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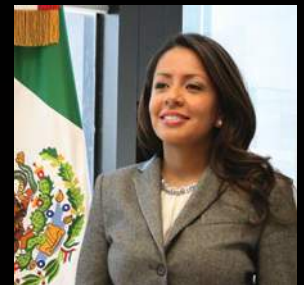
Rachel Kyte GMAP 2002,
World Bank Group Vice President and
Special Envoy for Climate Change at
an ICRISAT lab for transgenic crops



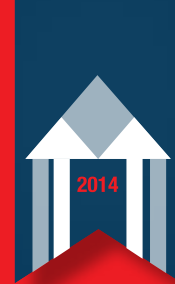
James Stavridis MALD 1983, PhD 1984,
(left), former Supreme Allied
Commander at NATO and current
Fletcher Dean, and Joseph Dunford
MALD 1992 (right) Commandant of the
United States Marine Corps



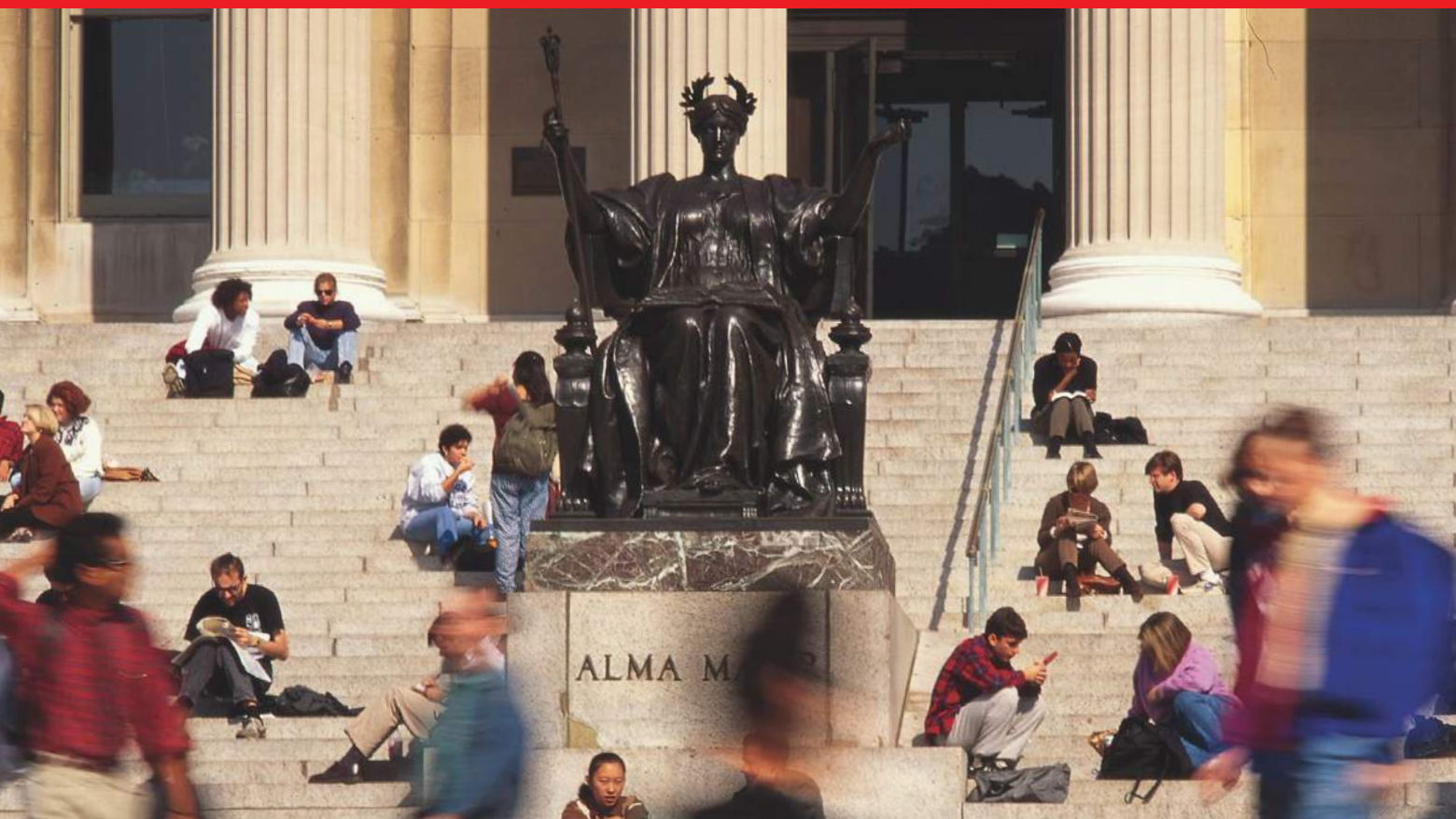
Manjula Dissanayake, MALD 2012,
Founder, Educate Lanka micro-
scholarship fund; *Diplomatic Courier's*
Top 99 Under 33 Foreign Policy
Leader (2013)



Mariana Benitez Tiburcio, LLM 2012,
the first female Deputy Attorney General
for International and Legal Affairs of
Mexico, second in line to the national
Attorney General's Office.



Leaders in Higher Education



When James Stavridis became dean of The Fletcher School at Tufts University last year, he arrived as a seasoned leader with a knack for working with people and motivating them. Stavridis had previously served as NATO's supreme allied commander.

"If an organization is to be effective and fulfill its mission well, it needs to have a strong leader who really builds collaboration. It takes a special sort of person," says Bernadine Chuck Fong, director of leadership initiatives at Stanford University and senior managing partner at the Carnegie Foundation for the Advancement of Teaching.

A background in business, law, or government can be helpful for leading a school of international affairs or global policy, but academic leadership requires even more.

"There are organizational leaders, and there are thought leaders," observes Fong. "In higher education, you need to be both. Organizational leaders in academia also need to provide enough thought leadership to really stretch the faculty."

Stavridis is clearly a thought leader as well as an organizational leader. In praising his new memoir, *The Accidental Admiral*, Anne-Marie Slaughter, president of the New America Foundation, wrote, "He is equal parts thinker and doer, asking hard questions and continually challenging himself and the men and women under his

command.” And former Secretary of Defense Robert Gates wrote, “Adm. Jim Stavridis is one of the most forward-thinking military officers and enlightened leaders of his generation.”

Stavridis also happens to be a Fletcher alumnus. His affiliation with the school stretches back more than 30 years.

Some academic leaders have an unusually deep affiliation with their institution. At Columbia University, for example, Merit E. Janow has been a student, a teacher, and a scholar, and is now dean of the School of International and Public Affairs (SIPA).

“As a leader, you need to fit in with the culture of the organization and its expectations,” says Fong.

At the New York University (NYU) School of Professional Studies, divisional dean Vera Jelinek sets the tone at the Center for Global Affairs (CGA), which she founded in 2004. Before that, she administered international programs at the School for 20 years.

“There are organizational leaders, and there are thought leaders. In higher education, you need to be both. Organizational leaders in academia also need to provide enough thought leadership to really stretch the faculty.”

— Bernadine Chuck Fong, director of leadership initiatives, Stanford University, and senior managing partner, Carnegie Foundation for the Advancement of Teaching

(NUS) Lee Kuan Yew School of Public Policy (LKY School), lectures and writes extensively on issues such as liberalization and democracy in Singapore, cultural change, and the role of the arts. Singapore’s *Straits Times* has described him as “a constructive critic and active political citizen.”

Another innovative thought leader is Cullen Hendrix, assistant professor at the University of Denver’s Josef Korbel School of International Studies. His knack for identifying research topics relevant to current global conflicts that are not well understood has led to work that could have substantial impact on global policy and improve the quality of life of millions.

Realizing a Vision

Adil Najam has been a sports reporter, a TV talk show host, a university vice chancellor, a UN negotiator, and a professor of international affairs. As the inaugural dean of BU’s Frederick S. Pardee School of Global Studies, he leads the effort to put meaning into the school’s mission of advancing human progress.



Adil Najam, inaugural dean, Frederick S. Pardee School of Global Studies, Boston University

Najam sees the school as an outstanding place for strong college graduates from a variety of backgrounds to follow their passions in cultivating a multidisciplinary career path in international affairs. He believes that careers in global policy will increasingly require combined competencies and that students will benefit from the Pardee School’s wide range of course selections, program choices, and joint degree options.

“In addition to all the courses within the Pardee School, we offer an amazing array of courses at BU in the humanities, social sciences, and natural sciences,” says Najam. The school aims to foster a sense of global citizenship together with a sense of the connections among different disciplines and issues.

The school’s mission of advancing human progress has inspired a \$25 million gift from BU alumnus and benefactor Frederick S. Pardee, for whom the school is named.

The Pardee School incorporates strengths from BU’s history of focus on global studies, which dates back to the 1890s. At the same time, Najam notes, “We are trying to do something new and different. The sense of newness comes with an obligation to respond to the great challenges of our time. We are asking, ‘What does international affairs in the 21st century look like, and how can we prepare our students for this?’”

One important goal for the school is to be innovative in the teaching of languages and in study-abroad programs. Students will have access to courses in the 22 languages currently offered at BU,

“We are trying to do something new and different. The sense of newness comes with an obligation to respond to the great challenges of our time. We are asking, ‘What does international affairs in the 21st century look like, and how can we prepare our students for this?’”

— Adil Najam, inaugural dean, Frederick S. Pardee School of Global Studies, Boston University



9

Graduate Programs (MA)

International Affairs
Global Development Policy
International Relations & Environmental Policy
International Relations & International Communication
International Relations, Mid Career
International Relations & Religion
Latin American Studies
International Relations & Juris Doctor
International Relations & Master of Business Administration

2

Graduate Certificates

African Studies Certificate
Asian Studies Certificate

5

Undergraduate Majors (BA)

International Relations
Asian Studies
European Studies
Latin American Studies
Middle East & North Africa Studies

8

Undergraduate Minors

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African Languages & Literature
East Asian Studies
European Studies
International Relations
Latin American Studies
Muslim Cultures
Muslim Societies

7

Centers and Programs

African Studies Center
Center for the Study of Asia
Center for the Study of Europe
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Latin American Studies
Middle East & North Africa Studies
Institute on Culture, Religion & World Affairs

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which include not only Arabic, Chinese, Japanese, Korean, and numerous European languages, but also Hausa, Hindi-Urdu, Igbo, Persian, Swahili, Turkish, Wolof, Xhosa, and Zulu, among others.

“We want students to appreciate the fact that people think in different languages and in different cultural contexts. Global leaders of tomorrow will need to understand these differences,” says Najam.

Najam’s wide-ranging experience includes serving as vice chancellor of Lahore University of Management Sciences (LUMS), one of Pakistan’s leading universities. As a professor of international relations and earth and environment at BU, he has a diverse range of research interests, including sustainable development, Muslim and South Asian politics, and environmental policy in developing countries.

Najam shares Frederick S. Pardee’s passion for creating a better, more peaceful world and his appreciation of BU’s focused commitment to global issues.

“These are the true drivers of the new school’s future,” he says.

Making Research Meaningful

Life is exciting these days for Cullen Hendrix, assistant professor at the University of Denver’s Josef Korbel School of International Studies. For one thing, his first child was born this fall. For another, his team at the school’s Sié Chéou-Kang Center for International Security & Diplomacy recently received a major grant from the Carnegie Corporation of New York to research a topic of growing interest on the global scene: the peacebuilding role of nonviolent actors in violent conflicts. Hendrix is also part of a team at the school that is developing new approaches to measure and model state fragility, thanks to a major U.S. Department of Defense grant.



Cullen Hendrix, Josef Korbel School of International Studies, University of Denver

“It’s a pretty exciting time to be here at the Josef Korbel School,” says Hendrix. “It’s also a great time for students to be here. Our students want to make a difference in the world, and we provide them with the skills and analytic resources they will need.”

Hendrix focuses on research topics that are relevant to current global conflicts and not yet well

understood, such as the role of food insecurity in conflict and the security implications of climate change. “We’re really trying to make sure that the knowledge we’re generating academically is useful to our society and to the global community,” he says.

Involving students in this work is crucial. “We’re arming students with the background knowledge and analytic skills to address these topics,” notes Hendrix. “I believe that experiential

education is an incredibly meaningful way to introduce students to a broader world and to the practical elements of fieldwork.”

Hendrix is co-director of the Geographic Information Systems (GIS) Center at Lake Victoria, where his team studies the complex interrelationships between fisheries and food security in East Africa’s Lake Victoria basin, in collaboration with the National Fisheries Resources Research Institute (NaFIRRI) in Uganda. In addition to partnering with NaFIRRI in scientific studies, he and his team offer GIS training for local scientists and natural resource managers.

“The tools and training have been used to help manage fisheries, which provide income and food security for millions in the region,” says Hendrix. “Moreover, this program has provided field research opportunities and training for graduate and undergraduate students. Now, when potential employers or graduate school mentors query these students about their skills and experiences, they will bring a more diverse, applied toolkit to the table.”

Hendrix’s work is driven by his curiosity about how people interact with their natural environment. He sees a need to better understand how a growing and increasingly affluent world population can meet its food and energy needs while promoting socially inclusive, sustainable development.

Expanding International Impact

Kenneth Paul Tan has been called “a gentleman scholar as well as a bold intellectual” and “the very model of a new breed of a modern university leader.” Singapore’s largest circulation newspaper, *The Straits Times*, has referred to him as “the ultimate insider-outsider” for his ability to challenge the status quo while remaining a loyal, responsible citizen.

Tan is vice dean of academic affairs and associate professor at the National University of Singapore (NUS) Lee Kuan Yew School of Public Policy (LKY School), and his writings span an incredibly broad range of topics: liberalization, democracy, film, television, popular culture, theater, race, gender, sexuality, “spatial justice” in Asian cities, nation branding, and more.

He has received more than 10 teaching awards and is also a member of the Arts Advisory Panel of Singapore’s National Arts Council and the founding chair of the Asian Film Archive’s board of directors. In addition to sitting on the board of a cutting-edge theater company, The Necessary Stage, Tan has composed music for some of its performances.

Tan sees the arts as critical in shaping a progressive and self-reflective society. “The Singapore system is very good at setting

“We’re really trying to make sure that the knowledge we’re generating academically is useful to our society and to the global community.”

– Cullen Hendrix, Josef Korbel School of International Studies, University of Denver

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Kenneth Paul Tan, vice dean of academic affairs and associate professor, National University of Singapore, LKY School of Public Policy

up top-quality infrastructure and incentive structures,” he says. “Developing content and substance is more challenging. This is where philosophers, artists, filmmakers, public intellectuals, researchers, and academics will have to play an important role.”

LKY School is already playing an important role in inspiring and preparing future global leaders. Since the school’s founding in 2004, enrollment has increased tenfold to 400 master’s degree and PhD students, with 80 percent coming from outside of Singapore and 20 percent from beyond Asia.

“We have established a rigorous, innovative, and unique curriculum that directly addresses the needs of today’s leaders and policy professionals,” says Tan. “To help us make the widest impact internationally, we are fortunate to be among the most well-endowed schools of public policy in the world.”

Team teaching encourages LKY School students to take an interdisciplinary approach to problem-solving. For example, the school offers a course on policy challenges that uses a team of professors from economics, political science, and management. “Immediately, it becomes obvious to the students that reality is complex and multidimensional, and that solutions derived from only one field of study are going to be fragile and inadequate,” says Tan.

Study trips also encourage interdisciplinary thinking and problem-solving. For example, some LKY School students will go to India this year to work on projects related to the Ganges River cleanup, and student teams will work closely with the LKY School’s Institute of Water Policy.

Since 2010, the LKY School has been working closely with Kazakhstan’s government and Nazarbayev University to establish central Asia’s first graduate school of public policy. “We aim to share our knowledge and experience with additional governments and universities in the coming years,” says Tan.

The LKY School is also in the early stages of producing one or two MOOCs (massive open online courses) focusing on policy design and water governance.

Responding to Current Global Challenges

As divisional dean of the NYU School of Professional Studies Center for Global Affairs (CGA), Vera Jelinek values flexibility. CGA has a history of growing and evolving to address emerging global trends and developments, and it continues to do so.

In 2004, when Jelinek created the Center’s first degree, the Master of Science in Global Affairs, she envisioned a graduate program that would be responsive to current global challenges and practical in its applications.

The master’s degree program initially offered a choice of five interdisciplinary concentrations: environment/energy policy; human rights and international law; international development and humanitarian assistance; international relations; and private sector studies. Two years ago, two additional concentrations were introduced: transnational security and peacebuilding.

“A decade ago, I never imagined the range of subject matter and the diversity of formats that would be covered in our degree and non-degree offerings,” says Jelinek. “It is not a static program. It has evolved and increased in number of students, in program depth, and in coverage of global issues.”

In addition to the master’s degree, CGA now offers three graduate certificate programs: Global Energy, Transnational Security, and Peacebuilding.

A distinctive feature of the master’s program is its immersive field intensives, which give students the opportunity to engage in field research abroad for about two weeks with faculty members. Students and faculty have explored private sector initiatives in China, development in Ghana, human trafficking in India, security in Prague, and other issues.

Over the past four years, CGA students have also been working in Iraqi Kurdistan with students at the University of Duhok. Their work has expanded to respond to tensions created by the influx of refugees and civilian displacement in the area.



Vera Jelinek, divisional dean, NYU School of Professional Studies Center for Global Affairs

“It is not a static program. It has evolved and increased in number of students, in program depth, and in coverage of global issues.”

– Vera Jelinek, divisional dean, NYU School of Professional Studies Center for Global Affairs



Mark Galeotti

Clinical Professor
Center for Global Affairs

“Transnational Crime”...“Intelligence and Counterintelligence”...“Hard Power: The Uses and Abuses of Military Force”... just some of the courses that Dr. Mark Galeotti teaches at the [NYU School of Professional Studies Center for Global Affairs](#). His areas of specialty include organized crime, security affairs, and modern Russia. His depth of knowledge is based upon years of experience working as a researcher in the British Houses of Parliament and in the City of London, serving as an advisor to the British Foreign & Commonwealth Office, and collaborating with commercial, law enforcement, and government agencies—from the U.S. Department of State to Interpol.

Through his teaching in the [M.S. in Global Affairs](#), Dr. Galeotti explores organized crime and its impact on the international order, providing students with a knowledge base that could only be acquired through years in the field. It is this caliber of education and this level of expertise that defines the programs offered by the Center for Global Affairs, as well as those across the NYU School of Professional Studies.

Learn More

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CGA plans for expansion of the master's program include adding a gender studies concentration and a new initiative for the study of emerging threats.

On the non-degree side, the Center provides summer institutes in global affairs, professional training for junior diplomats assigned to the United Nations, and immersion programs in global affairs for high school seniors and college students.

Jelinek aims to build a substantial endowment to help increase scholarship and financial aid opportunities for students. "It is essential that we provide meaningful preparation for our students to address global challenges," she says.

Preparing Future World Leaders

A school that prepares and supports the next generation of world leaders needs not only a broad-ranging curriculum, but also a seasoned leader with broad experience. Merit E. Janow, dean of Columbia University's School of International and Public Affairs (SIPA), has served in a variety of roles in the private and public sectors. Her background includes representing the U.S. in trade



Merit E. Janow, dean, School of International and Public Affairs, Columbia University

negotiations with Japan and China, working on cross-border enforcement and policy issues at the U.S. Department of Justice, and adjudicating international trade disputes as one of seven members of the World Trade Organization Appellate Body.

"I am convinced that the solutions to policy challenges today and into the future will require international and interdisciplinary perspectives, as well as collaboration between the public and private sectors," says Janow.

"We are a U.S.-based institution, but we believe a global perspective is essential to training students from around the world to be effective leaders and problem solvers."

SIPA places a strong emphasis on rigorous academic analysis and learning in combination with practical skills and applied knowledge. The curriculum culminates in required capstone workshops in which small teams of students solve real-world problems for clients that range from multilateral financial institutions to city governments and NGOs around the world.

SIPA faculty are recognized internationally for their research on pressing global issues such as the impacts of climate change, the shifting priorities of U.S. foreign policy, innovation in emerging markets, the economics and geopolitics of energy, and the challenges facing international financial institutions. Students benefit from the school's dynamic blend of scholars and practitioners, which produces an innovative curriculum across its core fields, from finance in emerging markets to conflict resolution.

"SIPA is the interdisciplinary hub of global-policy teaching, research, and engagement at Columbia," says Janow. "We regularly work across disciplines and schools—including the law, business, and engineering schools—to engage an extremely vibrant community of students, scholars, and practitioners."

One of Janow's first initiatives as dean has been to extend the school's focus on the ways in which technology is reshaping the political, economic, legal, social, and global public policy landscape. In addition to launching new courses that explore these developments, SIPA has received a major grant from the Carnegie Corporation of New York to develop a multidisciplinary program of applied research on cybersecurity and Internet governance.

With support from a Silicon Valley entrepreneur, SIPA has created a challenge grant program that supports student teams using Web-based tools and advanced data analytics to solve urban problems. In the past year, SIPA has also added new programs in gender and public policy, humanitarian policy, and the United Nations.

"We prepare students for careers of the coming century, in which they will move between countries and sectors," says Janow.

"We regularly work across schools and disciplines—including the law, business, and engineering schools—to engage an extremely vibrant community of students, scholars, and practitioners."

— Merit E. Janow, dean, School of International and Public Affairs, Columbia University

Thinking and Innovating

"One of the joys of coming out of uniform and becoming dean of The Fletcher School is that the academic world allows and expects you to take time to think," says James Stavridis, the recently retired supreme allied commander of NATO.

Stavridis and his colleagues at Fletcher have been thinking about new areas of focus for the curriculum, such as women in international security; the use and power of social networks to shape international diplomacy; and issues related to developments in biology, such as genetic engineering and bioterrorism.

Stavridis sees effective communication as a key skill that senior leaders need today and a growing area of focus throughout the Fletcher curriculum.

He and others have also been looking at ways of



James Stavridis, dean, The Fletcher School at Tufts University



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expanding executive education programs at Fletcher, such as providing training for diplomats and a new certification program for U.S. government officials.

“One of the joys of coming out of uniform and becoming dean of The Fletcher School is that the academic world allows and expects you to take time to think.”

— James Stavridis, dean, The Fletcher School at Tufts University

In addition, Stavridis foresees new partnerships between Fletcher and a half-dozen or so other leading institutions. Potential global partners could include private sector foundations and NGOs, such as the International Committee of the Red Cross (ICRC).

In support of Fletcher’s increasing emphasis on

strategic communication, Stavridis is seeking grants to revitalize

the school’s Edward R. Murrow Center for Public Diplomacy, which was established in 1965 in memory of the man whose distinguished reporting and analysis of world news and imaginative leadership of the U.S. Information Agency set a standard of excellence. The Center could eventually bring in speakers and offer a course focusing on the nexus between journalism and public diplomacy.

These ideas and others have been part of the process of developing Fletcher’s latest strategic plan, a process that Stavridis considers essential for spurring innovation. The plan is set to be unveiled this month. In a recent article in TIME, he said, “It’s not only a terrific way to team-build and create a coherent way ahead, but also a good exercise in learning where the fault lines and fissures of an institution lie. Research versus teaching? Practical skills courses versus theory and history? Fundraising for facilities or financial aid? Disciplines that cooperate together and those that compete? Working on the plan throws all those issues under a bright light—just what the new dean needs.”

Directory of Master’s Degree Programs

Boston University, Frederick S. Pardee School of Global Studies

www.bu.edu/pardeeschool

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Columbia University, School of International and Public Affairs (SIPA)

www.sipa.columbia.edu

Master of International Affairs; Master of Public Administration; Executive Master of Public Administration (EMPA); Master of Public Administration in Environmental Science and Policy (MPA-ESP); MPA in Development Practice

The Fletcher School at Tufts University

www.fletcher.tufts.edu

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Florida International University, School of International and Public Affairs

<http://sipa.fiu.edu>

MA in Global Governance; MA in Latin American and Caribbean Studies; MA in Asian Studies; MA in African and African Diaspora Studies; and other degrees

National University of Singapore, Lee Kuan Yew School of Public Policy (LKY School)

<http://lkyspp.sg/enrol-us1>

Master in Public Policy (MPP); Master in Public Administration (MPA); Master in Public Management (MPM); Master in Public Administration and Management (MPAM, delivered in Chinese)

New York University (NYU), School of Professional Studies Center for Global Affairs

www.sps.nyu.edu/cga/programs1a

MS in Global Affairs

University of Denver, Josef Korbel School of International Studies

www.du.edu/korbel/info

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The article in this supplement was prepared by **Nancy Henderson**, an independent education writer based in Washington, D.C., in connection with the business department of *FOREIGN POLICY*, and did not involve the editorial staff of this magazine.

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“I came to Korbel because it’s a place where new ideas and different ideas are brought about – it’s not just about a set curriculum.”

- Kyleanne Hunter
M.A. Candidate
Sié Fellow

Kyleanne Hunter is a former officer in the United States Marine Corps, serving as an AH-1W Super Cobra attack pilot. Now she’s a Sié Fellow at the Josef Korbel School’s Sié Chéou-Kang Center for International Security & Diplomacy. As such she’s working alongside world renowned faculty doing relevant research on today’s most pressing global issues.

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