Osher Lifelong Learning Institute

The Fletcher School celebrates its 75th Anniversary!

The celebration of the Fletcher School’s 75th anniversary ended with a champagne toast and a cocktail party for the ages; yet, it began with a somber discussion of the challenges for Fletcher and Tufts students faced with a world economic crisis, climate change, terrorism, and the decline of positive international views of the United States. The German Ambassador to the US, Klaus Scharioth, shared his perspective on these major issues and the need for a collective response. Professor Joel Trachtman discussed the importance of global citizenry and Woodrow Wilson’s ideals of world cooperation through international institutions. Finally, Professor John Perry, an eminent historian who proudly claimed having attained age beyond that of the Fletcher School, discussed the lessons of history and the need to revisit the discipline. We cannot face the future unless we can learn from the past. The 75th Anniversary was a time to look at the past of Fletcher and ever-changing international relations. Now is the time for us all to reflect over the past 75 years of international affairs bookended by conflict from World War II to Iraq. When exploring this history, the people to look to first are those at the Osher Lifelong Learning Institute who have lived through these epic moments in history, who not only know the history but have experienced it!

The Fletcher School and Osher LLI share a passion for the study of history, international affairs, and the world we all live in and must seek to improve.

by Ivan Rasmussen

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Dear Friends,

This issue of OUTLOOK is dedicated to The Fletcher School with our sincere congratulations on their 75th Anniversary.

Did you know that The Fletcher School helped open the door to learning for hundreds of Osher Lifelong Learning Institute (Osher LLI) learners way back in 2001? “Yes,” Dean Bosworth said, “we are glad to support TILR (as we were known then) in any way we can.” And so began our meaningful relationship. Graduate students Stephanie Schmidt, Ioli Cristofoli, Roberto Porzecanski, and now Ivan Rassmusen graced our program as assistants in our day to day operations or whatever our needs technologi-

cal, physical or functional, they all became part of our dependable office staff. “You are students first and our right hand second” was always my cry and believe me, they were always by our side: dependable, devoted and dear to everyone touched by their minds and actions. They and everyone else from The Fletcher School became one of our biggest strengths.

In 2005 a call to Jenifer Burkett-Picker further helped open the door to learning for our learners in the form of PhD students as study group leaders and as the result of the first Osher Foundation grant offering an honorarium. The “Scholars” component of our lifelong learning program brought a host of graduate students whose skill and knowledge provided a learning experience otherwise not available. We were blessed and our membership grew from 165 to 600 today. The “Scholars” added diversity and richness to our solid foundation of member study group leaders. Each registration period our members, new and old, hurried to enroll in one or more “Scholars” study groups. Feedback from both the study group leaders (“Scholars”) and students (Osher LLI members) mutually praised this synergy. “The class discussions were very provocative and stimulating”, “... having a Fletcher Ph.D. candidate was wonderful. Depth of knowledge was unsurpassed ...”, “I had an interest in the subject and had taken a previous course taught by this Fletcher Ph.D. student ... amazing and information packed ...”. How fortunate we are to work with these wonderful future world leaders. They learn from our members (former business and academic leaders and scholars themselves) as much as we do as students taking courses like “Violence, War and Viruses: Africa’s Developmental Challenges in the 21st Century”, “The Middle East and the United States”, “The History of Islam”, “Disaster and Conflict: Early Warning Systems” and “Terrorism, Political Islam and the United States” and the beat goes on in Winter 2009 with “Origins of Terrorism: Violence or Resistance?”, “Food Security – Global Politics to Individual Choice” and Spring 2009 study groups “Proliferation of Nuclear Weapons,” and “Can The World Sustain Us? Global Environmental Capacity.”

Another program dimension comes from the cadre of Fletcher professors who either volunteer to speak in some study groups, for example; “Great Decisions” (produced by the Foreign Policy Association) or at our popular lunch and learn series held during the fall and spring sessions only. Their depth of experience and their will to share is gratefully appreciated.

Community spirit is the lifeline of this University and highly evident in the Osher Lifelong Learning Institute thanks in part to The Fletcher School. It is easy to see the immense and irrefutable impact they have on our nurturing. Their interaction has opened the door to learning for hundreds of Osher LLI students. May their strength and guidance prevail everlasting for us and for The World. Thank you.

Marilyn
Marilyn Blumsack, Director
Tufts University
Osher Lifelong Learning Institute
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From a Lecture with Fletcher International Law Professor Joel Trachtman

It has been 75 years since the founding of The Fletcher School of Law and Diplomacy and since Professor James Shotwell’s address given at its formal opening: both acts of remarkable vision. We often say that the School’s founding was an act of extraordinary hope at a time of crisis. The School still stands as a beacon of hard-headed idealism, where we aspire with our hearts, but study, plan and act with our minds, using the strongest analytical tools. Shotwell spoke of the task of diplomacy today, in 1933. These 75 years later, I want to address the task of diplomacy tomorrow.

Shotwell was the driving force behind the unabashedly idealistic Wilsonian vision of world peace through justice. He understood The Fletcher School of Law and Diplomacy in this way. While the Wilsonian ideal may today seem quaint, even foolish to some, Shotwell was no fool, and he supported his ideas using a compelling comparative historical analytical approach with the broadest sweep. His ideas and concerns seem fresh today. This is a testament to his vision, and to the vision of those who founded this School, but it is also a testament to the chronic nature of the problems he hoped to solve? Should we be embarrassed to say, 75 years later, that we’re still working on it?

If Shotwell were alive today, would he view the world’s circumstances as confirmation of his rather idealistic views, or as confirmation of the more realistic views of international lawyer John Bassett Moore, which views Shotwell criticized in his address? How would a Wilsonian describe the world today, and its prognosis?

Shotwell thought in terms of history, technology, economic integration, diplomacy, and law, and was able to bring these perspectives together to form a more accurate image of where we stood than would be possible with any single perspective alone. This is the Fletcher method.

I want to address five topics and explain how they support Shotwell’s Wilsonian vision. The five topics are: globalization, environmental protection, poverty, human rights, and war. Note that these topics are the lead-

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DON’T FORGET

Sign Up for Winter 2009

Study Groups being led by Fletcher Scholars

Origins of Terrorism: Violence or Resistance?

Mondays 10:00 am - 12:00 pm by Jina Kim

Food Security - Global Politics to Individual Choice

Fridays 10:00 am - 12:00 pm by Abby Lindsay

Call 617-627-5699 to sign up for these or any of

our Winter 2009 Study Groups
Interview with the Dean of the Fletcher School by Fred Laffert

Stephen W. Bosworth

Stephen Bosworth was born in a farming community in Western Michigan. He attended school in Granville through high school and left there to attend, and graduate from, Dartmouth college. He served as a Trustee of Dartmouth from 1992 to 2002 and was Chairman from 1996 to 2000.

Dean Bosworth has served as Dean of the Fletcher School since February 2001. Before his appointment, he had an extensive career in teaching and in government service, serving as Ambassador to Tunisia (1979–1981), the Philippines (1984–1987), and the Republic of Korea (1997–2000). He also had a number of other foreign and Washington assignments in the State Department, including Deputy Assistant secretary for Economic Affairs and director of the Office of Fuels and Energy. He received the Diplomat of the Year award in 1987 from the American Academy of Diplomacy. He also received the Department of State’s Distinguished Service award in 1976 and 1987, and the department of Energy’s Distinguished Service award in 1979.

During his career, he has also been executive Director of KEDO, an inter-governmental organization established by the US, Japan, and Korea. Prior to that, he serve seven years as President of the United Japan Foundation, a private American grant making institution. During that period, he authored several papers on public policy issues and taught International Relations at Carnegie’s School of Internat-ional and public Affairs. In 1993, he was the Sol Linowitz Visiting Professor at Hamilton College. In 2005, he received the Order of the Rising Sun, Gold and Silver Star from the Government of Japan.

Dean Bosworth is enthusiastic about the concept of Lifelong Learning. He notes that his father, who was unable to attend college when he graduated from high school during the depression, later went to college, earned his degree (after his son had graduated) and became a high school teacher.

Dean Bosworth and his wife, Christine have two daughters and two sons. For relaxation, he reads extensively, both fiction and non-fiction and plays golf and tennis. He hopes to resume his interest in Bird-Watching when time permits.
Jina Kim, Origins of Terrorism (Winter 2009)

Originally from South Korea, this is Jina’s first extended period of time spent in the United States doing academic work. Her studies have ranged from political theory to 19th century novels. She received her MA in International Studies from Seoul’s Yonsei Graduate School of International Studies. After completing her graduate work, Jina joined UNESCO’s Asia Pacific Center on Education for International Understanding in Seoul. There she worked on developing a national curriculum and textbook on international studies for middle and high school programs. Her own teaching experience has ranged from high school students to mature adults, always striving to involve the participants in an educated dialogue.

As a Ph.D. candidate, Jina has three fields of study at Fletcher in International Security Studies, Political Systems and Theories, and International Organizations with a dissertation on international relations theory and the relationship between peace and conflict. She plans to either return to working for the government or explore the possibility of academia. With an eclectic background she offers Osher a novel perspective on major current issues including terrorism.

Jina will be teaching a course on terrorism during winter 2009. She will look at the origins or motivations of terrorists as either rooted in irrational violence or resistance as a response by terrorists to perceived inequalities with a desire for their “voice to be heard”. Are terrorists irrational or rational actors? Jina hopes to not only provide analytic tools with which the participants in her seminar can discuss security issues and terrorism, but she also expects to learn from those who have really experienced these issues over time. She hopes to “listen to [the Osher participants], their stories from the past…enriching my understanding of terrorism by looking beyond my knowledge from academia.”

Jina Kim is excited by the possibility to teach particularly considering the reputation of Osher participants for a high level of discussion and critical thinking. Jina hopes to challenge how people see the origins of terrorism. While she does not offer a single major explanation for the origins of terrorism, Jina does think that it is important to understand the motivations of terrorists to get to the root cause of terrorism. As Jina describes, “the root causes of terrorism are very complex: religious matters, ethnic matters, anti-colonialism, anti-globalization; people may not find root causes, but the best approach may not be use of force which could provoke terrorists and be counter-productive”. Although, the use of force to deal with security concerns and terrorism remains an option but, especially considering the new US administration, other ways to combat terrorism will be explored. Certainly this major conclusion from a very astute analyst, Jina Kim, will be examined in great detail in her class.

Joel Edelstein, Political Corruption (Fall 2008)

Joel Edelstein came to Tufts’ Osher LLI to lead a seminar on Political Corruption in America after a career in chemical engineering. When the participants in his seminar found out that his study group leader had been a chemical engineer, they were shocked and asked whether he really was a university professor. This displays not only to Joel’s passion for the subject but also the high level of discussion in a small Osher seminar.

When speaking with Joel, you get a great feeling for how knowledgeable he is on current affairs particularly those that have to do with corruption. He recognizes that corruption is not new and exists everywhere but is particularly pronounced in newly forming states and certain regions. One unique element to the seminar was the use of current affairs to look at corruption.

Joel concludes that personal corruption, taking bribes and baksheesh, is a part of human nature that must be addressed through structural limits or laws especially when it could “result in the corrosion of the political system.” His class looked at campaign finance reform and political term limits. Going beyond the universal condition of the existence of corruption, Joel did end with the constructive goal of how to improve political corruption problems.

Joel expects to build upon the initial success of this seminar. One unique element to the seminar was the use of current affairs to understand the topics being discussed. When summarizing his thoughts on political corruption, Joel left me with a final quote: “If I am not for myself then who am I? But if I’m only for myself what am I?” Joel’s knowledge was shared with the Osher participants in his seminar proving that he, like many other Osher study group leaders, is not only here for his own enjoyment but also to achieve mutual intellectual goals.

**STUDY GROUP LEADERS PROFILES by Ivan Rasmussen**