Professors Jalal and Manjapra to Co-teach New Digital Humanities Course: HIST 170-Islam on the Indian Ocean Rim

Professors Ayesha Jalal and Kris Manjapra of the History Department will launch a new course in the humanities of the global south using digital tools in Spring 2012. They received funding from a Collaborative Research Grant from the Tufts University Office of the Provost and the Tufts University History Department. The course, *Islam on the Indian Ocean Rim*, links two classrooms across the world, incorporates blended learning methods and develops a searchable online lecture database. Students at Tufts will participate in a weekly ‘digital classroom’ through a live videolink with students at Lahore University of Management Sciences (LUMS) in Pakistan. Collaboration between Tufts and LUMS students will be integrated throughout the course. Professor Jalal will be in Lahore during the semester, and Professor Manjapra will remain on the Tufts campus.

*Islam on the Indian Ocean Rim* brings together the best scholarship on Islam in South Asia, cosmopolitanism on the Indian ocean rim, and the comparative study of politics and culture in the Indus Valley and the Bay of Bengal in order to understand the challenges and possibilities of Islam in the new global moment. According to Prof. Manjapra, the course integrates GIS and other tools to help visualize the emerging historical, human geographies of the Indian Ocean world.

LUMS, one of the largest universities in Pakistan and a world class academic institution, celebrates its 25th anniversary in 2011. The school fosters a diverse community with a distinctive commitment to ethics, tolerance, and social responsibility. Its mission includes engagement with society as a change agent for economic growth and development. HIST 170-Islam on the Indian Ocean Rim will be offered for the first time in Spring 2012. It is included in the IR curriculum and meets the World Civilizations requirement. For more information, visit the course web site at: [http://sites.tufts.edu/indianocean/](http://sites.tufts.edu/indianocean/). LUMS website can be found at: [http://www.lums.edu.pk/](http://www.lums.edu.pk/).

Fall 2011 Core Forum Roundup

Since its inception just a year ago, Core Forum has grown from an interesting concept into one of the highlights on the IR Program calendar. This semester, students met weekly on Thursday evenings to share conversation, gain a deeper understanding of some of the issues facing the international community, and, of course, to enjoy some Dave’s Fresh Pasta.

The IR Program invited a faculty member to join each conversation and lead a discussion about a particular area of his or her expertise, along with providing a short reading to the group ahead of time. We kicked off the semester discussing the rise of right-wing extremism in Europe with Prof. David Art, followed by a diverse array of conversations in subsequent weeks. We discussed feminist philosophy with Prof. Nancy Bauer, anti-sweatshop transnational solidarity with Prof. Matthew Williams, foreign policy in the 2012 presidential election with Prof. Richard Eichenberg, Montesquieu and commerce with Prof. Vickie Sullivan, the Occupy Wall Street movement, and the Melian Dialogue with Prof. Ichiro Takayoshi.

Beyond helping students see how such a variety of issues fit within the context of international relations, there have been other outcomes that are equally promising. Students mentioned that the conversations introduced them to faculty they otherwise might not meet, which proved helpful in terms of considering faculty advisors. They also reported that some of the conversations sparked interest in an issue they never would have considered before, and now want to take a class on the topic to explore it further. Students valued the laid back nature of the conversations as a complement to their classes—a complement that was equally rich in learning and critical thinking.

Core Forum will meet again next semester every Thursday at 6pm (location TBA). To join and to learn more, contact John Taylor, IR Program Administrator, at john.taylor@tufts.edu.
Welcome New IR Core Faculty Members

Assistant Professor Arthur Chiang, Department of Economics

Research Interests: Arthur Chiang's research interests are in game theory and macroeconomics. In particular, he has studied the feedback between aggregate demand (resulting from changes in income distribution) on one hand, and high unemployment, on the other hand, and how this can result in sustained periods of high or low macroeconomic output, known as multiple equilibria. Arthur holds a Ph.D. in Economic Analysis and Policy from the Stanford Graduate School of Business.

When asked why is it important for students to have a strong basis in economics and what is its interdisciplinary relevance, this is what Prof Chiang had to say: Economics studies the incentives that individual entities face when making decisions - be it consumers deciding what to buy, workers searching for jobs, firms choosing what products to develop, or governments implementing regulations - and then analyzes how these many decentralized choices interact to affect the production and distribution of the material wealth of nations. As students of social subjects, because economic outcomes are the most important driver of many individual, company, and government actions, knowing economics is crucial to understanding both why societies do certain things and what can be done to improve outcomes. Furthermore, much modern work in the field uses a general framework of the interaction of strategic decision makers - known as game theory. This broad approach can be applied to diverse, seemingly "non-economic" subjects including political competition and lobbying, international conflict and treaties, internet incentives and security, and many others.

Courses (current and upcoming):
EC 24: Game Theory (Fall 2011)
EC 12: Intermediate Macroeconomic Theory (Spring 2012)

Faculty Profile Page: [http://ase.tufts.edu/econ/faculty/chiang.asp](http://ase.tufts.edu/econ/faculty/chiang.asp)

Assistant Professor Kelsey Jack, Department of Economics

Research Interests and Short Bio: Kelsey Jack is an Assistant Professor in the Economics Department. Before joining Tufts in 2011, she was a Doctoral Fellow with J-PAL at MIT, as part of the Agricultural Technology Adoption Initiative. She also held a Post-doctoral fellowship with in the Sustainability Science Program at Harvard's Center for International Development. Kelsey's research focuses on incentives for the private provision of public goods in developing countries, with a particular focus on environment and health externalities. She has done field work in Malawi, Zambia, Indonesia and Bolivia. Kelsey received her PhD in Public Policy from Harvard University in 2010 and her undergraduate degree in Public and International Affairs from Princeton University.

When asked what are the origins of your interest in Economics, this is what Prof Jack had to say: I became interested in economics after working in Laos for two years with an environmental NGO. I saw firsthand how poor, rural people face a trade off between their immediate consumption needs and the health of their environment. I felt that these tensions between short run and long run interests and between the household and the larger community were poorly understood. To come up with more effective policies, we needed to better understand the underlying incentives and to design interventions to make it in people's own best interest to choose behaviors that would conserve the local environment. These basic motivations have shaped my research agenda, and I continue to be fascinated by the questions that pulled me away from Laos and toward graduate school.

Courses (current and upcoming):
EC 30 Environmental Economics
EC 130 Topics in Environmental Economics (Environment and Development Economics)

Faculty Profile Page: [http://ase.tufts.edu/econ/faculty/jack.asp](http://ase.tufts.edu/econ/faculty/jack.asp)
At this time last year, I was one of the “lucky few” who had secured a competitive position with a prestigious non-profit organization and was in the comfortable position of sliding straight through to commencement. Like any college senior with a full course load, two jobs and substantial time commitments to extracurricular activities would I latched on to the security that this cookie-cutter plan provided – a weekly paycheck, guaranteed friends in a new city, and an opportunity to give back to a needy community. I was set, right?

Fast-forward a few months after commencement when I came to the unsettling realization that my cookie-cutter plan was not working out as I hoped. I encountered a mismatch between my interests and skill set and those that that role required. I made the difficult decision not to settle, despite the security that came along with my original plan, and set out on a search in the difficult job market.

As with all things that are worth searching for, my dream job was hidden in the most unlikely of places. After some considerable internet-scouring and networking, I was incredibly lucky to find a position in business development for a global consulting and engineering firm. That’s right, this idealistic IR major found her dream job selling engineering and consulting services. In my role I conduct research, write proposals, and collaborate with my colleagues, providing my international perspective to our technical staff working all over the world. I am fortunate to be able to focus exclusively on work in the international development arena for projects that deliver reliable infrastructure, clean water, and sustainable energy to people in some of the most remote and needy areas of the world.

Reflecting on my International Relations and Community Health education at Tufts, I’m thankful for many of those IR requirements that I found so dreadful at the time. While you’re in school it’s difficult to see the forest through the trees and recognize the valuable rounded perspective that those courses deliver. The writing skills that I developed during college are vital in my every day work for tasks ranging from crafting an email to writing a proposal to a federal agency. My ability to view international issues and conditions from a myriad of perspectives has been invaluable. Especially in the extremely competitive job market, employers are seeking smart, well-rounded, hard-working critical thinkers. My advice to you is to embrace every opportunity to learn something new. And when it comes to job-search time, cast your search net wide and far; you never know where your dream job is hiding.

Kate Carpenito (LA ’11) is an International Project Development Specialist at Tetra Tech, a leading global engineering, consulting, and construction firm. She performs research to inform international development projects worldwide, focusing on improving the availability and reliability of infrastructure in the developing world.

Tips from the IR Office for SENIORS!

Senior Thesis writers are reminded that the thesis defense must be completed by the end of reading period on Thursday, May 3, 2012. The Thesis Committee must submit its “Recommendation for Thesis Honors Form” to Sara Nakagawa in Dowling Hall by Friday, May 4, 2012.

For ALL Seniors! Commencement is on May 20, 2012. Visit the commencement website at http://commencement.tufts.edu/ for details. Best wishes for your last semester as a Tufts student!
**Reflections from a Current IR Student**

**IR Senior, Tarik Watts, Reflects on his Years at Tufts**

![Tarik Watts and his father, Gregory Watts](image)

When I came to Tufts my plan was to major in IR then go to law school. I was pretty convinced with this intent, and didn’t really believe that four years of college would lead me to different interests that would shake my convictions. In these four years, I had no idea how things would change. IR is a demanding major with a lot of requirements; I enjoy it because it is a combination of my interests: history, English, philosophy, political science and economics. Because IR is pertinent in current world affairs, my journey in the IR major led me to other interests such as economics, finance and development. As I learned about emerging markets in growing and developing countries, I became increasingly interested in this area. These things were new to me and uplifting. In the spectrum of IR, this is where my course material came together and I started connecting the dots. Consequently, I’m no longer so certain about going on to law school, as numerous other paths are now in my sight. I discussed my changing views with my father. He was very supportive of my decision and told me if he could do it all over again he would explore business. My dad is my hero, my friend, my inspiration. His guidance encouraged me to try something new.

Another thing about college: you have no idea how quickly the time passes. Freshman year I ignored this platitude, but reflecting as a senior I wish I had gotten a little more involved sooner than I did. First and second year students should take advantage of all the opportunities on campus and learn to navigate the system. You have all the time in the world freshman year, which is why there’s no reason to wait until later to visit Career Services, for example. In general, I would advise against procrastination. Just don’t succumb to the temptation. I don’t procrastinate any more. Now I say, get it done!

In addition, I advise students to get involved in everything and anything that sounds slightly interesting, because you never know what you’ll discover. Freshman and sophomore year you have all the time in the world to experiment with new and interesting things. For me personally, my experiment in the Men’s Step Team Blackout created some of my strongest friendships in Tufts. Before BlackOut, I knew nothing of step and had no intention of performing, but in retrospect I’m glad I took the risk of trying something new. In high school, I came from a tight knit community: my graduating class had 80 students, most of whom I met when I was in first grade (my school was pre-kindergarten through 12th grade). In BlackOut, it felt as though I never left this tight knit community, and it really helped with my first transition into a new environment. College is a great phase in life that shouldn’t be taken for granted. You are as independent as any adult, minus any responsibility besides enlightenment. Take every opportunity you can. I promise you won’t regret it.

**Tips from the IR Office for SOPHOMORES!**

Thinking about traveling abroad and conducting research? Consider applying for the Anne E. Borghesani Memorial Prize.

The Anne E. Borghesani Memorial Prize is an incentive award that enables the recipient(s) to undertake a research project, an internship, a volunteer activity, or a plan of study 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. Second-semester sophomores and juniors from ANY department or major with a minimal GPA of 2.8 or above are eligible for the prize. More information and the online application can be found at [http://bit.ly/borg2012](http://bit.ly/borg2012). **Application Deadline: Monday, February 13, 2012**

Important Study Abroad Reminder: When transferring credits from study abroad programs, there is a limit for IR majors as follows: **Beginning with the Class of 2014**, no more than a total of three (3) courses taken abroad may be applied toward the 12-course IR major requirement. Only one (1) of which can be applied toward the IR Core requirements. There is no limit on language courses taken abroad for the IR major language requirement. All courses used for the IR major must be approved by the IR Program.
On November 16, the IR Program hosted the 21st annual Anne E. Borghesani Symposium. The Anne E. Borghesani Memorial Prize is an incentive award that was created to inspire personal and intellectual growth, increase understanding of all peoples, and encourage a commitment to community by providing students with funding to travel and conduct research abroad. At the Symposium, six Borghesani recipients shared their experiences and findings with the larger Tufts community over hors d’oeuvres and apple cider.

The locations of study were diverse, spanning four continents and six countries. The projects themselves were even more diverse, covering topics ranging from grassroots microfinance in Ghana to cholera prevention in Bangladesh. Prize recipients presented their research questions, methodologies, and results, as well as sharing how their time abroad impacted their own world perspectives.

After their presentations, each student fielded questions from curious Tufts faculty, students, and the Borghesani family. The Borghesani’s attend the symposium each year along with family, friends and members of the Anne E. Borghesani Community Foundation. Their support has been critical to the prize’s development, allowing students at Tufts the opportunity to passionately pursue questions of importance not only on campus, but in the larger world.

**Lisa Pinals** (E12, Electrical Engineering) conducted a series of primary school surveys and workshops in Melbourne, Australia, intending to bridge the gap between engineers and non-engineers. Finding that much engineering outreach work is to be done for all ages, Lisa is currently writing an article to be published in the June 2012 edition of *IEEE Women in Engineering Magazine*.

**Maia Majumder** (E12, Engineering Science) collaborated with the International Centre of Diarrheal Disease Research (ICDDR, B) to pinpoint water quality as the intervention point for cholera prevention in Dhaka, the urban capital of Bangladesh. This was done using statistical analysis on three variables: water quality, sanitation, and socioeconomic status. Maia plans to continue the next phase of her research through focus on Matlab, a rural village in Bangladesh.

**Jennifer LaMotte** (A12, Spanish and Latin American Studies) studied the methods of healing “susto,” or soul loss caused by spiritual fright, in the Peruvian Andes. Specifically, Jennifer focused on the balance between Western and traditional medicine in effectively engaging local community members.

**Kristen Johnson** (A12, International Relations) travelled to Ghana with Innovations for Poverty Action (IPA) to fill the research gap on informal savings and debt. By closely working with local Ghanaians, Kristen was able to assess the importance of social capital in spawning a variety of informal savings mechanisms depending on perceptions of risk and return.

**David Wang** (E12, Biomedical Engineering) has been working on a long term research project to develop a vaccine against Cryptosporidium, a protozoan parasite that is the leading indicator of death among adult HIV/AIDS patients. In Kenya, where 8% of the adult population has HIV/AIDS, David examined immune responses to gp15, a surface protein of Cryptosporidium, and found that it could be an important putative vaccine candidate for cryptosporidiosis. Future research would involve examining Memory B cells and T cell responses.

**Lillian Prueher** (A12, Interdisciplinary Studies) sought to understand care-giving and concepts of illness and dying in contemporary Chinese culture by travelling to Beijing. After interviewing and working with practitioners from both public hospitals and local clinics, Prueher became convinced of the need to develop a more effective hospice network in Mainland China.


Contact John Taylor (john.taylor@tufts.edu) with any questions.
Building the IR Curriculum: Policies and Procedures

Each semester, the IR Program sends out the IR “Call for Courses” to all Tufts departments and programs, requesting course submissions to the IR curriculum. The IR staff compiles the list of courses and the syllabi and convenes a meeting of the IR Curriculum Committee (IRCC). Members of IRCC discuss the courses in depth and often consult with faculty members representing the thematic concentrations. After thoughtful deliberation and upon reaching consensus, the IRCC makes its recommendations regarding additions to the IR curriculum to the IR Executive Committee. As courses are added, they become permanent entities in the IR curriculum. New courses are listed on the IR website and included in the IR Course Announcement published prior to registration and in subsequent issues of the IR Handbook.

Below is a list of courses added in Fall 2011. The next IR “Call for Courses” will be sent via e-mail in early February 2012. If you have any questions or would like to have your course added to the agenda for the next curriculum committee, please e-mail Kathleen Devigne at Kathleen.Devigne@Tufts.Edu.

EC 15 Econometrics
HIST 86 Modern Spain
HIST 152 The Religious and Spiritual Map of Europe, 300-1500
HIST 154 Health and Healing in Medieval and Early Modern Europe
HIST 170 Islam on the Indian Ocean Rim
HIST 176 History of Madrid
HIST 190 Seminar: The Global 1930’s
HIST 196 Seminar: Paris, 1919 and the Treaty of Versailles
ITAL 121 Italian Women’s Images and Voices
ITAL 192 Seminar: Italian Literature of the Holocaust
MUS 183 Music as Trance
PJS 150 Seminar: Arab Spring and Non-Violence
PJS 150 Seminar: Peace Implementation in Bosnia
PS 138 Political Economy of India
PS 139 Seminar: Government, Business, and Public Policy
PS 188 Criminal Groups as Challenges to International Security
PS 189 Seminar: Making the World Safe for Democracy
PS 189 Seminar: Role of Rumors and Myths in International Relations
REL 192 Rebels, Saints, and Reformers: Religion in Colonial India
REL 192 Tibetan Buddhism
SOC 188 Islam in Europe: Legacies and Dynamics of Difference

Fourth Annual International Affairs Virtual Career Networking Forum
The Tufts International Relations Program is excited to announce the fourth annual Virtual Networking Event in February 2012 (specific dates TBA), an innovative approach to connecting IR majors in Medford with alumni working in the broad field of international affairs around the world. Over the course of two weeks in February, students will have the opportunity to pose questions to participating alumni via an online forum. Topics may include but are not limited to: the broad array of career fields and paths under the umbrella of IR, graduate degree program timing and selection, how to find that first job after college, as well as general career related advice and anecdotes. Stay tuned for more event details coming soon!

Life After Tufts Series
The Life After Tufts Series is a new offering from the IR Program to assist IR students in considering various career and continuing education opportunities. The series will include career panels, alumni guest speakers, graduate school information sessions, and more; information on specific events will be available starting in January 2012.
Thinking about traveling abroad and conducting research? Consider applying for the Anne E. Borghesani Memorial Prize and/or the IR Research Scholars Program.

The Anne E. Borghesani Memorial Prize—The Anne E. Borghesani Memorial Prize is an incentive award that enables the recipient(s) to undertake a research project, an internship, a volunteer activity, or a plan of study 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. Second-semester sophomores and juniors from ANY department or major with a minimal GPA of 2.8 or above are eligible for the prize.

Application Deadline: February 13, 2012


For a list of past winners, visit http://ase.tufts.edu/ir/documents/borghesaniPastWinners.pdf

The IR Research Scholars Program—This scholarship pairs students with faculty mentors who guide a summer research project in preparation for a Senior Honors Thesis, Directed Research Project, senior seminar paper, Fulbright proposal or other significant research paper in the senior year. The scholarship will support a minimum of eight weeks of IR Core Faculty-mentored summer research for the gathering of materials and data. Awards will be granted to both students and faculty mentors. Past research projects include public opinion on military intervention before/after Iraq, microfinance in Tulear, Madagascar, and intellectual property rights of essential medicines in Third World Countries.

Application Deadline: March 15, 2012


For a list of past winners, visit http://ase.tufts.edu/ir/curriculumCapstone.htm

Thinking about writing a Senior Honors Thesis?

Current juniors who are considering writing a senior honors thesis should start familiarizing themselves with the process and the timeline. Registration for senior honors thesis for the Class of 2013 will be in Spring 2012. Thesis students are required to submit a senior honors thesis prospectus and obtain faculty sponsorship. The thesis prospectus and confirmation of faculty support should be sent to the IR Assistant Director. Once these materials are received, the IR Program must certify that the content of the project is applicable to the student’s thematic concentration. Once the IR Program has certified the eligibility of the project, the IR Program will assign a section number needed for registration. The IR Program strongly suggests that the above steps are completed before the end of the registration period in Spring 2012. For more details visit: http://ase.tufts.edu/ir/curriculumCapstone.htm.

Study Abroad and IR Transfer of Credit Process

If you studied abroad in Fall 2011 or plan on studying abroad in Spring 12, please be sure to follow the procedures for obtaining Tufts credit. A full description of the policies and procedures can be found at http://ase.tufts.edu/ir/abroadTransfer.htm. Courses taken through Tufts Programs Abroad automatically receive Tufts credit. However, any courses used for the IR major through Tufts Programs and/or Non-Tufts programs must be approved by the IR Program. Students who take courses through Non-Tufts programs must apply for Transfer of Credit on Webcenter at http://uss.tufts.edu/registrar/webcenter.asp and contact the IR Program for approval of courses used toward the IR major requirements. It is best to have courses approved BEFORE enrollment.
HAPPY EVERYTHING!

The IR Program wishes everyone a SAFE and RELAXING winter break!

SEE YOU IN THE NEW YEAR!