

# moving **FORWARD**

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**LEADING**  
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**DEGREE**  
**PROGRAMS IN**  
**INTERNATIONAL**  
**AFFAIRS**

"We are now in a phase of global problems so complex and intractable, so wicked in the true sense of the word because of the great suffering they have caused, that we have to think differently about the school's mission."

—Joel S. Hellman, dean of Georgetown University's Walsh School of Foreign Service (SFS)

Photo: SOAS University of London

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Arizona State  
University, Center on  
the Future of War\*

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.com/2018-graduate-  
education](https://fpguide.foreignpolicy.com/2018-graduate-education).

**CLEARLY, WE ARE NOT LIVING IN ORDINARY TIMES** when the dean of a leading international affairs school says, "We are now in a phase of global problems so complex and intractable, so wicked in the true sense of the word because of the great suffering they have caused, that we have to think differently about the school's mission." Those are the words of Joel S. Hellman, dean of Georgetown University's Walsh School of Foreign Service (SFS), reflecting on what he thinks all schools of international relations need to do to help their students meet the daunting challenges of the 21st century.

And it's apparent how tricky global challenges can be when a professor's research points to the need for a #MeToo response to sexual harassment and assault happening among those meant to be the good guys: humanitarian aid workers themselves. The research was led by Dyan Mazurana, associate research professor and co-director of the Gender Analysis in International Studies and Women's Leadership Program at The Fletcher School of Law and Diplomacy at Tufts University.

Johns Hopkins University, School of Advanced  
International Studies (SAIS) students



In this year's annual *FP Guide to Graduate Education*, you can meet leaders like Hellman and Mazurana and explore cutting-edge programs at a wide range of international affairs schools. You will discover:

- Graduate programs with leaders who are deeply committed to preparing students to move forward in their careers while addressing global challenges.
- Exemplary schools based on the East Coast, West Coast, in Europe, the Midwest, and more.
- A growing choice of online master's degree options that allow you to study from anywhere, including programs focusing on diplomacy, Asia, the Middle East, and more.
- Interdisciplinary studies that offer applied learning opportunities through study trips, internships, and projects with real-world clients.

Among the schools featured here, you will find opportunities to prepare for a career that transcends disciplinary boundaries and national borders—a career that spans the public, private, and nonprofit sectors.

## VISIT THE ONLINE FP GUIDE

View the *FP Guide to Graduate Education* online to learn more about the schools featured here and additional schools:

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**"JOHNS HOPKINS SAIS IS UNIQUE BECAUSE OF THE OPPORTUNITIES FOR STUDENTS TO DELVE DEEPLY INTO EXPERIENTIAL LEARNING."**

—Sidney Jackson,  
Assistant Dean for  
Global Enrollment  
and Recruitment,  
Johns Hopkins SAIS

### Johns Hopkins University School of Advanced International Studies (SAIS)

From the need to develop sustainable power sources in post-hurricane Puerto Rico to the economic threat of invasive species in North America, students at Johns Hopkins University's School of Advanced International Studies (SAIS) have a platform to help solve pressing global problems through practicums with professional clients.

"Johns Hopkins SAIS is unique because of the opportunities for students to delve deeply into experiential learning," says Sidney Jackson, the school's assistant dean for global enrollment and recruitment.

Students experience hands-on learning through study trips, internships, and a range of practicums in which they help a client solve real-world problems.

For example, Swiss Re, a leading global reinsurance company, turned to Johns Hopkins SAIS's Energy, Resources, and Environment (ERE) program for help from a practicum team in pinning down the costs to ecosystems and commercial enterprises posed by invasive species in areas such as the Great Lakes.

Another ERE practicum team traveled to Puerto Rico to work with the island's Center for a New Economy on prospects for a more sustainable energy future.

Student practicum teams in the International Development program designed and modeled social impact bonds for Athena Infonomics to support public-private partnerships for schools in Uttar Pradesh, India, and evaluated the effectiveness of youth entrepreneur financing programs in the Philippines for the World Bank's International Finance Corporation.

With campus locations in Washington, D.C., Bologna, Italy, and Nanjing, China, Johns Hopkins SAIS students also gain exposure to a range of world leaders and global decision-makers. In January 2018, Secretary of Defense James Mattis visited the school's main campus in Washington, D.C., to release the new U.S. National Defense Strategy. The school also recently hosted UN Under-Secretary-General and Executive Director of UN Women Phumzile Mlambo-Ngcuka to discuss the leading barriers to economic empowerment of women around the world.

"It's those types of people that our students are being exposed to on a daily basis," Jackson says. "It makes for a very rich learning environment."

The possibilities for students to gain experience in other countries extend beyond the school's campus locations. "There's just a lot of flexibility," Jackson says. Johns Hopkins SAIS also boasts a global alumni network of 20,000 accomplished professionals that students can tap for help with internships and jobs.

"The alumni cut across so many different sectors—energy, finance, international development," Jackson says. "They have a really good record of being influential."

As demand shifts, Johns Hopkins SAIS is developing studies in fields such as energy sustainability, and strategic studies and statecraft. The school recently welcomed Thomas Rid, a cybersecurity expert and author of *Rise of the Machines*, as a professor of strategic studies. Its Henry A. Kissinger Center for Global Affairs is building a "grand strategy" initiative, with a focus on applied history via foundational texts as a way of understanding current conditions and how to overcome present and future challenges.



# STUDY WITH PURPOSE

*"It's never been more important to study international relations at a school that understands that truth is elusive but real; that history cannot be rewritten to suit today's preferences; that tradeoffs are inescapable facts of economic life; and that leaders are those who inspire, not those who inflame."*

— ELIOT COHEN, PhD

Director of the Philip Merrill Center for Strategic Studies and Robert E. Osgood Professor of Strategic Studies



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**“WE PRIDE OURSELVES ON BEING INNOVATIVE AND ENTREPRENEURIAL IN HOW WE APPROACH TEACHING AND ENCOURAGE STUDENT INITIATIVE.”**

–Carolyn Kissane, Clinical Associate Professor and Academic Director, Center for Global Affairs, NYU School of Professional Studies

## NYU School of Professional Studies, Center for Global Affairs

This year, the NYU School of Professional Studies (NYUSPS) Center for Global Affairs (CGA) is celebrating its 14th anniversary. Although it has been in existence for less than two decades, CGA has developed a stellar reputation in the areas of teaching, research, and learning that is brimming with energy, new ideas, and innovative ways of viewing the world.

“The Center was originally established because NYUSPS sensed that international relations programs offered at other institutions of higher learning were too limited. They weren’t adequately addressing non-state actors and the onslaught of disruption on multiple levels and layers in a rapidly changing world,” says Carolyn Kissane, a clinical associate professor and academic director of CGA, who also serves as the coordinator of the Environment/Energy Policy concentration in CGA’s MS in Global Affairs program.

“Many of the traditional international relations theories are based on a post–World War II framework that doesn’t really capture the challenges of the 21st century,” she asserts. “Those theories were designed around nation states, not multiple powers pressuring the global system in the way we have today.”

In addition, traditional theories tend to be Western-centric. “When I teach the geopolitics of energy, if we looked only at North America and Europe, we would totally miss the global energy picture and the new demand coming from Asia,” Kissane says.

What makes the CGA MS in Global Affairs program unique is its flexible curriculum, which reflects what is happening in the world today, she notes. “We pride ourselves on being innovative and entrepreneurial in how we approach teaching and encourage student initiative. We are always thinking of ways to connect our students with the industries and organizations they are learning about—and where they ultimately would like to base their careers.”

Students also benefit from multiple opportunities to apply what they are learning. For example, in “Hacking for Energy,” a popular course that was introduced last year, student teams develop and test solutions that address real-world problems facing the energy and sustainability sectors.

Next spring, CGA will offer a new course on disinformation and its role in promoting conflict, insecurity, and instability, not just in the political domain, but also in our financial institutions and our personal lives.

And for fall 2019, CGA will offer a new MS in Global Security, Conflict, and Cybercrime.

“Many of our political officials don’t understand and are unprepared for thinking about security problems in the way they need to be,” says Kissane, who teaches graduate courses in resource security. “It’s a big issue that confronts utilities, power plants, and the grid. As the grid gets smarter, it also becomes potentially more vulnerable.”

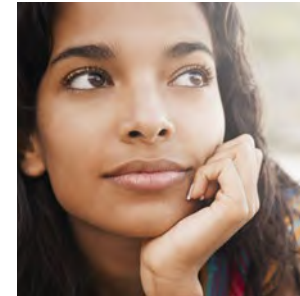
For the past five years, CGA has offered a program that enables students to work with the United Nations Counterterrorism Committee on problems involving global security.

The Center also offers six to eight Global Field Intensives each year, during which students travel to a location abroad where a faculty member has experience and networks. Recently, students have traveled to Tanzania, Uganda, and Bolivia to study pressing issues such as sustainable development and migration.

In addition to its broad array of opportunities around the globe, CGA attracts a wide range of international students to its New York City campus. “We are proud of our diverse student population,” says Kissane. “Our international students share their perspectives on what they see in their home countries. They help widen our view of the world.”



# GLOBAL CITIZEN



## TO UNDERSTAND GLOBAL ISSUES, YOU MUST BECOME PART OF THEM.

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**“DURING THEIR TIME HERE AND DURING SEMESTER BREAKS, WE WANT OUR STUDENTS TO APPLY THEIR LEARNING BY ENGAGING WITH THE WORLD BEYOND OUR CLASSROOMS, GOING TO THE DIFFICULT PLACES—TO THE BORDERS AND BOUNDARIES, TO WORK WITH THE MARGINALIZED, AND TO HELP HUMANIZE WORLD AFFAIRS.”**

—Joel S. Hellman, Dean, Walsh School of Foreign Service, Georgetown University



## Georgetown University, Walsh School of Foreign Service

“We are now in a phase of global problems so complex and intractable, so wicked in the true sense of the word because of the great suffering they have caused, that we have to think differently about the school’s mission.”

This is the blunt assessment of Joel S. Hellman, dean of Georgetown University’s Walsh School of Foreign Service (SFS), of what all schools of international relations need to do to help their students meet the daunting challenges of the 21st century.

Hellman raises this issue as SFS, the nation’s oldest international relations school, prepares to celebrate its 100th anniversary next year.

“The problems we face in the world have changed,” he says. “To be a school of international relations in a new century means looking at global factors, the private sector, new technologies, ways to reduce poverty, and how to teach problem-solving in a multidisciplinary fashion.” It even requires a different type of classroom—one with flexible space for lab work and teamwork, and technology-enabled for communication with students around the world.

“We’ve got to be thinking about what’s next for us,” Hellman says. “That means looking at the world differently, using tools and skills in different ways, and pushing students to identify interconnections among disciplines.”

In this vein, he sees a need for students to stretch beyond their comfort zone. “During their time here and during semester breaks, we want our students to apply their learning by engaging with the world beyond our classrooms, going to the difficult places—to the borders and boundaries, to work with the marginalized, and to help humanize world affairs.” At SFS, Hellman explains, extraordinary opportunities beyond classroom learning are commonplace.



In the past year, for example, two graduate students in Asian Studies participated in the inaugural U.S.-China Social and Cultural Dialogue—one of four dialogues launched by President Trump and Chinese President Xi Jinping to increase people-to-people ties and mutual understanding between the two nations.

Also within the past year, graduate students in the class “Stability Challenges in South and Southeast Asia” received a visit from retired Air Force General Michael Hayden, former Director of the Central Intelligence Agency, for a classroom discussion.

During the summer between their first and second years, SFS graduate students are found across the globe working in global business, development, and diplomacy, or conducting research and attending language intensives.

“The critical element that distinguishes SFS is our faculty,” Hellman says. “In addition to offering eight leading graduate programs, we are a top undergraduate school of international affairs. We have the largest core faculty of any comparable school, with an unmatched range and depth of expertise and dedication to teaching students.” Thanks to the school’s Washington, D.C., location, the SFS faculty also includes adjunct professors with direct experience in diplomacy, trade, development, security, and more. “They are engaging with the most important issues in global affairs in the morning and discussing them with students in the afternoon,” says Hellman.

SFS students also benefit from the school’s deep alumni network, with connections across the political, geographic, and career spectrum.

Furthermore, the dean sees some encouraging signs in the recent announcement that the U.S. State Department has lifted its hiring freeze. “It’s great to see that attention is being paid to rebuilding morale and strengthening the U.S. Foreign Service. It’s a good sign.”

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\*Ranking according to Foreign Policy Magazine February 2018.  
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## University of Notre Dame, Keough School of Global Affairs

"We need to reimagine what globalism means," says R. Scott Appleby, Marilyn Keough dean of the Keough School of Global Affairs at the University of Notre Dame.

"Despite current trends, the future is global," he says. "The challenge is to get globalism right—to address the widening gap between those who have risen as a result of globalism and those who have been left behind."

Appleby calls for "globalism 2.0": "We need to make globalism effective for a much broader population and address the needs of victims of war, people displaced by climate change, the unemployed, and more."

The Keough School has just completed its first year, but it shares in a long tradition of humanitarian engagement as part of the University of Notre Dame.

"We want to be known for focusing on the poor, the marginalized, and the dispossessed," says Appleby. In addition to needs around the world, the global reach of that focus includes displaced workers in America's heartland.

The Keough School's two-year Master of Global Affairs program takes an integrated approach to human development, encompassing culture, religion, and community in addition to economics.

"We want our students to be comfortable navigating different cultures," says Appleby. "Effective development requires not only economic and technological solutions, but also good governance, peacebuilding, human rights advocacy, and cultural competency."

In addition to acquiring analytical and other practical skills, students take a deep dive into a culture and also explore a global issue in depth.

The school incorporates the study of religion in global affairs through its new Ansari Institute for Global Engagement with Religion. As a center for public deliberation and education about different religions, the institute facilitates the study of roles that religions play in health care, peacebuilding, and more. It also plans to offer graduate fellowships and organize conferences featuring leading practitioners and thinkers engaged in secular and inter-religious dialogue on issues of pressing social concern.

"The various roles of religions in alleviating suffering, accompanying the migrant and the refugee, serving the poor, and reducing violent conflict are far less understood and publicized than the havoc created by a tiny minority of deluded religious extremists on every continent," says Appleby. "The Ansari Institute directs attention to the vast good done by religions and the even greater good they might accomplish in partnership with universities and other institutions."

Another distinctive feature of the Keough School is its Integration Lab (i-Lab), through which students work with global partners, faculty mentors, and fellow students across different disciplines to address real-world issues. This summer, the i-Lab is sending teams of Master of Global Affairs students to 13 countries to research and help address a range of global challenges by working with seasoned professionals from partner organizations. For example, students in one group are visiting Greece, Germany, and the U.S.-Mexico border to explore and document best practices for respecting the human rights of migrants. They are working in partnership with the U.S. Conference of Catholic Bishops, Migration and Refugee Services.

In addition, the Keough School's Global Policy Initiative (GPI) offers a weekly Global Policy Seminar, which brings to campus influential policymakers and leaders, such as retired Lt. Gen. James Clapper, former U.S. director of national intelligence; Laura Alfaro, Harvard Business School professor and former minister of national planning and economic policy for Costa Rica; and Denis McDonough, former White House chief of staff.

GPI also maintains a Washington, D.C., office that serves as a key resource for students interested in policy-related internships and careers.



**"WE WANT OUR STUDENTS TO BE COMFORTABLE NAVIGATING DIFFERENT CULTURES."**

—R. Scott Appleby, Marilyn Keough Dean, Keough School of Global Affairs, University of Notre Dame

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**"THE JOSEF KORBEL SCHOOL HAS AN INTERDISCIPLINARY ORIENTATION IN EVERYTHING IT DOES, FROM CURRICULUM TO FACULTY RESEARCH."**

—Pardis Mahdavi,  
Acting Dean, Josef  
Korbel School of  
International Studies,  
University of Denver

## University of Denver, Josef Korbel School of International Studies

The Josef Korbel School of International Studies at the University of Denver is distinguished by its interdisciplinary approach to international affairs, and Pardis Mahdavi, acting dean, remembers when she first recognized the importance of taking a strongly interdisciplinary approach to teaching international affairs.

As a graduate student at another university, Mahdavi was taking a class in international relations taught by an acknowledged expert on Iran. Listening to the professor, she thought, "There's something missing here. He's not talking about what the people think, about the cultural changes going on now. He's describing things that haven't been my experience when I've been in Iran."

After class, she approached the professor and asked him a question in Farsi. He said he didn't speak the language. Then she asked him, in English, when he had visited Iran. "Oh, I've never been there," he told her.

"That's when I switched from international affairs to anthropology and sociology. I felt they provided me with more tools to understand a situation from different perspectives," she says.

Eventually, Mahdavi earned a master's degree and PhD in anthropology and also a master's degree in international affairs. Even so, that early experience as a graduate student has helped shape her priorities and goals as acting dean of the Josef Korbel School.

"Faculty must have interdisciplinary training to help students fully understand the most pressing issues of our time, including global economic inequities, violence, human trafficking, and climate change," she says. Such complex problems require a comprehensive perspective to help identify what's at play—to understand the roles of different constituencies and different approaches to power, violence, and oppression. Faculty also need to understand the effects of colonialism on a situation's history.

Mahdavi, who has written books on human trafficking in Dubai and on Iran's sexual revolution, came to the Josef Korbel School because of its interdisciplinary approach. "The school has an interdisciplinary orientation in everything it does, from curriculum to faculty research," she says.

Currently, the school is taking a hard look at its curriculum and is building a core course requirement that Mahdavi says will look at the dynamics of difference and power. She adds, "We are also including a strong ethics component, so that students can engage with other individuals and cultures with an understanding of their own role—so they don't set up a power dynamic that says, 'My way is better than your way.'"

Mahdavi points to a current example of that way of thinking: The desire to "liberate" Muslim women from wearing a face veil. "Large numbers of women in the Middle East feel violated without a face veil and feel liberated wearing it. There needs to be an understanding of a culture without minimizing its richness," notes Mahdavi.

The Josef Korbel School has a large Washington, D.C., alumni group, and the school's students are eligible for a Washington, D.C.-based program that includes supervised internships and coursework. Still, many set their sights on other career locations.

"Our students are out-of-the-box thinkers, who don't necessarily want to work inside the Beltway," says Mahdavi. A growing number of graduates favor Denver for its quality of life and because Colorado is home to a high number of nongovernmental organizations (NGOs) and nonprofits, including many in environmental and conservation organizations.

"Finding jobs for our students is easy," says Mahdavi. "We have a 96 percent job placement rate."



*"I bridged religion & democracy  
in the Middle East."*

*your turn.*

— Nader Hashemi *Professor*

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**"WE'RE INVESTING RESOURCES TO REALLY GIVE OUR STUDENTS A SOPHISTICATED UNDERSTANDING OF SCIENCE AND ENGINEERING, AND ALSO BLENDING THAT WITH POLICY ANALYSIS AND SOLUTION DESIGN."**  
—Peter Cowhey, Dean, School of Global Policy and Strategy, UC San Diego

## UC San Diego, School of Global Policy and Strategy

In preparing the next generation of global professionals, UC San Diego's School of Global Policy and Strategy (GPS) keeps a close eye on rapid shifts in global relations and problem-solving approaches.

"People are looking for solutions to a new set of problems in the 21st century," says Peter Cowhey, the school's dean and its Qualcomm Endowed Chair in Communications and Technology Policy. "They're willing to work with a hybrid of traditional public, private, and nonprofit partnerships on approaches to solving these problems."

GPS students who are passionate about pursuing solutions to societal issues gain the preparation they need to succeed in a variety of settings, from working with a corporation's socially responsible investing group to leading nonprofit initiatives to working in government policy.

"Flexibility in career path will increasingly be a hallmark of the leaders coming out of our school," observes Cowhey.

GPS programs emphasize a rigorous, data-driven analytic training based in economics, advanced statistics, and related fields. Students acquire a systematic approach to program design and evaluation, whether their interests focus on advancing human rights, promoting sustainable energy use, or other endeavors.

The GPS Master of International Affairs (MIA) is a longstanding program that teaches a broad set of analytical skills, with a regional focus on Asia and the Americas. MIA alumni work across the public, private, and nonprofit sectors in fields such as international development, supply chain management, corporate social responsibility, and diplomacy in more than 80 countries around the world.

The Master of Public Policy (MPP), which graduated its first class in June 2018, allows students to concentrate on one or more policy



areas, such as environmental issues, business, health, or security. The program is particularly attractive for students who plan to work in federal, state, or local government, private enterprises, or organizations abroad that value a policy degree.

For mid-career professionals, GPS offers the one-year (or part-time, two-year) Master of Advanced Studies in International Affairs (MAS-IA). One of its newest options is an evening part-time program focusing on Security of the Asia-Pacific.

GPS also offers a PhD in Political Science and International Affairs, conducted jointly with the UC San Diego Department of Political Science.

GPS's West Coast location puts it at the forefront of two pivotal forces of the 21st century: the prevalence of technology and the centrality of Asia and the Americas in global affairs.

UC San Diego hosts one of the strongest programs in the United States on modern Chinese economy and politics. The 21st Century China Center at UC San Diego is a leading university-based think tank that produces scholarly research and informs policy discussions on China and U.S.-China relations. In 2017, GPS launched its Master of Chinese Economic and Political Affairs (MCEPA) program for students who want to delve deeply into Chinese domestic policy, foreign policy, and economic affairs.

The Center for U.S.-Mexican Studies, also based at GPS, has long been a go-to source for serious academic research on Mexico and U.S.-Mexico relations, from NAFTA to immigration.

As part of a major research university, GPS also offers interdisciplinary work with a variety of research centers at UC San Diego.

"GPS works intensively, both in research and teaching, with the science, engineering, and medical facilities of UC San Diego," Cowhey says. "Such cooperation is central to the character of the school. We're investing resources to really give our students a sophisticated understanding of science and engineering, and also blending that with policy analysis and solution design."



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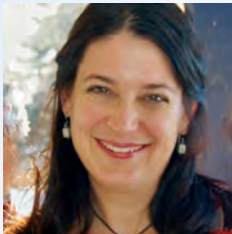
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**"THE KINDS OF STUDENTS WHO COME TO FLETCHER ARE NOT SHRINKING VIOLETS. SOME STUDENTS MAKE A CAREER CHOICE THAT THEY REALIZE WILL TAKE THEM TO CHALLENGING ENVIRONMENTS."**

—Dyan Mazurana, PhD, Associate Research Professor and Co-Director, Gender Analysis in International Studies and Women's Leadership Program, The Fletcher School of Law and Diplomacy at Tufts University

## The Fletcher School of Law and Diplomacy at Tufts University

"All the easy problems are solved. Only the sticky, tough ones are left," Dyan Mazurana likes to tell her students at The Fletcher School of Law and Diplomacy at Tufts University.

Mazurana, associate research professor and co-director of Fletcher's Gender Analysis in International Studies and Women's Leadership Program, is an expert in gender-based crimes committed during armed conflict. She consults with a number of governments, United Nations agencies, and NGOs on how to tackle these tough problems. And she makes sure her students are equipped to address global challenges across the sectors of government, business, and civil society.

To prepare students for their future careers, The Fletcher School's programs combine theory with practice. Students learn hard skills such as policy analysis, finance, international law, and econometrics; practical skills such as negotiation, conflict resolution, leadership, and public communication; and cultural skills such as regional expertise and diplomatic history, coupled with proficiency in a second language.

"Fletcher is one of the leading schools teaching and doing research in gender and international relations," says Mazurana. "Students learn about the gender issues involved in everything from refugee crises, peace operations, and international justice to the gender-related consequences of man-made crises and natural disasters."

Mazurana's 2017 research, which garnered international media attention, made clear that it is now time for a #MeToo response to sexual harassment and assault happening among humanitarian aid workers.

"We looked at more than 2,000 surveys of aid workers and interviewed many who were survivors of sexual harassment and assault. We thought we would find that most of those who were assaulting workers were members of armed groups or civilians in lawless areas. In truth, however, it was mostly the aid workers' own colleagues. It really surprised and saddened me," Mazurana says.

The assaults were mostly by men in supervisory positions or acting as security officers and were often carried out in aid workers' compounds, where they were supposed to be safe, she says. Women were the primary targets, and L.G.B.T.Q. workers were also vulnerable, she adds.



As with the recent reports of sexual harassment and assault in the entertainment industry, aid workers who tried to report these incidents often faced retaliation. "In most cases, internal reporting within the mission results in the complaint crossing the desk of the upper-level person who perpetrated it or those who support him," Mazurana's research showed.

Media coverage of her study's findings has helped bring increased pressure on governmental agencies and the UN to do more to protect aid workers by strengthening reporting and investigation of sexual harassment and assault. Mazurana says this gives her hope.

She is also proud of her students who, despite hearing about these problems, have not been deterred from their commitment to help make the world a better, safer place. "The kinds of students who come to Fletcher are not shrinking violets. Some students make a career choice that they realize will take them to challenging environments," Mazurana says.

Fletcher's strong commitment to including gender analysis in its broad range of programs and courses has made it one of the leading schools to study gender and international affairs at the master's and doctoral levels. These courses are some of the most popular among both male and female students.

The Fletcher School has among the highest percentages of women faculty in tenure and tenure-track positions and other senior-level faculty positions of the member schools of the Association of Professional Schools of International Affairs (APSIA).

Mazurana is pleased with the example Fletcher has set and hopes other schools will follow suit, both in terms of faculty hires as well as curriculum. "As I tell my students, 'Anytime humans are involved, it's always deeply gendered,'" says Mazurana.

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—C. Eduardo Vargus, MA '07, Senior Associate, International Center for Religion and Diplomacy (ICRD), Washington, D.C.



## Seton Hall University, School of Diplomacy and International Relations

Students are never “just a number” at Seton Hall University’s School of Diplomacy and International Relations. The school’s attentive, innovative faculty members work one-on-one with students to create academic programs customized to each individual’s unique needs and interests. Students choose whether to study in the U.S., abroad, full-time, part-time, on campus, or online. Faculty provide guidance as students select two specializations from a number of functional and regional options, including global health, conflict management, Asia, the Middle East, international law, and more. The pairings and possibilities are numerous.

Personalized mentoring by faculty advisers, stimulation from a multicultural student body, and a robust lineup of professional development workshops enrich and complement the academic experience at the School of Diplomacy. Students collaborate with faculty on timely research projects and practice diplomacy through required internships, international study seminars, and dialogue with visiting diplomatic practitioners and business executives as they prepare for a broad range of careers in the public, private, and nonprofit sectors.

Through the school’s relationships with the United Nations Foundation and other international organizations, students benefit from course offerings at UN Headquarters in New York as well as on-campus courses taught by UN experts and a Semester in Washington, D.C., program.

The Semester in Washington, D.C., program allows students to pursue competitive internships and Seton Hall classes in the nation’s capital while maintaining their financial aid packages and full-time-student status. The school’s Office of Internships and Career Development helps students secure internships and connects them with established alumni in the D.C. area who are working in fields related to their interests.

“Our alumni can be found testifying before Congress, commenting in the media, and presenting research internationally. Because of the unique experience this school offers and the many opportunities embedded in the program, Seton Hall graduates are literally everywhere,” says C. Eduardo Vargus, MA '07.

Graduate assistantships and a range of graduate scholarship opportunities are available for incoming students.

In addition to its long-established MA in Diplomacy and International Relations, the School of Diplomacy now offers the Executive MS in International Affairs for mid-career professionals. The Executive MS program provides a unique level of flexibility for global-minded professionals looking to advance their careers. By building on students’ demonstrated knowledge of international affairs and relevant work experience, the program offers a 10-course sequence that can be completed in one year. A series of six electives allows students to hone specialties that they develop through classes on campus, online, and abroad.

The School of Diplomacy plans to add a new, fully online version of the Executive MS in International Affairs beginning in January 2019. It will allow experienced professionals from any location to develop additional skills in diplomacy and international relations to advance their career.

The online and campus-based MS programs are designed to meet the needs of a wide range of professionals, including military officers, international business specialists, returned Peace Corps volunteers, foreign diplomats, and others.

The school also offers dual degrees with business, law, public administration, strategic communications, and Asian studies, as well as four certificate programs:

- Post-Conflict State Reconstruction and Sustainability (online)
- UN Studies
- Global Health Management (offered in collaboration with the university’s School of Health and Medical Sciences)
- Graduate Certificate in Global Studies, a new program for teachers who would like to broaden their international perspective in the classroom, offered jointly with the College of Education and Human Services. Course options address specific regions of the world, global policy, global health, international law, and intercultural relations.

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School of Diplomacy  
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PROGRAM DIRECTORY

GRADUATE DEGREE PROGRAMS IN INTERNATIONAL AFFAIRS

<b>The Fletcher School of Law and Diplomacy at Tufts University</b> <ul style="list-style-type: none"> <li>• Master of Arts in Law and Diplomacy (MALD)</li> <li>• Master of International Business (MIB)</li> <li>• Master of Arts in Transatlantic Affairs (MATA), <i>Joint degree with the College of Europe</i></li> <li>• Master of Arts in Humanitarian Assistance (MAHA), <i>Joint degree with the Gerald J. and Dorothy R. Friedman School of Nutrition Science and Policy at Tufts University</i></li> <li>• Global Master of Arts Program (GMAP, mid-career)</li> <li>• Master of Arts (MA, mid-career)</li> <li>• Master of Laws in International Law (LLM)</li> <li>• Master of Global Business Administration (GBA; online starting May 2019)</li> <li>• PhD in International Relations</li> <li>• PhD in Economics and Public Policy</li> </ul>	<a href="http://www.fletcher.tufts.edu">www.fletcher.tufts.edu</a>
<b>Georgetown University, Walsh School of Foreign Service (SFS)</b> <ul style="list-style-type: none"> <li>• MS in Foreign Service</li> <li>• MA in Security Studies</li> <li>• Master of Global Human Development</li> <li>• MA in Arab Studies</li> <li>• MA in Asian Studies</li> <li>• MA in Eurasian, Russian and East European Studies</li> <li>• MA in German and European Studies</li> <li>• MA in Latin American Studies</li> <li>• MA in International Business and Policy</li> </ul>	<a href="http://sfs.georgetown.edu">http://sfs.georgetown.edu</a>
<b>Johns Hopkins University, School of Advanced International Studies (SAIS)</b> <ul style="list-style-type: none"> <li>• Master of Arts (MA)</li> <li>• MA in International Affairs</li> <li>• MA in International Studies</li> <li>• MA in Global Risk</li> <li>• MA in International Economics and Finance</li> <li>• MA in Global Policy</li> <li>• Master of International Public Policy</li> <li>• Dual and cooperative degree programs</li> <li>• Doctor of Philosophy (PhD)</li> </ul>	<a href="http://www.sais-jhu.edu">www.sais-jhu.edu</a>
<b>NYU School of Professional Studies, Center for Global Affairs</b> <ul style="list-style-type: none"> <li>• MS in Global Affairs</li> </ul>	<a href="http://www.sps.nyu.edu/cga">www.sps.nyu.edu/cga</a>
<b>Seton Hall University, School of Diplomacy and International Relations</b> <ul style="list-style-type: none"> <li>• MA, Diplomacy and International Relations</li> <li>• Executive MS, International Affairs (mid-career)</li> <li>• Online Executive MS, International Affairs (mid-career)</li> <li>• Dual-degree and certificate programs</li> </ul>	<a href="http://www.shu.edu/academics/diplomacy">www.shu.edu/academics/diplomacy</a>
<b>UC San Diego, School of Global Policy and Strategy (GPS)</b> <ul style="list-style-type: none"> <li>• Master of International Affairs (MIA)</li> <li>• Master of Public Policy (MPP)</li> <li>• Master of Chinese Economic and Political Affairs (MCEPA)</li> <li>• Master of Advanced Studies in International Affairs (MAS-IA)</li> <li>• PhD in Political Science and International Affairs (with UCSD Department of Political Science)</li> </ul>	<a href="https://gps.ucsd.edu">https://gps.ucsd.edu</a>

PROGRAM DIRECTORY *(continued)*

<b>University of Denver, Josef Korbel School of International Studies</b> <ul style="list-style-type: none"> <li>• MA, Conflict Resolution</li> <li>• MA, Global Finance, Trade and Economic Integration</li> <li>• MA, International Administration</li> <li>• MA, International Development</li> <li>• MA, International Human Rights</li> <li>• MA, International Security</li> <li>• MA, International Studies</li> <li>• Master of Public Policy</li> <li>• PhD in International Studies</li> <li>• Dual-degree and certificate programs</li> </ul>	<a href="http://www.du.edu/korbel">www.du.edu/korbel</a>
<b>University of Notre Dame, Keough School of Global Affairs</b> <ul style="list-style-type: none"> <li>• Master of Global Affairs</li> </ul>	<a href="http://keough.nd.edu">http://keough.nd.edu</a>
<b>See these schools and more in the online FP Guide to Graduate Education</b> <ul style="list-style-type: none"> <li>• Arizona State University, Center on the Future of War</li> <li>• SOAS University of London</li> <li>• University of Kent, Brussels School of International Studies</li> <li>• Yale University, Jackson Institute for Global Affairs</li> </ul>	<a href="https://fpguide.foreignpolicy.com/2018-graduate-education">https://fpguide.foreignpolicy.com/2018-graduate-education</a>

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