

INTERNATIONAL RELATIONS

news & views

VOLUME 2, ISSUE 4, SPRING 2003 TUFTS' PROGRAM IN INTERNATIONAL RELATIONS

Life for an IR major after Tufts: Karina Weinstein, '02

We recently caught up with Karina Weinstein, '02 over email to talk about her current work with underprivileged youth in Chile and how she has been influenced by her experience at Tufts.

How did you first become interested in Chile?

In an elective class about Latin American history in high school, I learnt about *arpilleras*, quilts made by Chilean women whose children were detained and tortured during the Pinochet dictatorship. I was impressed by this unique form of protest and the power of housewives to overthrow a powerful military regime. In my studies at Tufts, I explored further Chilean history, especially the Pinochet regime which lasted seventeen years (1973-1990). When I learnt that Tufts had a study abroad program in Chile, I was excited to explore a country that has restored democracy so recently. My focus within the IR major was Latin American studies--through the course work

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"¡No a la guerra!" Watching the war from Spanish soil

by Sadaf Gulamali and Tara Heumann

This verse, meaning "no to the war," has been chanted nearly every weekend and on many workdays in antiwar protests throughout Spain since we set foot on *madriileño* soil in January. Though the Spanish president, José Maria Aznar, adamantly supported the US-led war against Iraq, nearly 98 percent of the Spanish population did not. They called the war unjust and decried a fictitious conflict created by the United States in a corrupt endeavor to gain control of Iraqi oil pipelines. Rally posters claimed George Bush a tyrant but left Saddam unscathed. Protests this past weekend turned from *guerra no* to *ocupación no*.

Aznar, a member of the conservative Popular Party (PP) who will not seek reelection in May, strongly pledged his support for the war well before armed combat began. It was precisely his immunity from electoral backlash

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Going abroad? Lucky you! Some helpful tips & reminders from IR

Study abroad offers undergraduates an amazing opportunity to immerse themselves in another country, culture, and language. The learning that will take place during your time abroad will stay with you for the rest of your life -- and most likely play a prominent role in your future academic and professional endeavors.

While abroad, Tufts will probably seem like a world away. And though we don't want to infringe on your immersive experience, we can offer you helpful tips and reminders to ensure that your academic transition back to Medford is smooth sailing. Because unfortunately, whether you want to hear it or not, you will need to come back for your senior year -- at least temporarily!

The IR Program can help you while abroad in 3 major ways: first, by assisting you with transfer credit issues; second, by keeping you up to date on international happenings at Tufts, including scholarship and funding opportunities; and third, by helping

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IR PROGRAM

opportunity

IR Student Assistant Needed

Looking for a summer of excitement? Planning on taking summer session courses and need to make some cash? Want to learn what IR is all about?

Cabot 605 can be your home away from home, as you help the IR Program get ready for next year.

The IR Program seeks a part-time student assistant (15-20 hrs/week) for the 2003 summer. This motivated individual will provide administrative support to the program office and staff. Duties include, but are not limited to:

- project assistance and implementation
- answering telephones, photocopying, faxing, and filing
- greeting visitors and answering inquiries about the program

Knowledge of the International Relations Program preferred. Experience with desktop publishing software (Adobe products) and Dreamweaver a plus! Start date is May 21, 2003. If you are interested in the position, please send your resume to Melissa Dodd (melissa.dodd@tufts.edu).

IR PROGRAM

tips for study abroad

Going Abroad? continued from page 1

you solidify your research plan if you are thinking of conducting research while abroad, writing a senior thesis or completing another capstone research project when you return to campus, so that you can use your time abroad as productively as possible for research. Even though you are abroad, whether on a Tufts or non-Tufts program, the IR Program staff and its resources are available to help you make the most out of your study abroad experience.

Transfer Credit Tips

The transfer credit process should be completed before you leave to study abroad. However, sometimes course offerings change, so make sure you complete the process as soon as possible so that you are certain that your courses will count for Tufts and the IR major.

See the chart on [page 3](#) to learn the easy steps in the IR transfer of credit process. After you go through it once, it'll be a breeze!

For specific questions regarding IR transfer of credit issues, contact John Jenke, the IR Assistant Director (john.jenke@tufts.edu or 011-617-627-2819).

Registration While Abroad

Course lists are generally available 2-3 weeks before registration each semester. Once new courses have been approved by the IR Program Curriculum Committee, the list of IR courses for the upcoming semester is posted on the IR web site and emailed to all majors via the IR e-List. If you do not receive the weekly emails from IR, let us know! This is the best and fastest way for us to get information out to you.

The Tufts Registration web page (<http://studentservices.tufts.edu/registration.htm>) is a comprehensive resource on registration. However, it does **NOT** have information on IR courses. IR courses are only available through the IR Program as noted above.

See the [Tips](#) highlighted on [page 3](#) for additional information on registration.

Undergraduate Research Support

New systems exist in IR to provide research support and guidance to students, particularly while abroad. Your time abroad can be a great opportunity to make headway on an international research project. While abroad you have access to resources, contacts, and experiences unavailable from the Tufts campus -- take advantage of them!

It's never too early to start thinking about research. Several important procedures and deadlines will occur while you are abroad. So, do some research before you leave. Find out what scholarship opportunities are available to you such as the [IR Research Scholars Program](#), the [Borghesani Prize](#), and the [Tufts Summer Scholars Program](#). And, while it may seem far away, think about what you want to accomplish in your senior year. Is a senior thesis or Fulbright proposal a possibility? If so, learn more about these opportunities by visiting the IR web site (<http://ase.tufts.edu/ir>) or the Dean of Colleges web site (<http://ase.tufts.edu/deancoll/>).

Not even sure what a Fulbright is? Or don't know how to get started thinking about research? Don't worry, you're not the only one! Log on to IR's new International Research & Learning Community (IRLC) web environment (<http://jupiter.tufts.edu/ir>) to help you figure out whether research is for you and what you need to know to get started. The IRLC offers helpful tip sheets developed by faculty, online research resources, discussion forums, frequently asked questions, and information on IR faculty to help guide you through the research process.



IR PROGRAM

tips for study abroad

Checklist & Tips

Registration Tips

1. Complete an IR Planning Sheet before you leave so you know what requirements you will need to fulfill when you return.
2. Complete transfer credit procedures (both university and IR) before you leave.
3. Bring an IR Academic Planning Guide and other pertinent IR materials with you.
4. Find a way to get access to the web, email or arrange for a dependable proxy to register for you in Medford. (We strongly advise you, though, to plan ahead and make sure you can access the Internet when you need to register.)
4. Utilize electronic resources to research courses and communicate with Tufts while abroad.

Senior Thesis Tips

IR majors interested in pursuing an IR senior honors thesis will enroll through high-demand registration with the IR Program. If you are abroad, you will still need to follow the guidelines, so plan ahead! To register, submit the following to IR by the end of your junior year:

1. A one-page thesis prospectus (See the IR web site or the IRLC to learn how to write a prospectus.
2. A letter from an IR core faculty member stating an intent to guide the thesis.
3. The Thesis Honors Form (available at Dowling) containing the signatures of the IR core faculty member serving as a primary thesis advisor and the two other faculty advisors (at least one of whom must be an IR core faculty member) who will serve on your committee.

TRANSFER CREDIT CHECKLIST

The transfer credit process should be completed before you engage in study away from Tufts. Follow the steps below to secure pre-approval for the courses taken on any foreign study program or for courses taken at other US universities.

Tufts Program

All courses taken on Tufts Programs Abroad automatically receive Tufts credit. However, you will still need to know how those courses count toward your IR requirements. Proceed to Step 2.

Non-Tufts Program

Step 1: Tufts Credit

Departmental Approval

Bring a University transfer credit form along with course descriptions to the transfer credit advisor of the department where the course would be offered if it were taught at Tufts. Ask the transfer credit advisor to note whether the course has a Tufts equivalent. Return the completed form to the Registrar's office in Ballou Hall.

Step 2: Getting IR Credit

Bring copies of the completed University transfer credit form and course descriptions along with a completed green "Request for IR Credit" form (available in Cabot 605) for each course for which you are requesting IR credit. Here's a tip: Before coming to the IR Program, look carefully at the list of approved courses in the IR Handbook. This will provide clues as to where the course will most appropriately fit within the IR requirement structure. For example, since there are no political science courses offered at Tufts that have been approved for CR4 International Economics, it is highly unlikely that a political economy course taken abroad would count there; similarly, if you want to use a course for CR7 The Historical Dimension, it should be pre-approved by the Tufts History Department.

Step 3: Course Approval

Your request will be evaluated by the Program, which will sign the green "Request for IR Credit" form certifying which courses may be counted toward the IR major. One copy of this form will go into your file in Cabot 605; you should keep the original for your own records.

Step 4: Change of Plans?

If you arrive at the host institution and find that you are unable to take the courses you had pre-approved, you will need to go through the transfer credit process outlined above while you are abroad for the courses you do decide to take. It is your responsibility to contact the relevant departments at Tufts as well as the IR Program to secure approval. Use fax and email to complete the process in a timely manner, and you will avoid unpleasant surprises on your return to Medford.

Return to Step 1...

IR PROGRAM

alumni profile

Alumni Profile continued from page 1

offered at Tufts, I explored this diverse and complicated region. I also really liked the numerous lectures and events held at Tufts about Latin America.

The Borghesani Prize has been the crucial turning point regarding my interest in development in Latin America. It provided me with resources to do field research and learn about this community. (I taught English as part of my internship during study abroad in Chile.) It is only due to the Borghesani Prize that I am in Chile right now--the two months I spent there with the prize allowed me to investigate one community and to learn that the largest problem it faces is not the lack of material things but the lack of access to education and to a better future. During those two months of research, I interviewed adults about why they decided to leave their apartments for tents and the uncertainty that comes from a shantytown. I would look around their houses and notice the precarious living conditions, but what shocked me more is learning that many of the children did not attend school or that they never made effort in school work. The parents explained to me how their children do not have hope of attending college or becoming professionals--due to being poor they are confined to few jobs such as cleaning personnel, gardeners, and maids. One of the conclusions of my Borghesani research was that life in the shantytown empowered these people who otherwise would be powerless--in the shantytown, each person became a crucial member of the community since they need to work together to make important decisions such as installing electricity or installing indoor plumbing. But I was left wondering about the children and what the future held for them, and this is what motivated me to apply for the Huntington award.

The Samuel Huntington Public Service Award, which you received, provides a stipend for a graduating senior to pursue a year-long project anywhere in the world. What is your project?

After two months of community members helping me with my research, answering my questions, allowing me to go to meetings, I wanted to give something back--I wanted to help, and since I am only one person,

I thought I could help by working with the children. The children I met are intelligent and passionate and inquisitive, and they lack access to good quality education and thus opportunities for a better future.

My project is the creation of a library and cultural center in the shantytown where I did my thesis research funded by the Borghesani Prize. I wanted to create a safe space for children to spend free time and I also wanted to encourage literacy and reading. I have various goals: one is for children to enjoy reading; another one is to provide a safe space to spend their time; and third, is to provide access to educational and cultural activities that these kids wouldn't normally have access to. I have organized trips to the Museum of Science, Museum of Art, interactive museums, parks, etc.

Describe the community of the shantytown in which you are living. What were the challenges of being a newcomer?

The shantytown is a community of 2,000 people who took over unused land because they did not have decent housing. Prior to living in the shantytown, they rented small apartments or shared living space with their parents or other relatives. They moved to the shantytown to try to obtain a decent house through their own effort. They started out in tents and now they have wooden shacks that they have built themselves. The shantytown is huge, and among the 2,000 families, there are all sorts of people. There are some very hard-working honest families and there are others who stay at home all day. One of the great lessons from this experience is that poverty is not one-dimensional. Poverty has many facets and it is impossible to stereotype about "poor" people. I also learnt that poverty is not confined to material things--many of these poor families in the shantytown have material things such as nice washing machines, TVs, refrigerators, and microwaves. But what makes them poor is the fact that they cannot get a good quality education or quality health care. Poverty

is in the spirit--my host family is a young couple with three young children. They are very hopeful about the future and very hard working and resilient. There is a lot of drug trafficking and violence in the community.

I taught English to children in the shantytown during my study abroad in Chile in the fall of 2000 and then I lived in the shantytown in June and July of 2001 funded by the Borghesani Prize. I have been living in the shantytown since October 2002 and will stay for an entire year until the following October. I feel comfortable and secure in the community because people know me and respect me because I am there to help. It was hard initially because of the living conditions. The houses are very small--I live in one big room with my host family which consists of five people. The houses are very close together and you can hear everything that goes on in other people's houses. Fortunately, it didn't take me too long to get used to the living conditions.

The other challenge is people's perception



Karina Weinstein in Chile

of me. In the beginning people assumed that I was just a rich American with a lot of money. Chileans have a love/hate relationship with the US--they hate the imperialism and the economic dominance but at the same time they idolize pop culture. It was hard to connect to people at first because they saw me based on their stereotypes. Over the six months I have been there, I feel that people have opened up to me a lot more because they realize that I am there to work with them to provide a better future for their children. In general, shantytown dwellers have been very open to me

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alumni profile

and have invited me into their homes and shared the little they had.

How have Tufts-in-Chile students worked with you on your project?

Tufts-in-Chile students have helped out a great deal. I have two volunteers that come on a regular basis to teach English and many others who come for big all-day activities I have organized. During the fall semester, they led a music and dance workshop where children learnt how to play the guitar, the drums, and the flute. It was a very festive event with dancing! The kids really enjoyed interacting with the Tufts students. In the spring semester, they helped make a peace quilt with the children against the war in Iraq and then we marched in a local protest holding up the quilt. It has been great to have the support of the Tufts-in-Chile program and to always have a reserve of students who are willing to help out.

What are the biggest challenges in your work?

My project has been both easy and hard: it has been easy to create a safe space (children LOVE going to the library and come to my house all the time to go read stories or to just draw) and it does not take much money or resources to involve these children in meaningful and educational activities. All it really takes is energy and dedication. It is very challenging to create something long-lasting and permanent in a community that is by definition very temporary (many families are saving money to leave the shantytown.) Since the community members are very poor, they tend to focus on material things (I can't blame them) but it is also hard to find responsible people who will actually work in the library and not just take material things from the library for themselves. I am worried that the library will not last much longer after I leave and I am going to make a real effort to find someone to keep it running. I do feel inspired by the energy and the desire of the children to participate and spend time in the library. They really appreciate the time the volunteers spend with them reading stories or helping them with homework.

What advice would you give to undergraduates who are interested in research and living abroad?

I encourage all undergraduates, especially IR majors, to undertake a research project abroad. I could have researched shantytowns in Chile in the Tufts library but I would have never understood the real meaning unless I actually lived in one and interacted with people in the community. Field research makes your research topic come alive! Living abroad is a great experience because it teaches you about other cultures and how to be adaptable and flexible. I love living in Chile--I feel privileged to be able to explore the Chilean society and I feel honored that the community (the shantytown) has accepted me. And if anyone is interested in doing social service projects, I just want to say that it really does not take that much money--all it really takes is dedication and creativity. Since I have gotten the Huntington grant, I have received so much help from organizations and people. The most important advice I can give is to really follow your passion and then to knock on ALL doors to get help. There are many people willing to help and there are many resources out there--one just has to be active in looking for them.

How did your experience at Tufts influence or shape your career interests?

My Tufts experience is directly responsible for where I am right now--on an academic level, I felt prepared to "go out into the world" but it also prepared me to deal with different cultures and to handle diversity of opinions and viewpoints. At Tufts, I was able to take the coursework that ignited my interest in Latin America which consequently made me interested in field research funded by the Borghesani Prize which then made me want to return to the shantytown and build a library. Without my Tufts experience, I really would not be where I am (as cheesy as it sounds, it's true). Tufts is a great place that allowed me to explore my interests and passions--

even when applying for the Huntington, I received a lot of support and help at Tufts--I spoke to many professors to help me narrow my idea and articulate myself for the proposal. I think the best aspect of Tufts is how it nurtures each one of its students to fulfill their potential and to express their passions--I receive so much support from the Tufts community during this project and I feel that without the Tufts education I would not be as confident or prepared to undertake such a challenge.

Do you have ideas about what you would like to do next?

I always thought that my Chile experience would give me a much clearer sense of what I wanted to do in life. It has actually made me even more confused because I have become interested in many new areas such as child development, social work, psychology...I have no idea of what I want to do in the long term. In the short term, I think

I am going to apply for a Master's program in Latin American Studies (that is my passion) and try to get a job with a nonprofit organization. I would love to have more experiences such as the one in Chile in other Latin American countries--I would love to do more service projects in other South and Central American countries. But the difference is that I do not feel comfortable just coming into an unknown community and imposing my solutions. The advantage of my Chile experience is that I was familiar with the community when I applied to start a

library. In the very long term, I think I want to devote my life to working with underprivileged children in Latin America, although I am not sure through what medium or channel.

One of the great lessons from this experience is that poverty is not one-dimensional. Poverty has many facets and it is impossible to stereotype about "poor" people.

To learn more about the Borghesani Prize, see ase.tufts.edu/ir/borghesani.html. To learn more about the Samuel Huntington Public Service Award, contact Dean Inouye (x7-4239). To learn how you can participate in Miss Weinstein's work, email her at: karinalael@yahoo.com.

IR PROGRAM

student perspective

Watching the war from Spanish soil

Student Perspectives continued from page 1

that allowed Aznar to oppose his constituents and stand beside Bush. Moreover, Aznar hoped that a wartime alliance with the US would aid American-Spanish relations in other spheres, namely in the fight against terrorism in the Basque Country. Leaders of the opposing parties -- the socialist PSOE and progressive IU coalition -- are against the war and are rallying in order to gain popular support -- they, unlike Aznar, will seek office in May.

The majority of the protests that took place before the war started occurred without major incident. However, soon after the war began the protests for 'peace' were anything but nonviolent. Riots, vandalism, and looting broke out. The windows of a McDonald's in Madrid were smashed with a leg of ham. (Cured meat is a symbol of Spanish culture if ever there were one.)

Moreover, it seems these protests decrying armed conflict abroad are convened more to serve political interests at home. It is evident that the Communist Party has had a hand in numerous demonstrations, as graffiti reading *No Kapital* can be found throughout Madrid. The looting and trashing of *El Corte Inglés* in Barcelona, ironically a Spanish-owned department store, is indicative of how some peaceful demonstrators resort to less meritorious tactics.

Though nationwide protests occupy a substantial portion of television airtime and newspaper headlines, the political action most easily visible for many Americans studying in Spain takes place right on the university campus. Not unlike the trend clearly visible in the United States, Spanish youngsters tend to be more politically liberal than their parents, and many have been quite vocal about their opposition to the war. The walls of nearly every building of Madrid's public Autonomous Uni-

versity are perpetually covered in graffiti; new messages appear in spray paint more quickly than the school's custodial staff can restore campus cleanliness.

It is not difficult to imagine that seeing tens of thousands of antiwar protestors gathered in one place was probably a brand new experience for most American students who came to Madrid this academic year. What began as a fresh socio-political phenomenon, however, soon became a frequent occurrence. It is not uncommon for some classes at the *Autónoma* to be cancelled biweekly because students, and sometimes even professors, simply don't attend. Called a *huelga* (strike) or *manifestación* (protest),



such events on the university campus, sadly, rarely represent substantial political action and more often serve as an excuse to skip class, sunbathe on the lawn, and engage in collegiate vices. Fortunately, demonstrations carried out in the city center tend to be more substantive. As a result of all of these activities, class truancy in high schools has also become a substantial problem in many parts of Spain.

In light of the trashing of *El Corte Inglés* and anonymous painted criticisms of Bush and *yankis*, those at home might worry about the safety of Americans abroad. For the most part, however, anti-Americanism has not proven a problem, neither in Madrid

nor in the rest of Spain. No doubt in part because over 90 percent of the public disagrees with its president at home, Spaniards tend to understand that Americans have a variety of political opinions. Many university students are interested in the opinions of their American classmates, just as those from the US are eager to dialogue with host families and Spanish peers. At least the interpersonal dialogue tends to be carried out on a mature and respectful level. There are, however, some antipathetic individuals everywhere, and Madrid is no exception.

Watching the war in Iraq unfold from the streets of Madrid and the living rooms of our Spanish host families, we have added another important experience to our semesters abroad - the opportunity to examine our nation from another continent and from a new point of view. Far from Walnut Hill, we viewed the entire prisoner of war footage aired by al-Jazeera instead of the edited clips our friends saw back at home. The war has forced us to examine American media, public opinion, and foreign policy with even more care and attention than we might at home. Our Spanish families and classmates don't hesitate to share with us their sometimes ill-informed and other times insightful opinions, and they want to know what we think. Fortunately, many American students have felt comfortable enough in Madrid to voice their opinions about the war, whether by marching in city-wide protests or by explaining one-on-one to a Spanish friend why they support the presidents of both nations. Though it has proven more challenging to follow the news in a non-native language and form an opinion independent of that shared by nearly all Spaniards, as representatives of both our country and our university, we find it more important than ever to be politically astute and vocal.

Tara Heumann is a junior currently on the Tufts-in-Madrid program, studying at the Autonomous University of Madrid. Sadaf Gulamali is also a junior studying in Madrid. Gulamali is attending New York University in Madrid.

IR PROGRAM *news*

Awards, Accomplishments, and Accolades

The IR Program congratulates the following students on their recent receipt of the following IR-administered prizes and scholarships. The students were formally recognized at the Annual Student Awards Ceremony on Friday, April 11th.

The IR Research Scholars Program

The scholarship program supports original, high-quality undergraduate international research. Awarded jointly to selected IR juniors who plan to undertake a senior honors thesis or other capstone research experience and to their faculty mentors, the scholarship financially supports a minimum of eight weeks of summer research on an international topic. The program's objectives are to promote intensive faculty-student mentoring and to advance the development of strong international research skills critical to professional and academic goals in an increasingly interdependent world.

Bethany Peacemaker Arrand: The Impact of a new WTO on Agriculture on Cereals Markets in Ethiopia -- IR Faculty Mentor: Margaret McMillan (Economics)

Joanna Friedman: Women's Rights in Male: The Discrepancy between Law and Practice -- IR Faculty Mentor: Jeanne Penvenne (History)

Tara Heumann: Reviving the Chilean Economic Miracle -- IR Faculty Mentor: Yannis Ioannides (Economics)

David Metz: Chilean Economics: A Case Study of State Autonomy in Trade Liberalization -- IR Faculty Mentor: Peter Winn (History)

The Anne E. Borghesani Memorial Prize

The Anne E. Borghesani Memorial Prize enables the recipient(s) to undertake a self-designed project in any field involving international issues. Designed to foster the spirit of the award, the prize encourages personal growth and independence, while increasing one's understanding of all peoples and encouraging a commitment to the world community. The prize honors the memory of Anne E. Borghesani, J'89, an international relations major.

John Dulac: Environment and Technology: Progressive Use and Control in Paris, France

Sarah Sliwa: Printmaking in Poland: The Role of Art in Society in Krakow, Poland

Jenna Sirkin: Mexico and Cuba Reproductive Health in Havana, Cuba and San Miguel de Allende

To learn more about the IR Research Scholars Program and the Anne E. Borghesani Memorial Prize, visit the IR web site at: <http://ase.tufts.edu/ir>

The IR Program recognizes the hard work and effort of its senior honors thesis writers who have spent countless hours creating original, quality scholarship within the interdisciplinary field of international relations. Congratulations to you all on a job well done!

Anne Andrews: Childhood Immunization in the US: A Dangerous Trend

Allison Archambault: Solar Energy Development in Mali

Marianne Chow: Coping with Silence: Attitudes Toward Abortion in Japan and the US

Melinda Coolidge: HIV/AIDS Education for Women in West Africa: 3 Case Studies

Dianna Darsney: US Foreign Assistance Program and Support

Samantha Diamond: Exploiting Natural Resources to Finance War: Accountability in Sierra Leone

Kimberly Harbin: Impact of Afro-Germans in the Performing Arts

Maria Heifetz: Constructing Revolutionary Russia

Justin Leahey: German Immigration Policy Since 1951: Differences Between Policy and Practice

Anya Ligai: Adaptation of Koryo Sram in a Changing Political Environment

To learn more about undertaking a senior honors thesis in IR, visit the IR web site at: <http://ase.tufts.edu/ir>.

Congratulations to IR majors who have recently received a Fulbright scholarship to conduct research and/or work abroad next year. Your accomplishment reflects your dedication to gaining international understanding and sharing that knowledge with others. Good luck in your experience!

TUFTS' PROGRAM IN INTERNATIONAL RELATIONS
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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.



InternationalRelations
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IR THANKS: PROVOST JAMSHED BARUCHA AND DEAN STEPHEN BOSWORTH

IR would like to graciously thank Provost Barucha for sponsoring Dean Bosworth's lecture on North Korea held on March 25th. The event was a great opportunity to bring the Fletcher graduate school and undergraduate International Relations Program together in intellectual community. We warmly thank Dean Bosworth for his informative lecture and for taking the time to share his perspective with the IR community.

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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.