



## Professor El-Zein Looks Ahead, Connects the East and the West

By Erin Allweiss



Photo: Erin Allweiss

In the mid 1980s, when Tufts became more sensitive to Middle Eastern issues after two oil shocks and US involvement in Lebanon, Tufts Professors of History Leila Fawaz and Beatrice Manz led a group of faculty in an attempt to create a Middle Eastern Studies Program. After years of work the major was approved in April 2000, due in large part to efforts spearheaded by Art and History professor Eva Hoffman. Now, three years later, the Middle Eastern Studies Program has grown dramatically both in terms of student demand as well as in terms of the number and variety of offered courses. Interest in the Middle East has also significantly increased within the IR major. A product of this heightened interest has been the addition to the faculty of Professor Amira El-Zein, Tufts' first tenure track Assistant Professor of Arabic language and literature.

Arabic was first offered at Tufts fourteen years ago. Up until last year, Tufts had only one lecturer in Arabic, Dr. Mohammed Alwan, who has been teaching Arabic at Tufts from the start. With enrollments in Arabic continually growing,

the need for an additional faculty member arose. In 2002, Tufts hired Amira El-Zein, a poet and professor who at the time had been teaching Arabic language and literature at Georgetown University. Amira El-Zein, who Dr. Alwan describes as an "energetic and visionary teacher and scholar," is now in her second year at Tufts. She represents the progress of the Arabic and Middle Eastern Studies programs. She also signifies an important step forward in fostering international dialogues, an ideal to which Tufts is fervently committed.

Professor El-Zein's personal goals as a teacher and as an artist parallel those of the university. She emphasizes the need for Tufts, as an international community, to hear "more opinions from all sides, especially now that the world is becoming so small." She stresses the comparative aspect of literature, language, art and society in her courses, so as to convey the way in which all humanity is linked together. "By discussing a literary text," she explains, "we will see the vulnerability of humanity. Text is a reflection of the world." Because Professor El-Zein's cultural courses are taught in English, more students can benefit from her courses and learn about Arabic literature and society.

With our world perceptions constantly shaped by media coverage, which El-Zein believes perpetuates cultural stereotypes both in the US and abroad, we need a way to break down social misconceptions. El-Zein is confident that teaching is the best method for eliminating cultural barriers and encouraging a global dialogue. She is convinced that studying a society's culture enables us to understand its people and its actions, thus equipping us to work toward a global peace. "We will better understand a society if we

*Continue with Faculty Profile on Page 6*

## Susan E. Rice To Speak on U.S. National Security Policy on Sept. 29

Susan E. Rice, former U.S. Assistant Secretary of State for African Affairs under the Clinton Administration, will be speaking on Monday, September 29th at 5:30pm in the ASEAN Auditorium as part of International Relations' sponsored lecture series.

As the Assistant Secretary of State for African Affairs, Susan Rice formulated and implemented overall U.S. policy towards 48 countries of Sub-Saharan Africa, including political, economic, security and humanitarian issues. She oversaw management of 43 U.S. Embassies, over 5000 U.S. and Foreign Service national employees, a

*Continue with Rice Talk on Page 4*

### In This Issue

Faculty Profile: Amira El-Zein	p. 1
Susan E. Rice Lecture	p. 1
Research Support Online	p. 2
Fulbright Tips	p. 3
Support for Senior Theses	p. 5
IR Program Announcements	p. 6

## From Tufts to Chile, Students Get Prepared

### Online support and resources for undergraduate international research

By Melissa Dodd

Tara Heumann and David Metz, both IR majors, wanted to conduct research on Chilean topics and study abroad. They also thought about completing capstone research projects after their abroad experience. They took INTR 91: International Research Colloquium, a new course offered in IR, in the spring of their sophomore year to help them achieve their goals. With a group of 20 other adventurous sophomores led by Professors Jeanne Penvenne from History and Richard Eichenberg from Political Science, they embarked on an endeavor to prepare themselves for substantive research on international topics before going abroad. As juniors they received IR Research Scholars awards to travel to Chile to conduct research on topics they developed in collaboration with IR core faculty. Now, as seniors, they are preparing for the year-long process of writing a senior honors thesis. While not all Tufts students have, or will, follow Ms. Heumann's and Mr. Metz's selected paths, they demonstrate the potential doors that early research preparation can open for students.

With the development of opportunities for students to engage in research, such as the IR Research Scholars Program and the Tufts Summer Scholars Program, comes the need to provide students with support and preparation to undertake the process successfully. Since the two-course research colloquium, INTR 91 and INTR 92, was offered for the first time in spring of 2001, IR has been working to develop an online resource, the **International Research Network (IRN)** to support research for students and faculty so that they can take full advantage of the opportunities that exist for them both here at Tufts and beyond.

Developed by IR and Academic Technology, the IRN is a support tool and online toolbox of resources that enables faculty and students to communicate, exchange resources, and collaborate on research projects anywhere in the world. The IRN guides students through the research process and connects them to faculty and other students in a network that transcends distance toward successful completion of capstone research projects such as a senior thesis, Fulbright Proposal, senior seminar paper, directed research project or independent study.

In spring of 2002, a second group of sophomores participated in INTR 91 and used a pilot version of

the IRN web environment to support their coursework and to connect with their peers working on similar international research projects. Discussion forums enabled students to communicate and provide each other with feedback while an online resource library allowed them to share research resources that they uncovered as they prepared a research plan for their upcoming time studying abroad.

IR will launch an updated IRN in September, complete with a new "Research Planner" tutorial to help any student thinking of doing an international research project learn about the research process and design a plan of action. The "Research Planner" provides young researchers who are just beginning, and more experienced researchers who need a refresher, with an overview of the research process and key steps to help students develop a research plan and successfully undertake it. Each step, such as "Developing a Research Question" and "Making Faculty Contacts," offers students strategies and tips for accomplishing it, as well as links to other resources on the site. It also allows students to track their progress and take notes on their research as they move through the tutorial.

The international research process begins before a student decides on a question to research. IR encourages students to start planning for research early, even if they are still exploring it as an option. Academic preparation provides the necessary skills to successfully complete a capstone research project. Planning coursework and the study abroad experience, developing writing skills, getting introduced to disciplinary foundations, and learning another language proficiently are key components of the international research process.

Nearly all students at Tufts will have to complete some type of capstone research project. Regardless of the type of paper or project, at some point someone (most likely a faculty member!) will ask a student to articulate a plan that explains what she/he is going to research and how. Before



Tara Heumann LA '04 and David Metz LA '04 used the IRN in conjunction with INTR 91 and INTR 92 to help prepare them for conducting research in Chile during the summer of 2003 as IR Research Scholars. Both Heumann and Metz plan on writing senior honors theses this year.

a student can begin to conduct research, the student will need to consider key steps in the research plan.

Any student thinking about starting an international research project can use the IRN online tutorials and resources to help them better understand what is involved in the research process and how they can get started. As a support tool and information clearinghouse, the International Research Network is the IR Program's online nexus for guidance and resources on international research. To log on to the pilot IRN, visit the site at <http://jupyter.tccs.tufts.edu/ir> and apply for an account by clicking on the "Welcome Center."

The new online International Research Network will be available by mid-September so check in frequently to see all of the changes and updates.

For more information on the IRN, contact Melissa Dodd, Program and Educational Technology Administrator, in IR at [melissa.dodd@tufts.edu](mailto:melissa.dodd@tufts.edu).

# IR PROGRAM

## *tips & strategies*

## Support for Writing a Senior Honors Thesis?

By Melissa Dodd

"Empowering. Frustrating. Confidence-building. Overwhelming. Inspiring."

That's how a group of IR and History graduates described their experience of writing a senior honors thesis last spring at the **History/IR Senior Thesis Exchange**. Developed by Professor Jeanne Penvenne in History, the Senior Thesis Exchange is an opportunity for students and faculty working on senior honors theses to come together throughout the year to share experiences, exchange information, provide support, and reflect on the year-long endeavor. At the end of the year, Penvenne invites sophomores and juniors interested in pursuing a senior thesis to join the exchange, listen to seniors reflect on the process, and receive first-hand advice from students who completed the endeavor. "The presenters here are still flush with excitement from their defense, but also are keen to underscore the need to organize and write earlier. It is immensely useful to have that message come from the students," notes Penvenne. Last year, IR joined History in the exchange. According to Penvenne, "So many history faculty direct IR theses it has always made sense to me to bundle History and IR."

The senior honors thesis program is a year-long project culminating in a report, essay or performance that demonstrates exceptional undergraduate achievement. The thesis program requires a three member faculty committee and a defense at the end of the senior year. The student is required to identify and secure the participation of her/his thesis committee. For this reason, getting to know your faculty early on as a sophomore and junior is very helpful to writing a senior honors thesis. The thesis director and one reader must hold appointments in the student's department or program, and at least one reader **MUST** hold an appointment in another department or program.

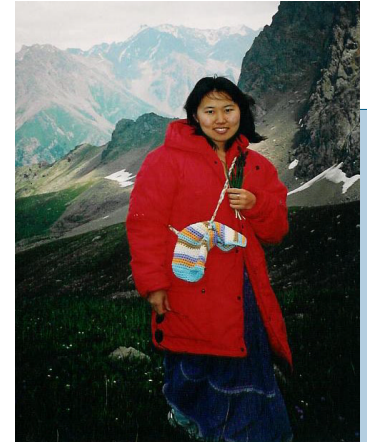
Penvenne recognizes that senior thesis writers last year enjoyed the benefits of several "layers of attention" to support them through the writing process. In addition to participating in the History/IR Thesis Exchange, numerous seniors joined the "International Senior Thesis" group on the new online **International**

**Research Network (IRN)**. In the online group, students posted chapters for feedback from their committee members, accessed resources, and used their personal space to store drafts and works-in-progress. After losing her disk for nearly 12 hours, one senior was relieved to know her thesis was safely stored online. IR plans to start a new group for seniors in fall 2003 on the IRN, keeping it updated with reminders, announcements, and deadlines to help them stay on track.

The **Academic Resource Center** offers a further "layer of attention" for all Tufts seniors writing a senior honors thesis. Carmen Lowe, Assistant Director of the Writing Center, organizes monthly senior thesis workshops that address such issues as "how to turn your notes into a draft" and "how to stay organized." The Writing Center also provides alumni mentors, graduate writing consultants, and senior "teas" to help students complete the process successfully. Ms. Lowe has also developed helpful resources and tip sheets available on the IRN. Seniors interested in having graduate consultants revise your drafts or having a broader range of support and community should contact Carmen Lowe (ext. 7-4329 or [carmen.lowe@ase.tufts.edu](mailto:carmen.lowe@ase.tufts.edu)).

While writing a senior thesis occurs in the senior year, students and faculty advise using the sophomore and junior years to prepare for the capstone experience. Developing research and writing skills through academic coursework, identifying research interests early on, gaining proficiency in a foreign language, and building faculty relationships before the senior year are key steps to successfully writing a senior honors thesis.

More importantly, students are ahead of the game if they take advantage of opportunities to conduct research during their junior year abroad or during the summer before the senior year. Students can then build on and enhance this work in close collaboration with their faculty committee during the senior thesis experience. The majority of seniors at the History/IR Thesis Exchange warned prospective thesis writers that the earlier they start writing, the better off they'll be. The **IR Research Scholars Program** and the **Tufts**



Anya Ligai LA '03 wrote a senior honors thesis on the adaptation of Koryo Saram in the 20th century, focusing on the circumstances of Korean adaptation in Tsarist Russia and in the former USSR as well as the role of Korean adaptation for the receiving country and for the global community.

### Summer Scholars Program

are excellent avenues to conduct research

during the summer to apply toward the thesis, particularly since they provide funding and faculty mentoring. Sophomores who are already thinking of writing a senior thesis have the opportunity to enroll in **INTR 91 & INTR 92: International Research Colloquium** beginning in the spring semester. Geared toward students who are also thinking of studying abroad, the two-course colloquium is Web-based and helps students prepare a research plan to successfully complete capstone research projects in the senior year such as a senior honors thesis. To register for the course, students can sign up with Melissa Dodd in the IR Program Office during spring registration.

A senior honors thesis in IR represents an opportunity to conduct original research on an international issue in which students already have gained some knowledge or experience. Tufts' Thesis Honors Program for Liberal Arts is explained in the Tufts Bulletin and the Senior Honors Thesis criteria for International Relations is detailed in the IR Academic Planning Guide, the IR web site, and the online International Research Network. (<http://jupiter.tccs.tufts.edu/ir>). To learn more about the senior honors thesis in IR, visit the IR web site at: <http://ase.tufts.edu/ir/honorsthesis.htm>.

# IR PROGRAM *events*

## Susan E. Rice to Speak at Tufts on Sept. 29th

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*Rice Talk continued from Page 1*



Photo: University of Delaware

### Susan E. Rice National Security Council, 1993-1997 Director for International Organizations & Peacekeeping Assistant Secretary of State for African Affairs, 1997-2001 Senior Fellow, Brookings Institution

Bureau operating budget of over \$100 million and a program budget of approximately \$160 million, annually.

Dr. Rice is currently a Senior Fellow at the Brookings Institution in Washington, D.C. where she is examining transnational security threats, the security implications of globalization and new strategies for corporate social responsibility investing. Dr. Rice served as Special Assistant to the President and Senior Director for African Affairs at the National Security Council (NSC) and, from 1993-1995, as Director for International Organizations and Peacekeeping at the NSC. Prior to her White House tenure, Rice was a management consultant at McKinsey and Company in Toronto, where she served clients in oil and gas, steel, transportation, retail, public/non-governmental and pulp/paper sectors.

Dr. Rice was the co-recipient of the White House's 2000 Samuel Nelson Drew Memorial Award for distinguished contributions to the formation of peaceful, cooperative relationships between states. She was awarded the Chatham House-British International Studies Association Prize for the most distinguished doctoral dissertation in the United Kingdom in the field of International Relations. Dr. Rice is a member of the Council on Foreign

Relations and serves on several boards including the National Democratic Institute, the U.S. Fund for UNICEF and the Internews Corporation.

Rice received her B.A. in History from Stanford and an M.Phil. from Oxford, where she was a Rhodes Scholar. She also received a D.Phil. (Ph.D.) in International Relations from Oxford.

The title of Dr. Rice's talk is "U.S. National Security Policy in the Wake of 9/11: Perils and Prospects." The talk will begin at 5:30pm in the ASEAN Auditorium in the Cabot Intercultural Center. All students, faculty and staff are welcome to attend. A reception will follow the event. The event is sponsored by the International Relations Program and co-sponsored by the Provost's Office.

**Date: Monday, September 29th**

**Time: 5:30pm**

**Location: ASEAN Auditorium, Cabot Center**

# IR PROGRAM

## *tips & strategies*

## Degree Sheets: Save Tuition, Graduate On Time!

**H**ave you ever contemplated spending a fifth year at Tufts? This could become a reality at full tuition should you not turn in a degree sheet in time to graduate this May. The degree sheet deadline falls in November for students wishing to graduate with their class in a timely way. While it may seem like November is light years away, it's helpful to start planning for it early. The IR Program will begin accepting degree sheets for approval and signature in early November, once Spring 2004 IR courses are posted.

A degree sheet is a statement by seniors of the courses they plan to use to complete all university degree requirements. It authorizes the university to begin processing student's degree conferral and consists of three parts. The first page of the degree sheet asks students to outline how they will finish university foundation and distribution requirements. Page two of the degree sheet requires students to list courses they are using for completion of concentration requirements as well as to indicate how they will fulfill Tufts' residency requirement. The third page of the degree sheet is the major department's "major concentration form." The two-page university degree sheet is available at the Service Desk in Dowling Hall. The IR Major Concentration Form is available in the IR Program Office in Cabot 605. Completed degree sheets must be approved and signed by the student's academic advisor and major department office before being submitted to Student Services in Dowling Hall.

IR majors who have been using the IR Major Planning Sheet should have no difficulty filling out the degree sheet. Occasionally, however, complications arise that prevent the timely processing of graduation paperwork. If students follow a number of simple steps, these problems should be avoided. First, there is no double-counting of courses within the major. Thus, courses counting for core requirements may not be used in the cluster. Importantly, courses used for completion of the IR Language requirement (Core Requirement 8A) may not be used either to complete the IR Culture Requirement (Core Requirement 8B) nor any other core or cluster requirements. Second, students claiming exemption from the IR Language requirement must indicate the source of their exemption on the IR Major Concentration form (i.e., IR Program approval). Third, even students exempt from the IR Language Requirement are not exempt from the IR Culture Requirement.

Double majors must be sure to comply with the university's double-major overlap rules. Simply put, you may not use more than 50% of the major with the fewest requirements toward completion of the double major. To accommodate study abroad, however, there is one exception. Students taking coursework in a foreign language above the third-year level of instruction (e.g., the 22-level) may overlap up to 80% of their

courses. Double majors will need to fill out the second page of the university degree sheet twice, once for each major.

Likewise, they will need to fill out major concentration forms for each major.

Students using transfer courses to complete requirements should mark those courses on the degree sheet with a "T" and list the course names indicated on the Tufts transcript. If you have not yet successfully completed transfer credit requirements for coursework done abroad, you should work quickly to do so. Remember that courses taken on Tufts programs abroad are not considered transfer courses, but they may still require approval of the IR program to fulfill IR degree requirements.

It pays to complete degree sheets thoroughly and on time. If you have any question about the IR degree sheet process, you should not hesitate to contact the IR program Office in Cabot 605 (x7-2776). The time you invest in doing degree sheets right can save you a fifth year as a tuition-paying student.

### 5 Steps to the Degree Sheet Process:

1. Pick up the "IR Major Concentration Form" from the IR Program in Cabot 605. Indicate which courses you plan to use for completion of IR requirements (including those for the IR Language Requirement, Core Requirement 8A), as well as for university foundation and distribution requirements.
2. Complete the 2-page university degree sheet, available at Dowling Hall.
3. Secure your advisor's signature on the university degree sheet.
4. Bring the completed university degree sheet and "IR Major Declaration Form" to the IR Program office in Cabot 605 for the IR Program Director's signature of approval.
5. Once you advisor and IR Program Director have signed the degree sheet, take it to the Student Services Desk in Dowling. The IR Program will keep a copy of both forms, and students should retain a copy for their own records.

\* Double majors will need to fill out the IR Double-Major Concentration Form, and copies of page 2 of the university degree sheet for each major.

# IR PROGRAM faculty profile

## Professor El-Zein Looks Ahead

Faculty Profile continued from page 1

learn its language," she explains, "and this is why we need to offer an Arabic major."

More than hoping for the Arabic program to develop into a major, Professor El-Zein wants to see the language department expand to offer other Middle Eastern languages such as Turkish, Persian, and Urdu. Malik Mufti, a professor of International Relations and Middle Eastern Politics who has taken over Professor Beatrice Manz's position as Director of the Middle Eastern Studies major, would also like to see the program enhance its language offerings. As a smaller University, Professor Mufti insists "we need to carve out a distinctive niche for ourselves. The main area Tufts can move forward is language, and Near East studies is an area where Tufts can shine."

Like the Arabic program, the Middle Eastern Studies program has gained interest and support in light of recent world events. "After September 11, my class sizes more than doubled" Mufti stated. And with students looking for a more regional focus, the Middle Eastern Studies major is a great option. Like International Relations, the Middle Eastern Studies major is interdisciplinary. Of the major's ten requirements, Arabic 21 and 22 fulfill two of the credits. "Because many of the Middle Eastern Studies majors also major in International Relations," former Middle Eastern Studies director Beatrice Manz explains, "it works out well when those students choose Arabic as their language." She adds that with the heightened interest in the Middle East, having Professor El-Zein join the Middle Eastern Studies faculty is "a tremendous boost. She is very gifted and enthusiastic."

Professor El-Zein has focused her enthusiasm on creating new classes and educational opportunities. She has already received a grant from Tufts' Diversity Fund to organize a conference on Arab-American writing after 9/11. "I am really thankful to Tufts and the Diversity Fund," she said, "for the grant to hold this conference." The symposium, which is to

take place at Tufts next Spring, will host Arab-American writers, "most of whom are second generation Americans. Born here, they have their roots, still, and their memories. And they are in between the two worlds," El-Zein explained. "English is their language. Most of them do not even know how to write in Arabic. So they are a vivid example, a living example, of what I dreamed of: establishing this connection. It is inside them."

Professor El-Zein is making the connection through her teaching, which she deems "a lesson in modesty." By constantly challenging students to consider their perceptions of the world and by forcing them to examine their own culture, she is encouraging an international dialogue and bringing the Tufts community closer to accepting and understanding the world's cultures. "Teaching is life," she says. "It really is. I can never stress this enough."

*Professor El-Zein was born in Lebanon. She has come to Tufts from Georgetown University, where she had been a visiting assistant professor for seven years. She received her Ph.D. in Arabic language and literature from Georgetown in 1995. She also holds a Master in French, a Master in consecutive and simultaneous translation from the University of Paris VIII, and a D.E.A. in Arabic and Islamic studies from La Sorbonne Nouvelle University. A poet, El-Zein has published several books, including *Bedouin of Hell and Palm Trees*.*

Erin Allweiss is a junior majoring in Environmental Studies and International Relations. She works in the IR Program. Allweiss plans to study abroad in Oaxaca, Mexico in the spring semester although after her inspiring conversation with El-Zein, her plans may change.

### Professor El-Zein

#### Recommends:

Allen, Roger. *The Arabic Novel: An Historical and Critical Introduction*. New York: Syracuse University Press, 1982.

Badawi, M.M. *A Short History of Modern Arabic Literature*. Oxford: Clarendon Press, 1993.

Barakat, Halim. *The Arab World: Society, Culture, and State*. Berkeley: California University Press, 1993.

Boullata, Issa. *Trends and Issues in Contemporary Arab Thought*. Albany: State University of New York Press, 1990.

Burckhardt, Titus. *Art of Islam: Meaning and Message*, London, 1976.

Fernea, Elisabeth, and B.Q. Berzigan. *Middle Eastern Muslim Women Speak*. Austin: University of Texas Press, 1977.

Hourani, Albert. *A History of the Arab Peoples*. Cambridge: Harvard University Press, 1991.

Newirth, Embalo Brigit, and Jarrâr Maher. *Myths, Historical Archetypes, and Symbolic Figures in Arabic Literature: Towards a New Hermeneutics*. Beirut, 1999.

Shaaban, Bouthaina. *Both Right and Left Handed: Arab Women Talk About Their Lives*. Bloomington and Indianapolis: Indiana University press, 1991.

Schleifer, Aliah. *Mary the Blessed Virgin of Islam*. Fons Vitae, 1998.



## Fulbright Offers Opportunity to Research Abroad

Exciting post-graduate opportunities are available for students interested in studying, working or researching abroad after graduation. These opportunities, which include scholarships, grants, awards, and fellowships, foster personal, intellectual, and cultural growth and offer networking possibilities that can open up international doors and help launch your professional or academic career.

One such scholarship is the **Fulbright-Hays Program**, sponsored by the U.S. Department of State. The Fulbright supports an academic year of foreign study, research, and sometimes teaching for nearly 1000 U.S. students annually. Students typically develop their own research project or plan of study and submit a project proposal as part of the application. Restrictions on fields of study vary by country, depending on each country's needs and priorities.

Any U.S. citizen with a B.A. or B.S. degree is eligible to apply for a Fulbright. Language proficiency is required based on your selected country and each Fulbright applicant will be tested. Given the program's emphasis on study abroad and foreign languages, it is clear why each year nearly a dozen Tufts applicants receive Fulbright grants.

While the Fulbright is very competitive nationally, Tufts students often fair well. Numerous faculty and staff on campus work with students to develop and refine their project proposals and application materials. Chances for success are higher for students who start the application process early given the various components that go into the final application. While the Tufts deadline typically falls at the beginning of October of the senior year, successful applicants are those who begin pulling together the various pieces -- local and foreign contacts, letters of recommendation, a personal statement, and a project plan -- during their junior year.

Keep in mind that the selection

committee typically does not send students back to a host country that they lived in for more than 6 months. So, if you studied abroad in a particular country, your chances of receiving a Fulbright for that country may be limited. Students are also responsible for identifying someone at a host university abroad who would be willing to sponsor their application. Therefore, making contacts abroad is critical to developing a competitive Fulbright proposal.

Building relationships with faculty at Tufts could help you connect to scholars abroad. Also, if you study abroad, using that time to make contacts can prove helpful in applying for a Fulbright. Students will need to submit three letters of recommendation with their application, so making faculty contacts and developing relationships with your professors is important. (The online International Research Network (IRN) <http://jupiter.tccs.tufts.edu/ir> offers helpful tips and strategies for making faculty contacts on campus and abroad.)

Past Fulbright recipients recognize that their undergraduate research experience enabled them to develop the necessary skills for successfully conceptualizing and implementing their Fulbright projects. Students considering applying for a Fulbright may want to seek out research opportunities while at Tufts such as a seminar or capstone research project. INTR 91, the International Research Colloquium available to second semester sophomores, is also a great vehicle to learn about the international research process and the steps involved in designing a research plan. The course allows you to use your Fulbright ideas to develop a tentative research proposal and connect with faculty who could assist you further down the road.

If you are thinking about applying for a Fulbright and would like more information, contact the Office of the Dean of Undergraduate Education and your advisor. If you plan to go abroad junior year, pick up a copy of the materials before you go abroad. Review the characteristics of countries that offer grants and the types of grants they offer. Keep in mind that a primary determinant of your chances for success is the competitiveness of the country to which you are thinking of applying. Most English-speaking countries (U.K., Ireland, Australia) are extremely competitive. So, think about your accomplishments, abilities, and research interests and identify the countries that would be a good fit. Also, visit the IRN under Fulbright Support to access "Guidelines for Fulbright Applicants," a tutorial developed by Professor Charles Inouye that outlines the Fulbright guidelines and tip sheets for preparing your proposal essays.

Application deadlines occur annually in October. A complete draft of the Fulbright application is due in the Office of the Dean of Undergraduate Education in early October (usually October 1st). Interviews on campus will be scheduled for the middle of the month and final applications are due in late October.

### Inside Tips: Applying for Scholarships

The Dean of Undergraduate Education's office administers all external scholarship and award competitions, including Fulbright, Rhodes, Marshall, and Truman scholarships.

1. Do your homework to familiarize yourself with the scholarships before you begin working on an application. Each scholarship program often has its own criteria for selecting candidates in addition to scholastic achievement. Scholarship committees may seek candidates with leadership experience, community service work, desire to pursue graduate studies, athletic ability or civic engagement among others.
2. Conducting informational interviews, speaking with people on campus who can offer you advice on the scholarships, is helpful to understand the history of the scholarship and what type of individual the committee is seeking to represent the organization.
3. Learning about the variety of scholarship opportunities early on can help you develop your academic and extracurricular pursuits while at Tufts.
4. Contact the Dean's office for updated deadlines and procedures since Tufts has its own deadlines for applications, which often fall before the national deadlines.

# IR PROGRAM *announcements*

## IR Program Staff

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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 quarterly and welcomes feedback from students and faculty.

\*Cover photo taken by: Erin Allweiss



International Relations  
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## IR Core Faculty Meetings for Fall 2003:

The IR Program cordially invites its core faculty to two dinner meetings this fall to initiate discussion on curriculum review and development.

**Wednesday, September 17th at 5:45pm in Cabot 702**

Professor Craig Murphy, former president of the International Studies Association (ISA), will speak on new trends in the study and teaching of international relations. Discussion to follow.

**Wednesday, November 5th at 5:45pm in Cabot 702**

Professor Seyom Brown, author of the newly released, *The Illusion of Power*, will speak on new theories of world polity and their implications for programs in international relations.

Both Murphy and Brown will be available to meet with interested students on the days of their visits between 4:30-5:30. For details call IR at ext. 7-2776.