

# INTERNATIONAL RELATIONS *news & views*

VOLUME III, ISSUE 2, WINTER 2004

TUFTS PROGRAM IN INTERNATIONAL RELATIONS

## IR Students Experience West Point Academy

By Jacob Gamerman and Angela Hokanson

*Senior IR majors Jacob Gamerman and Angela Hokanson were selected to attend this year's SCUSA conference, sponsored by the IR department. They share their experience below:*

For fifty-five years the United States Military Academy at West Point has hosted SCUSA, the Student Conference on United States Affairs. Each year conference participants are brought together to discuss different aspects of U.S. foreign policy and to formulate hypothetical recommendations and proposals for the future of U.S. foreign policy. This year's conference, which ran from November 19-22, 2003, was entitled "U.S. National Security: Balancing Self-Interests with International Responsibilities." Conference participants were charged with creating broad foreign policy outlines for the U.S., keeping in mind the challenge of balancing U.S. interests with international responsibilities.

Each student at the conference was assigned



to one of sixteen different roundtable groups, which were either centered around an issue area or a region of the world. Roundtable themes ranged from 'Homeland Security' to 'U.S. Relations with Latin America and the Caribbean.' Over a four-day period students discussed and debated the motivations, goals, and implementation of their particular aspect of U.S. foreign policy. Experts on the roundtable topic facilitated discussions. These facilitators often had experience as academics or as real-world policy makers. The end product of each roundtable was the creation of a 1000 word

policy paper related to the roundtable topic.

Roundtable discussions were more of an opportunity for exposure to new and diverse points of view than a time to come up with comprehensive policy suggestions. For instance, students taking part in the Homeland Security roundtable were able to talk to a merchant marine cadet about the issues involved with inspecting our nation's ports. Students on the 'Domestic Sources of Influence on U.S. Foreign Policy' roundtable discussed such varied issues as civic education, the news media, American voting patterns, and the constitutional powers allocated to the three branches of U.S. government. Conference participants were exposed to students with completely different social and academic backgrounds and witnessed these differences in roundtable discussion. The student delegates included students from universities and military academies across the U.S. as well as international students and scholars. On the last day of the conference,

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## APPROACHING DEADLINES

*Ann. E. Borghesani Prize IR Research Scholar Award*

Application Deadline: January 29, 2004

Application Deadline: February 6, 2004

## IR Program Wins Heiskell Award

By Melissa Dodd

This month, the IR Program will receive the 2003-2004 Andrew Heiskell Award for Innovation in International Education for its work in supporting undergraduate research and study abroad opportunities for students. The IR Program's International Research Network Project, consisting of a two-course international research colloquium, INTR 91 and INTR 92, and the IRN, an online environment of resources and tools that supports students through the international research process, provides new opportunities for undergraduates to immerse themselves more substantively in their study abroad experience. The IRN Project envisions each academic year as a building block, culminating in a senior capstone research project on an international topic.

By engaging students early in research and preparing them to conduct it while abroad, the IRN Project integrates students' academic and abroad experiences into a cohesive curriculum that grounds learning abroad in an applied context at home.

The Heiskell Award, given by The Institute of International Education (IIE), recognizes success in removing barriers to international study and increasing participation in international teaching and learning. IR will be featured by the IIE's online network, the IIE Network (<http://www.iienetwork.org>), as a "best practice" in international education and presented with the award at the annual IIE Board Meeting at the end of January.

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# IR Program Faculty Profile

## Malchow and Taliaferro to Head Up INTR 91

By Katherine Schaefer

This Spring, the International Research Colloquium, INTR 91, will be co-taught for the first time by Howard Malchow and Jeff Taliaferro, representing the Humanities and Social Sciences.

Professors Taliaferro and Malchow succeed Jeanne Penvenne, Richard Eichenberg, and Elizabeth Remick in the instruction of this class.

Howard Malchow, Chair of the History Department, started teaching at Tufts in 1974. He received both his Master of Arts and PhD in History from Stanford University. Professor Malchow teaches courses on Nineteenth and Twentieth Century Britain and the British Empire, contemporary multicultural Britain and Europe, and European nationalism.

Professor Malchow's special area of expertise, research and writing within the general field of the social and cultural history of Modern Britain, deals with significant aspects of modern identity: class, nationalism, ethnicity, sexuality and generation. Some of his more recent published works are "Nostalgia, Heritage and the London Antiques Trade: Selling the Past in Thatcher's Britain," in G. Behlmer and F. Leventhal (eds.), Singular Continuities: Tradition, Nostalgia, and Society in Modern Britain (2000), Gothic Images of Race in Nineteenth-Century Britain (1996), and Gentlemen Capitalists: The Social and Political World of the Victorian Businessman (1991).



Jeff Taliaferro

Howard Malchow

Current speaking and writing projects engage various areas of post-war British popular culture, and include the sociology of runaway youth in the 1970s, sexuality and the definition of urban space in counter-cultural "village London," and the Americanization of Britain since the 1960s.

Jeff Taliaferro, Assistant Professor in the Political Science department, received his Master of Arts and PhD from Harvard University, both in Political Science. He started working for Tufts in 1998 and teaches courses on United States foreign policy, security studies, the rise and the fall of the great powers, as well as introduction to international relations. His research interests center on international relations theories, security studies, political psychology, and U.S. foreign policy.

Professor Taliaferro's most recent works include Balancing Risks: Great Power Intervention in the Periphery (Ithaca: Cornell University Press, 2004); "Power Politics and the Balance of Risks," *Political Psychology*, vol. 25, no. 1 (April 2004); "Realism, Power Shifts, and Major War," *Security Studies*, vol. 10, no. 4 (summer 2001); "Security Seeking Under Anarchy: Defensive Realism Reconsidered," *International Security*, vol. 25, no. 3 (winter 2000/2001). He has recently begun work on another major project on effects of leaders' sensitivity to catastrophic loss on the likelihood of war termination.

INTR 91 is designed for second-semester sophomores planning to study abroad during their junior year and wishing to do research for a senior honors thesis or other capstone project. The course focuses on helping students with formulating good research questions and on preparing them to do research abroad. It will instruct them on web-based research techniques using the International Research Network (IRN) developed by the International Relations Program. The IRN is a web-based environment that promotes research on international topics by providing a virtual space for students to access resources, store research on the go, communicate and exchange resources with faculty anywhere in the world. It enables students to take full advantage of their study abroad experience and through their research project integrate it into their senior year and future plans.

## Welcome New IR Program Staff Members!



**Katherine Schaefer**, Program Administrator, joined the IR staff in October 2003. Katherine recently relocated to Boston after completing graduate school abroad. She received her Masters in Diplomatic Studies in November 2002 from the University of Westminster Diplomatic Academy of London in Paris, France. Having completed her graduate work in international relations, Katherine's experience will be a valuable asset to the Tufts IR Program.

**Elizabeth Gottlieb**, Staff Assistant, joined the IR staff in September 2003. This year marks Elizabeth's third year working at Tufts University, having worked previously in the Child Development Department. Elizabeth's administrative experience within the Tufts community, particularly her event planning experience, has already proven to be invaluable!



## A Royal Dilemma: Spain's Monarchy Makes Headlines

By Kirit Radia



The breakdown of power: The flags of the EU, Spain, and the Spanish Autonomous Region of Andalusia

During my first semester in Spain on the Tufts in Alcalá program I have witnessed Spain celebrate two historic events (no, the arrival of David Beckham is not one of them). Both have been extremely interesting to view from an outsider's perspective.

In December, the country celebrated the 25th anniversary of its most recent constitution (its seventh in the past 200 years to be exact). The occasion was celebrated, as it is each year, with celebrations, educational events, and - most importantly - a long weekend. Since 1978 Spain has been a constitutional monarchy, following the long dictatorship of General Francisco Franco. The military rule ended in 1975 with Franco's death and a transition to his handpicked successor: Prince Juan Carlos of Bourbon. He is the present day king and grandson of Spain's previous king, Alfonso XIII, whose reign ended with the creation of the Second Republic in 1931.

The second momentous occasion, considered by some as even more important than the first, was the wedding announcement of Felipe de Bourbon, Prince of Asturias and heir to the throne, with his secret girlfriend, newscaster (not to mention commoner) Leticia Ortiz. Spaniards have anxiously waited for this moment as they have watched the handsome prince date numerous women over the years. The Spanish press has had a field day and the Spanish women are shedding tears as one of

Spain's most eligible bachelors is finally off the market.

What do these events have in common? What has made them so interesting to a foreigner like me? Both have rekindled murmurs among the population about the necessity (or lack thereof) of a Spanish monarchy. Unlike in Great Britain, the Spanish royal family has been widely supported by the population in recent years, especially after the king stopped a potential military coup dead in its tracks in 1981. However, while some celebrate the future union of two national figures, others question why their tax money is now paying for a commoner to ascend to royalty. They argue that if Spain is going to have a publicly funded royal family, this royal family has its obligations, one of which is to remain royal. The entrance of common blood seems to depreciate the value of a monarchy. After all, as one Spanish friend has explained to me, what is there to stop, say, Britney Spears from becoming the next princess of Spain a la Princess Grace of Monaco or now Leticia Ortiz?



El Escorial - National symbol. Where the king lived like a monk and the monks lived like kings.

Likewise, during the constitutional anniversary weekend, telephone booth and bus stop walls were plastered with posters advertising a march to promote the creation of a Third Republic and, consequently, the removal of the monarchy. The mainly communist sponsored event took place in Madrid under careful police supervision and is another example of the constant conflict over the Spanish



Catholic King Symbols: Fernando and Isabel as the arrow and yokes of the reconquest of Spain in 1492

constitution that has been brewing under the surface for the past 25 years. From an historical perspective it is interesting to note that Spain's last republic, the Second Republic, lasted only five years and ended with the bloody Civil War that brought Franco to power in 1939.

Witnessing these events and the public's reaction to them has been particularly interesting for me. I am by no means a monarchist and struggle to understand a nation's identification with a royal family (as do some Spaniards). I have talked with Spanish friends about the topic of the Spanish constitution and monarchy and it has been interesting to hear their opinions. The population seems largely divided on the issue. Some still view their Spanish royal family as a source and symbol of national unification. An important aspect in a country that is actually characterized by strong regional identification and in some cases separatism. Others are of the opposite opinion. They find the royals useless and an unnecessary burden on the population and budget.

One interesting observation has been that the majority of those I have talked to who are vehemently opposed to the monarchic system do not seem to be doing much about it.

*Kirit Radia, a junior IR major, writes from Madrid. He will continue his studies for a second semester in Madrid this Spring.*

## Global Women: Fletcher Students Address the Gender Gap

By Katherine Schaefer



Members of Global Women with Hadassah Lieberman

Fletcher Global Women, an organization started in September 2003 by Fletcher graduate students, promotes the importance of women in shaping policy in the areas of development, security, business and conflict resolution. One of the primary goals of this initiative is to advance career prospects and build skill sets of women interested in these fields by linking them to women with relevant career experience.

In addition, Global Women provides a mentoring program for undergraduate students that are interested in international relations. The mentoring program is part of the Community Outreach segment of Global Women. Because the mentors are graduate students from the Fletcher School of Law and Diplomacy, they serve as role-models for undergraduate students, guiding them towards a career in international relations.

Global Women was started when two Fletcher students, Jayshree Balasubramanian and Rebecca Kinyon, noticed that the Fletcher School lacked classes on gender issues. Ms. Kinyon came upon a class at the John F. Kennedy School of Government that dealt with women's issues, and from there Global Women was created along with the help of fellow students Arwa Abulhasan, Ermina Sokou, Sharon Deutsch-Nadir, and Alexandra Moller.

What Kinyon, the Director of Global Women, found interesting about the Harvard class was that it dealt with women's issues as part of security policy-making. The idea is to create policies that take into consideration all aspects of security, including cultural, environmental and social concerns. Only then will there be a full understanding of the security concerns of a particular situation.

According to Kinyon, security measures in conflict areas focus almost exclusively on issues such as street security, while issues such as women's health, especially pre/post natal care, are bypassed. This, she feels, would be remedied if women were more involved politically in post-conflict planning, and would improve security situations on the whole. In Iraq, for example, the US-led coalition appointed only three women to the 25-member Interim Governing Council, and there are no women on the Constitutional Commission.

Kinyon also provides two important points to take away from this. First of all, here in the U.S. a political philosophy has been developed that includes women and minorities. In most other societies, women's activities in peace-building and economic development are relegated to informal networks.

The question so often asked when addressing women in policy-making, is "Why women?" "Answering with 'because,'" Kinyon states, isn't convincing enough for most of the world, even for many in the U.S. The key to increasing women's participation, she points out, is to "persuade, based on facts and anecdotal evidence, that women's involvement brings concrete advantages."

The second point is more blunt. "Let's face it," Kinyon remarks, "the world is run by men. But the world would be much more secure if women's informal activities were recognized by policymakers, and involved in security and development."

This is not to say, however, that men cannot be

involved with Global Women. In fact, Kinyon would like to see more male involvement in the planning and attendance of these events. Although the name primarily attracts females, it captures the essence of what this organization encompasses. In addition, the Global Women lecture series is pertinent to all those who are interested in international relations as a whole.

This past fall, Global Women hosted three events. The first was a lecture by Hadassah Lieberman, wife of presidential contender Joseph Lieberman. Mrs. Lieberman spoke about her husband's campaign and the growing need for women leadership in the world. Global Women then hosted three prominent women from conflict areas in talks that surrounded grassroots work that helps to build peace in their countries. Finally, a meeting took place in December with Global Women mentors and mentees to watch and discuss two short documentaries.

Global Women will be hosting a lecture during the last week of February which will feature Ambassador Barbara Bodine, former U.S. Ambassador to Yemen, who served at the time of the USS Cole bombing. Ambassador Bodine was also one of the first people to be sent to Baghdad for reconstruction efforts following the official end of the war in Iraq.

Global Women will also be pursuing an initiative to reach out to disadvantaged and marginalized women, and perhaps get involved in public schools to raise awareness among students of a career in international relations.

For more information about the Global Women mentoring program, contact Sybil Paukert at [sybil.paukert@tufts.edu](mailto:sybil.paukert@tufts.edu). To be placed on the Global Women mailing list in order to be notified of upcoming events and meetings, contact Kristen Deremer at [kristen.deremer@tufts.edu](mailto:kristen.deremer@tufts.edu).

## Special Lecture Series Spring 2004

# A Focus on Cuba

presented by

**The Tufts Latin American Studies Program, the Latino Center  
and the Tufts-Cuban Experience III**

co-sponsored by the Tufts International Relations Program



The Focus on Cuba series is a public lecture series that will be held this spring at Tufts University. The series is a complement to the Tufts Spring 2004 course, "Special Topics in Cuban Culture and Society," which includes a field-work-in-Cuba component.

The course is a multidisciplinary examination of various aspects of Cuban culture and society, with a focus on its post-revolutionary period and a central emphasis in the present. It is taught by a team of Tufts faculty (Debora Pacini Hernandez, Sociology/Anthropology; Adriana Zavala, Art History; Joel LaRue Smith, Music; Claudia Kaiser-Lenoir and Claudia Mejia, Romance Languages), and coordinated by Claudia Kaiser-Lenoir and Ruben Salinas Stern (Director, Tufts Latino Center).

For further information about the Focus on Cuba series, please contact Claudia Kaiser-Lenoir by phone : 617-627-2723 or by email: Claudia.Kaiser-lenoir@tufts.edu or Ruben Salinas Stern by phone: 617-627-3363 or email: ruben.stern@tufts.edu.

### SCHEDULE OF EVENTS\*

Monday, February 2	CUBA: POLITICAL IDEOLOGY FROM 1959 TO THE PRESENT Matilde Zimmermann, Professor of History, Sarah Lawrence, Director of Sarah Lawrence Academic Program at the Univ. of Havana. Author of "In the Footsteps of Che and Sandino: The Life of Carlos Fonseca of Nicaragua"
Wednesday, Feb. 18	LITERATURE AND REVOLUTION: LITERARY TRENDS SINCE 1959 Flora Gonzalez, writer and literary critic, Emerson College. Author of "Braiding the Tresses of Memory: Concepts of Self and Nation by Afro-Cuban Women"
Wednesday, March 10	SOCIAL POLICY RESPONSES TO CUBA'S ECONOMIC CRISIS IN THE 90's Miren Uriarte, Gaston Institute for Public Policy, Univ. of Massachusetts-Boston. Author of "Cuban Social Policy at a Crossroads: Maintaining Priorities, Transforming Practice"
Wednesday, March 17	SCIENCE, ECOLOGY AND DEVELOPMENT IN CUBA Richard Levins, John Rock Professor of Population Science, Harvard School of Public Health. Author of "The Dialectical Biologist"
Wednesday, March 31	AFRO-CUBANISM IN RELIGION AND POPULAR CULTURE Alan West-Durán, Director of Latino, Latin American and Caribbean Studies Program, Northeastern University. Author of "African-Caribbeans: A Reference Guide"
Wednesday, April 21	THE POLITICS OF THE CUBAN REVOLUTION Mary-Alice Waters, Editor of New Internationalist, and of numerous books on Che Guevara and other prominent figures of the Cuban revolution

\*All events will take place at 7:00 PM in the Crane Room (Page Hall) at Tufts Medford Campus

# IR Program News

## West Point

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roundtable policy papers were presented to all conference participants. But many of the participating students found that the real value of the roundtable discussions was the exposure to such a diverse group of people and ideas.

The conference was not merely an opportunity to enter into broad policy discussions with other students. Conference participants were given a rare first-hand view into life at a military academy. All participants lived with cadets and witnessed their unique lifestyle. A typical cadet's day begins at 5:30 AM and is rigorously structured until "lights out" at 11:30 PM. Each day includes hours of academic class time, physical training and military training. All cadets wear the same uniform and student relations are governed by a strict honor code. In addition to pledging not to lie, steal, or cheat, cadets are forbidden to have physical relationships with other cadets. Freshman, or plebes, are denied TV and music during the week and undergo an intense initiation into the Academy. The cadets are also bound together as colleagues and teammates through shared hardships and challenges in ways that many other American students are not. To say the least, four years at West Point is quite different than four years at any civilian university or college in the U.S. Despite

this formal, structured academic and social environment, West Point cadets are in many ways just regular young American students. The commonalities between all the students were often as surprising as the differences. One of the most significant differences between the two sets of students is that upon graduation from West Point, cadets are commissioned as military officers and are stationed all over the world doing a wide variety of services for the U.S. military. Some of the cadets had received their assignments for next year and talked about their thoughts on leaving the U.S., and the challenging job of leading a group of military men and women at such a young age.

During breaks in roundtable discussions we were able to talk to cadets and get a feel for how they felt about current U.S. foreign policy. Cadets discussed their views on the war in Iraq and their overall assessment of force deployment around the world. Walking into the conference many of us believed that cadets would be in full support of President Bush's foreign policy initiatives. However, cadets often criticized the President's use of the military as a broad brush to solve foreign policy problems. Many cadets felt that their ability to do their job effectively was being hindered because the U.S. military was being stretched across so many missions across the world.

Evenings were comprised of social events including receptions, an informal delegate

dinner/dance, and a formal dinner with NBC news anchor Brian Williams as the keynote speaker. Mr. Williams touched upon his experiences as an embedded reporter and told a poignant vignette about his most recent trip to Iraq. He talked about the complicated relationship between the news media, the American public, and the foreign policy making establishment. Mr. Williams also discussed the powerful influence the news media can have on domestic political understanding and opinion. Mr. Williams called on the news media and the American public to stop an increasing deification of pop culture icons and stars as a substitution for real news.

As the conference came to a close students were exhausted by their structured and intense days, but satisfied with the formal and informal discourse on issues of vital importance to the U.S. today. The conference also provided a rare chance for academic interaction between military and civilian American students. However, our policy discussions reminded all of us of the difficult task policy makers face everyday when trying to balance U.S. interests in an international setting.

*The IR Program is also sponsoring students attending the following conferences this spring: Occidental College conference on the foreign policy of the Bush administration, Global Governance conference sponsored by the U.S. Air Force Academy, and Global Affairs conference sponsored by the U.S. Naval Academy.*

## Heiskell Award

*Continued from Page 1*

The IR Program's former Program and Educational Technology Administrator, Melissa Dodd, who developed the IRN with Tufts' Academic Technology Department and IR faculty and staff and submitted the nomination proposal to IIE, believes this is a true honor for the IR Program. "As one of the leading undergraduate international relations programs in the country, IR holds the responsibility of developing innovative approaches that address the educational challenges related to the integration of

international studies and study abroad. This award not only congratulates our effort, it recognizes the need for university departments and programs to collaborate to better meet the changing needs of our students," says Dodd.

The award is named in honor of noted publisher and philanthropist Andrew Heiskell, the former chairman and CEO of Time, Inc. and a longtime advocate for international education. The IIE is a global higher education and professional exchange organization that designs and implements programs of study and training for students, educators, young

professionals and trainees -- including the Fulbright and Humphrey Fellowships.

For more information on the International Research Network and to request an account, visit it online at: <http://irn.tccs.tufts.edu>. The IRN online is available to any Tufts student interested in conducting research on an international topic and provides helpful resources and information on how to develop a research plan.

## IR Launches Improved Support Tool for International Research

By Melissa Dodd

How do I get started with a research project? When should I start? How should I choose a question to research? Who can help me? I want to study abroad and conduct research, is this possible? What is international research? Everyone's talking about undergraduate research. What is it and how can I do it?

These are common questions asked by many students during their time at Tufts. They are particularly salient for IR majors since all are required to complete a senior seminar or capstone research alternative and over 70% study abroad during their junior year. This month, the IR Program is re-launching a new and improved online resource to help students learn about the research process and put together a plan to successfully undertake a capstone research project on an international issue. The award-winning **International Research Network (IRN)**, an online support tool and network of resources, helps students conduct research on international issues by guiding them through the process from beginning to end. (See the announcement in this newsletter on the IR's receipt of the Heiskell Award for Innovation in International Education.)

The IRN, which supports INTR 91 and INTR 92, a two-course international research colloquium, helps prepare students to conduct international research. In conjunction with the courses it provides instruction and online mentoring while students are abroad and supports them upon their return by connecting them with faculty and providing additional resources to encourage the application of their abroad learning into a senior honors thesis or other capstone research project. The IRN, and the INTR 91 and INTR 92 courses, identify international research as the key component to providing students with a comprehensive education experience that supports both substantive research and study abroad opportunities.

Developed by IR and Academic Technology, the IRN offers students a host of online tools

and resources accessible from anywhere in the world to complete a capstone research project such as a seminar paper, senior honors thesis, independent study project or Fulbright proposal. Through discussion forums and research groups, students can communicate with their faculty advisors and peers on their progress and receive "just-in-time" feedback to help them move forward. A password-protected space called "My Work" gives students a personal place to store paper drafts and research notes and track their completed tasks. Online tutorials developed by Tufts faculty and staff offers students accurate information and clear support on devising a research plan and conducting research while abroad. An online library of resources, including valuable resources designed by Tisch library staff specifically for students conducting research from abroad, helps students connect to the most relevant resources on their international topic. And updated announcements and a calendar of events highlighting research opportunities, deadlines, and available resources keeps students abroad on track with their research so that they transition more easily into their academics when they return. Through its tools and resources, the IRN helps guide students through the research process and connects them to faculty and other students in a network that transcends distance to successfully complete capstone undergraduate international research projects.

In addition to an easier to use design and navigation structure, the enhanced IRN features a new section called the Research Planner, an online tutorial that walks students through a step-by-step guide of the international research process. The Research Planner outlines what international research is and how students can get started on a research plan. Each step of the process, such as "Developing a Research Question" and "Making Faculty Contacts," is outlined in the tutorial with specific tips and additional resources to help students accomplish these tasks. The online tutorial also enables students

to track their research progress and take and store notes on their research. The Research Milestones section places the steps of the research process into the context of the four academic years so students grasp a richer understanding of how research fits into their academic career.

Hailey Brewer, an IR major who studied abroad in Santiago, Chile and is currently writing a senior honors thesis contends that her participation in the INTR courses and IRN pilot project was, "especially useful to me in preparing both mentally and academically for the challenges of conducting international research. Once abroad, my participation in INTR 92, facilitated by the IRN, was key to keep me on track with my research. I was in contact with professors at Tufts who were following my progress and providing both feedback on my work and much needed encouragement. While I have a lot of work ahead of me, INTR 91 and 92 and the IRN have given me a crucial head start on my thesis, enabling me to hopefully produce a more in-depth and representative analysis than would have otherwise been possible."

Any student, regardless of their major, who is thinking about starting a research project on an international issue can use the IRN and its tools and resources. If you're a student and have questions about undergraduate research, read through the Research Planner to help you formulate questions for your advisor. If you're a faculty member and have students interested in research, send them to the IRN to 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.

The IRN is available NOW for faculty and students. To request an account on the IRN, log on to <http://irn.tccs.tufts.edu> to fill out a brief questionnaire or contact the IR Program for more information on how the IRN can help you and your students pull together a plan to conduct international research.

TUFTS' PROGRAM IN INTERNATIONAL RELATIONS  
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# IR Program Announcements

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## IR Program Staff

### Director

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Katherine Schaefer

### Staff Assistant

Elizabeth Gottlieb

### Student Assistants

Anna Filatov

Sadaf Gulamali

Naushin Shibli

*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.*

## Upcoming Event:

### Ambassador Tony Hall Speaks at Tufts

"Alleviating Hunger and Building Hope: America's Role in the World"

Thursday, January 29, 2004, 8:00 pm

Pearson 106

*Sponsored by the IR Program and the Tufts Institute for Global Leadership*

## History/IR Thesis Exchange Meetings\*:

### For Students Writing an Honors Thesis in History or IR and their Faculty Mentors

Reunion Meeting: Wednesday, January 28th, 5:30pm to 7:00pm

Planning Presentations: Thursday, February 19th, 5:00pm to 7:00pm

Thesis Details & Planning a Thesis Defense: Monday, March 15th, 5:30pm to 7:00pm

Public Thesis Exchange: Friday, April 30, 12:00pm to 2:00pm

\*All meetings will take place in the East Hall Lounge



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