

INTERNATIONAL RELATIONS

news & views

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TUFTS PROGRAM IN INTERNATIONAL RELATIONS

OPPORTUNITIES EXPAND FOR UNDERGRADUATE INTERNATIONAL RESEARCH

Next Semester IR Launches INTR 92: A Web-Based Course for Research While Abroad

In 2002, the IR Program initiated a new two-course web-based colloquium to help prepare sophomores and juniors for the unique challenges of conducting international research, whether here on campus or from abroad. Designed to build upon existing research methods preparation at Tufts, the colloquium integrates classroom instruction, web-based learning, and faculty support to guide students through the international research process from an early stage.

The IR Program announces next fall's web-based course for current sophomores/rising juniors who are planning to spend all or part of 2002-2003 on a study abroad program or in Washington and are interested in doing research on international topics:

INTR 92 Web-based International Research Colloquium: Research While Abroad

The course offers web-based tutorials and support for students conducting research while abroad and preparing for a senior thesis,

Building A Global Online Learning Community: Undergraduate International Research at Tufts

Tufts faces a challenge critical to preparing undergraduates for leadership in a global society: how to enable students to conduct quality international research and to study abroad. An international education and substantive research experience are vital in the 21st century. Yet, advanced research methods training and study abroad opportunities conflict in the junior year. To address this, the IR Program is developing an International Research Online Learning Community (OLC) project that integrates web-based instruction through two new IR courses and new technologies to provide students with research skills, faculty mentoring, and resources to conduct international research while abroad. By establishing a community of international researchers consisting of students and faculty, the OLC will help guide students through the research process to ensure high-quality research projects and written works such as senior theses, Fulbright proposals, directed research projects, senior seminar papers, and other capstone projects.

With over 550 majors, the International Relations Program represents one of Tufts' largest major. More than 10% of Tufts students are

IR Names Two International Relations Research Scholars

Two IR Juniors will conduct research this summer on topics involving the former Soviet Union with their acceptance into the newly established IR Research Scholars Program. Offered for the first time in IR's history, the IR Research Scholars Program financially supports a minimum of eight weeks of IR core faculty-mentored summer international research for IR juniors.

Maria (Masha) Heifetz aims to contribute to existing studies on the perceptions of the 'Other' in Soviet Russia through researching published and unpublished narratives of Western travelers on their experiences in Soviet Russia at the Hoover Institute at Stanford University. Heifetz plans to develop her topic "Constructing Revolutionary Russia" into a senior thesis next year with support from her faculty-mentor, Professor Greg Carlton.

Anya Ligai will travel to Russia, Kazakhstan, and Uzbekistan to conduct research with support from her faculty-mentor, Professor Daniel Mulholland, on the "Russian/Soviet Policy Towards Ethnic Minorities: The Case of the Koreans in the former Soviet Union." By conducting interviews with Soviet Koreans and doing archival research on Soviet ethnic minority policies, Ligai aims to uncover how Soviet Koreans were perceived as a minority by the dominant culture and its current implications.

The IR Research Scholars Program enables students and faculty to work together toward the enhancement of undergraduate international research at Tufts. The IR Pro-

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IR PROGRAM *events*

The IR Program is sponsoring two panel events in April that exemplify its multidisciplinary focus:

Monday, April 1, 2002 at 4:30pm in Cabot 205

Reexamining Terrorism: A forum on the history politics, and ethical significance of “terrorism”

The first part of a series on “Ethics in International Relations,” this panel will address such questions as: How should we understand terrorism? Can “terrorist” violence ever be legitimate? Are civilians always “innocent”?

Speakers: **Leila Fawaz**, Issam M. Fares Professor of Lebanese and Eastern Mediterranean Studies, Department of History; Professor of Diplomacy, Fletcher School of Law and Diplomacy; **Hurst Hannum**, Professor of International Law, Fletcher School of Law and Diplomacy; **Lionel McPherson**, Assistant Professor of Philosophy; **Daniel Mulholland**, Professor of History
Moderator: **Erin Kelly**, Assistant Professor of Philosophy

Thursday, April 4, 2002 at 5:15pm on the Cabot 7th Floor

Negotiating Cultural Realities: An interdisciplinary conversation about children and youth

This discussion will use vignettes from faculty research on children in international relations to contrast and compare the basic analytical approaches in psychology, anthropology, and economics.

Speakers: Associate Professor **Jaynathi Mistry**, Child Development; **Jean Wu**, Asian Studies; and Association Professor **Drusilla Brown**, Economics.

IR HAS A NEW EMAIL ADDRESS:
internationalrelations@tufts.edu

IR PROGRAM *news*

INTR 92: Web-Based Course for Research While Abroad (continued from Page 1)

Fulbright application, or other senior project after their return. Web-based instruction includes such topics as: the formulation of a research question; review and evaluation of scholarly literatures, especially the literature in the host country of study; establishing and nurturing research contacts in the scholarly community while abroad; identifying and collecting data; clearing ethical and practical issues; confirming contacts with Tufts faculty.

Requirements for the course include five brief assignments to be posted on the Colloquium web site and participation in online discussion forums. Students will receive 0.5 (P/F) credit upon successful completion in the senior year. A limited number of spaces are available to qualified students. Please sign up in International Relations Program Office in Cabot 605. Students accepted into the course will be notified by late April and will participate in an orientation session at that time to review the course syllabus and to familiarize students with the online format of the course. Students interested in registering for the course should speak with the course instructors, Professors Jeanne Penvenne (History) and Richard Eichenberg (Political Science). Both professors will have extended office hours for the weeks of April 1-5 and April 8-12. Sign up for Professor Penvenne's office hours on her door at East 105 or for Professor Eichenberg's office hours in the Political Science Department in Eaton Hall.

FEATURED *article*

International Research Online Learning Community (OLC) (continued from page 1)

international, and 45% of undergraduates enhance their education by studying abroad (80% for IR majors). While Tufts' commitment to providing an international education is well established, record in producing high-quality undergraduate research is less impressive. Last year, only 5% of Tufts graduates completed a senior thesis, and only 4% for IR majors. Dean Charles Inouye, and faculty, have pointed out that many students have the potential to do quality research but lack adequate preparation and faculty support, a disconnect that is especially egregious with regard to international research.

What is the International Research Online Learning Community (OLC)?

When used most productively, technology supplements the human dimension of teaching and learning. At the center of the Tufts' Online Learning Community are faculty members who mentor students through the research process. The web-based structure of the OLC allow for interaction to occur both formally and informally. To provide students with research skills, a two course web-based sequence (INTR 91 and INTR 92) are integrated into the OLC. Using the web platform of the OLC, students enrolled in the courses receive instruction and feedback from two faculty co-instructors representing different disciplines within the IR major both before and during their abroad experience.

The first course in the sequence, INTR 91, is offered to second semester sophomores before they go abroad and provides the necessary skills to undertake research in another country, familiarize students with the tools and build a community of active participants that will continue to develop after the Medford campus. The main goal of INTR 91 is to enable students to think series of tasks regarding international research to better prepare them in the to conduct research. The instructors for INTR 91 this semester, Professors Pen-tory) and Eichenberg (Political Science) see the course as a bridge between research components on the Tufts campus - foundation courses, sophomore and other research methods courses. Coupling distance education with face-to-tion, students meet in a weekly seminar and interact online through the course As a "pre-launch unit," INTR 91 enables students to start the research process enter into the abroad experience with a clearer research focus to use the time productively as possible for research.

The second course, INTR 92, will be available to students in Fall 2002. It is an online offered to juniors, primarily those studying abroad or away from campus, and cross-disciplinary faculty at Tufts. Bridging the geographical distance, the course web-based tools of the OLC to take students through a series of tasks, similar learn how to conduct research in another country, to gather data and resources, with the appropriate faculty and contacts for in-depth thematic mentoring while the end of the course, students are expected to be better prepared for the senior able to bring back research to plow it into a written product.

Once students complete the sequence, the OLC will sustain the research support through self-directed tutorials and communication in online discussion groups and meeting places irrespective of physical location. The OLC will also provide a virtual space for students and faculty to interact more informally. Students unable to enroll in the two-course sequence can use the web applications of the OLC to receive research guidance and to connect with faculty or other students while abroad. The OLC would also enable faculty and students engaged in international research from other departments and disciplines throughout the university to participate in community.

What's Next for the OLC Project?

While the OLC project design is still evolving, the web-based courses have been implemented using Blackboard course webpages. With support from Tufts and outside funding, the IR Program aims to develop a "community-centric" web platform for the web-based courses and for the online learning community to provide tools and resources for student and faculty international researchers from all departments, disciplines, campuses, and programs at Tufts.

If you are interested in registering for INTR 92 for next fall, please read the highlighted section in this newsletter. Learn about one of the faculty instructors for INTR 91 and INTR 92 this year in the faculty profile of Professor Jeanne Penvenne in this newsletter as well. For more information on the IR Program's initiatives and future plans, log onto the IR web site at: www.ase.tufts.edu/ir or contact the IR Program

By establishing a community of international researchers of students and faculty, the OLC will help guide students through the research process to ensure high-quality research projects and written works such as senior theses, Fulbright proposals, directed research projects, senior seminar papers, and other capstone projects.

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FACULTY *profile*

Jeanne Penvenne

by: Sadaf Gulamali



Through the course of this academic year the IR Program has taken several initiatives to enhance the undergraduate academic experience at Tufts. One of these initiatives has been to set up an international research colloquium that aims to enhance the overall focus of research preparation for undergraduates, particularly those wishing to conduct research abroad. The course helps students recognize the challenges of focused research, and thereby assists them to develop an 'enhanced toolbox' for their research endeavors. The colloquium takes on a purposeful approach. It emphasizes that theory and method are important components of research. Moreover, it has students confront the challenges of defining research before they start their study in order to improve students' ability to conduct quality research. This year, the colloquium is taught by two IR Core Faculty members - Professor Richard Eichenberg from the Political Science Department, and Professor Jeanne Penvenne of the History Department. Each professor brings to the colloquium their unique experience and expertise with which they guide students in their research endeavors. However, both professors recognize that they are but two of many faculty resources. The program therefore aims to connect students with faculty, institutions, and programs that can better provide individual guidance to the students.

Professor Penvenne, one of the professors of the colloquium, came to Tufts University in 1993 after teaching previously at other Boston area schools such as Boston University, Brandeis University, and Harvard University. She felt most at home at Tufts because she says that Tufts is truly a global university. She feels that 'there's an acceptance of people from all over the world.' She notes that as a woman, and as an Africanist historian, she felt welcomed by both the University and the History Department.

Professor Penvenne has been studying urban labor in Maputo, Mozambique since the late 70's. Her focus however has shifted over the years. Her first book, *African Workers and Colonial Racism*, considered African men in the urban labor force. Subsequently, Penvenne decided to research African women as urban migrants to see how patterns looked from their perspective. After conducting interviews with over 100 women in Maputo, Mozambique Penvenne found what she calls 'two tales of one city' - the story of the men and the story of the women. In the theoretical models Penvenne worked with when she first started her research, the default historical actors were men. The models had little explanatory value for women's patterns of urbanization and labor migration. She is currently developing a more fully gendered theory of urbanization and labor migration to embrace the experiences of both men and woman in Southern Mozambique.

Conducting research in Mozambique has not been an easy task for Penvenne. The war years she says were especially difficult. However, doors opened for her. Her success was tied to the success of her young Mozambican colleagues. Thus, although Professor Penvenne has completed the research she requires for her current study on rethinking Southern African urbanization and labor migration as gendered processes, she still returns to Mozambique every few years to collaborate with her Mozambican colleagues curricular and research initiatives. Penvenne held a Senior Regional Research Fulbright, that did not require teaching, but she volunteered to teach two semesters of Mozambican history at the national university, Universidade Eduardo Mondlane, in order to free up her fellow Mozambican colleagues to conduct their research. That way both she and her colleagues both taught and did research. Sharing resources and building bridges between peoples Penvenne believes is ethically and fundamentally important for the global community. Thus, when Professor

INTERNATIONAL *web resources*

Boston Area

This year the IR Program has initiated an international outreach program to help students explore the wealth of international events and opportunities that occur every week in the Boston area. Through the new IR e-List and weekly updates on the IR web site, students can access Boston area university, college, and international organization web sites to participate in lectures, conferences, and forums with an international focus. Browse the web sites below to learn about what is happening in the Boston area. Click on the IR web site at: <http://ase.tufts.edu/ir> for direct links to these sites.

Fletcher School of Law and Diplomacy

Fletcher School of Law and Diplomacy Events Calendar
<http://www.localendar.com/public/fletcherschool>

Harvard University

Harvard University Events Calendar
<http://www.news.harvard.edu/gazette/calendar.html>

Kennedy School of Government
<http://www.ksg.harvard.edu>

Weatherhead Center for International Affairs
<http://www.wcfia.harvard.edu>

Boston College

Boston College Globalization and Inequality Series
http://www.bc.edu/bc_org/avp/cas/isp/inequality

Boston University

Boston University Calendar
<http://www.bu.edu/calendar>

Center for International Relations at Boston University
<http://www.bu.edu/ir/cir.html>

Brandeis University

Brandeis University Graduate School of International Economics and Finance
<http://www.brandeis.edu/global/news/index.html>

International Center for Ethics, Justices, and Public Life at Brandeis University
<http://www.brandeis.edu/ethics>

MIT

MIT Events Calendar
<http://events.mit.edu>

Center for International Studies at MIT
<http://web.mit.edu/cis>

Thinking of a Senior Thesis?

At this time of year many IR juniors give serious thought to doing a senior thesis. What needs to happen to translate such intentions into concrete reality? The simple answer is that thesis aspirants are expected to submit a thesis prospectus and faculty letter of support to the IR Program Office by the end of April. But there is a bit more to this than meets the eye.

Because theses represent a higher standard of learning, students are expected to have initial background coursework in the topic before they start the thesis project. The value of this becomes quickly apparent when writing a thesis prospectus. Although a prospectus encompasses only a few pages, including bibliography, it requires a great deal of thought, reading and planning. It means that you must actually begin researching a topic before you commit to writing a paper on the subject. Often, initial research reveals that the topic has already been adequately addressed or that source materials for testing your thesis question are unobtainable.

A prospectus requires the following. First, frame a research question. It is not enough to have a topic. Offer a hypothesis that suggests how you plan to answer the question. A hypothesis gives you a guide for proceeding with research. It is far easier to reformulate an argument than it is to grope through mounds of data without a clue as to what you are looking for. Second, provide a summary of previous research in the field. Show how others have answered or not answered the questions you have posed. For organization, you can group different authors under two or three categories of approaches to the problem. Provide a brief summary of each position and

explain what is right or wrong about each. Suggest how your efforts will contribute to the debate and advance the knowledge on the subject.

Third, discuss the specific types of evidence you plan to examine. Discuss what types of evidence, should they exist, you would need to fully test your hypothesis. Make sure to identify evidence that would disprove your thesis as well as that which would confirm it. Last, consider which primary and secondary source materials you would need to get a thorough handle on available evidence. If possible, state where collections or data sources are physically located, being sure to indicate whether they are accessible. While reviewing data sources, make sure to construct a working bibliography to submit with your prospectus.

It goes without stating that the key to a successful thesis is establishing a close working relationship with your faculty committee. Two of your three thesis committee faculty advisors must be IR Core Faculty members. All thesis advisors should have substantive or methodological training relevant to your thesis research. Your interaction with faculty may well be the most memorable and rewarding aspect of your undergraduate education.

An IR thesis can be an excellent way to learn how to frame and research international questions of importance. In that sense, they are excellent preparation for graduate school and professional careers. If you are interested in doing a thesis next year, please submit a prospectus and faculty letter of support to the IR Program by the end of April. If you have any questions, please feel free to contact John Jenke,

The IR Program Congratulates...

Professors Isabelle Naginski and Gerard Gasarian

On their recent National Endowment for the Humanities (NEH) fellowship awards. The NEH is an independent governmental agency that supports research, education, preservation, and public programs in the humanities. This is the second NEH award for both professors. With this fellowship, Professor Naginski will conduct research on "George Sand: Mythographer for the Romantic Age" toward her second book on George Sand. Professor Gasarian will use the fellowship to research "The Forbidden Love of Words in Modern French Poetry" and produce a book on the topic.

IR PROGRAM *calendar*

IR Panel: Reexamining Terrorism

A forum on the history, politics, and ethical significance of "terrorism"

Monday, April 1, 2002 at 4:30pm, Cabot

205

Speakers: Leila Fawaz, Hurst Hannum, Lionel McPherson, Daniel Mulholland

IR Panel: Negotiating Cultural Realities

An interdisciplinary conversation about children and youth

Thursday, April 4, 2002 at 5:15pm, Cabot 7th Floor

Speakers: Drusilla Brown, Jean Wu, Jayanthi Mistry

STUDENT *opportunities*

Get a Job or Internship

If you're job hunting or looking for a summer internship, contact the Tufts Career Services office for resources on international jobs and internships. The Career Services web site has useful search engines to start your search. Use the Internet to search international job web sites for available positions and to post your resume.

Present at a Conference

Each year over 2000 undergraduates around the country present their research at the National Conference on Undergraduate Research. While it's too late to register for this year's conference in April, you can still attend. Visit the website at <http://www.ncur.org> to learn more about the conference and how you can participate.

Get Published

Submit your research to Hemispheres, Tufts' student-run publication on international relations and affairs, at hemispheres@tufts.edu. Email the editors for additional information and deadlines. Check the IR web site for additional links to student publications throughout the country. Click on "links" on the IR web site at: www.ase.tufts.edu/ir.

Get Connected

The Boston area universities and colleges offer many events and opportunities in international relations and

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IR PROGRAM *announcements*

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NEW IR EMAIL ADDRESS: internationalrelations@tufts.edu

For general IR Program inquiries send your questions and comments to: internationalrelations@tufts.edu.

IR MAIL LIST: DON'T STAY IN THE DARK

If you're not getting email updates from the IR e-List email internationalrelations@tufts.edu to sign up. If you're not getting mailings, then send us your on campus address.

IR WEB SITE: www.ase.tufts.edu/ir

Check out the "IR News & Events" section updated weekly with news and opportunities for you! Click on the "Calendar of Events" for weekly international events at Tufts and in the Boston area.

IR FALL 2002 COURSE ANNOUNCEMENT: COMING SOON...

The course announcement booklet for Fall 2002 will be available at the beginning of April
[In the next issue of IR News & Views...](#)

[IR & International Events Calendar](#), [Faculty Profiles](#), [Student Perspectives](#), and more!