Annual IR Career Symposium
held Saturday, February 27

The Tufts International Relations Career Symposium, held on Saturday, February 27th in the Cabot Intercultural Center, is an annual event which brings together recruiters, alumni, and students to help current students plan their academic and professional careers in international relations.

At this year’s event, career panels covered a wide-range of fields including National Security, Finance, Business & Consulting, Graduate School & Academia, and International Development & Non-Profit Organizations. Following the career panels, numerous workshops and breakout sessions were offered on topics such as the National Defense University, Peace Corps, State Department, German Foreign Office, Tufts Career Center Resume Workshop, and Fletcher Admissions.

Ten Tufts IR alumni attended this year’s event and IR Student Intern, Jake Taber, had the opportunity to ask a few of them some questions, including advice they would like to pass on to current students. Here’s what a few of them had to say (see page 2 as well for more on IR Alumni).

IR Alumni Spotlight

Gabriella Zoia (A15), Research Associate, Forrester Research

How did you get your job?
I went to the Tufts Career Fair and spoke to the Head of Talent Acquisition at Forrester Research. I pestered her with questions for about twenty-five minutes and a couple of months later, she reached out saying that she had an opening and thought I would be a good fit.

One piece of advice for current students?
Regardless of whether you’re going into the nonprofit sector, government, or business/management consulting, which seems to be the most popular track for a lot of IR majors, doing something that you love and that you find interesting is definitely the key. I know that is cliché and kind of over repeated, but actually think about what you would be happy doing when you’re looking at jobs. It’s not really—is this going to help me get here or there or does this pay enough money, although these are both really important considerations. When you go to sleep at night are you happy about the time you spent in your day because at the end of the day, that is what you’re spending the majority of your waking hours doing. If you don’t find your job valuable and if you don’t think that it adds value to society, then you probably shouldn’t be doing it.

Jameelah Morris (A13), Manager, Campaign for Black Male Achievement

How did you get your job?
I fell into the job because I was interested in nonprofits and also community impact and also through my experience with AMIGOS, thinking about how different groups of people that have different leverage points can work together to achieve that outcome or goal. So I had a friend that was working at Root Cause, as an intern, and I knew that was broadly what I’d be interested in working in immediately after undergrad. She let me know about the job opening and then they ended up having a position that allowed me to get some experience thinking through how to do that within the context that wasn’t international.

What has been a rewarding project that you’ve worked on recently?
We run a project called the social innovation accelerator. We’ve run it since 2013. This is our second year running the program, in which we select 5-7 leaders across the United States that work in the field of black male achievement, and this year we chose two national leaders and five based in Detroit that have innovative programs and are accelerating the life outcomes, through their programs, of black men and boys. It’s been really valuable because I
Jameelah Morris continued:

I think that they are good examples of leaders and organizations that have been able to effectively leverage policy and push policy through their work on the ground in communities. It’s always great to kind of see how leaders are very much connected within those organizations that are implementing direct service and also being able to have a duality in terms of also doing advocacy work and working to improve policy that then impacts their ability to have effective programming.

One piece of advice for current students?

I have two. First one is challenge everything, accept nothing as is, so always ask questions, always ask the hard questions. I think a lot of organizations that are doing social impacts are not being as intentional about certain systems and identities that impact their ability to do their job, so being intentional about calling out those systems and having that discussion. Also, never accept the first offer. I think there’s this temptation as you graduate to find a job immediately and take whatever job comes your way, and I think there is bigger value in knowing what kind of work you are capable of and being able to communicate that effectively for you to get the right job, not the first one.

Sarah Peterson (A04), Senior Community Outreach Specialist, Dana-Farber Cancer Institute

How did you get your job?

I would say that my route was not necessarily direct. I think there was a lot of trying things and seeing what felt right and what didn’t feel right, but I know that, for me, I’ve always had an interest in health, also in working abroad… I wanted to do the Peace Corps from a very young age, so after graduating from Tufts in International Relations, I came across the Masters International program with the Peace Corps, which allowed me the opportunity to combine my interests in public health, also serve in the Peace Corps, and come back with my [Master of Public Health]. Since being back here, I know I wanted to come back to the Boston area and continue working with underserved populations, and my job with Dana-Farber right now, working with the Mobile Health program, allows me to do that because we go into the community to reach the underserved.

Talk about a program that you’ve worked on recently that you’ve really enjoyed.

A big part of what I do is community health education, both on the individual level with the patients that come on the [Mobile Health] van, and then also doing workshops and health fairs in the community. So I would say that I’m constantly getting confirmation that I’m in the right field through these interactions. Also, really just getting to know our community partners, because we can’t work alone. We work in conjunction with community based organizations, community health centers, so again just having the opportunity to work with all these different and diverse people, that to me is what the job is about and what keeps me doing it and makes me happy.

One piece of advice for current students?

I would say… just having some sort of a life purpose, or some sort of idea of what you want to do with your life, but at the same time not clinging too rigidly to any one track because I think it’s in the experiencing, trying things that we don’t necessarily see ourselves doing, that we find out what our skills are and what skills we need to develop.

Ricky Minn Hartman (A10), a current Fletcher MALD candidate, studied international relations as an undergrad at Tufts and served as a health promoter in Peace Corps Nicaragua soon after graduation. After his Peace Corps service, he returned to the Boston area and continued working with Spanish-speaking populations as a research assistant in an asthma study. Ricky decided to enroll in the MALD program because of the degree to which he could personalize his education (variety and flexibility of courses and concentrations), the experience of the professors as seasoned academics and practitioners, and the reputation of the program itself.

Ricky’s advice to current IR majors is to develop a general familiarity with international law; it is particularly useful as a means by which the decisions of international actors—especially international organizations and their members—can be interpreted. From his own experiences, Ricky advises that more complete picture of international relations can be developed through Peace Corps service, which presents graduates with the unique opportunity to learn about grassroots diplomacy at its finest, the needs of local populations and understanding their views of national and global affairs. He highlights the need to never neglect the human cost of a particular policy, plan, or action.

Yihao Li (A14), a land policy consultant at the World Bank, is committed to making China’s urban transition more efficient, inclusive, and sustainable by providing policymakers with cutting-edge policy research and analysis on land reforms. Li was a contributing author of a World Bank urbanization report that informed the decisions at the Third Plenum of the 18th Party Congress. By generating knowledge on land reforms, Li hopes to help the English-speaking world better understand the greatest urbanization in human history, thereby facilitating their engagements with China.

Li’s current work benefits from his award-winning senior honors thesis at Tufts University. It suggests specific mechanisms the World Bank can employ to maximize its influence in China’s economic reforms and offers insights on China’s participation in the US-led Bretton Woods Institutions. Outside of work, Li serves as Trustee of Global China Connection, a China-focused non-profit.
Shane Suksangium (A16), an IR senior participating in the BA/MALD program, coming straight from undergraduate at Tufts University where he is majoring in international relations and economics. His areas of interest are European integration and international economics. Attending Fletcher, Shane hopes to expand his knowledge on clean energy policy and ASEAN integration/development, using the EU as a model.

In addition to Thailand and the US, Shane went to high school in Australia and studied abroad in Hungary where he had the chance to travel extensively through Central-Eastern Europe. Shane had the opportunity to work with the Democrat Party of Thailand, helping out Party Secretary, Chuti Krairiksh, in his plans to reform the party’s campaigning. Shane chose to pursue his Master’s Degree directly out of undergrad due to his strong interest in the environment and to be more competitive in the job market. Shane highlighted The Fletcher School’s unique field of studies where he can concentrate on a particular aspect such as renewable energy, the petroleum industry or the economics aspect of the environment. Combined with a unique and diverse faculty, the BA/MALD Program enables Shane to expand on the solid foundation he obtained from the undergraduate program at Tufts.

Sharad Sagar (A16), an IR senior majoring in international relations, was recently honored as a social entrepreneur for his work with Dexterity Global, an international nonprofit he founded in 2008, when he was just 16 years old. Dexterity Global offers resources and mentorship to develop young people’s leadership skills and prepare them to apply to college. Its mission is to use education to empower youth from marginalized backgrounds or rural areas in South Asia. “We believe that every single child can be a leader, given the access to opportunity,” says Sagar, who manages to juggle his Tufts studies and his non-profit by sleeping just four hours a night. “In 10 years, I hope to have created not just a successful organization, but also a movement,” he explained. “The democratization of education should become a global movement in every way possible.”

See more on Sharad Sagar: http://now.tufts.edu/articles/tufts-talent-rise#sthash.sDrQPMVe.dpuf

Abuzar Royesh (A16), and his organization, One, Two, Three Project, help provide educational opportunities to Afghan youth

Decades of war in Afghanistan have displaced millions, and though many have left the country outright, many remain as Internally Displaced Persons (IDPs). According to the most recent statistics available from the UNHCR, there are 947,872 IDPs in camps around the country as a result of decades of near-continuous violence: the conflict that overthrew the USSR-installed communists; the civil war that pitted the Taliban against an alliance led by leaders of the overthrown government; the 2001-2014 U.S. intervention and anti-insurgent operations that continue today.

In a country still plagued with conflict and facing a Taliban insurgency that, by all accounts, has grown stronger since the departure of coalition troops, the challenge of reintegrating the internally displaced will be a difficult one. One Tufts senior has been working on the ground to help address that issue: since 2010, International Relations major Abuzar Royesh and his organization Bridges Academy have provided children and youth in Juvenile Rehabilitation Centers and in IDP camps – the latter major recruiting grounds for groups like the Taliban – with short-term educational opportunities, in the hope of eventually enrolling them in Kabul high schools. His new project, One, Two, Three, is an offshoot of Bridges and operates in Kabul’s Chahar-Rahi Qanbar IDP camp.

“A lot of these kids are exposed to extremism, they have violent lives, a lot of them have been to jail, and so these IDP camps become very good recruiting grounds for groups like Taliban or Al-Qaeda, and so through our work we’ve been trying to address that, to give these kids an alternative through education,” Royesh said.

One, Two, Three’s curriculum is only two to four weeks long, not long enough to substantially improve participants’ reading and writing skills. Instead, Royesh said, the program’s courses focus on addressing the radical or extremist views with which many of them have been raised. “We focused on countering specific radical views that they have to empower them in a way to let them know that violence and extremism is not the way,” Royesh said.

Royesh said that tensions between Afghanistan’s ethnic groups inform many of these views: the civil war that broke out in 1989 after the withdrawal of the Soviets pitted ethnic groups against one another and these conflicts left their mark on society. One, Two, Three teaches classes on Afghan society and culture in the hopes of countering some of this distrust. “We offer courses on Afghan culture, on other ethnic groups in the country, because these kids, the ethnic group that they come from they played a really large part during the civil war,” he said. “We had inter-ethnic programs… we also have classes on civic education, how they, as citizens can vote, how they can influence the government… we want to make them question some of the beliefs they had before.”

Royesh said that ideology is only one side of the coin when it comes to the Taliban’s recruitment strategy. Financial need is also an important draw. “If [these kids] cannot find any other routes to sustain their family, then they’ll have to do whatever is necessary,” he said. “That often is… for example, working in opium farms which indirectly funds groups like [the] Taliban… sometimes it involves joining them, Continued on page 4
when they get so desperate that they can’t sustain their families.”

Psychological factors, like the need for belonging, are also important. “These kids are just like you and I, they have a need to belong to a group, they want to feel like they are a part of something that is purposeful... they don't find a lot of meaning in their life except for bitterness, except for hatred,” Royesh said. “What Taliban have done is that they have, in a way, created that sense of camaraderie, that sense of fraternity for these kids who are so out of place, who are not accepted by society in Afghanistan.”

Royesh said that military interventionism and western-financed infrastructure projects haven’t addressed important root causes that push people towards extremism. “A lot of aid money that has been poured into Afghanistan has gone into projects that haven’t really made a difference,” he said. “A lot of them have been very flashy projects like building bridges, building dams, but not, for example, investing in education or investing in reforming the judicial sector.”

US actions, Royesh said, may have done more harm than good in some respects. “For example,” he said, “the US military bombs a village in southern Afghanistan, the people who are not even part of the Taliban will then have a reason to be a part of the Taliban, because they see how these bombings they affect their livelihood.”

Last summer, after Royesh spoke with a number of people from the Afghan government, they agreed to fund One, Two, Three for an additional four months, to the end of Afghanistan’s academic year in December. “They also promised that the next academic year, which starts in February, they promised that they would enroll these kids in public schools in Kabul, but that didn't happen because, as you can imagine, the Afghan government is not the most efficient government,” he said.

Royesh is graduating from Tufts this year. After leaving Tufts, he wants to get more experience in an international organization, finish a grad program and, at some point, return to Afghanistan. “I'm hoping to go back to Afghanistan and work in the Afghan government, because I think that change needs to be brought from within,” he said.

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**New IR Core Faculty Member, Professor Riccardo Strobino**

What courses do you teach here at Tufts?

In the fall I taught a new course called “Philosophy in the Greek, Latin, Arabic and Islamic Tradition”, an introduction to key themes in the history of philosophy which deals with the transmission of Ancient Greek thought to the Arabic-Islamic and the Latin traditions of the Middle Ages, and with the impact that translations from one language into another had on certain crucial historical and intellectual developments of the past (just to mention one, the rise of universities: even the notion of liberal arts education has ultimate its roots in this context).

Next fall I will teach another new course called “Paradoxes and dilemmas”, which aims to be interdisciplinary in a different way. The course will introduce students to an array of famous cases in the history of Western thought from Antiquity to the present, including Zeno’s paradoxes, the Liar, moral luck, nuclear deterrence, the lottery paradox, the voting paradox and the prisoner’s dilemma. It aims to offer analytical tools that can be useful for students in any area of the humanities, social sciences and IR.

Why go back to those periods?

A few years ago there was an exhibition at the Kunsthistorisches Museum in Vienna, organized by a famous contemporary American artist and photographer named Ed Ruscha. The title of the exhibition was The ancients stole all our great ideas. I remember thinking: “This line says it all.”

There is no way we can fully understand what’s going on in the present without knowing the past.

There is also another reason, which at first sight may simply look like an obvious antiquarian interest, perhaps one that may even appear less relevant from our contemporary perspective, but which in fact is equally - if not more - compelling: it’s the notion that we have an intellectual and moral obligation to take care of this past (which is one and immutable, and something we all share as common heritage). We are very sensitive when this translates into the idea of preserving physical artifacts like paintings, sculptures, buildings and the like, but it is equally as important in the case of ideas, texts and all sorts of narratives about the past. The study of the past has its own internal grammar Learning about it is like learning music, a new language, maths or computer science: there are rules, techniques, specific vocabularies. And when you do, you simply get to see the world in a different and enriched way.

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The idea that the ancients studied ideas similar to those in which we’re interested today, albeit in their different historical contexts?

In my experience studying history and the history of philosophy, you see that there is a natural human tendency to ask the same questions; certain problems or certain kinds of relationships between cultures tend to replicate themselves, and so studying the past seems to be a good way to provide a better understanding of the present, because these dynamics tend to be cyclical.

In many relevant senses, a global world already existed in antiquity, or in the middle ages. Trade, common languages, art, philosophy, religion, war all these elements were interwoven: does any of that sound familiar?

I think that learning about problems and dynamics from the past that are analogous, if not identical with, issues that concern us nowadays, in the present, gives you an edge that people who are only focused on the latter don’t have; and it’s a lot to miss out on, if I can put it that way (this is true across a wide spectrum of discipline, not only philosophy). It’s a matter of looking at how questions and answers were produced historically and seeing whether we can find analogies or differences, to think about “progress” in a more conscious and informed way.

Continued on page 5
scientific theories? How should a scientific approach facilitate, last week we had a fascinating guest lecture by Professor Patrick Forber, from the philosophy department here at Tufts, on contemporary philosophy of biology.

This complex of problems deserves systematic attention, and as I said, it’s part of an historical and conceptual legacy we must take care of.

Why did you decide to become a core faculty of IR?

I think it’s important to offer this perspective and historical dimension to IR students who may be interested in learning about the development of concepts and problems across cultures and how this process contributes to the formation of various cultural identities in the past: both my teaching and my research fit well in this scheme. And this is also an important part of my mission here at Tufts. I was hired last year as a Mellon bridge assistant professor in Greco-Roman and Arabic-Islamic traditions. An essential part of my job involves, quite literally, bridge-building: across disciplines, across historical, geographical, and linguistic contexts, but also across departments and programs. I’m based in Classics, with a secondary appointment in Philosophy, and I’m part of core faculty of the newly created Science, Technology and Society program. Joining the IR core faculty seemed only natural, given all we’ve been talking about, and I can’t wait to work with both faculty and students in the program.

Welcome New IR Core Faculty Members

Kyle Emerick (Economics)
http://ase.tufts.edu/economics/people/peopleEmerick.htm

Laura Gee (Economics)
http://ase.tufts.edu/economics/people/peopleGee.htm

Zeina Hakim (Romance Languages)
http://ase.tufts.edu/romlang/facultyStaff/hakim.asp

Daniele Lantagne (Civil & Environmental Engineering)
http://engineering.tufts.edu/cee/people/lantagne/

H. Adlai Murdoch (Romance Languages)
http://ase.tufts.edu/romlang/facultyStaff/murdoch.asp

Sahar Parsa (Economics)
http://ase.tufts.edu/economics/people/peopleParsa.htm

Vincent Pollina (Romance Languages)
http://ase.tufts.edu/romlang/facultyStaff/pollina.asp

Jacob Stewart-Halevy (Art & Art History)
http://ase.tufts.edu/art/people/stewart-halevy.htm

Adam Storeygard (Economics)
http://ase.tufts.edu/economics/people/peopleStoreygard.htm

Jonathan Wilson (English)
http://ase.tufts.edu/english/people/wilson.htm

Upcoming IR Related Events

APRIL 2016 EVENTS

Behind Closed Doors: The US Role in Greece’s Dual Crises
When: Wednesday, April 20 | 4:30PM – 6:00PM
Where: Mugar 231
Join Katerina Sokou, the Washington correspondent for the Greek Daily Kathimerini and SKAI TV, as she speaks about the U.S. role in the dual crises Greece is currently facing, both economic and migration.

Thesis Exchange
When: Friday, April 29, 8:30am-3:00pm
Where: Chase Dining Room, Carmichael Hall
Tufts seniors will present their thesis research findings in a full day celebration of undergraduate scholarship. The day will be broken into panels, organized by topic, with breakfast, lunch, and afternoon hors d’oeuvres for all panelists and guests. Schedule of panels will be announced soon via the IR Weekly e-mail.

MAY 2016 EVENTS

IR Annual BBQ
When: Monday, May 2, 12:00-2:00pm
Where: Tisch Library Roof
Celebrate the end of the semester and return of sunshine to the Hill with a relaxing event. Mingle with IR friends, faculty and staff while enjoying the weather and some delicious food!

IR Senior Reception
When: Saturday, May 21 (immediately following the Tufts Baccalaureate ceremony)
Where: Hodgdon Hall Lounge
Join us for a commencement reception, with fellow IR graduating seniors, family, friends, faculty, and staff. Don’t miss out on this opportunity to connect one last time before commencement with all the people in the IR community that have made your Tufts experience a memorable one.
**Tips and Advice from the IR Office**

**Rising Seniors: Thinking about writing a Senior Honors Thesis next year?**

IR students, including students spending their junior year abroad, are strongly encouraged to enroll for senior honors thesis by the end of their junior year. The last permitted date for enrolling for a senior honors thesis is the last day of fall registration during senior year.

However, students who wait until September to register run the STRONG RISK of not finding faculty members to support their thesis. Thus, students—including those studying abroad—are strongly advised to at least formulate a research question and secure the support of their main thesis advisor in the spring of their junior year, if not in-person then through e-mail.

Procedure governing eligibility and approval of all undergraduate honors theses are described in the Tufts University Bulletin. To complete a senior honors thesis, please read the Bulletin as well as the steps outlined on the IR website (http://ase.tufts.edu/ir/academics/capstoneThesis.htm) in order to register with the IR Program and the Office of the Dean of Undergraduate Education.

**Don’t miss the Thesis Exchange event on April 29!** This event is a great opportunity for students who are considering writing a thesis to hear current students present on their research from this past year. See event details on page 5 and also on the IR weekly e-mails.

**Planning on studying abroad this summer or next year?**

Find out all you need to know about the transfer of credit process (for both Tufts and the IR Program) by visiting the following link: http://ase.tufts.edu/ir/academics/policies.htm#credit

**Important Things to Keep in Mind:**
- The transfer credit process should be completed BEFORE you leave to study abroad. Follow the steps at the above-mentioned web link to secure pre-approval for the courses taken on any foreign study program (Tufts and Non-Tufts programs).
- Courses taken at Tufts and Non-Tufts Programs must be approved by the IR Program in order to be used to fulfill IR requirements.
- The IR transfer of credit limit is as follows: 3 courses from abroad are permitted towards the core/thematic concentration requirements (note: only 1 of which can count towards the core) and an unlimited number of courses are permitted for the language requirement.
- Visit the Tufts International Travel Safety link below for important info on staying safe while studying abroad: http://finance.tufts.edu/risk-ins/international-travel/

**Questions?** Contact Cristina Logg (Cristina.logg@tufts.edu) and Elizabeth Gottlieb (Elizabeth.gottlieb@tufts.edu) - please COPY BOTH on all e-mails.

**Did you know that Fletcher courses can count towards the IR major requirements?**

Tufts students wishing to enroll in Fletcher courses need to fill out the cross-registration petition form found on the Tufts Student Life website as follows: http://students.tufts.edu/registrar/what-we-assist/course-registration-and-scheduling/cross-registration

**Important things to keep in mind:**
- Undergraduate students will not be added to class rosters until after the Fletcher students have registered—this typically happens a couple of weeks into the start of the semester. Preference is given first to the graduate students.
- Undergraduate students who typically take Fletcher courses are seniors who are looking for a challenging graduate-level experience.
- To receive IR credit for Fletcher courses, students should review the Transfer of Credit procedure on the IR website and contact both Cristina Logg and Elizabeth Gottlieb. Courses are evaluated on a case-by-case basis and submitting the form does not guarantee that the course will be approved.
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**Interested in applying for the BA/MALD program at the Fletcher School?**

Tufts undergraduates wishing to apply for the BA/MALD program at the Fletcher School should do so during the semester following the one in which they complete 20 undergraduate courses.

For more information and to apply, visit http://fletcher.tufts.edu/Academic/Joint-and-Dual-Programs#FAS

**Questions?** Contact the Fletcher Admissions Office
Navigating the IR Major

A four year plan

First Years:
- Reminder for IR language requirement: 8 course equivalent by graduation
- Continue taking IR Core Courses: 5 courses by end of sophomore year
- *Enroll in INTR 91 or 92 (highly recommended and fulfills methodology requirement)
- Attend IR Program activities

Sophomores:
- Finish IR Core Courses: 5 courses
- Officially declare your IR major at Dowling Hall
- *Choose a Thematic Concentration and let the IR Office and Dowling know
- Acquire methodology skills (e.g. enroll in INTR 91 or 92)
- Think about a summer internship

Juniors:
- Study Abroad
- Join a Research Project (e.g. FEIRS Fellowship)
- Design a Civic Project (e.g. Borghesani, Tisch)
- Design a Research Project (e.g. IR Scholars, Summer Scholars)
- Apply for an internship and/or fellowship (visit Career Center)
- *Planning on a senior thesis? Finish all thematic concentration coursework by end of junior year (note: a senior honors thesis will count as your capstone requirement).

Seniors:
- Finish Strong! Don’t give in to Senioritis! Apply for jobs and/or graduate school
- Apply for Fulbright, Rhodes, Marshall Scholarships
- Life Long Engagement & Learning

Tips from the IR Program Office by Class Year

First Years:
- IR majors (Class of 2018 and beyond) are required to take a research methods course as one of their thematic concentration requirements. An approved list of methods classes is available in each of the semester IR Course Announcements, however, please note that INTR 91 (Qualitative Research Methods) and INTR 92 (Quantitative Research Methods) also both fulfill the methodology requirement. Look for INTR 91 this Fall 2016 semester!

Sophomores:
- When you declare your IR major at Dowling Hall, make sure you also e-mail Elizabeth Gottlieb (elizabeth.gottlieb@tufts.edu) and Carol Downing (carol.downing@tufts.edu) with your full name and thematic concentration.
- Thinking about studying abroad next year? Visit the IR Office (Cabot 605) to discuss how courses abroad can count towards your IR major requirements. IR staff office hours are listed on the IR website under Staff Contact Information.

Juniors:
- For those of you studying abroad, contact Cristina Logg (Cristina.logg@tufts.edu) and Elizabeth Gottlieb (Elizabeth.gottlieb@tufts.edu) with questions about how your courses abroad can count towards your IR major requirements. Reminder: 3 courses from abroad are permitted towards the core/thematic concentration requirements (note: only 1 of which can count towards the core) and an unlimited # of courses are permitted for the language requirement.
- Thinking about writing a senior honors thesis next year? Before the end of your junior year, contact or visit the IR Office (Cabot 605) to learn more about the process and important deadlines. IR staff office hours are listed on the IR website under Staff Contact Information.

Seniors:
- Finish Strong! Reminder that Spring grades count….don’t let Senioritis get in the way of doing your very best! Stay tuned for more details on Class of 2016 commencement events (e.g. IR Senior Reception, May 21, 2016).
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Kathleen Devigne, Asst. Director
Cristina Logg, Program Administrator
Elizabeth Gottlieb, Program Advisor
Student Interns:
Kevin Kelly, A17
Natasha Khwaja, A18
Carolyn Morton, A17
Jake Taber, A17
Auguste Yang, A16

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

Stay connected to what’s happening in the IR Program!

IR Website: http://ase.tufts.edu/ir/

IR E-list: http://ase.tufts.edu/ir/about/elist.aspx
Join the IR E-list to start receiving the IR Weekly e-mail (sent out each Friday)…..it’s full of great information on upcoming events, student opportunities, career opportunities, etc.

IR Facebook Page: https://www.facebook.com/TuftsInternationalRelations/?fref=ts

IR Research Marketplace: http://ase.tufts.edu/ir/research/researchMarketplace.htm