

INTERNATIONAL RELATIONS

news & views

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WELCOME TO INTERNATIONAL RELATIONS @ TUFTS

Stay Connected: Preparing for Senior Year While Abroad

by Melissa Dodd

Are you planning on studying abroad? Are you worried that you're going to miss out on what's happening at Tufts? There's no need to worry. The International Relations Program has several ways for you to remain connected while abroad. Your abroad experience is a time for cultural and linguistic immersion. However, staying in touch with Tufts can make your time abroad even more productive, particularly for your academic and professional endeavors. Here are four effective ways to prepare for senior year while abroad:

1. Many students at Tufts, specifically in IR, face the dilemma of choosing between spending the junior year abroad to gain international experience and staying on campus to prepare for upper-level research projects in the senior year. We think students should be able to accomplish

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Cruz Explores the Politics of Fate and Possibility in the Tropics

by Benjamin Reichman

Why is Costa Rica the longest-lived democracy in Latin America, famed for its stability, while neighboring Nicaragua lurches from "disaster to disaster"? Professor Consuelo Cruz, who recently joined the Tufts Political Science Department and Latin American Studies Program, offers a striking answer in *The Politics of Fate and Possibility: World Making in the Tropics*, a book manuscript she is completing which explores political development in Nicaragua and Costa Rica.



Consuelo Cruz Source: PS Dept.

A scholar whose research focus is Latin American politics and comparative politics, Professor Cruz brings extensive research and a rich perspective on the region to support her belief that the deepest answers lie primarily in each country's historiographic narrative, or

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Tufts' Journal on International Affairs Exemplifies Quality Undergraduate Research

by John Jenke

Tufts' Program in International Relations was created in 1977 with the expressed purpose of preparing undergraduates for the rigors of graduate school in international affairs. In that inaugural year under its first director, professor John Gibson of the Political Science Department, the Program enrolled twenty-seven students. Today, with over five hundred and forty majors and a national reputation reflected in the Gourman Report, the Program in International Relations has become one of Tufts University's most popular undergraduate concentrations.

Hemispheres, Tufts' undergraduate journal of international affairs, was not only present at the creation of the IR Program but has grown at an equal pace with it, earning a reputation as one of the country's best undergraduate journals of international affairs. Appearing initially in 1977 as a 68-page bound photocopied typescript with one interview and six scholarly articles, the journal has evolved considerably. Last year's twenty-fifth volume, a professionally produced publication, included six research essays, interviews on U.S.

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IR PROGRAM *events*

IR Research Scholars Deadline

IR Research Scholars Program: **Thursday, February 6th by 4pm**

The International Relations Research Scholars Program supports original, high-quality undergraduate international research. Aimed at IR juniors (rising seniors) who anticipate producing an upper-level research paper in their senior year, whether for an IR thesis, directed research, conference submission or external essay competition, the scholarship will support a minimum of eight weeks of IR core faculty-mentored summer research for the gathering of materials and data. Awards will be granted to both students and faculty for IR core faculty-mentored international research and/or collaborative international research. The competitive program's objective is to support the development of strong research skills critical to professional or academic goals. Applications are avail-

All completed applications must be submitted to the IR Program Office in Cabot 605.
For more information log on to: ase.tufts.edu/ir/research_opportunities.

IR PROGRAM *notables*

IR Faculty Publications

IR celebrates the recent publications of its core-faculty. Contact Dean Ernst's office for additional publications by IR core-faculty.

Leila T. Fawaz and C.A. Bayly, editors
Modernity and Culture: From the Mediterranean to the Indian Ocean
Columbia University Press, New York, 2002

Isabelle Naginski
author of "L'Histoire Triomphante des Dualités," which is the Preface to Volume 8 of the ten-volume work of George Sand, Histoire de ma Vie
Christian Pirot, 2002

Ronald Salter
Johannes Lebek: The Artist as a Witness of His Time
The Stanford University Libraries, Stanford, 2002

Rosalind Shaw
Memories of the Slave Trade: Ritual and the Historical Imagination in Sierra Leone
University of Chicago Press, Chicago, 2002



Hemispheres

Hemispheres Continued from Page 1

egy with Pulitzer Prize-winning author Stanley Karnow and renowned U.S. policymaker Richard Perle, and a fifteen-page photographic exploration of post-September 11th global security concerns. Circulation in the journal's first year was 900, with issues primarily aimed at graduating seniors and related Tufts academic departments. In May 2002 circulation stood at 2,500, with targeted distribution beyond Tufts to leading international relations programs and political science departments across the country.

In 1980 then editor-in-chief George L. Brown wrote that *Hemispheres* should be "published by undergraduates for undergraduates." Initially, articles were written exclusively by Tufts undergraduates. Since 1997, however, the journal has fielded research essays from undergraduates across the country, representing such universities as the University of Michigan, Columbia University, and Johns Hopkins. William Plummer, editor that year, said that he felt the competition would encourage Tufts students to do better work while giving the journal and Tufts greater visibility nationwide.

"I'm always pleasantly surprised at the warm reception for *Hemispheres* among faculty and scholars at the annual International Studies Association conference," said John Jenke, Assistant Director of Tufts University's IR Program. "Such a national distribution helps get out the word that Tufts places high priority on quality undergraduate research."

Hemispheres staff and the IR Program office also field many requests from students and faculty across the country for permission to reproduce copies of the journal's articles.

Unlike the few other undergraduate journals of international affairs across the country, *Hemispheres* is an entirely student-run publication. Although initially an arm of Tufts' Council on

International Affairs (TCIA), a Model UN-oriented student group that still exists at Tufts, *Hemispheres* is staffed independently and exclusively by undergraduates with significant funding from the university's student government. Perhaps the greatest service the journal provides is to offer opportunities for students to build upon classroom learning while producing a concrete and marketable example of what they have learned. David Stevens, 1999 graduate and contributing editor for the journal, added that "the experience of editing articles for *Hemispheres* not only made me a more critical reader but gave me important insights into the types of skills and knowledge I needed for the professional direction I was headed." After serving for two years as a research assistant for Fareed Zakaria, editor of *Foreign Affairs*, Stevens recently entered Columbia University's PhD program in political science.

Underscoring Quality Undergraduate Research

Students can also benefit from the journal by getting their research published. In particular, those wishing to apply for post-graduate awards such as the Rhodes, Marshall or Fulbright scholarships can boost their prospects by demonstrating a record of research and publication through *Hemispheres*.

Aside from soliciting articles and attending to major production issues and schedules, the greatest challenges facing *Hemispheres* are providing staff continuity between volumes and securing adequate funding. Often these challenges coincide. According to editors Guillaume de Syon (1987) and Scott Thompson (1996), a 100 percent staff turnover before their tenure made it difficult to learn how to secure funding, articles, and technical production assistance. Problems of historical memory are a problem in a normal transition, since a large percentage of students interested in international affairs study abroad in their junior year and miss the opportunity to build expertise and experience to qualify for the editor's slot the following year. Sophomores have often filled the void, serving as contributing editors in their second year at Tufts and then returning to take over the helm in their senior year.

Current editor Aditi Chawla (see interview with Ms. Chawla on page 5) acknowledges providing continuity for next year's *Hemispheres* as her greatest challenge. "Being able to turn the journal over to qualified people at the end of the year is the greatest legacy I can leave *Hemispheres*. I consider it every bit as important as getting this year's effort to print."

Hemispheres is one of the best opportunities at Tufts to become actively engaged in the study and analysis of international affairs. As it begins its second quarter-century, it continues to boost the reputation of both the IR

John Jenke is the Assistant Director for International Relations. Mr. Jenke advises the *Hemispheres* editorial staff.



The IRLC: Link to Tufts from Abroad

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IR Program will soon offer an online network called the International Research and Learning Community (IRLC) to do just that!

A web-based environment that promotes and supports research on international topics, the IRLC is a great way for students studying abroad to stay connected to Tufts resources and faculty while abroad. It helps students start planning their research earlier and provides students with critical research assistance during their abroad experience. The IRLC hopes to integrate study abroad and research opportunities to help enable students to complete high-quality capstone research projects in the senior year such as senior theses, Fulbright and scholarship applications, directed research projects, senior seminar papers, and postgraduate study proposals. By using the IRLC, students will have the opportunity to use their abroad time productively for research so that they're on target academically when they return as seniors.

The IRLC provides a virtual space for faculty and students to communicate, access and exchange resources, and collaborate on research projects anywhere in the world. As a member of the community, faculty can form discussion groups with students around particular research topics or regions and provide guidance at key junctures in the research process. Students can manage their research more easily by storing works in progress online and

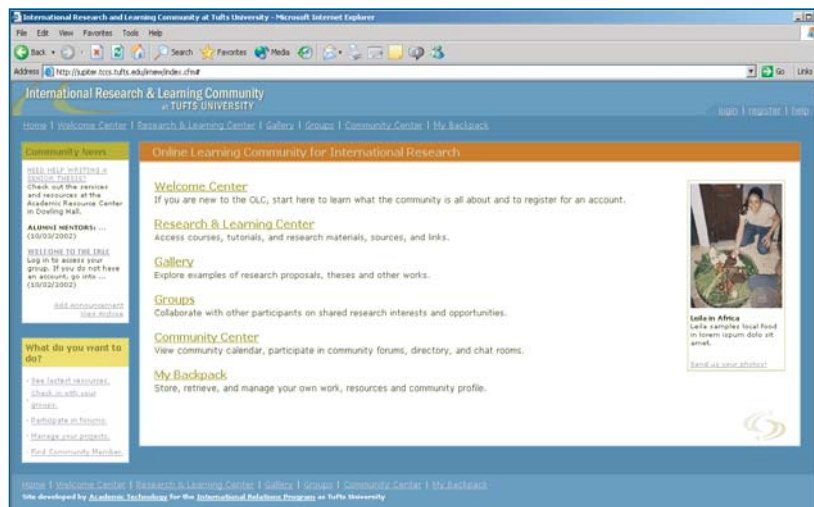
posting them for feedback. The aim of the IRLC is to develop a community of international researchers that helps guide students through the research process and connects them to faculty and other students in a network that transcends distance.

The IRLC will be available to faculty and students later this spring. Stay in touch with the IR Program to learn about upcoming training workshops to use the resources and tools on the site. For more information on the IRLC, visit the IR web site at: <http://ase.tufts.edu/ir/>

ments from across the university. Even though you're abroad, it's never too early to plan ahead for the summer, senior year or beyond. You might just find your next internship or job from an IR e-List posting. Send an email to internationalrelations@tufts.edu to get on the IR e-List. If you're going abroad, provide us with an active email address (Tufts, Hotmail, Yahoo!, etc.) that you can access while abroad.

3. So you don't want to receive weekly emails? Check in every week at <http://ase.tufts.edu/ir>. We update the site weekly with announcements, student opportunities, and deadlines. Click on "IR News & Events" to get the latest information on all things international at Tufts and in the Boston area.

4. Before going abroad, swing by the IR Program Office in Cabot 605 to pick up the "Tips for IR Majors Studying Abroad" form which will help you complete the appropriate paperwork for transfer of credit, to register for a senior seminar, and enroll for a senior thesis while abroad. If you discover new courses while abroad, follow regular transfer credit procedures to get the courses pre-approved. Use email or fax to forward course titles and/or descriptions. Tufts Programs Abroad has a list of contact names and numbers for departmental credit advisors. For IR, email John Jenke john.jenke@tufts.edu or fax him at 617.627.3083.



The International Research & Learning Community Web Environ-

[research_opportunities.html](#) or contact Melissa Dodd in Cabot 605 (x7-2776).

2. As an IR major, you most likely receive weekly emails from the IR Program announcing international events and student opportunities. If you're not receiving the weekly emails, you should! The IR e-List is the best way to find out what is going on internationally at Tufts. It is also the only existing listserv that compiles events, opportunities (including jobs, internships, and scholarships), and announce-

Melissa Dodd is the Program Coordinator for International Relations. Ms. Dodd works on the IRLC project.

IR PROGRAM *interview*

Aditi Chawla

Aditi Chawla is the current editor of *Hemispheres*, the Tufts Journal of International Affairs. *Hemispheres* is an undergraduate-run publication. Ms. Chawla is a senior majoring in International Relations and Economics.



Aditi Chawla

Q: What will/should be new and innovative about *Hemispheres* this year?

A: This year we are really trying to expand our solicitation base. We are always trying to enhance the quality of the research published in *Hemispheres* by incorporating research conducted at a wide variety of universities. This year, the effort to increase the number of papers that we receive has become our main focus. Thus far, the initiative has been relatively successful. We have received papers from many universities that have never had students submit their work to us.

Q: What, in your view, is the major value of the journal?

A: The major value of this journal is that it gives undergraduates the opportunity to publish their research. Opportunities of this sort are rare, and because of this, the importance of learning how to conduct effective, original, and interesting research can sometimes be overlooked. The possibility of publication in *Hemispheres* provides a valuable incentive for students to refine the way they conduct research. In addition, students may use the journal to find examples of research done by their peers that have been successful. It can show a student how to frame an interesting research question

that is also appropriate in its scope.

Q: What have been the major problems facing the journal this year?

A: Year after year, *Hemispheres* faces several problems. First, there is the difficulty of extracting quality research papers from universities around the country. The research is taking place, but the students are very often unaware of the opportunity to have their work published. Second, there has been a problem of continuity and structure in the way in which we publish. Year to year, the methodology of the journal varies depending on the style of the editor(s). While this is understandable to an extent, it makes it hard on the staff for the next year when they are trying to understand procedures such as the filing systems of the year before.

Q: What advice would you offer succeeding generations of *Hemispheres* editors?

A: If I could offer future *Hemispheres* editors a piece of advice, it would be to focus on the quality of the journal and the main objective of the journal: a forum in which undergraduates can publish exceptional research papers. For example, there has been some talk over the years of expanding the journal into a bi-annual publication in order to

increase its profile. Such an endeavor should not take place unless the journal is assuredly the same quality as the annual product.

Q: What would you like your own personal legacy to be with *Hemispheres*?

A: I would like to be the editor of the edition of *Hemispheres* that had really made a concerted effort to dramatically increase the journal's quality. We have been working very hard to not only expand the solicitation base of *Hemispheres*, but also to work within our own staff to create a sense of continuity within the infrastructure of the journal that may sustain itself for years to come.

FOR MORE INFORMATION ON HEMISPHERES, VISIT THE HEMISPHERES

WEB SITE AT:

www.ase.tufts.edu/hemispheres

Consuelo Cruz

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a “series of historical accidents combined with human agency,” the two countries have arrived at very different national myths. Costa Rica has long had a “narrative of possibility” backed by a self-image of exceptionalism, while Nicaragua has been burdened with a “narrative of fate.” These narratives or national myths frame and influence political debate and policymaking in significant ways. Understanding how these national narratives are created and how to change them is essential to a deeper understanding of democratization and economic development.

Professor Cruz conducted political and macroeconomic analysis of Central and Latin America while traveling extensively as a consultant for the World Bank. Exactly why were some countries better able to service debt? Why did some countries have more stable governments? Though she takes pains to emphasize the extreme importance of macroeconomic indicators, Professor Cruz found them insufficient. Economic indicators, she says, are like reading body temperature. They are a critical sign of health or sickness at the moment, but tell you little about the underlying causes or long-term trends. Her search for answers led her back four centuries in Latin American history, to consider the colonial pasts of Nicaragua and Costa Rica.

Nicaragua was conquered early on in the 16th century when the Spanish king was deeply engaged in a “game of mutual mistrust” with the conquerors and local Creole elites, whom he feared might become too powerful. Two methods of maintaining royal control, the encomienda system and free correspondence with the crown, left a pervasive legacy. The encomienda system enabled the crown to entrust its Indian subjects to Spaniards ostensibly for religious instruction, but actually as labor. Cor-

respondence with the crown was strongly encouraged: anyone could write to the king, and punishment for intercepting mail was severe. Correspondence proved to be vital intelligence to the crown, and it afforded local rivals opportunities for mud-slinging and power politics.

When Costa Rica was conquered decades later, the encomienda system was ending. The crown was then seeking to minimize conflicts in Latin America, faced with increasing quarrels among conquerors and colonials, rebellions in Peru and Nicaragua, and the danger that widespread abuse of indigenous Latin Americans would delegitimize the evangelical underpinnings of the empire. Correspondence to the crown became whitewashed: the king heard mostly what he wanted to hear. Interestingly, these essentially fake records provided the grounds for the construction of a relatively “happy” memory of colonialism in Costa Rica. Over time, the Costa Rican Creole elite influenced the selection and conduct of royal governors until the governors became “junior members” of the elite.

In the 1850’s, thirty years after independence, coffee brought wealth to Costa Rica, and the large number of small and medium producers became a new middle class. Backed by the legacy of the false “happy memory” of colonialism and the resulting national self-image as a peaceful, diligent people different from the “disordered, violent” nations around them, Costa Rica has long been relatively stable. It became a fully-functioning democracy by the middle of the twentieth century and its development has proceeded fairly smoothly, in striking contrast to Nicaragua and many other Latin American countries. The one consistent explanation, Professor Cruz maintains, is that Costa Rica was blessed with a “narrative of possibility,” a positive national self-image, forged from historical accidents and national responses to those accidents.

If national myth-making can be more important than actual history or current economic conditions in shaping a country’s long-term future, what is the recipe for change? Development requires not only formal education, Professor Cruz argues, but cultural and historiographic education as well, to unravel the national myth that helps shape the country. The international community must recognize that true democratization and development is “extremely slow-going and difficult.” There is an “attitudinal problem,” Professor Cruz notes, in which the international community expects results right away and has too short an attention span to execute the long-term assistance needed for meaningful change. A focus on quick, easily quantifiable results may obscure the real needs and real, gradual progress being made.

Professor Cruz joined Tufts recently, after serving on the faculty of Columbia University. However, she is no stranger to the Boston area, having received her PhD at MIT. When asked about Tufts, she waxes enthusiastic. She has found the faculty and students of Tufts to be “civilized in the old sense of the word,” and states that the Political Science Department “represents the best the discipline has to offer.”

Benjamin Reichman, a graduate of Brown University, is the new staff assistant for the IR Program. Mr. Reichman joined the IR team this past fall.



IR PROGRAM *announcements*

Graduating Seniors: IR Welcomes Change... But Tell Us First!

The first two weeks of every semester inevitably witness a plethora of add/drop activity. Normally, this results in increased student satisfaction with course selection. While IR welcomes such change, we would like to remind graduating seniors that add/drops affecting courses listed on the degree sheet must be reported to the IR Program. If you change a course you are using to fulfill core, cluster or seminar requirements, you must notify John Jenke in the IR Program Office in Cabot 605. Likewise, if you change a course being used to complete a university foundation or distribution requirement, you must notify both the IR Program and the Graduation Assistant, Ms. Carol Downing (Dowling Hall, 7th floor, carol.downing@tufts.edu). Failure to notify us about relevant course changes may impede your graduation. Help us make graduation weekend a happy one for you and your parents!

Je déclare! According to the Gourman Report, a publication that ranks universities by field of study, International Relations at Tufts is the nation's leading undergraduate program in international affairs. How can one join this exclusive program? By filling out both the blue university major declaration form and the accompanying white IR Major Declaration form, you can become an IR major and join the ranks of one of Tufts' most popular undergraduate concentrations.

The key to declaring a major is identifying your area of focus and locating an IR Core Faculty member with a corresponding area of expertise. The IR Program staff in Cabot 605 can help you with both tasks. Additionally, feel free to visit IR Core Faculty during office hours and sound them out for compatibility of interests.

Seçiyorum
University policy requires students to declare a concentration before the end of their sophomore year - in particular, by April's registration period for the fall semester of junior year. But students are well-advised to contact faculty before then. Once you have secured the signature of your new IR advisor, bring both major declaration forms (i.e., the blue and white ones) to the IR Program office in Cabot 605. A full list of IR Core Faculty advisors is listed on page 53 of IR's Academic Planning Guide for 2002-2003. Contact the IR Program Office at x7-2776 with any questions about declaring an IR major.

我決定...

Yo declaro

STUDENT *opportunities*

Present Your Research

@ the Tufts Undergraduate Research & Scholarship Symposium

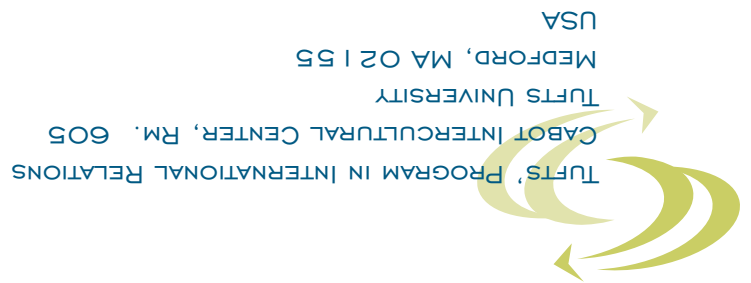
The purpose of the Tufts University Undergraduate Research & Scholarship Symposium is to celebrate contributions made by Tufts undergraduates to scholarship and research advances. All fields are represented: humanities, arts, science, social sciences, engineering, and more. Undergraduates may give oral presentations or poster sessions. Please register by Friday, February 14. The deadline for an official title and formal abstract is March 7. For more information, see: <http://ase.tufts.edu/symposium>. The conference dates are **March 28-29, 2003**.

Get an Internship this Summer

If you're looking for an internship, contact the Tufts Career Services office for resources on international internships. To get your search started, check out the "Internship" page on the IR web site: <http://ase.tufts.edu/ir/internships1.htm>. The page contains descriptions and contact information on internationally-focused organizations in the Boston area.

Volunteer for IR

IR is looking for volunteers! Enhance your resume and learn about the IR Program by volunteering. We're looking for students to help with outreach, marketing, and event publicity. Share your excitement for international relations



IR PROGRAM

announcements

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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.



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IR EMAIL ADDRESS: internationalrelations@tufts.edu

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

IR E-LIST: GET UPDATED

If you're not getting email updates from the IR e-List, email internationalrelations@tufts.edu to sign up for weekly international news, events, and opportunities.

IR WEB SITE: 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.

International Relations welcomes Benjamin Reichman to its program as the new staff assistant. Mr. Reichman hails from Alaska and is a graduate of Brown University where he majored in Philosophy and Comparative Literature.