical tasks, nor should students have unrealistic expectations of being given great responsibilities too soon. Students are highly encouraged to negotiate their project and responsibilities in advance.

Some examples of the many organizations that have hosted INTS student interns in the Denver area include:

- African Community Center
- American Cancer Society

- Colorado International Trade Office
- Community Resource Center
- Congressional Offices
- Defense Institute of Security Assistance Mgmt
- Downtown Denver Partnership
- International Development Enterprises (iDE)
- International Institute of Education
- Posner Center
- Project C.U.R.E.
- The White House Project/CO State Capitol
- Water for People
- Women's Global Empowerment Fund
- World Denver
- World Trade Center

Internships have also been located in Washington DC, New York City, and many international locations.

Student Organizations

For students wishing to get involved outside of the classroom, extracurricular opportunities abound at both the Josef Korbel School of International Studies and the University of Denver. Below is a small sample of clubs and organizations that may be of interest to International Studies majors/minors.

NOTE: The Korbel BA Program neither manages, nor finances student organizations. Some organizations may be eligible for funding through the Undergraduate Student Government (USG).

For more information on these and other student organizations, please visit our online resources:

- [University of Denver Student Organizations](#)
- [Korbel Student Groups and Organizations](#)

CAREER PLANNING

Career planning should also be an integral part of the student's educational experience while at DU. Students should be aware that it is never too early to begin researching career options and acquiring relevant job experience. Therefore, it is the responsibility of the student to utilize the departmental and campus [Career and Internship Services](#) available. The following is a suggested list of career planning activities that will help maximize the student's academic program:

Freshman Year: Explore majors and careers	<ul style="list-style-type: none"> • Discover the career resources available both in the BA Program in INTS and in the DU Career and Internship Center • Explore student organizations • Conduct “informational interviews” with academic departments • Select professionally oriented summer jobs and internships
Sophomore Year: Select major Develop tentative goals	<ul style="list-style-type: none"> • Investigate study abroad options • Visit Pioneer Careers Online and explore the available opportunities list in the University Career Action Network • Begin to attend career fairs & professional development workshops • Create a general resume and cover letter • Familiarize yourself with other, online career resources like LinkedIn and Indeed.com
Junior Year: Test career goals	<ul style="list-style-type: none"> • Update resume and cover letter to target specific professional areas at the DU Career Center • Undertake an internship over the summer or during the academic year • Meet with Korbel BA Program Internship Coordinator to discuss credit possibilities for internship, practice mock interviews, and/or receive helpful guidance • Develop your job search strategy with the DU Career Center • Use job sites like Indeed.com to start exploring career paths. By looking at actual job descriptions, you gain a better understanding of what employers need in a new employee. • Attend more career fairs and professional development workshops (Sign up through PCO)
Senior Year: Self-marketing and researching employers	<ul style="list-style-type: none"> • Begin your job search early in the year using the previously identified resources • Register for on-campus recruiting • Attend DU Professional Development Workshops • Attend all career fairs • Network and develop contacts

Students are urged to take advantage of the multitude of internship and career resources available to them while at the University of Denver. The main [DU Career Center](#) offers customized services in career planning, and job and internship seeking strategies. [Pioneer Careers Online](#) provides job listings in the Colorado area, as well as out-of-state. The DU Career Center also maintains links to several international career-related. Additional links are available through the JKIS [BA Internship Program Portfolio Community](#) site.

KORBEL BA PROGRAM STAFF AND CONTACT INFORMATION

The Korbel BA Program includes both academic and permanent support staff who are here to help you navigate through your time at the Josef Korbel School of International Studies. The Korbel BA Program is located at the following location:

Anna & John J. Sie International Relations Complex
Suite 2010
2201 S. Gaylord St.
Denver, CO 80208
303-871-6451
FAX 303-871-2124

Dr. Kevin Archer

Assistant Dean of Undergraduate Programs

Office: Sie Complex 2010
Phone: 303-871-2559
Email: Kevin.Archer@du.edu

Tara Boyle

Director of Undergraduate Student Affairs
INTS/PPOL Academic Advisor
Office: Sie Complex 2010
Phone: 303-871-4476
Email: Tara.Boyle@du.edu

Korbel Advisor

INTS/PPOL Advisor
Phone: 303-871-4495
Office Sie Complex 2010
Email: baints@du.edu