The IR Director’s Leadership Council (DLC) kicked off its Crash Course Series this year with a timely panel on “The Dilemma of Chemical Weapons in Syria,” held on September 18.

As Jumbos arrived at Walnut Hill this fall ready for another round of classes, Capitol Hill politicians seesawed amidst international outcry against the illicit use of sarin in Syria on August 21. However, the debate over the Obama administration’s intention to initiate a military strike, and whether Congressional lawmakers should support him, yielded no clear answers. This atmosphere prompted the DLC to organize the inaugural lecture of the 2013-2014 Crash Course Series around the issue.

“We felt students were hearing a lot of the same things from news outlets, but were not getting deeper analysis,” DLC Co-Chair Nick Santangelo (A14) said.

Fellow Co-Chair Mira Leon (A14) added, “We wanted to make sure that by the time the lecture was over, everyone understood what was happening in Syria, what complications existed with the U.S. deciding to take or not take military action, and how feasible a ban on Syria’s chemical weapons would really be.”

Almost 100 students attended the lecture, which featured a panel by Department of Political Science Professors Jeffrey Berry, Tony Smith, and Alison Russell. After opening remarks from Leon and Santangelo, each professor spoke 12 minutes on a different aspect of the topic. The session then opened to questions from the audience.

Faculty speeches began with Professor Smith, who identified two streams of international thought – humanitarian interventionism and American hegemonism – as the driving influences behind “this amazing situation of threatening Syria with force.”

Ultimately, Smith denied institutional grounds for a U.S. strike against Syria. According to the 2005 UN R2P (Responsibility to Protect) Initiative, intervention in affairs of state sovereignty is legitimate only if a democratic regime will be afterwards erected. Moreover, Just War doctrine requires that the harm created must be less than the harm solved. “We just don’t know,” Smith said of these factors, while also denouncing President Obama’s appeal to American exceptionalism. “It seems to me we don’t have a dog in this fight. This self-righteous posturing we have is really worth thinking about.”

He finished, “I’ll conclude by joining 70% of the American public by saying: we have enough to do at home. What are they doing in Washington spending our tax money worrying about other people’s problems?”

Professor Russell continued the discussion by reviewing the history of chemical warfare and evaluating three policy options for the U.S. The action in Syria this August constituted the first widespread use of sarin since the Chemical Weapons Convention ban in 1993. According to Russell, with U.S. credibility and international law on the line, U.S. options include doing nothing, providing a credible threat of force, or direct military action ranging from targeted strikes to full-scale invasion.

Regardless, Russell cautioned against the expectation of a quick and dirty solution. “It’s very difficult for external actors to force an end to a civil war,” she said. “[Military options] must be used in conjunction with other tools of statecraft.”

Professor Berry identified Washington’s winners and losers in the recent debate. “Congress affirmed its role in foreign policy in the future,” Berry said. “[Obama] did not look at his most competent. He said, ‘I’m going to lead you forward,’ and nobody really followed.” Berry also speculated that the current isolationist rhetoric of the Republicans may negatively impact their election polls in 2016. He tacked on a disclaimer: “If I’m wrong, don’t email me in 2016, because I won’t email you back.”

The professors then fielded audience questions, which covered subjects such as the application of the War Powers Act and the glorified police role of the U.S. in world affairs.

“We had so many questions that there was not enough time to answer all of them,” Santangelo said. “Individual members of the DLC were also approached by students after the event who said that it was one of the best talks they had been to at Tufts.”
Faculty Spotlight: New IR Core Faculty member, Michael Beckley
By: Menghan Liu, A14

Recent faculty hire Assistant Professor Michael Beckley – or Mike, as he prefers – dashed into his office (Packard 307) at 11:01 a.m. for his 11 o’clock interview with the IR Program. He was dressed unassumingly (yellow sneakers and black athletic attire), had just left a meeting, and would be on his way to another immediately afterwards.

Mike has juggled this hectic schedule since graduating in 2004 from Emory University, where he became National Champion of College Debate. He then worked his way up the East Coast from D.C., with time also spent in China, pursuing his research interests in the China and U.S. global power dynamic.

Mike currently teaches Chinese Foreign Policy and U.S. Foreign Policy toward Asia in the Political Science Department.

Research inspiration: “My grandparents were interned during WW2, and my grandma’s cousin was actually one of the Japanese citizens who went the Supreme Court to advocate for the rights of Japanese-American citizens. I also had a great uncle who was killed fighting for the U.S. Army even though his family was interned. So I’ve always really believed in the power of policy and what a massive effect it can have on peoples’ lives. It’s always been personal for me.

“My interest in China began when I was working at the Carnegie Endowment. I think [the U.S.-China relationship] is by far the most important bilateral relationship in the world, and I want to help people understand it.”

Teaching style: “I start with the assumption that students forget 95 percent of what I tell them. I think we as instructors sometimes assume students are like computers where we can just upload information into their brain, and it gets retained. But I tend to look at students like blenders with the lid off and the blades spinning. So when I throw nuggets of information in, it just gets splattered and sliced up into bits and pieces here and there. So I try less to impart knowledge, which tends to get forgotten, but try and teach a way of thinking.

“I also had a reputation for being kind of tough when I was at Columbia. I don’t plan on changing that. The professors I looked up to in college pushed me, and I think I learned the most in their classes, so I try to emulate that.”

Hobbies: “I have this weird thing where all my hobbies start with S. I’m a huge soccer fan. I recently went skydiving. I took a bunch of salsa classes for two years. The hobby I really want to add is scuba diving. And when I grew up in the Bay Area, I grew up sailing. Eventually I’d like to get back into that.”

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Get to know an IR Core Faculty member TODAY! Faculty constitute one of the most valuable resources available to Tufts undergraduates, and the IR Program strongly encourages its students to get to know and work with their professors from the moment they arrive at Tufts. Many students go through Tufts knowing only their advisor’s signature, which is a lost opportunity to make use of or take advantage of one of their most valuable resources. Advisors can suggest multiple academic alternatives to accommodate students’ needs and potential career paths, and they are often the best resources for letters of recommendation.

Visit the IR website for more information on the 100+ IR Core Faculty members as well as tips on how to find an IR advisor.
Meet our new Diplomat in Residence, Evyenia Sidereas
By: Menghan Liu, A14

Foreign Service Officer Evyenia Sidereas guided task forces during crises such as the Arab Spring, the Japanese tsunami, and Wikileaks. She coordinated policy across the entire North Africa region and helped support Hillary Clinton’s telephone diplomacy. Now, she has come to Medford from D.C. as the new Diplomat-in-Residence (DIR) for Tufts and the entire New England Area.

Her goal? She wants to talk to students.

“The DIR is a Foreign Service assignment for 16 diplomats who are based at campuses around the country,” Sidereas explained. Her job is to educate students, young professionals, and various community groups about U.S. diplomacy while helping to recruit for the Foreign and Civil Service.

Sidereas arrived at Tufts on August 26, just in time for Orientation Week. Since then she has kept busy giving information sessions at Tufts and other universities about the State Department, meeting with faculty, and attending campus events such as the debate hosted by Fletcher on international trying and intellectually stimulating time.

“It's an extraordinarily friendly and intellectually vibrant campus,” she reported. “I’ve been very excited...and kind of jealous I didn’t get to go here as an undergrad. This would have been really fun. This would have been right up my alley.”

Sidereas attended DePaul University in Chicago, her hometown, and graduated Magna Cum Laude in 1996 with a degree in Political Science. She then enrolled directly in the Gender Studies master’s program at the London School of Economics where she was only one of three Americans.

“In part that was parental pressure,” she said of her decision to immediately pursue a graduate degree. Sidereas’ parents, who are Greek immigrants, wanted their first-generation American and first-generation college daughter to finish her education as quickly as possible. Sensing her own lack of work and life experience relative to her peers, however, motivated Sidereas to intern concurrently for an NGO whose work focused on women’s health advocacy and broader human rights issues.

Up until this point, Sidereas had never even considered a career with Foreign Service. “My path is sort of unconventional,” she mused. “I thought I wanted to be in politics when I was in college. I’m from Chicago. I thought I wanted to be the mayor of Chicago.”

Working at the NGO, however, caused her to begin considering alternative approaches to advocacy and policy development. “How do you effect change?” she wondered. “I felt like I had a good perspective, somewhat limited, and I wanted to change and expand that perspective.”

So when a friend spontaneously suggested they take the Foreign Service Exam, Sidereas agreed.

Sidereas points to her year as a Senior Watch Officer in the State Department’s Operations Center as one of her most memorable. “There was a six-month period between November 2010 and April or May 2011 that was just a pure whirlwind of activity,” she reminisced. “Between the Arab Spring, the Japanese tsunami, between the lingering ramifications of the Wikileaks disclosures...everything was significant. Everything affected our national security, affected our economic interests, was critical to our allies...It was probably the biggest challenge of my professional life up until that time.”

Between supervising Watch Officers, keeping tasks forces on track, and fielding “the Secretary’s” telephone diplomacy, Sidereas somehow still held onto a down-to-earth perspective. “It was fun,” she said. “It was a great and collegial team. We probably each went through our body weight in pizza, and cheese-its, and, you know, generic Target cheese balls. It was a really emotionally trying and intellectually stimulating time.”

For Sidereas, this period cemented her belief in the significance and relevance of public service. “It’s a great feeling to feel like you can shape and represent your government from the inside and share your perspective on the world,” she said.

As Diplomat-in-Residence at Tufts, Sidereas hopes to increase the awareness of opportunities at the State Department and diversify its candidates. More generally, she hopes to encourage students to think about public service and global citizenship in a thoughtful way. “I would like to use this opportunity to push people to become better informed global citizens,” she said. “The question for all young people is figuring out how to harness activism, how to harness information in a way that’s really effective and promotes the broader good.”
Learning My Crayola Colors:
A Summer Experience
By: Lise Guerrier, A16

“Jordan, what is the main idea of the story we just read?” I looked up to make sure he was listening. The birds that sit outside the window of the small attic room often succeed at capturing his attention more than my voice does. To my surprise he was looking straight at me; I beat the birds today. As he began rattling off details of the story (immediately deviating from my question about the main idea of the passage), I began to take notes in his academic file, looking up after every few lines to silently communicate that I was paying attention. When he finished, I began to ask him about the main idea again.

“Awesome job telling me about what happened in the story, but what we’re looking for is the main idea. Do you think you can-” I stopped. Something wasn’t right. A red pigment had suddenly appeared all over his legs and front of his sweatshirt. Jordan looked at me- wide eyed with nothing but innocence clouding his young teenage face.

“Jordan” I said sternly “Stick out your hands.” Reluctantly, he brought his hands forward and we both sat silently as we watched blood flow from self-inflicted bite marks on his fingers. He looked up at me with sad green marble-like eyes.

“I’m autistic.” Immediately, my anger dissolved and I attempted to conceal the tears and heartbeat forming in my eyes.

“I know Jordan,” I said quietly. “I know. Now let’s go get you cleaned up.”

The above story happened between one of my students and I on his first day of instruction. To say that I taught at a learning center over the summer is not entirely accurate. This is because most days I felt as though I was the one doing the learning- every child impacted me like a bright streak of a Crayola color on my plain canvas. It was a place where I encountered different forms of myself. The encouraging me. The sympathetic me. The playful me. The new me. The one who learned that being autistic is synonyrmic with being dedicated to detail. My children taught me cities on maps, important dates in Abraham Lincoln’s life and the names of more than 300 dinosaur species. I did not fall in love with education-I fell in love with learning. On my last day of work this summer, my heart was heavy at the thought of leaving. As I watched the children play outside, a bright blue ball somehow escaped one of their grasps and hit me on the shoulder. One of the students ran up to me and gently took the ball from my hands. He began to return to the game but then suddenly turned around and ran back over to me.

“You’ll be alright,” he said somewhat apologetically as he brushed off my shoulder then turned to rejoin his friends. I smiled to myself at the significance of such small words. He was right and it was another reminder of how much I learned from the bright minds of my students.

Editor’s note: Lise Guerrier worked for a non-profit learning center which hosts 50 centers from the US, to Europe and Australia. The center promotes vision, courage and integrity, helping children and adults improve language processing— the foundation of all communication and learning.

The IR Program wants to hear from YOU!

For the IR News & Views newsletter: IR students (past and present) and faculty are encouraged to submit their “news” for future publication in an IR News & Views issue. Send your submission in an e-mail to Kathleen Devigne (kathleen.devigne@tufts.edu). Keep us posted—we want to hear about the exciting opportunities you are involved in locally and/or internationally!

For future IR events and community building activities: The IR Program encourages its community members (faculty, students, alumni, and friends) to submit ideas for future events and community building activities. For example, let us know your ideas for future DLC crash courses like the Sept 18 event on The Dilemma of Chemical Weapons in Syria (see front page article). Send your ideas in an e-mail to internationalrelations@tufts.edu.
COMING SOON! Tufts is launching a NEW and IMPROVED website for the IR Program within the next few weeks!

In an effort to achieve a more consistent look across campus, the Tufts Technology Services department is in the process of rolling out new websites for all major programs and departments. The new format not only has a consistent look, but is user friendly and easier to navigate.

Some features we think you will like are:
- Key menu across the top of the page
- Call-out boxes so that you can go right to the topic you are interested in
- Events box on the front page
- In Focus box on the front page containing some of the most important links

Class of 2017:
Welcome AGAIN to Tufts! Hopefully your first semester is off to a good start! For those of you who attended the IR Orientation on Aug 30, we hope you found the information helpful! If you were not able to attend the orientation, please feel free to stop by the IR Office anytime with your questions. We are located in the Cabot Center, Room 605.

Class of 2016:
This year, you will be officially declaring your major! Once you decide on your thematic concentration (TC), please let the IR Program know so that you don’t miss out on important messages specific to your TC. The IR staff uses TRUNK sites (specific to each TC) to communicate with students on everything from newly approved courses, to special events, to internship and job opportunities. Send an e-mail to internationalrelations@tufts.edu with your full name and thematic concentration.

Thinking about studying abroad next year? Visit the IR Asst Director, Kathleen Devigne, during her office hours to discuss how courses abroad can count towards your IR major requirements. Office hours are located on the IR website under the Contact tab.

Class of 2015:
Many of you are probably studying abroad right now or will be next semester! Please do not hesitate to contact the IR Asst Director, Kathleen Devigne (Kathleen.devigne@tufts.edu), if you have questions about how your courses abroad can count towards your IR major requirements.

Thinking about writing a senior honors thesis next year? Before the end of your junior year, contact Kathleen Devigne if you are thinking about writing an honors thesis. For more information on the honors thesis process, please visit the IR website and under the Academics tab, you will see info on capstone/thesis.

Class of 2014:
YES, it’s really time to start planning for graduation! Undergraduate Education sent you an e-mail in September with an attachment entitled WHAT TO DO TO GRADUATE! Please read that e-mail CAREFULLY for instructions on the required paperwork and where to access the forms on the web.

Degree Sheet Due Dates:
IR majors MUST submit all the required forms for graduation (see below) to the IR Program office (Cabot 605) BEFORE they go to Dowling.

For students graduating in May/Aug 2014, the due date is Nov 4 to the IR Office. Please note: Nov 4 is also the first day of registration, so please put down your anticipated courses for next semester. If changes occur after the registration period, contact Elizabeth Gottlieb (Elizabeth.gottlieb@tufts.edu) ASAP!

Required Forms for Graduation:
1. Advisement Report (print from your iSIS account) See the next page for more info and tips on navigating the new iSIS system.
2. Signed Major Checklist(s)
Submit a major checklist or concentration form for each of your majors. The IR form is called the IR Planning & Concentration Form and can be found on the IR website under the Academics tab. Please note that this year, your IR advisor is required to sign the IR Planning & Concentration Form (see bottom of page 2 on the IR form).

Helpful tip: If you are a double major with IR, please do your best to complete your other major paperwork (including required signatures) first and then bring everything to the IR Office for final processing.

Note: The IR Program will send all completed (and approved) paperwork directly to Dowling Hall.
More Tips and Important Notices from the IR Office

IR Language Requirement for Native Speakers

NEW protocol this year! For native speakers of languages other than English, students should contact their academic dean in Dowling Hall to arrange a language exemption exam. Academic deans are assigned alphabetically by students’ last names as follows:

Jean Herbert  (A-G)              Carol Baffi-Duggan  (H-O)              Robert Mack  (P-Z)

If you are seeking exemption, please do not delay. Assuming you are exempt can often lead to complications in completing the IR major and may postpone graduation. For more information on the IR language requirement, visit the IR website under the Academics tab.

Navigating iSIS

First and foremost, please be PATIENT as the iSIS staff continues to work on some of the system issues. With any major upgrade (especially with a completely new system) it takes time to work out all the kinks and get used to a new way of doing things. With that in mind, here are some tips to help you navigate iSIS:

Before you contact the Help Desk with your questions, check out the following sites to see if you can find the answers! The iSIS staff put these documentation sites out there to help guide you through using the new system.

iSIS Documentation for Students:  http://sites.tufts.edu/sisproject/students/
iSIS Documentation for Faculty:  http://sites.tufts.edu/sisproject/faculty_doc/
iSIS Documentation for Staff:  http://sites.tufts.edu/sisproject/doc/

If you notice your data appears to be wrong or you still need help after reading the documentation above, e-mail iSISsupport@tufts.edu or contact the Student Services Desk at Dowling Hall at 617-627-2000 (or studentservices@ase.tufts.edu). Student information in iSIS was converted from the “old” SIS, parts of which are 25-30 years old. As a result, there may be some unintentional data anomalies. Let the iSIS Support team know about this and we can help you sort it out. Going forward, iSIS has features to help eliminate most data discrepancies.

Current State Department Opportunities and Other Fellowship Award Opportunities

Application Deadlines Fast Approaching!

U.S. State Department Internship
http://careers.state.gov/students
Application deadline: November 1

Critical Needs Language Scholarship Program
http://www.clscholarship.org
Application deadline: November 15

Thomas R. Pickering Undergraduate and Graduate Foreign Affairs Fellowships
www.woodrow.org

Rangel International Affairs Program
(2 programs below)
www.rangelprogram.org

International Affairs Graduate Fellowship Program
Application Deadline: January 17, 2014

Undergraduate Summer Enrichment Program
Application Deadline: February 10, 2014

Boren Awards for International Study
www.borenawards.org
Application Deadline: January 28, 2014
Upcoming IR Events

NEW for IR Core Forum this year!
IR Core Forum will focus each meeting on a topic related to a specific IR thematic concentration. The informal discussion group (open to anyone) will meet 3-4 times a semester to give students an opportunity to talk about important international issues with fellow students and faculty, all the while enjoying a light lunch or dinner.

As in the past, we will invite a different Tufts faculty member for each meeting, who will pick the topic ahead of time for the group to discuss. The goal of this year’s “thematic concentration” topics is to engage more IR students across the major.

Meeting details will be posted via the IR weekly e-mails as well as on the IR website.

Save the Date!
Anne E. Borghesani Symposium
November 20, 2013 ~ 6:30 PM
Alumnae Lounge

The Anne E. Borghesani Memorial Prize 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.

Come listen to last year’s Borghesani Prize recipients share their experiences and learn how you can receive support from a Borghesani Prize (grants range from $1,000 - $3,500).

Dinner will be provided.

The 2012-2013 recipients presenting at the symposium are:

Malina L. Filkins, A14
Building an Electronic Data Collection System in Nepal

Christina E. Goldbaum, A14
Understanding Informality: The Effect of Informal Systems on Human and Political Development

Taina M. Paredes, A14
Educating Young Minds: From America to South America

Isabel L. Weiner, A14
Patients and Doctors: Victims of the Public Health System in Post-Revolutionary Egypt

Fall 2013 IR Events

ALWAYS CHECK the IR website and IR weekly e-mails for the most up-to-date info on upcoming events! Below are some upcoming IR events to look forward to, but many more are in the planning stages, so STAY TUNED!

October
22  IR Concentration Fair
30  Fletcher School Info Session

November
5   DLC Crash Course: Cybersecurity
20  Anne E. Borghesani Symposium

Don’t be a stranger!
Come visit us in Cabot 605 for a FREE IR sports bag!

We look forward to seeing you!
International Relations Program

Tufts University
Cabot Intercultural Center, Room 605
Medford, MA 02155

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E-mail: internationalrelations@tufts.edu
URL: http://ase.tufts.edu/ir

IR Program Staff

Drusilla Brown, Director
Kathleen Devigne, Asst Director
John Taylor, Program Administrator
Elizabeth Gottlieb, Program Coordinator

Student Interns:
Menghan Liu, A14
Pablo Jimenez, A15
Dylan Saba, A15

The IR News & Views newsletter highlights events and people in the Tufts IR community. The publication appears once a semester and welcomes feedback and submissions from students and faculty.