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- Appendix A: Extract of the sexual misconduct adjudication process (SMAP) summary in Student Handbook
- Appendix B: Extract of OEO’s non-discrimination investigation and resolution procedure summary in Student Handbook
- Appendix C: The Code of Academic Integrity (Honor Code)
This catalog provides details of the academic programming and policies related to the following programs:

- Global Master of Arts Program
- Master of Global Business Administration
- Master of Arts in Law and Diplomacy
- Master of Arts
- Master of International Business
- Master of Laws in International Law
- Doctor of Philosophy

All information in this catalog is accurate as of the date of publication on the cover but is subject to change.

School Overview
Name of the School: The Fletcher School of Law and Diplomacy at Tufts University

University President: Anthony Monaco
University Provost: Nadine Aubry
The Fletcher School Dean:
  Ian Johnstone (ad interim, through September 30, 2019)
  Rachel Kyte (effective October 1, 2019)
Academic Dean: Steven A. Block
Dean of Global Business: Bhaskar Chakravorti
Executive Associate Dean: Gerard Sheehan
Senior Associate Dean: Deborah Nutter
Associate Dean, Admissions and Financial Aid: Laurie Hurley

Accreditation: New England Commission of Higher Education

Faculty
Jenny Aker, Professor of Development Economics
George Alogoskoufis, Constantine Karamanlis Professor of Hellenic and Southeastern European Studies
Cécile Aptel, Professor of Practice of International Law
Eileen F. Babbitt, Professor of Practice of International Conflict Management
Paul Arthur Berkman, Professor of Practice in Science Diplomacy
Sahid Bhadelia, Adjunct Assistant Professor at the Henry J. Leir Institute
Amar Bhidé, Thomas Schmidheiny Professor of International Business
Françoise M. Birnholz, Professor of Practice, International Law
Steven A. Block, Professor of International Economics
Jonathan Brookfield, Adjunct Professor of Strategic Management and International Business
John A. Burgess, Professor of Practice and Executive Director of the LL.M. Program
Katrina Burgess, Associate Professor of Political Economy
Christine Bustany, Senior Lecturer
Thomas P. Cavanna, Visiting Assistant Professor of Strategic Studies
John Cerone, Visiting Professor of International Law
Bhaskar Chakravorti, Dean of Global Business
Chair, Council on Emerging Market Enterprises (CEME)
Antonia Handler Chayes, Professor of Practice of International Politics and Law
Charles Chester, Adjunct Assistant Professor
Diana Chigas, Senior International Officer and Associate Provost
Avery Cohn, William R. Moomaw Assistant Professor of International Environment and Resource Policy
Bridget K. Conley, Associate Research Professor
Tom Dannenbaum, Assistant Professor of International Law
Alex de Waal, Research Professor
Daniel Drezner, Professor of International Politics
Alnoor Ebrahim, Professor of Management
Bruce M. Everett, Adjunct Associate Professor of International Business
Leila Fawaz, Issam M. Fares Professor of Lebanese and Eastern Mediterranean Studies
Patrick Florance, Adjunct Lecturer
James Forest, Visiting Professor
Kelly Sims Gallagher, Professor of Energy and Environmental Policy
Carolyn Gideon, Assistant Professor of International Communication and Technology Policy
Michael J. Glennon, Professor of International Law
Jonathan Greenacre, Hitachi Center Faculty Fellow, Hitachi Center for Technology and International Affairs
Hurst Hannum, Professor of International Law
Alan K. Henrikson, Lee E. Dirks Professor of Diplomatic History Emeritus
Elizabeth Henry, Adjunct Professor
Andrew C. Hess, Professor of Diplomacy
Thomas M. Hout, Adjunct Senior Lecturer of Strategic Management
Karen Jacobsen, Henry J. Leir Professor in Global Migration
Laurent L. Jacque, Walter B. Wriston Professor of International Finance & Banking
Elke Jahns-Harms, Lecturer in Human Security
Ayesha Jalal, Mary Richardson Professor of History at Tufts University
Ian Johnstone, Dean ad interim, Professor of International Law
Barbara Kates-Garnick, Professor of Practice
Sulmaan Khan, Assistant Professor of International History and Chinese Foreign Relations
Naseem Khuri, Adjunct Assistant Professor of International Negotiations
Michael W. Klein, William L. Clayton Professor of International Economic Affairs
Jette Steen Knudsen, Professor of Policy and International Business, Shelby Cullom Davis Chair in Sustainability
Carsten Kowalczyk, Associate Professor of International Economics
Lawrence Krohn, Adjunct Professor of International Economics
Susan Landau, Bridge Professor in Cyber Security and Policy
Sung-Yoon Lee, Kim Koo-Korea Foundation Professor in Korean Studies and Assistant Professor
Abigail Linnington, Professor of Practice in the International Security Studies Program
Ricardo Lopez, Adjunct Assistant Professor of Economics
Michele L. Malvesti, Professor of Practice in International Security Studies
Daniel G. Maxwell, Henry J. Leir Professor in Food Security, Friedman School of Nutrition Science and Policy
Dyan Mazurana, Research Professor
Elizabeth McClintock, Adjunct Assistant Professor of International Negotiations
Christopher Miller, Assistant Professor of International History
William Moomaw, Professor Emeritus of International Environmental Policy
Robert Nakosteen, Visiting Professor of Statistics
Deborah W. Nutter, Senior Associate Dean
Mihaela Papa, Adjunct Assistant Professor in Sustainable Development and Global Governance
Stephen Park, Visiting Professor of International Law
Robert L. Pfaltzgraff, Shelby Cullom Davis Professor of International Security Studies
Elizabeth H. Prodromou, Visiting Associate Professor of Conflict Resolution
Emilio Rabasa, Adjunct Professor of International Affairs
Barbara Ramos, Professor of International Economics
Ann B. Rappaport, Lecturer Department of Urban and Environmental Policy
Daniel Richards, Professor of Economics at Tufts University
Nadim N. Rouhana, Professor of International Affairs and Conflict Studies
Academic Calendars

GBA Program

SUMMER 2019

APRIL 2019

15 Monday • Online course registration opens

MAY

6 Monday • Term begins
• Asynchronous content available in the online campus
• Completion deadline for Orientation class for incoming students

20 Monday • Live class sessions begin

27 Monday • Memorial Day – University Holiday – NO CLASSES
• Online registration ends
• Last day of the add/drop period. No tuition refunds given after this date. Courses dropped after this date receive a withdrawal notation.

JUNE

JULY

4 Thursday • Independence Day – University Holiday - NO CLASSES

AUGUST

19 Monday • Final exam week begins
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>24</td>
<td>Saturday</td>
<td>Final exam week ends</td>
</tr>
<tr>
<td>31</td>
<td>Saturday</td>
<td>Grades due</td>
</tr>
</tbody>
</table>

**FALL 2019**

**AUGUST 2019**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Thursday</td>
<td>Online course registration opens</td>
</tr>
</tbody>
</table>

**SEPTEMBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Monday</td>
<td>Labor Day Observed – University Holiday - NO CLASSES</td>
</tr>
<tr>
<td>3</td>
<td>Tuesday</td>
<td>Term begins. Asynchronous content available in the online campus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completion deadline for Orientation class for incoming students.</td>
</tr>
<tr>
<td>11</td>
<td>Wednesday</td>
<td>Live class sessions begin</td>
</tr>
</tbody>
</table>

**OCTOBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Monday</td>
<td>Veterans Day – University Holiday - NO CLASSES</td>
</tr>
</tbody>
</table>

**NOVEMBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Wednesday</td>
<td>Follow Monday class schedule. No Wednesday classes held this week.</td>
</tr>
</tbody>
</table>

**DECEMBER**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>Saturday</td>
<td>Last day of classes for the Fall 2019 term</td>
</tr>
<tr>
<td>16</td>
<td>Monday</td>
<td>Monday class final exams</td>
</tr>
<tr>
<td>17</td>
<td>Tuesday</td>
<td>Tuesday class final exams</td>
</tr>
<tr>
<td>18</td>
<td>Wednesday</td>
<td>Wednesday class final exams</td>
</tr>
<tr>
<td>19</td>
<td>Thursday</td>
<td>Thursday class final exams</td>
</tr>
<tr>
<td>20</td>
<td>Friday</td>
<td>Saturday class final exams</td>
</tr>
</tbody>
</table>

**JANUARY 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Friday</td>
<td>Grades due</td>
</tr>
</tbody>
</table>

**SPRING 2020**

**DECEMBER 2019**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sunday</td>
<td>Online course registration opens</td>
</tr>
</tbody>
</table>

**JANUARY 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Monday</td>
<td>Term begins. Asynchronous content available in the online campus.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Completion deadline for Orientation class for incoming students.</td>
</tr>
<tr>
<td>15</td>
<td>Wednesday</td>
<td>Live class sessions begin. Follow Monday class schedule. No Wednesday classes held this week.</td>
</tr>
<tr>
<td>20</td>
<td>Monday</td>
<td>Martin Luther King, Jr. Day Observed – University Holiday - NO CLASSES</td>
</tr>
<tr>
<td>22</td>
<td>Wednesday</td>
<td>Online registration ends (11:59 PM). Last day of the add/drop period. No tuition refunds given after this date. Courses dropped after this date receive a withdrawal notation. (11:59 PM)</td>
</tr>
</tbody>
</table>

**FEBRUARY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>Monday</td>
<td>Presidents’ Day Observed – University Holiday – NO CLASSES</td>
</tr>
<tr>
<td>20</td>
<td>Thursday</td>
<td>Follow Monday class schedule. No Thursday classes held this week.</td>
</tr>
</tbody>
</table>

**MARCH**

**APRIL**
Religious Holy Days: Class meetings are scheduled on these dates, but mutual understanding between faculty and students is expected in honoring religious practice. Instructors should take religious holy days into consideration when scheduling guest speakers, exams, presentations, etc, and should give students ample notice if they expect to reschedule a class. Students should apprise instructors in advance if they foresee a conflict with a religious holiday.

Residential Program Academic Calendar (MALD, MA, LLM, PhD)

FALL 2019 SEMESTER
Updated: June 11, 2019

<table>
<thead>
<tr>
<th>AUGUST</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1 Thursday</td>
<td>•</td>
<td>Online course registration opens at 12:00PM for continuing students and incoming LLM/MA</td>
<td></td>
</tr>
<tr>
<td>12 Monday</td>
<td>•</td>
<td>August session begins (mandatory for incoming MIBs)</td>
<td></td>
</tr>
<tr>
<td>16 Friday</td>
<td>•</td>
<td>Deadline for completion of all August 2019 degree requirements</td>
<td></td>
</tr>
<tr>
<td>23 Friday</td>
<td>•</td>
<td>August session ends</td>
<td></td>
</tr>
<tr>
<td>24 Saturday</td>
<td>•</td>
<td>Blakeley Hall opens for students living on-campus</td>
<td></td>
</tr>
<tr>
<td>26 Monday</td>
<td>•</td>
<td>Mandatory orientation week activities begin for incoming students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>Online course registration opens for first year MALD/MIB</td>
<td></td>
</tr>
<tr>
<td>30 Friday</td>
<td>•</td>
<td>Last day of orientation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>Equivalency exams administered at 9:30AM for E201 and 10:30AM for E210M and B205</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•</td>
<td><strong>NOTE:</strong> The equivalency exams are administered, without exception, twice during the academic year. If you miss the Fall equivalency exams, note that the final time the equivalency exams will be administered for the academic year is during orientation in January</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEPTEMBER</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Monday</td>
<td>•</td>
<td>Labor Day Observed – University Holiday - NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>3 Tuesday</td>
<td>•</td>
<td>Shopping Day for selected course offerings</td>
<td></td>
</tr>
<tr>
<td>4 Wednesday</td>
<td>•</td>
<td>Classes begin</td>
<td></td>
</tr>
<tr>
<td>6 Friday</td>
<td>•</td>
<td>Convocation</td>
<td></td>
</tr>
<tr>
<td>10 Tuesday</td>
<td>•</td>
<td>Online registration opens for Fall semester at 11:59PM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>Last day for non-Fletcher students to submit cross-registration petitions online</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>Last day to submit audit forms to the Registrar’s Office</td>
<td></td>
</tr>
<tr>
<td>21 Saturday</td>
<td>•</td>
<td>First Foreign Language Reading Comprehension Exams: Non-Roman alphabet languages (9:00AM-11:00AM); Roman alphabet languages (9:30AM-11:00AM); Arabic, Chinese, Japanese, and Korean (9:00AM-12:00PM)</td>
<td></td>
</tr>
<tr>
<td>24 Tuesday</td>
<td>•</td>
<td>Last day of the drop/late add period. Courses dropped after this date receive a withdrawal notation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>•</td>
<td>Last day to submit independent study registration forms for Fall 2019</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OCTOBER</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>14 Monday</td>
<td>•</td>
<td>Indigenous People’s Day Observed – University Holiday - NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>16 Wednesday</td>
<td>•</td>
<td>Follow MONDAY class schedule</td>
<td></td>
</tr>
<tr>
<td>23 Wednesday</td>
<td>•</td>
<td>Modular courses scheduled for the first half of the term end</td>
<td></td>
</tr>
<tr>
<td>24 Thursday</td>
<td>•</td>
<td>Modular courses scheduled for the second half of the term begin</td>
<td></td>
</tr>
<tr>
<td>30 Wednesday</td>
<td>•</td>
<td>Add/drop period ends for modular courses scheduled in the second half</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOVEMBER</th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>11 Monday</td>
<td>•</td>
<td>Veterans Day – University Holiday - NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>28 Thursday</td>
<td>•</td>
<td>Thanksgiving Recess – NO CLASSES</td>
<td></td>
</tr>
<tr>
<td>29 Friday</td>
<td>•</td>
<td>Thanksgiving Recess – NO CLASSES</td>
<td></td>
</tr>
</tbody>
</table>

<p>| DECEMBER     |       |       |       |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Monday</td>
<td>Last day of classes for the Fall 2019 term</td>
</tr>
<tr>
<td>10</td>
<td>Tuesday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>11</td>
<td>Wednesday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>12</td>
<td>Thursday</td>
<td>First day of final exams</td>
</tr>
<tr>
<td>13</td>
<td>Friday</td>
<td>Final exams</td>
</tr>
<tr>
<td>16</td>
<td>Monday</td>
<td>Final exams</td>
</tr>
<tr>
<td>17</td>
<td>Tuesday</td>
<td>Final exams</td>
</tr>
<tr>
<td>18</td>
<td>Wednesday</td>
<td>Last day of final exams</td>
</tr>
</tbody>
</table>

**SPRING 2020 SEMESTER**

**JANUARY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Thursday</td>
<td>Online registration opens for 2nd year MALD/MIB/MATA and all LLM/MA at 12:00 PM</td>
</tr>
</tbody>
</table>
| 3     | Friday   | Fall 2019 grades due by 12:00PM  
Deadline for completion of all February 2020 degree requirements                                                                                                        |
| 8     | Wednesday| Registration opens for 1st year MALD/MIB/MATA and incoming Januarians at 12:00PM  
Mandatory orientation for incoming students begins                                                                                                                       |
| 9     | Thursday | Orientation for incoming students continues  
Equivalency exams administered at 9:30AM for E201 and 10:30AM for E210M and B205 **NOTE: The equivalency exams are administered, without exception, twice during the academic year. Note that the final time the equivalency exams will be administered for the academic year is during January orientation.**  
New York City Career Trip                                                                                                                                           |
| 10    | Friday   | Last day of orientation for incoming students  
New York City Career Trip                                                                                                                                           |
| 13    | Monday   | Shopping Day for selected course offerings                                                                                                                                                    |
| 14    | Tuesday  | Classes begin                                                                                                                                                                                      |
| 20    | Monday   | Martin Luther King, Jr. Day Observed – University Holiday – NO CLASSES                                                                                                                             |
| 21    | Tuesday  | Online registration ends at 11:59PM  
Last day for non-Fletcher students to submit cross-registration petitions online  
Follow MONDAY class schedule                                                                                                                                 |

**FEBRUARY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Events</th>
</tr>
</thead>
</table>
| 4     | Tuesday  | Last day of the drop/late add period. Courses dropped after this date receive a withdrawal notation.  
Last day to submit independent study registration forms for Spring 2020                                                                                         |
| 8     | Saturday | Second Foreign Language Reading Comprehension Exams: Non-Roman alphabet languages (9:00AM-11:00AM);  
Roman alphabet languages (9:30AM-11:00AM); Arabic, Chinese, Japanese, and Korean (9:00AM-12:00PM)                                                                 |
| 17    | Monday   | Presidents’ Day Observed – University Holiday - NO CLASSES                                                                                                                                           |
| 19    | Wednesday| Follow MONDAY class schedule                                                                                                                                                                       |
| 20    | Thursday | Washington, D.C. Career Trip – NO CLASSES                                                                                                                                                    |
| 21    | Friday   | Washington, D.C. Career Trip – NO CLASSES                                                                                                                                                    |

**MARCH**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Friday</td>
<td>Modular courses scheduled for the first half of the term end</td>
</tr>
<tr>
<td>9</td>
<td>Monday</td>
<td>Modular courses scheduled for the second half of the term begin</td>
</tr>
</tbody>
</table>
| 13    | Friday   | Add/drop period ends for modular courses scheduled in the second half  
Spring Break begins at the end of classes                                                                                                                                                    |
| 23    | Monday   | Spring Break ends; classes resume                                                                                                                                                            |

**APRIL**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Events</th>
</tr>
</thead>
</table>
| 4     | Saturday | Third and final offering of the Foreign Language Reading Comprehension Exams: Non-Roman alphabet languages (9:00AM-11:00AM);  
Roman alphabet languages (9:30AM-11:00AM); Arabic, Chinese, Japanese, and Korean (9:00AM-12:00PM)                                                                 |
| 17    | Friday   | Last day to submit PhD dissertation (deposit copies) to the Director of the PhD program                                                                                                           |
| 20    | Monday   | Patriots’ Day – University holiday - NO CLASSES                                                                                                                                               |
| 27    | Monday   | Last day of classes for the Spring 2020 term  
Deadline for completion of all May 2020 degree requirements, **excluding** Spring 2020 final grades                                                                                     |
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>28</td>
<td>Tuesday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>29</td>
<td>Wednesday</td>
<td>Reading Day</td>
</tr>
<tr>
<td>30</td>
<td>Thursday</td>
<td>First day of final exams</td>
</tr>
</tbody>
</table>

**MAY**

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Friday</td>
<td>Final exams</td>
</tr>
<tr>
<td>4</td>
<td>Monday</td>
<td>Final exams</td>
</tr>
<tr>
<td>5</td>
<td>Tuesday</td>
<td>Final exams</td>
</tr>
<tr>
<td>6</td>
<td>Wednesday</td>
<td>Last day of final exams</td>
</tr>
<tr>
<td>8</td>
<td>Friday</td>
<td>Spring 2020 grades due by 12:00PM</td>
</tr>
<tr>
<td>14</td>
<td>Thursday</td>
<td>Executive and Full Faculty Meeting for degree vote</td>
</tr>
<tr>
<td>16</td>
<td>Saturday</td>
<td>Class Day Ceremony</td>
</tr>
<tr>
<td>17</td>
<td>Sunday</td>
<td>Commencement</td>
</tr>
</tbody>
</table>

**GMAP Academic Calendar**

**GMAP August 2019 Start**

### Fall Term 2019

- **Reading Period**: July 8 – July 28, 2019
- **August Residency Session (Fletcher)**: July 29 (9 am) – August 9 (5 pm), 2019
- **Internet-Mediated Instruction**: August 20 – November 11, 2019

#### Course Details

<table>
<thead>
<tr>
<th>International Politics</th>
<th>Corporate Finance &amp; Global Financial Markets</th>
<th>International Negotiation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Jeffrey Taliafero</td>
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</tr>
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<td></td>
</tr>
<tr>
<td></td>
<td>Professor Bernard Simonin (5-week module)</td>
<td></td>
</tr>
</tbody>
</table>

### Spring Term 2020

- **Reading Period**: November 19 – December 16, 2019
- **January Residency Session (international location)**: January 6 (9 am) – January 18 (5 pm), 2020
- **Internet-Mediated Instruction**: January 28 – April 13, 2020
<table>
<thead>
<tr>
<th><strong>International Trade</strong></th>
<th><strong>International Macroeconomics</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Barbara Ramos</td>
<td>Professor Larry Krohn</td>
</tr>
<tr>
<td>(11 weeks)</td>
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</table>

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<tr>
<th><strong>Security Studies</strong></th>
</tr>
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<tbody>
<tr>
<td>Professors Richard Shultz &amp; Robert Pfaltzgraff</td>
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<tr>
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</table>

**Summer Term 2020**

<table>
<thead>
<tr>
<th>Internet-Mediated Instruction</th>
<th>April 21 – July 6, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>July Residency Session (Fletcher)</td>
<td>July 13 (9 am) – July 24 (5 pm), 2020</td>
</tr>
<tr>
<td>Graduation</td>
<td>July 25 (11 am), 2020</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>International Business &amp; Economic Law</strong></th>
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</tr>
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<tbody>
<tr>
<td>Professor Deborah Winslow Nutter</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Capstone Project</strong></th>
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**GMAP January 2020 Start**

<table>
<thead>
<tr>
<th><strong>Spring Term 2020</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Period</td>
</tr>
<tr>
<td>Residency Session (International Location)</td>
</tr>
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<td>Internet-Mediated Instruction</td>
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</tbody>
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<tr>
<th>Module</th>
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<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
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| Foreign Policy Leadership                   |                                     |                                 |
|---------------------------------------------|                                     |                                 |
| Dean Deborah Winslow Nutter                 |                                     |                                 |
| (6-week module)                             |                                     |                                 |

### Fall Term 2020

<table>
<thead>
<tr>
<th>Module</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Period</td>
<td>July 13 – August 2, 2020</td>
<td></td>
</tr>
<tr>
<td>Residency Session (Fletcher)</td>
<td>August 3 (9am) – August 14 (5pm), 2020</td>
<td></td>
</tr>
<tr>
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### Winter Term 2020: Capstone Project Period for Midyears

November 17, 2020 – January 16, 2021

During this period, the Midyear Class of 2020 is finalizing their capstone project for final submission to their faculty advisor as well as preparing the oral defense of their capstone. The oral defense can be completed in person or over Skype during the designated capstone days during the January 2021 international midyear residency session. GMAP will cover three nights of room and board during the January 2021 international residency (i.e. Thursday check-in and Sunday check-out) and waive the alumni weekend registration fee for those of the Midyear Class of 2020 who have approval from their faculty advisor to defend their capstone during the international residency.
Enrollment Dates
Enrollment dates vary by program:

- MALD: September, January
- MIB: September, January
- MA: September, January
- LLM: September, January
- PhD: September
- GMAP: August, January
- GBA: September, January, May

Admissions Requirements
All Fletcher programs require applicants to have a strong academic background, international exposure and professional experience and goals. However, additional requirements are specific to each degree program:

- MALD: Foreign language proficiency
- MIB: Foreign language proficiency
- MA: Foreign language proficiency, 8+ years of professional experience
- LLM: Foreign language proficiency, a law degree (JD, LLB, or equivalent) or bar admittance
- PhD: Foreign language proficiency, Master’s degree in related field
- GMAP: Foreign language proficiency, 8+ years of professional experience
- GBA: 8+ years of professional experience

Absence Policies
Faculty are at liberty to establish attendance and participation requirements by individual course and outlines these policies in their syllabi.

Leave of Absence, Medical Emergencies, and Hospitalizations

Leave of Absence
Students who wish to take a leave of absence for one or two semesters from The Fletcher School should consult the Director of Student Affairs. Online students may also contact their program director who will work in coordination with the Director of Student Affairs. Generally, a leave of absence is granted for no more than one year with the exception of medical and compassionate leaves of absence. Students on leave of absence are not considered enrolled and are neither eligible for loans nor loan deferral. Additionally, students may not attend co-curricular student activities, reside in university residence halls, or use university facilities or resources including the fitness center.

Students who wish to withdraw from The Fletcher School should consult the Registrar.

Personal or Academic Leave
Students seeking a personal or academic leave of absence must complete the appropriate form available from the Office of Student Affairs. Leaves may also be granted for temporary jobs or internship opportunities. Students on leave who do not resume studies by the date approved on the leave of absence form are withdrawn from degree candidacy.
Medical Leave of Absence
A medical leave of absence is available for students who find it difficult to productively or safely manage demands of their academics, research, and campus life due to a physical or mental health concerns. The Office of Student Affairs facilitates the medical leave process and approves medical leaves with input from the student’s treatment provider, who is either a University clinician or an outside clinician engaged in the care of the student.

How to Request a Medical Leave of Absence
Although medical leave may be initiated by the student, in certain cases, medical health practitioners or physicians may recommend that it is not in the student’s or the community’s best interest for the student to continue at the university.

1) Student-Initiated Leave
The student obtains a letter from his or her primary care physician, or other treating physician, recommending a medical leave of absence. This letter should indicate the reason for the leave and the expected duration. The student should submit the letter to the Director of Student Affairs who will review the request and determine whether or not leave is to be granted. Students must give permission for their care providers to speak to the appropriate clinicians in Health or Counseling and Mental Health Services to apprise them of the student’s treatment plan.

2) School-Initiated Leave
The Director of Student Affairs or Executive Associate Dean may place a student on medical leave of absence after consultation with the University’s health professionals in the Health Services and/or the Counseling and Mental Health Services Offices. The standard leave is one year. Students on medical leave should use this time to address the life events and circumstances precipitating their leave and to develop their independence and stability.

How to Return from a Medical Leave of Absence
A student on a medical leave of absence should notify the Director of Student Affairs of intent to return by the date indicated in the chart below. The following steps must be taken in order for a student to return from a medical leave of absence:

- Submit a letter addressed to the Director of Student Affairs summarizing the student’s time away from Tufts, the treatment and care received, and plans for returning to academic and co-curricular life. The student may want to discuss the reasons for taking a medical leave, what has changed in the intervening time, why they feel ready to come back, and any other relevant information. The student should specify in which semester they are requesting to return.
- Submit to Health Service or Counseling and Mental Health Service the Clinical Progress Report Form from the primary treatment provider summarizing the student’s treatment course during the leave, the current treatment plan, an assessment of the student’s progress while away from Tufts, and any recommendation for support structures that could be useful upon return. Students are required to provide the appropriate release forms to their treatment providers for this form. If necessary, the student may also be required to complete evaluative interview with staff member from Health Service or Counseling and Mental Health Service.
- Complete evaluative interview with the Director of Student Affairs, Executive Associate Dean, or a designee determined by the Director of Student Affairs.
Final decisions about the student’s return are made by The Fletcher School’s Office of Student Affairs and if applicable, a designee determined by the Director of Student Affairs in consultation with the Director of Tufts Health Service or Counseling and Mental Health Service. Approval to return from Medical Leave will be based on the student’s ability to demonstrate that they have addressed and are managing the factors that led to the leave and that they are ready to return to The Fletcher School.

<table>
<thead>
<tr>
<th>Semester of desired return</th>
<th>Last day to notify Director of Student Affairs of intent to return</th>
<th>Last day to receive all documentation and complete evaluative interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>June 1</td>
<td>July 1</td>
</tr>
<tr>
<td>Spring</td>
<td>October 1</td>
<td>November 1</td>
</tr>
<tr>
<td>Summer</td>
<td>February 1</td>
<td>March 1</td>
</tr>
</tbody>
</table>

**Academic Considerations for Medical Leave**

A medical leave of absence provides time for students to focus on receiving treatment and assistance for a health concern. Thus, students on medical leave may not be on the Tufts campus, which means that they are typically unable to complete in-person coursework. Additionally, students may not attend co-curricular activities at the University while on medical leave. This step ensures that students fully invest in addressing the health concern precipitating the leave.

A student taking a medical leave may choose to have all classes removed from their transcript for the semester in which they seek to take the leave. Alternatively, if a student chooses to complete one or more classes, all the classes for the semester will remain on the transcript and the usual grading scale will be applied. Please note that a student’s medical leave status will not appear on the student’s transcript.

**Health Insurance Considerations for Medical Leave**

The student health insurance provided by Tufts University is in effect from September 1 until August 31 (12 months). Students who have purchased the insurance plan offered through the University will be eligible to continue the plan while on medical leave until the end of the 12 months. Please note that while on medical leave, a student will not be able to receive on-campus services, including Health Services and Counseling and Mental Health Services.

**Medical Emergencies and Hospitalizations**

The following steps will be taken to assess a student’s readiness to return to Tufts after a hospitalization, or a stay in a treatment facility, an intensive outpatient hospital or a rehabilitation center. Please note that a student must be discharged to a parent, family member, sibling over 21, or a family friend chosen by the student’s family. A student cannot be discharged directly to Tufts University.

The post-hospitalization discharge summary from the admitting hospital must be provided to Counseling and Mental Health Services (CMHS) at Tufts University or Health Services (HS). The student will need to sign an Information Release Form with their provider and with CMHS or HS should additional information be needed. It may be necessary for a Tufts University clinician to speak with the student’s own health care provider(s).
A meeting must be arranged with the Director of Student Affairs. The Director of Student Affairs will make arrangements for additional interviews as necessary including a Tufts University clinician or a clinical provider, etc. Following the meetings and the review of the clinical discharge summary, the Tufts University Clinical Team or the Clinical Director of Health Services will make a recommendation to the Director of Student Affairs as to whether the condition necessitating the hospitalization has been resolved sufficiently that it seems prudent for the student to return. The Director of Student Affairs will review the recommendation and will make a determination as to the student’s readiness to re-engage in the rigors of university life. The outcome will be promptly communicated to the student in writing. Until this decision is communicated, the student may not be on campus, attend classes, or participate in any school-related activities.

Academic Standing and Satisfactory Academic Progress

All policies are implemented, enforced, and may be amended by Fletcher’s Academic Council.

Definition of “Good Academic Standing”

Tufts University defines a student as being in “good standing” as long as they remain actively enrolled and not on Academic Probation and/or Disciplinary Probation. Students must be in good academic and disciplinary standing in order to study abroad on exchange and cross-register into non-Fletcher courses. Transfer credit toward the Fletcher degree will be accepted only from students who are in good academic and disciplinary standing at the time of credit transfer, and in accordance with all transfer credit policies.

Academic Alert

A student will be sent an academic alert at the end of any semester in which that student earned fewer than 12.0 credits and/or failed one course (including modules). Incompletes are not earned credits. If student is on a Registrar-approved reduced course load, an academic alert will be issued if the student earns 3.0 credits fewer than total number of attempted credits.

Academic Probation

A student will be placed on academic probation at the end of any semester in which that student earned fewer than 6.0 credits or failed to make satisfactory academic progress as defined in the table under “Satisfactory Academic Progress.” To return to good academic standing, in the following semester the student must satisfactorily complete a minimum of 12.0 credits. If student is on a Registrar-approved reduced course load, good academic standing is achieved by completing all credits attempted in the following semester. Additionally, the student must submit a plan to the Registrar to make up any missing credits from previous semesters. The student is expected to follow the policy on “Failing Grades” as part of the plan to return to good academic standing.

If a student is put on academic probation, they will no longer be in good academic standing, which can affect financial aid, cross-registration, and other privileges on a case by case basis. A notation of academic probation will be recorded on the student’s unofficial transcript. This notation will be removed once the student has returned to good academic standing.
Satisfactory Academic Progress

Satisfactory progress is defined by the number of credits completed by the end of each semester, as follows:

<table>
<thead>
<tr>
<th>Semester</th>
<th>MALD</th>
<th>MA</th>
<th>LLM</th>
<th>MIB</th>
<th>MATA (Fletcher start)</th>
<th>GBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Semester 2</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Semester 3</td>
<td>36</td>
<td>N/A</td>
<td>N/A</td>
<td>39</td>
<td>36</td>
<td>9</td>
</tr>
<tr>
<td>Semester 4</td>
<td>48</td>
<td>N/A</td>
<td>N/A</td>
<td>54</td>
<td>N/A</td>
<td>12</td>
</tr>
<tr>
<td>Semester 5</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>15</td>
</tr>
<tr>
<td>Semester 6</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>18</td>
</tr>
</tbody>
</table>

*For GBA students, the term “semester” is synonymous with “term”*

Financial Aid Implications

According to federal regulations and Tufts policy, the student must be making satisfactory academic progress towards their degree in order to be eligible for federal and state financial aid. They must accumulate at least the number of credits in the table above by the end of each semester and maintain a 2.7 cumulative GPA. Transfer credits and summer credits may be used to satisfy these requirements. Repeated courses can only be used to satisfy these requirements in cases where the student receives additional course credit for the repeated course. Progress will be reviewed at the end of each term in which the student is enrolled.

If the student does not meet the satisfactory academic progress guidelines, they will be given one semester on Financial Aid Warning. If they do not meet the guidelines by the beginning of the following semester, they will be ineligible to receive any federal or state financial aid, including Federal Direct Loans. They may regain eligibility if they meet the guidelines in subsequent semesters.

If the student returns from a leave of absence after making unsatisfactory progress, they will be placed on Financial Aid Probation and must agree to an academic plan that requires completing at least 12.0 credits in each subsequent semester. GBA students would need to complete at least 3.0 credits in each subsequent semester.

Code of Conduct

Student Code of Conduct

A. Preamble

The Fletcher School at Tufts University is a broad community of students, faculty, administrators, and many visitors. The long-standing mission of the School is:

- to educate professionals from around the world and to prepare them for positions of leadership and influence in the national and international arenas;
• to increase understanding of international problems and concerns through teaching, research, and publications;

• to serve local, national, and international communities in their search to develop relationships of mutual benefit, security, and justice in an increasingly interdependent world.

Fletcher students are expected to be responsible citizens of the School and should exercise good judgment and ethical behavior in their academic, professional, and personal lives. A professional, ethical environment requires a common set of behavioral expectations, the participation of all students, and adherence to Tufts University and Fletcher School policies.

The Fletcher Code of Conduct encompasses School and University policies that are designed to ensure that all students share a collective responsibility for maintaining the highest ethical standards and professional conduct. The Code of Conduct sets forth a process to ensure accountability, in order to reinforce the need for all students to comply with University policies and federal, state, and local laws of the surrounding cities in which they live, study, work, and visit.

The Code is supplemented by the Guiding Principles of The Fletcher School, which are set forth immediately below.

B. Guiding Principles of the Fletcher Community

The Guiding Principles of the Fletcher Community are values that students are expected to honor in their time at the School. These Principles are not formally part of the Code of Conduct but rather complement it by providing guidance on matters of broader concern that may arise within our community. Some actions that community members might find uncivil, rude, or disrespectful cannot be dealt with under the Code of Conduct Procedures set forth in Section E below. However, such concerns may be addressed in other ways, such as through counseling, mediation, and/or school-wide conversations to raise awareness of the perceived problems.

Accordingly, Fletcher students are expected to uphold the following Guiding Principles:

• Community—Build and enhance the community by fostering inclusiveness and collaboration. Treat all members of the community fairly.

• Compassion—Show kindness and compassion to others. Seek to interact with and understand people who are different from yourself. Understand and appreciate how your decisions and actions impact others.

• Integrity—Maintain the highest standards of academic and professional integrity, as set forth in the Code of Academic Integrity.

• Respect—Respect yourself, others, property, and the community, which includes respecting others’ safety, privacy, and personal autonomy. In both the intellectual and social community, respect transcends disagreement and facilitates learning and understanding.

• Responsibility—Be accountable for your decisions and actions, and do not abuse any position of authority or responsibility. Refrain from decisions and/or actions that would interfere with University activities or would expose the University to legal risk. Do not engage in any activity that would damage the health, safety, or welfare of anyone.
C. Scope (Jurisdiction) of the Code of Conduct

Fletcher’s Code of Conduct applies to all students, degree and non-degree, at The Fletcher School. Alleged violations of the Code of Conduct will be considered under the Procedure Regarding Violations of the Fletcher Code of Conduct set forth in Section E below.

The Code of Conduct applies during regular academic terms; during academic breaks, such as the summer or winter breaks; during internships; and while students are on personal, medical, or other leave. The Code of Conduct applies to behavior that occurs on any of Tufts' campuses, off campus, and online; it applies to students who are cross-registered at other universities or who are studying abroad. The Code of Conduct applies to all Fletcher student organizations.

In the event of serious misconduct committed while enrolled but reported only after the accused student has graduated, the University may invoke and utilize the Procedure Regarding Violations of the Fletcher Code of Conduct detailed in section E. Should the former student be found responsible for misconduct, the University may impose penalties up to and including revocation of that student’s degree.

In some instances, an action that violates Fletcher and/or Tufts policy may also violate the laws of Massachusetts or of federal or local governments. Any such violation of law may be pursued in civil or criminal court simultaneously with and separate from the resolution of a complaint through the Procedure Regarding Violations of the Fletcher Code of Conduct. A pending legal action shall not delay University action, nor shall the outcome of a civil or criminal case determine the outcome of a University proceeding.

School and University Policies Included within the Code of Conduct
Students are expected to abide by all published University policies, including the following Fletcher and Tufts University policies, which taken together make up the Fletcher Code of Conduct. All of the policies below are set forth or summarized in the Fletcher Student Handbook.

C1. Student Safety Policies

- Weapons & Violence Free University
- Alcohol and Other Drugs
- Smoking
- Disorderly Conduct
- Physical Abuse and Reckless Endangerment
- University-Affiliated International Travel Safety
- Threats
- Theft
- Unauthorized access
- Fire Safety, Life Safety Equipment, and Residence Hall Security Devices

C2. Working with Others Policies

- Prohibited Relationships with Students Policy
- Hate Crimes and Bias-Motivated Violations
- Harassment
- Hazing
- Retaliation
- Working with One Another Policy

C3. Community Living Policies
- Disruption of Community Well-Being
- Disruption of a Community Activity
- Gatherings, Protests, and Demonstrations
- Declaration on Freedom of Expression
- Noise Complaints
- Off-Campus Disturbances
- Property Damage and Vandalism
- Unauthorized Recording
- Tufts Policy on Political Activities
- Controversial Speakers and Programs
- Failure to Comply with a University Official
- Gaming and Gambling
- Public Nudity

C4. Information Technology Policies
- Responsible Use of Information Technology
- Tufts Email Account Policies
- Email Distribution Lists
- Directory Policies
- Class Videotaping Policy
- Use of Tufts’ and Fletcher’s Name, Brand, and Marks

C5. Student Organization Policies
- Fletcher Trek Policy
- Fundraising

D. Conduct Not Addressed by the Code of Conduct
D1. Sexual misconduct
Allegations of a sexual misconduct policy violation are resolved using the sexual misconduct adjudication process (SMAP). Information about the SMAP is available online at https://oeo.tufts.edu/policies-procedures, is summarized in the Student Handbook, and Appendix A of this document.

D2. Discrimination
Allegations that University non-discrimination policy was violated are investigated by the Office of Equal Opportunity (OEO). Information about the OEO’s non-discrimination investigation and resolution procedures
are available online at https://oeo.tufts.edu/policies-procedures and is summarized in the Student Handbook and Appendix B of this document.

D3. Violations of academic or professional integrity
Allegations of violations of standards of academic or professional integrity are governed by the Code of Academic Integrity (“Honor Code”) and resolved under that Code. The Code of Academic Integrity is available in the Student Handbook, on-line at https://sites.tufts.edu/fletcherconnect/academics/policies/honor-code/ and below in Appendix C of this document.

D4. Grievances against a faculty member or administrator affiliated with Fletcher
Grievances against Fletcher faculty member or administrator are governed by the Student Grievance Procedure set forth in the Student Handbook.

E. Procedure Regarding Violations of the Fletcher Code of Conduct
Alleged violations of the University or Fletcher policies embodied in Fletcher’s Code of Conduct by any Fletcher student, as witnessed by any employee, student, or other individual, will be handled as described in the following section, unless otherwise indicated in the relevant policy. Allegations of failure to conform to the Guiding Principles (Section B above) are not subject to these Procedures.

E1. Code of Conduct Committee
At the beginning of each academic year, the Dean of The Fletcher School shall appoint a Code of Conduct Committee composed of five people drawn from the School. Three members of the committee shall be members of the faculty; one member shall be a second-year Fletcher student, elected by the student body of the School; and one member shall be the Fletcher Director of Student Affairs or her/his designated representative. When a matter is referred to the Code of Conduct Committee, the Committee shall evaluate the information presented and determine an appropriate outcome or sanction, if any, pursuant to the following procedures. Decisions regarding a violation of the Code of Conduct are based upon the preponderance of the evidence (whether it was more likely than not that policy was violated by the conduct alleged).

E2. Disciplinary Action and Fair Process
The procedures described in this section and the following sections ensure that a fair review has taken place and that the information presented by the complainant, respondent, and any witnesses has received full consideration.

The University makes every effort to protect the privacy of each individual. The Committee shall give due consideration to such privacy interests and will conduct its work accordingly.

Official records of disciplinary investigation and action are maintained in the Office of the Registrar. These records are generally considered private and internal. They may be released to third parties pursuant to University policies and federal law, including the Family Educational Rights and Privacy Act of 1974, as amended. These policies currently provide that information may be released “[w]hen the information is a record of a campus disciplinary proceeding.”
E3. Reporting Violations of the Code of Conduct
An allegation is a written assertion that a violation of the Code of Conduct may have occurred. Any employee, student, faculty member, or visitor of the University may present an allegation to the Director of Student Affairs. Each allegation should describe, with as much specificity as possible (e.g., dates, names, locations, occurrences), the particular factual events that constitute the alleged violation. If such specificity is missing, the person making the allegation will be asked to supplement as appropriate.

Should community members wish to report violations of the Code of Conduct anonymously, they may do so through EthicsPoint, by calling EthicsPoint toll-free at 866-384-4277 or visiting http://tufts-oeo.ethicspoint.com.

E4. Anonymity
Students or others who submit only information that is of a general or descriptive nature and that does not arise from their personal observation or knowledge may request to remain anonymous. They should indicate this desire when they deliver the information to the Director of Student Affairs, and the remainder of the process will use reasonable efforts to maintain the anonymity of these students or others. However, anonymity cannot be guaranteed. In most circumstances, students or others who provide information regarding alleged Code of Conduct violations in the form of their own observations cannot remain anonymous.

E5. Initial Review of an Allegation
The respondent must not contact the complainant with respect to the alleged violation. Any attempt to influence the complainant or to retaliate is itself a violation of the Code of Conduct and is subject to being considered under these Procedures.

Dishonesty in any stage of the Committee process could lead to further sanctions.

Upon receiving an allegation or complaint, the Director of Student Affairs will consider the information received. After reviewing the allegation or complaint and any other documentation s/he deems appropriate, the Director of Student Affairs will determine whether the grievance is within the jurisdiction of the Code of Conduct. If the Director determines that the allegation may allege conduct that, if confirmed, might violate the Code of Conduct, the respondent will be immediately notified of the substance of the allegation, either orally or in writing.

If the alleged policy violation is a minor infraction, the Director of Student Affairs, in consultation with the Executive Associate Dean, may:

1. dismiss the case based on a lack of evidence;
2. meet with the complainant and respondent and come to an informal resolution based on the requests of the complainant and the nature of the complaint; or
3. advise and/or provide a verbal or written reprimand in cases when the facts are not disputed.

For all other allegations, the Director of Student Affairs will consider the complaint with the Code of Conduct Committee Chairperson. Code of Conduct Committee members also may be consulted to assess the allegation and assist in the decision to either:

1. dismiss the case based on a lack of evidence;
2. meet with the complainant and respondent and come to an informal resolution based on the requests of the complainant and the nature of the complaint;
3. advise and/or provide a verbal or written reprimand in cases when the facts are not disputed;
4. forward the case to the appropriate department at Tufts for further review and handling;
5. forward the case to the Code of Conduct Committee and, if necessary, further investigate the allegation; or
6. determine any outcomes or impose sanctions identified in sections E10(a) through E10(d).

An additional investigation pursuant to subparagraph 5 may include interviewing the respondent, the complainant, and witnesses, as well as gathering and reviewing pertinent documents and any other information. The Chairperson and/or individuals selected by the Chairperson (including but not limited to the Tufts University Police Department) will investigate the allegations.

The Committee Chairperson, after consulting with Committee members, will decide to proceed with or without a hearing, depending on the severity of the allegation and/or possible sanctions.

In all cases, a Report shall be prepared that summarizes the allegations, the information obtained from the investigation, and the decision to dismiss or proceed with the case.

E6. Cases Presented to the Code of Conduct Committee without a Hearing

The Code of Conduct Committee will meet, and the Chairperson will present the Report to Committee members. The respondent will be provided a copy of the Report and will be invited to submit a written explanation of the situation to the Committee.

The discussion will be followed by a vote in which a majority of the Committee will decide to either dismiss the case, hold a hearing as described in sections E7 through E9, or find that a violation has occurred. If the Committee finds that a violation has occurred, it may, but need not, impose a sanction (see section E10 below). However, the sanction(s) imposed may not include suspension or expulsion. If the Committee decides to consider a sanction that includes suspension or expulsion, the Committee must hold a hearing.

Whatever the outcome, the Committee Chairperson will notify the respondent and the complainant in writing of the Committee’s decision and any next steps.

E7. Cases Presented to the Code of Conduct Committee with a Hearing

Prior to the hearing, the Chairperson will provide the respondent with a written letter of notification which shall include the following:

1. the time of the hearing (no sooner than ten business days from the date of notification);
2. the location of the hearing;
3. the allegation(s) to be considered;
4. the range of disciplinary sanctions that could result;
5. the names of the witness(es) and/or complainant(s) expected to meet the Committee; and
6. a copy of the Report prepared at the end of the Initial Review of an Allegation (see section E5 above) and any other written or documentary information that the Committee will consider.

The complainant and respondent will be invited to appear at the hearing either in person or via video/phone and be given the opportunity to:

1. present information personally or through the testimony of witnesses, provided that written notice of the identities of these witnesses is provided to the Chairperson of the Committee five business days before the scheduled hearing;
2. submit further written or documentary information for the consideration of the Committee, provided that s/he does so at least two business days before the scheduled hearing;

3. question any person who presents information, except in cases when a person not physically present at Fletcher provides only a written statement rather than appearing in person;

4. make an oral or written statement presenting his or her position(s) to the Committee; and

5. be accompanied by a support person who is a current member of the faculty or administration. Written notice of such accompaniment must be given to the Committee at least two business days before the hearing and must include the name of the support person. The support person will be present only to advise the respondent and will not be allowed to address the Committee. The support person cannot be a member of the Committee and must sign a confidentiality agreement that prevents disclosure of any information from the hearing.

E8. The Code of Conduct Hearing

The Chairperson of the Committee or some other Committee member appointed by the Chairperson will conduct the hearing. The hearing will proceed as set forth in the Committee Chairperson’s letter of notification (described in section E7), beginning with a presentation of the Report. After all information is presented, the respondent will be invited to make a statement to the Committee and respond to its questions. Upon request, the complainant also may address the Committee and answer questions. Upon request, the complainant may participate in the hearing outside the presence of the respondent, subject to the approval of the Committee. In such circumstances, the respondent shall be provided as soon as is practicable with a written transcript of any statement(s) made by the complainant and may respond thereto.

Code of Conduct hearing procedures are intended to be as flexible and informal as practicable. There are no formal rules of evidence. The Committee may consider any information that it deems relevant and may attach whatever weight, if any, it deems appropriate to such information. Any such information submitted to or considered by the Committee shall be transmitted to the complaint and respondent, who may comment thereon. When s/he deems it appropriate, the Chairperson of the Committee will conclude the end of the hearing.

No audio or visual recording of any kind is allowed during the hearing; no transcript of the hearing should be made, unless otherwise provided herein. A documentary record of the proceedings will be kept in the files of the Office of the Registrar. This record should include: (1) the complaint and the respondent's response, (2) all documents submitted at the hearing, and (3) the decision letter. This record does not summarize or otherwise attempt to preserve the hearing or deliberative discussions.

E9. Committee Deliberation and Decision

After the hearing, the Committee will deliberate in private and make a decision by majority vote. Any Committee decision that finds a violation or imposes a sanction must be accompanied by a short summary of the case and a reasoned explanation for the decision. This summary and explanation will be provided to the complainant (if any) and respondent.

E10. Outcomes and Sanctions

Any or all of the sanctions below may be applied by the Committee.

(a) Counseling: The student will be counseled by members of the Committee or by a person or persons appointed or authorized by the Committee. Counseling is not considered a punishment or penalty; it is
designed to help the student understand how his/her actions violated the Code of Conduct and how to avoid further violations.

(b) **Verbal Reprimand**: The student will receive a verbal reprimand from the Chairperson, a written record of which shall be documented but not noted on the student’s transcript.

(c) **Written Reprimand**: The student will receive a written reprimand from the Committee and signed by the Chairperson. The reprimand will not be noted on the student’s transcript, but the student will not be eligible for graduation honors or awards.

(d) **Restitution**: Where the student has damaged, converted, or otherwise impaired the value of the property of The Fletcher School, Tufts University, a Fletcher/Tufts University affiliate, or individual, the student may be required to make adequate restitution any injured party. Restitution may be by monetary compensation or by the student taking appropriate action, as specified by the Director of Student Affairs or Chairperson of the Committee, to redress the situation. The fact that restitution was ordered shall not be noted on the student’s transcript.

(e) **Probation**: The student will be placed on probation for a specified period of time. The Committee may take appropriate steps, including requiring the student to appear regularly before the Committee or designated member(s), to ensure that the student is acting in accordance with the applicable Code policies. Probation will be noted on the student’s transcript.

(f) **Limited Suspension**: The student will not be permitted to continue as a registered student for a specified period. At the expiration of this period, the student shall be re-enrolled upon his/her request. The student will receive credit only for those courses that were completed and passed prior to the suspension. At the discretion of the Committee, the student may be permitted to complete courses in progress, the current semester, or the current academic year before beginning the term of suspension. Suspension will be noted on the student’s transcript.

(g) **Indefinite Suspension**: Indefinite suspension is a sanction just below dismissal and is given to a student who must demonstrate to the Committee that s/he merits re-entry to Fletcher. Students who are suspended indefinitely must be given specific assignments, benchmarks, requirements (for example, a verification from a healthcare professional), and/or tasks that they must accomplish, and a time frame, not to exceed two years, within which they must meet them. The Committee must decide by majority whether to allow the student’s re-entry, continue the suspension, or dismiss the student. If the student does not fulfill all of the conditions for re-entry set by the Committee, the indefinite suspension converts to permanent dismissal without the right to re-apply, at the expiration of the time set for fulfilling the conditions. This action will be noted on the student’s transcript.

(h) **Dismissal with the Possibility of Re-Application**: The student will be dismissed from the program but will be permitted to re-apply for admission to Fletcher, subject to all the conditions of the regular admissions process. This action will be noted on the student’s transcript.

(i) **Permanent Dismissal**: The student will be permanently dismissed from the program and not permitted to re-apply or re-enroll. This action will be noted on the student’s transcript and shall be reported to the Student Exchange Visitor Information System (SEVIS), as needed.
E11. Appeal Process

Either a complainant or a respondent may appeal a decision made by the Code of Conduct Committee to the Dean of The Fletcher School. The appeal must be made within one month of being notified of the decision. The appeal must state the specific grounds for the appeal and present any relevant information or evidence in support of the appeal.

The appeal process is designed to ensure that decisions reached by the Code of Conduct Committee are fair and consistent with Code of Conduct procedures. The appeal is not a re-hearing or reconsideration, but rather a review of the record.

There are only three grounds on which a decision may be appealed. They are:

1. **Newly Available Information.** There exists substantive and relevant information that was not available to the complainant or respondent at the time of the resolution of the complaint or that could not have been discovered through due diligence at the time of the resolution.
2. **Denial of Fair Process.** There was a substantial departure from the procedures outlined in the Procedures Regarding Violations of the Fletcher Code of Conduct that significantly affected the fairness of the process.
3. **Disproportionate Consequences.** The sanction(s) imposed vary significantly from the range of sanctions appropriate in the situation and have disproportionate consequences on the student concerned.

The Dean can review the appeal and make a final decision or may appoint an ad-hoc appellate committee for a second review. The Dean or appellate committee may:

1. deny the appeal and uphold the original decision;
2. accept the appeal and return the case to the Code of Conduct Committee (in situations where new information has become available); or
3. accept the appeal and revise the original decision and/or accompanying sanctions, with a reasoned explanation for the decision and revision(s).

The appellate decision is final and cannot be appealed further.

*Nothing in this Code of Conduct is to be construed as contradictory to present or future University policies and procedures. In the event of any conflict, University policies and procedures will prevail. Approval of this Code of Conduct does not constitute approval or disapproval of the underlying Fletcher or University policies. Any amendment to this Code must be approved by the Fletcher faculty.*

**Tuition and Fees: 2019-20**

<table>
<thead>
<tr>
<th>Residential programs</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALD, MA &amp; Ph.D. tuition</td>
<td>$48,584</td>
</tr>
<tr>
<td>MIB tuition</td>
<td>$56,860</td>
</tr>
<tr>
<td>LLM tuition</td>
<td>$48,584</td>
</tr>
<tr>
<td>Ph.D. post-coursework Enrollment Fee</td>
<td>$4,320</td>
</tr>
<tr>
<td>Room &amp; board - on-campus (estimated)</td>
<td>$11,270</td>
</tr>
<tr>
<td>Room &amp; board - off-campus (estimated)</td>
<td>$15,000</td>
</tr>
</tbody>
</table>
Books and supplies (estimated) $1,000  
Health services fee $872  
Health insurance fee* $3,260  
Personal expenses (estimated) $3,000  
*May be waived if proof of outside coverage is submitted.

GMAP
GMAP Tuition, all inclusive* $81,436  
* Does not include travel to and from residencies/immersions

GBA
GBA tuition: $2,106 per credit
*International immersion fee (variable by location and approximate): $1,500  
*On-Campus immersion fee (approximate): $500  
Books and supplies: Approximately $200 per course  
* Does not include travel to and from residencies/immersions

Refund Policies
The University refund policy for tuition charges is as follows and applies to all programs EXCEPT the GBA:

- 1st to the 12th calendar day of the semester* - refund 80%
- 13th to the 19th - refund 60%
- 20th to the 26th – refund 40%
- 27th to the 33rd - refund 20%
- Thereafter - no refund

The GBA refund policy is as follows:

Students can receive a 100% refund until the end of the add/drop period, which ends one week after live sessions begin. There are no refund made after the add/drop period ends.

Medical Leave of Absence Refund Policy:

- Withdrawal during the first two (2) weeks or less - 90% credit adjustment  
- Withdrawal between two (2) to three (3) weeks - 80% credit adjustment  
- Withdrawal between three (3) to four (4) weeks - 60% credit adjustment  
- Withdrawal between four (4) to six (6) weeks - 40% credit adjustment  
- Withdrawal between six (6) to eight (8) weeks - 20% credit adjustment  
- Thereafter - no adjustment to charges

Veterans Benefits and Transition Act of 2018: In compliance with S2248 PL 115-407 Section 103, veterans and eligible dependents who have notified Tufts that they are using VA educational benefits such as the Post 9/11 GI Bill will not be imposed a late fee, be denied access to facilities, or receive another penalty due to a late payment of tuition and/or fees.
from the VA directly to Tufts. This applies if payments have not been received within 90 days of the beginning of the
term and applies only to the amount of the expected VA payment.

Facilities
The Fletcher School facilities are located at 160 Packard Avenue, Medford, MA, 02155. The Fletcher facilities include
classrooms, lecture hall, library, study spaces, meeting spaces, computer lab, faculty and administrative office, and a
dormitory. In addition, Fletcher students have access to the wider Tufts facilities, including libraries and gym.

Transfer Credit
Transfer credit is not an option for MA, LLM, MIB, MATA and PhD candidates. The only exception is for MIB candidates
enrolled in exchange or joint degree programs. MALD students may petition CSAP for transfer credit and if approved
will be eligible to reduce their course enrollment at Fletcher. GBA students may petition for up to nine credits of transfer
credit, which may be applied to elective courses only. It is expected that students will petition for transfer credit at least
three months prior to the semester when they plan to reduce their enrollment so the Registrar’s Office can accurately
manage the student’s future enrollment and tuition charges. Students who reduce their enrollment after the start of the
term will be subject to the University Refund Policy.

Transfer credit approved by CSAP will not be entered on the Fletcher transcript until 50% of the Fletcher program has
been completed and an official transcript is received.

Petitions for transfer credit will be reviewed providing:
• The course was taken at an accredited graduate school and is comparable to course offerings at Fletcher
• The student was registered as a graduate student at the time the coursework was completed
• The grade received is a B- or better and an official transcript is submitted
• A course description, reading list, or bibliography are submitted
• The course is evaluated and approved by a Fletcher faculty member who offers coursework in this area
• The student presents a strong justification as to the relevance of the proposed transfer credit to their
academic program at Fletcher
• The courses were not offered toward a prior degree
• If transferring multiple courses, all courses and supporting material are presented as a complete package at
one time
• Online courses are allowed for transfer credit with the approval of a Fletcher faculty member

General course notes
Unless otherwise notes, all courses count for three credit hours, which equates to three contact hours in the classroom
plus additional readings, problem sets, research, papers, exam preparation, group work, and other assignments. The
amount of outside time dedicated to each course varies by faculty member but can be extensive, ranging from 2 to 5
additional hours per credit hour.

GMAP Courses
Leadership and Management

THIS COURSE IS DIVIDED INTO TWO MODULES:

Leading and Managing Strategically (1.5 credits): This module explores the global strategic and managerial challenges
that decision-makers increasingly face in both public and private sectors. It attempts to reconcile their evolving role and
competency requirements with the new global business imperative. In particular, the module aims at benchmarking best
practices from the disciplines of strategy, management, and marketing, and transposing them to the field of action of
the “new diplomat”. This reengineering of skills constitutes an invitation to challenge established organizational wisdom and to adopt new strategic and managerial orientation with respect to a variety of issues (e.g., planning, strategy formulation, internationalization, decision-making, human resource management, customer and stakeholder satisfaction, innovation, image persuasion, and knowledge management). (Fall Term)
> Professor Simonin

**Foreign Policy Leadership (1.5 credits):** This module focuses on seven leaders who are known for major accomplishments in foreign policy: Elizabeth I, Napoleon, Woodrow Wilson, Winston Churchill, Mao Zedong, Mikhail Gorbachev and Suleiman I. Each is examined within the context of the pressing international problems of her/his time and in light of the political science and business literature on leadership. With the complex situations they faced at home and abroad, these leaders provide lessons and models for those who are interested in and aspire to leadership. (Summer Term)
> Senior Associate Dean Nutter

**International Negotiation**

This course explores the processes, rather than specific substantive issues, of international negotiation. Using exercises and simulations, it examines the nature of conflict in the international arena; the special characteristics of negotiation in the international setting; pre-negotiation and the problems of inducing parties to negotiate; negotiation dynamics; the roles of culture and power; and the strategy and tactics of international negotiation. International mediation, arbitration, special problems of multilateral negotiation, and the follow-up and implementation of negotiated agreements are also examined. (Fall Term)
> Professor Babbitt and Professor Chigas

**International Trade Economics and Investment**

This course investigates why nations trade, what they trade, and the distribution of gains from trade. Topics include trade and growth, technology, the product cycle, multinationals, international labor migration, tariffs, dumping, regional economic integration, and international competitiveness of firms and nations. Throughout the course there will be special emphasis on which policies affect which outcomes. (Spring Term)
> Professor Ramos

**International Finance**

**THIS COURSE IS DIVIDED INTO TWO MODULES:**

**Corporate Finance and Global Financial Markets (1.5 credits):** This International Finance module provides a conceptual and operational overview of corporate finance as it is practiced by financial managers and bankers in the private sector. Four major themes are explored: 1) financial planning and budgeting; 2) financing techniques including securitization and instruments as available from banks and capital markets; 3) Risk management and the use of financial derivatives and 4) valuation metrics used in selecting among projects, acquiring existing firms, or structuring large-scale project finance. (Fall Term)
> Professor Jacque

**International Macroeconomics (1.5 credits):** This International Macroeconomics module presents frameworks for understanding the performance of economies that are linked to the rest of the world through trade in assets as well as through trade in goods and services. After reviewing the cross-border aspects of national income accounting, this section will teach models of the short- and long-run determination of exchange rates, trade and current account balances, in addition to other macroeconomic variables. These models are then used to analyze general issues such as the choice of exchange-rate regime, open-economy fiscal and monetary policy, the performance of the international monetary system, optimum currency areas, as well as specific current topics. (Spring Term)
> Professor Krohn
International Business and Economic Law

This course provides an introduction to the legal context of international commerce. It examines the international legal system, and focuses on international trade law as a major component of the international legal system, with great relevance for international commerce. It examines selected issues within the international trade law system, including tariffs, discrimination, protectionism, health and environmental protection. It also examines selected issues of the regulation of international business, including the scope of jurisdiction, taxation and bribery. It examines contractual forms and legal constraints in private international commercial relations, including the formation of contracts, letters of credit, and international loan agreements. Finally, the course concludes with an examination of the application of some of these concepts to international internet-based commerce. (Summer Term)  
» Professor Trachtman

International Politics

International Politics considers contemporary political and economic developments in the context of their historical antecedents, and weighs divergent interpretations of influential ideas and political and economic developments. The course examines contradictory interpretations of these events and their significance; focuses on "big picture" visions of political-economic developments; and seeks to apprehend the historical, political, economic, and cultural factors behind them. Part I introduces each topic and is intended to raise questions and provoke discussion during the residency period. Part II delves into each topic in greater detail, sometimes by focusing on multi- or supra-national institutions, and sometimes by examining particular regions and countries that exemplify the trends and counter-trends discussed in Part I. (Fall Term)  
» Professor Taliaferro

Transnational Social Issues

THIS COURSE IS DIVIDED INTO TWO MODULES:

Global Environmental Diplomacy (1.5 credits): In the past 25 years, global environment and resource policy has joined human rights and humanitarian and development issues at the forefront of international policy. Developing sound agreements requires an ability on the part of the diplomat, political leader, corporate decision-maker, or environmental practitioner to understand the scientific basis of the problem, the economic costs of addressing or not addressing it, and the technological and political possibilities for proposed solutions. In this module students will examine a diverse suite of environmental issues ranging from ocean fisheries to forest conservation, all the while examining each issue through the lens of climate change. The module will explore how environmental challenges arise to become part of the international agenda, how environmental treaties are negotiated, and how their implementation takes place in industrial and developing countries. (Spring Term)  
» Professor Moomaw and Professor Chester

Humanitarian Aid (1.5 credits): This module will put complex emergencies and humanitarian crises within a global perspective, focusing on key institutional actors in the field of humanitarian aid. The module will analyze the political, economic, and ethical issues raised by humanitarian interventions in war situations and explore the tools available to aid agencies to program in crisis situations. Building primarily on experiences in Africa and Asia, the module explores linkages between relief and development as well as looking at the possible long term future of the international humanitarian aid system. (Summer Term)

Security Studies

This course considers crisis management in theory and practice, drawing from the period since World War II. Theories of crisis prevention, escalation, management, de-escalation, termination, and post-crisis management; alternative decision-making theories, structures, and processes; the nature of crisis bargaining and negotiation; and the role of third
parties. Special attention will be paid to the role of military force in post-Cold War crisis scenarios. (SpringTerm)
» Professor Pfaltzgraff and Professor Shultz

INSTRUCTOR AND COURSE CONTENT SUBJECT TO CHANGE

GBA Courses

Corporate Finance in Global Capital Markets (required)
This is an introductory course to corporate finance from the perspective of a company’s chief financial officer (CFO). The first part covers financial planning and budgeting, financial analysis, and short-term financial management. The second part will help you develop a valuation framework for making investment decisions (capital budgeting) for new equipment, launching new products, managing mergers and acquisitions and LBOs, and making funding/financing decisions to be coordinated with those investment decisions. Special attention is given to the cost of capital and valuing stocks, bonds, convertible debt, and preferred stocks in the context of global capital markets.

International Strategy and Innovation (required)
This course will prepare you to strategize effectively. You will master a variety of skills, including evaluating the dynamics of your external environment (including the complexity of the global context, political situations, emerging markets, and the changing state of natural resources), making choices regarding “where to play” and “how to win,” sustaining this advantage over time, and creating the right organizational and business models to execute the chosen strategy efficiently. You will learn to make a set of integrated choices, to spot innovative business models, to anticipate the key challenges and techniques for implementing these models, and to consider the tensions and opposing forces that must be balanced for your strategy to succeed.

Global Marketing Management
The course addresses the managerial, organizational, ethical, societal, environmental, and global dimensions of marketing decision-making. The main objectives of the course are to sharpen your skills in problem diagnosis and management. You will learn fundamental marketing concepts; improve your familiarity and understanding of institutional marketing knowledge, terminology, and practice; and practice formulating, presenting, and defending your own marketing ideas and recommendations. The course will stress agility in thinking (“whole-brain” and “neuro-marketing” models), operating in complex and volatile market environments, and leading marketing actors and initiatives cooperatively.

Course available September 2019.

Accounting
This course will introduce the purpose of accounting and its role in business, from the perspective of internal management decision-making as well as external investment choices. You will learn the procedures, interpretation, and judgments required to produce corporate financial statements using both U.S. GAAP (generally accepted accounting principles) as well as IFRS (International Financial Reporting Standards). You will need to be familiar with the approaches of the governing bodies that set these standards and the impact they have on the resulting financial statements of corporate entities. Globalized financial markets along with cross-border expansion of multinational firms require that you have expertise in this area.

Finally, the course will introduce the use and interpretation of managerial accounting in corporate decision-making as well help you identify problems, analyze the results, and develop alternative solutions.

Business at the Base of the Pyramid

**Negotiating Leadership**

This course explores the nature of leadership in the international business and organizational contexts. A key premise of the course is that leadership is an exercise in negotiation. To lead is to negotiate. The course will examine three key dimensions of the leadership life cycle: 1) the acquisition of leadership power, 2) the use of this power, and 3) the preservation and inevitable loss of this power. You will study a wide range of leadership theories and practices (American and international), examine failed leadership examples, and discuss the role of values, ethics, gender, and culture.

*Course available September 2020.*

**Global Context**

*Select one of the two required courses and one additional course of your choice.*

**The Politics of the Global Economy (required – option 1)**

Individuals have traded goods across territorial borders since the dawn of the city-state. Over time, they have altered their economic relations with each other in response to changes in technology, ideology, and the distribution of power. But what determines the direction, magnitude, governance, and fluctuation of these cross-border flows? How does trade, money, investment, and migration respond to structural change or exogenous shocks? This course surveys theories and issue areas of the global political economy from the past and present to develop a better understanding about the future.

**International Macroeconomics (required – option 2)**

This course examines the determination of income, the exchange rate, and the trade balance in economies that trade goods, services, and assets with the rest of the world. Theory is developed and employed to study current events and historical experience. You will study exchange rate determination, monetary and exchange rate policy, the causes and consequences of external imbalances, international policy coordination, financial crises, and the global capital market.

**International Security**

This course examines the use of armed force in international affairs. You will examine theories of war and bargaining, conflict prevention and termination, post-conflict management, and the role of third parties. You will study civil wars, interstate wars, and insurgencies (including terrorism) as well as different forms of warfare, including conventional, nuclear, information, and cyber warfare. Although we will consider the nature of the state system and the structure of the international order from a historical perspective, special attention will be paid to the post-Cold War era.

*Course available May 2020.*

**Complexities of the Developing World and Emerging Markets**

*Course pending approval; may be subject to change. Course description coming soon.*

**Environmental Policy and Sustainable Business**

*Course pending approval; may be subject to change. Course description coming soon.*

**International Law**

*Select one course of your choice.*

**International Business Law**

This course provides an introduction to international business’s legal context. You will study the private international law issues that affect an international business transaction. You will also examine international taxation, anti-bribery law,
intellectual property protection, trade law for market access, payment for goods using letters of credit or blockchain, international protection of foreign direct investment, and financing a foreign direct investment through project financing.

Course available September 2019.

Mergers and Acquisitions

This course reviews the structuring, negotiation, and implementation of cross-border merger and acquisition transactions. It takes into account the applicable issues of international law and national practice. The course discusses alternative forms of transaction structure and the underlying tax and legal considerations related to choosing particular approaches. You will analyze different forms of acquisition agreements, review the role and application of key transactional concepts, and analyze how these concepts are addressed in the context of specific transactions. You will review the typical areas of negotiation in the acquisition of private and public companies and evaluate how these negotiations are affected by international regulatory, legal, and fiscal considerations. Finally, you will review trends in deal terms, drawing on recent transactions involving North American, European, and Asian companies.

Course available May 2020.

Analytical Tools

Select one course of your choice.

Managerial Economics

This course introduces management issues from the perspective of economics. The focus is on the strategic responses a firm can make regarding both its internal organization and its external interaction with both consumers and other firms. You will learn how economic analysis can aid the understanding and improve the design of organizational structure and the development of competitive strategies, whether the organization is a for-profit firm or a nonprofit enterprise.

Course available May 2020.

The Art of Business Communication

This course is intended to sharpen your skills around managerial problem-solving and leadership communication. Through your experiences—which will range from adaptive leadership cases to core value speeches and simulated media interviews—you will develop a fluidity in analytical thinking and effective communication. These "skills to influence" may be particularly valuable for industries such as management consulting. The course should further your journey to becoming a more persuasive, motivating, and effective manager, presenter, and media communicator.

Course pending approval; may be subject to change.

Decision Analysis for Business

Most students will find themselves in positions to make or provide advice regarding difficult business decisions in their work. This course provides the opportunity to help you develop a toolbox ofanalytic techniques that can be indispensable in understanding complicated problems and arriving at the best possible decision such techniques and methods.

You will learn about different types of decision models and how to choose the model that best represents the problem and tradeoffs at hand. Throughout the course, you will learn and practice these analytic techniques through examples and cases from different countries involving a wide variety of business problems. You will construct and solve these models in class and in problem sets. This course does not require a background in economics, statistics, or advanced mathematics.
Course available January 2020.

Data Analytics and Statistical Methods

In 2017, *The Economist* declared that the world’s most valuable resource is no longer oil, but data. With each passing day, more data is generated. Within these data are insights to drive operational efficiencies, solve global health emergencies, and more.

To prepare you to leverage that data, this course will focus on two approaches to data-driven decision making: visual analytics and statistical methods. The course introduces you to data analysis, combining an overview of traditional methods of statistical inference with an introduction to visual analytics. The goal of the course is to provide you with the skills to make decisions and succeed in a data-rich and increasingly data-driven world.

Course available January 2020.

Additional Electives

*Select three additional courses from any of the sections above.*

Capstone

*Required.*

Capstone Lab

The "Lab" is a capstone project that allows you to delve into real-world challenges with real-world organizations. You will work in groups directly with a capstone adviser in one of three tracks: a corporate consulting project, policy issue, or entrepreneurial venture. The capstone is kicked off at the beginning of the term with the on-campus immersion.

Course available May 2020.

Immersions

*Both immersions are required.*

On-Campus Immersion

The on-campus immersion provides an incubator experience to kick off the capstone project and build the skills necessary to complete a real-world project. Seminars with Fletcher faculty on problem-solving frameworks, pitch development, and group work serve as a foundation for the project ahead. You will come together to work in groups for the first time and refine your project plan. Additional activities in Boston and at Tufts will be scheduled for networking. The immersion will take place over three days on Tufts’ Boston-area campus.

Available September 2020.

International Immersion

International immersions take place over four to five days in vibrant and relevant international locations in Asia, Europe, and Latin America. Immersions allow you to delve into the business and geopolitical environments of a particular area, combining academic course work with site visits to organizations in various sectors. You will interact with local alumni, get to know the particularities of the business context, and understand the geopolitical challenges of operating in the region.

Available May 2020 in Mexico City.
Residential Program Classes

ILO L200: The International Legal Order

Course Description
This introductory course deals with structural aspects of the international legal system, including the jurisprudence of international law and differing cultural and philosophical perspectives; the history of the international legal system; customary international law; treaty law; statehood and recognition; the United Nations and international organizations; and the relationship of the international legal system to domestic legal systems, using the United States as a primary example.

ILO L201: Public International Law

Course Description
This course will offer an introduction to the international legal system's principal subfields, including international dispute resolution, the law of state responsibility, the use of force and counter-terrorism, the law of war, international criminal law, human rights, and jurisdiction and immunities. Time permitting; we may also cover selected issues in arms control, international environmental law, and international economic law. We will also explore how these subfields relate to domestic law, focusing on the U.S. legal system as the primary example. Open to students who have completed L200 or equivalent.

ILO L210: International Human Rights Law

Course Description
An introductory survey of international human rights law and procedures, including detailed examination of global, regional, and national institutions to protect human rights. The course traces the development of contemporary concepts of human rights, including issues of universality, whether or not certain categories of rights have priority over others, and the means of creating and enforcing human rights law. The role of non-governmental organizations in fact-finding and publicizing human rights violations is also addressed.

ILO L211: Current Issues in Human Rights

Course Description
This seminar analyzes in greater depth a limited number of issues that are of contemporary interest in the field of international human rights law. While specific topics vary, those addressed in recent years have included equality and non-discrimination; democracy; economic and social rights; business and human rights; and humanitarian intervention. The seminar requires a substantial research paper that analyzes a human rights issue in depth, the topic to be determined in consultation with the instructor. Open to students who have completed L210 or equivalent.

ILO L212: Nationalism, Self-determination and Minority Rights

Course Description
This seminar explores the evolution of the concepts of self-determination and minority rights from the nineteenth century to the present. The focus is on changing legal norms, including interpretation of the principle of self-determination by the League of Nations and United Nations; protection of the rights of ethnic, religious, and linguistic minorities; and the articulation of the rights of indigenous peoples. The seminar requires a substantial research paper that analyzes a contemporary situation in which these issues are significant. Open to students who have completed L200, L210 or equivalent.
ILO L213: International Criminal Justice

Course Description

Following a long fallow period after Nuremberg, the demand for accountability for mass atrocities in the 1990s and since has catalyzed the creation of a range of mechanisms of international criminal justice. This course explores the contours of international criminal law and the institutions that apply it. We will consider the scope and boundaries of the core international crimes - genocide, crimes against humanity, and war crimes - and the range of actors potentially liable for those violations. In so doing, we will examine the application of this body of law through international courts, such as the International Criminal Court and the UN tribunals for Rwanda and the former Yugoslavia, hybrid or special courts, such as those in Sierra Leone and Cambodia, and domestic courts exercising universal jurisdiction. The course will examine the reach and limits of these bodies in confronting impunity, the tension between state sovereignty and international criminal justice, and the problem of selectivity.

ILO L214M: Transitional Justice

Course Description

This seminar considers the range of processes and mechanisms available to ensure accountability for large-scale human rights violations and achieve reconciliation, including criminal justice, truth and reconciliation commissions, and mechanisms, which incorporate local custom, such as gacaca in Rwanda. It reviews some of the philosophical, moral and political considerations pertaining to the challenge of reconciliation in these contexts. This course is taught remotely by the professor.

ILO L215: Ethics in the Practice of Foreign Affairs

Course Description

Many of an individual's most morally significant decisions and actions occur at work. This is true whether one works in the private sector, the public sector, or the NGO sector. The normative weightiness of such decisions is particularly high in many of the careers to which Fletcher students aspire. At the same time, it is well established that social and organizational context plays a key role in shaping behavior, including by shaping an individual's behavior in ways that can run contrary to her independent ethical judgment. In other words, it is extremely difficult to think and act ethically at work. Detached from the professional context, graduate school provides a crucial opportunity for moral reflection at a moment when that reflection can have a real impact in shaping future action. Seizing on that opportunity, this course wrestles with the key dimensions of moral difficulty likely to face those working at the transnational or international level (broadly construed). We begin with philosophical foundations, covering the three key modes of moral reasoning: consequentialism, deontological ethics, and virtue ethics. We then turn in the second part of the course to thinking through problems at the intersection of morality and psychology, understanding the concept of moral dimensions (culpability, blame, and burden), and clarifying the distinction between justification and excuse. The third and dominant part of the course isolates and focuses on the most vexing normative issues and challenges likely to arise for those working in the transnational realm. Among others, this will include wrestling with the dilemmas involved in negotiating with criminal or terrorist actors, doing business in a context of mass corruption, prioritizing recipients of humanitarian aid, engaging in whistleblowing or disobedience, and deciding whether to serve in an administration engaged in nefarious. The objective of the course is to empower students with the philosophical tools to shape their professional lives in such a way that they can ultimately reflect back upon their careers and endorse them morally from a position of honest and searching self-evaluation.

ILO L216: International Humanitarian Law

Course Description
This course explores the doctrine and key tenets of international humanitarian law (variously termed the jus in bello, the law of armed conflict, and the laws of war) while also interrogating that doctrine and considering how developing practices and technologies of war challenge the existing framework. It presumes that students will develop an understanding of the jus ad bellum (the law governing the resort to force, or when we fight) from the International Legal Order (ILO L200) and Public International Law (ILO L201). The focus here will instead be on the jus in bello (the law governing how we fight). We will reflect on the independence of the jus in bello from the jus ad bellum and come to grips with the differences between international, non-international, and transnational conflicts. Several weeks will be devoted to examining the core issues in this regime: the distinction between combatants and civilians, proportionality, weapons bans, precautions in attack, and detention. We will also examine the interaction between human rights law and humanitarian law, the protection of humanitarian assistance in war, the regulation of private military contractors, the connection between IHL and war crimes, and other related issues.

ILO L220: International Organizations

Course Description

Using the case method, this course explores the key court decisions that have helped establish the legal principles that empower and regulate international organizations. Analysis of these cases illuminates the relationship and tension between international law and politics in this area, as well as shows how courts help and hinder the development of international organizations, sometimes in the same case. Additional case studies will focus on contemporary problems facing a variety of international organizations. The debates and assessment exercises will strengthen students' critical reasoning skills, in addition to fostering a sophisticated understanding of the law created for and by international organizations.

ILO L221: Actors in Global Governance

Course Description

This seminar is designed to explore in a comparative mode various actors in global governance: global organizations, regional organizations, groupings of states, non-governmental organizations, private sector actors, and networks. The first part of the seminar is devoted to theoretical, institutional, and legal issues. Each student then develops and presents to the class an outline for a "Reform Report" on an institution of their choice, taking stock of its performance and offering a vision for the future. Based on feedback from the class, constituted as the ‘senior management group' of the institution, the report is finalized and submitted as the major assignment for the course.

ILO L222: Selected Issues in Law of the Sea

Course Description

This course explores current issues implicating the Law of the Sea (and in particular the United Nations Convention on Law of the Sea and related treaties). It explores the interaction of an international legal regime with the challenges posed by geography, climate change, history, military rivalry, trade and politics, and in turn how an international legal regime can itself influence the course of national conduct, whether through negotiation, adjudication or "lawfare". We will explore the ongoing tension between freedom of the seas and sovereign rights and regulation, in contexts ranging from current political-military rivalries and criminal conduct at sea to the exploitation and management of marine resources and preservation of the ocean environment. We will also discuss how the ambivalent attitudes of leading military and commercial powers affect the rule of law in the oceanic context. The course uses current challenges in the South China Sea and the Arctic as a vehicle for consideration of certain of these topics.

ILO L223: International Environmental Law

Course Description
This course addresses the nature, content, and structure of international environmental law. The course commences with an introduction to international environmental problems, together with basic principles of international law and environmental regulation. Specific topics include global warming, stratospheric ozone depletion, and exports of hazardous substances. Other topics may include marine pollution, transboundary pollution, trade and environment, and development and environment. The course evaluates the role of international and non-governmental organizations; the interrelationship between international legal process and domestic law; and the negotiation, conclusion, and implementation of international environmental agreements.

ILO L224: Peace Operations

Course Description

This course looks at peace operations both as instruments for the management of conflict, and as a lens for understanding major issues in contemporary international affairs. Combining a thematic and case study approach, we consider the law, politics and doctrine of peacekeeping. Select cases are examined to draw out recurring themes and dilemmas, such as sovereignty v. intervention, peace v. justice and the UN v. regional organizations. In addition to lectures and structured discussion, the format of the course includes student presentations and a simulation exercise.

ILO L225M: Global Health Law and Institutions

Course Description

This course provides a critical overview of the development of global health law and the institutions that manage it, within the context of contemporary international law, as well as the structures and features of global governance. The course will focus on the main issues leading the development of international law and governance in the field of health, such as the role of WHO and other international institutions; the complex interactions of public health concerns with international regimes such as those regulating international trade and investments, human rights, international security, and environmental protection; and what the prospects are for further future developments. One-half credit. Not offered AY 2017-2018, 2018-2019.

ILO L230: International Business Transactions

Course Description

This course provides an examination of private and public law aspects of international business transactions, including conflicts of law and comparative law issues. It examines the selection of the optimal business format for international operations, including branch, subsidiary, joint venture, technology license and distributorship; international commercial law, including sales contract, and commercial documents; international contracts and dispute resolution issues, including governing law, and choice of forum, force majeure, and treaty issues; and the United States Foreign Corrupt Practices Act.

ILO L231M: International Arbitration

Course Description

This half-credit module explores the nature and application of international arbitration as a method of dispute resolution in international economic and political relations. A widely used but not generally well-known process, international arbitration is basically a method of dispute settlement that involves the referral of the dispute to an impartial tribunal or panel for a binding decision according to agreed-upon norms, often on the basis of international law. It is applicable to three general types of disputes: 1) disputes between states (interstate arbitration); 2) disputes between states and private parties (e.g. investor-state arbitration); and 3) disputes arising out of international business transactions either between private parties or between private parties and governmental entities (e.g. international commercial arbitration). This module will examine all three types of international arbitration and will consider their legal
basis, their methods of operation, and their potential advantages and disadvantages both for the disputants and the wider international community. A student's final evaluation in the course will be based on a paper of not more than 3000 words (65%) and participation in class sessions (35%). The course is relevant to the academic interests of LLM students, because of its legal component, MIB students, because of arbitration's key role in the settlement of international business disputes, and MALD students with interests in international conflict resolution. The course is listed in the fields of Public International Law and International Negotiation and Conflict Resolution and has no required pre-requisites.

ILO L232: International Investment Law

Course Description

This seminar examines the laws, policies, and legal institutions influencing cross-border investments, with special emphasis on emerging markets and developing nations. It studies the nature of international investment and multinational investors, the international legal framework for international investment with particular emphasis on rapidly evolving treaty law, such as bilateral investment treaties (BITs), NAFTA, and the Energy Charter Treaty, as well as arbitration and judicial decisions applying them. It also considers national regulatory frameworks for foreign investment, the contractual and legal mechanisms for structuring, financing, and protecting international investments, and methods for settling investment dispute.

ILO L233: International Financial and Fiscal Law

Course Description

This course is intended to introduce students to the legal and regulatory context of international finance. It covers selected domestic and international aspects of (i) corporate law relating to finance, (ii) bank financing and regulation, (iii) securities financing and market regulation and (iv) insolvency law. It also addresses the process of innovation in international financial law, with coverage of emerging market debt, swaps and other derivatives, privatizations, and securitization. These topics will be reviewed from the standpoint of domestic law of the United States and other selected jurisdictions, as well as from the standpoint of applicable international law and practice.

ILO L237: Mergers and Acquisitions: An International Perspective

Course Description

This seminar reviews the structuring, negotiation, and implementation of cross-border merger and acquisition transactions, taking into account applicable issues of international law, and national practice. The seminar discusses alternative forms of transaction structure and the underlying tax and legal considerations considered for choosing particular approaches. We will also analyze different forms of acquisition agreements, review the role and application of key transactional concepts, and analyze how they are addressed in the context of specific transactions. We will take the opportunity to review the typical areas of negotiation in the acquisition of private and public companies, and evaluate how those negotiations are affected by international regulatory, legal, and fiscal considerations. The seminar will review trends in deal terms drawing on recent transactions involving North American, European, and Asian companies.

ILO L239M: Corporate Governance in International Business and Finance

Course Description

This module explores business, financial, and legal issues affecting corporate governance and management of risk, both in industrialized and developing countries. Students will examine the nature of the corporation, management roles and board responsibility, the role of regulatory authorities, as well as corporate culture, corporate social responsibility, and capital market development. The course will focus on policy implications, including widespread efforts to produce corporate governance reforms and set standards in the wake of corporate scandals and systemic risk. Also listed as
B239m. One-half credit.

ILO L240: **Legal and Institutional Aspects of International Trade**

Course Description

This course examines the law of international trade in goods and services, focusing principally on the law of the World Trade Organization and its General Agreement on Tariffs and Trade, as well as on the foreign trade law of the United States. This sector of international law includes specialized negotiation and dispute settlement processes, as well as particular types of rules, restraining national restrictions on trade. These rules address tariff and non-tariff barriers, discrimination, regionalism, anti-dumping duties, countervailing duties and safeguards measures. This course will pay particular attention to how this legal system manages various facets of globalization.

ILO L250: **Law and Development**

Course Description

This seminar examines the role of law and legal systems in the economic and social development of developing nations, emerging markets, and countries in transition. It explores how law may both inhibit and foster change and the ways that legal institutions may be organized to achieve national goals. It first considers the nature of law, the nature of development, and the theoretical relationships of law to the development process. It then explores the links between law and development through case studies on land tenure, foreign investment, environment, governance, constitutionalism, corruption, judicial reform, enterprise organization, and the rule of law.

ILO L251: **Comparative Legal Systems**

Course Description

This course covers the two principal legal traditions in the world—the common law and the civil law traditions with exposure to the Islamic tradition and European Union law as well. It is intended for diplomats, international civil servants, business executives, and lawyers. Students will study the historical evolution of the traditions in comparative perspective with emphasis on France and Germany in the civil law and on the United States and the United Kingdom in the common law. The methodology entails study of the underlying legal philosophies of these traditions through analysis of the sources of law, judicial process and judicial review, and through learning constitutional law, contracts, and criminal and civil procedure.


ILO L252: **Rule Of Law in Post Conflict Societies**

Course Description

This course studies methodologies used by international actors in promoting the rule of law postconflict. It focuses on eight aspects: constitutional development, code reform, legal drafting, judicial reform, accountability for past abuses, fighting corruption, democratic policing, and local custom. These are strategies for building the basic institutional framework strictly necessary for the maintenance of peace and security in the immediate aftermath of conflict. The course will therefore deal with the restoration/reestablishment of the justice sector and only minimally with economic issues. It includes case studies of East Timor, Kosovo, South Africa, Cambodia, Rwanda, Iraq, and Afghanistan.


ILO L262: **Foreign Relations and National Security Law**

Course Description
This course deals with the intersection of international law and United States constitutional law, focusing upon the separation of powers doctrine and the allocation of decision-making authority, international law as part of United States law, treaties and other international agreements, the war power and terrorism, the appropriations power, federalism, the role of the courts, and current national security issues. Open to students who have completed L200 or its equivalent, or with permission of the instructor.

ILO L264: **Non-proliferation Law and Institutions**

**Course Description**

Existing non-proliferation regimes center around three important multilateral treaties and the verification mechanisms associated with them: the Nuclear Non-Proliferation Treaty, the Chemical Weapons Convention, and the Biological Weapons Convention. Recent developments, including concerns about weapons of mass destruction falling into the hands of non-state actors, have raised questions about the viability of existing regimes. The objective of this seminar is to explore these developments from a legal and institutional perspective. Situated in the broader context of the politics and policies of non-proliferation, we will look at the past, present and future of each regime, drawing on current cases to illustrate their strengths and weaknesses. We will look at the key legal instruments, the institutional arrangements for monitoring compliance, and the enforcement mechanisms. Special attention will be devoted to new initiatives that seek to complement existing regimes. More generally, we will consider what – if any - is the impact of international law and institutions in a field that goes to the core of national and international security.

ILO 300-399: **Independent Study**

**Course Description**

Directed reading and research for credit, providing an opportunity for qualified students to pursue the study of particular problems within the discipline of International Law and Organizations under the personal guidance of a member of faculty. The course may be assigned to a Field of Study according to the topic selected. By consent of the professor and petition.

ILO 400: **Reading and Research**

**Course Description**

Noncredit directed reading and research in preparation for PhD comprehensive examination or dissertation research and writing on the subjects within this division. By consent of the professor.

ILO L270M: **International Law Practicum I**

**Course Description**

Description coming soon.

DHP D200: **Diplomacy: History, Theory, and Practice**

**Course Description**

Diplomacy is one of the very constitutive "orders" of the international system, a mainstay of civilization itself. This course examines classical diplomacy and its evolution in the West, the "integration" of regional diplomatic cultures through the League of Nations and United Nations, the establishment of foreign ministries and bilateral embassies, the Vienna Convention on Diplomatic Relations (1961), the professionalization of diplomatic services, "summit" diplomacy and the use of special envoys, diplomatic ceremony and protocol, the nuances of diplomatic language, public diplomacy and social media, educational exchanges and intercultural dialogues, engagement with non-state actors, and the
question of the future of formal diplomacy in a networked global society. 


**Course Description**

The course is designed to immerse students in the substance and dynamics of US foreign policy decision-making. The class will examine factors contributing to specific international crises, and will debate the real-time choices that faced US government officials who had to address them. Students will develop an understanding of the dynamics of the crises studied; acquire knowledge of the options considered by US decision-makers in framing their policy responses; be exposed to the domestic and international political environment and pressures under which US policymakers made their decisions; and study the interaction between politics and law in US foreign policy making. 


**DHP D205: Global Maritime Affairs**

**Course Description**

Over 90% of international trade is carried by sea – the lifeblood of globalization. The world’s oceans also present a myriad of opportunities and challenges in international affairs, such as territorial disputes, opening Arctic sea routes, piracy, terrorism, strained fisheries, mineral and energy extraction, marine disasters, whaling, maritime security and technological advances in maritime domain awareness. The course will explore these issues and other maritime topics based on individual student interests. Course format is lecture and discussion. Writing and speaking skills receive considerable attention. No prerequisites other than a lively curiosity.

**DHP D209M: Negotiating International Leadership**

**Course Description**

This module explores the nature of leadership in the international context. Drawing upon academic literature and case studies of influential leaders, the class introduces the various models of leadership and the diverse functions of a leader across a range of international environments and organizations. The basic goals of the course are three fold: 1) to enable students to understand the nature of leadership across different sectors in different international settings; 2) to give students the tools to analyze various leadership situations and problems; and 3) to help students develop leadership skills in light of their own leadership ideas and ambitions. A key premise of this class is that leadership is an exercise in negotiation, a task of influencing other persons to act in desired ways for the benefit of an organization or group. The act of leadership on the global stage – in multilateral organizations, multinational corporations, international non-profits, and diplomatic posts – is particularly complex, and it requires an appreciation of different concepts and cultures of leadership. A key aim of this module, then, is to understand how leaders exercise influence inside and outside their organizations, particularly within the international environment. A student's final evaluation in the course will be based on a paper of not more than 3000 words (65%) and participation in class sessions (35%). The course has no required prerequisites, although a basic knowledge of negotiation theory and practice is recommended.

**DHP D210: The Art and Science of Statecraft**

**Course Description**

It is easy to develop explanations for foreign policy decision-making; it is quite another thing to act as the policymaker. What are the available tools of influence that an international actor can use to influence other actors in the world? When are these tools likely to work? The goal of this course is to offer an introduction into the world of policymaking and statecraft. Topics include using coercion and inducement; intervening in the domestic politics of another country; the nature of public and private diplomacy; and case studies of notable policy successes and failures from the past.
DHP D211: Politics of Statecraft

Course Description

Foreign policy is not immune from public debate, political gridlock, or human frailties. Building on The Art and Science of Statecraft, this course examines the political environment in which foreign policy is crafted and implemented. Topics include the role of public opinion, interest groups, bureaucracies, think tanks, and experts in the formulation of policy. Case studies of notable successes and failures of the policy process will be discussed. There will also be frequent in-class exercises in the various arts associated with the promotion of policy. Open to students who have completed D210.

DHP D213: International Humanitarian Response

Course Description

This course will offer a practical and in-depth analysis of the complex issues and skills needed to engage in humanitarian work in field settings. Through presentations offered by the faculty of the Humanitarian Studies Initiative and guest speakers who are experts in their topic areas, students will gain familiarity with the primary frameworks in the humanitarian field (human rights, livelihoods, Sphere standards, international humanitarian law) and will focus on practical issues that arise in the field, such as rapid assessments, application of minimum standards for humanitarian response, and operational approaches to relations with the military in humanitarian settings. Each student will be part of a team representing an international humanitarian non-governmental organization. Topics covered: Humanitarian response community and history; International Humanitarian Law and Human Rights Law; Sphere standards and sectoral applications (shelter, water and sanitation, food security, health); Civil-military relations, media skills, logistics, and budgeting; Monitoring and evaluation, accountability, and livelihoods; Personal security, mental health, stress, and teamwork; and Humanitarian technology. IMPORTANT TO NOTE: These topics will provide the foundational knowledge and skills needed to perform successfully during a three-day intensive field simulation of a humanitarian crisis that usually takes place at the end of April/early May. There is a $300 fee to cover camping gear hire, food, and other equipment costs. This course is cross-listed with The Fletcher School (D213) and enrollment is limited to 15 Friedman students and to 15 Fletcher students. Priority enrollment for Friedman is given to: 1) FPAN students pursuing the Humanitarian Assistance Specialization, 2) MAHA students 3) Graduating and Second-Year students, 4) First-Year students. Pre-requisite: Graduate standing or instructor consent.

DHP D216M: Networks, Analytics, and Organizations I

Course Description

The growing use of social media in political movements and the notoriety of the Snowden revelations and the NSA’s big-data network-tracking abilities have fueled a fast-growing interest in understanding social networks of all types. Participants in this course will examine the evolution of the study of networks and will learn how to analyze an array of social, organizational, and professional networks—including their own. Individual and team assignments will further students’ understanding of the concepts, as well as demonstrate the power of a ‘networked’ class. The final deliverables will include blog postings and a debate on the importance and future of both social networks and enabling technologies.

DHP D217M: Networks, Analytics, and Organizations II

Course Description

This course, a continuation of D216M, will be a seminar covering how to do a complete Social Network Analysis (SNA) project of their own choosing. Students can do either a stand-alone SNA project, either individually or in groups, or an individual project as part of their MALD/MIB capstone project or doctoral dissertation. Initial sessions will introduce the major concepts and techniques of designing and completing a successful SNA, from data collection through analysis. Subsequent sessions will be shaped by the actual projects themselves, with individuals and teams sharing their progress. Open to students who have completed D216M or a graduate-level course in SNA approved by the instructor.
DHP D218: Influencing Policy and the Global Debate: Writing Analysis and Opinion

Course Description

Informing and influencing the course of public affairs requires an ability to write clearly, explain accurately and be convincing. It also requires an understanding of your audience, including its cultural values and how to reach it through social media. Whether you choose to go into government, the non-profit sector, business or the news media itself, you will have to master these skills for success in the public arena, be it to lead or to affect policies. In this course, we will study how to write analysis, which generally attempts to address questions of why or how or to explain something, and opinion, which focuses more what should be done. Opinion can include value judgments, but you must back both analysis and opinion with facts. You also must provide context and be complete, weighing contradictory but relevant information. You will be asked in the first class to submit a theme, region or country on which throughout the course you will write disciplined, well-written essays of 800 to 1,200 words. Your pieces must have some relevance to public policy today, but can focus on economic, legal, historical, military, business or political matters.

DHP D220: Processes of International Negotiation

Course Description

This course explores the processes, rather than specific substantive issues, of international negotiation. Using exercises and simulations, it examines the nature of conflict in the international arena; the special characteristics of negotiation in the international setting; negotiation dynamics; the roles of culture, power, and psychological processes; and the strategy and tactics of international negotiation. Special problems of multilateral negotiation, and the follow-up and implementation of negotiated agreements are also examined. Four sections with a maximum of 30 students each. Students enroll in section 1. After the registration period ends, the Registrar will assign students to one of the four sections.

DHP D221: International Mediation

Course Description

Mediation is one of many international intervention approaches to prevent, resolve, or recover from political violence. It is practiced by individuals, international and transnational organizations, small and large states, and in bilateral or multilateral contexts. This seminar focuses on the ways in which mediators in the international arena carry out their third-party roles. Topics to be covered include: gaining entry; developing a strategy; gaining and using leverage; and managing complexity. The seminar relies on detailed, extensive case study analysis to understand how international mediators operate in real-time, complex environments. Open to students who have completed D220 or equivalent.

DHP D223: Conflict Resolution Theory

Course Description

This course offers an overview of theories of conflict and approaches to conflict resolution. It surveys theories of conflict that originate in various disciplines including sociology, political science, international relations, social psychology, and law. It presents multiple levels of analysis to explain both inter-state and intra-state conflicts. It also reviews approaches that seek to settle and to transform the relationships of disputing parties. This course will provide an in- depth and a critical look at leading theories of conflict and conflict resolution and will explore some of the major theoretical debates in the field.

DHP D224: Negotiation and Mediation in the Israeli-Palestinian Conflict: Past Lessons and Future Opportunities

Course Description
This course integrates negotiation and conflict resolution theory, international negotiation and mediation practice, and area studies within the Israeli-Palestinian conflict. Students will serve as active participants in their own learning by examining their ideas with people who have participated in negotiations or mediation in various rounds of the Israeli-Palestinian conflict or senior scholars who have studied this conflict. The first half of the course will explore the Israeli and Palestinian narratives and will review the conflict’s historical developments since 1948. It will also review briefly main concepts and theories of negotiation, mediation, and conflict resolution. The second half relies heavily on high-ranking guest speakers from the U.S., Israel, and the Palestinian territories in an effort to give students formal and informal opportunities to interact with professionals who have had first-hand experience negotiating or mediating in this conflict.

DHP D225: Conflict Resolution Practice

Course Description

This seminar focuses on three crucial aspects of conflict resolution practice: conducting a conflict assessment; facilitating discussions and consensus building processes in the context of intergroup conflict; and designing and conducting effective dialogues between contending identity groups. The seminar will emphasize the applied aspects of these processes and will use demonstrations, films, exercises, and guest lecturers. It will culminate with organizing and conducting a problem-solving workshop under the leadership of the instructor. Open to students who have completed D223.

DHP D230: Humanitarian Action in Complex Emergencies

Course Description

This multi-disciplinary course covers a broad range of subjects, including the evolution of the international humanitarian system, the political economy of conflicts and humanitarian aid, analytical and normative frameworks for humanitarian action, and a variety of programmatic topics. By the end of this course you will be aware of the historical, legal, social, political and moral context of both the causes and responses to complex humanitarian emergencies, and have a working knowledge of the principles and standards for performing humanitarian response to complex humanitarian emergencies. This course is cross-listed with the Friedman School of Nutrition Science and Policy.

DHP D231: Gender and Human Security in Transitional States and Societies

Course Description

This course uses gender as a key analytical tool to examine states and societies transitioning from large-scale social and political upheaval. It explores key gender dimensions of such transitions and their implications for states, societies and citizens, including those that have moved toward more democratic forms of governance and those that transitioned (or appear to be transitioning) into more authoritarian or fundamentalist regimes. The course balances a population-focused approach (examining the evolving roles, expectations, and norms for men, women, boys and girls) with an analysis of the health, humanitarian, development, security, justice/legal, and governance sectors.

DHP D232: Gender, Culture and Conflict in Complex Humanitarian Emergencies

Course Description

This course examines situations of armed conflict, civilian experiences of these crises, and the international and national humanitarian and military responses to these situations from a gender perspective and highlights the policy and program implications that this perspective presents. Topics include gender analyses of current trends in armed conflict and terrorism; links among war economies, globalization and armed conflict; the manipulation of gender roles to fuel war and violence; gender and livelihoods in crises; masculinities in conflict; sexual and gender-based violence; women's
rights in international humanitarian and human rights law; and peacebuilding. Case studies are drawn from recent and current armed conflicts worldwide. This course is cross-listed with the Friedman School of Nutrition Science and Policy.

DHP D233: Migration and Human Rights: Movement, Community, and Mobilization

Course Description

This course explores the complex relationships among nationality, citizenship, migration, and human rights. The questions animating this course are the degree to which rights are inherent in human identity and the primary factors that define, promote, protect, or violate the rights of people who move. In considering these concerns, the course explores the nature of social and political community, ethics, and political rationality. The teaching begins with an historical review of the emergence of ideas of universal rights and the universalisation of the nation-state. It then discusses international and regional mechanisms outlining the rights of international migrants and questions the presumed importance of law, documentation and nationality in claiming practical rights and protections. The course concludes with an exploration of human rights practice in cities and towns in the United States, Africa, and elsewhere. The final section looks at strategies for claiming, enforcing, or restricting rights and their implications for a broader understanding of rights.


DHP D235: Introduction to Research Methods

Course Description

This course is intended for students who are new to research, and is an introduction to designing, conducting and writing up a research project. We begin with identifying your main research question—how it is drawn from and relates to the broader field of scholarship and theory. Then we explore the design of research protocols, how the choice of methods relates to the research question, and the art of data collection and fieldwork. Course objectives are to increase your: (1) understanding of methodologically sound and theoretically relevant field research; (2) skills in conducting field work; (3) critical awareness of the ethical and practical problems of field research; (4) ability to evaluate the scientific merits of published materials; and (5) understanding of how research relates to policy and the work of practitioners.

DHP D236: Migration and Governance in the Global South

Course Description

Nowhere are the impacts of human mobility more visible than in the global ‘south,’ where movements of people in search of profit, protection, and passage continue to shape political, economic, and social configurations. In an era of globalization and urbanization, such mobility can be simultaneously destabilizing and empowering; challenging socio-economic and political structures in ways resulting in both marginalization and opportunities. This course is designed as an ongoing conversation covering migration dynamics and how we understand how and who controls spaces and the people occupying or moving through them.


DHP D237: Nutrition in Complex Emergencies: Policies, Practice and Decision-making

Course Description

The course will introduce students to the concept of Public Nutrition and examine its central role in complex emergencies. The implications of the Public Nutrition approach for assessment and analysis, policy development, program design and implementation will be examined. This will provide an understanding of; the causes and nutritional outcomes of humanitarian crises and complex emergencies (malnutrition, morbidity and mortality). The course has a field-oriented focus based on a wide range of recent and past food and nutrition crises ranging. The course reviews international response strategies, nutrition programs and relevant policies; and incorporates relevant applied research.
The course provides the opportunity for active class participation drawing upon the actual work experience of the students and applying a range of up-to-date case-study materials based on current humanitarian crises.

**DHP D238: Current Issues in Global Immigration Policy**

**Course Description**

This is a comparative immigration politics and policy course, with a focus on national immigration policies and the foreign policy, security and development implications of migration. Since 2015 when the migration crisis took hold in Europe, long-standing debates over how to reconcile foreign-policy interests, national security concerns, and the humanitarian and development implications of migration have re-emerged at a global scale. This course takes a comparative perspective to these issues, comparing the experience of the US, EU, other OECD and selected middle- and low-income countries. The first half of the course explores general issues, the second half focuses more closely on specific countries. It is an introductory level course, intended for students with little or no background in comparative policy or global migration, beyond a familiarity with current events expected of any Fletcher student.

**DHP D239: Forced Migration**

**Course Description**

The course is an exploration of how forced displacement, which includes trafficking, and other forms of involuntary migration, relates to the broader spectrum of migration stemming from persecution, development, natural disaster, environmental change, and impoverishment. We begin with an analysis of the root causes of migration, then review the international legal framework, and analyze asylum and refugee policies in different national contexts. The course will explore a range of critical issues including current controversies about climate change and migration, urbanization, trafficking, and new approaches to humanitarian assistance and protection. The course focuses on refugee and IDP movements, but adopts a wider perspective so as to address all kinds of global movements.

**DHP D260: Southwest Asia: History, Culture, and Politics**

**Course Description**

This course is a survey of Southwest Asian institutional history from the end of World War 1 to 2015. The course is designed for professional students. It examines the complexity of the region, with special emphasis on the impact of modern technical revolutions with special emphasis devoted to the oil industry in Southwest and Central Asia. Topics include Great Power competition in the region; the influence of European and Turko-Muslim cultures on contemporary events, Colonialism, the regional context for the formation of nation states, post WWII Globalization, the regional impact of explosive social change in the Digital era, Fundamentalism, and chaotic conditions at the turn of the 21st century.  

**DHP D261: Afghanistan and the U.S. "War of Necessity"**

**Course Description**

Despite a seemingly brilliant victory in the early days of the post-9/11 era, America's campaign in Afghanistan has become the longest war in US history, with currently no end in sight. Balancing history, theory, and policy this seminar investigates the mechanisms and critical junctures that led to this entanglement. It explores the collision between the US-led coalition's objectives, the lasting legacies of the Cold War and the specificities of Afghanistan' society and regional dynamics. All along, we examine critical junctures, successes, failures, and ambiguities in light of scholarly disputes and policy debates. Themes addressed include the war on terror, South Asia's geopolitics, democratization, state-building, insurgencies, and strategy.

**DHP D262: U.S. Policy in South Asia**
Course Description

This course examines US policy in South Asia from 1947 to 2018. Intersecting history, theory, and policy, it discusses the evolution of America’s strategic rationale over time, the local consequences of its policies, and the regional powers' own counter-strategies. During the first third of the semester, we investigate how Washington integrated the subcontinent to its containment grand strategy against the Soviet Union, and the legacy of the Cold War. Then, we explore how the region’s status evolved in the post-Cold War era, following India and Pakistan's acquisition of a nuclear-weapon status, the launching of the war on terror, and China’s rising influence. The course delves deeply into the US-India-Pakistan triangle but also covers America's relations with other countries (Afghanistan, Bangladesh, Sri Lanka, etc.), its role in the Indian Ocean, its competition with other extra-regional powers, and the role of domestic politics.

DHP D263: The Arabs and Their Neighbors

Course Description

With a particular focus on the Arab world and the Levant, this course examines the evolution of nation-states in the Middle East from colonial rule to the present. Themes addressed include the rise of nationalism and pan-Arabism, ideologies of internal unity and regional tensions, Islam as a political force, globalization, reform and radicalism, the Arab revolts, and the search for new alternatives.

DHP D264: Geopolitics of Energy in Eurasia

Course Description

This course deals with the human impact of geopolitical and economic changes in Eurasia from the collapse of the Soviet Union in 1991 to present. Since the supply of energy for the rapid industrialization of large societies in Eurasia is so important, the course will focus on the issues related to the safe production, distribution and consumption of oil, gas and other fuels for the rapid modernization of Eurasian societies. Since this development process is so large as in the case of the industrializations of China and India and the economic recovery of Russia after 1991, political disorder in the center of Eurasia over energy matters can have an impact much larger than a struggle over national boundaries. Evidence for considering a larger framework for understanding the impact of energy struggles in the center of Eurasia is certainly available in the case of the conflict in Syria where the participation of United States and Russian troops as opposing forces is quite clear. It is also possible to link Syrian battles with other military engagements in the region from Yemen to Afghanistan to reinforce an already established strategic importance of the lands between the Suez Canal and the eastern borders of India where the discovery and production of large oil and gas fields have added a new dimension to the political attraction of this region for external powers.

Competition over the distribution of critical energy resources for development of large and small societies in Eurasia produces two additional subjects that are part of Diplomacy 264. The first is the creation of a powerful maritime structure that provides the energy supply for the large Indo/Pacific emerging modern industries in Indian and China. Second, we will note the growth of a new subsection of Indo/Pacific economy that results from the conjunction of the ability of tankers to navigate on a year-round basis the northern Artic routes for tankers carrying Russian fuels to the Northwest Pacific. Here the consumption demands for fuel for Japan, South Korea and Taiwan form the basis of a Northwestern energy hub. The next important event we will examine is the technological innovations associated with the spectacular growth of LNG, and how this energy project stimulates the growth of a new Asia/Pacific economy. The course will end with an analysis of supranational energy issues such as the development of global LNG markets and the innovations central to reducing pollution and handling the problems of climate change.

DHP D265: The Globalization of Central Eurasia: Energy, Politics, and Culture

Course Description
This course will examine the "Strategic Ellipse", which includes Russia, Central Asia, South Asia, Southwest Asia, the Arabian/Persian Gulf, East Africa, and the Indian Ocean. This crucial region comprises approximately 70% of the world's proven oil and gas reserves. It is also host to some of the world's most pressing security problems. We will analyze the impact of globalization and modernization on the cultures and politics of the countries in this region and their effect on global energy security. This course will provide in-depth knowledge of ethnic and sectarian violence, modern educational change, social and cultural reaction to radical urbanization, creation of a modern legal system, transfer of modern technology, and foreign policies of major state and non-state powers.

DHP D271: International Relations of the United States and East Asia: 1945 to the Present

Course Description

An examination of the international relations of the United States and East Asia since the end of World War II, principally U.S. interactions with China, Japan, and Korea, and secondarily, with Vietnam and Southeast Asia. Focus on fundamental concepts and realities of international politics governing interactions between the U.S. and East Asian nations, as well as the major geopolitical issues of the day. Study of the continuing patterns of interaction among the U.S. and East Asian states—the dynamics of wars, ideologies, political, economic, and cultural issues.


Course Description

The course will explore the origins of transatlantic cooperation and the creation of common European economic and political structures, notably the European Union, and the development of transatlantic security alliances, particularly NATO. It will compare constitutional governance in the differing federal systems of the US and the EU, explore centrifugal forces like Brexit that are testing the sustainability of the EU, and examine the populist and nationalist political movements and neo-authoritarian tendencies that are challenging liberal democracy on both sides of the Atlantic. Areas of economic cooperation and tension will be studied, including the financial crisis, international trade and regulatory affairs, and the failed negotiation of a transatlantic trade and investment partnership. The course will also take up cooperative and conflicting policies of transatlantic partners in addressing security problems of terrorism, failed states, refugees and human rights catastrophes. Finally, it will examine the relationship of Russia, Turkey and countries to the east with evolving transatlantic security, economic and political structures.

DHP D282: Contemporary Issues in U.S. Russian Relations

Course Description

This course examines major issues in US-Russian relations, including views on sovereignty, values, and world order; Eastern Europe, the Middle East, and East Asia; and nuclear weapons, cyber, and each country's role in the other's domestic politics. The course is video-linked with 15 students from MGIMO, a leading university in Moscow.

DHP D283M: U.S.–European Relations Since the Fall of the Berlin Wall

Course Description

The seminar examines U.S.-European relations since a peaceful revolution brought down the Berlin Wall in November 1989. The seminar looks at various common challenges in the period thereafter and how they were dealt with, both from the U.S. and the European perspective: the unification of Germany, Bosnia and Kosovo, the enlargement of NATO, NATO/Russia, 9/11 and the threat of violent extremism, Afghanistan, Iraq, Iran and nuclear non-proliferation and disarmament, among others. The emphasis is on practical skills rather than theory. Students will practice to write short memos for political leaders and to give very short oral presentations.

DHP H200: The Foreign Relations of the United States to 1917
Course Description

The history of American foreign relations from the Revolution to the First World War. The transformation of the former colony into a "world power," noting the internal dynamics of this remarkable development, as well as its external causes. The evolution of major U.S. foreign policies—non-entanglement, the Monroe Doctrine, the Open Door, and Dollar Diplomacy—and the relationships of these policies to westward expansion, post-Civil War reconstruction, and industrialization and urbanization. The national debate following the Spanish-American War over "imperialism." The leadership of Theodore Roosevelt and Woodrow Wilson and their contrasting ideas of American power, interest, and purpose.


DHP H201: The Foreign Relations of the United States Since 1917

Course Description


DHP H202: Maritime History and Globalization

Course Description

A study of world history over the past 500 years from a salt-water perspective. The course will examine the ocean as avenue, arena, source, and cultural metaphor, analyzing major themes such as the impact of changing technologies and modes of warfare, evolving patterns of trade, and differing cultural perceptions. The format will be lecture, with some discussion.


DHP H203: U.S. Foreign Policy, 1898 to Present

Course Description

This course will examine major themes in United States foreign relations, including isolationism, humanitarianism, and imperialism; the link between domestic politics and foreign policy; and the debate about American exceptionalism. Key topics will include the expansion of US power in the early 20th century; the diplomacy of the World Wars; the Cold War and the construction of the U.S. alliance system; and the challenges to the U.S. backed order.

DHP H204: Classics of International Relations

Course Description

Most graduate courses in international relations focus on "cutting edge" research. Without a working knowledge of Thucydides, Kant, or Schelling, citizens and policymakers are unable to place new theoretical propositions into a historical context. This course surveys the history of international relations theory through a close reading of 10-15 classic works in the field. Among the questions that will be addressed: how far has IR theory developed since Thucydides? How closely do theories of international relations mirror the era in which they were written? In what ways are these widely cited works simplified or misstated in the current era?
DHP H205: The Historian's Art and Current Affairs

Course Description

Through case studies, this course aims to give students the historical powers they need as they go out into the world: empathy, detachment, and relentless skepticism. The course examines the origins of World War I and the analogies the war provoked and provokes, as well as the two paradigms that come up when debating whether or not to go to war: the trouble that flowed from appeasing Nazi Germany and Japan in the run up to World War II, and the disastrous Sicilian expedition embarked on by ancient Athens. The tension between these paradigms is explored through studies of war in Korea, Vietnam, and Iraq. The course will also examine how different readings of history can lead to dramatically different policies; the U.S., Russia, and China tell Cold War history differently and those differences do much to explain their different worldviews. Armed with knowledge of the many endings of the Cold War, the course will also compare the revolutions in Europe in 1989, Ukraine's Orange Revolution, and the Arab Spring.

DHP H252: Russian Foreign Policy from Peter the Great to Putin

Course Description

This course will examine major trends in Russian diplomacy and power projection. It begins by looking at Russian history, including the foreign policy of key tsars such as Peter the Great, Catherine the Great, and Alexander. Then the course turns to the 20th century, including the diplomacy of the early Soviet state, Stalin and World War II, the rise and fall of the Cold War, and post-Soviet Russia.

DHP H261: War and Society in the Middle East in Historical Perspective

Course Description

A century ago, World War I and its settlement shaped the modern Middle East. The end of the Ottoman Empire and the emergence of successor states in search of internal ideology and regional influence have characterized the region today. This course addresses the broader topic of struggle and survival during cataclysmic events, such as a world war, with reference to the history of the student's region of interest. It is a research–based class in which students will learn how to better research conflict and how to develop an approach to the study of conflict given the many perspectives of those affected by it. The course will also discuss the ways in which conflict can transform a region.

DHP H270: The United States and Northeast Asia

Course Description

An examination of the American experience in China, Japan, and Korea, from the centuries of sporadic encounter between the two distinctly disparate and seemingly antithetical worlds of Euro-America and Northeast Asia to the aftermath of the end of the Pacific War. Focus on the late nineteenth century, when mutual images begin to take form and the evolving pattern of the unequal relationship during the first half of the twentieth century. Topics include East Asian cultural traditions, Christianity, imperialism, wars, and modernization. Emphasis on ideas, national mythologies, and images.


DHP H271: Foreign Relations of Modern China

Course Description

This course is a survey of China's foreign relations from the Qing dynasty to the present. Topics include geography, warfare, diplomacy, trade, cultural exchange, and the connections between past and present. Lectures followed by discussion.

DHP P200: International Relations: Theory and Practice
Course Description

Traditional, behavioral, and post behavioral theories of international relations, and the nature of theory in international relations; the role of 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.

DHP P201: Comparative Politics

Course Description

This course is designed to introduce students to the study of comparative politics. The first two weeks of the course will familiarize students with the type of questions that comparative political scientists tackle and the methodological tools that they employ. This week will also concentrate on issues such as concept formation and theory development. The rest of the course will be structured around key research areas in the field of comparative politics such as state formation, nationalism, constitutional structure of states, origins and persistence of political regimes, emergence of political parties and voting, religion and politics, political culture, and political violence.

DHP P203: Analytic Frameworks for International Public Policy Decisions

Course Description

Introduction to the basic tools of policy analysis and decision-making, providing students with analytic skills to make policy decisions in many types of organizations. The course includes an introduction to public policy objectives, decision-making, and the role of analysis. Students then learn powerful analytic decision-making techniques, including decision trees, Bayes theorem, utility theory, prospect theory, game theory, benefit-cost analysis, and tipping models. Case studies are used to learn the policy analysis tools while applying them to real world policy problems. Cases come from developed and developing countries, and cover many different policy fields. No background in economics or statistics is required.

DHP P204: Women in National Security

Course Description

This seminar examines key issues in national security and global affairs through the lens of gender, placing a specific emphasis on the role of women in peace, war, intelligence, and governance. After grounding gender analysis in international relations theory, the seminar proceeds with three sections. The first section focuses on women in governance. In this section, we focus on women leaders, including those who have served as heads of state (including during times of war), as well as in parliaments around the world. What are some of the stereotypes of women leaders and the challenges they confront in rising to the top? Do women differ from men in such leadership positions? Would state interactions be more peaceful and our lives more secure if women ran the world? The seminar then moves from women in governance to the second broad section: women in warfare. In this section, two characterizations rise to the forefront: women as victims during conflict, including from displacement, sexual violence, and the disruption of everyday life, and then women as combatants during conflict, including in the armed forces, resistance movements, and terrorist organizations. The final section of the seminar examines a range of select topics related to Women and National Security. We explore women as builders of peace through peace accords and post-conflict reconstruction; the experiences of women serving in the Intelligence Services; the day-to-day practical realities confronting women with careers in global affairs; and how men can serve as agents of change for equality.

DHP P205: National Security Decision-making: Theory & Practice
Course Description

This course examines national security decision-making from both a theoretical perspective and from its execution in practice. The seminar focuses on how national security decisions are made rather than on the theories of international relations or the substantive content of national security or foreign policies. The course begins with the history of the U.S. National Security Council, current structures, actors, and processes in the U.S. system of national security decision-making. Next, the course examines theoretical models of decision-making including cognitive biases, organizational processes, bureaucratic politics, and how senior leaders often use history and analogies in their decisions. The course also explores the roles of the Departments of State and Defense, the intelligence community, the influence of Congress and the media as well as the prospects for national security reform. Students are asked to analyze historical case studies and current events considering the broad themes covered throughout the semester. Emphasis throughout the course is placed on the national security decision-making system of the United States (and particularly on the Executive Branch), but participants are strongly encouraged to examine the systems and actors of other states and multinational organizations.

DHP P206M: Maritime Security

Course Description

Maritime security is a constant fixture in security headlines. Ranging from territorial disputes in the South China Sea to piracy near strategic chokepoints, maritime security challenges are varied and complex. This course seeks to unravel these challenges by examining the basic foundations of maritime security. These include the key technologies and technological trends which affect maritime security, the role of Great Powers, the importance of chokepoints, and future of non-state actors. Students taking this course will emerge with a nuanced understanding of security challenges in the maritime domain and knowledge of maritime terminology used by practitioners in the field.

DHP P207: GIS for International Applications

Course Description

This course introduces students to the use of geospatial technologies, data, and analysis focusing on applications in the international context. The course gives primary emphasis to the use of geographic information systems (GIS) for data creation, mapping, and analysis. It will also cover the use of global positioning systems (GPS) for field data collection and mapping; cartography for high quality visualization; and the use of map mash-ups and crowd sourcing in the international arena. Final projects are large-format poster info-graphics.

DHP P208M: Topics in International Relations and Security Policy

Course Description

This course examines core issues in international relations and security policy. It aims to give students a fundamental understanding of physical security and to address the broader dimensions of security and threats to human security in light of the contemporary challenges around the use of force and violence faced by states and citizens. We will investigate whether the nature of violence has changed such that states and citizens have had to reassess how to respond. For example, since the end of the Cold War, the locus of security threats has shifted. No longer is the only and greatest threat to security great powers tilting against one another but now the threat rests in dynamics within and across states by actors with global reach. Saying this, however, does not imply that dynamics between states no longer matter for global security. We live in an unprecedented era in which not only states but also individuals and groups of individuals can do great harm to global peace and security. Just consider the digital revolution and cyber security or transnational networks and jihadists. As we know from research on armed conflict, organized political violence has been declining, particularly interstate war, and trends indicate that people dying from war has also declined. Moreover,
events of the past three decades have impressed upon scholars and policy-makers alike that the problem of fragile and failed states and internal war are no longer peripheral issues that can be ignored, as they are often at the center of major shifts in world affairs. Recent events in Syria, South Sudan, Nigeria, Libya, Iraq, and Ukraine demonstrate that fragile states and those states experiencing civil war pose serious threats to international stability through the overflow of violence, the mass migration of refugees, the disruption of trade, and the potential for terrorist network sanctuaries. Never before has the threat environment been so varied and the nature of violence so dispersed. Furthermore, we have come to understand that security is more than just physical and that issues of identity, justice, and societal well-being are core elements of security that also require consideration.

DHP P209M: Demography and National Security

Course Description

Demography is a critical factor in explaining the stability of states, it is often missed by both policymakers and academics until it is too late. Why is it missed? Policy makers tend to be focused on immediate crises and events, while population change happens over the longer term, in slow motion. Academics tend to favor immediate and direct causal factors in explaining political instability, war and state death. How demography impacts societies and politics is too complex and too messy for contemporary analysis that tends to emphasize the search for causality through formal modeling and statistical methods. This course seeks to remedy these oversights by providing an introduction to key concepts and trends related to the study of populations and what it means to international and states' national security. While demographers ask and answer questions such as ‘how many people, of what kind, and where?’ (facts of change); and ‘why did this come about?’ (determinants of change), international relations and national security experts need to understand why this matters (consequences of change). The goal is to build an understanding that enables scholars to better inform policy makers, and policy makers to be better prepared to grasp the opportunities and ameliorate the risks that demographic changes present.

DHP P210: Research Design and Methodology

Course Description

This course covers the basics of research design and methods in political science. The first part of the course is devoted to developing a research question, constructing testable theories, understanding the advantages of quantitative and qualitative methods, and concept formation. The second part of the course focuses on specific research methods (historical analysis, statistical methods, field research, archival research, and experiments) and their relative strengths and weaknesses. The final section of the course addresses the ways in which scholars combine different methods to study political phenomena. Open to PhD students only or with permission of instructor.

DHP P212: Political Economy of the Global Arms Trade

Course Description

The arms industry and trade sits at the intersection of global economics, security, and politics. Access to armaments, whether domestically produced or imported, is necessary for states and armed groups to develop military capability; thus the arms industry and trade is a key instrument of state policy and international relations. At the same time, the arms industry is an economic enterprise, in most countries a private, profit-seeking one. It depends on general national economic, industrial and technological development, and is often seen — debatably — as an important source of industrialization, jobs, and trade. But military spending, including arms acquisition, carries an opportunity cost, and how states choose to allocate limited resources between civilian and military priorities is the outcome of numerous economic, political and security factors.

DHP P213: Religion and Politics

Course Description
This course is designed to introduce the students to the study of the relationship between religion and politics. The course will be structured around key research areas in the field such as the conditions under which societies or the institutions that govern them become secularized, the emergence and persistence of the religious-secular divide as a salient political cleavage, the relationship between regime type and religion, the potential implications of religious doctrines for public policy and economic outcomes, the causes of religious violence, as well as the historical and contemporary role of religion in the international sphere.

DHP P214: Gender Theory and Praxis

Course Description

This course provides a foundation in key theories and frameworks for understanding gender issues across disciplines. Drawing on key texts from the fields of anthropology, philosophy, post-colonial theory, women's and gender studies, feminist theory, international relations, development economics, environmental studies and beyond, students will explore the role of gender and gender relations across the spheres of social, cultural, political, economic and religious life. The course syllabus seeks to capture the diversity of identities and viewpoints that are reflected in theoretical conversations about gender. While many of these debates are commonly discussed with reference to international studies, this course will also wade into the realm of the domestic, exploring how gender theories manifest in reproduction, labor, and peacetime relationships. Discussions will draw out intersectional themes and invite students to reflect on how to apply these theories and approaches to issues of race, social class, and other dimensions of identity and privilege.

DHP P216: Research and Writing in the Global Political Economy

Course Description

The goal of this seminar is to introduce students to the process of writing research papers on topics in global political economy (GPE). We will examine how domestic and international politics influence the economic relations between states, and vice versa. The course is intended to introduce students to research design and guide them in selecting a capstone research question and methodology. The course objectives are – 1) introduce seminal theoretical debates and research approaches in global political economy 2) develop skills in critical reading and writing 3) to apply the logic of the scientific method 4) to have students develop a research proposal that can ultimately be the foundation of their capstone thesis.


DHP P217: Global Political Economy

Course Description

What determines the direction, magnitude, governance, and fluctuation of international economic exchange? This course surveys the theories and issue areas of the global political economy, both in the current day and in the past. Different analytical models are presented to explain the variations in economic exchange over time. The issue areas that will be examined include: world trade, monetary orders, global finance, and foreign investment. Current topics that will be covered include: the effects of the 2007-2008 financial crisis, the rise of the BRIC economies, the future of the dollar, and the future of global economic governance.

DHP P218: Global Political Economy: Comparative and Critical Perspectives

Course Description

The goal of this course is to introduce students to the social-scientific study of global political economy (GPE). We will critically examine how domestic and international politics influence economic relations between states, and vice versa. The course is organized into three sections. The first section draws the students into the study and broader history of
GPE and introduces the theoretical framework(s). The second part of the course focuses on three dominant policy domains: International Trade, Finance and Investment. The remainder of the course covers a selection of contemporary, empirical phenomena that arise as political forces intervene in economic decision-making and/or economic constraints shape political outcomes.

DHP P219: Political Economy of Development

Course Description

This class offers a survey of some of the key debates and issues in the political economy of development. First, we examine alternative approaches to development and how they have informed policies in developing countries since the 1950s. Second, we compare different patterns of interaction among the state, political parties, interest groups, and civil society and examine how they have affected development outcomes. Third, we address current topics such as the rise of China and India, new approaches to poverty alleviation, and the impact of global financial crises on developing countries.

DHP P220: Understanding Mass Atrocities

Course Description

The study and development of policy related to "genocide" and mass atrocities are highly contested in terms of the universe of cases, key definitions, and thresholds of violence that should trigger action. This course provides an overview of the debates by introducing the key concepts, contexts and policies related to mass atrocities. Beginning with the introduction of the term "genocide," we will explore a range of terminologies and frameworks for defining and explaining mass violence against civilians.

DHP P221: Memory Politics: Truth, Justice, and Redress

Course Description

In this course we analyze the relationship between memory and social reconciliation, and the role that theories of truth, justice and redress play in this equation. We begin with WWII, or more precisely its aftermath and the emergence of a series of conventions and covenants establishing human rights as a set of international laws, institutions, and norms. We trace the expansion of, and challenges to, the regime of human rights and international law by focusing on case studies that allow us to analyze war crimes tribunals, truth commissions, the burgeoning field of transitional justice, and local level forms of assessing guilt and administering justice. Our case studies this year include Rwanda, South Africa, Colombia, Guatemala, and Peru.

DHP P222: Development Aid in Practice

Course Description

This course provides an overview of the key concepts, tools, challenges and trade-offs in the field of development aid. Students will gain an understanding of the theoretical and operational underpinnings of the current development aid system and its effects on development organizations, donors, aid workers, and the people the aid is ultimately intended to help. Students will not gain technical knowledge in education, health, infrastructure, etc., but they will learn about cross-cutting issues and approaches that appear in all fields of development cooperation: technical assistance, capacity building, participation, and conditionality among others.

DHP P223M: Political Violence

Course Description

This course provides a theoretical and empirical overview of different types of political violence including interstate wars, civil wars, violence within wars and occupations, mass violence targeting groups (such as genocide and ethnic
cleansing), and riots. One-half credit.


**DHP P224: Cultural Capital and Development**

Course Description

The influence of cultural values, beliefs, and attitudes on the evolution of societies has been shunned by scholars, politicians, and development experts. It is much more common for the experts to cite geographic constraints, insufficient resources, bad policies, or weak institutions. But by avoiding values and culture, they ignore an important part of the explanation why some societies or ethno-religious groups do better than others with respect to democratic governance, social justice, and prosperity. They also ignore the possibility that progress can be accelerated by (1) analyzing cultural strengths and weaknesses, and (2) addressing cultural change as a purposive policy to apply through families, schools, churches, media, leadership, and/or the law.

**DHP P225: Design and Monitoring of Peacebuilding and Development Programming**

Course Description

The course explores core components of the program cycle, beginning with peacebuilding theories that underpin program design and ending with the development of high-quality indicators for monitoring. The core concepts of design and monitoring will be applied primarily to international development and peacebuilding programming. This practical course is intended for students who wish to obtain a strong skill set in Design, Monitoring, and Evaluation (DME) and work in peacebuilding or international development.

**DHP P227M: Advanced Development and Conflict Resolution**

Course Description

This seminar is an in-depth and cutting-edge discussion of what development and conflict resolution practitioners currently do together on the ground in conflict situations on all continents. It deals with methodologies (conflict analysis, program development, etc.), issue areas (reconciliation, security sector reform, demobilization, disarmament, and reintegration), and context (political economy of peacebuilding, relations with the military). Open to students who have completed D223, P222 or with permission of the instructor.

**DHP P228M: Advanced Evaluation and Learning in International Organizations**

Course Description

This advanced module is key for students who wish to develop the full-package of skills and concepts expected of professionals working in development and peacebuilding. At the end of this class, students will have a working knowledge of the key evaluation designs, approaches and tools; the ability to evaluate existing evaluations for adequacy of the design and quality; a clear picture of the link between evaluation and learning; and an overview of the latest strategies and challenges in creating learning organizations.

**DHP P229: Governance and Interest Groups: Comparative and International Perspectives**

Course Description

The course focuses on the crucial interface of governance and interests, aiming to explore the role of interest groups in today's political systems. The course tackles the role of interests in governance in everyday, routine politics, as well as in cases of dramatic political change and upheaval. Interest groups are a major channel through which citizens express their views to decision-makers and impact policy. At the same time, interest groups may often help shape and direct the interest they are supposed to represent.

DHP P231: International Communication

Course Description

The course covers international communication from three perspectives: its governance, its many-dimensional relationship with governments, and policy issues. Students explore different theories and examples of how different types of communication content and technology interact with sovereignty, politics, security, international relations, culture, and development. The course provides the foundations of this field with a structural approach. Topics covered include freedom of speech, global media and international journalism, public diplomacy, propaganda, media in democracies and totalitarian states, media influence on foreign policy, digital divide, intellectual property, privacy, convergence, security, media and political conflict and economic development.

DHP P232: Communications Policy Analysis and Modeling

Course Description

Students will learn the important political and economic characteristics of communication policy and markets, and will practice using basic analytic tools through case studies and examples from different countries to enhance their understanding of communication policy issues. Students will study the general background and trends in communication policy in different parts of the world. This is followed by in-depth exploration of several issues of telecommunications policy, media policy, and policy issues of the Internet and newer technologies. Open to students who have completed either E201 or E211 or the equivalent.

DHP P233: ICT4D - Digital Approaches to Development

Course Description

This course focuses on the impact of the contemporary information and communications technologies (ICT) on the interaction between individuals, public authorities, businesses and the non-profit sector. How is technology affecting political, social, and economic relationships? How is it affecting development activities such as agriculture, financial services, education, health services, the security of citizens and their ability to participate in democratic institutions? How can the transformative power of technology be maximized to contribute effectively to inclusive socio-economic growth and equality? The course will build on academic literature, technical papers, blogs, and the expertise of policymakers, intellectuals, and practitioners from both hemispheres to discuss the meaning of doing business, doing good, and being citizens in the digital world, as well as issues related to the governance of the digital society. It will further expand students' understanding of the transformative power of technology, the dynamic interactions between the parties mentioned above, the rights, obligation, expectations of each, and will equip them to assess challenges and opportunities to use technology to foster social and economic development.

DHP P234: The Arts of Communication

Course Description

Today's leaders must have the ability not only to analyze thoughtfully but also to communicate clearly and persuasively. This full semester course is intended to turn you into a significantly more persuasive and effective public speaker—someone who speaks with the ease, confidence, clarity, and modes of persuasion that are critical in today's corporate, nonprofit, policy, and diplomacy worlds. We will cover a range of speaking scenarios, from podium speeches on values to simulations of a press conference or media interview on camera. The course is intended to help you develop your own personal style by deepening your understanding of the persuasive tools, recommendations, refutations, modes of analysis, and variations in audiences that motivate listeners to turn business, policy and diplomacy ideas into action. The full semester course will take a deeper and wider dive into the world of public speaking relative to the module course,
and include sessions on debating, ceremonial speeches, as well as more detailed sessions on facing the camera and press, impromptu speaking, and elevator pitching. Approximately one-half of the course will be devoted to classes that introduce students to strategies of spoken communication and to models of public presentation. The other half will consist of speech delivery sessions in which students will hone their skills in public speaking.

**DHP P236: Cyber in the Civilian Sector: Threats and Upheavals**

Course Description

There is a myth that the Internet erases borders. But as Internet companies' ability to place localized ads show, that's false. What's more accurate is that the Internet complicates a nation's ability to control the flow of information within its borders. (This is not a new challenge for sovereign nations; consider the telegraph.) This fluidity has created great economic opportunity and simplified trans-border access, the latter potentially threatening security and other basic state functions. With bits increasingly controlling the world around us, the Digital Revolution poses a highly disruptive threat. In this course, we'll explore cyber clashes in the civilian sector: from jurisdictional issues and the challenges posed by new technologies to criminal activities and impacts on civil infrastructures. While several of the topics are also covered in International Cyber Conflict: An Introduction to Power and Conflict in Cyberspace, DHP P249, the intersection between the two courses will be relatively minimal. Cyber in the Civilian Sector will have a greater focus on technology and, naturally enough, on the civilian, as opposed to national security, side of the house.

**DHP P237M: Privacy in the Digital Age**

Course Description

This module will provide an introduction to the threats to and protections for privacy in the digital age, examining public and private sector threats, and looking at issues from an international point of view. Topics to be covered include privacy threat models, location tracking and first and third party collection by private parties, government threats to privacy, and privacy protective technologies. No programming background needed, but a willingness and interest to play with digital tools is required.

**DHP P238: Technology, Development, and Regulation**

Course Description

A so-called 'digital revolution' is beginning to sweep across the developing world. This revolution is creating new innovations in manufacturing, payment systems, agriculture, transport, and other sectors. There is great demand for policymakers and advisors who can design regulation, policies and other rules to effectively regulate these innovations into the 21st century. This course aims to assist students to take a leading role in designing such rules.

Many of these innovations are so new that we cannot copy and paste regulatory solutions from developed countries. Instead, 'new thinking' is required. This course will teach students about different regulatory approaches in relation to these new innovations. Students will learn about regulatory theory and how it interrelates with technology and international development. Students will be better placed to assume leadership roles in the increasingly digitized 21st century world, particularly in developing and emerging economies.

**DHP P240: The Role of Force in International Politics**

Course Description

This core International Security Studies course presents an examination of the role of force as an instrument of statecraft. Topics covered include: 1) military power and the role of force in contemporary world politics; 2) the causes of war and the moral/ethical constraints on armed violence; 3) instruments and purposes of coercion force: military power and strategic non-violent action; 4) national security policy formation and process; 5) the modes and strategies of
military power (nuclear, conventional, internal conflict); 6) the structure of the post-Cold War and post-9/11 international security environment.

**DHP P241: Policy and Strategy in the Origins, Conduct, and Termination of War**

Course Description

This course employs case studies to assess enduring principles of war and their role in defending a nation's interests and objectives. The works of three military strategists and four political theorists are examined to develop an analytical framework for assessing the origins, conduct, and termination of war. This framework is employed to analyze six major historical conflicts: the Peloponnesian War; the Wars of Revolutionary and Napoleonic France; the American Civil War; World War I; World War II; the French-Indo-China War/U.S. war in Vietnam.

**DHP P242: Proliferation- Counterproliferation and Homeland Security Issues**

Course Description

The 21st-century proliferation setting; alternative approaches to threat reduction; international negotiations and agreements including the Non-Proliferation Treaty; the International Atomic Energy Agency, the Missile Technology Control Regime, the Chemical Weapons Convention, the Open Skies Treaty, the Biological Weapons Convention, and the Comprehensive Test Ban Treaty; approaches to nonproliferation and counterproliferation; issues of homeland security; coping with the effects of weapons of mass destruction; cyber war; technology transfer; the nuclear fuel cycle; the fissile material problem; cooperative security; compliance, verification, and on-site inspection; missile defense; negotiating strategies, styles, objectives, asymmetries, and techniques. 

**DHP P243: Internal Conflicts and War**

Course Description

Instability, conflict, and irregular warfare within states due to burgeoning challenges posed by armed groups have proliferated in number and importance since the Cold War ended. With the spread of globalization, the technological shrinking of the world and interdependence of states and regions, these internal/transnational conflicts have taken new dimensions with far-reaching consequences. This seminar examines their patterns and evolution. Topics include examination of: the global strategic environment which armed groups exploit; the causes of internal/transnational conflict; types of armed groups, their operational patterns and strategies; and six case studies.

**DHP P244: Modern Terrorism and Counterterrorism**

Course Description

This course examines the nature of terrorism; the spectrum of terrorist motivations, strategies, and operations; the socio-political, economic and other factors that can enable terrorist group activities; the unique threat of WMD terrorism; and the internal vulnerabilities of terrorist organizations. Students will examine current and classic research on terrorism, and explore many of the puzzles that remain unanswered. Finally, the course will analyze these critical issues within the context of policies and strategies for responding to the threat of terrorism with increasing sophistication and success.

**DHP P245: Crisis Management and Complex Emergencies**

Course Description

Consideration of crisis management in theory and practice, drawing from recent and earlier crises; theories of crisis prevention, deterrence; escalation, de-escalation, termination, and post crisis management; decision making; bargaining and negotiation; the role of third-parties; the National Security Act of 1947 and decisional approaches in successive U.S.
administrations. Emphasis on theoretical literature, as well as the perspective of actual participants in recent crises and utilization of case studies, including cyber crises. The seminar also includes a major weekend crisis simulation exercise, SIMULEX, with outside participants from the official policy community.

DHP P246M: Civil Resistance: Global Implications of Nonviolent Struggles for Rights and Accountability

Course Description

This module is an in-depth conversation about (i) civil resistance – understood as a nonviolent struggle that is planned and waged by ordinary people – and (ii) the power of civil resistance to bring about major political, economic, or social change. This course will address how and why civil resistance movements work, their historical record and outcomes, and the strategy and dynamics of asymmetric conflicts waged by civil resistance movements. Drawing from this basis of understanding, we will look at how knowledge of civil resistance can better inform foreign policy formulations, including external assistance to civil resistance movements.

DHP P247: Civil-Military Relations

Course Description

Although recent conflict environments entered a grey area that is neither war nor peace, the complexity of civil-military relations is not new. In the last two decades, kinetic activity, wider peacekeeping, peace building and state building have been pursued simultaneously. Cyber attacks and targeted killing outside war zones add to the "grey area." This seminar will analyze how international interveners, both civil and military, deal with such complex environments. Approaches will include themes, such as lack of coordination and planning; negotiation at HQ and in the field among civilian agencies, NGOs, and the military. We will examine cases and themes, as well as theory. Prior to taking this course, students should have taken a course in security studies, negotiation, or international law.

DHP P248M: Varieties of Corruption

Course Description

The goal of this course is to introduce students to the study of corruption in the global political economy. Corruption is a political phenomenon that affects both the quality of governing institutions and the functioning of economic markets. For this reason, scholars and policy practitioners place considerable attention on, first, conceptualizing and identifying the phenomenon and, then, explaining its causes and consequences. Ultimately this research is aimed at formulating practical methods for reducing corruption's prevalence and harm. The course is organized into three main sections. The first part of the course introduces the topic of corruption and its relevance to international affairs, economic development and comparative politics. The second part of the course explores corruption through the lenses of four distinct theoretical frameworks: economic, rational-legal, institutional and cultural. Here students will be introduced briefly to the methodological toolkits of these varying approaches and critically assess their relative merits. The final component of the course consists of special issue areas in corruption.

DHP P249: International Cyber Conflict

Course Description

One of the most consequential national security and economic challenges confronting policymakers today is cyber space and the threats that emanate from it. As a domain and instrument of competition and conflict, cyber space enables a range of global actors—including dissidents, terrorist organizations, and states with varying levels of offensive and defensive cyber capabilities—to assert influence, project power, and conduct activities in the increasingly ambiguous gray areas between war and peace. Designed as an introductory course for the national security generalist, this seminar will explore the role of power and conflict in cyber space; examine the various activities that occur in cyber space, including espionage, subversion, sabotage, and the potential for cyber warfare; explore the vulnerability of critical
infrastructure and the role of the private sector; and discuss the policies, strategies, and governance structures of key actors that operate within the cyber domain. Underscoring topics throughout the course will be discussions on the role of risk and how policymakers assess threats and adapt to risk in the cyber domain. Not open to students who have taken PS 188-03/COMP 50: Cybersecurity and Cyberwarfare.

DHP P250: Environmental Problem Solving

Course Description

The foundation of this course is exposure to a portfolio of (primarily) quantitative analytical techniques for assessing environmental dimensions of economic activities, policies, and technologies. The goal is for students to become informed, capable environmental analysts and discerning consumers of environmental research and analysis. The course focuses on four applied environmental problems. Each case introduces an analytic skill and situates it in its political, regulatory and/or economic context. P250 requires completion or co-enrollment in either B205: Data Analysis and Statistical Methods or E213: Econometrics.

DHP P251: Energy, Entrepreneurship & Finance

Course Description

Driven by environmental factors, technology and market conditions, opportunities abound in areas related to conventional and new energy, which is represented by renewables and new technologies. This course examines the role that entrepreneurship, policy and financing taken together play in driving change that impacts traditional energy sources and results new energy opportunities. Energy entrepreneurship and financing together will support and create new infrastructure and require new energy paradigms on both the supply and demand side. The class will meld policy, strategy, finance and entrepreneurship in order to build a coherent framework for integrating conventional and new energy with a focus on both business and the environment. DHP P254 is recommended but not required.

DHP P253: Sustainable Development Diplomacy

Course Description

Sustainable development diplomacy course examines how to integrate economic, environmental and social equity goals in foreign policy-making. It discusses the emergence of sustainable development as a concept and international institutions and negotiation processes that facilitate its implementation. Focusing on climate, water and forest diplomacy, we address a range of themes including UN climate negotiations, climate finance, environmental refugees, public-private cooperation, and water governance. The course also analyzes China and BRICS-led approaches to sustainable development and their new banks. It offers insights from practice, trainings in mutual gains negotiations and complex UN multiparty negotiations. Students develop expertise in policy analysis and planning, strategic thinking and feedback management.

DHP P254: Climate Change and Clean Energy Policy

Course Description

This course examines how governments respond to the challenges posed by the complex problem of global climate change and how clean energy policies can help countries achieve multiple goals. The latest science, technological developments, economic assessments of costs and opportunities, the role of the media, domestic and international politics, and innovation are all discussed. Policy instruments for climate mitigation, adaptation, and a clean energy economy are introduced and thoroughly analyzed in a comparative way across most of the major-energy consuming countries. In-class exercises including an international negotiation simulation illuminate course themes. The course introduces and strengthens multidisciplinary policy analysis skills.

DHP P255: International Energy Policy
Course Description

Energy affects every dimension of human society and it is crucial for economic prosperity. Energy is at the heart of economic development strategies, national security challenges, and intractable environmental problems. This review course maps how challenges and opportunities differ among countries, exploring basic differences between industrialized and developing countries. The policies of major energy producers and consumers are compared. The focus is on oil and gas, but renewable energy sources are also considered. Topics include: energy and the world economy, the geopolitics of oil and gas, energy markets, energy policy and economic development, climate change, technological change and the future of energy.

DHP P256: Innovation for Sustainable Prosperity

Course Description

Innovation is the main source of economic growth and improvements in productivity, is a key lever for catalyzing development, reducing environmental harm, improving human health and well-being, and enhances national security. This seminar explores the nature of technology, theories and "stylized facts" about innovation processes, and how to think about innovation systems. A major focus is policy for innovation. Topics include national innovation systems, management of risks, global change, actors and institutions, social innovation, private vs. public, education, cross-country comparisons, competitiveness, technology transfer and diffusion, learning and "catch-up", IPR's, and leapfrogging. Case studies are used to understand each topic.

DHP P257: Corporate Management of Environmental Issues

Course Description

Explores companies' responses to pressure from stockholders, regulatory agencies, community and non-governmental organizations to exercise greater responsibility toward the environment and an increasing spectrum of social issues. Topics included strategy, staffing and organization, decision making, codes of conduct, resources, program development, product responsibility, corporate environmental policies, pollution prevention, trade associations, accident response, response to laws and regulations, corporate social responsibility, international issues, and foreign operations. Note: This course is cross-listed with the School of Arts and Sciences - Department of Urban and Environmental Policy and Planning.

DHP P258: Applied Research for Sustainable Development

Course Description

This course primarily consists of experiential learning through applied group research projects for clients. Students will spend the bulk of the semester conducting two projects for leading development organizations in teams of two to five. In 2015, the clients were the Overseas Development Institute, the World Bank, and the Dutch Ministry of Economic Affairs. At the beginning of the term, lectures will be conducted on the process conducting rigorous-yet-applied research. We will discuss the development of testable hypotheses, the acquisition of appropriate data for hypothesis testing, the art of policy analysis, techniques for effective team research, and writing policy memos that are both technically sound and persuasive. Open to students who have completed at least one of the following courses: DHP P250; EIB B284; DHP P257; DHP P254; DHP P255; EIB E243; EIB E247; EIB E213 and/or EIB E246. Students interested in taking this course but who have not taken one of the pre-requisite courses MUST seek permission of the instructor.

DHP P259: Science Diplomacy: Environmental Security in the Arctic Ocean

Course Description

This course will address "science diplomacy" as an emerging interdisciplinary field with global relevance to promote cooperation and prevent conflict among nations. The first formal dialogue between NATO and Russia about security
issues in the Arctic Ocean will be used as a case study, team-taught by the two co-directors of the NATO Advanced Research Workshop on Environmental Security in the Arctic Ocean at the University of Cambridge in 2010. The resulting book, which has over 40,000 downloads, will serve as the key text to address the elements of science diplomacy that apply across our civilization: (1) understanding of changes over time and space; (2) instruments for Earth system monitoring and assessment; (3) early warning systems; (4) catalysts of public-policy agendas; (5) features of international legal institutions; (6) sources of invention and commercial enterprise; (7) continuity across generations; (8) and global tool of diplomacy. Overall objective of this course is to consider the contributions of science diplomacy for building common interests among nations so that we can balance economic prosperity, environmental protection and societal well-being – in view of today’s urgencies and the needs of future generations – across our world. This course is designed as a seminar for two hours on Thursday mornings and will be co-taught via videoconference by Professor Paul Berkman at The Fletcher School in Boston and by Professor Alexander Vylegzhanin at MGIMO University in Moscow, involving fifteen students on each side. United States and Russian students will learn together in the shared classroom environment and collaborate on projects throughout the semester, leading to a Mock Arctic Council Ministerial Meeting and shared production of a mock ministerial declaration. This course necessitates early enrollment so that Fletcher and MGIMO students may be integrated into the necessary course systems at both institutions prior to the start of the spring semester.

DHP P260: Islam and the West

Course Description

Going beyond the simplistic notion of a great civilization divide, this course puts the categories ‘Islam' and ‘the West' under the spotlight of historical and comparative analysis. After providing some essential background, the course concentrates on the colonial and postcolonial encounter between Muslim and Western societies and polities with special, but not exclusive reference to the South Asian subcontinent. Organized along historical and thematic lines, the course focuses on the overlapping domains of culture and politics, thought and practice, to elucidate aspects of dialogue, tension, and confrontation between the worlds of Islam and the West.

DHP P261: Democratization in the Middle East: Theory and Practice

Course Description

This course explores foundational theoretical, methodological, and operational questions relevant to understanding democratization in the Middle East. How do we specify regime types; how do we explain the pervasiveness of authoritarian resilience and hybrid regimes, versus democratic, regimes, in the region? How do historical conditions of state-formation and patterns of secular and religious nation-building shape democratization trajectories in the region? How does geopolitics affect democratization in the Middle East? Using comparative cases of Egypt, Israel, Palestine, Syria, and Turkey, and combining seminar-style presentations with visits by democratization policymakers from inside/outside the region, the course gives students a robust introduction to scholar-practitioner issues at the cutting edge of democratization in the Middle East.

DHP P262: Contemporary South Asia

Course Description

Organized along both historical and thematic lines, the course surveys politics, economy, and society in late colonial India and offers a comparative historical analysis of state structures and political processes in post-colonial South Asia, particularly India, Pakistan, and Bangladesh. Among the themes considered are the reasons for the partition of 1947, the nature of the colonial legacy, the origins of democracy and military authoritarianism, history of development, the shifting balance between central and regional power, the ongoing clash between so-called secular and religiously informed ideologies, and the impact on interstate relations in the subcontinent.

DHP P263: Civil Wars: Theory and Policy
Course Description

This course introduces students to the analytical and comparative study of large-scale, organized violence within states. Historical and contemporary civil wars will be analyzed from a variety of perspectives, and prominent cases such as former Yugoslavia and contemporary Afghanistan, Iraq, Libya, Sudan and Syria will be discussed. The course will address the role of resources, grievances, religion, nationalism, interstate dimensions (including refugee flows and repatriation), external intervention, and conflict resolution. The course aims to provide students with solid theoretical and historical foundations, and to highlight the difficult policy dilemmas associated with civil wars. By the end of the course, students will be well prepared to think through policy options in the prevention and resolution of civil wars. Enrollment is open, and there are no prerequisites.

DHP P266M: The Islamic World: Political Economy and Business Context

Course Description

This course aims to explain those aspects of the Islamic world—history, politics, economics, society, legal systems, business practices—that are necessary to conduct business or political negotiations in a number of countries. The course will discuss issues of political economy and business of the Islamic world, with a special focus on Islamic networks, business culture, oil, and issues of globalization and governance. Case studies will focus on specific companies and institutions. From a geographic standpoint, the course will focus primarily on Middle Eastern and Persian Gulf countries, although it will also include countries such as Malaysia and Pakistan. For MIB students, this course is one of the regional course options.

DHP P268: Islam and Politics: Religion and Power in World Affairs

Course Description

Islamic ideas and actors play an important part in global politics today. Their impact on political change, international security, and economic and social trends has shaped international relations in recent years. This course will trace the historical evolution of political Islam from both an international relations and a comparative politics perspective. A particular focus will be on the diversity of political Islam and on the religious factor in the "Arab Spring." The course will also look at the role of other religions in contemporary politics.

DHP P272: China's Frontiers

Course Description

This seminar examines the significance of China's frontiers for Chinese foreign policy, Asian security, and international relations. The course will move geographically, taking students from Vietnam to the South China Sea, by way of the Tibetan plateau, Central Asia, the Mongolian steppe, and the Diaoyu (or Senkaku) islands, to name a few. Students will consider the different forces that come into play in a frontier region, such as ethnicity, trade, boundary disputes, and geography. The course is multidisciplinary: students are encouraged to take advantage of perspectives from history, anthropology, political science, economics, and journalism. Students are expected to produce a 15-30 page research paper. The assignments of an annotated bibliography, a précis, and a rough draft are meant to facilitate the writing process.

DHP P273: The Strategic Dimensions of China's Rise

Course Description

This course is built around two key questions surrounding China's rise: How will China rise? Where will this rise take China? To address these two deceptively simple questions, this course relies on the concept of strategy. In the broadest sense, strategy is the relationship between ends and means. For the purposes of this course, strategy is understood as
the nexus between a nation's long-term goals and the various implements of national power—diplomatic, economic, military, and cultural tools—to achieve those objectives. To sharpen the analytical focus, this course focuses primarily on the "hard" dimensions of China's national power, which encompasses such material factors as geography, resources, economic size, and military power.


DHP P274: The Politics of the Korean Peninsula: Foreign and Inter-korean Relations

Course Description

An examination of Korea's modern "evolution" as a state and society. Emphasis on Korea's modern political history, from the origins and theory of statecraft in traditional Korea to the major geopolitical issues of the present day. Topics include Korea's relations with the great powers of the North Pacific and the primacy of international relations in the Korean world: from imperialism and Japanese colonialism, partition of the Korean peninsula and the establishment of two separate Koreas, Cold War politics and the Korean War, economic development and political freedom, to inter-Korean relations.

DHP P275: North Korean State and Society

Course Description

North Korea is the world world's last major hermit society. Since the division of the Korean peninsula in 1945, South Korea has developed into one of the largest trading nations in the world with a vibrant democratic polity, while North Korea has descended into a perpetually aid-dependent state that maintains domestic control through the deification of the ruling family and operation of extensive political prisoner concentration camps. What does the future hold for North Korea? Emphasis on the Kim family continuum, strategy of brinkmanship, human rights, nuclear politics, and the implications of regime preservation or collapse.

DHP P280: Eurasia: Geopolitics, Religion, and Security

Course Description

This course explores the intersection of geography, religion, and security in the trans-regional, trans-continental space of Eurasia. The course focuses primarily on the relationship between the United States and Russia, and questions whether the US and Russia are engaged in a zero-sum competition in Eurasia. The course has three parts: an introduction to theories of classical and critical geopolitics; an introduction to the origins of Eurasia as a geographic and cultural space, where religion figures prominently in competing geographies of power and identity; and, a review of key cases that give comparative purchased into the religion-security nexus in Eurasia.

DHP P283: Europeanization and the Domestic Impact of European Integration

Course Description

Addressing the EU's strengths, as well as its weaknesses and limitations, this course focuses on the domestic impact of EU membership on selected EU member states. The effect of the EU on domestic institutions, processes, political culture, and policies, is examined first at a conceptual level and then through case studies of member states. The dramatic crisis of the Eurozone after 2008 provides a critical case study of the limits of Europeanization. It also encourages us to consider possible scenarios for the future.

DHP P284: The EU AS AN International Actor

Course Description
The EU claims to possess capabilities for international engagement in a number of missions and operations: peacekeeping missions, joint disarmament operations, humanitarian and rescue tasks, military assistance, conflict prevention, peace-keeping, and post-conflict stabilization. This course provides an exploration of the EU's capabilities, potential, and limitations as an international actor. An aim of the course is to introduce students to the factors and the conditions associated with the relatively limited role of the EU in international missions and operations and its potential as a 'normative power.'


DHP P287M: Political Economy and Business of the European Union

Course Description

Has the European Union (EU) delivered on its promise of a fully integrated economic and political union? How has Europe grown from its modest beginning with the European Coal and Steel Community established in 1951 with only six countries to the European Union, which today encompasses 27 countries? Is the Euro crisis undermining the future of the European Union or will it usher the EU in a fiscal union, which by necessity requires a closer political union? How does this multi-faceted integrative process shape the European business environment? Through class discussion and case studies managerial implications for firms operating in Europe are assessed at the provincial, national, and EU level. No prerequisite. Offered in English (01) and French (02) language sections. For MIB students, this course is one of the regional options.

DHP P290: Migration and Transnationalism in Latin America

Course Description

This seminar will examine the implications of international migration, migrant remittances, and transnationalism for development and politics in Latin America. The first section addresses alternative theories of migration and reviews global patterns of migration in both sending and receiving countries. The last two sections focus on the impact of international migration and remittances on economic development and politics in sending countries, primarily in Latin America but with some comparative data from other developing countries.

DHP P293: Democracy and State Reform in Latin America

Course Description

This seminar examines how democratization and market reform have interacted to reshape the state and society in Latin America. The first part of the course provides an historical overview of these processes in ten Latin American countries: Brazil, Mexico, Argentina, Chile, Peru, Venezuela, Colombia, El Salvador, Bolivia, and Ecuador. The second part of the course addresses the region's ongoing struggles to deepen democracy in the areas of participation, citizenship, public security, accountability, decentralization, social policy, and civil rights.

DHP P294M: Political Economy and Business Context of Latin America

Course Description

Examination of the economic and business environment of Latin America and the policies that shape it. Consists of interrelated institutional and structural topics such as financial systems, labor markets, social security regimes, inequality and poverty, foreign direct investment, regional economic integration, privatization, infrastructure, industrial policy, and fiscal federalism, with the controversial role of the state at issue throughout. Analysis often relies on notions of welfare economics, expounded concisely at the outset. Prior command of microeconomics very helpful, but not required. For MIB students, this course is one of the regional options. Complements macro-oriented E250.

DHP P295: Introduction to Human Security
Course Description

Human security covers a broad range of issues and practices, but they all share three main analytic components: (1) person-centered, focusing on views of security as defined from the ground up rather than top-down; (2) multi-dimensional, requiring both an interdisciplinary approach and one that integrates all voices and perspectives; and (3) preventive, choosing to look at root causes and early indicators to be pro-active rather than reactive to threat. Human security thus provides a powerful lens through which to analyze all threats to the security of individuals and communities.

In this course, we will review the critical security and feminist security literature that preceded the development of human security. We then cover the core concepts in human security as outlined above: person-centered, multi-dimensional, and preventive. Under each of these themes, we will introduce relevant skills for building analytic competency and draw upon case studies that illustrate how these analytic approaches have been used in practice. Throughout the course, emphasis will be placed on becoming a "reflective practitioner," with the ability to investigate one’s own values and assumptions and incorporate the learning from this inquiry into one’s work.

**DHP P296: Democracy and Authoritarianism in Comparative Perspective**

Course Description

Over the course of human history, most political regimes have been authoritarian. In this seminar, we will begin with the classic reading on authoritarianism (including totalitarian and military regimes) but quickly shift our focus to contemporary regimes that have been variously described as "hybrid," "competitive authoritarian," or "partially democratic." Specific topics include authoritarian institutions, elections in non-democracies, political violence, and the political economy of authoritarian states. Finally, since it is impossible to study authoritarianism in isolation from the vast literature on democratization, we will also consider several prominent theories in this tradition. Prior coursework in democratization is helpful, but it is not a prerequisite for this course.


**DHP P297: Engaging Human Security**

Course Description

This course enables students to develop a nuanced understanding of the central issues and debates in human security, and also develop a deeper understanding of various aspects of the predicament facing the people of a crisis-affected, conflict or post-conflict country, and international organizations mandated to help address their problems. Human security privileges the security and well being of humans rather than the state. A field of study in international affairs and international relations, human security focuses on issues at the heart of human rights, humanitarian affairs, conflict studies and mediation, economic development, health and wellbeing. Human security approaches are inter-disciplinary and problem-focused, and seek to understand a problem from the perspective of the people most affected, which requires an anthropological sensibility and an appreciation of different social-cultural framings of problems. Thus, the course itself is problem-focused. It takes five central fields, which human security has drawn from and influenced – human rights, humanitarian studies, feminist and gender studies, mediation and conflict resolution, and development – and uses foundational theories and applications in those fields to bring a human security lens to better understand and address current problems in Latin America. The course is also inter-disciplinary and involves readings in anthropology, political science, law, international relations, security studies, humanitarian studies, public health and trauma, conflict resolution, feminist/gender studies, economics, environmental studies, and history.

**DHP P298: Conflict in Africa**

Course Description
During this course, students should gain a deeper understanding of the nature of contemporary violent conflict in Africa. Students will be expected to master the key theoretical approaches to violence in Africa, and to become familiar with a number of important case studies. The focus is on the origins and nature of violence, rather than policy responses and solutions. The course is inter-disciplinary and involves readings in political science, international relations, and social anthropology, while also touching on economics, environmental studies, and history.

DHP 300-399: Independent Study

Course Description

Directed reading and research for credit, providing an opportunity for qualified students to pursue the study of particular problems within the discipline of Diplomacy, History, and Politics under the personal guidance of a member of faculty. The course may be assigned to a Field of Study according to the topic selected. By consent of the professor and petition.

DHP 400: Reading and Research

Course Description

Noncredit directed reading and research in preparation for PhD comprehensive examination or dissertation research and writing on the subjects within this division. By consent of the professor.

IR CPT: Curricular Practical Training

Course Description

Summer study and Internship for Fletcher MALD and MIB students who do not hold U.S. work authorization and who choose to engage in off-campus work or internship experiences in the United States. Experiential learning and application of academic experiences are standard components of a two-year master's level international affairs program. Requirements include successful completion of the Professional Development Program, mandatory attendance at two lectures, the internship and a presentation and Executive Summary at the conclusion of the internship. PhD students in the dissertation phase of their program will be eligible for up to 11 months of curricular practical training provided that they enroll in a .25 credit independent study under the supervision of their dissertation director. The course will be graded and based on a paper submitted by the student based on their internship experiences and the relationship to their PhD research. Students are eligible one time only during their degree program. Available only for F-1 visa holders. Please consult with the Registrar’s Office for more information.

DHP D206M: U.S. Diplomatic Tradecraft

Course Description

The goal of this course is to introduce students to the skills and practice of diplomacy in the United States, specifically in the U.S. Department of State. The course will start with a quick review of the history of diplomacy and of the State Department, then cover the major issues facing U.S. diplomats, including institutional reform, dissent, human rights, and the militarization of diplomacy. The rest of the course will focus on exploring and practicing the skills needed by a modern diplomat, including policy analysis, cable-writing, cultivating contacts, crisis management, election observation, etc.

DHP D234: Humanitarian Leadership: The Political and Policy Challenges of Being in Charge

Course Description

Description coming soon.

DHP D250: Food for All: Ecology, Biotechnology and Sustainability
Course Description

(Cross-listed w/ENV 182 and BIO 0185) An interdisciplinary examination of the pros and cons of two divergent approaches to meeting the increasing global food demand: organic farming and genetic engineering. Contrasting crops grown in developing and industrialized countries serve as case studies to evaluate: (1) how ecological knowledge makes food production more sustainable; (2) what existing and emerging approaches can, in the face of climate change, contribute to a reliable supply of nutritious food; and (3) the political and economic drivers that shape who has access to these technologies. An important focus is developing communication skills for negotiating stakeholder-specific perspectives (growers, advocacy groups, industry, governmental agencies). Please see departmental website for specific details. Recommendations: Intro Bio or Intro Chemistry or equivalent.

DHP D284: Europe in the Changing World Order
Course Description
Description coming soon.

DHP D285: The Global Rise of Populism: Europe and Beyond
Course Description
Description coming soon.

DHP D286: From Authoritarian Regimes to Illiberal Democracies
Course Description
Description coming soon.

DHP D290: Cyber Risk Management
Course Description
Description coming soon.

DHP D291: Computer Science for Future Presidents
Course Description
Description coming soon.

DHP H241: Grand Strategies in History
Course Description
This course examines the evolution of grand strategies over history, with a particular interest for the United States in the 20th and 21st centuries. First, it explores how the craft of grand strategy evolved over time, covering cases such as Greek city-states, the Roman Empire, and the British Empire. Second, it uses the US example to investigate the factors that underpin the formation of grand strategies (geopolitics, ideology, etc.), the domains in which these grand strategies are executed (military, economic, etc.), and their implications for key dimensions of national security (nuclear weapons, intelligence, etc.). Additionally, the course discusses the debates that have divided scholars and US policy-makers in the post-Cold War era. Along the way, it sheds light on the grand strategies of America’s main competitors - China and Russia - and on the distinct declinations of Washington’s grand strategy in key regions of the world.

DHP P225: Design, Monitoring and Evaluation of Peacebuilding and Development Programming
Course Description
DHP P237: **Privacy in the Digital Age**

**Course Description**

This module will provide an introduction to the threats to and protections for privacy in the digital age, examining public and private sector threats, and looking at issues from an international point of view. Topics to be covered include privacy threat models, location tracking and first and third party collection by private parties, government threats to privacy, and privacy protective technologies. No programming background needed, but a willingness and interest to play with digital tools is required.

DHP P291: **Power in World Politics**

**Course Description**

Power is the defining concept in the international relations discipline, and yet there is no consensus about what that concept means. This is a problematic state of affairs. The need for a better conceptual and empirical understanding of power should be obvious. This seminar will confront these conceptual and empirical problems head-on. Through an array of scholarly readings and case studies, we will aim for a better understanding of what power means, its myriad dimensions, how it is perceived over time, and how it is exercised by actors in world politics.

EIB E201: **Introduction to Economic Theory**

**Course Description**

This course provides the foundation of modern economics with an emphasis on its applications. Topics include demand and supply analysis, consumer theory, theory of the firm, welfare economics, monopoly and antitrust, public goods, externalities and their regulation, unemployment, inflation and economic growth, national income determination, monetary and fiscal policy. This is an introductory course for non-specialists.

EIB E210M: **Quantitative Methods**

**Course Description**

This module presents the mathematical methods that are used widely in economics, including logarithms, exponential functions, differentiation, optimization, constrained optimization, and an introduction to dynamic analysis. The mathematical material is presented in the context of economic applications and examples that illustrate the bridge between mathematics and economics.

EIB E211: **Microeconomics**

**Course Description**

The goal of this course is to equip students with the major analytical tools and concepts of microeconomics necessary in subsequent economics courses, in everyday life, and in the professional world. To this end, I put special emphasis on applications of economic theories to the fields of public policy, business cases, and pricing strategies. The topics include consumer theory, welfare economics, pricing, and game theory. Students are required to be concurrently enrolled in E210m, unless they have passed the Quantitative Reasoning equivalency exam.

EIB E212: **Macroeconomics**

**Course Description**

Intermediate level course in macroeconomic theory and practice oriented toward industrial economy issues, with explicit, frequent reference to the global economic and financial turbulence of the last five years. Begins with rigorous
coverage of national income accounting and definitions of the most important macroeconomic variables. Covers shortrun Keynesian underemployment equilibria, money and financial assets, labor markets, inflation, economic growth and technological change, monetary and fiscal policy, the origins of the financial crisis of 2007-2008. Includes interpretation of the most important macroeconomic indicators. Prerequisite: Comfort with basic economic principles at level of E201 or equivalent.

EIB E213: Econometrics

Course Description

This course introduces students to the primary tools of quantitative data analysis employed in the study of economic, political and social relationships. It equips students for independent econometric research and for critical reading of empirical research papers. The course covers ordinary least squares, probit, fixed effects, two-stage least squares and weighted least squares regression methods, and the problems of omitted variables, measurement error, multicollinearity, heteroskedasticity, and autocorrelation. Prerequisites include familiarity with (1) basic probability and statistics (B205), and (2) basic concepts of functions and derivatives (E210m or an introductory calculus course).

EIB E214: International Economic Policy Analysis

Course Description

This seminar teaches skills that enable students to bridge the gap between coursework in economics and the types of economic analysis used in both government and private sector settings. These skills and tools build on material taught in Econometrics. The topics addressed in the seminar include a range of timely and policy-relevant issues in international economics and macroeconomics. The seminar will also focus on the use of empirical analysis for writing concise, effective policy memorandums. Open to students who have completed E213, which may be taken concurrently.

EIB E216M: The Economics of International Financial Crises

Course Description

The first half of the course focuses on the basic economics of banking and international finance. It reviews the economics of banking, international financial markets and exchange rate determination, and the financial implications of current account imbalances. It also examines the implications of leverage for the solvency of households, firms, governments and banks. The second half of the seminar focuses on the three major post-1970s financial crises, i.e. the Latin American crisis of the 1980s, the Asian Crisis of the 1990s and the Eurozone crisis of the 2010s. The systemic as well as the country specific causes and consequences of the three crises are also examined in detail. One-half credit. Not offered AY 2017-2018, 2018-2019.

EIB E217M: Managerial Economics

Course Description

This course is a brief introduction to management issues presented from the perspective of economics. The focus is on the strategic responses a firm can make regarding both its internal organization and its external interaction with both consumers and other firms. Students will learn the role of economic analysis in determining organizational design and developing competitive strategies whether the organization is a for-profit firm or a non-profit enterprise.

EIB E245: Econometric Impact Evaluation for Public Policy and Social Programs

Course Description

Previously titled E218: Applied Microeconometrics, this course will cover econometric impact evaluation theory and empirical methods for evaluating public policies and social programs. The curriculum is oriented toward applied practitioners by focusing on research design and methods most commonly used for establishing causality and measuring
the impact (e.g., randomization, matching, fixed effects, difference-in-differences, instrumental variables, and regression discontinuity). Students will learn to critically read, analyze, and evaluate papers using these techniques and implement them in your own research, which potentially leads to the capstone. The topics include a broad array of academic empirical research questions in diverse fields of economics, including labor, education, development, health, and environmental economics. Econometrics (at the level of E213) is a strict prerequisite and may not be taken concurrently.

EIB E220: **International Trade and Investment**

Course Description

This course investigates why nations trade, what they trade, and the distribution of the gains and the political economy from trade. Topics include trade and economic growth, technology, the product cycle, multinationals, international labor integration, tariffs, regional economic integration, dumping and international competitiveness of firms and nations. Special attention is given to analyzing the effects of various policy instruments. Open to students who have completed E211, or with instructor’s permission.

EIB E221: **Advanced Seminar on International Trade**

Course Description

This seminar presents the analytical economics and political economy of different integration strategies, and then applies these to WTO multilateral initiatives, Brexit, NAFTA, the Trans-Pacific Partnership, Mercosur, and the Trans-Atlantic Trade and Investment Partnership. Open to students who have completed E220, other upper-level economics courses, or with permission by instructor.

EIB E230: **International Finance**

Course Description

This course examines the determination of income, the exchange rate, and the trade balance in economies that trade goods and services, as well as assets, with the rest of the world. Theory is developed and employed to study current events, as well as historical experience. Issues studied include exchange rate determination, monetary and exchange rate policy, the causes and consequences of external imbalances, international policy coordination, financial crises, and the global capital market. Open to students who have completed E201 or equivalent. E210m is suggested, and may be taken concurrently, but is not required.

EIB E233M: **Finance, Growth and Business Cycles**

Course Description

In this module we consider the potential role played by financial markets and the role of financial intermediation. We also study the actual structure and performance of banks, stock markets, and bond markets across a range of countries, and the extent of worldwide financial integration. There will be a focus on the worldwide financial and economic crisis that began in 2008. This module should appeal to students with interests in economic policy, financial and portfolio management, and international business. One-half credit.


EIB E240: **Development Economics: Macroeconomic Perspectives**

Course Description

This course provides an introduction to several central themes in development economics. The organizing framework is pro-poor economic growth. By combining economic models and case studies, one can draw lessons regarding what approaches have worked to alleviate poverty. The course also pays particular attention to situations that have led to economic crises, and develops models of macroeconomic management and structural adjustment. Lectures and
assignments presume a background in economics at the introductory level. Open to students who have completed E201 or equivalent.

EIB E241: Development Economics: Policy Analysis

Course Description

This course equips students for rigorous economic analysis of development problems and policies. The first half of the course develops tools for studying the decisions, markets and institutions that shape development outcomes. The second half develops an approach to policy analysis that draws on those tools. Students apply the approach in the study of policy questions related to cash and food transfers, agricultural pricing, infrastructure, education, agricultural technology, microfinance, and health. Emphasis is on rigorous reasoning, careful synthesis of empirical evidence, and effective communication of policy analysis results. Open to students who have completed E201 or the equivalent.

EIB E242: Development Economics: Micro Perspectives

Course Description

This course teaches students how to use microeconomic theory and econometric skills to analyze issues in low-income countries, develop policy interventions to address those issues, and measure the impact of such interventions in a rigorous empirical manner. It then addresses the issues that constrain and support development, particularly in sub-Saharan Africa: health and education, labor, agriculture, financial services, and institutions. Open to students who have completed E211 or an intermediate microeconomic theory course. E213 is strongly recommended.

EIB E243: Agriculture and Rural Development in Developing Countries

Course Description

This seminar examines a range of issues relating to agriculture and food policy in developing countries. Within a broad analytical framework that emphasizes the interactions between the production, consumption, and marketing of food in developing countries, central topics will include: famine, the role of agriculture in poverty alleviation, global food crises, technology, political economy perspectives, food price policy analysis, and agriculture’s contribution to economic growth. Open to students who have completed E201 or its equivalent.


EIB E244M: Political Economy of Reform, Growth, and Equity

Course Description

This seminar explores the insights and critiques of rational political economy in explaining the determinants of reform, growth, and equity in developing countries. This approach applies tools of economic analysis to understanding political processes. In particular, the seminar will apply theories of “public choice” and collective action in explaining development policy outcomes in relevant areas including: rational delay of reform, history and institutions, the macroeconomic effects of elections, the interaction of equity, democracy, and growth, and the political economy of failed states. Students are encouraged to have completed E240. One-half credit.


EIB E246: Environmental Economics

Course Description

This course is designed for students who are interested in learning theoretical approaches and empirical tools economists use to analyze environmental problems and policies. Topics include: 1) Modeling environmental problems from an economic perspective, using market theory, a public goods model, and externality theory; 2) Analyzing regulatory policies and pollution-control instruments based on command-and-control approach and the market-based
approach; and 3) Assessing the costs and benefits of environmental goods and policies using contingent valuation and hedonic pricing methods.

EIB E247: Econometric Impact Evaluation for Development

Course Description

The course will cover econometric impact evaluation theory and empirical methods for measuring the impact of development programs (including randomization, difference-in-differences, regression discontinuity, and propensity score matching). The curriculum will combine theory and practice. The primary objectives of the course are to provide participants with the skills to understand the value and practice of impact evaluation within development economics, design and implement impact evaluations and act as critical consumers of impact evaluations. Econometrics (at the level of E213) is a strict prerequisite and may not be taken concurrently.

EIB E262: The Economics of Global Health and Development

Course Description

This course examines economic aspects of public health issues in developing countries. As such, the course is structured into three parts. Part I illustrates an overview of current status of global health and examines the returns of health to economic development. Part II investigates constraints in demand for health that lead to suboptimal investments into health, including externalities, credit/liquidity constraint, pricing, education, and gender bias and intra-household resource allocation. Part III covers issues related to supply of health: health care delivery, quality of health care, and roles of political economy. Whereas applications to modern health issues include HIV/AIDS, malaria, air pollution, water pollution, worms, anemia, and early childhood health, this course emphasizes statistical tools and research designs used in empirical development economics. Open to students who have completed E201. Not offered AY 2017-2018, 2018-2019.

EIB B200: Foundations in Financial Accounting and Corporate Finance

Course Description

An introductory course to corporate finance from the perspective of the chief financial officer (CFO). The first part of the course deals with financial planning and budgeting, financial analysis, and short-term financial management. The second part of the course develops a valuation framework for making investment decisions (capital budgeting) for new equipment, the launch of new products, mergers and acquisitions and LBOs... and the funding/financing decisions to be coordinated with those investment decisions. Special attention is given to the cost of capital and valuing stocks, bonds, convertible and preferred.

EIB B205: Data Analysis and Statistical Methods

Course Description

This course provides an overview of classical statistical analysis and inference. The language and methods of statistics are used throughout the Fletcher curriculum, both in the classroom and in assigned readings. In addition, the language and methods of statistical analysis have permeated much of academic and professional writing, as well as media reporting. The goal is to present a broad introduction to statistical thinking, concepts, methods, and vocabulary.

EIB B206: Data Analysis and Statistical Methods for Business

Course Description

This course provides an overview of classical statistical analysis and inference. The goal is to provide you with an introduction to statistical thinking, concepts, methods, and vocabulary. This will give you some tools for dealing with statistical methods you may encounter in your coursework or research while at The Fletcher School, especially
“regression analysis,” which is covered at the end of the course. In addition, this section of the course has a particular emphasis on business applications. Students who plan to or have completed B205 are not permitted to take this course.

EIB B207: Financial Statement Management

Course Description

Accounting is an economic information system, and can be thought of as the language of business. Accounting information provides individuals with a starting point to understand and evaluate the key drivers of the firm, its financial position and performance. This can then be used to enhance decisions, as well as help predict a firm’s future cash flows. The present (or current) value of those cash flows provides an estimate for the value of the firm. This course will cover the basic vocabulary, concepts, procedures and mechanics of financial and managerial accounting and the role of accounting information in society.

EIB B212: Starting New Ventures

Course Description

The course seeks to prepare students to start businesses in which they have a significant equity interest. It focuses on the necessary knowledge, skills, and attitudes in two areas: how to analyze opportunities quickly and cheaply; and how to secure resources (money, customers, and people) in the early stages of an enterprise. The primarily cased based course also has several guest experts and (in lieu of in-class lectures) extensive pre-class readings.

EIB B213: Leading Transformational Growth

Course Description

The course examines the transformation of fledgling ventures into resilient, high-impact enterprises. The challenges include setting ambitious goals, making strategic choices about organizational structures, control systems, norms, product lines, geographic expansion and so on, and effectively implementing these strategies. Although the cases deal mainly with young firms (and thus naturally complement the Starting New Ventures Course) the readings and class discussions cover issues of leadership, organizational development and design, incentives, culture etc. that arise in many settings, including the non-profit sector. Similarly, the course and case discussions also seek to cultivate a holistic pragmatism that characterizes the effective leadership of mature as well as emerging organizations. The final paper can be turned into a capstone project.


EIB B220: Global Financial Services

Course Description

The focus is on the determinants of competitive performance of financial institutions including commercial banks, insurance companies, hedge funds, investment banks, and private equity firms. Review of bank management principles emphasizes asset liabilities management, interest rate risk management and Value at Risk (V@R). Discussion of international commercial banking will focus on international trade financing, syndicate lending, project finance, and international securitization. Open to students who have completed B200 or B221 or equivalent.

EIB B221: International Financial Management

Course Description

This course develops a conceptual framework within which the key financial decisions faced by multinational corporations can be analyzed. The traditional themes of corporate finance, including working capital management, capital budgeting, mergers and acquisitions, and funding strategies, are revisited in the context of volatile exchange rates, different regulatory environments and segmented capital markets. Focus on foreign exchange risk management
including the appropriate use of new hedging instruments such as currency options, swaps, and derivatives. Case studies emphasize how international financial management should be integrated with corporate strategy and operating decisions. Open to students who have completed B200 or equivalent.

EIB B223: Informal and Underground Finance

Course Description

This course aims to study the role of the informal (off-the-books) and underground (criminal) sectors in the global economy, from multiple perspectives ranging from economic development to law enforcement and global security. In the past decades, the removal of financial controls, combined with technological advances, has allowed deviant globalization (drug trade, piracy, cybercrime, counterfeiting, human trafficking, terrorist financing, etc.) to prosper, creating governance and law enforcement challenges to governments and corporations alike.

EIB B224M: Global Private Equity from Money in to Money Out

Course Description

This course provides a comprehensive examination of the role of private equity in global finance. It is intended to equip students with an analytical framework for assessing the industry and its key participants and to develop practical skills to support possible investment careers. The course is experiential by design and will be structured around two team-based projects that will engaged students directly in critical dimensions of the private equity finance process: fund development, investment analysis and decision-making. The course will cover the full spectrum of issues relevant to a globally oriented private equity firm from the structure of partnership agreements, through capital acquisition, deal sourcing, investment analysis, deal structuring, and exit. The course approach is intended to unite disciplinary rigor in financial and investment analysis with globally applied practices.

EIB B225M: Corporate Finance and Banking: A Comparative Asian Perspective

Course Description

This course explores major themes in corporate finance and banking in Asia drawing on the diverse experiences of regional actors. Systemic issues dominate the first third of the course, specifically the legacy of bank-centric finance, trends in financial deregulation and internationalization, and crisis. The balance of the course will examine decisions at the firm-level on issues such as corporate ownership, performance, and governance, and capital structure management, across both public and private debt and equity and balance sheet management through the use of derivatives and asset-backed securities. Open to students who have completed B200. One-half credit. Not offered AY 2017-2018, 2018-2019.

EIB B226M: Large Investment and International Project Finance

Course Description

A case study approach to employing the latest techniques for structuring transactions, including risk mitigation by financial intermediaries. This course stresses decision-making and prioritization of tasks, policy formulation, the selection of world-class partners and on-the-ground operational skills necessary to ensure timely completion of construction, budget adherence and efficient start-up. Large investment projects across a variety of geographic regions, industrial sectors, and stages of project execution are examined, including data on default and loss characteristics. Contrasts differences in risk between domestic and export sector projects, including foreign exchange issues and the role of host governments.

EIB B227: Islamic Banking and Finance

Course Description
The course is a comprehensive introduction to Islamic banking and finance. In addition to providing religious and historical background, the course discusses the political and economic context of the creation and evolution of Islamic institutions. The course will explain how Islamic products (murabaha, mudaraba, musharaka, ijara, sukuk, takaful, Islamic mutual funds and derivatives, etc.) work. The final part of the course will discuss Islamic finance in the context of the “war on terror” and the recent global financial meltdown.

EIB B229: Global Investment Management
Course Description
This course investigates the global dimensions of investment management. The course combines technical and theoretical tools with practical illustration and application of critical investment concepts. The course will open with an overview of global institutional investors and the business of investment management. Following sessions will focus on developing an understanding primary asset classes, including foreign exchange, global equities, global fixed income securities, alternative investment vehicles, and derivatives. On this foundation, subsequent class sessions will focus on introducing and developing portfolio skills in the areas of risk management, investment performance and attribution, and finally portfolio construction and asset allocation. Open to students who have completed B200 and B221 or a strong finance background.

EIB B230: Managing NGOs and Social Enterprises
Course Description
This course examines how to create, develop and scale high-performing social sector organizations — be they for-profit, nonprofit, or hybrid organizations. In this course, student will learn how to: a) design an organization’s mission, theory of change, and strategy in order to deliver social results; b) develop performance management systems useful for internal learning, while managing complex demands for accountability from diverse stakeholders; c) understand how to scale impact through multiple strategies including growth, collaboration, and policy influence; and, d) examine capital markets and the challenges of obtaining resources. Taken together, students will acquire the understanding, skills and knowledge necessary to lead and sustain high performance in enterprises dedicated to addressing some of the most challenging problems facing the world today.

EIB B231: International Business Strategy and Operations
Course Description
This course examines strategic decision making in multinational enterprises (MNEs). It provides a series of analytic frameworks that managers can use to assess the global environment and the options available to MNEs for competing globally. In particular, the course considers the internationalization process, tensions between global integration and local responsiveness, and their implications for organizational design and business strategy. A subset of the course considers the relevance of these concepts and tools to other multinational actors such as international NGOs. The course also provides an opportunity to consider the roles of political risk, the regulatory environment, and civil unrest as factors in strategic decision-making. The pedagogy is primarily case-based, drawing on examples of MNEs based both in the global North and in emerging markets.

EIB B232: Work and Employment Relations in the 21st Century
Course Description
Course description coming soon.

EIB B233: Practical Knowledge
Course Description
The course examines how we select, adapt and extend our stock of useful knowledge and practices. The knowledge ranges from individual tasks such as giving effective presentations, to organizational practices for recruiting, managing crises, process re-engineering and human centered design, and even to (drawing on Gene Sharp’s handbook) overthrowing dictatorships. Meta-techniques cover topics such as developing checklists (based on Atul Gawande’s work) and sharing organizational knowledge and codifying practices. Practical “hands-on” exercises complement the readings and discussions of specific and meta-techniques. The final paper, on a specific practice of the student's choice can be turned into a capstone project.

**EIB B234: Strategic Management in Privitizing and Deregulating Industries**

*Course Description*

Strategic Management in Privatizing and Deregulating Industries This seminar surveys the literature related to privatization, considering both theoretical perspectives and practice. It also explores current issues shaping debates about how to structure the boundary between public and private sector activity in a comparative and interdisciplinary manner. The seminar examines key concepts and policy issues related to privatization and deregulation, looks at different national experiences, and explores the impact of privatization from an industry perspective. Students should come away from the seminar with a deep appreciation of the challenges confronting executives and policymakers dealing with changes to public sector–private sector boundaries in a variety of different settings.


**EIB B235: Leading the Global Corporation**

*Course Description*

The course will analyze the major elements required to direct the global corporation from an overall management perspective. Hence, while the course will touch the key issues in finance, human resources, marketing, manufacturing, and other areas, the emphasis will be on integrated, cross functional management decisions and issues, rather than on the detailed technical aspects of each separate area. The course will also focus on the management of change and its related issues. It will draw on readings, cases, and the experience of the Professor.

**EIB B238M: Strategic Management**

*Course Description*

Effective strategists can: size up the dynamics of the external environment of a firm, covering its economic, political, and social contexts; take a holistic view across all functions and configure all of a firm’s internal choices to give it a competitive advantage; sustain this advantage over time and leverage it into adjacent business and geographic opportunities; use acquisitions and alliances when these are the more effective approaches to support a strategy; create the right organizational context to execute the chosen strategy efficiently; ensure the continuous renewal of the firm in anticipation of and adapting to its changing environment. The objectives of this short course are to master the field’s core concepts and to build the skills needed to be an effective strategist. One-half credit.

**EIB B239M: Corporate Governance in International Business and Finance**

*Course Description*

This module explores business, financial and legal issues affecting corporate governance and management of risk, both in industrialized and developing countries. Students will examine the nature of the corporation, management roles and board responsibility, the role of regulatory authorities, as well as corporate culture, corporate social responsibility, and capital market development. The course will focus on policy implications, including widespread efforts to produce corporate governance reforms and set standards in the wake of corporate scandals and systemic risk. Also listed as
L239m. One-half credit.


**EIB B242: Innovation Models for Building Inclusive Businesses**

**Course Description**

The needs of the global sustainable development agenda are both broad and urgent; innovation models are central to addressing them in a timely, efficient and scalable manner. From promoting inclusive growth to ensuring the longevity of natural resources to addressing issues across the state of the human condition, there are many problems to be solved. Inclusive business - including large MNCs, social enterprises to impact investors - recognize that the private sector will increasingly play a lead role in solving such problems and closing the gaps. Such gaps-closing can cost $3-5 trillion annually, according to some estimates; the value that businesses can unlock while closing the gaps are estimated to be in the range of $12-15 trillion a year. This suggests a macro level business case supporting the mantra of "doing good while doing well." This course will prepare students with a practical micro-level understanding of this opportunity, why the private sector is essential in solving sustainability and inclusion problems, what barriers get in the way of following through on this seemingly compelling logic, and how the solution lies in developing robust and scalable "inclusive innovation" models that overcome the key barriers. The course will help students with a framework for archetypal inclusive innovation models and where to apply them, identify how to specifically construct them and dig into specific models in practical case examples and draw broader conclusions. Graduates of this class will leave with a set of inclusive innovation models that they can apply to their own future organizations - an existing large business, a social enterprise, a start-up they have founded, a client they are advising as a consultant, board member or an investor. They will leave with conceptual frameworks, practical tools and skills and case examples for pattern recognition and practicing analytical problem-solving to apply elsewhere.

**EIB B243: Market Approaches to Development**

**Course Description**

This course examines how commercial, government, and non-profit stakeholders engage market forces in a range of crucial services to improve the lives of low-income customers. We explore strategies that affect sectors such as education, energy, and agriculture as well as approaches to scaling at the last mile, in particular, the use of agents and franchising. The course poses uncomfortable ethical dilemmas that the class will debate. Using lectures, case studies, and human-centered design activities, each class explores a different method of tapping value chains and market ecosystems. Student teams work with "live cases" or real clients to enhance their learning and are expected to present their findings to a panel of judges at the end of the semester. Skills acquired in the course include business design and analysis, client management, and presentation skills. This course is designed for second-year students or for Januarians who have completed a semester.

**EIB B244M: The Informal Economy and Financial Inclusion**

**Course Description**

The informal economy brims with activity and innovation, yet it is precisely its informality, that leaves it unshielded by the state. Seen as a hub of innovation and employment by some and as a shelter for tax-evasion and trafficking by others, the informal economy is a massive contributor to a country’s GDP. We begin with theory but very quickly enter into practical examples of how people cope in their informal world examining their businesses, their agricultural activities and their financial management. We end by glimpsing into the dark side of the informal economy - the shadowy areas of smuggling and informal finance. The course will give students an understanding of the vibrant and immense world that operates under a state’s regulatory radar so that as future policy-makers and practitioners they can design better protections, programs and products suited to the informal sector. Students who have taken B241 (Financial Inclusion) should not take this course.
EIB B245M: Research, Design and Action in the Informal Economy

Course Description

The informal economy is often the setting for international aid and humanitarian assistance. At times it is the reluctant recipient of well-meaning, but doomed programs and interventions. It is not subsidized initiatives alone that flounder in the informal economy. So too do water purification companies, mobile money operators, and solar lamp providers. They wonder why huge swaths of the informal market fail to adopt their innovations. The problem is that big data and surveys don’t always generate the nuanced information that decision-makers need to design suitable products or services. This course dives into methods that produce evidence to enlighten decision-makers and pave the way to better product and program designs. This course focuses on researching individuals and groups living and working in the informal economy and on designing products and services for them. B244M First year students are encouraged to take B244M prior to this module.

EIB B252: Corporate Social Responsibility in the Age of Globalization

Course Description

Western firms with activities in developing countries are increasingly held responsible for a range of issues such as climate change, labor rights and human rights that have previously been seen as outside a firm’s sphere of influence. The course explores the drivers of this development as well as social implications for corporations and society. The course examines the following broad questions: What is Corporate Social Responsibility (CSR)? What are some of the main drivers of this new CSR agenda? How can CSR activities best be regulated at home and abroad and by whom? What are new CSR issues and challenges?

EIB B260: International Marketing

Course Description

This course introduces students to the fundamentals of marketing in a global environment. It addresses the problems encountered by all organizations—small and large, for profit and non-profit—as they operate in an international environment. The full range of marketing activities is covered: marketing research, product policy, branding, pricing, distribution, advertising and promotion, customer service, planning, organization, and control. While internationally oriented in nature, the aim of the course is also to build a significant understanding of classic marketing management principles. Non-traditional aspects of international marketing (e.g., nation branding) will also be considered for a variety of constituencies.


EIB B262: Marketing Research and Analysis

Course Description

This course adopts a comprehensive hands-on approach to designing and conducting research. From classic opinion research to social media analytics, a wide range of contexts, problem areas, and methods are covered that are relevant across disciplines and fields of study. Students will be exposed to the various stages of the research process from recognizing the need for research and defining the problem to analyzing data and interpreting results. Proper design of research methods, fieldwork, questionnaires, and surveys (e.g., online surveys) is covered. Both qualitative (e.g., focus groups, projective techniques) and quantitative approaches (e.g., cluster, discriminant, and factor analysis) are presented. Various analytical techniques are introduced “hands on” via a series of computer exercises and cases (using SPSS and Excel).

EIB B263M: Marketing Management

Course Description
The course addresses the managerial, organizational, ethical, societal, environmental, and global dimensions of marketing decision-making. The main objectives of the course are to sharpen your skills in marketing decision-making, problem diagnosis, and management skills; to understand and apply some fundamental marketing concepts; to improve your familiarity and understanding with institutional marketing knowledge, terminology, and practice; and to provide you with a forum for formulating, presenting, and defending your own marketing ideas and recommendations. Note: Students having completed or planning to take B260 are not eligible to enroll in this course.

**EIB B270M: Business Groups in Asia**

**Course Description**

While Asian economies are increasingly important to the world, a full understanding of how such economies are organized is difficult to achieve without some consideration of business groups. This seminar looks at business groups in a number of economies, including Japan, the Republic of Korea (South Korea), the Republic of China (Taiwan), Hong Kong, Singapore, and the People’s Republic of China (PRC). The goal of the seminar is to put Asian business groups in their historical, political, and economic context, and then to examine current conditions in an effort to give some insight into future trends. One-half credit.


**EIB B272M: The Political Economy and Business Environments of Greater China**

**Course Description**

This course will expose students to similarities and differences in the business environments of Greater China. At the end of the course, students should have a better understanding of Chinese business and the context in which business occurs in Hong Kong, Singapore, the Republic of China (Taiwan), and the People’s Republic of China (PRC). For MIB students, this course is one of the regional course options.

**EIB B273: Emerging Africa in the World Economy**

**Course Description**

This course aims to expose students to African economies in the larger context of the global economy and the continent’s quest for prosperity and an interrogation of the “Africa Rising” narrative. The course will examine the impact of globalization on Africa’s economies and whether African countries can turn globalization into an opportunity or whether there are alternative paths to economic transformation. Emerging Africa in the World Economy will examine the role of capitalism, entrepreneurship and the private sector in African countries, and the nexus at which business intersects with public policy as a framework for economic growth and development. In this context, the course examines the roles and importance of finance and financial markets, foreign investment, and innovation, using examples from the different parts of the continent.

*Not offered AY 2017-2018, 2018-2019*

**EIB B280: The Global Food Business**

**Course Description**

The purpose of the course is to introduce the student to the rapidly expanding global food business. The growing, processing, distribution, and marketing of food are major and necessary economic endeavors of the world’s people. Today, the international food industry is increasing at historically high rates of growth paralleled by increasing world trade in agricultural commodities, motivated by new multinational trade agreements. The course focus will be to introduce the student to the management, business strategy, marketing, research, and analytical skills required in the international food business.

EIB B281M: Managing Operations and Supply Chains in Global Companies

Course Description

A management-oriented, case study-based course on how companies design, manage, and measure operations around the globe today. The core topics will be: the exercise of competitive advantage through operational capability; business process design; supply chain management; lean operations; disruptive operations innovations; operations networks and connectivity; talent management; the managerial metrics revolution; etc. Readings and cases will focus on both the operations themselves and the management issues surrounding them.

EIB B284: Petroleum in the Global Economy

Course Description

This course covers the structure of the international petroleum industry and its role in the international economy. The first half will address the technical, commercial, legal, economic and political basis of the industry, and the business models for key segments, including exploration and production, refining, marketing and natural gas. Drawing on this knowledge base, the second half will consider key issues of the petroleum industry, including the resource base, pricing, environmental impacts, alternative energy sources, and geopolitics. Open to students who have basic Excel skills and have completed either E201, B200 or equivalent.

EIB B291: Leadership: Building Teams, Organizations, & Shaping Your Path

Course Description

This course explores the fundamental aspects of managing and leading people including: managing one-on-one relationships; influencing team behavior; and motivating and aligning people behind a common vision. It also examines the challenges and trade-offs in creating a meaningful personal leadership path, especially in the early stages of your career. The course pedagogy is case-method discussion, drawing primarily on cases from the private sector, supplemented with comparative material from the public sector and civil society. This course will provide you with a number of critical concepts and competencies that will be useful in both the short term and long term. It will help you to make the transition from an individual contributor to a manager and, over time, build a career of increasing responsibility as a leader.

EIB B295M: Negotiating International Leadership

Course Description

This module explores the nature of leadership in the international context. Drawing upon academic literature and case studies of influential leaders, the class introduces the various models of leadership and the diverse functions of a leader across a range of international environments and organizations. The basic goals of the course are three fold: 1) to enable students to understand the nature of leadership across different sectors in different international settings; 2) to give students the tools to analyze various leadership situations and problems; and 3) to help students develop leadership skills in light of their own leadership ideas and ambitions. A key premise of this class is that leadership is an exercise in negotiation, a task of influencing other persons to act in desired ways for the benefit of an organization or group. The act of leadership on the global stage – in multilateral organizations, multinational corporations, international non-profits, and diplomatic posts – is particularly complex, and it requires an appreciation of different concepts and cultures of leadership. A key aim of this module, then, is to understand how leaders exercise influence inside and outside their organizations, particularly within the international environment. The course has no required pre-requisites, although a basic knowledge of the negotiation theory and practice is recommended.

EIB 300-399: Independent Study

Course Description
Directed reading and research for credit, providing an opportunity for qualified students to pursue the study of particular problems within the discipline of Economics and International Business under the personal guidance of a member of faculty. The course may be assigned to a Field of Study according to the topic selected. By consent of the professor and petition.

**EIB 400: Reading and Research**

Course Description

Noncredit directed reading and research in preparation for PhD comprehensive examination or dissertation research and writing on the subjects within this division. By consent of the professor.

**EIB B264: Strategic Marketing for Non-Profit Organizations**

Course Description

This course offers a comprehensive coverage of the fundamental issues in marketing and branding in nonprofits. The aim of this course is to arm students with the analytical skills and knowledge necessary to make, evaluate, and critique marketing and branding strategy decisions facing nonprofit organizations in an increasingly global arena. The course addresses how to craft a nonprofit marketing strategy; implement a coherent marketing plan and optimize the use of marketing resources, develop brand identity and positioning statements; leverage brand alliances and partnerships; and perform financial brand valuations.

**EIB E290: Doctoral Seminar in Research Approaches and Methods**

Course Description

Description coming soon.
Appendix A: Extract of the sexual misconduct adjudication process (SMAP) summary in Student Handbook

University Response to Allegations of Sexual Misconduct
The University takes all allegations of sexual misconduct seriously and is committed to providing information, education, resources, support, interim measures, and clear direction to Tufts community members to prevent and address such conduct. The University will always respond to sexual misconduct that it knows or should know about in order to stop prohibited conduct, prevent the recurrence of any conduct of concern, prevent and/or eliminate any hostile environment, and, where appropriate, address any effects on campus from such prohibited conduct.

Tufts University is committed to addressing and working towards preventing crimes of sexual violence that are never acceptable and will not be tolerated.

Violations of the Sexual Misconduct Policy are subject to disciplinary action. Depending on the nature of the violation, disciplinary consequences for violations of this policy may include denial of privileges, disciplinary probation, suspension and expulsion for students, and may include warnings (verbal or written), demotions, suspensions, and termination for employees. The conduct discussed in this policy may also constitute violations of the law, to which other laws and regulations may apply beyond the scope of this policy and Tufts’ disciplinary measures. Criminal definitions under state and federal law for some of the conduct described under this policy such as relationship violence (including dating and domestic violence) and stalking can be found in Appendix A to this Policy. Tufts University will abide by court ordered restraining orders and orders of protection, and will assist individuals seeking these or other law enforcement options. Tufts will honor a complainant’s/victim’s/survivor’s decision either to pursue a law enforcement remedy or to decline to pursue that avenue of remedy.
Tufts University is committed to the principle of equal opportunity in education and employment. Tufts prohibits discrimination against and harassment of any student, employee, applicant for employment, third party or community member because of race; color; national or ethnic origin; age; religion; disability; sex; sexual orientation; gender; gender identity and expression; including a transgender identity; genetics; veteran status; retaliation; and any other characteristic protected under applicable federal or state law. The University expects all Tufts employees, students, and community members to join with and uphold this commitment.

Tufts University also prohibits retaliation based on a protected activity, such as the filing of a complaint of discrimination or participation in the investigation of such a claim. Any witness, complainant or respondent involved in an investigation ought not to be retaliated against for their participation in the fact-finding process.

All Tufts personnel are required to promptly escalate all potential violations of this policy to a manager or supervisor, a dean, any senior member of the University administration, directly to the Office of Equal Opportunity (OEO) at 617.627.3298 or to EthicsPoint at tufts-oeo.ethicspoint.com or by using the hotline at 1.866.384.4277.

Tufts University’s OEO is also responsible for planning and implementing the University’s affirmative action program and monitoring affirmative action-related decisions and activities in accordance with state and federal law. Tufts University seeks to maintain an internal system of audit and reporting that shall facilitate the identification and removal of inequities and deficiencies in its employment and those policies and practices that could preclude the fair and equal treatment of minorities, women, individuals with disabilities, and all protected veterans.

Defining and Recognizing Discrimination: Unlawful discrimination occurs when a person is harassed or treated arbitrarily or differently because of their real or implied membership in a “protected category” such as race; color; national or ethnic origin; age; religion; disability; sex; sexual orientation; gender; gender identity and expression; including a transgender identity; veteran status; genetics; retaliation; and any other characteristic protected under applicable federal or state law.

In the employment context, discrimination may begin with an adverse employment action, which is something an employer has done that is unfair to an employee (for example: terminating the employee or not selecting him or her for hire or a promotion, harassing the employee, denying the employee’s request for a reasonable accommodation, etc.). If OEO determines, through fact-finding, that the employee or applicant’s membership in a protected category was the reason for the adverse employment action, this may lead to a finding of a policy violation of the non-discrimination policy and/or any other policy herein.

Similarly, if a student or community member believes that s/he was treated differently in their education program or activity because of their real or implied membership in a protected category as defined above, OEO will conduct a fact finding investigation to determine whether or not the Complainant’s protected class was the reason for the different treatment and if that treatment violated the non-discrimination policy and/or any other policy herein.

Contact OEO immediately, at 617-627-3298 or OEO@tufts.edu, or file a report by calling EthicsPoint toll-free at 866-384-4277 or visiting http://tufts-oeo.ethicspoint.com, if you feel that you are being retaliated against for filing a complaint, participating in a complaint or speaking out against a potential discriminatory practice. Retaliation is prohibited by Tufts University policies and by state and federal anti-discrimination laws. Retaliation at Tuft University is also subject to disciplinary action up to and including termination from employment for employees or expulsion for students from Tufts.

Personality differences or conflicts, general mistreatment not based on the above protected categories, or a response to poor performance are usually employee relations issues, not discrimination matters. To contact your Human Resource Business Partner (HRBP) to discuss an employee relations matter, please call the Human Resources Department on your campus. HR can also help you determine what type of issue you may be experiencing and will refer you to the
appropriate resources. The Tufts University Human Resources office for the Medford campus can be reached at 617-627-3272.
HONOR CODE

ADOPTED BY THE FACULTY OF THE

FLETCHER SCHOOL OF LAW AND DIPLOMACY

TUFTS UNIVERSITY

ON

MAY 16, 2019

TO TAKE EFFECT ON

SEPTEMBER 5, 2019

SECTION 1: PURPOSE, PRINCIPLES, AND APPLICATION

(a) The purposes of this Code are to—

(1) codify and clarify the rights and obligations of Fletcher students with respect to the preservation and protection of academic integrity;

(2) inform Fletcher students, faculty, and administrators with respect to such rights and obligations;

(3) set forth procedures for judging and punishing offenses against academic integrity; and

(4) safeguard the rights of students who are accused of such offenses.

(b) The School seeks to promote and preserve a vibrant community of ideas. Integral to assessing the origins, value, and implications of an idea is its attributability. Attribution requires identifying and respecting the distinctive contributions of all participants and the sources on which they rely. Students who claim credit for intellectual work must therefore uphold the highest standards of intellectual honesty by ensuring that work attributed to them is their own and by acknowledging the work of others.
(c) The provisions of this Code shall apply to all students, including non-degree candidates and cross-registrants, who study at the Fletcher School.

SECTION 2: PROHIBITIONS

(a) No student may claim credit explicitly or implicitly for the intellectual work of another.

(b)(1) In preparing written work for academic evaluation, no student may, even inadvertently—

   (A) engage in plagiarism, which means the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit; or

   (B) submit any written product that would mislead a reasonable person as to the source or origin of work for which such student asserts authorship; or

   (C) falsify data, information, source material, or citations.

(2) Except as an instructor may expressly authorize, a student—

   (A) shall, with the exception of matters within common knowledge, identify the source of all factual data, including all written information, all internet and electronic data, and all work or material that is the product of another person, including all ideas, facts, data, interpretations, and other information and opinions derived from others, whether published or unpublished; and

   (B) may not receive or provide any undue or excessive assistance or any advice or guidance that has the effect of vitiating the crediting of such work to such student.

(3) Except as an instructor may expressly authorize, a student may not submit for scholarly evaluation at the School any work, or any part of any work, that has been previously published or written for compensation or submitted for scholarly evaluation at another institution or in another course at the School.

(c) In taking examinations, except as an instructor may expressly permit, no student may—

   (1) seek, offer, allow, give, or receive any assistance of any kind;
(2) communicate during an examination in any way with anyone for any purpose;

(3) exceed the specified time limit; or

(4) access any unauthorized material or source or any device, including any computer, cell phone, smart watch, or any other electronically-powered device or any other item or thing that may be of potential assistance.

(d) A student shall consult the instructor in the event any doubt or uncertainty arises concerning what is permitted or prohibited in the preparation of written work or the taking of an examination.

(e)(1) The materials in the Ginn Library are for the use of the entire Fletcher community.

(2) No student may—

(A) remove library materials without the authorization of the library;

(B) secrete library materials in book lockers or sections of the stacks not corresponding with the call numbers assigned to the materials; or

(C) use or alter library materials in such a way as to significantly disadvantage other users of those materials.

SECTION 3: HONOR COMMITTEE

(a) There is established an Honor Committee, which shall carry out the duties provided by this Code.

(b) (1) The Committee shall consist of four members of the Executive Committee of the Fletcher faculty and one administrator, all of whom the Dean shall appoint at the beginning of each academic year; and two Fletcher students, both of whom the students shall elect at the beginning of each academic year.

(2) The Dean shall also appoint an administrator and a member of the Executive Committee of the Fletcher faculty, and the students shall also elect a Fletcher student, who shall serve as alternate members of the Committee in the event a member of the Committee is unable to be present for a meeting of the Committee.

(3) The Dean shall appoint a chair of the Committee from among its faculty members.
(4) A quorum shall consist of four members, except that in no case shall a quorum exist if faculty members do not comprise a majority of members present. The Committee may conduct no meeting in the absence of a physical quorum. Committee members may not participate by telephone or videoconference or submit proxy or absentee votes.

(5)(A) If a reasonable person would conclude that a member of the Committee cannot be impartial with respect to a matter before it, such member shall recuse himself or herself from participating in the consideration of such matter by the Committee.

(B) In the event of such recusal, the Dean shall appoint a faculty member, student, or administrator, as the case may be, as an ad hoc member of the Committee for the consideration of such matter.

(C) Respondent may challenge the impartiality of a member of the Committee by petitioning the Dean to appoint an ad hoc replacement, in which case the Dean may, after consulting with such member, appoint such replacement in the event the Dean determines that such member cannot be impartial with respect to the matter under consideration.

(6) The Committee may adopt such rules and procedures as it may deem appropriate to carry out the provisions of this Code, consistent with principles of efficiency and due process.

SECTION 4: REPORTS CONCERNING POTENTIAL VIOLATIONS

(a)(1) In the event an instructor has—

(A) first-hand, direct evidence that a student has violated this Code; or

(B) the facts concerning a violation are not in dispute as between such instructor and student;

the instructor may reduce the grade of such student to a grade, including failure, that is proportionate to the gravity of such violation.

(2) No instructor may reduce a grade under this sub-section unless such student has been provided notice and an opportunity to respond.

(3) Such instructor shall report any such grade reduction to the Academic Dean, the Executive Associate Dean, and the Registrar, who shall maintain a record of such reduction, separate from the transcript of such student, in the repository maintained under section 5(b)(6)(B) of this Code.
(4) In the event the instructor or the Academic Dean believes that an additional penalty beyond grade reduction would be appropriate, the instructor or the Academic Dean may refer such report to the Committee, which shall consider such report in accordance with section 5(a)(1) of this Code.

(5)(A) Any such student who believes that such instructor has reduced any such grade in violation of the provisions of this Code may petition the Committee in writing, setting forth a reasonable factual basis for such belief and asking the Committee to redress such grade.

(B) Any such student is strongly encouraged to discuss the matter with such instructor before initiating such petition.

(C) The Committee shall consider such petition in accordance with section 7 of this Code.

(b)(1) In the event an instructor has—

(A) no first-hand, direct evidence that a student has violated this Code, or the facts concerning a violation are in dispute as between such instructor and student; but

(B) a reasonable factual basis for believing that a student has violated this Code;

the instructor may report such belief to the Academic Dean.

(2) Following the transmittal of any such report, the Academic Dean or the instructor may, upon giving notice to such student and an opportunity to respond, refer such report to the Committee, which shall consider such report in accordance with section 5(a)(1) of this Code.

(c) In the event the Academic Dean or the Executive Associate Dean receives information providing a reasonable factual basis to believe that a student has violated this Code, the Academic Dean or Executive Associate Dean shall report such belief to the appropriate instructor, who shall provide such student with notice and an opportunity to respond, and who may thereafter refer such report to the Committee, which shall consider such report in accordance with section 5 of this Code.

(d) In the event a Fletcher student receives information providing a reasonable factual basis to believe that a violation of this Code has occurred, such student may report such belief to the Academic Dean, Executive Associate Dean, or appropriate instructor, who shall proceed in accordance with subsection (b) of this section.
SECTION 5: COMMITTEE PROCEDURE AND HEARINGS CONCERNING REPORTS OF POTENTIAL VIOLATIONS

(a)(1) Upon receipt of a report under section 4(a)(4), section 4(b)(2), or section 4(c), a panel consisting of the Academic Dean, Chair of the Committee, and a student member of the Committee designated by the Dean shall determine whether a reasonable factual basis supports such report.

(2) If such panel determines that such basis exists, the Committee shall—

(A) notify respondent in writing, describing such basis with specificity and identifying the specific provision of this Code that may have been violated;

(B) provide respondent with a copy of this Code and such other materials as the Committee may deem appropriate; and

(C) hold a hearing to determine whether such report is supported by clear and convincing evidence, according respondent a presumption of innocence.

(b)(1) At such hearing, the Committee shall examine respondent and such witnesses it may deem relevant and consider such evidence it may deem relevant, except as provided by paragraph (5)(B)(i) of this subsection, and shall accord respondent an opportunity to be heard and present such witnesses as respondent may deem relevant.

(2)(A) Respondent may be represented by an advocate, who may be an attorney, friend, family member, or Fletcher faculty member. The School will not provide respondent with an attorney or interpreter, but respondent may use an interpreter. The School may use an attorney as it deems appropriate.

(B) Respondent’s advocate may attend any hearing before the Honor Committee and consult with respondent throughout, subject to the following limitations:

(i) Such advocate may not participate directly in such hearing, except to give respondent’s closing statement if respondent so chooses.

(ii) Respondent shall notify the Chair of the Committee not less than 48 hours before any scheduled hearing if respondent intends to be represented by an advocate at such hearing. Such notice shall include the identity and affiliation of such advocate.
(3) Unless respondent requests that such hearing be open, such hearing shall be closed except to members of the Committee; respondent; respondent’s advocate and interpreter, if any; any witnesses; and, at the discretion of the Committee, University counsel.

(4)(A) No participant in any hearing or related proceeding or process may reveal the identity of—

(i) respondent to any non-participant unless expressly permitted to do so by respondent; or

(ii) a witness who requests anonymity upon providing evidence of independent significance with respect to its authenticity, probity, and reliability.

(B) Violation of clause (i) or clause (ii) of this sub-paragraph by a student shall constitute an offense against this Code.

(5)(A) At such hearing, respondent or respondent’s representative may confront and cross-examine any witness who provides evidence unless such evidence is of no independent significance with respect to its authenticity, probity, and reliability, such as evidence concerning plagiarism under section 2(b) of this Code.

(B)(i) The Committee may not consider any evidence provided by any person if such person is unable or unwilling to appear in person for such purposes at a reasonable date and time.

(ii) All hearings shall be held during the fall or spring semesters.

(iii) Respondent may call such witnesses that respondent deems appropriate, except that the Committee may not take testimony from character witnesses.

(iv) The Committee may not permit any person to participate or be included in any hearing by telephone or videoconference.

(6) The Committee may, at its discretion, direct that any such hearing or any part thereof be recorded, in which case—

(A) the person who prepares such recording may attend such portions of the hearing that may be recorded;

(B) the Fletcher School Registrar shall retain custody and control of such recordings, which shall be included in a repository of records of all Honor Committee reports transmitted to the Dean under paragraph (7)(D) of this subsection;
(C) the Committee may direct the production of such transcripts as it may deem appropriate; and

(D) the Committee shall make such recording, or a copy thereof, available to respondent upon respondent’s request within a reasonable period of time thereafter.

(7)(A) The Committee shall determine, after the conclusion of such hearing, whether respondent has committed an offense against this Code with respect to the notice transmitted under subsection (a)(2)(A) of this section.

(B)(i) The Committee may not make such determination unless four members of the Committee concur that it is supported by clear and convincing evidence.

(ii) Ignorance of the provisions of this Code shall not constitute a defense to a violation thereof.

(C) The Committee shall describe such evidence with specificity in a finding of facts that supports such determination.

(D) Not later than fourteen calendar days following the last day of the hearing, the Committee shall report to the Dean and respondent, in writing—

(ID) such determination and findings of fact;

(ii) a recommendation concerning which penalty, in any, it considers appropriate, as provided in section 6(c)(1); and

(iii) the separate opinion, if any, of any Committee member who does not concur.

(E) After making a determination under subparagraph (A) of this paragraph but before recommending a penalty under subparagraph (D)(ii) hereof, the Committee shall review records of any prior offenses of respondent maintained in the repository under subparagraph (B) of paragraph 6 of this section.

**SECTION 6: ACTION BY THE DEAN**

(a) Upon receipt of a report under section 5(b)(7)(D) of this Code, the Dean shall accord respondent a reasonable period of time in which to reply.

(b) After considering respondent’s reply, if any, the Dean may—

(1) direct the Committee to re-convene the hearing; or
(2) impose a penalty under subsection (c) of this section, taking into account whether respondent has committed any prior offenses.

(c)(1) Penalties that may be imposed by the Dean include but are not limited to reprimand, grade reduction, failure of a course, censure, suspension, and expulsion.

(2) Any such penalty may be imposed with or without notation on respondent’s official transcript, as the Dean may determine.

(3) The Dean may examine the registry maintained by the Registrar under section 4(a)(3)(B) to determine the propriety and consistency of a contemplated penalty.

(d) The imposition of a penalty by the Dean may not be appealed, except that, after imposing a penalty, the Dean may re-convene the hearing or modify or remove such penalty in the event the Dean becomes aware of new evidence indicating that such penalty was unsupported by the totality of all probative evidence.

SECTION 7: COMMITTEE PROCEDURE AND HEARINGS CONCERNING STUDENT PETITIONS UNDER SECTION 4(a)(5)

(a) Upon receipt of a student petition under section 4(a)(5) of this Code, the Committee shall transmit such petition to such instructor and accord such instructor a reasonable period of time in which to respond.

(b) After considering any such response, a panel consisting of the Academic Dean, Chair of the Committee, and a student member of the Committee designated by the Dean shall determine whether a reasonable factual basis exists to believe that such instructor reduced such grade in violation of the provisions of this Code.

(c) In the event such panel determines that such basis exists, the Committee shall hold a hearing to determine whether such petition is supported by clear and convincing evidence.

(d) In the event the Committee determines that such evidence—

(1) does not exist, it shall so inform such instructor, such student, and the Dean; or

(2) does exist, it shall recommend that the instructor consult with the Dean with a view to adjusting such grade.
(B) The Dean may make such adjustment if satisfactory accommodation is not reached with such instructor, in which case the Dean shall so inform such instructor, such student, and the Registrar.

**SECTION 8: RIGHTS OF ACCUSED STUDENTS**

(a) In accordance with the provisions of this Code, every student has the right to—

1. specific notice of the elements of an offense, as provided by section 2;
2. impartial judgment, as provided by section 3(b)(4);
3. notice and an opportunity to respond, as provided by section 4(a)(2), section 4(b)(2), section 4(c), section 5(a)(2)(A), section 5(b)(7)(D), section 6(a), and section 6(b)(1);
4. a presumption of innocence that may be rebutted only by clear and convincing evidence, as provided by section 5(a)(2)(C) and section 5(b)(7)(B);
5. representation, as provided by section 5(b)(2);
6. confidentiality, as provided by section 5(b)(3) and section 5(b)(4)(A);
7. call, confront, and cross-examine witnesses, as provided by section 5(b)(5) and section 5(b)(5);
8. any hearing recording or transcript that may be produced, as provided by section 5(b)(6)(D);
9. a specific finding of facts that is prepared independent of awareness of any prior offenses, as provided by section 5(b)(7)(C); and
10. incur no grade reduction in violation of the provisions of this Code, as provided by section 4(a)(5) and section 7.

(b) The Dean may, under section 6 of this Code, impose a lesser penalty or no penalty in the event the Dean determines that any such right has been violated.
SECTION 9: STUDENT PLEDGE OF COMPLIANCE

Every Fletcher student shall, as a condition to enrollment, sign a pledge stating as follows: “I affirm that I have read and understand the Fletcher School’s Honor Code and I solemnly promise to comply with it.”

SECTION 10: EFFECTIVE DATE; AMENDMENTS

(a) This Code shall become effective, and the earlier Code of Academic Integrity shall be repealed, on the first day of classes in the semester following the semester in which this Code was approved by the faculty.

(b) No amendment to this Code may take effect unless approved by the faculty.