



International Studies

COLLEGE OF LIBERAL ARTS AND SCIENCES

UNIVERSITY OF COLORADO **DENVER**

Volume 1

Annual Newsletter

Summer 2017

Sigma Iota Rho Honors Members

Sigma Iota Rho is the International Studies Association's official honor society at four-year colleges and universities. Sigma Iota Rho maintains dozens of chapters and thousands of members throughout the United States and abroad. Thanks to the leadership of chapter president Maria Ignacia Miranda Santis, INTS formally established the Eta Gamma chapter of Sigma Iota Rho on March 30, 2017 and honored its 15 charter members: Kara Jones-Hofmann, Oscar Castaneda, Madison Boette, Claire Ransom, Pascal Bitana, Marco Lopez, Cameron Malby, Caleb Benedict, Ashley Haskell, Jennifer Grooms, Mark Smith, Saaya Brierley, Erika Tarre, Maria Villacis, and Rebecca Nan. These students have distinguished themselves through high academic achievement, a passion for international studies, and a commitment to international engagement. Mr. Omar Montgomery, Director of Black Student Services at the University of Colorado Denver and an Adjunct Professor in the Department of Ethnic Studies, served as the first honorary member of Eta Gamma and guest speaker. Mr. Montgomery accompanied a CU Denver global study class to China and led a group of CU Denver students to study leadership in Costa Rica. The purpose of Sigma Iota Rho is to promote and reward scholarship and service among students and practitioners of international studies, international affairs, and global studies, and to foster integrity and creative performance in the conduct of world affairs.



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Fast Facts: Since 2010, 138 INTS majors have studied abroad. 13% of CU Denver's current INTS majors are U.S. Veterans or Active Duty.

INTS Program Director's Notes

On July 1, 2015, following my election as INTS Director by the members of the INTS Steering Committee, Dr. Alison Shah (the INTS Program's Assistant Director and Advisor) and I set to work to improve the INTS Program. Along with help from members of the Steering Committee and key faculty, including Dr. Sasha Breger Bush and Dr. Michael Kozakowski, we established new classes, refined the curriculum, updated the website, and drafted a comprehensive four-year strategic plan. Dr. Shah and I met with nearly every unit on campus that had a stake in the INTS Program's improvement (Student Success; CLAS Advising; Office of Diversity and Inclusion; Career Services; Experiential Learning Center, etc.) to raise awareness and develop opportunities.

Through the collective efforts of dedicated faculty, students, and staff, we have accomplished much over the last two years. We developed new courses including: INTS 2020, Foundations of International Studies (successfully petitioned for inclusion in Core for International Perspectives); INTS 1111, First Year Seminar; INTS 4990, International Studies Capstone, INTS 3939, Internship; and INTS 4840, Posner Center Events. We are also now offering Special Topics classes. We designed and implemented annual Outcomes Assessment processes, codified INTS governance structures and processes, established a *Sigma Iota Rho* chapter (International Studies Honors Society), developed a CU Denver-wide Peace Corps Prep Certificate program, and organized and conducted two International Studies career panel events in 2016 with participants from the Denver Mayor's Office, U.S. State Department, Peace Corps, Posner Center for International Development, and others. We have also supported student attendance at international studies-related conferences and provided resources for INTS student initiatives. In conjunction with the Office of International Affairs, we established a \$1,000 travel study scholarship for INTS students.

As a result of these efforts, the INTS Program has grown, and students are seeing increased value in the major. The College of Liberal Arts and Sciences has acknowledged our efforts, selecting me for a 2017 Service Award. This newsletter is part of that service. By establishing an annual newsletter, we hope to help define the INTS Program and showcase the accomplishments of our students and stakeholders. We also include a few facts and lists. My Top 10 favorite international affairs commentators are listed at right: David Rothkopf and Ian Bremmer take the top two spots because, in an earlier stage of my life, I worked for them both. Those experiences have shaped my belief that International Studies is *the* vital area of study for the 21st century. The INTS Program is committed to helping students gain the knowledge, skills, and abilities to analyze and help solve the world's most pressing problems – to help people everywhere gain happiness, health, and liberty. Please enjoy learning more about the INTS Program.

Sincerely,

Hamilton Bean
INTS Program Director

Hamilton's Top 10 Favorite International Affairs Commentators

1. **David Rothkopf**
(@djrothkopf)
2. **Ian Bremmer**
(@ianbremmer)
3. **Susan Hennessey**
(@Susan_Hennessey)
4. **Kori Schake**
(@KoriSchake)
5. **Fareed Zakaria**
(@FareedZakaria)
6. **Kai-Fu Lee**
(@kaifulee)
7. **Helene Cooper**
(@helenecooper)
8. **Eman al-Nafjan**
(@Saudiwoman)
9. **Anne Applebaum**
(@anneapplebaum)
10. **Thomas E. Ricks**
(@tomricks1)

Yolanda Valencia Earns the Inaugural INTS Global Crossroads Scholarship



Yolanda Valencia earned the inaugural \$1,000 International Studies Global Crossroads Scholarship to support her studies in Morocco. The INTS Program is committed to helping students study and/or intern abroad. The International Studies Global Crossroads Scholarship is a partnership between the Office of Global Education and the INTS Program. It is reserved annually for an International Studies major. The INTS Program will announce a winner each spring semester. Please check out the details on the INTS Program website. Yolanda used the scholarship to support her language studies in Fez, Morocco. According to the program website, activities focused on Arabic, Islam, gender, and the histories and cultures of the area from North Africa to the Middle East. Overall, the program sought to teach Arabic language and Islamic culture to enable students to better understand Moroccan Muslim cultures. Excursions were also included to allow students to discover Moroccan landscapes, desert, and monuments. In addition, a “Cultural Club” was organized for Moroccan and foreign students to get together in an informal way to share cultures and celebrate the Moroccan heritage and practice Arabic. Cultural workshops were also presented in Moroccan Music & Dance, Arabic Calligraphy, and Guest Speaker seminars. The city of Fez is a combination of modern and medieval features, attracting thousands of visitors worldwide.

Activities focused on Arabic, Islam, gender, and the histories and cultures of the area from North Africa to the Middle East.

Santiago, Chile

Internships Abroad program allows students to put skills to work overseas

- INTS major Claire Ransom profiled, excerpted from *CU Denver Today* 2016 -

Chris Casey, University Communications

An excursion to the beach, a ski trip to the mountains, and a stay at the luxurious Grand Hyatt in Santiago. Claire Ransom enjoyed several occasions of fun and relaxation this summer, but mostly she traveled to Chile to work.

And work she did – eight hours a day, five days a week. Ransom was among the inaugural cohort of 13 CU Denver students participating in the Internship Programs Abroad (IPA), a new global education program sponsored by CU Denver. She applied her knowledge of Spanish and sustainability while serving as the first-ever intern for Gecamin, a company that holds multinational conferences and seminars on sustainable mining practices. At CU Denver, Ransom is a senior majoring in Spanish and International Studies with minors in Leadership Skills and Sustainability. She works as a student internship specialist at the Experiential Learning Center (ELC). Ransom enjoyed a study abroad trip to Spain two years ago, and she was exploring options for

another overseas venture this summer. “Chile sort of caught my eye, and I was looking at programs independent of the university,” she says. “One day I noticed this big poster in (the ELC) advertising the Internship Programs Abroad, and Chile was on the list.”

She relished the chance to study two of her passions – Spanish and sustainability – in a Latin American country she hadn’t been to. The other option was Costa Rica – one of seven countries currently on the IPA roster – but South America was an easy choice. “In Chile, where mining exports

make up a third of the economy, you get to dive into sustainability and see what it’s like in-process,” she says. “I’ve learned quite a bit about the mistakes the United States has made as it has developed, and I would like to be a part of making sure that countries in Latin America don’t do the same.”

Prepare for Changing Global Society

Providing life-changing experiences such as this was the idea behind the CU Denver IPA program, according to Diego Garcia, director of the Office of Global Education.



Where are CU Denver's Current INTS Majors From?

United States (85%)
Chile
Haiti
Iraq
Kuwait

Mexico
Philippines
Qatar
Saudi Arabia
Senegal

Sudan
Ukraine
United Arab Emirates
Venezuela



**Want to Meet Your International Peers?
Earn a Cultural Engagement Certificate**

<https://orgsync.com/106259/chapter>



Doing Well While Doing Good: Inside the J.P. Morgan Center for Commodities with Marco Lopez

As an International Studies major with a deep interest in economics and the market structure, the Commodities Certificate through the J.P. Morgan Center for Commodities interested me greatly. I found the classes themselves to have very useful information for people at all levels of familiarity with trading markets and commodities. Apart from the academics, the program also provides students a means to become familiar with software programs such as CQG, MorningStar and Bloomberg. Lastly, the speakers, sponsors, and staff/faculty associated with the program present a spectacular opportunity to network and potentially land an internship/job. All-in-all, my time in the program was immensely beneficial and anyone who really wants to learn valuable information in this field will do so too.



Alumni Profiles: Maria Valenzuela, Community Engagement Coordinator, Biennial of the Americas

After graduating, I started a position as the Community Engagement Coordinator for Biennial of the Americas, a non-profit organization that works to connect business, art, culture and civic leaders from throughout the Americas. The broad slate of activities we offer attracts innovators, artists, students, thinkers and doers from across the Western hemisphere. I am responsible for developing and implementing marketing strategies for the Biennial of the Americas social media sites, as well as serving as a partnership coordinator for our stakeholders. Majoring in INTS exposed me to opportunities that I could have not imagined. The wide variety of classes that I attended during my baccalaureate helped me develop a set of skills that made me more attractive for prospective employers. In addition, the international opportunities that were offered to me through the INTS program prepared me for my career in the realm of international focused non-profits. While interning abroad in Chile, I gained tangible knowledge and skills, which are directly transferable to my current position. For example, in Chile I was in charge of interviewing and communicating with prospective partners for the company I worked for. As I interviewed for jobs I was able to leverage this experience and now use these skills in my work building stakeholder relationships for the Biennial of the Americas.



Dr. Alison Shah's Advising: 5 Ways to Make the Most of Your Major



INTS Program Honors Spring 2017 Spotlight

Caleb Benedict: "Asian Martial Arts Culture(s) in the United States: Transmission and Hybridity"

Kara Jones-Hofman: "Climate Change: A Threat to National Security"

Maya Knight: "In Defense of Magufuli: An Analysis of Political Legitimacy in Modern Tanzania"

Claire Ransom: "Cuba for Cubans: An Exploration of Cuba's Past and Theories for the Future of Sustainable Agriculture"

About Honors: Or How to Get Your Academic Bling

INTS students can earn multiple types of honors: 1) **INTS Program Honors**, which require a strong GPA and a semester-long research project with an INTS-affiliated faculty member; 2) **College Honors**, which are based mostly on GPA and are discussed with your CLAS advisor; and 3) **National Honors - Sigma Iota Rho (SIR)**, which require a membership application, fee, and a strong GPA. The INTS program identifies qualified juniors and seniors and invites them to apply for SIR membership.

1. Meet with me early and often.

Not only can I help you plan your coursework, I can connect you to faculty, internship coordinators, advisers, fellow students, and others outside the university in Denver to support you in your areas of interest. And I can also help make sure you finish your degree as quickly and efficiently as possible.

2. Start language courses as soon as possible.

The stronger your language skills are when you leave, the more jobs and career options will be open to you.

3. Visit your professors during office hours to talk about your interests.

Building relationships with faculty outside the classroom is an important part of college - and too often overlooked at our commuter campus. Make sure you find time to talk to professors about your interests in International Studies and learn about their wider interests and career choices. This is really helpful as you plan for what you will do after graduation.

4. Meet the advisers in the Global Study office and the Experiential Learning Center.

Adding a study abroad and/or an internship to your major will give you important new insights into what you learn in the classroom.

5. Add a certificate to your major.

Many certificates offered at CU Denver boost your resume by adding practical skills and specific credentials to your major.



Sigma Iota Rho crest



**Peace
Corps**

PREP

Housed within the International Studies Program, Peace Corps Prep is an undergraduate certificate program offering future U.S. Peace Corps Volunteer applicants sector-specific job skills, foreign language proficiency, intercultural competence, and professional leadership development skills. As an official Peace Corps Prep Program, earning the certificate is excellent preparation, and a likely advantage, for future Peace Corps Volunteer applicants. Launching in fall 2017, the Peace Corps Prep Program is open to all undergraduates at the University of Colorado Denver, regardless of their major, minor, department, academic year, or participation in other programs.

Benefits

The Peace Corps has identified four core competencies that are critical to the intercultural fieldwork Peace Corps Volunteers do, and CU Denver's Peace Corps Prep Program

helps ensure that undergraduate students gain demonstrated proficiencies: 1) Sector-specific skills; 2) Foreign language proficiency; 3) Intercultural competence; and 4) Professional savvy and leadership. CU Denver's Peace Corps Prep Program creates a framework for students to build these four competencies, integrating coursework with hands-on experience and professional development. Upon completion of the program, students will receive a certificate from the Peace Corps—and a competitive edge when applying for Peace Corps service.

Application Process

Students interested in the Peace Corps Prep Program should first review the CU Denver PC Prep Guide, Exit Form, and Release on our website. Interested students should then schedule a time to meet with the International Studies Program Director or Assistant Director to complete the application together, as well as identify a course of study, relevant

classes, and extracurricular activities. The Peace Corps Prep Program application is available on our website.

Events

CU Denver's assigned Peace Corps Regional Recruiter conducts a twice yearly (fall and spring) information session on the CU Denver campus for current and prospective Peace Corps Prep Program students. These sessions include a meet-and-greet with returned Peace Corps volunteers. Please check the News and Announcements section of the International Studies Program website or follow us on Facebook for announcements about upcoming event schedules.

Contact

The Peace Corps Prep Program is housed within CU Denver's International Studies Program. Interested students should contact the Director or Assistant Director for more information.

An Inside Look: Dr. Sasha Breger Bush Talks About Research

I conduct research in the areas of international political economy, international development, global finance, food and agriculture, and international relations pedagogy. Over the past several years, I have been researching and writing on a variety of issues:

Sasha's Top 5 International Affairs News Sources

1. The New York Times
2. CommonDreams.org
3. The Intercept
4. Zero Hedge
(international finance)
5. The Real News Network
(TRNN)

the significance of recent changes in US politics for the global political economy; derivatives markets, global agriculture, and the politics of social change; the impact of neoliberalism in academia; the global coffee economy; the Global War on Drugs; and, active learning and student-centered teaching strategies in the international relations classroom. While broaching different topics, my research is unified by its focus on distributions of wealth and power, concerns with exploitation and oppression around the world, and desire to promote social justice. Some of my recent publications include: "Neoliberalism in the Academy: Dispatch from a Public University in Colorado" (2017), "Trump and National Neoliberalism" (2017), "Risk Markets and the Landscape of Social Change: Notes on Derivatives, Insurance and Global Neoliberalism" (2016), and "Gambling on Hunger and Climate Change" (2015).



Faculty Perspective: Dr. Michael Kozakowski on Migration

Better understanding migration and borders, as well as crafting better policies, requires not just comprehensive analysis, but comparative approaches that provide fresh perspectives. For example, one part of my research on migration examines mass migration in France after World War II. At that time, many migrants came to France as "tourists," obtained a work contract, and then went to the National Immigration Office to

Michael's Top 5 International Affairs News Sources for Students

1. The BBC
2. The Economist
3. The Guardian
4. The New York Times
5. Newspaper in a foreign language or from the region you study, e.g., El País, Der Spiegel (also in English), Le Monde, Japan Times, etc.

obtain work and residency permits. Not only was clandestine or undocumented migration broadly tolerated, it was often encouraged by state officials. This is in startling contrast to recent decades, when across both Europe and North America, there has been a trend to criminalize what had been regulatory infractions relating to international movement and migration, such as the irregular crossing of borders, the overstaying of visas or visa-free visits, or working without a work permit. At times in both French and U.S. history, "irregular" patterns of migration were viewed as a logical strategy by migrants, bureaucrats, and employers and elicited little concern from politicians or the general public. That said, employers and bureaucrats sometimes used these informal systems to favor some groups of migrants over others, e.g., along the lines of gender, workers' skills, religion, and race. Another prominent trait of the period was how migrants made use of technologies of mass transportation, such as airplanes, mini-buses, railroads, and ships. Like the shipping revolution in the late 19th century that facilitated migration to the Americas, these changes in transportation did not cause people to migrate, but they increased the ease and decreased the costs of migration. Furthermore, they transformed the geography of borders. For example, many border crossings now took place inland, at airports. It became easier for governments to control migrants because they tended to be in a few, discrete places. Other "frontiers" occurred on a smaller scale, in places like registration offices, immigration detention centers, even

neighborhoods, cafes, and factories frequented by migrants and the police who routinely came to check on their papers. The example of postwar France illustrates the diversity of ways policymakers can think about borders and the legal significance of border crossings. Such comparative perspectives can lead us to question what we take for granted in the present, and point to different possibilities (and dangers) in the examples of other times or places.



Global Study *Spotlight*

Narratives of the New China, with INTS minor Shirin Sharif

In this course, Narratives of the New China, I learned about the Chinese culture and history in action. I was encouraged to critically analyze the stories I heard and to reflect upon the kind of message that their narrator is trying to send. In this trip, I was mostly drawn into the role that spirituality and communism play in the daily lives of the Chinese people and the way that history has affected their thoughts, feelings, and practices. From my own experience and the conversations I had with the native Chinese and American students and professors, I better understood the role and meaning of spirituality in the lives of Chinese people, and the function of communism and supervision of information flow in the country.

After reading some recommended articles by the professor and reviewing my journal, I could grasp a better

“I better understood the role and meaning of spirituality in the lives of Chinese people....”

understanding of the control of the Chinese government over the way in which the country's narratives are told. The articles helped me to understand why much of the information about Buddha's teachings and their meaning have been lost. I uncovered a large majority of meaning has been lost due to the control that the government

has over the education of people and their religious practices. Today in China, we see more statues of communist leaders like Mao being built in



the streets. These characters represent the present Chinese events and government and attach great importance onto the communist party. Between the narratives of the old and new China, there is a shift that took place and that is the core values of people who take part in these narratives.

I learned that some religions in China are in ways intertwined and are a result of the unity and mixing of different cultures and schools of thought in the country. The artwork done on the Buddha statues and on the Buddhist temples for example, represent multiculturalism because they are a combination of Chinese, Tibetan, Mongolian and Manchu arts and architecture.

I realized that it is the narratives behind the terracotta warriors for example that give meaning to the statues. An article I read said that the terracotta army itself is “silent” and that in each time period in

China, the story behind the statues has been told slightly different by the government in order to arise certain feelings and actions in people. After

reading this, I wondered if throughout time, stories of the past shift and change based on the politics of the country and stories that the government wants the people to know or forget.

Learning about the prayer wheel and the cycle of life were thought provoking. Cycle of life sparked my curiosity when I heard that Buddhists believe that being stuck in the cycle of life is like being

in “hell” and one can only get out of this repetitive cycle if they truly understand and follow Buddha's teachings and free themselves of this body and of this world. This made me want to know more about the cycle of life and what happens when one exits this cycle. While we were having dinner with a local Tibetan Buddhist, he was talking about happiness and told us that one can find happiness only within him/herself. We asked him how one can seek happiness from within? And he replied, “by detachment” and continued saying that “compassion is core in Buddhism” and that many teachings in Buddhism are about happiness. It was as if a light bulb turned on inside my head as a few thoughts connected and his words made sense. I thought to myself that happiness comes from within so it is found when one finally frees him/herself from the prison of body, environment, and time.

The Erica Huss Memorial Scholarship for Global Citizenship

SUPPORTING INTENSIVE SUMMER STUDY AT THE UNITED NATIONS

SCHOLARSHIP DETAILS

\$500 TO A CU DENVER STUDENT TO PARTICIPATE IN THE UNITED NATIONS INTENSIVE SUMMER STUDY PROGRAM

Designed for advanced undergraduates, the program fosters global citizenship by immersing participants in the political dynamics of the United Nations.

This week-long program familiarizes students with the inner workings of the United Nations by bringing them together with distinguished practitioners working in the field of multilateral diplomacy.

Participants attend official sessions at the United Nations' Headquarters, as well as briefings at the United Nations Association and the United Nations Foundation. Scholarship funds are applied to program tuition and travel expenses.



ABOUT ERICA

Erica Huss earned a BA in Political Science and two minors - one in International Studies, and the other in Economics - from CU Denver in 2016 before her unexpected passing. Erica was a dedicated student and active member of Phi Theta Kappa, Golden Key Honor Society, and Co-President of both the Pi Sigma Alpha Honor Society and the CU Denver Department of Political Science Student Association. Her interests included international business, political economy, the U.S./Russia relationship and the study of U.S. embassies abroad.

In 2017, the Department of Political Science and the International Studies Program established The Erica Huss Memorial Scholarship for Global Citizenship to honor Erica's memory and to help, each year, a deserving CU Denver student study at the United Nations through an intensive summer program in which Erica participated and valued.



APPLICATION PROCESS

The program application website (<https://www.shu.edu/academics/united-nations-summer-program.cfm>) becomes available each February.

Students must complete the application form, essay, transcript, and letter of recommendation requirements. CU Denver students admitted to the program are automatically considered for the Scholarship. The Scholarship committee selects a recipient based on students' application materials and announces the winner at the April induction ceremony of Sigma Iota Rho, the national honor society for International Studies students. For additional information, contact CU Denver's International Studies program: (303) 315-3562 or visit clasu.ucdenver.edu/ints



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Bachelor of Arts in International Studies Requirements At-A-Glance

- 48 major credits required
- C in all major courses required
- 24 transfer credits accepted

Phase I. Required Foundations Courses

- INTS 2020 Foundations of International Studies
- ECON 2012 Macro Economics
- PSCI 3042 International Relations *or* PSCI 3022 Political Systems of the World
- HIST 4032 Globalization in World History since 1945
- COMM 4720 Global Communication *or* ANTH 2102 Culture & Human Experience

Phase II. Ten Courses in the Major

- At least four courses from a *Zone of Expertise* and four courses from a *Focus Theme*

Phase III. Demonstrated Language Proficiency

- Equivalent of second-semester, second-year language capability; two 2000-level language courses can be counted toward the major requirements in Phase II.

Phase IV. International Studies Capstone

- INTS 4990 taken in a student's final year

Zones of Expertise

Africa (Sub-Saharan; French or other relevant language)

Asia (Chinese or other relevant language)

Colonial, Neo-Colonial, and Post-Colonial Worlds (English for non-native speakers, French, German, Spanish, or other relevant language)

Europe (English for non-native speakers, French, German, Spanish, or other relevant language)

Global (any language, English for non-native speakers)

Islamic World (Arabic or other relevant language)

Latin America (Spanish or other relevant language)

North America (English for non-native speakers, French, Spanish, or other relevant language)

INTS Majors Can Choose from Focus Themes Including:

Activism, Resistance, & Social Justice

This focus theme is for students who are passionate, engaged citizens who seek to effect change globally. Students gain skills in conflict resolution, environmentalism, and grassroots organizing, helping to prepare them for graduate school, as well as leadership positions in international NGOs, public health, and political organizations. Representative courses include: Video and Social Change; Social Media for Social Change; and Social Movements, Democracy, and Global Politics.

Environmental Studies

This focus theme engages the factors affecting the distribution of people and their activities in order to provide meaningful solutions to international environmental problems. Students investigate border-spanning environmental issues, socioeconomic problems, and planning policies. Courses include: Globalization and Regional Development; Eco-Tourism; and Climate Change: Causes, Impacts and Solutions.

Ethnicity, Nationalism, & Migration

Focusing on self-determination, ethnic conflict, identity formation, minority protection, and citizenship, courses include: Indigenous Studies; Islamophobia; and Human Migration: Nomads, Sojourners, and Settlers. This focus theme helps prepare students for work in international organizations that assist refugees and migrants, as well as organizations that combat ethnic conflict.

Feminist Theory & Gender Studies

This focus theme addresses the history, politics, literature, theories, and social practices related to women and gender internationally. Representative courses include: Women's Rights, Human Rights: Global Perspectives; Gender and Communication; International Women's Resistance. This focus theme helps prepare students for all career fields, as critical thinking about the condition of women and the role of gender is vital across all sectors of society.

Global Arts & Cultures

This focus theme uses the arts to study the impact of globalization and the stakes involved in the international circulation of cultural symbols. Courses include: Cultural Diversity in the Modern World; Arts of Japan; and International Dimensions of Technology and Culture. This focus theme helps prepare students for leadership positions within

organizations that use arts, culture, and creative practices to shape new global realities.

Global Development Studies

This focus theme engages the economic, environmental, health, and governance elements of international development. Courses include: Issues in Economic Development; Gender, Globalization and Development; and International History of Oil and Water. This focus theme helps prepare students for work in international development organizations.

Global Health Studies

This focus theme engages the economic, environmental, and social determinants of health in a globalized world. Courses include: Global Health Practice; GIS Applications in the Health Sciences; and Health, Culture, and Society. This focus theme helps prepare students for work in international health-related organizations.

International Business, Communication, & Media

21st century commerce occurs across national boundaries and within digitally-mediated arenas. Cross-cutting knowledge of national cultures, business customs, and media ecologies gives students a skillset for addressing organizational challenges and opportunities. Representative courses include: Global Communication; International Business; and Media and Society. This focus theme helps prepare students for careers in international business, communications management, and media industries.

International Political Economy

This focus theme engages the interactions between global markets and politics. Courses include: International Finance; Globalization and Local Governance; and The Geography of Tourism. This focus theme helps position students for work in international business and financial institutions, as well as non-governmental organizations.

Peace, Human Rights, & Security

This focus theme engages efforts to end armed conflict and build sustainable peace and human rights. Courses include: The Nature of Power; US Foreign Policy since 1911; Human Rights In Theory and Practice. This focus theme helps prepare students for work in international advocacy organizations, aid agencies, and international law

Why International Studies?

By Hamilton Bean, Director, International Studies Program

Graduating with a Bachelor of Arts degree in International Studies might provide you immense riches, a career as a globetrotting executive, or happiness. With hard work and luck, these things may come to you, but they are not guaranteed. However, CU Denver can guarantee that if you deeply invest yourself in the INTS program—if you devote considerable time and energy to learning and engagement—you will obtain the ability to:

View the World From Multiple Perspectives, Not Just One

A degree in International Studies provides you a unique combination of cross-disciplinary perspectives that sum up to a viewpoint greater, more interesting, and more useful than any one particular major. For example, take Economics and Communication, both of which contribute courses to the INTS program: Economic



analyses of trade tell us something different about global brands than analyses of the human stories that global brands communicate to audiences. Why is Disney's largest retail store located in China, but no Chinese brands are among the top 100 in the world? These are the types of complex questions that INTS graduates are uniquely able to answer.

See Connections Among Events, Places, and People that Others Don't See

INTS graduates see events and people in ways that other majors do not because the program is devoted to identifying the unseen connections among phenomena. INTS graduates understand that financial flows are underwritten by the meaning of goods and services constructed in communication and culture. Cultures, in turn, are shaped by geography and history. INTS graduates are trained to see interconnections, bringing a unique depth and breadth to their analyses of events, places, and people.

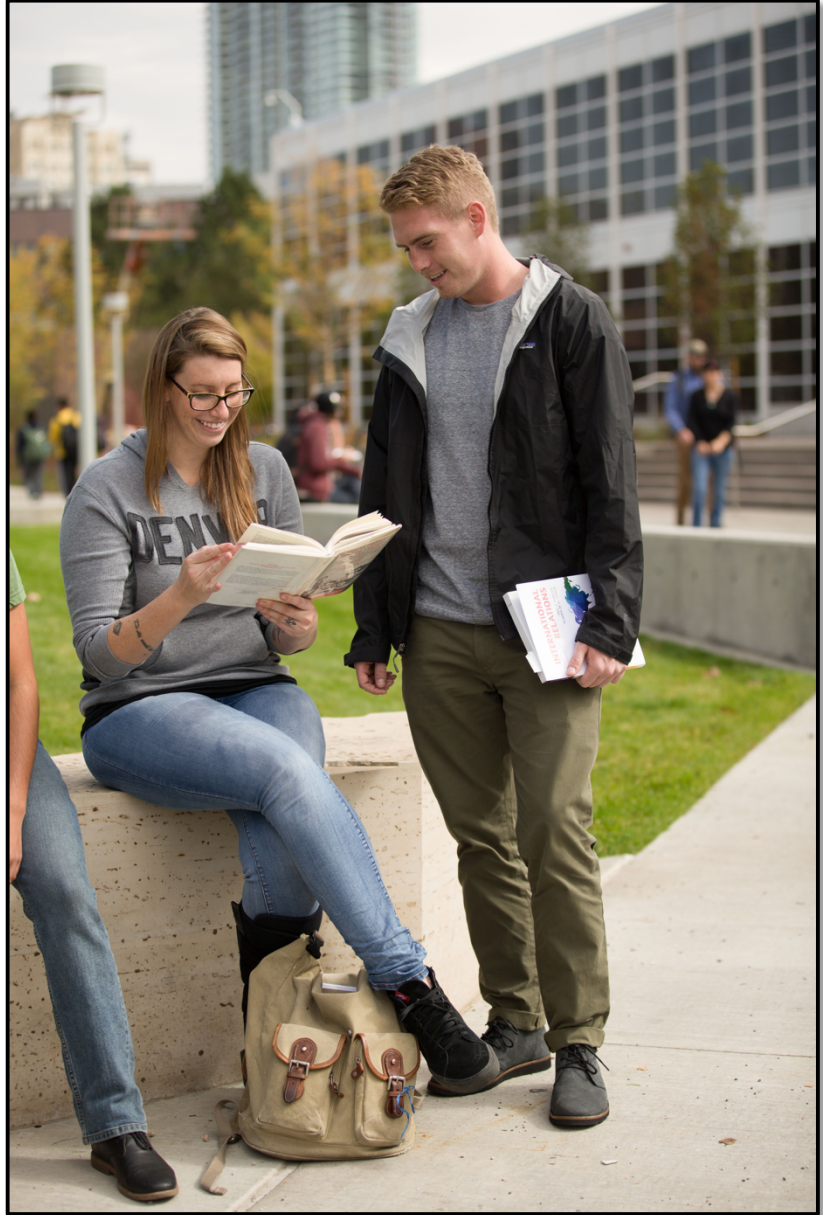
Transform Personal Idealism into Concrete Action in the World

INTS graduates gain knowledge, skills, and abilities to not only understand the world, but also improve it. The program stresses concrete, practical experience through travel study, internships, and various types of applied learning in the classroom. Through working with classmates and community partners, students can have an immediate impact in the world.

Build an Identity and a Network of Lifelong Friends Who Share Your Passion

In the process of earning your degree, you will build an identity as an International Studies student—an identity shared by thousands of students enrolled in similar academic programs around the world. At CU Denver, you will take classes with a cohort of students, some of whom will become lifelong friends and form the core of your future professional network. This cohort, composed of students from many countries and every walk of life, will share your passion for a wide and deep understanding of international issues.

This unique combination of abilities provides INTS graduates with diverse opportunities for international work and graduate studies. To learn more, schedule a time to speak with the Director or any INTS-affiliated faculty member.





International Studies

COLLEGE OF LIBERAL
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Student Commons, Room 3307
1201 Larimer Street
Campus Box 127, PO Box 173364
Denver, CO 80217-3364

RETURN SERVICE REQUESTED

Please Help Support the International Studies Program

Your financial support helps provide international travel study opportunities for CU Denver International Studies majors. Please mail your contribution to:

Office of Advancement
University of Colorado Denver
1380 Lawrence Street, Ste. 1325
Denver, CO 80204

Please specify on the memo line **International Studies Program Fund 0321904**. And let us know you did so we can say *thank you*.