One hundred years ago—just as Foreign Affairs was launching—“great” powers tried to exert control over smaller states. New technologies disrupted social and political life. Disease spread around the world. Economic uncertainty hovered on the horizon. Protesters marched to challenge the status quo.

As we look around, it may seem like everything old is new again. Yet, the world has changed. Institutions—born from the turmoil of the 20th century—coordinate global responses to aggression. Scientists and businesses have systems to mobilize across borders and address crises, such as climate change and pandemics. International movements of people bring the fight for equality from local to global.

Training in international affairs, policy, and related disciplines draws on the past to inform the future. It develops the ability to recognize cultural, economic, social, environmental, and political forces at work in the world over time.

Its interdisciplinary curriculum and diverse community of people integrate differing perspectives and histories. Graduates distinguish themselves by their adaptability and flexibility.

As you search for the right degree, ask how the lessons of history link to current events in a program. Discover how students challenge traditional ideas of power. Look at how they bring different voices into the conversation. Examine how they cultivate leadership qualities in students, as well as engage current policymakers, to build the future of international relations.

The adage says that those who do not study history are doomed to repeat it. Students of international affairs and policy can lay out a new blueprint for success by learning from the past.

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The Difference Between Doing Good and Feeling Good

What distinguishes Harris from its peer schools when it comes to training future leaders in global affairs and policy?

The Harris School of Public Policy has always been dedicated to the proposition that experience is no substitute for analysis. Training effective future leaders starts with rigorous, conceptual foundations that help us think clearly about the world and policy’s place in it. We prepare graduate students in global affairs and policy with the intellectual fortitude to make the hard decisions necessary to address the world’s most difficult problems.

How does an evidence-based approach to policy research and training prepare Harris students to face the most urgent global challenges?

I often talk with our students about the difference between “feeling good” and “doing good.” Public policy deals with hard problems. Often, obvious-seeming solutions are not solutions at all. Pursuing obvious-seeming solution to important problem feels good, but actually doing good is serious business for serious people. It requires a rigorous skillset to spot subtle flaws and to find better solutions. Harris’s approach to policy education is all about helping our students build those skills.

Meanwhile, technology is having a profound effect on every aspect of society and is forcing us to rethink many of our core assumptions, as both policymakers and citizens. But because the Harris toolkit is focused on fundamental principles, it is of enduring value even as the societal and technological landscape shift.

How does Harris approach diversity and inclusion, and why is that approach important to public policy?

Harris believes that fostering an environment that encourages rigorous inquiry requires the involvement and understanding of different experiences and viewpoints. As such, we have made major commitments to creating a diverse and inclusive environment, including curricular initiatives, efforts to diversify the pipeline of scholars entering policy academia, and the establishment of a diversity and inclusion roadmap, which tracks our progress and facilitates accountability.

What innovations has Harris brought to its curriculum and programming for those interested in studying conflict, international development, and related fields?

Over the past decade, Harris has made an enormous investment in the study and teaching of conflict and international development, including building a world-class faculty of nearly a dozen celebrated scholars, including two Nobel laureates. The Pearson Institute for the Study and Resolution of Global Conflicts affords students unrivaled access to leading academics, policymakers, and practitioners. These efforts are deeply integrated with our complementary strengths in areas such as crime, political economy, energy and environment, health, and education. In all honesty, I believe that in the past decade, while maintaining our historic strength in domestic policy and politics, we have become one of the very best places in the world to learn about conflict, international development, and global policy.

Why Harris?

Policy is serious work for serious people. I truly believe there is nowhere on earth where people are more intellectually and personally dedicated to the hard work of creating ideas and training students that will make the world a better place. Why would anyone want to be anywhere else?
How is Russia’s invasion of Ukraine changing the global landscape?
It’s too soon to say whether this war will be a historical inflection point similar to the beginning of the Cold War, but it certainly has that potential. Liberal democracies may end up confronting not just Russia but an autocratic block anchored by Russia and China. Beijing, even if uncomfortable with the instability caused by the war, continues to support Moscow. In the meantime, the majority of the world’s countries don’t want to take sides and are refraining from enforcing sanctions against Russia. We’re heading into a world that will be more multipolar than bipolar in character and practice.

The conflict in Ukraine has deep roots in history and national identity. How does the Walsh School of Foreign Service (SFS) prepare students for such complex international issues?
The SFS provides an education grounded in history and comparative politics. Our faculty believe in giving students the foundational skills and the knowledge they need to think conceptually about international problems in diverse fields and regions. Students graduate from SFS prepared to tackle thorny issues in rigorous and systematic ways.

You’ve served in the National Security Council under two presidents in addition to teaching at SFS for more than twenty-five years. How do these experiences inform your teaching?
The influence goes both ways. My background in academia leavens my ability to contribute in a policy setting because I can bring to the table considerable historical knowledge and study of international political dynamics. My government experience leavens my research and teaching by enabling me to better understand how policy is made and implemented. Like many of my SFS colleagues, I aim to keep a foot in both the academic world and the policy community in order to bring scholarly expertise into policy debates and real-world experience into the classroom.

On February 25th, you spoke at an SFS town hall where hundreds of students turned out to discuss Russia’s invasion. What role do gatherings like these play in the SFS graduate student experience?
I have only one other memory that rivals the emotional salience of that town hall: teaching a section of Intro to International Relations soon after the terror attacks of September 11th. Understandably, we were all deeply shaken. Similarly, emotions were running high in the immediate aftermath of Russia’s invasion of Ukraine. Our community came together to share concerns and support each other, stand with Ukraine, and better understand the motivations behind and the implications of the war.

As this town hall demonstrated, SFS delivers not just the academic curriculum students need to thrive professionally but also a community of experts who respond in real time to world events. Students at SFS have access to high-caliber professors steeped in their academic disciplines, many of whom have served in the policy world. Due to Georgetown’s location in Washington, DC, we also bring into the classroom experienced practitioners. It’s a great and unique mix.
Finding Focus for Graduate School and Your Career in an Ever-Shifting Global Environment

What are the major global shifts students should consider in pursuing a career in international affairs or public policy?
The U.S. has been the single global leader for the last several decades. That dominance is changing, as China has grown rapidly and invested economically and politically in all regions around the world. Understanding how the U.S.-China relationship affects global growth, political and economic stability, and security will be important for anyone seeking to work in the international relations domain.

There are also long-term threats to our future that can only be addressed by massive policy shifts. Climate change is one, where current leaders have failed repeatedly to act. Our policymakers will need to pursue climate action using all available economic tools and to support new technologies to steer the world away from fossil fuels, while managing political realities.

Another threat is the demise of national and international institutions. We are living in a world where global cooperation is weak, and domestic political systems in many countries are unstable. Future leaders will need to consider how to address threats to governance from within, from other nations, and from new technologies.

How does your program prepare students to lead in this fast-changing world?
The UC San Diego School of Global Policy and Strategy (GPS) is uniquely positioned to consider tomorrow’s most pressing challenges. In terms of area studies, as well as current political, economic, and technological shifts, we provide students with the tools to understand tradeoffs, design effective policies, and become well-rounded, ethical leaders.

The U.S.-China axis will be the most important going forward. The school’s origins lie in pacific studies, and GPS has world-class China scholars, a master’s degree focused on Chinese economic and political affairs, and the preeminent 21st Century China Center that supports cutting-edge research and brings together academics, policymakers, and business leaders.

Given our prime location on the border with Mexico, we also offer students the opportunity to learn about U.S.-Mexico relations in an experiential way, with many opportunities to visit Mexico and forums bringing leaders from both sides of the border together.

GPS is at the forefront in considering the obstacles of the future: climate action and understanding swings in democratic governance around the world. Students can learn from and work with a wide variety of scholars focused on these issues. At the school, engineers, earth scientists, and political scientists come together to consider policy options and technological innovation to improve climate outcomes.

Political systems around the world are under extraordinary stress. The political scientists at GPS are doing incredible research on the different types of political systems and what makes them tick. The global student body at GPS learns with these scholars and takes away a strong understanding of successes and failures of different models of governance throughout the world and a robust toolbox to measure that.
Why is it important to study political science and international affairs?

One way to think about this is that politics seem to always get in the way. For the biggest problems that we face, the political sphere is rearing its head and disrupting our efforts to solve them. We don’t need to look any further than COVID-19, where we have developed great technical solutions with effective vaccines—and where we also have this anti-vax movement, vaccine hesitancy, and political leaders not modeling appropriate behavior. We see that these concerns emanating from politics can keep us from reaching what we all know to be effective solutions to global problems.

What is it about today’s current events that emphasizes the need for practitioners of international affairs and political science?

Look at the proliferation of problems that we have in the world. It’s almost like there are too many problems to study for social scientists. We need more troops, more soldiers, in the fight of the social sciences against the big global challenges that affect us all—the pandemic, climate change—as well as recurring conflicts and instability in specific countries. Likewise, we can also look around the world and see many countries with massive protest movements that are demanding accountability and change. Countries like Iraq and Ukraine a few years ago before this crisis. We’ve seen this emerge recently in Lebanon and Sudan and many places. These big national protest movements that keep recurring are themselves a call for new ideas and solutions.

What about the Master of Science in International Relations and Politics program sets Carnegie Mellon University apart in preparing future international and political leaders?

I’d highlight a few things. We give students the methodological tools they’re going to need to tackle these difficult problems—quantitative and statistical training as well as a full range of methods that will help them be competitive on the job market and successful in their careers. We also have a robust series of speakers that come through, including scholars and practitioners from around the world that our graduate students can engage with. So, we aim to give students a strong toolkit that builds up their rigor and aim to make things relevant for them, connected to pressing policy issues. Finally, we bring a broad global perspective. We have experts who can teach and who can guide student work in and on a number of geographical areas, from the Middle East to Latin America to East Asia, and that’s only growing rapidly. All of this is situated in one of the top universities in the world, where students can engage with other great social science departments and world-class computer science and technical expertise to address problems that intersect the social and hard sciences.
Navigating Risk in a Historical Turning Point

What skills are needed to help students prepare to manage crises and global risk over time?

My short answer: to establish theoretical foundation with reference to the history. We are witnessing historical events in times of uncertainty. The unpredictable outbreak of the pandemic has had significant implications to the global economy and the expansionary fiscal/monetary policies in 2020 and beyond to address rapidly shrinking economic activities. While economists were ringing the alarm prior to the subsequent and “unprecedented” inflation, financial authorities appeared to be too optimistic about the abatement. The risk of inflation was, in other words, predictable—and would have been manageable, as it is a matter of probability.

We are also seeing the development of a new issue of economic security. Disruptions to global value chains due to the pandemic have reinforced calls for higher level of self-sufficiency and reshoring of production. In Asia, the risk of concentration of high-tech production in a single country has emerged as a security issue in association with the ongoing war in Ukraine and the confrontation between groups of countries.

There are diverse, often contradicting, discourses to explain these situations. To avoid misinterpretation of events and to make correct decisions, I believe it is beneficial for students to build a solid academic framework of reference.

What does GSIR offer to students seeking skills in times of historical changes?

Our new curriculum, launched in 2021, offers four clusters of programs in global international relations—global governance, sustainable development, culture, society, and media, and global Japanese studies—for students with diverse backgrounds and interests from over thirty-two countries, some of whom are working policymakers from overseas, sponsored by their own governments or by scholarship programs from the Japanese government.

The courses are provided by a range of scholars and practitioners, including experienced external lecturers, such as diplomats, economists, journalists, managers of nongovernmental organizations, and entrepreneurs from private sectors. This gives students opportunities to promote their understanding of what is really happening in the real world as well as encourages them to find clues to address global issues. We also offer more practical courses, such as professional training that provides hands-on training in international development in Asia and beyond, from practitioners who have experience working for national, regional, and international organizations. The global Japanese studies cluster encourages students to learn from the experiences of Japan and other Asian countries, developing alternative and critical insights into global affairs beyond the Western paradigms.

Furthermore, GSIR has been strengthening the dual master’s degree program, which offers qualified students an opportunity to study at overseas partner universities and research institutes in the United Kingdom, the United States, and Asian and European nations. Through this program, students are able to earn two master’s degrees in as short as two years. This program improves students’ ability to respond to different situations and prepares them to work around the rapidly changing world. We continue to update our program to maintain relevance to the changing needs for professional school in international relations.
How are the lessons of history linked to current events in your program?

History—or interpretations thereof—is regularly in the headlines. Just as the Black Lives Matter movement of recent years in the US and elsewhere has made clear that centuries old history can still impact the present, there are many ways that history and the lessons people draw from it (or the narratives global leaders legislate about it) matter in our world now. World leaders and private citizens alike feel compelled to vocalize their views on history, and in the case of some world leaders they have even created historical commissions and backed legislation that prescribes certain historical narratives. Students need to be prepared to assess the validity and motivation behind historical claims made at home and around the world, and we at the Elliott School of International Affairs are dedicated to providing our students with the necessary skills to do this.

Understanding the role of history in international affairs and how leaders seek to manipulate historical narratives are key parts of critical thinking for future leaders. We train the next generation to ask essential questions about historical claims and about what politicians and others may call “lessons of history.” Whose lessons? How do historical narratives relate to power structures in various countries? What evidence is given when historical claims are made? How can you fact check the evidence given? All students in our MA program in International Affairs are required to take History 6030, a course that examines the uses and abuses of history in international affairs. Professors from the History Department teach sections of the class, as does the official Historian of the United States at the Department of State.

Russia’s President Vladimir Putin, China’s President Xi Jinping, former president Donald Trump, and many others have attempted to control views of the past, all in an effort to preserve or bolster their own power in the present. Indeed, Putin has insisted that Russian and Ukrainian history is the same and that Ukraine has no separate history. He has gone to war in part to try to force his view on the Ukrainians.

Elliott School students have the option of taking courses on the Cold War and on the history of the Soviet Union, courses that are now essential background to understanding Putin’s war on Ukraine—both to highlight the similarities to these earlier periods but also some key differences. In addition, students benefit from the close ties Elliott School faculty have to the Wilson Center’s History and Public Policy Program and to the National Security Archive (located at GW), both of which of which have large collections of primary source documents related to the Cold War and post-Cold War periods. Through courses, seminars, guest lectures, and conferences, we also help train graduate students to conduct their own archival research on contemporary history.

In all of these ways, Elliott School students have multiple options to enable them to make sense of the ongoing “history wars” in the US and around the world.
Preparing Tomorrow’s Global Leaders

IE School of Global and Public Affairs is where inquisitive students emerge as thoughtful leaders. With several graduate and undergraduate programs, a state-of-the-art research center, labs, and hundreds of events, students are fully engaged in international activity.

What makes IE School of Global and Public Affairs unique?

The school brings the concept of international learning and cosmopolitanism to new heights. Our global mindset is reflected strongly both inside and outside of the classroom: three quarters of our students are international, and over 140 nationalities are represented in our campuses in Madrid and Segovia.

Students are able to put theory to practice from the very start, with opportunities ranging from internships to networking sessions. Our immersion week and exchange options take learning global. Thanks to our connections to over two hundred prestigious universities in fifty countries worldwide, students enrich their learning with an international outlook and a global mindset.

What does IE School of Global and Public Affairs seek to achieve?

As our world becomes increasingly interconnected, the complex and changing roles of international relations, public affairs and economics have never been more important. Our programs enhance students’ abilities to look at the world through an interconnected, multidimensional perspective. Our graduates think critically and analytically, work with data, and grasp the increasingly complex principles that underpin economics and global challenges in the digital and tech era.

What partnerships will students benefit from while attending IE School of Global and Public Affairs?

IE School of Global and Public Affairs partners with multilateral organizations, governmental organizations, private stakeholders, and nonprofits alike—putting students at the heart of an ecosystem of changemakers from day one. We develop our programs in close partnership with institutions, such as the United Nations and the OECD, allowing our students to work in the real world alongside forward-thinking organizations daily.

Our network and alliance connections give students the opportunities and expertise needed to fulfill their professional ambitions. This includes our memberships to the Association of Professional Schools of International Affairs (APSIA), the Network of Schools of Public Policy, Affairs and Administration (NASPAA), the European University of Social Sciences (CIVICA), and the European Consortium for Political Research (ECPR), among others.

We also partner with companies worldwide to offer real-world experiences. This includes capstone project support from organizations, such as Oxfam International and the Organization of American States (OAS), and firsthand work experience with dozens of institutions, including the International Chamber of Commerce (ICC), the Development Bank of Latin America, (CAF) or the United Nations Educational, Scientific and Cultural Organization (UNESCO).

How does IE School of Global and Public Affairs continue to influence students after graduation?

IE School of Global and Public Affairs is one of the most diverse academic institutions in the world and has almost 70,000 graduates occupying leading positions in businesses worldwide. Our students engage with and learn from peers and faculty working in organizations, such as the World Bank, the International Monetary Fund, and different UN agencies or European institutions.

The IE Talent and Careers team offers students direct and up-to-date industry insights from top professionals in the global and public affairs arena. Joining the IE alumni community offers lifelong benefits and far-reaching connections.
Shaping Higher Education for the Fourth Industrial Revolution

How is the role of technology in politics and international affairs changing?

The first Industrial Revolution was powered by the steam engine, the second by the automobile, and the third by the Internet and personal computer. Today, in the Fourth Industrial Revolution, we have at least twelve interacting technologies. From artificial intelligence to augmented reality and virtual reality, biotechnology, blockchain, distributed ledger and geoengineering, this is the most complex combination of transformative technologies ever witnessed in our planetary and human history.

Technologies are reshaping individual lives, transforming business processes, changing societal dynamics, and influencing government policies. At Thunderbird, we have one of the most technologically advanced global headquarters of any leadership, management or business school in the world. The F. Francis and Dionne Najafi Thunderbird Global Headquarters brings the world’s leading technology directly to the hands of our students and faculty. The building spans five floors and features state-of-the-art flexible classrooms and 1,600 square feet of displays with more than twenty million pixels of direct-view LED screens showcasing presentations and events worldwide. The building features a green screen studio, a full XR production and development studio, and a volumetric capture studio that creates full three-dimensional renderings for faculty and student initiatives. This technology is used to incorporate immersive language learning, allowing Thunderbird students access to learn new languages and meet with students and faculty from every corner of the globe.

We in higher education can help by developing leaders who will put technology to work to solve our greatest challenges. We can help empower students, our current and future leaders, to positively impact our world by encouraging the desire to overcome boundaries and cooperate across disciplines and by fostering an entrepreneurial mindset in all that we do.

How does Thunderbird help students prepare to manage global challenges?

Businesses today compete in a global marketplace characterized by some combination of volatility, uncertainty, complexity and ambiguity. As we face political, environmental and technological challenges on a global scale, it is imperative that we have the right leaders to help guide the way.

Our job at Thunderbird is to prepare the next generation of global leaders. That includes young people but also people in the workforce looking to assume leadership positions and senior executives who are already facing crises and challenges of the current era. Thunderbird’s degree programs are taught by world-renowned faculty with extensive experience in global business. They are action-oriented and thrive on developing solutions for the most complicated global scenarios. These leaders teach both career professionals and companies the specializations and tools necessary to obtain a true global mindset, the cornerstone of Thunderbird’s degree offerings.

Our programs help train future leaders to resolve global challenges by sharing insight, knowledge and understanding of other cultures and languages, emphasizing the importance of the world beyond our borders, and enabling students to discover the value of an interconnected world. Our role at Thunderbird is to shape leaders who can leverage the new tools of this era in ways that will empower the most vulnerable workers, communities and societies—leaders who will make sure that everyone contributes and shares in the wealth of the future.
A New Center of Excellence at the Bush School: The Strategic Importance of Economic Statecraft

Founded by Dr. William Norris, The Bush School’s Economic Statecraft Program is a national center of excellence for the study of economics and security that serves as a magnetic pole for bringing together and stimulating a growing body of scholarship on the topic of economic statecraft.

What is Economic Statecraft?
Economic statecraft focuses on the intersection of economics and security. Commercial actors (not states) conduct the vast majority of international economic activity. These interactions may carry important implications for states’ strategic security interests. States can manipulate the incentives facing commercial actors in order to encourage (or discourage) particular patterns of behavior that generate security externalities that are conducive to the state’s strategic interests.

Such manipulation is defined as economic statecraft. Examples of economic statecraft include the rise of Chinese foreign investment (e.g. China’s Belt & Road Initiative), the leveraging of SWIFT and sanctions against Russia in response to the invasion of Ukraine, and the creation of the post-World War II Bretton Woods institutional architecture.

Why have a program on Economic Statecraft?
Although Chinese economic statecraft has become a prominent feature of the global strategic landscape and emerging US-China competition, there was no clear academic center of gravity in the U.S. for studying the important emerging phenomenon of how nations leverage economic tools of national power. Efforts to understand the crossroads between economics and security are scattered across institutions, scholars, and geography. Present-day conflicts increasingly involve economic statecraft, making it a central phenomenon of interest to policymakers and students alike. As an institution dedicated to educating the next generation of public servants, the Bush School seeks to connect methodologically rigorous scholarship with policy needs through the Economic Statecraft Program.

What does the Economic Statecraft Program do?
The program supports, sponsors and coordinates an active scholarly effort engaged in policy-relevant work designed to advance state of the art understanding of economic tools of national power. ESP hosts two working groups: the China Working Group, which focuses on research questions related to China’s economic statecraft, and the Eisenhower Working Group, which focuses on developing strategically sustainable responses to such developments. ESP works to establish partnerships and build stakeholder momentum across academia, policy, and business sectors. Key components of the program include our weekly “Tuesday Talks” speaker series and our annual symposium hosted at the Bush School’s DC Teaching Site. ESP also supports the production of reports and academic papers on various theoretical and empirical aspects of economic statecraft. ESP frequently collaborates with other researchers in related fields in an effort to foster an integrated community of top scholars doing work at the intersection of China, economics, and security.

How does economic statecraft fit into your work?
My first book was on the subject of China’s economic statecraft. The ESP has built on several of those insights and extended that research. I also work and teach on other aspects of China’s grand strategy more broadly, including China’s foreign policy and domestic politics as well as East Asian security. I enjoy working with our graduate students who aspire to careers in government working on these types of important issues.
Learning and Applying History’s Lessons

How do SIS graduate programs link the lessons of history to current events?
Understanding the significance of the war in Ukraine or Sino-American relations today is impossible without an awareness of the larger historical context. At American University's School of International Service (SIS), students learn global history, analyzing a centuries-long story in which the Westphalian state system is but a recent chapter. For example, graduate students in our Global Governance, Politics, and Security program learn how history shapes current regional and international interactions as well as how history is used in policymaking.

What threats lie ahead for countries at the crosshairs of competition, and how might their responses spark long-lasting global transformation?
Great powers are important, but they are not the only actors determining how world events unfold. Ukraine’s resistance to Russia’s invasion demonstrates limits on great powers, and Ukraine’s early military successes also mobilized the European Union, NATO, and the United States. Our U.S. Foreign Policy and National Security program and our International Peace and Conflict Resolution program each provide students with skills to understand and help end conflicts. The invasion of Ukraine also shows that regional expertise and hands-on experience are crucial to meeting tomorrow’s global challenges. Our Comparative and Regional Studies (CRS) program provides both—particularly our new Global CRS: Europe track, in which students study and gain professional experience in-region.

What skills and leadership traits are needed to help students prepare to manage crises and global risk over time, and how does SIS help students develop these?
Alongside a passion for service, graduates need critical thinking, communication, and leadership skills—and the tools to adapt to a dynamic digital environment. Graduates of our Intercultural and International Communication program emerge well-equipped in these areas. These skills are also central to our practicum courses in which students complete deliverables for real clients. For students who wish to add more depth in particular areas, we offer the International Affairs Policy and Analysis program, a skills-based program in which students complete a professional competency track in an area such as data analytics or policy analysis. Also, our new International Economic Relations: Quantitative Methods degree gives student valuable data skills.

How should graduate programs address the changing role of technology in politics and international affairs within their curricula?
We have a strong research and teaching program in technology and security that cuts across the curriculum. Our graduates find exciting jobs blending a baseline understanding of technologies such as cyber, robotics, and artificial intelligence with expertise in policy areas such as security, human rights, development, and the environment. SIS students can study the evolution of technology, including processes of innovation and diffusion that are changing our world. Our graduate students just won first place in the Atlantic Council’s prestigious Cyber 9/12 Competition. There’s also our active Center for Security, Innovation, and New Technology, which focuses on the risks and opportunities of new technologies—everything from drones to synthetic biology—in which select students serve as fellows or interns.
How are the lessons of history linked to current events in your program?
The past year has seen the return of two developments from the past that the current generation of students has not experienced in their lifetime: first, the Russian invasion of Ukraine, which has led to large-scale conventional warfare between two European countries, and second, the return of inflation and the efforts to deal with it through rising interest rates and possible recession following the economic damage of the COVID-19 pandemic.

The Stanford Master’s in International Policy (MIP) deals with issues such as these in different ways. Like many programs, we offer courses in both international security and in international economics, which give students a structured way of thinking about policy issues that they may not have encountered previously. But we also provide the skills that allow students to use these high-level concepts to solve real-world problems. Through a three-course sequence, we present students first with case studies that put them in the position of decision-makers and introduce them to the MIP Policy Problem-Solving Framework. The latter is a structured approach to identifying problems, searching for solutions, and devising an implementation strategy that takes account of real-world constraints and local context. From this base, they go on to a two-quarter capstone, in which they are linked to external partners with whom they work to solve actual problems—not just as glorified research assistants—but as real partners who need help thinking through problems and solutions.

How is the role of technology in international politics changing?
Over the past few years, we have seen the weaponization of social media and sophisticated cyber-attacks on critical infrastructure across borders. We are now engaged in a complex form of hybrid warfare with geopolitical competitors such as China and Russia, as well as with terrorist and criminal organizations.

The MIP program offers a Cyber Policy track linked to the Cyber Policy Center at Stanford’s Freeman Spogli Institute, which offers courses such as “Hacking for Security” that draw on the vast computer science resources at Stanford. Other courses look at issues like online platform content moderation, or work with the Stanford Internet Observatory that does real-time empirical research on how the Internet is being used for political purposes. In addition, many of our graduates find jobs with cutting-edge technology companies here in Silicon Valley, companies that are finding they need the kind of international expertise and policy awareness that our program provides. Technology is of course embedded in all aspects of the MIP program, and students can make use of Stanford’s rich resources in this area.
Preparing for the Challenges of Emerging Technologies

Distinguished alumna Kristen Patel (’90 B.A. in economics and policy studies) spent twenty-five years leading intelligence and analytics programs for the CIA, the U.S. Treasury, and one of the world’s largest banks, HSBC. Her work on illicit finance and national security has taken her from Syracuse, New York to Washington, DC, to Seoul and Hong Kong, and back again.

Patel returned to Maxwell to teach undergraduate and graduate courses on public policy and international affairs issues, in both New York and Washington, and to share her experiences with a new generation of leaders.

What are some of the new fronts in global competition and how does Maxwell prepare students to understand them?

Right now, a lot of countries are trying to figure out the best approach to regulate cryptocurrencies and adopt central bank digital currencies. These new technologies are going to transform the way the financial sector works. We’re already starting to see it. The payment settlement of goods and services may not involve banks thirty years from now; trade may be conducted through blockchain. And it is a race: the country that develops the commonly accepted technical standards framework for these new technologies will dominate.

At Maxwell, I help our students understand the importance of these financial technologies and recognize the individuals they will collaborate with to develop effective policies. Students in our interdisciplinary policy studies and international relations programs benefit by learning from both practitioners like me and scholars from across the school’s departments of public administration, history, economics, political science, and other social sciences.

How has technology changed the approach to politics and international affairs?

For an analyst, the most important thing is making sure you understand the technology, specifically the algorithms, used to push out information, so you are not getting a skewed view. I have fantastic colleagues within Maxwell, at the Newhouse School, and at other parts of the university who share insight, collaborate, and talk to my classes about their research on information sources, including social media. If you don’t understand the information, you can make a bad policy call.

How can schools like Maxwell prepare students to manage global risk over time?

No one can be an expert at everything. The key is to help students think critically about global risk and identify the best people to work with to develop policy to address it. For students, that can start with the research centers at Maxwell that collaborate with other schools at Syracuse on specific problem sets. The Moynihan Institute of Global Affairs, for example, has a project called the Dark Spots Project, which looks at ungoverned areas of the world—parts of a country where the government doesn’t go in because it’s too dangerous. They’re doing real-time research, and there is a lot of government interest in their work.

I think, at the core, everyone wants to work on something that matters, something that is applicable to the real world. Maxwell helps students develop problem-solving skills to be able to have an impact throughout their career.
“The past is never dead.”

— William Faulkner

Graduate programs at the Diplomatische Akademie Wien – Vienna School of International Studies (DA) prepare students to excel in a range of international careers. Located in the heart of Vienna, the DA is near international organizations, nongovernmental organizations, diplomatic missions, and cultural institutions. With alumni from over 120 countries, the DA has a vast alumni network.

How are the lessons of history linked to current events in your program?

History is, at its core, related to understanding current events. In a multidisciplinary program such as the one at the DA, we teach students how the current international system, economies, and politics of different countries have been shaped by various ideas, people, and events. Instead of taking an anachronistic approach to history, where the past is discussed as a precursor inevitably leading to the present, we ask our students to critically analyze the contingencies and the specific contexts of each historical event. While many of the challenges we face today are a product of a certain set of trends, circumstances, and agents, history provides the opportunity to study epochs when we had previously faced similar challenges. No two events are the same, and history never fully repeats itself. However, we can certainly learn from the different ideas, reactions, and mistakes of our predecessors.

What skills are needed to help students prepare to manage crises and global risk over time? What leadership traits are needed to navigate uncertainty?

Managing crises and global risks requires a multifaceted understanding of current problems. The DA’s multidisciplinary approach—where students gain skills and knowledge in history, economics, political science, and law—prepares our students to understand the complexity of the issues seen in the international arena. In an increasingly uncertain world, we aspire to train leaders in various areas by providing the opportunity for our students to specialize in different disciplines, regions, and approaches through our seminar courses and completion of their final theses. They also benefit from interacting and learning from the vibrant alumni network of the DA and the strong diplomatic community in Vienna.

How is the role of technology in politics and international affairs changing?

Technological advancement has shaped and transformed global and international affairs throughout history. One of the main areas where technology has affected politics and changed the definition of the public arena is communications. From the introduction of mass print to telegram, telephone, television, and—finally—internet, technology has transformed how people interact with the state and how states communicate with each other. Similar to our current issues with social media and cybersecurity, all these new technologies meant reaching out to more people over longer distances and quicker than previously conceivable. However, security issues such as interception and spread of misinformation became more and more acute as these technologies became more effective. While the communication technology has become more advanced and complex, many of the challenges and opportunities it has created in politics and international affairs can be seen in a long line of advancements throughout history. There is, therefore, much to learn from the past.
Advance Your Impact at Princeton

Events like the Taliban’s takeover of Afghanistan and Russia’s invasion of Ukraine have had tragic impacts on the ground, as well as ripple effects worldwide. How can policy-oriented institutions react to these watershed moments?

History is being written every day: Long-standing ideals, such as the expansion of democracy or the relative peace Europe has enjoyed for decades, face challenges and imminent threats. Rebuilding in Afghanistan and Ukraine will require significant and sustained support across the humanitarian-development-peace nexus, as well as evidence-based policy. This academic year, Princeton will be hosting displaced Ukrainian scholars in several departments, including SPIA; and I am proud we can provide safe refuge for their continued scholarship.

At our Afghanistan Policy Lab, academic fellows from Afghanistan, who worked previously in support of U.S. government efforts there, are collaborating with members of our community on policy-relevant research focused on humanitarian aid, health, civic space, women, and national healing and reconciliation.

At the same time, we need to share our own faculty expertise globally. This spring, we produced an expert webinar series on implications of the war in Ukraine. Moderated by Razia Iqbal of the BBC World Service, the series received hundreds of thousands of views on YouTube and beyond.

Even as we address these global challenges, how can we prepare for what might come next?

We must anticipate the global power shifts to come, including the policy impacts on regions, countries, communities, and individuals. SPIA is uniquely positioned to do this, given our cutting-edge interdisciplinary scholarship that spans the globe. Our faculty’s work is shaping public debates on topics such as U.S.-China relations and China’s rise, democratic back-sliding and the rise of populism, race and gender, mis/disinformation, and poverty and inequality.

SPIA also has a long-held tradition to send our students abroad to study policy. We offer summer internships for graduate students, workshops where they contribute to solving a policy issue on behalf of a real client, and field work to supplement our formal curriculum. SPIA’s graduate degrees are fully funded, and our students regularly connect with world leaders, institutions, and government officials—on campus and around the world.

One of your top priorities as dean is to “internationalize” the school. What does this mean, and why is it important to you?

For an institution to be at the forefront of the study of public policy, both internationally and domestically, its community needs expert representation from across the globe. Our graduate admissions team is focused on recruiting international students, paying particular attention to regions outside the OECD member countries. We’re creating new institutional partnerships abroad and re-launching research centers, such as the Research Program in Development Economics, co-led by Seema Jayachandran and Pascaline Dupas—renowned development economists engaged in India and Africa, respectively.

We’re also highly committed to amplifying our faculty’s research on critical challenges—ranging from climate change and the global refugee crisis to international security and rising inflation.

SPIA is dedicated to welcoming and building new opportunities and partnerships for global engagement, exchanges, and outreach.

Amaney Jamal
Dean
School of Public and International Affairs (SPIA)
Princeton University
The war in Ukraine has been going on since February, and there seems to be no signs of a ceasefire or diplomatic negotiation toward settlement. Western states—as well as Japan—imposed sanctions against Russia.

**Does history repeat itself?**

On February 24, 2022, when I learned that Russia had started a military invasion of Ukraine, I could not believe something like that could happen in the twenty-first century. Russian military actions and the response by the United Nations (UN) reminded me of Japan’s invasion of Manchuria in 1931. Russia’s ambition to expand the sphere of influence in the neighboring country by military force was a war of imperialism that, I had thought, could be only found in international history textbooks. Russia did not respect the UN charter and international humanitarian law. Russian ambition and behavior were anachronistic, yet—as happened in 1931—the United Nations did not function well enough to stop Russia’s military actions, mainly due to the veto power and disunity among Security Council members.

**Is there anything different from the past?**

Western nations have supported Ukraine by providing the country with heavy weaponry, such as tanks and missiles. Russia, on its part, has been determined to continue its so-called “special military operation” until it achieves its initial aims. Unlike in 1914, when the incident in Sarajevo escalated to ‘total war,’ the war in Ukraine will not result in escalation partly due to fear of nuclear war. While the war was going on, the first signatory countries’ conference of the Treaty to Prohibit Nuclear Weapons was held in Vienna in June of this year. We are witnessing a war between Russia and Ukraine even as efforts are underway to strengthen international norms for a peaceful international order.

**Are there any ramifications in the Asia-Pacific region?**

When the war in Ukraine started, Japanese policymakers were concerned about the possibility of China taking a more assertive policy in line with Russia’s action. In October 2021, Chinese and Russian fleets jointly sailed around Japan’s coastal line, and that memory was still fresh enough to evoke concern. Other major powers in the region shared the apprehension. The Quad, or officially the Quadrilateral Security Dialogue, is composed of Australia, India, Japan, and the United States; the four countries held a meeting in Tokyo on May 24 and issued a joint statement supporting the rule of law, territorial integrity, and peaceful settlements of disputes without the use of force.

In addition, Prime Minister Fumio Kishida of Japan attended the NATO summit meeting on June 29, indicating Japan’s strong ties with Western nations. China, on its part, completed a security agreement with the Solomon Islands in the Southwestern Pacific in late April. China had established strong relations with Southeast Asian nations, such as Cambodia and Laos, but forging security arrangements with a country in the Pacific was a novelty. The war in Ukraine has seemingly accelerated diplomatic competition between China and other major powers. Still, it remains to be seen if this will turn to stability or instability in the region.
Analytical and Practical Training for Addressing Complex Crises

How are the lessons of history linked to current events in your program?

We face unprecedented social, political, economic, and ecological challenges, and little from the past has prepared us for them. At the same time, the past lays down tracks along which institutions, like trains, run. Understanding those patterns is vital to ensure institutions don’t run into walls or ruin. The history of international relations, wars and their resolution, economic cycles of prosperity and depression, social change, and progress is at the foundation of core courses at the Center for Global Affairs (CGA)—courses on international relations, international political economy, and international law. Understanding past patterns is vital, for instance, in building scenarios for assessing possible futures in our courses on international relations and our practicums with the UN Counter-Terrorism Committee Executive Directorate.

What skills are needed to help students prepare to manage crises and global risk?

Today’s students will be at the frontlines of global crises as leaders, activists, commentators, and analysts, perhaps sooner than they think. A commitment to justice, inclusiveness, peace, and planetary survival is likely why they signed up in the first place for programs like the CGA’s Master of Science in Global Affairs or in Global Security, Conflict, and Cybercrime. Commitment and conviction are important qualities, but students can acquire the skills needed for managing crises and global risk in the CGA’s highly specialized courses on, for instance, mediation, non-violent conflict resolution, data analysis, monitoring and evaluation, energy and climate security, anti-corruption, peacebuilding, gender analysis, and more.

But crisis management is not just about applying technical skills to a specific problem. The whole point about today’s crises is that they are enormously complex and are beyond conventional technical fixes. The level of international cooperation required for solving climate, poverty, or population flow challenges calls for leaders who can build trust, generate and sustain partnerships, and engage broad and diverse publics behind common agendas. The courses at CGA and, perhaps more importantly, the opportunities we provide for internships, networking, and hands-on practical engagement through consulting practicums and capstones with a vast international community of decision-makers on global matters are all resources and access points for students seeking to hit the ground running in tackling pressing global challenges.

How is the role of technology in politics and international affairs changing?

Digital communication technology and artificial intelligence have profoundly transformed public decision-making and risk at national and international levels. These technologies have democratized and accelerated decision-making processes and enhanced the accessibility of vital information for those decisions. Simultaneously and paradoxically, they have made these processes and public decision-makers less reliable and credible because of the manipulation of information by malicious actors. This has exposed vulnerabilities in democratic public decision-making. We now understand more deeply than before the importance of truth.

The CGA’s programs are highly sensitive to these critical current challenges and equip students with alerts and capacities for critical analysis of how technology shapes and can distort the framing of current crises.
As an expert on Eastern Europe and the author of the new book, *Russian Energy Chains*, what should students understand about Russia’s war against Ukraine and its historical context?

The long-term trends and influences on Russia’s behavior may be important in understanding the current situation. Also, decisions about energy supplies and infrastructure, which were made in the 1970s, 1980s, and 1990s, affect how countries can react or may not be able to react. For many actors in western Europe and Ukraine, accessing Russian energy was an opportunity—a temptation that was advantageous for many people, from corrupt politicians to households that benefited from subsidized prices. This has made it difficult for western European states and Ukraine to move away from dependency on Russian energy. Also, the European Union is finally understanding the seriousness of Russia’s aggression in a way that it apparently did not understand at the time of Russia’s invasion of Ukraine and annexation of Crimea in 2014.

**You teach a course on Russian foreign policy. How does history and the current crisis factor into classroom discussions?**

I ask students to look back at the expansion of the Russian empire and how that affects relations with neighboring states. This is a basic building block of the way I teach foreign policy.

**Your faculty colleagues include influential scholars and international affairs practitioners, you among them. How do students benefit from the research and field work being done at the School of Diplomacy?**

We are deeply engaged in field research and practice, which helps students bridge the more academic components of their learning with very concrete policy challenges in a timeframe that is sometimes very urgent. One example of how that works is our National Security Fellows program, where graduate students share the results of their policy relevant research with State Department officials and provide operational briefs and policy recommendations.

**How else can students prepare to navigate the risks and uncertainty we may face?**

We are alerting students to the very unexpected ways in which different policy fields, economic areas, and geographic regions interrelate. Very few of us would have expected Russia’s war in Ukraine would create a global crisis in energy, grain, timber, and even metals supply. We are preparing students to identify solutions that are not obvious on the surface, so that they can contribute into the future.

**What advice can you give young professionals interested in studying international affairs?**

Look for programs that are oriented toward innovative solutions to the challenges that are emerging. We do that at the School of Diplomacy by looking at new responses to the climate crisis. For instance, my new research project on the geopolitics of industrial decarbonization goes beyond our conventional interest in how to replace fossil fuels for electricity production. It looks at the much more complex issue of the use of fossil fuels as industrial feedstock—the last frontier of decarbonization.

We also study the ways new and emerging powers, such as China and India, respond to global challenges. Understanding their motivations helps us make policies more effective.
Arne Westad
Professor of History
Yale Jackson School of Global Affairs

Connecting History with Policy

Yale University’s Jackson School of Global Affairs offers interdisciplinary academic programs that inspire and prepare Yale students for global leadership and service. The school is home to Yale’s Master in Public Policy (M.P.P.) in Global Affairs, Master of Advanced Study (M.A.S.) in Global Affairs, and the undergraduate major in global affairs.

We bring to Yale the most talented, passionate students from all over the globe, dedicated to making the world a better place. We prepare students to understand world events through academically rigorous programs taught by outstanding faculty who are leaders in their fields and by prominent practitioners of global affairs.

Our M.P.P. occupies a unique place among international affairs graduate programs. The four-course interdisciplinary core curriculum provides students with a shared intellectual foundation focused on acquisition of the ideas, ways of thinking, and skills needed for leadership in global affairs.

How are the lessons of history linked to current events in your program?

One of the flagship initiatives of Yale’s new Jackson School of Global Affairs is International Security Studies (ISS), a center that concentrates on studying current security challenges in light of the past. ISS hosts young scholars, mostly historians, as post-doctoral fellows, and runs seminars and conferences that link the present to the past. It also runs the Grand Strategy program, a year-long class that studies historical change and contemporary security problems.

What threats lie ahead for those countries that see themselves in the crosshairs of competition?

As we enter an era of Great Power competition, we can assume that international instability will be much more significant than at any time since the Cold War ended. We are already seeing how rapid economic and technological change influence current security challenges. We will have more territorial conflict of the kind we now witness in Ukraine. And we will struggle with the difficulties of handling fundamental problems such as climate change and pandemics. The Jackson School sees understanding these new and sweeping changes as indispensable for future policymakers.

What skills are needed to help students prepare to manage crises and global risk over time?

Students need to study the different regions of the world in terms of their own contradictions and problems and not just as outgrowths of U.S. foreign policy. They need a more extensive knowledge of history and languages, not just to navigate current challenges but to obtain a more fundamental understanding of aims and ideas that differ from our own.

What leadership traits are needed to navigate uncertainty?

Given the difficulties in international affairs over the past generation, two of the qualities that are most called for are restraint and flexibility. The former demands training in setting priorities in a context of finite resources. The latter encourages us to grapple with uncertainty through an ability to adjust policies in order to achieve desired results on a larger scale. At the Jackson School, we instill the ability to differentiate and apply these approaches, though a unique program that combines scholarship and theory taught by distinguished faculty with practical training and professionals who have worked in the field.
Professor Henry Schwalbenberg
Director
The Graduate Program in International Political Economy
and Development
Fordham University

Understanding Global Economic Issues Amidst Global Uncertainty

What sets Fordham IPED apart from other International Affairs programs?
Fordham’s Graduate Program in International Political Economy and Development (Fordham IPED) offers a unique, rigorous, and innovative approach to analyzing contemporary global economic relations. Issues in international economic relations and in international development are understood from both a political and an economic perspective. Furthermore, we provide a strong quantitative methods foundation that allows our students to develop robust analytical skills in data analysis, project assessment, and computer programming. We also stress professional experience outside of the classroom. And we only admit a small select group of about 20 students each year.

How does Fordham IPED prepare its students to participate in promoting international cooperation amidst challenges posed by global uncertainties and shifting international affairs landscape?
Our core curriculum, consisting of economic, political, and quantitative courses, provides our students with an advanced interdisciplinary knowledge of global economic relations. Our electives allow students to specialize in the fields of international development studies, international and development economics, development and finance, international banking and finance, or in global environmental and resource economics. Amidst a tumultuous international affairs landscape, our curriculum equips our students with the critical expertise needed to promote workable and equitable solutions to pressing international issues in economic cooperation, development, and environmentally sustainable growth.

Through our Summer Intern Fellowship Program, we fund a number of field placements for our students to gain practical experience with international businesses, government agencies, and nonprofit organizations not only here in New York but also in Washington, DC, as well as in Africa, Asia, Europe, and Latin America.

What unique advantages are available for students in the Fordham IPED Program?
Our curriculum and our location in New York City are ideal for anyone who wishes to be at the center of the world economy. Our location affords our students a wealth of internship opportunities, ranging from the United Nations and international nonprofit organizations to international think tanks and Wall Street.

We also complement our classes with a weekly lecture series and various career trips in New York and Washington, DC, that feature a broad range of professionals highlighting the practitioner perspective on contemporary issues in international affairs.

We have a small class size of roughly 20 students, providing the opportunity for close interactions with our supportive and distinguished faculty of experts. Our students, drawn from around the world, come from diverse cultural and professional backgrounds. We admit our students from among the top 40% of all applicants to U.S. graduate programs. We offer generous scholarships to exceptional students and provide funding for students’ participation in internship placements, language immersion programs, and international fieldwork overseas.

Lastly, we have a strong alumni network and close association with various international organizations. Our placement record is strong, with about 40 percent of alumni in the private sector, 25 percent in the nonprofit sector, 22 percent in government, and the remaining 13 percent in academia. Our graduates also have a strong record of winning various prestigious awards such as Fulbright Fellowships, US Presidential Management Fellowships, and International Development Fellowships.
In 2022, perhaps more than in any other year since the end of the Cold War, it seems like the world order is being fundamentally reshaped in front of our eyes. In your view, what kinds of global leadership will be required to navigate this new reality effectively?

The global nature of the crises we face today requires that leaders have broad and deep knowledge of regions and cultures beyond their home countries. They need to understand other parties’ aspirations, how they conceptualize problems, and what constraints they face in order to design satisfying solutions that don’t further inflame existing tensions. We believe that it is particularly important for leaders from all nations to have a deep understanding of China and its people, as China is possibly the single most consequential nation for the future of global affairs in the twenty-first century. Our view is that leaders must engage with the people and issues that are the most complicated and difficult rather than walk away from them. They must engage with humility and curiosity, with a desire to learn, and with the goal of a more peaceful future for all.

How does the Schwarzman Scholars curriculum empower Scholars to develop leadership skills?

Leadership is a core part of the Schwarzman Scholars program. Along with courses on global affairs and the history of China’s political economy, Scholars take courses on leadership designed to analyze issues from interdisciplinary and contextualized perspectives. From “Leadership in Public Crises and Emergencies” to “Leading the Social Innovation in China,” these courses are designed to equip Scholars with the tools to enhance their understanding of the central issues facing leaders across a wide range of sectors. Schwarzman Scholars also develop their leadership capabilities through our Lingdaoli co-curricular program, building customized leadership plans, gaining interpersonal skills, and learning to navigate the complexities of leading in globally diverse contexts. Additionally, Scholars work with industry-specific mentors, who provide them with a personal perspective on how to lead in their fields. Scholars then put all this learning to practice in the intense and intimate community at Schwarzman College.

In ten years, what will the Schwarzman Scholars Alumni network look like?

With the graduation of the sixth cohort this June, Schwarzman Scholars has nearly eight hundred alumni spread across the globe. Our network comprises individuals from eighty-five nationalities and diverse professional and academic backgrounds. From earning doctorates to working for leading tech firms, launching their own nonprofits, creating policy, and working in governments around the world, Schwarzman Scholars alumni have already excelled in their careers. Ten years from now, our ever-expanding network of Scholars will have shaped various fields, serving as an interconnected group of leaders across the globe. Our graduates stay in touch with each other and us through the Alumni network, and we provide ongoing programming for our network so that our Scholars are always abreast of issues regarding global affairs and China and continue to develop their capacity as leaders.
Shaping Global Affairs to Meet the Needs of an Ever-Changing World

With a mission to produce the knowledge and leaders necessary to secure a more just and peaceful world, Fletcher has defined leadership in global affairs for nearly nine decades.

For students, employers, and our ever-changing world, Fletcher continues to innovate the teaching and practice of global affairs, delivering the essential knowledge, training, and networks required to lead effectively in the 21st century.

Why students choose Fletcher

Fletcher’s faculty lead by example. As influential, sought-after advisors to world leaders in foreign affairs, business and finance, trade, aid, development, and defense, Fletcher faculty contribute to solving the world’s most vexing problems, all while training the next generation.

Within a framework combining theory and practice, Fletcher students analyze problems through the intersections of areas as diverse as climate, energy, gender, economics, immigration, security, and tech—looking around corners, exploring across disciplines, and leveraging diplomacy in new ways to find paths to solutions.

Prepared with relevant knowledge and technical skills, historical contexts, and interdisciplinary analytical training, Fletcher graduates are unfazed by the growing complexity of an increasingly interconnected, interdependent world, making them uniquely valuable to employers.

A distinctly global community and a category-of-one alumni network

As members of our diverse global community, students see beyond traditional, transactional notions of international affairs and embrace perspectives not previously considered. Students learn from each other daily—inside and beyond the classroom.

Our global alumni network is uncommonly committed, connected, and dedicated to the success of each other and to that of our current students, bound by a collective mission of improving our world. At Fletcher, we don’t just study global affairs, we shape them.

Daniel W. Drezner, PhD, Professor of International Politics, shares reflections on the current state of global affairs and on Fletcher as a world-class destination for research and scholarship in the 21st century.

What is the greatest challenge confronting today’s leaders in global affairs?

“Over the past five years, the world has endured pandemics, wars, mass protests, climate change, supply chain stresses, and political instability within the most powerful country in the world. The only certainty about the near future is continued uncertainty. Amassing and wielding power in such an environment is a considerable challenge.”

Learning from history

Drezner’s courses prepare future leaders to draw new perspectives from history. He notes that the periods of achievement, such as the Renaissance, emerged from periods of tremendous uncertainty, pandemic, war, and religious oppression.

How does Fletcher prepare students to shape global affairs?

“The interdisciplinarity of The Fletcher School allows our faculty and students to think about these conundrums from an array of different perspectives. From the role of force to the role of history to the role of science to best business practices, Fletcher helps to prepare students how to troubleshoot the next wave of short-term crises—and, hopefully, lay the groundwork to avoid the deeper crises that loom on the horizon.”

Daniel W. Drezner, PhD
Professor of International Politics
The Fletcher School at Tufts University

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**About APSIA**

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