



# A History of International Studies at The George Washington University

For more than a century, George Washington University has offered students an unbroken succession of international affairs programs. The institutional forerunners of the Elliott School, began with the School of Comparative Jurisprudence and Diplomacy which, though it lasted only seven years (1898-1905), was followed by:

- The School of Politics and Diplomacy, 1905-1907
- The College of the Political Sciences, 1907 C1913
- The Department of International Law and Diplomacy (within Columbian College), 1913-28
- The School of Government, 1928-1960
- The School of Government, Business, and International Affairs, 1960-1966
- The School of Public and International Affairs, 1966-1987
- The School of International Affairs, 1987-1988
- The Elliott School of International Affairs, founded in 1988.

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### **The School of Comparative Jurisprudence and Diplomacy, 1898–1905**

An expanding view of vocational objectives accounts for some of these name-changes. For example, the study of international affairs in the 1890s was deemed suitable principally for training future diplomats or international lawyers while by the 1920s those who taught the field intended, as well, to prepare students for careers in international business. At least one name-change resulted from a crisis in University finances and another from the faculty’s insistence on having a school of their own. But whatever the reason for re-naming the host institution, each incarnation was typically greeted with fanfare and optimism. So it was in the 1898.

Celebrities are easy to come by in the nation’s capital. Just as James Monroe and his cabinet turned out for GW’s first graduating class in 1824, William McKinley and much of his cabinet were on stage when President Benaiah Whitman proudly dedicated the new School of Comparative Jurisprudence and Diplomacy in November 1898. (Here for the sake of accuracy it might be noted that Monroe knew us as Columbian College; and McKinley, as Columbian University. We didn’t take the name of The George Washington University until 1904.)

The Jurisprudence-Diplomacy School got off to high-profile start in more ways than one. The 90-odd law graduates who signed up that fall undoubtedly looked forward to the unique opportunity to sit at the feet of two moonlighting justices of the U.S. Supreme Court and a former secretary of state. Career-conscious attorneys, after all, could hardly pass up the chance to say they had studied comparative constitutions under Justice John Harlan and taken international law from Justice David Brewer. And for those who hoped to hear how the international system really worked, John W. Foster would tell them of his days in Grover Cleveland’s State Department and perhaps persuade them that arbitration treaties (all the rage at the time) held the key to world peace.

Despite its initial luster, the School gradually lost enrollments as these would-be attorneys began to harbor doubts about the vocational utility of ingesting large doses of comparative jurisprudence. Like profession-bound students in all eras, they had a discriminating sense of what they thought “relevant” to their education. Understandably perhaps, hearing too much about Hammurabi and his law-giving successors turned them off. As enrollments declined, President Charles Needham admitted as much. In November 1904, he told the Trustees that the School’s law students had become disenchanted with the jurisprudence and diplomacy because they believed these studies were “not of advantage to men ... in the ordinary practice of law.” Reluctantly, but with Trustee approval, Needham put the jurisprudence courses back in the GW law school and planted the banner of international affairs in a newly created School of Politics and Diplomacy.

Before leaving GW’s first experiment in I.A. programming, however, one should note how prophetically its origins spoke to its historical context. In 1898 the United States had just fought a war with Spain and, having acquired her overseas empire, would soon be thrust into the international politics of the Far East and the Caribbean as never before. In sum, the country had just taken the first step toward becoming a major world power. That the study of international affairs would flourish in lockstep with the spread of America’s global influence was perhaps only dimly seen in 1898, but it might also be noted that the University’s short-lived

School of Comparative Jurisprudence and Diplomacy anticipated by more than twenty years the founding of Georgetown University's "oldest" School of Foreign Service.

The Jurisprudence School also prefigured the role of the major players in all subsequent I.A. programs. Besides enlisting the "big names" of Harlan, Brewer, and Foster, it established a permanent presence for the I.A. Big Three, i.e. those professors of history, economics, and political science whose academic disciplines today form the core of international studies. Here, then, were the historians, long accustomed to chronicling relations among the great powers now joined by the economists and political scientists whose analytical specialties would gradually add to a greater understanding of those relations. Starting with the particulars, one might note that the history of European diplomacy, taught today by the distinguished and much-published scholar, Howard M. Sachar, was first offered to students in Jurisprudence-Diplomacy School by a minor (one-book) historian named that David J. Hill<sup>1</sup>. The American side of diplomatic history—except for what Foster may have said about the Monroe Doctrine—would have to await the arrival of the late great Samuel Flagg Bemis, arguably the modern founder of this sub-field, who taught it at GW in the late 1920s. The economists in the first I.A. school were largely part-time faculty drawn from government offices. Their courses, however, approximated today's departmental offerings in money and banking and international economics. Political science at the time consisted meagerly of a course in "politics" taught by President Whitman himself. Not until 1919 would GW launch a course in international politics, an offering so central to today's I.A. curriculum that one can scarcely imagine doing without it.

## **The School of Politics and Diplomacy, 1905–1907**

The University's second experiment in programming survived only long enough to demonstrate the folly of trying to attract a critical mass of students to a school that offered only advanced degrees in a field not yet clearly defined. When by 1906, the School of Politics and Diplomacy (SPD) boasted only nine master's candidates and eight doctorals, President Needham opened its doors to undergraduates. This bid to tap into a broader student population came too late to save the SPD from financial collapse, but every I.A. program thereafter would vigorously recruit undergraduates. Accordingly, in 1907, when Needham launched its successor, the College of the Political Sciences, he targeted undergraduates specifically by announcing that the new college would fit them for a wide variety of careers in journalism, teaching, and government.

## **The College of the Political Sciences, 1907–1913**

Experiment No. 3 the College of the Political Sciences (CPS) also failed to take root. Part of the problem came to light when it was discovered that more Columbian College upperclassmen were taking courses in the new College rather than were enrolling in its degree program. With their tuition payments continuing to flow to Columbian, the CPS was financially troubled from the outset.

Despite its brief existence, the College underscored how heavily international affairs would rely on academic disciplines that existed traditionally in the undergraduate departments of liberal arts colleges. In this instance, the new school's reliance on Columbian's Big Three left no doubt where its programmatic strength lay.

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<sup>1</sup>In 1899 the University published Hill's Course in European Diplomacy: Synopsis, a copy of which is in the Gelman Library's Special Collections.

Professor Charles Swisher, now reaching the peak of a long and distinguished GW career, taught a whole battery of I.A.-related history courses for the CPS<sup>2</sup>. The teaching of economics fell to a German-born economist named Charles William Augustus Veditz, a noted translator and editor of works in his field. And political science, a recent arrival on the academic scene, was taught by Ernest G. Lorenzen, an expert in the conflict of laws.

Significantly, the Political Sciences College never managed to budget more than seven of its own faculty. Weakened by the tuition shortfall mentioned above, it collapsed completely under the impact of the University's most serious financial crisis in 1913. Of the latter, suffice it to say that President Needham ran GW's over-extended finances into near bankruptcy on the eve of World War I. Needham's mismanagement even brought down an investigation by the Justice Department. With the demise of the CPS, Columbian College inherited what remained of its international affairs mission.

## **International Affairs in Columbian College, 1913–1928**

Although international affairs lost its separate institutional identity in 1913, it found a favored place in Columbian College. Every GW bulletin for the next 15 years highlighted Columbian's offering of courses that will fit [students] for consular and diplomatic positions and for the public service. Within the College, the I.A. program lived briefly as a separate department of international law and diplomacy and then became a specialty of the political science department. It never lost its identity, however, insofar as the College continued to tout its international program as one of its two professional specialties. The other was pre-med.

At GW, as elsewhere on campuses across the country, the future for international studies brightened notably after World War I. America's post-war return to business as usual gave rise to the plausible likelihood that businessmen would also find new commercial opportunities overseas. Responding to this supposition, Columbian in 1919 launched two new separate tracks of public service courses. One, dubbed the policy track, offered the traditional mix of history, economics, and political science. The other, avowedly professional, initiated courses in commercial law, business principles, and industrial geography. By the late 1920s, these policy and professional tracks would converge to produce GW's School of Government, a long-lived but uneasy institutional partnership between the Big Three and a growing number of business faculty.

## **The School of Government, 1928–1961**

The School of Government's progenitors clearly believed they were in step with the times when they proposed to add a foreign policy component to a business school education. U.S. diplomacy, they assumed, would continue to be the handmaiden of opening overseas markets, and never more promisingly than in the postwar era. At a time when Herbert Hoover's Commerce Department was virtually running its own foreign policy, the notion of preparing students for careers in business at home and commerce abroad rode on a rising tide of postwar optimism.

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<sup>2</sup> Trained as a medievalist, Swisher offered courses in the ancient world, medieval and modern Europe, the United States, Latin America, and the Middle East. At one time or another between 1896 and his retirement in 1927, he also taught political institutions, international politics and political philosophy.

Responding to this perception, the School of Government came into being in 1928 when GW's new president, Cloyd Heck Marvin, negotiated a one million-dollar endowment from the Supreme Council of Scottish Rite Masons<sup>3</sup>. In accepting the Mason's Million, Marvin agreed to the curious caveat that if the University should ever cease to be a non-sectarian institution, the gift would revert. No other strings were attached. While not openly admitted at the time, the Mason's condition was intended to prevent any religious affiliation from affecting the training of future foreign service officers. Clearly, the unspoken purpose of Masonic sponsorship was to differentiate the new School from the Jesuit institution across Rock Creek.

Staffing the School of Government initially favored faculty from the policy-oriented Big Three. Ten historians, economists, and political scientists were pooled academically with the four professionals who taught accounting, finance, commerce, and commercial law. The policy faculty's dominant position, however, lasted only as long as the Twenties roared. With the change of national priorities wrought by the Great Depression, they began to lose ground steadily to the business side of the School. Not unexpectedly, the public and private sectors turned instinctively to economists and academics expert in business matters for help in healing the battered economy. With both government and academe focused on the domestic economic problems and paying little attention to international affairs, it was not surprising that the School's "business" faculty were able to recruit students for their own new and larger programs, while the policy faculty languished. By the time the Japanese attacked Pearl Harbor, the "professionals" constituted half of the School's faculty and were well positioned to expand even more fully when the war ended. Indeed, by 1945 the Big Three of International Affairs were on the way to becoming the Little Three. Outnumbered and marginalized, they now offered only a single program in foreign affairs. By contrast, their business colleagues offered three separate degrees in accounting, business administration, and statistics. Worse, the partnership had plainly failed to fulfill the promise of inter-related interests. Although business students still took a few economics courses, it distressed the policy faculty that neither history nor political science was any longer required. To all appearances, no rationale remained for continuing to link the two groups in a single school.

## **Groping for Institutional Independence, 1948–1966**

The first serious proposal to split the School of Government surfaced in 1948 when its new dean, Arthur E. Burns, pointed out the anomaly of lumping overgrown business and accounting programs with a small but sturdy program in international affairs. The business faculty, he told the Administration, had a separate mission and should be consigned to a separate school, freeing the School of Government to focus exclusively on "Foreign Affairs." Whatever the compelling logic of Burns proposals their obvious appeal to the policy faculty's they were too radical for their time. Still, the Administration did not ignore the policy faculty's growing dissatisfaction. Accordingly, in 1956 the Trustees appointed Eugene Zuckert, a former dean of the Harvard Business School, to chair a study of the School's structure and programs<sup>4</sup>. The policy faculty, suspecting that Zuckert's committee would come down in favor of the status quo, promptly formed its own committee headed by Wolfgang Kraus, a respected member of the political science department. Their worst suspicions were borne out when the Zuckert Report reaffirmed the curricular relatedness of government and

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<sup>3</sup> Though seldom referred to in the fullness thereof, the Masonic donor was the Supreme Council (Mother Council of the World) of the Inspectors general, Knights Commanders of the House of the Temple of Solomon of the 33rd Degree of the Ancient and Accepted Rite of Freemasonry of the Southern Jurisdiction of the United States. During the next 60 years, Scottish Rite and Wolcott fellowships were awarded to a total of 870 GW students of government.

<sup>4</sup> Zuckert later served as Secretary of the Air Force.

business but added, curiously, that “foreign affairs programs do not belong in [this] kind of School.” Whether foreign affairs should be turned back to Columbian College or made the nucleus of a new entity, the Zuckert group left for further study. For the immediate future, however, it admonished the policy faculty to stop “agitating” for a division and make one more go of it. Business professors were enjoined to be more “international;” and international affairs faculty urged to orient themselves more toward “business.”

For its part, the Kraus committee managed to persuade the Board to make some changes, which were largely cosmetic. In October 1960, the Trustees renamed the School of Government the **School of Government, Business, and International Affairs** (SGBIA). And to showcase an element of parity, they split its administration into divisions, one of Public and International Affairs, the other of Business and Public Administration, each division to have its own assistant dean and separate degree programs.

The Kraus-Zuckert patchwork satisfied no one. It gave the policy faculty a measure of liberty and equality, but no hope of genuine fraternity. Though equal in name and status, they were still outvoted in faculty meeting when it came to deciding such quality issues as admissions standards and language requirements. And they grumbled openly that the new dean, Archibald Woodruff, showed greater favor to the professional division than he did to the international affairs program.

In all fairness, however, the professionals could make a good case that their policy colleagues did not have a stake in the enterprise comparable to their own. Those who taught accountancy, business, and public administration were, after all, budgeted directly to SGBIA, from whence came their paychecks and their sense of belonging, whereas the historians, economists, and political scientists who oversaw the public and international affairs programs were budgeted to and owed their allegiance to departments in Columbian College.

Internally, the policy faculty struggled for control of the School's agenda through the early 1960s. As University *Bulletins* of the era attest, they nearly succeeded in overcoming their minority status by arranging to elect more and more of their Columbian College colleagues to the SGBIA faculty. Succeeding issues of the *Bulletin* showed a swelling cohort of Columbian College geographers, anthropologists, sociologists, and language professors. (The author himself recalls being recruited by colleagues who told him: “We’re putting you up for election. We need your vote.”) To the Administration, the policy faculty's message was increasingly loud and clear. Their numbers within the SGBIA faculty had reached a critical mass nearly 60 of them by 1966 and their solidarity of purpose was unmistakable. They would not rest until they had been gathered together in a separate, self-standing school of public and international affairs.

## **Thirty-Four Years Ago It Was Called the School of Public and International Affairs**

As in everything he did, Lloyd Elliott moved quietly and decisively when he gave independence to the school that now bears his name. On January 20, 1966, a month before his inaugural convocation, the fourteenth president reminded the Trustees that three years earlier they had authorized the creation of two schools to replace SGBIA: “one a School of Government and Business Administration, the other a School of Public and International Affairs,” each to have its own dean and separate degree programs. Elliott told the Trustees he now intended to carry out this authority. The time was right, he said; the separate programs were well defined. He still had some homework to do but promised to complete the split before the end of the spring semester.

The new president was as good as his word. Before classes ended that spring, Elliott hosted a parting-of-the-ways dinner at the Roger Smith Hotel. Here the two faculties, so long and so uncomfortably joined, were wined, dined, and ceremoniously invited to go their separate paths. Those who attended the dinner likely recall little of its joy or solemnity, but few will forget that for the first time within memory spirituous liquor was served at a University function. Truly, the two new schools were launched in unaccustomed style.

## **Getting Organized with Hiram Stout, 1966–1969**

Harold Bright, later University provost, was acting dean of SGBIA when it split in 1966. His two assistant deans, James Dockery and Hiram Stout, inherited the pieces. Dockery headed the School of Government and Business Administration until 1975, while Stout, then age 62, agreed only to stay on briefly as acting dean of the new **School of Public and International Affairs**. He retired three years later.

A low-key, courtly gentleman, Stout possessed neither the temperament nor the budget to flesh out the institutional skeleton he had been handed. To begin with, his programs were wholly staffed by Columbian College professors, which, in a sense, made him little more than a program director with a title. His budget was virtually non-existent. His faculty, however, came through nobly. Though elected to the School rather than appointed, they shouldered major responsibility for its survival. During the Stout era, they did much of the staff work, kept student records, helped with admissions and advising, all the while promoting the new School's programs among Columbian freshmen and sophomores. How gladly and spontaneously they accepted this responsibility is all the more remarkable when one considers that most were already tenured to departments in Columbian, conducted well attended classes, and received their paychecks regularly. Had the new School suddenly vanished, their salaries would still have been paid; life would go on. And if you asked them why they gave so much time and energy to an international affairs program, the answer would come reflexively: "Because we believe in it." It must have been, because the rewards were few. The new dean had money enough for a small office staff, but no funds or authority for new hires, not even for faculty travel expenses. Mostly what the School offered was an administrative mechanism for creating multi-disciplinary programs. For its faculty, however, this promise was enough. Here lay the challenge: to make the new School a laboratory for multi-disciplinary experimentation. It was a challenge to which the School's first permanent dean rose with enthusiasm.

## **The Sapin Years: Growth Within Limits, 1969-1983**

Every year for the first four years of his deanship Burton Sapin added a new multi-disciplinary program to the School's offerings:

- 1970 - Russian Studies
- 1971 - Science, Technology, and Public Policy
- 1972 - Latin American Studies
- 1973 - Urban Affairs

Later, in 1980, he founded and co-taught (with William Lewis) the still flourishing program in Security Policy Studies.

“I wouldn't call it empire-building,” Sapin explained later, “but when I arrived, I found a lot of talented faculty with ideas for new programs. My role was that of facilitator. Faculty were willing to push things along. All they needed was someone to broker these programs into existence.” Behind such modest disclaimers, Sapin struggled tirelessly to create those new programs and within the limits of a very small budget. It was not uncommon to hear him reflect on the University's inexplicable inattentiveness to his School's potential.

Still, the Sapin era brings back good memories. Presided over by a relaxed but no-nonsense dean, the School prospered. Programs continued to multiply and flourish. Faculty remained inventive and supportive. Students liked the flexibility of the curricula and often spoke warmly of their experiences. At its row-house headquarters (at the corner of 21st and H Streets), the dean's office became a model of low-budget efficiency. Here a tireless Helen Berkowitz handled all aspects of graduate admissions. Debbi Washington, as keeper of records, became (and still is) the institution's memory bank. And young Bellen Joyner enthusiastically took on every new administrative task. All doors were open; no student complaint went unheard.

Sapin, also to his credit, got rid of the School's inherited off-campus M.S. programs, offered primarily at the war colleges and always beset by the military's ever-shifting ideas about what constituted the proper content of a master of science degree in international affairs. By 1979, he had shut down the last two at the Naval and National War Colleges and with growing enrollments on campus, began to extend the School's research mission. Still, as time passed, the University failed to meet the expectations of those who supported it. When Burt Sapin resigned his deanship in 1983, he was only one of many who felt the University had failed to give sufficient support to its most promising institutional asset. The groundwork Sapin laid, however, became the launch pad for a great leap forward.

## **A Time of Transition, 1983-1985**

Acting deans, because they know their tenure is brief, are prone to suggest changes they know they will not have to live with. History professor Peter Hill was no exception. He had been "acting" for only three months when he braced the Provost with a lengthy memo detailing what he saw as SPIA's strengths and weaknesses and what might be done about the latter

Fortuitously, some of his proposals, largely financial in nature, were echoed a year later when President Elliott charged his Commission for the Year 2000 to identify the University's particular strengths and recommend ways to build on them. Not surprisingly, the Commission concluded that one path to future distinction lay in the University's upgrading and restructuring its school of international affairs.

Proposals, however, need movers, and without the sustained efforts of Roderick French, vice president for Academic Affairs, the necessary restructuring might never have been accomplished. Through the critical months of transition, French's vision and powers of persuasion were felt in every affected school and department. Tirelessly and not without opposition, the Vice President ultimately did more than anyone else to give the school the framework and sustenance it needed to become a fully functioning school of international affairs.

## **Dean Maurice A. East, 1985 – 1994 and The Elliott School of International Affairs, 1988**

In 1987, the GW trustees voted to change the name of the school in honor of outgoing GW President Lloyd Elliott and his wife, Betty. On March 1, 1988, with this long-time GW President and his wife in attendance, the School was re-dedicated as the **Evelyn E. and Lloyd H. Elliott School of International Affairs**.

At the time of the naming, the school was already making impressive strides under the strong direction of Dean Maurice East who, with the support of GW's new President Stephen Joel Trachtenberg, focused the school's academic objectives.

Maurice Alden East, the first dean of the Elliott School of International Affairs, joined the GW community in 1985 as the dean of the School of Public and International Affairs (SPIA). He played a definitive role in the creation of the school's programs, structure and overall growth and prosperity.

One of Dean East's greatest accomplishments was the creation of a separate School of International Affairs. Focusing on sharpening the School's academic focus, East turned over the school's under-enrolled public affairs program to Arts and Sciences, which explains the name-change from SPIA to SIA (School of International Affairs) in 1987 one year prior to the founding of the Elliott School.

Early on, East made an important internal change to strengthen the composition of the school's faculty. The school "borrowed" academic specialists from the Columbian College, but by 1994, East managed to put no fewer than 24 faculty on his own budget. Dean East strengthened the Elliott School faculty by recruiting stars and promising junior faculty members, now the core of the School's faculty.

In addition, he attracted a greater numbers of markedly better qualified Elliott School students and to further strengthen the school's identity, students, who were admitted to the school's programs only at the end of their sophomore year, were admitted as freshmen. In short, they belonged to the School from the moment they reached campus with their advising needs served by a growing staff of administrators.

That the School's academic programs were meeting both a need and a challenge was borne out by the steady rise in applications for admission. By the fall of 1991, the School was selective enough to have admitted only 200 of the more than 1,000 persons who applied for its graduate programs.

Other changes ensued. Two of the School's major research entities the Institute for Sino-Soviet Studies and the Space Policy Center were deemed so promising of national renown that the University accorded them additional funding.

Simultaneously, Dean East has responded vigorously to a major recommendation from the Commission for the Year 2000: that the entire campus be made "more international." To that end, he chaired the University's Council on International Programs, which was convened to "oversee and coordinate international issues affecting all schools." As the term "international" took on new and wider meanings, the school continued to increase its own roster of faculty from related disciplines in order to its longstanding multidisciplinary mission.

While the stature of the Elliott School today owes much to its namesakes initiatives, the task of building on those initiatives fell to the school's first real dean, Maurice A. (Mickey) East. Despite a certain amount of foot-dragging from the faculty and slowness in acquiring the necessary resources, East took the first steps

towards bringing national recognition to the School. Today, the Elliott School is one of only nine schools in the United States that focus exclusively on international affairs

An expert in comparative foreign policy, East has had a career-long interest in promoting teaching international affairs in the schools. At the University of Denver, he served as the director of the Center for Teaching International Relations, aimed at improving the teaching of international studies at the pre-collegiate level. In 1985, he started a similar program, at GW called Linking International Knowledge with Schools (LINKS).

He served as President of the International Studies Association from 1991 through 1992, after having served as the ISA's Capital Division president from 1987 through 1988. He also served six years on the ISA's (International Studies Association) governing council and executive committee. He was also Senior Fellow at the Strategic Concepts Development Center of the U.S. Department of Defense. He received two Fulbright Awards, one as a student and one as a professor, to Norway and spent a year teaching and doing research in Uganda (1971-72) and New Zealand (1994-95).

Professor East received his B.A. from Colgate University in 1963, and his Ph.D. in political science from Princeton University in 1970. He taught at the University of Denver and the University of Kentucky before coming to GW in 1985.

In 2003, when the Elliott School moved into its current location at 1957 E Street, the Dean Maurice A. East conference room was established to commemorate his contributions to the University. Dedicated by the former U.S. Ambassador to Norway, Robert D. Stewart, the room captures photos of East with the international dignitaries and policy experts that visited the Elliott School during his tenure.

## **An Era of Innovation and Growth, 1995-2005**

Between 1995 and 2005, the Elliott School of International Affairs experienced a period of tremendous innovation and growth under the leadership of Dean Harry Harding. The Elliott School expanded its academic curriculum, created new and innovative research programs, launched partnerships with universities around the world and moved into a modern new facility. These new initiatives prepared the Elliott School to fulfill its mandate to educate the next generation of international leaders.

The Elliott School's prominence in the international affairs community owes much to Dean Harding and his strong focus on academic excellence and innovation. His tenure as dean is remembered as an era that brought exciting changes to the Elliott School and positioned the school to take on the international challenges of the 21st century.

### **A New Curriculum**

Dean Harding's first goal for the Elliott School was to strengthen its academic programs. His objective was to make the Elliott School an institution of selective excellence, a school that offered a superior education in international affairs, with a focus on a number of subjects in which the school's faculty had particular strengths.

### **A New Professional Program for Graduate Students**

At the graduate level, Dean Harding set out to create a professional curriculum that would prepare students for careers not just in public service, but also in the private sector and non-governmental organizations.

In 1996, as part of this initiative, the Elliott School introduced innovative one-credit courses to teach students practical skills, such as long-term forecasting. This was followed in 1997 by the introduction of capstone courses, which require students to use the analytical skills they have gained during their time at the Elliott School to address specific problems in current world affairs. The new emphasis on a professional curriculum was also reflected in the recruitment of faculty. In 1996, the Elliott School created professorships of the practice of international affairs. These positions would be held by scholars and experts with significant professional experience in diplomacy, public policy, international security and other specialties.

Another important component of the new professional graduate program was the creation of the Office of Graduate Student Career Development during the 1998-99 academic year. This new office quickly became an important resource for graduate students, offering a range of services to prepare them for their careers. Its career counselors helped establish links between prospective employers and students, created an online recruiting database and hosted on-campus job fairs. In 2004, the office's mandate expanded. It became the Graduate Student Career and Professional Skills Development center, and its staff assumed responsibility for the Elliott School's one-credit skills courses.

With the addition of these new professional components to the curriculum, the Elliott School's graduate programs changed in other ways. Under Dean Harding's leadership, the Elliott School created several new master's programs: the Master of International Policy and Practice program for mid-career professionals was introduced in 1996, followed in 1997 by the master's degree in International Trade and Investment Policy. During the 1998-99 academic year, the Elliott School and the School of Public Health and Health Services created a dual M.A./M.P.H. degree program for graduate students interested in international health issues. That program became the third combined degree program offered to Elliott School students, after the joint M.A./J.D. and M.A./M.B.A. programs already in place with the Law School and the School of Business. The school also created 10 graduate certificate programs designed to give students rigorous training in a specific topic, such as Asian studies or political psychology.

The Elliott School also reorganized and broadened its regional studies programs. Europe and Russia were combined into one program administered by the Institute for European, Russian and Eurasian Studies. The Asian studies program expanded to include more courses on South and Southeast Asia. In 2004, the master's degree program in Latin American Studies was broadened into the Latin American and Hemispheric Studies program, which included the study of Canada and the Caribbean.

### **A Rigorous Liberal Arts Education for Undergraduates**

At the undergraduate level, the period of 1995-2005 saw a successful broadening and strengthening of the Elliott School's academic programs. In 1995, the school created the Introduction to International Affairs, a core course for first-year students. During the 1998-99 academic year, the school reviewed and redesigned its entire undergraduate curriculum. It also increased the number of concentrations available to undergraduate students in the school's largest degree program, the bachelor of arts in International Affairs. The new concentrations included specialties in contemporary cultures and societies, comparative political and economic systems, international development studies, international environmental studies, and conflict and security.

As part of the redesign of the undergraduate curriculum, the Elliott School created a senior seminar program for students seeking to graduate with honors, and it introduced residential programs in international affairs in

several undergraduate dorms across campus. In the fall of 2004, the Elliott School inaugurated the first of its writing-intensive courses for undergraduates as part of GW's "Writing in the Disciplines" program.

### **An Expanded Faculty**

As the Elliott School strengthened its curriculum, it also saw remarkable growth in its faculty. In 1995, the Elliott School faculty included 87 full-time professors. By 2005, faculty numbered 120.

The Elliott School faculty comprises an outstanding group of scholars at both the junior and senior ranks, professors of practice and a dedicated group of part-time and adjunct professors, who are top international affairs experts working for governments, think tanks and private and non-profit organizations. The school's faculty of world-renowned scholars, inspiring teachers and experienced practitioners has expertise in numerous disciplines, including anthropology, business, economics, foreign languages, geography, health, history, law and political science.

### **Innovative Research, Policy and Outreach Programs**

The Elliott School introduced a new research center and two new research and policy programs during the 1995–2005 era. These centers and programs support research, organize conferences and seminars within their specialized fields of interest, and provide students with opportunities to interact with prominent scholars and experts.

- **Scholarly Centers**

In 2004, the Institute for Global and International Studies was launched to encourage multidisciplinary research and programs on pressing global problems, such as international trade, economic development and the role of women.

- **Research and Policy Programs**

During Dean Harding's tenure, the Elliott School expanded its research and policy programs, beginning with the creation of the GW Cold War Group in 1999. That was followed in the 2002–03 academic year with the launch of the Culture in Global Affairs program. These topic-oriented programs serve as centers of research and analysis.

- **Outreach Programs**

The Elliott School also introduced several initiatives to provide specialized training to select groups of students. In the summer of 1999, the Elliott School launched *Governing in the Global Age*, an annual program for state and municipal leaders on the local implications of globalization. In the summer of 2003, two new programs — the U.S. Foreign Policy Institute and the U.S. Foreign Policy Colloquium — were inaugurated. The former was comprised of two-week summer programs to teach undergraduate and graduate students about U.S. foreign policy making. In 2005 a program for journalists was added to the mix. The colloquium, a three-day program of lectures and site visits, was devised to educate graduate students from the People's Republic of China about U.S. foreign policy issues and challenges.

### **Global Partnerships**

The Elliott School has always endeavored to ensure that its curriculum is truly international. It encourages both undergraduate and graduate students to study abroad, and strives to bring foreign students to Washington, D.C. During the 2000-01 academic year, the Elliott School established partnerships with two schools offering professional programs in international affairs: Ewha Womans University in Seoul, South Korea, and the Institut d'Etudes Politiques de Paris (Sciences Po) in France. Working with these institutions,

Dean Harding developed a Master of International Studies (MIS) dual-degree program for students studying at one of the Elliott School's partner universities. This program allows students to complete a master's degree at the Elliott School while simultaneously earning a degree at their home institution.

The partnership program subsequently grew rapidly. During the 2002-03 academic year, four new partnerships were signed with universities in Australia, Lebanon, the United Kingdom and Turkey. By 2004, 13 partnerships had been established with universities around the world.

### **A Higher Profile**

As the Elliott School evolved into one of the largest and most forward-looking schools of international affairs in the United States, its prominence grew in Washington, D.C., across the nation and around the world.

In 1997-98, the school expanded its Office of External Affairs (later to become the Office of Public Affairs). This office helped the school become a more prominent center for public discourse and debate by dramatically increasing the number of school-sponsored public lectures, conferences, film screenings and art exhibits. During the 2003-04 academic year, the Elliott School guest speakers included Secretary of State Colin Powell and former Secretary of State Madeleine Albright. Overall, the school hosted on average one public event per day when school was in session.

During the 1996-97 academic year, the International Council was formed as a senior advisory body for the dean and the school. This group of prominent alumni and friends of the Elliott School met twice a year to discuss issues of importance to the school. The International Council held its first two meetings during the 1997-98 academic year. Working with the dean, council members assisted with fundraising and advised on long-term planning for the school.

For several years, fundraising efforts centered upon the Elliott School's new home at 1957 E Street, just blocks from the White House, the Department of State and other important governmental and NGO offices. The new building brought the Elliott School's students, faculty and administrative staff under one roof for the first time in a state-of-the-art facility. Construction of the building began in 2000. Faculty and staff moved into the facility in March 2003. The grand opening, featuring a ribbon cutting ceremony with Secretary of State Colin Powell, GW President Stephen Joel Trachtenberg and Chairman of the Board of Trustees Charles Manatt, was held in September 2003.

### **A Dynamic Decade**

By any measure, the Elliott School became stronger and more innovative under Dean Harding's leadership.

This was reflected in the substantial increase in the number of students seeking to study at the Elliott School during this period. In 2001, the number of applications to graduate programs increased by more than 30 percent over the previous year, and in 2002, the Elliott School broke its previous record for graduate applications. The spike in interest at the graduate level was matched by dramatic growth at the undergraduate level: between 1995 and 2004, the number of undergraduate students enrolled at the Elliott School doubled, from approximately 1,000 to 2,000.

By the spring of 2005, a total of 2,600 undergraduate and graduate students were enrolled at the Elliott School, compared with 1,500 in 1995. Student applications rose not only in quantity, but also in quality. Elliott School students were increasingly accomplished; SAT scores for admitted freshman for the fall 2005

class averaged 1350; the GPA average for entering graduate students was better than 3.51. The Elliott School's efforts to expand and strengthen its academic curriculum and research programs were recognized by the U.S. Department of Education, which named it a National Resource Center in international studies in 1997. This three year award for excellence was renewed in 2000 and in 2003.

Harry Harding stepped down as dean in summer 2005 and was named University Professor, the university's most prestigious academic appointment.

## **New Leadership: Building on a Solid Foundation, 2005-Present**

In June of 2005, Michael E. Brown was named Dean of the Elliott School of International Affairs. Brown, who founded and directed the Center for Peace and Security Studies at Georgetown University, has a solid background in security policy and international affairs which complements the wide-ranging and interdisciplinary programs of the Elliott School.

In accepting the position, Brown said, "I am honored by the University's invitation to become the dean of the GW Elliott School of International Affairs and a member of the faculty of both the Elliott School and the political science department. The Elliott School is one of the premier schools of international affairs in the world, known for both its cutting-edge scholarship and its superb teaching programs. It will play a leading role in advancing our understanding of the challenges of the 21st century and educating the next generation of national and international leaders. I look forward to working with the school's faculty, staff, students, and alumni and helping the school attain even higher levels of academic excellence and international prominence."

Under Brown's leadership, the Elliott School of International Affairs has focused on three main areas: education, research, and engagement. Since 2005, the school has strengthened its capacity to provide a world-class education in international affairs, produce cutting-edge scholarship on important global issues, and serve as a center for the discussion of important international trends. Its initiatives on these fronts were quickly recognized: In a 2007 survey of scholars, both the Elliott School's undergraduate and graduate programs were ranked among the top 10, a feat achieved by only four other schools: Columbia, Georgetown, Harvard, and Princeton.

In the area of education, the Elliott School has launched new programs, hired new faculty, and enriched study abroad opportunities for students. A new M.A. program in Middle East Studies, launched in fall 2007, received more than 100 applications in its first year. The program features courses on the politics, economics, international relations, history, and cultures of the Middle East. In December 2006, the School won a multi-year, multi-million-dollar contract to run the Department of Defense's National Security Studies Program. This prestigious program trains senior military officers and civilians in the U.S. national security community, broadening the school's traditional academic constituency to current and future leaders outside traditional degree programs. To enhance both undergraduate and graduate programs, the Elliott School hired six new full-time faculty members specializing in Middle East studies, U.S. foreign policy, and international security. Finally, three new institutions — Jawaharlal Nehru University, India; European University at St. Petersburg, Russia; and Carlton University, Canada — have joined the school's global network of partner universities, giving graduate students even more opportunities to study abroad.

The School launched two new research institutes in fall 2007. The Institute for International Economic Policy (IIEP), which houses the M.A. program in International Trade and Investment Policy, supports high-

quality academic and policy research that analyzes the emerging global economy. Faculty members and research scholars focus on economic, political, legal, and historical analysis of international trade, international finance and development. The Elliott School also launched the Institute for Middle East Studies (IMES), which supports research by faculty and students focusing on the modern Middle East. Drawing together faculty in the social sciences, humanities, and professional schools, IMES focuses geographically on the Arab world, Turkey, Israel, and Iran and temporally on the modern period. IMES is also home to both undergraduate and graduate degree programs in Middle East Studies.

The Elliott School has bolstered its mission of engagement by welcoming hundreds of leaders and experts from around the world to speak at special events. In less than one year, the Elliott School sponsored lectures with three Nobel Peace Prize laureates. Shirin Ebadi, courageous Iranian human rights activist, and Kofi Annan, then secretary-general of the United Nations, spoke on campus in May 2006, and former U.S. President Jimmy Carter spoke at GW in March 2007 as part of the Middle East Policy Forum. In 2006, the school launched a major new speaker series featuring *Distinguished Women in International Affairs*. Featured speakers in that series include Paula Dobriansky, under secretary for democracy and global affairs at the U.S. Department of State; Dana Priest, Pulitzer Prize winning journalist at *The Washington Post*; Her Excellency Hunaina Sultan Ahmed Al-Mughairy, ambassador of the Sultanate of Oman, and the first Arab woman to serve as ambassador to the United States; Nancy Birdsall, president of the Center for Global Development; and Her Excellency Sheikha Haya Rashed Al Khalifa, president of the United Nations General Assembly. In addition, the Elliott School launched two new event series: the Middle East Policy Forum in spring 2007 and the Security Policy Forum in fall 2007. Another of the Elliott School's signature programs, the Ambassadors Forum, brought diplomats from around the world to the GW campus to share their insights and perspectives.

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