Each school of international affairs has a distinctive personality and curriculum, yet all share a commitment to expanding students’ understanding of the world around them and to preparing future leaders in the field. At the heart of this common mission are the faculty who inspire and challenge students to make this a more peaceful and prosperous world.

In the 2014 Graduate School Forum, we explore faculty members’ critical roles in shaping future practitioners of international affairs. Who are the people behind the lessons and exams? How do they blend scholarly work with the practice of international relations? In what ways can they shape students’ experiences and careers?

Within and beyond the classroom, faculty members offer guidance, support, and personal connections to help graduates cross over from academic to professional life. They seek to change students’ lives and to enable them to realize their potential as students and as practitioners of international affairs.

As you plan the next steps on your career path—and the leveraging role of graduate school in that journey—think about the network of faculty you will tap into at a professional school of international relations. Consider the personality each brings to the campus community and the curricula they designed. Seek to understand the role of the faculty in school life and how faculty members interact with students. With these and other questions, you can find the program that best fits your needs.

The following profiles offer just a glimpse into the people behind each school’s character.

Carmen Iezzi Mezzera
Executive Director, APSIA

ForeignAffairs.com/GraduateSchoolForum
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Understanding Global Governance

At GW’s Elliott School of International Affairs, I teach students about the connections between the theory and practice of international affairs. My courses examine international relations theory, global governance, and their application in the world. Most recently, I have been teaching about the interaction between global governance and humanitarianism—the subject of my 2011 book, Empire of Humanity.

Why is the study of international relations theory and global governance so important to understanding the international affairs field more broadly?
The study of international relations often begins with two claims—sovereignty, the idea that the state is the most important actor in world affairs, and anarchy, that there is no supranational authority that can keep the peace. For some, this means that the world is filled with conflict with no hope for sustained cooperation. For others, it means that we have to create rules of the road that enable us to achieve our mutual interests.

Enter global governance, the study of how the world creates rules that can help actors achieve their interests. The study of global governance, then, is the study of the world’s ongoing experiment to find solutions to its common interests, from security to human rights to climate change to economic development. Global rule-making was always difficult, but it has become more so with globalization, intensifying interdependence, the decline of state sovereignty, and the growth of new kinds of actors. A great deal of our international relations theories are designed to understand what sorts of solutions to global problems are possible.

How do your research and teaching inform each other?
I have always found research and teaching to be mutually necessary and reinforcing. I love doing research, and part of the enjoyment—and challenge—is bringing that knowledge to the classroom. Teaching also is part of our broader mission of serving the public. Although there is always an invaluable role for research for theory’s sake, I also strongly believe that our scholarship should also have public value. Teaching, in turn, helps make sure that when we do research we are constantly keeping an eye on the public mission. Students always want to know “why should we care?” We are obligated to provide an answer. Student enthusiasm is often contagious; their interest perpetuates my own.

What makes the students, faculty, and community at GW unique?
I have been fortunate to teach at many fine universities, but GW is a special place. Because of its location, we have the opportunity to constantly interact with practitioners and with students who are very engaged in the world. I am able to bring the world into the classroom in a way I never could have imagined. Last year, for instance, I had the opportunity to co-teach a course with someone from the International Committee on the Red Cross on national security and the laws of war, and several of the students had served abroad in conflict zones; it was an amazing teaching experience. And last, but hardly least, the students here are truly amazing—smart, engaged, committed, and constantly ready to debate.

Elliott School of International Affairs
The George Washington University

elliott.gwu.edu
esiagrad@gwu.edu
202.994.7050
Peacebuilding as the New Paradigm for Global Affairs

Peacebuilding has become a contested term—meaning state-building to some and post-conflict reconciliation to others. What does it mean to you?

To me, peacebuilding is an opportunity to rethink our approach to global affairs. It is a chance for us to invite creative and practical thinkers from a range of disciplines and professional specializations to contribute their energy, passion, and ideas to addressing important challenges that differ greatly but together represent the way toward a more peaceful planet. Sometimes that means finding effective ways of meeting the challenge of mass population displacement in a way that builds and strengthens relationships between the displaced and their host communities. At other times, it means supporting the development of formal institutions for conflict management that are consistent with local history and practices, but that also respect international norms. This isn’t just a field for diplomats, although they are important. Medical professionals, engineers, business leaders, and performing artists are equally important. Peacebuilding requires a very complex set of skills, and no one person or institution can possess them all. Learning to work constructively with people who think very differently from us is crucial.

You lead a master’s concentration in peacebuilding as well as a new graduate certificate program in peacebuilding. How have you tried to tailor these programs to the needs of students?

Students of peacebuilding need skills in specific areas: from conflict analysis to project management to mediation to dialogue facilitation. My goal with both the master’s concentration and the graduate certificate has been to build a set of courses that allow students to develop core skills they will need to work effectively in whichever professional sector they choose and to enable them to enhance levels of peacefulness—both through their approach to their work as well as through the content of it—wherever they work.

Much of your research and professional practice has taken place in Iraq, and you have even brought graduate students from NYU there the past few years. What can graduate students learn about peacebuilding in Iraq?

Our students have participated in the Joint Research Seminar in Peacebuilding that has brought them together with counterparts from the M.A. program in Peace and Conflict Resolution Studies at the University of Duhok. They have formed mixed research teams that have developed peace research projects that they have carried out together in Iraq. The students spend three weeks working together in New York and three weeks together in Iraq. The mutual learning has been extraordinary. Students on both sides have come away with new ways of understanding and approaching peacebuilding that take into account the social, cultural, economic, and historical particularities of each other’s regions. I think these types of balanced collaborations represent the future of global education and can establish a new norm for how educated professionals from very different backgrounds can work together to build more peaceful societies in the future.
The Great Challenges of Our Time Demand a Global Perspective

How does the School of International Service (SIS) tackle the great challenges of our time?

Our guiding principle at SIS has been that present and future global challenges necessitate the collaboration of experts from a wide range of disciplines and fields of research. SIS students gain considerably from these varied perspectives in the classroom and through their research and studies.

SIS is notable among international affairs schools in the breadth and depth of its multidisciplinary, with students learning from leading political scientists, economists, sociologists, anthropologists, demographers, geographers, historians, and specialists in international development, global health, international security, communications, energy, and the environment. Moreover, SIS faculty specialize in nearly every region of the world—including East Asia, Europe, Latin America, the Middle East and North Africa, North America, Russia and Eurasia, South Asia, Southeast Asia, and Sub-Saharan Africa.

Through research, workshops and conferences, office hours, and time in the classroom, faculty and students collaborate to tackle the great challenges of our time and prepare for challenges our students will address in the coming decades.

How does SIS contribute to policy solutions?

Our faculty produce cutting-edge research on issues and regions of interest to policymakers in Washington and in capitals around the world. Among their current projects, SIS professors are undertaking research on Boko Haram in Nigeria, water rights in the Middle East, violence in Central America, women and youth activism in North Africa, microfinance interventions to improve health, and other concerns that matter greatly to policymakers.

How do students benefit from SIS’s Washington, DC, location?

SIS students are able to take advantage of the vast wealth of professional, intellectual, and cultural resources available in the nation's capital. With thousands of internship opportunities across the city, Washington offers unique opportunities to network with policymakers from the United States and around the world. SIS students are able to study, conduct research, and actively engage in the ongoing work of international relations while enjoying a vibrant campus culture and the school's spectacular LEED-gold certified building. They routinely win prestigious national scholarships, fellowships, and awards.

Beyond Washington, our large and extensive network of alumni worldwide can support students as they explore internship and career opportunities throughout the world.

Would you share something special about SIS?

We are the School of International Service—and quite proud of this distinction. We train our students to leave the world a better place, regardless of their choice of careers—from the private sector to government to nonprofits and international organizations. Our faculty, too, contribute greatly to the world around them—from villages on the other side of the globe to across town.

Recently, a few SIS professors who have worked on global health challenges in Latin America and Africa have taken their significant knowledge of health interventions and applied them to work here in Washington, DC. From our faculty, to our students, to our vast network of alumni around the globe, this call to serve is among the many features that make SIS so great.

James Goldgeier
Dean
School of International Service
American University
Stephen Roach became Morgan Stanley’s chief economist in 1991, and was chairman of Morgan Stanley Asia before coming to the Jackson Institute as a Senior Fellow. At Yale, his teaching focuses on Asian economies, and how the interplay between market and government forces impacts ordinary citizens.

You continue to travel all over the world, meeting with economic and political leaders. How do you bring those discussions into the classroom?

By design, my courses are linked to many of the burning issues in the global macro debate. I continue to remain actively engaged with policymakers, government officials, and regulators who play key roles in shaping that debate. In my course “The Next China,” I stress the linkages between ongoing policy pronouncements and China’s rebalancing strategy. It is vital to juxtapose the analytical framework embedded in this course against the ongoing tensions between markets, policy, and politics.

Your book, *Unbalanced: The Codependency of America and China*, looks at the U.S.-China relationship. You’ve been a first-hand witness to the economic relationship between China and the West. How do you hope to prepare students to think about China once they embark on a global affairs-related career?

I didn’t choose the title, *Unbalanced*, by accident. A key goal in the book, as well as in related classroom discussions, is to encourage my students to stress balance in assessing the economic relationship between the United States and China. All too often, the West blames China for many problems of its own making—from trade deficits and job pressures to environmental degradation and soaring commodity prices. At the same time, China’s perceived sense of a “century of humiliation” colors many of its own perceptions about the West. I frame many aspects of this blame game as the economic equivalent of what psychologists call “codependency”—arguing that the relationship needs to shift to a more constructive interdependency. This is an important distinction for all participants in the global affairs debate.

You also teach a course called “Wall Street and Washington: Markets, Policy, and Politics.” How does understanding the private-public sector connection prepare someone to work in, for example, public policy or a nonprofit?

I lived that connection daily in my forty-year career in financial services, both on the Federal Reserve board and at Morgan Stanley. In public policy, there is no lesson more important than understanding the consequences of your efforts in shaping outcomes in the private sector. Of course, this is also the case for those who work in financial services. The ideal work experience would straddle both realms.

The course allows students to meet with well-placed people in New York and Washington.

What better way to probe the ins and outs of the recent financial crisis than to spend time with those at the center of the events and institutions that shaped the outcome? Students in this course walk away with unique insights into the personal perspectives that will ultimately shape the writing of that important history.

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Where Today’s Global Leaders Mentor the Next Generation

Stephen Roach
Senior Fellow
Yale Jackson Institute for Global Affairs

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Service at Work: Going to Hard Places

The Bush School opened its doors on the Texas A&M University campus in 1997, primarily because of the university’s service and leadership ideals, which reflect those of our namesake, George H.W. Bush. The School offers a high-quality and affordable education for those pursuing careers in public and international affairs.

Tell us about the Bush School community.
The environment is highly interactive, challenging, and collaborative. We’ve brought together practitioners with distinguished careers and academics who study current topics and theories. These dedicated faculty push and inspire our students, as do their classmates. And when our students finish their degree, they stay engaged in the Bush School and Texas A&M through former student organizations that offer unparalleled alumni support and recognition.

Because international relations is always evolving, how does The Bush School keep pace?
The Bush School offers degree students the opportunity to tailor their learning via tracks and concentrations. A Conflict and Development concentration, led by former USAID administrator Andrew Natsios, was recently added. We expanded course offerings in diplomacy, international politics, development, China, and the Middle East. In 2013–14, students traveled to the Democratic Republic of the Congo, Lebanon, and Senegal, seeing the world’s problems from the ground. For more than ten years, the Bush School has featured online graduate certificates to accommodate student and industry demand, covering areas of international affairs, homeland security, and nonprofit management.

As a career ambassador, what advice do you offer students interested in the demanding field of diplomacy?
This is a troubled world and has to be understood in its own complicated terms. Students must pour themselves into the study of politics, history, culture, and language. With that education, they must be ready to ask hard questions: What happens the day, the month, the year after a strategy is initiated? Education and understanding are essential, but so are dedication, drive, and courage. Students must go to hard places and do hard things. As the 41st president exemplified in his life—service before self. This is what the Foreign Service is all about.

What makes the Bush School stand out among its peers?
The Bush School engages its students with quality experiential learning opportunities at an affordable price. We feature internship programs, interactive language groups, and leadership and professional writing programs. We offer challenging courses and simulations, client capstones, and international travel and immersion opportunities. Students can take courses from other Texas A&M departments and study with world-renowned research institutes.

We are committed to affordability, offering all degree-seeking students merit scholarships and in-state tuition/fees (about $11,000 a year). Online graduate certificate students can use veterans’ benefits and apply for financial aid and scholarships.

How can the Bush School help students find internships and jobs? Where do your graduates work?
The Bush School employs faculty and career services staff (including a representative in DC, our largest alumni city) who are incredibly connected and resourceful. They assist students with their internship and employment searches, empowering them with contacts and guidance. Students routinely pursue career options in federal agencies, local and state government groups (both in and outside of Texas), corporate and nonprofit organizations, think tanks, and international organizations.

Ryan Crocker
Career Ambassador
Dean and Holder of the Edward and Howard Kruse Endowed Chair
The Bush School of Government and Public Service
Texas A&M University
bush.tamu.edu
bushschooladmissions@tamu.edu
979.862.3476
Robert Buckley
Senior Fellow
The Milano School’s Julien J. Studley Graduate Program in International Affairs
The New School

New Thinking on Cities and Social Justice

What was your chief responsibility as the lead economist for the World Bank?
People would initiate projects for developing countries and I would advise them on how to use resources effectively in ways that would be consistent with an overall country strategy.

What led you to become an advisor and managing director with the Rockefeller Foundation?
The idea in many respects was to drill down a bit. The Foundation was much smaller scale, so it lent itself to more nuanced interactions with community groups and organizations that were directly effected.

Do you encourage your students to start at the grassroots level?
I think for master’s students, that’s exactly where they should start. But it’s important to consider many perspectives. Every year, The New School puts some students in the World Bank office in Kapala, Uganda, and some in the city, and some in community groups. In many ways, they end up seeing all sides better than anyone else because they get together and discuss what they learn.

What do you teach at The New School?
I teach courses on slums in emerging countries, urban policy in Africa, and development economics.

What are you preparing students to do?
The idea is to prepare them to work on the complicated processes of development in a period when there’s a lot of rethinking about how we should engage communities that need assistance. Should we pursue large-scale interventions or modest, controlled experiments? Should we provide targeted resources and empower people to take charge or rely on large donor-driven programs? There are a lot of very different opinions, so it’s both a rich and confusing time.

How do you help students determine what works best?
It's important that we expose students to the ways that different analysts think. People's values are involved. Their interactions with their counterparts are important. Should we go into a developing country and request changes based on ethics or should we not? There’s no simple answer, but we need to consider these difficult questions.

What distinguishes The New School’s approach to cities and social justice?
The organization Slum Dwellers International has come to us and said, “Your students are the best we’ve had”—and they get interns from around the world. I think our success is rooted in our interdisciplinary perspective. Many students were Peace Corps volunteers. At least four or five students in each class are adventurers who have been all over the world. You get a mix of brilliant people from different backgrounds, so it’s easy to kick off discussions about world events that are probing and provocative.

I found from my own experience with The New School’s International Field Program in Uganda that the students are just wonderful. They’re pitching in, they’re interested in their colleagues, and they have a great attitude. I've been really proud watching their interaction.

THE NEW SCHOOL
www.newschool.edu/ia
nsadmissions@newschool.edu
212.229.5150 or 800.292.3040
Japanese National Team or International Dream Team?

How do you use your experience to contribute to your students’ successes, either in school or professionally?

I have lived overseas for many years, but at Ritsumeikan individual experience is less significant than collective experience. Our faculty include practitioners at international organizations and the foreign ministry of Japan. Special visiting professors include a UN undersecretary and former Vice Foreign Minister of Japan. Academicians like myself nurture students’ analytical minds. Practitioner colleagues implant a keen sense of reality.

Readers may imagine that Japanese universities lack an international character. In fact, nearly one in four of our faculty is not Japanese. This multinational background is certainly a valuable resource. As Dean, I work hard to ensure that we work as a team, smoothly and effectively, to best ensure success for our students.

What is your academic background and approach?

I started as a scholar of diplomatic history and, after the end of the Cold War, gradually shifted towards political economy studies. I therefore naturally emphasize careful empirical research. Close and deep investigations are extremely important, especially in this uncertain era.

Between the western bloc and former Soviet bloc, there were no tangible economic relations until the 1970s. Cold War scholars thus tended to discuss only security matters. But things have changed. If we are talking of current US–China relations, for example, the correlation between economic issues and security problems is an inevitable point of discussion.

Complexity and uncertainty are two important keywords in and for the age of globalization. Because of these factors, teachers and students of international relations have tended to lose the ability to discern priorities and thus they unfortunately continue to drift.

What work outside academia have you been involved with that contributes to the field?

I have been engaged in international research projects for many years. For example, my overseas colleagues and I in 2003 expanded our annual international symposium into what we call the Six University Symposium, one university from each of six nations of Asia and the Pacific—the USA, Canada, Mexico, China, South Korea, and Japan. Engagement with leading scholars of these universities has enriched my understanding of international relations, both academically and personally. After all, human beings are not that different.

In 2009, 8 major Japanese universities together established the US-Japan Research Institute (USJI). Representing Ritsumeikan University, I participated in this effort. USJI is a standing research body that contributes to Japanese and American understanding and to peace in Asia-Pacific international relations. Twice a year, the institute holds what we call USJI week in Washington, DC, inviting scholars, politicians, and public officials from Japan, the US, and often other related nations to serve as panelists in perhaps a dozen workshops. A second track experience through USJI widened not only my scope of human relations but also my activities, at least in part as a practitioner.
Bringing Brussels Diplomacy to Life

The University of Kent’s Brussels School of International Studies (BSIS) has a reputation for delivering research-led graduate programs taught by a combination of high-quality academics and practitioners. Dr. Tom Casier, the school’s newly appointed Academic Director, holds a prestigious Jean Monnet Chair, and is Deputy Director of the Global Europe Centre. He is an expert on EU-Russian relations and Russian foreign policy.

How does BSIS bring together the faculty to be able to teach such a wide variety of different courses?

Our location in Brussels facilitates our calling on the considerable talent available in the city because of its role as the de facto capital of the EU. Working in the EU Institutions, NATO, lobbying firms, and international companies are a number of skilled individuals with both rich academic backgrounds and professional experience in their areas of research. We are also able to make the most of Brussels’ air and rail hub to bring lecturers from other European capitals such as Berlin, Vienna, Paris, and Geneva, as well as from Kent’s main campus in Canterbury, to teach. Feedback from students shows how much they clearly value access to such a vibrant and diverse teaching faculty.

How do you use your research in your teaching?

Having written my doctoral thesis on the transformation process in Central and Eastern Europe, Europe has been at the heart of my research in one way or another. These are compelling times for someone whose interests are Russian foreign policy and the relationship between Moscow and the European Union. I have recently been called upon to provide advice on the current situation in Ukraine, much of which has found itself in to the media. As I prepare my classes for the upcoming academic year, I draw on these experiences and integrate them into my teaching. One module enables students to gain an advanced understanding of the functioning of the European institutions and the politics of EU policy-making. Another module focuses on the changing global political structures and Europe’s role within them and looks in detail at the way the EU’s neighborhood policy has been put under strain over these past few months. To stimulate debate, we invite high-level EU policymakers and diplomats into the classroom to discuss the evolving relationship between the EU and Russia over events in Ukraine and Crimea, which brings a practical dimension to their studies.

So the practical aspects of what students are learning in the classroom are important?

Absolutely. Achieving a balance between the theoretical and the practical is something that is vital. For instance, our module on EU Migration Law provides students with both a sound grounding in the law governing regular migration within the European Union and an opportunity to undertake an internship at the EU Rights Clinic. Last year, students working at the clinic received more than 80 complaints from EU citizens about excessive delays at the Spanish-Gibraltar border crossing and then put their theoretical knowledge to use by advising them on their rights under EU migration law.
Craig McIntosh
Professor of Economics
School of International Relations and Pacific Studies
UC San Diego

International Relations and Public Policy: A California Perspective

You’re known for your teaching style and have been recognized with several UC San Diego awards. How do you approach the classroom?

My approach to teaching is to assume students have serious concerns about wanting to make the world a better place. The role I can play in assisting them is to give them tools in critical thinking. I believe we make a difference by working hard and thinking carefully about how to translate intentions into realities on the ground.

Collaboration across disciplines is increasingly important in international relations, particularly as it relates to the STEM fields. Where do you see the integration of the policy world with STEM?

A new focus at USAID, as well as many other organizations, is on the nexus of technology and development. Through new institutes such as the Policy Design and Evaluation Lab, and new courses like Evaluating Technological Innovation, UC San Diego is training the leaders of tomorrow at the intersection of STEM and policy.

Many students are interested in developing a hard-skills set, particularly quantitative analysis. How do your students build relevant applied skills in this area?

Such skills are hard to acquire, but are also very teachable in a classroom context. Our courses have been carefully thought through to provide as rigorous a training as possible in two years. Our goal is to have graduates who are on the cutting edge with the software and statistical techniques used to evaluate real-world policies.

Monitoring and evaluation is a growth area for graduates in the policy and development arena. How can students prepare for this type of career?

Good technical skills in evaluation are often best taught in a classroom context. These are immediately applicable, and place graduates in a great position to land a job in the “thinking” part of a large organization, working directly on product development or policy analysis.

In the last decade, the shift in global focus toward the Pacific area has been notable. Is it important for students to focus regionally?

I believe that the ideal mix combines elements of the global and the local. For the global, concrete, demonstrable skills in areas like econometrics or policy analysis will allow you to be flexible and to operate across a variety of contexts. For the local, language, historical knowledge, and policy expertise in a specific country or region allow you to think deeply about specific challenges.

How does being in California shape your perspective and the larger UC San Diego outlook?

Our region offers an innovative global technology culture where a serious focus on international problems can cohabit with a great quality of life. The University of California is a world-class strategically located institution where people are engaged in the main policy debates of the day, and yet is an unpretentious place where the focus is on the quality and policy impact of the work.
Exploring Today’s Most Pressing Policy Questions

What are your current research interests and projects?
My team—the Environment, Food, and Conflict (ENFOCO) Lab—and I engage in interdisciplinary exploration of issues at the intersection of the environment, food security, and conflict. This work builds on insights from comparative politics and international relations as well as environmental science and management. Several ENFOCO projects are in collaboration with Dr. Sarah Glaser, my wife and a research scientist here at the Josef Korbel School. In one such project, we investigate the impacts the region’s various conflicts have had on the lake’s fisheries and how that has fed back into local livelihoods and food security. This project involves extensive fieldwork in Africa’s Lake Victoria basin countries. I’m also one of the co-creators of the Social Conflict in Africa Database (SCAD), a database for conducting research and analysis on various forms of social and political unrest in Africa. SCAD gives policymakers and researchers new tools to analyze conflict patterns. The SCAD team uses these data to investigate environmental impacts on conflict in Africa. Finally, I am about to begin work on a book manuscript which will be the culmination of five years of research on the effects of climatic conditions on armed conflict, with a particular focus on Africa.

How do students benefit from faculty research?
Students come with passion and a desire to be agents of positive change in the world. To facilitate that, we must prepare students for the jobs they will have 10 to 20 years from now as diplomats, executives, and senior staff at international institutions—and the entry-level jobs they need to start their careers. To that end, we stress both theoretical knowledge and the development of turnkey skills—from writing briefs to understanding geographic information systems and analyzing data. This blend of practical skills and deep knowledge is easiest to develop when participating in active research. Students working in our various labs and research centers, including my ENFOCO Lab, have opportunities to put their skills and knowledge to use. Some students even participate in fieldwork—two MA students recently went to Uganda with me.

In closing, please describe the Korbel School.
The School’s faculty, staff, and students take the task of improving the human condition seriously. Students have the opportunity to study the most pressing policy questions of the day and do so in dialogue with today’s leading minds. Throughout the school year students interact with prominent figures on the global stage as well as the school’s renowned faculty. In the past year, for example, students discussed Middle East affairs with Iran’s Minister of Foreign Affairs (and Korbel alumnus) Dr. Mohammad Javad Zarif via live webcast.

Additionally, the School is located in Denver, Colorado, at the foot of the Rocky Mountains, a fantastic location for the young, active, and intellectually curious. In addition to ample outdoor activities in one of the world’s most beautiful settings, students also develop an independent perspective while exploring and grappling with thorny issues.
The SAIS Advantage

Since its founding, SAIS has created not only thinkers but also practitioners of international relations in a world that is in constant economic and political flux. SAIS was built on the conviction that tackling the world’s problems required a comprehensive, fully immersed, and interdisciplinary approach, one in which economics, diplomacy, regional studies, international law, and foreign languages merged to better determine global challenges and solutions. Its presence on three continents—Asia, Europe, and North America—through its campuses in Bologna, Italy, Nanjing, China, and Washington, DC, further created the opportunity for students to develop a truly global perspective.

How does SAIS’s interdisciplinary approach add to the competitive advantage students have over their peers in the global marketplace?

The highly advanced combination of international economics, regional studies, in-house language training, and functional areas provides students with a kaleidoscopic but specialized perspective which, unsurprisingly, makes them the best analysts, problem solvers, and leaders wherever they are placed after graduation. Our school is peerless in this respect.

You have experience in teaching at various educational institutions around the world; what do you find unique about SAIS?

I have found two fundamental differences: first, a majority of students who come to SAIS have extensive previous professional experience from all walks of life. In the classroom, this translates into diverse and mature, well-grounded discussion about real problems in the real world, rather than in the universe of theory. Second, the public policy perspective at the heart of the school’s teaching and research begets a community that is concerned with and participates publicly in whichever international issues are capturing the day’s global headlines.

What is your perspective on Latin America’s role in the world and how the region’s politics affect global foreign policy?

Latin America is never a boring area of study because its political and economic swings tend to be frequent and substantial in width and depth. At the same time, deep-seated structural conditions such as entrenched inequality, weak rule of law, and high prevalence of violence and criminality check such swings; the result tends to be more often than not weak progress and prosperity for a majority of the subcontinent’s population.

At the same time, nothing is preordained, so we should not give in to fatalism. Currently, issues such as the most productive way to invest windfalls from the commodity boom of the 2000s; the incredible growth of economic exchange with China and more broadly the Asia-Pacific; the growth of middle class strata in many of the region’s countries; and the continued effort to strengthen political and economic institutions to enhance accountability, justice, productive investment, high growth, and—crucially—fair and significant redistribution to narrow the great inequality gap are all areas that hold promise for major improvements.

Through courses and hands-on experience, including internships and fellowships in Latin America and study trips to China and other countries, students of the Latin American Studies Program bring their education to their practice and careers in investment banking, business consulting, government, diplomacy, international development, and academia, among other sectors.
Dr. William Potter
Sam Nunn and Richard Lugar Professor of Nonproliferation Studies and Founding Director of the James Martin Center for Nonproliferation Studies
Monterey Institute of International Studies

From Terrorists to Nukes: Learn to Defuse Global Threats Before They Happen

The Monterey Institute of International Studies, a graduate school of Middlebury College, offers professional master’s degrees with an international focus. Located in Monterey, California, our campus community represents over 43 countries and 40 native languages. Our alumni, students, and faculty work together to be the solution around the world.

Monterey Institute faculty are leading experts on topics ranging from nuclear nonproliferation to international development to social enterprise. With a student to faculty ratio of eight to one, our faculty personally guide students through their academic and professional development. For our MA in Nonproliferation and Terrorism Studies specifically, faculty and researchers at the James Martin Center for Nonproliferation Studies (CNS) and Monterey Terrorism Research and Education Program (MonTREP) train students to analyze, prevent, and respond to terrorist threats and to stop the spread of weapons of mass destruction.

What is unique about the Monterey Institute’s MA in Nonproliferation and Terrorism Studies?

The specialized focus of this master’s degree enables us to offer in-depth professional training that programs covering international affairs more broadly cannot match.

Students have the opportunity to acquire paid on-the-job training from faculty and researchers at CNS and MonTREP. CNS, founded nearly 25 years ago, with offices in Monterey, Washington, DC, and Vienna, is the largest nongovernmental organization dedicated to education about the proliferation of nuclear, biological, and chemical weapons. MonTREP focuses on the study of violent extremist groups and policy tools for addressing global terrorism.

Our program also offers opportunities to intern at international organizations and U.S. governmental agencies and to network with international policymakers. In 2013, for example, UN Secretary-General Ban Ki-moon gave a major address at the Monterey Institute and praised our nonproliferation and disarmament programs. MonTREP also hosted its second annual student-run conference in March 2014, focusing on counterterrorism in Africa.

How does your program prepare students for their future careers?

Our interdisciplinary program combines policy, science and technology-related knowledge, technical skills, and foreign language proficiency. Our new research center, the Monterey Institute Cyber Security Initiative, also addresses the rapidly growing field of cybersecurity.

Furthermore, faculty members, including myself, have pioneered the use of simulation pedagogy. Students gain valuable professional experience by participating in semester-long treaty negotiation simulations, alongside current diplomats. Last fall, students assumed the roles of delegates to the 2014 Non-Proliferation Treaty (NPT) Preparatory Committee Meeting and negotiated a final document. Several students were subsequently given the opportunity to participate as delegates to the “real world” NPT meeting in New York in April-May 2014.

What types of careers do Monterey Institute alumni pursue?

Many of our alumni—literally hundreds—now work on nonproliferation and terrorism issues for U.S. and other national governments, international organizations, research centers, and private enterprises around the world. Perhaps the best-known CNS alumnus is Ambassador Yukiya Amano, the current Director General of the International Atomic Energy Agency.

This growing cadre of professionals is a tangible result of the Monterey Institute’s commitment to educate the next generation of nonproliferation and terrorism specialists. So widespread is their influence that in Washington, Tokyo, Vienna, Beijing, and many other cities, they are affectionately known as the Monterey Mafia.
What are your current research interests?
The economic and security trajectories in Asia and how they shape the international relations of Asia in the future engage me. My particular focus is on space security and policy.

It was 20 years ago that I started delving into space security and cyber security, a time when not many people paid much attention to either. But today we need to seriously worry about things like militarized space or orbital debris, which can shut down civilian, commercial, and military operations worldwide.

How does the Jackson School’s focus on area studies contribute to your research?
The Jackson School is one of the pre-eminent schools that continues to focus on area studies. With our new Ph.D. program, we intend to take these forward under our four innovative thematic fields.

Being at the Jackson School allows me to take on research in a way not possible elsewhere. For example, if we think about space as a global strategic domain, we can compare it with others, such as the Arctic. I can ask, “What is it that will promote responsible and cooperative behavior from Asian governments and other actors in such domains?” The last thing anyone wants is a conflict in outer space.

The Jackson School has one of the only Arctic minors in the country, enabling me to do this kind of comparative research. Our job is to not just look at Arctic studies or outer space in isolation, but to think of them thematically under our broader Peace, Violence, and Security (PVS) field.

How do Jackson School students benefit from its unique offerings?
The students we attract want that area studies focus, but also to be able to place a country in broader thematic concerns: terrorism, space security, ethnic conflict, health, human rights. How does a particular country you are studying fit in with these global concerns? That concrete area focus is what makes the Jackson School exceptional and gives it an edge in connecting to the rest of the academy and the world.

We have a Ph.D. student looking at China’s military diplomacy, for example. Another is looking at tensions in the Balkans. Still another is studying how social media is changing politics in Japan.

We want students to have the skills that will allow them not just to enter academia, but also to go back into the real world, whether in policy, business, or the nonprofit sector.

How does the Jackson School’s Seattle location benefit your research?
I can be in Japan in about 10 hours! Washington state is a leading exporter to Asia and is cognizant of the fact that Asia is a rising power. That is where the future is, economically, politically, and militarily. Since 1909, the Jackson School has been concentrating on Asia. As an Asia specialist, I feel fortunate to be in a place that has such a long and distinguished history. That is a heritage we want to take forward into the 21st century.
Real World Work: How the Humphrey School Program Helps Students Build Bridges from Classroom to Career

Whether identifying strategies to better inject human rights into foreign policy, enhancing capacity of aid agencies to meet the needs of people with disabilities in refugee camps around the world, improving livelihoods in Africa, or assessing water filtration systems in Nicaragua, Humphrey School of Public Affairs students are engaged in professional Capstone and field projects on important global and development issues.

Through these experiences, guided by a dynamic curriculum, and with the active support of a globally engaged faculty, Humphrey School students are trained for careers in foreign policy, global affairs, and international development. The Master of Public Policy (MPP) program includes a Global Policy concentration. A separate Master of Development Practice (MDP) program prepares students for degrees focused on international development.

How do field experiences enhance students’ academic instruction?

It’s about real-world experience. For example, our MDP program is focused on practice and requires students to complete fieldwork in the developing world between their first and second academic years. They learn to combine policy with practice and leave the Humphrey School better equipped to address global challenges.

Tell us about your faculty and their global connections and research.

Humphrey School faculty members are engaged in policy research, planning, and implementation around the globe, on issues ranging from regional security and human rights to sustainability and development. Their work is closely connected to their efforts to support students.

- Professor Brian Atwood, who has served in senior posts at the State Department, at USAID, and at the OECD, has been deeply involved in efforts to promote democratization and reform in Côte d’Ivoire, in Ukraine, and elsewhere, and is actively engaged in training students in foreign policy and diplomacy.
- Through his research and publications and his openGlobalRights blog, Associate Professor Jim Ron is leading efforts to bring the perspectives of the Global South to the international human rights discussion and debate.
- Professor Anu Ramaswami is examining ways of developing low-carbon cities in the U.S., China, and India, and leading students from the Humphrey School and other graduate schools around the country on trips to China and India.
- In collaboration with the Peace Research Institute Oslo and the Heritage Institute in Mogadishu, Assistant Professor Ryan Allen is examining how experiences of the Somali diaspora affect the future of Somalia as many return to their homeland.

As dean of the Humphrey School, how does your professional experience serve the student community?

I came to the Humphrey School after serving in the Obama Administration, as Secretary of State Hillary Clinton’s Assistant Secretary of State for Population, Refugees, and Migration. I’ve also had the honor of serving in a range of other capacities that put me in a strong position to help our students, including in the NGO community, in philanthropic organizations, at the National Security Council, and at the United Nations. I continually draw on those experiences in my teaching and in my efforts to help students find meaningful work after they graduate.
Creating Leaders Who Put Ideas into Action

What initially drew you to study Eastern Europe?
I grew up on an Arkansas cattle farm and was drawn to a place seemingly so different from the world I knew. My first trip abroad, in 1987, was to the Soviet Union, and I was immediately taken with the changes under way there. From that point, I became part of the first generation of American scholars shaped not by the cold war but by the transition away from Soviet-style communism: the miracle of 1989, the turbulent post-Soviet years, the wars in Yugoslavia and the Caucasus.

How important are regional studies in today’s international affairs landscape?
Policymakers consistently say that what they value most are people who know about real places: the languages, the history and culture, the key political players. To me, there is no contradiction between doing all of that well and being concerned with generalization, which is the lifeblood of social science. What regional studies offers is not some mystical connection but rather a commitment to doing work that is up close, values a specific context, and is fine-grained enough to be able to say something that engages the world beyond the academy—whether inhabited by novelists, human rights lawyers, business people, or policymakers.

What drives your research? How do you choose what you want to study next?
The naturalist Stephen Jay Gould said it best: you have to sneak up on your generalizations rather than charge them head-on. I have always been a researcher who likes to find the world in a water drop—to take a particular topic and draw out its bigger relevance. Students are great sounding boards. If you really engage them, it’s likely that you’re onto a topic worth exploring in more detail.

What is the benefit of doing a graduate program in Washington, DC?
The world’s greatest library, some of its finest museums and archives, direct access to diplomats from just about every country, and of course the seat of the U.S. government—it’s hard to think of a better place to study. Washington is also a great city in its own right, offering a vibrant intellectual, cultural, and culinary scene that is hidden to most people outside the Beltway. And so many of its persistent challenges—wealth disparities, immigrant integration, ethnic politics—are relevant everywhere.

What makes teaching at Georgetown’s School of Foreign Service special?
SFS alumni can often say they were classmates with a future U.S. president or a future king of Spain, or studied with a best-selling author or a former secretary of state. Any given class might include someone who started a micro-lending program, a diplomat on sabbatical, a demobilized soldier, and likely a future senior U.S. government official. That we have multiple graduate programs and a full undergraduate program—with a rigorous core curriculum, a focus on language learning, and interdisciplinary majors—makes us a rarity.

Students leave SFS with a knowledge base and a worldview that stress adaptability and ethical behavior. The Georgetown ideal of “reflective engagement” means that graduates have superior academic preparation plus a built-in commitment to putting ideas into action.
Can We End Corruption?

Paul Lagunes, an assistant professor of international and public affairs, is a native of Mexico City who earned his BA at Duke and MA and Ph.D. in political science at Yale, where he also spent the 2012–13 academic year as a postdoctoral associate.

What does it mean to study corruption?
First, a little context. My specialty is Latin American politics with a focus on urban corruption, especially as it affects an urban government’s civil servants. My work takes two tracks—uncovering how corruption works on the ground, and figuring out what to do about it, which includes testing mechanisms that may help fight corruption.

You’ve collaborated with two local urban governments in Mexico. What have you found, generally speaking?
Some of the corruption is surprising, if not depressing. Corruption can affect every single part of public administration, from the public cemetery where bodies were disinterred so that the burial space could be reused or sold to turning police cars into unlicensed taxicabs. I was impressed by how many parts of government were affected.

One lesson is that corruption is in equilibrium when you have powerful interest groups, flawed laws, vitiated bureaucrats, a captured judiciary, and a climate of impunity. The climate of impunity is particularly important, because corruption is seldom punished. At most, a corrupt official will be fired, but even that tends to be the exception.

What did you find when you focused on monitoring?
In Querétaro [one of the research sites], the question was what role monitoring can have in fighting corruption. I used a field experiment or randomized control trial to test two versions of the world. In one version, officials know they are being monitored by an independent observer, who’s there to investigate corruption activity. In another version, they don’t know the monitor is in place. This model gives us a glimpse into what the world looks like when we have anticorruption agencies at work, versus not.

There’s an added twist to my work. I show how effective monitoring is with and without the possibility of punishment. The findings suggest that transparency, public scrutiny, even shaming is not enough—the watchful eye must be paired with a cracking whip. If you look at Mexico, India, Brazil, and Peru, all of which are democracies weighed down by corruption, relying on transparency has not been enough. What’s missing is frying the big fish.

Do your findings make you at all optimistic or pessimistic?
It can get depressing, some of the things you find. If a police officer is supposed to regulate traffic and fight crime, I’m concerned when that doesn’t happen because he’s pocketed a bribe. When an official is supposed to regulate construction so buildings are safe, but doesn’t because of corruption, that’s a major problem. These are abuses of public trust that I care about.

I’m conditionally optimistic as long as civil society—the press, academia, and the public—maintains sensitivity to corruption and protests it and demands that things move on the right path. But right now I feel that fight is vulnerable.
Making an Impact in a Changing Global Economic Environment

We are living in a time of extraordinary and rapid change in global economic environments. Many of the fastest-growing economies are now in Sub-Saharan Africa and countries such as China, India, and Brazil are emerging as economic superpowers. The past decade has seen significant declines in maternal and infant mortality. In spite of these improvements, there still are 3.2 million under-five deaths in Africa and 2.1 million under-five deaths in Asia. The decline in maternal mortality needs to be accelerated, we have to work toward an AIDS-free generation, and the increasing burden of noncommunicable diseases must be tackled. The economic crisis has led to a plateau in donor funding and has shone the spotlight on the need to ensure greater value for money and the need to leverage increased domestic spending to meet country health needs.

At the Heller School, our research and academic programs enable students to be effective in this rapidly changing global environment. Our strong focus on social justice ensures that we keep the needs of the poor and marginalized populations in mind.

Economic transition clearly provides a unique opportunity. Can you elaborate more on this?

It is clear that as countries’ incomes grow, health spending increases. This holds true not just for high-income countries but for countries at all stages of economic development. Households invest more in the health of their children, as does society in the health of its citizens. The link between investing in health and economic growth is clear, and countries want to leverage this to accelerate growth. Countries are also demonstrating much greater ownership over their health policies and driving the agenda. All of these are welcome trends.

What are some of the specific challenges going forward?

In most low- and middle-income countries, the burden of out-of-pocket health spending remains high, affecting those in the lowest income quintiles the most. Rapid increases in donor funding have led to a “crowding out” effect, with countries moving scarce resources away from health to other sectors. With increased income, there is pressure to invest in high-end technology and away from primary health care. Finally, it will be quite some time before many low-income countries can pay for health care.

What is the way forward?

We are living in exciting times, with the real possibility of leveraging economic growth to accelerate improvements in the health of those living in low- and middle-income countries. To do so will require recalibrating how we work. There has to be greater accountability, be it at the donor or country level; strong advocacy to ensure that countries invest more of their resources in health; increased focus on improving the efficiency of spending; explicit leveraging of the private sector to partner in addressing these problems; mobile technology and innovative financing to support these efforts; and universal health coverage as a construct to ensure equity. Economic transition means that the dynamics will change rapidly, and unless we change how we do business we will have missed out on this unique opportunity.
Distilling 50 Years of Practical Experience into Global Understanding at The Fletcher School

Diplomacy. Negotiation. A commitment to security—human, economic, political, military. These are the argot of the trade for just about any statesman or practitioner of diplomacy, politics, and business. Dr. Mohamad ElBaradei will tell you this without hesitation.

Following a 50-year career in the practical realm of diplomacy and global affairs, the director general emeritus of the International Atomic Energy Agency (IAEA) and co-recipient of the 2005 Nobel Peace Prize will join The Fletcher School of Law and Diplomacy as its first Nobel-Laureate-in-Residence.

Dr. ElBaradei discusses this new chapter in helping to prepare future leaders at the oldest graduate-only institution of international affairs in the U.S.

How have your experiences at the IAEA and your role in the transition in Egypt prepared you for the world of academia? What lessons do you hope Fletcher students will take with them into their careers?

Both at the UN and the IAEA, I have seen how the world operates, particularly in terms of global security, global equity, the correlation between the two, and how diplomacy is put to practice.

Looking at the situation in Egypt and everywhere else, you come to realize that we need a change of mindset, particularly now. Because of the pace and scope of interconnectedness we are experiencing, the concept of security has changed and global security has become indivisible: insecurity anywhere is insecurity everywhere. And it is no longer just military power. It’s energy efficiency, it’s climate change, it’s the stability of financial markets, but above all it’s the universal respect for human dignity and human rights.

What attracted you to Fletcher and what do you hope to gain from your experience as Nobel-Laureate-in-Residence?

For our security, we have to establish global systems based on equity and compassion.

The reality of our world today makes it imperative that we examine issues like increasing inequality polarization and insecurity. All this needs to be probed in an intellectually rigorous setting with the hope to develop a paradigm suitable for the 21st century.

It’s time to take a step back and to reflect, to interact with students and faculty, and to be immersed in a culture of learning. The global student body and its diversity of backgrounds is one of the aspects that attracted me to Fletcher.

What career advice do you have for new Fletcher graduates?

Go after what you think you would love to do. Wherever you go from here—whether in finance, diplomatic or other government service, or at an NGO working on human rights and development—everything you do will be a contribution to a more humane and secure world.

Also, in any field that you enter now, you will need to hone your negotiating skills. Negotiation doesn’t happen in a vacuum, though; it has to be within a framework of law and norms and looked at from multiple perspectives.

The skills that Fletcher’s multidisciplinary education offers have valuable and broad applications in a wide range of careers. The key is to love what you do and always follow your moral compass.
Global Governance Guru

Your research focuses on global governance. Why is this an important field for students of IR?

Global governance is about how well different types of actors—states, international organizations like the UN, nongovernmental organizations like Amnesty International, and the private sector—try to resolve global problems. We study international relations because we want to strengthen cooperation. We can’t do this without a better appreciation of how these actors work (and don’t work) with each other in addressing problems that cross national borders.

How does the School of Diplomacy’s connection with the UN benefit IR students?

Students benefit not only from the internship opportunities afforded across the UN system, but also from the deepening intellectual connections between the school and the UN. We’ll be on the lookout for ways to use the new Center for UN and Global Governance Studies to integrate students into research projects and build a stronger school in the process.

As a 2013 Fulbright scholar, you spent time in Ontario researching international organizations. What issues did you focus on?

International economic surveillance is the subject of the book I’m now writing. In finance and trade, international organizations offer policy advice that encourages countries to adopt reforms. This advice isn’t backed with carrots or sticks, yet it can be influential. Understanding why is the focus of the book.

How is your current research connected to your teaching?

Students leave my courses with a strong sense of how research is conducted and how scholarly practice can lead to policy proposals. I’ve involved students directly in a class project that led to authoring a paper with 25 of them. For the past two years, students in my International Organizations seminar have written papers proposing reforms to various international organizations, eleven of which led to published op-eds.

So your students are proposing new ideas for policy reform. Can they move their ideas and vision forward after they leave Seton Hall?

Absolutely! Mentoring is a lifelong project, and I remain in contact with dozens of graduates. To find your way in the world, you need help. That’s where I come in. I’ve written more than 400 letters of recommendation for students since I moved to Seton Hall in 2006. Some of these students have been recognized by the United Negro College Fund and the Congressional Black Caucus. Some have won Fulbright and Boren Awards for international study. After graduation, they have gone on to work at NGOs in the U.S., Haiti, India, and the Sudan. Recent graduates work at organizations such as the World Bank, UNA-USA, the U.S. Mission to the United Nations, the UN Office for the Coordination of Humanitarian Affairs, the Coalition for the International Criminal Court, the Permanent Mission of the Republic of San Marino to the United Nations, the Louise Blouin Foundation, and the Global Clearinghouse for Development Finance. I have students at the Departments of State, Justice, Energy, Commerce, and Defense. I have first-generation college students working on congressional staffs, and every year we have a small army of students interning at the UN.

Your students are really out in the world making a difference!

Indeed they are.
The DA Faculty—A Premier League of Scholars

The Diplomatic Academy/Vienna School of International Studies boasts an international faculty consisting of university professors from many different countries. A permanent faculty ensures the coordination of the main fields of study—international relations, international economics, international and European law, history—and provides academic counseling to students. Lectures and workshops given by high-ranking diplomats and experts from diplomacy, business, public administration, and international organizations add their special insight to academics at the DA and often serve as inspiration and first contact point for future career planning.

In your experience, what value do experienced practitioners add to academics at the DA?

With my forty years of practical experience in diplomatic service and politics, I know how important it is to give young people not only the knowledge but also the skills needed to contribute creatively to the complex challenges of today’s world. I myself teach a “practical case studies” class in international law. It gives me the opportunity to quickly react to current events and discuss and analyze in-depth cases—like the annexation of Crimea by Russia—with our students the moment they happen.

Why are eminent scholars from abroad attracted to teach at the DA?

There are two main reasons: first, our student body. The DA has a relatively small student body of 175 excellent, hand-picked students from over 40 nations, full of fervor to learn from great minds. They value their teachers as great sources of inspiration and direction. There is a very intimate atmosphere here at the DA. I myself and all faculty members know students by name, know where they come from, who they are, and what they strive for.

The second reason for internationally well-known scholars to be attracted to the DA is the DA faculty itself. Due to our pluridisciplinary curricula, scholars of different disciplines meet at the DA, share their views, brood over solutions to tricky interdisciplinary questions, and sometimes also enjoy discussion about the latest premiere at the world famous Vienna State Opera.

They do so specifically during lunchtime, sitting around our famous “High Table” in the tradition of English colleges and universities in the students’ dining hall. On nice summer days the “High Table” is transferred to the DA Garden. Just to give you an example: during the first two weeks in June, I enjoyed lunch in the company of Ned Lebow (Dartmouth College and King's College London), Marilyn Young (New York University), Arthur Rachwald (Naval Academy), Jean-Emmanuel Pondi (International Relations Institute of Cameroon), Christian Franck (Université Catholique de Louvain), Laurence Badel (Université de Paris 1 Panthéon-Sorbonne), and the four DA Chairs, Werner Neudeck (economics), Markus Kornprobst (international relations), Thomas Row (history), Gerhard Loibl (internationals and European law). Students also value to have such a company during their lunch hour.

Dr. Hans Winkler is the former state secretary for foreign affairs and was one of the chief negotiators leading to the Washington agreement for compensation and restitution for victims of the Nazi regime.
Professor Ghassan Salamé  
Dean of the Paris School of International Affairs, Sciences Po  
Chairman of the Board of the International Crisis Group (Brussels)  
Former Lebanese Minister of Culture

PSIA, Where Students Are Immersed in Theory and Learn from Practice

How does the faculty composition of PSIA reflect innovation in learning approaches and curriculum? PSIA is a leading professional school of international affairs, where theory truly meets with practice. PSIA students interact with academics of the highest level as well as with leading practitioners who have truly had impact on their field: each group makes up half of the teaching staff. In the classroom are highly distinguished faculty from Sciences Po and from partner universities, as well as leading diplomats, former army generals, development specialists, leaders in the energy sector, writers, directors of international organizations, entrepreneurs, mediators, founders of NGOs, economists, and experts in seven different area studies.

The diversity of our faculty contributes to a very rich experience for our students, most of whom come with prior experience and whose learning curve is exponential.

Any specific examples of practitioners teaching at PSIA and at the forefront this year? In the upcoming academic year, 350 faculty members will once again join us. Let me mention for example Ambassador Laurence Tubiana (Ph.D.), recently appointed Special Representative of the French Minister of Foreign Affairs for the 2015 Paris Climate Conference, COP21. A professor teaching climate negotiations at Sciences Po, Laurence Tubiana is also the Scientific Advisor of our master’s programs in International Development and in Environmental Policy, the president of the Agence Française de Développement, and the co-chair of the UN Sustainable Development Solutions Network (SDSN) Leadership Council.

At PSIA, we are honored to welcome other remarkable practitioners such as, amongst so many others, Laurence Boone, Economic Advisor to French President François Hollande and who teaches European Economic Policy, Rony Brauman, a co-founder and former president of Médecins sans Frontières (Doctors without Borders, France), the scientific advisor for the Master in Human Rights and Humanitarian Action and who teaches humanitarian crisis response, and Miguel Angel Moratinos, Former Foreign Minister of Spain and EU Special Representative to the Middle East Process, who teaches the practice of diplomacy.

From your perspective both as academic and diplomat, how does PSIA stand today on the world scene? I am proud to share that PSIA has become a magnet for the best and brightest minds in international affairs. World leaders come to lecture, distinguished professors come to teach, great professionals share their experience, and last but not least, outstanding students apply in great numbers. Every year PSIA welcomes students from 100 countries, creating a very vibrant and diverse multicultural community.

Along with our professors, I thus have the utmost confidence that our students, past, present, and future, will be joining the ranks of the CEOs, presidents, ministers, entrepreneurs, activists, professors and leaders of international organizations.

Student testimonial:  
“I truly feel that so many doors have been opened to me both in terms of opportunities but also in terms of ambitions which previously seemed so out of reach, but are now within reach, thanks to the drive and the encouragement of the PSIA team. I’ve had some really fantastic teachers, and great courses that I would never have been exposed to studying elsewhere.”  
— Lucy, PSIA ’2013, Master in International Security, Sciences Po
American University
School of International Service
american.edu/sis
sisgrad@american.edu
202.885.1646

Brandeis University
The Heller School for Social Policy and Management
www.Heller.Brandeis.edu
HellerAdmissions@Brandeis.edu
781.736.3820

UC San Diego
School of International Relations and Pacific Studies
irps.ucsd.edu
irps-apply@ucsd.edu
858.534.5914

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sipa.columbia.edu/mia-mpa
sipa_admission@columbia.edu
212.864.6216

University of Denver
Josef Korbel School of International Studies
www.du.edu/korbel
korbeladm@du.edu
303.871.2544

Diplomatic Academy of Vienna
Vienna School of International Studies
www.da-vienna.ac.at
info@da-vienna.ac.at
+43 1.505.72.72 x120

The Fletcher School at Tufts University
Fletcher.Tufts.edu
FletcherAdmissions@Tufts.edu
617.627.3040

The George Washington University
Elliott School of International Affairs
elliott.gwu.edu
esiagrad@gwu.edu
202.994.7050

Georgetown University
Edmund A. Walsh School of Foreign Service
sfs.georgetown.edu
sfscontact@georgetown.edu
202.687.5696

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www.sais-jhu.edu
admissions.sais@jhu.edu
202.663.5700

University of Kent
Brussels School of International Studies
www.kent.ac.uk/brussels
bsis@kent.ac.uk
+32 2.641.1721

University of Minnesota
Humphrey School of Public Affairs
hhh.umn.edu
hhhadmit@umn.edu
612.624.3800

Monterey Institute of International Studies
A Graduate School of Middlebury College
go.miis.edu/foreignaffairs
admit@miis.edu
831.647.4123

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nsadmissions@newschool.edu
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212.998.7100

Ritsumeikan University  
Graduate School of International Relations  
www.ritsumei.ac.jp/gsir/eng/  
ir-adm@st.ritsumei.ac.jp  
+81 75.465.1211

Sciences Po  
Paris School of International Affairs (PSIA)  
www.sciencespo.fr/psia  
+33 (0) 1.45.49.50.50

Seton Hall University  
School of Diplomacy and International Relations  
diplomacy.shu.edu  
diplomat@shu.edu  
973.275.2514

Texas A&M University  
The Bush School of Government & Public Service  
bush.tamu.edu  
bushschooladmissions@tamu.edu  
979.862.3476

University of Washington  
Henry M. Jackson School of International Studies  
jsis.washington.edu  
jsisinfo@u.washington.edu  
206.543.6001

Yale Jackson Institute for Global Affairs  
jackson.yale.edu  
jackson.institute@yale.edu  
203.432.6253

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www.apsia.org  |  apsia@apsia.org  
301.405.5238