

INTERNATIONAL RELATIONS

news & views

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TUFTS PROGRAM IN INTERNATIONAL RELATIONS

Inaugural IR Summit and Social: A Report and Glimpse Ahead

By Kirk Okano-Lange, Assistant Director, IR Program



Students placed their ideas and comments onto posters at the IR Summit and Social

The strength of the International Relations Program owes to the cumulative contributions of its community—faculty, students, and staff—over the last 17 years. IR's promise in the years to come will hinge on our community's innovative ideas, collaboration, and reflection. Recognizing this, the IR Program Office has committed to heightening interaction and dialog among IR constituencies. During the 2004-05 academic year, the Program Office will support various opportunities for members of our community to meet socially and share ideas for the program.

Revelations, Pizza, and Post-Its

The first of these events was held October 12, 2004. Over 50 students, faculty, and staff gathered in the Alumnae Lounge, Aidekman Arts Center for

the Inaugural IR Summit and Social. It began with a welcome from the IR Program's new Director, political science professor Malik Mufti. His remarks outlined the event's chief purposes: to help build a sense of community among IR constituencies and to discuss possibilities for heightened student involvement in the IR Program—especially in terms of organizations and activities.

Toward the goal of building community, I led the group through introductions. Each attendee was asked to share not only their name and class or department, but to reveal what had drawn them to IR. Through the comments of senior Melody Hildebrandt, many students learned of Tufts' Model United Nations group, the Tufts Council on International Affairs, and its undergraduate journal of international affairs, *Hemispheres*.

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IR Student Learns Reality of HIV/AIDS in Uganda

By Natawnee Fritz, IR/Comparative Religion, LA '06

Last fall, I stopped by the International Relations office to discuss what future classes I should take as an International Relations/Comparative Religions double major. During this conversation, I learned of the Anne E. Borghesani Prize, a grant that allows one to pursue a wide variety of activities with an international and personal growth focus. The following spring, I submitted a proposal and was incredibly fortunate to receive a grant from the Anne E. Borghesani Memorial Prize to volunteer in Africa for one month during the summer.

I worked with the African Child Foundation (ACF) in Ndejje Village, just outside of Kampala, the capital of Uganda. ACF has a few different programs, including nursery and primary education, construction, HIV/AIDS outreach, and a women's empowerment program. I was originally signed up to work in primary education. Many of the children at the two schools that ACF works with are HIV positive and/or orphans of parents who have died from AIDS. At school, and really anywhere, it

is impossible to know who is HIV positive and who is not. It is also difficult to distinguish who are orphans because many people live with extended family members.

Recently, ACF has bought land in a rural village, Katebo, about an hour away from Kampala. Here there is no running water, no electricity, and one pit latrine for the entire community. Granted, no one will walk a couple of miles to use a pit latrine when they can go behind a tree. ACF does free HIV testing in the local clinic in Ndejje and has a mobile clinic that runs in Katebo. The blood is sent to Entebbe, a city about half an hour away from Ndejje, where a government-run facility tests the blood and sends back the results. Unfortunately, for the entire duration of my stay that facility failed to give us results, and consequently testing was put on hold.

One family in Katebo that we met during outreach consisted of an alcoholic grandfather, grandmother, and four or five children. The parents of these children died from AIDS.

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IR Program News

Other seniors returning from study abroad mentioned their willingness to offer insights to those planning to go abroad. Faculty and students alike shared their research interests.

Before pizza was served, I next introduced a framework for the exchange of ideas about the IR Program. Based on the Hoshin Kanri approach, I sketched a participatory, bottom-up planning process that would be compatible with eating and socializing. The rationale for selecting this particular process was its ability to compile a large number of suggestions in a short amount of time, to allow all participants an equal “voice,” to let participants feel free to give sensitive input, and to create a written group document that could be shared with non-attendees and converted to action steps.

Each participant was allotted four Post-It notes on which he/she could write his/her ideas, concerns, and suggestions for the IR Program. Four poster stations were set up around the room to provide general grouping for the input: (1) Student Organizations and Activities; (2) Program Curriculum, Structure, Requirements, etc; (3) Structure for Student Governance, Communication, and Input; and (4) Whatever.

The Post-Its could be distributed among the stations in any way the participant preferred. Given time and interest, a participant could then go to the station that most interested him and work with others to, first, group and prioritize ideas and, then, craft strategies and actions steps to turn the ideas into an action

plan. Wherever group work left off at the end of the evening, each theme group would then report back to the plenary.

Preliminary Results and Looking Ahead

Ultimately, participant time and momentum were most focused on the input process, which was extremely fruitful. While there is not room here to reproduce a full transcription of all ideas, an attempt has been made to group ideas into common sub-themes and rank order them based on number of Post-Its (given in parentheses).

Student Organizations and Activities

- Support an IR Student Committee to provide input, disseminate information, and advise underclassmen. (4)
- Provide more information about IR related lectures and events on campus. (3)
- Sponsor or co-sponsor speaker and lecture series. (3)
- Support a film series. (2)
- Work more closely with the cultural organizations at Tufts. (1)
- Sponsor an international day bringing in all IR related groups with booths, cultural food, and study abroad programs. (1)
- Start/join the Model Organization of African Unity/African Union. (1)

Program Curriculum, Structure, Requirements

- Greater coherence of requirements and classes more tightly aligned with the field of International Relations. (3)
- Tighter relations with Fletcher. (2)
- Internship option as capstone, more practical/applied orientation than theoretical. (1)
- Too many requirements! (1)
- More prominence for Spanish language in the curriculum given its growing importance. (1)
- More guidance for abroad students and requirements. (1)

Structure for Student Governance, Communication, and Input

[This poster was left unfilled, perhaps because its location was less prominent in the room. Its themes were, however, addressed to some extent on other posters.]

Whatever

- Communicating about staff transitions in the IR Office. (8)
- Career development information sessions and advising. (2)
- More social events, including faculty. (2)
- Mandatory “IR requirements” session to understand the major. (2)
- Yearly evaluations (from students) for our IR advisors. (1)
- More opportunities to collaborate with faculty on research like other departments. (1)
- Doing great already—keep it up. (1)

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IR Core Faculty Lead Education for Active Citizenship Projects

By Molly Mead, Lincoln Filene Professor, University College



Professor Hosea Hirata

Four IR core faculty members are working to expand education for active citizenship at Tufts. As University College Faculty Fellows, professors Drusilla Brown, Hosea Hirata, Lionel McPherson, and Erin Kelly are each working on projects, either independently or in group collaborations, which explore the international dimensions of active citizenship.

The work of these IR faculty reflects the University College's commitment to bringing together Tufts' dual strengths in internationalism and active citizenship. The experience of their projects will contribute to the joint curriculum development initiative that is being co-sponsored by International Relations and the University College.

Philosophers Erin Kelly and Lionel McPherson have developed a new certificate program, "Ethics, Law, and Society." The goal of the certificate is to encourage analytical thinking about the philosophical issues that pertain to public policy and public life. In their fall course for the certificate students are wrestling with ethical dilemmas presented through case studies of actual international development

activities. Many of the students in the class will face similar ethical dilemmas in their career in international relations. This certificate will prepare them to be more thoughtful about the actions they take. Kelly and McPherson used Faculty Fellow funds to support the development of the case studies they are using in the class.

"The work of these IR faculty reflects the University College's commitment to bringing together Tufts' dual strengths in internationalism and active citizenship."

Professor Hosea Hirata, acting chair of the department of German, Russian, and Asian Languages and Literatures, shares a Faculty Fellow appointment with Steve Cohen, Lecturer in the Department of Education. This fall they are team teaching "Cultural Legacies of the Atomic Bomb," a course in which students' final project is to produce a cultural representation of the dropping of the atomic bombs on Hiroshima and Nagasaki. They are also linking Tufts students to the global educational initiatives being developed by the Hiroshima Peace Museum. In the spring Hirata and Cohen will host a conference at Tufts entitled, "Hiroshima/Nagasaki 2005: Memories and Visions" that will feature prominent writers and atomic bomb survivors from Japan.

Economist Drusilla Brown is focusing her fellowship research on the impact of improved labor management practices on production efficiency in factories where U.S. imports are produced. She has taken advantage of the international outrage about working conditions in factories that produce products sold by prominent American companies, such as Nike soccer balls, to conduct research on whether improved working conditions for laborers also leads to improvements in worker productivity. The research will shed light on

whether doing "good" also leads to doing "well."

The University College Faculty Fellows Program supports faculty members to explore how values, skills, and knowledge of active citizenship can be applied to their curriculum and/or research interests. Faculty Fellow appointments last two years and fellows receive an annual stipend of \$15,000 toward the development and completion of their projects. The program consciously seeks to support work at all the schools of the University. The nature of the support is both financial and academic. Fellows meet regularly as a peer group, sharing progress and feedback that embraces the diverse perspectives of the many disciplines involved.

Tufts HIV and AIDS Collaborative 2006

By J. Jeremy L. Sueker, IR/Community Health, LA '06

The Tufts HIV and AIDS Collaborative 2006 was launched at 'AIDS Cocktails' in the Coolidge Room on November 30 during AIDS Awareness Week. The Collaborative was created by Zeleka Yeraswork (International Relations, '05) and J. Jeremy Sueker (International Relations and Community Health, '06) in order to bring students engaged in HIV and AIDS related research and work together in dialogue. They hope to initiate a network of like-minded students from a variety of different academic disciplines and backgrounds. Members would be in a better position to collaborate on projects and to begin to interact as colleagues. Additionally, in creating a diverse, HIV and AIDS oriented network of students and faculty, those newly interested in these issues could be more easily connected with the appropriate people and resources.

The '2006' refers to the second core aim of the group: to form an official Tufts delegation

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EPIIC's 20th Anniversary Celebration Continues

By Heather Barry, Associate Director, Institute for Global Leadership

The Tufts Institute for Global Leadership continues its celebration of EPIIC's 20th Anniversary Year with a range of events at the beginning of spring semester 2005.

On January 24th and 25th, EPIIC will host Budislav Vukas, the Vice President of the International Tribunal for the Law of the Sea as the judge of a practice moot court competition, cosponsored by The Fletcher School. The case will address piracy, plutonium, and sovereign accountability.

On February 1st, EPIIC and the Tufts Art Gallery will sponsor the month-long exhibition *Vanishing*, which features the photography of Antonin Kratochvil, of the VII Photo Agency, on what has either departed from view, or has barely clung to existence in humankind's "progress," from the human scavengers of the tin mines of Bolivia to the Black Rhinos of Namibia.

The 21st EPIIC International Symposium on Oil and Water will run from February 24-27, 2005. The symposium will address issues such as the rise of petro-states, transboundary water conflicts in the Middle East, U.S. energy policies, climate change, the economic security of oceans, geopolitics and the drive for oil, the privatization of water, and human security and sustainable development. Invited speakers include: Hossein Askari, former senior adviser, Ministry of Finance and Energy,

Saudi Arabia • Bruce Everett, Former Regional Natural Gas Manager, Middle East, Africa, and Latin America, Exxon Company International • Peter Gleick, Author, *The World's Water: The Biennial Report on Freshwater Resources* • Michael Klare, Author, *Blood and Oil*; William Moomaw, Co-Director of the Tufts Institute for the Environment • Oscar Olivera, Executive Secretary, Cochabamba Federation of Factory Workers in Bolivia; spokesperson for the Coalition for the Defense of Water and Life • Peter P. Rogers, Member, World Commission on Water for the 21st Century; Consultant on water resources in Bangladesh, Pakistan, Morocco, and Costa Rica • Andrew Safran, Managing Director and Co-head of the global energy investment banking group, Citigroup • Vandana Shiva, Director, Research Foundation for Science, Technology, and Natural Resource Policy, Bombay • and Amy Smith, MacArthur Award Recipient; Inventor and Instructor, School of Engineering, MIT; she is dedicated to developing technologies that optimize limited resources and solve seemingly intractable problems in developing countries.

As part of the symposium, EPIIC also will cosponsor a professional workshop with the university-wide *Water: Systems, Science and Society* program on "Water: Conflict or Cooperation?"

And EPIIC will host the fourth "Voices from the Field" workshop. This year's topic is Post-War

Reconstruction in Iraq and will feature alumni from the Center for Strategic and International Studies as well as Jaafar Hillawi (Engineering), Vice President and Middle East Regional Executive of Washington Group International, which provides integrated engineering, construction, and management solutions for businesses and governments worldwide. A delegation of cadets from the U.S. Military Academy will be attending the symposium and the Voices workshop.

Also, the Institute will be holding the seventh annual Tufts Institute for Leadership and International Perspective (TILIP) Symposium on China, democracy and civil society from February 11-13, 2005. Students from Peking University in Beijing and The University of Hong Kong and The Chinese University of Hong Kong will travel to the U.S., to gather with their Tufts counterparts for two weeks of lectures and cultural site-seeing, including a visit to the USMA at West Point, prior to the symposium.

And, EXPOSURE will host an exhibit of Tufts' students' photography in conjunction with the *Vanishing* exhibition in the Slater Concourse from February 1-March 1, 2005. Some of the work featured will be that of Jacob Silberberg (A'03, EPIIC'02, TILIP'03), whose photographs from Nigeria and western Africa have been featured in *The New York Times*.

IR Summit

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The need that clearly arose as a logical next step was to create a mechanism for ongoing student communications and input. Towards this goal, Professor Mufti is in the process of naming a Director's Leadership Council—comprised of nominated IR student leaders. This group will meet early in the Spring Term to consider all the proposed posted ideas and determine priorities for future action. The IR Program Office will offer support to the Council to address and act on the priorities of

IR stakeholders.

Another tangible outcome has been championed by senior Kirit Radia. Kirit has been working with IR Program Administrator, Katie Schaefer, to set up a Senior Mentors Program. These volunteers will offer peer-to-peer advice to supplement faculty and Program Office advising on issues like orientation, study abroad, and avoiding potential requirement pitfalls.

Finally, a new corner of the IR webpage will provide links and contact information for IR related student organizations. Other ideas from members of the IR Community, as well as reactions to activities thus far, are welcome at any time (internationalrelations@tufts.edu). We hope that the fresh ideas and energy currently brewing inspire more—as it's through your active engagement that the IR Program will continue to thrive.

HIV/AIDS in Uganda

Continued from page 1

Therefore, we knew that testing for the children was important and took them to a local clinic. It was our first time there and we learned firsthand that we should never go back; the nurse tested them using the same needle. Thankfully, the test results came back negative, so it is our hope that the mother knew of her state and did not breastfeed; breastfeeding is highly recommended in poorer areas because of the lack of food. While this family has experienced the loss of two family members to AIDS and their family members are HIV negative, they currently face the problem of hunger. We did food outreach, but we learned that when we would give the family food the grandmother was starving herself to feed the younger children. The grandfather, who is head of the family, would take most of the food and disburse it among his friends. We were still trying to find a solution when I left.

Another family that we were trying to help consists of two parents – the mother is currently dying from AIDS and the father's state is unknown. The father, Martin, is the primary figure in the family, but is handicapped, missing both of his legs from a traffic accident which led to the loss of his business and current state of poverty. There are two sets of twins – one of each is negative, the other two positive. In the younger set of twins, the boy who was positive died from AIDS. The HIV positive girl, Panina, in the older set of twins, was taken to a free clinic where she was diagnosed with tuberculosis (TB). We were able to get her medication for this, but unfortunately, her ARVs (anti-retrovirals) cannot start until her TB is under control. These two families are good examples of how HIV/AIDS has affected the people in Uganda.

In addition to outreach and assessing the neediest of the needy, the HIV/AIDS program conducts "sensitization programs" at local schools to raise awareness of HIV/AIDS. I was fortunate to participate in these programs. Samson, a local man who runs the program for ACF, led these sessions. He starts out the lecture by communicating the fact that HIV/

AIDS has affected everyone. Each person in that room knows someone, if not themselves, who is HIV positive and/or has died from AIDS. Then he speaks to them on the following points: HIV, AIDS, and the difference between the two, the facts about HIV/AIDS, transmission, prevention, symptoms of infection, care for people with HIV, and how to use a condom. Finally, the children ask questions on pieces of paper and give them to us. Examples of questions that we received were: "How come I have AIDS and my brother doesn't?" or "Both of my parents died from AIDS, what are the odds of me being HIV positive, and do I have to get tested?" We answered a few there, and for the others we typed up the questions and answers and gave them back to the school in the form of a booklet.



Children in Katebo Village, Uganda

There are many more things that I was involved in, but for the sake of brevity I will allude to one more. In Katebo, I constructed a two-bedroom house made out of bricks and cement for a blind seventy-seven year old woman and her two grandchildren. This woman welcomed us into her one-room hut, made of sticks and dirt, with open arms and a huge smile everyday.

She often offered us her poultry, even though this was one of her few possessions and her primary source of food. I found that her kindness and hospitality mirrors that of everyone I met in Uganda. I was incredibly fortunate to be surrounded by generous and loving people in a physical environment that cruelly does not reflect such kindness.

[To learn more about the Anne E. Borghesani Prize, or to pick up application materials, please stop by the IR Program office. Applications are due by January 27, 2005.](#)

AIDS Collaborative

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to the 2006 International AIDS Conference in Toronto. Attending the conference, with all of its necessary preparation, would offer delegates an intensely unique learning experience. Those delegates would then return with a wealth of up-to-date information to be disseminated on campus.

The event on the 30th was intended to officially launch the Collaborative and to raise awareness of the work of its members, currently numbering approximately 15. Work from 13 students, ranging in topic from international research to domestic political activism and outreach was on display around the room. The title of the evening, 'AIDS Cocktails', was intended to play on the name of antiretroviral drug therapies taken by people living with HIV, known affectionately as 'drug cocktails'. Non-alcoholic beverages named after well known AIDS medications were served. The event was sponsored by the University College and Health Services and co-sponsored by a wide variety of on-campus organizations and departments.



TUFTS' PROGRAM IN INTERNATIONAL RELATIONS
CABOT INTERCULTURAL CENTER, RM. 605
TUFTS UNIVERSITY
MEDFORD, MA 02155
USA



IR Program Announcements

IR Program Staff

Director

Malik Mufti

Assistant Director

Kirk Okano-Lange

Program Administrator

Katherine Schaefer

Staff Assistant

Elizabeth Gottlieb

Student Assistants

Daniella Burgipalomino

Pedro Rodriguez-Paramo

Mayeluz Verdecia

The IR News & Views newsletter highlights events and people in the Tufts IR community and provides selected information about the larger Boston community. The publication appears twice a semester and welcomes feedback from students and faculty.

RESEARCH MONEY AVAILABLE!!

IR Research Scholarship

Open to IR juniors who plan to undertake a senior honors thesis or other capstone research experience. Faculty-mentored research on international topics.

Due date: 2/4/2005

Anne E. Borghesani Memorial Prize

Scholarship awarded for opportunities abroad: study abroad, community service, internships, research. Second-semester sophomores or junior standing. Any major.

Due date: 1/27/05

Luce Student Scholarship in Science and Humanitarianism

For students interested in public health and international humanitarian assistance and that have the capacity to engage in original research at home or abroad.

Junior standing or above. Any major. Due date: 2/4/2005

For more information and to pick up scholarship applications, stop by the IR Program Office (Cabot 605).



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