

PrincetonINTERNATIONAL

Fall 2016

Experiencing China

Sociologist Yu Xie introduces contemporary China to his PIIRS Global Seminar students.





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LETTER FROM THE PRESIDENT

I AM DELIGHTED TO INTRODUCE THE FIRST edition of Princeton International, a new magazine that will showcase a remarkable range of offerings and programs that reflect the University’s distinctive approach to internationalization.

In today’s ever more interconnected and interdependent world, Princeton’s teaching and research mission requires an increasingly global perspective. Our progress to date is already significant, as the features in these pages demonstrate. One important area of growth has been in undergraduate opportunities for work and study abroad. In addition to traditional year- and semester-long programs, Princeton’s own summer language programs, as well as the pathbreaking Bridge Year Program, the University now offers a wide range of significant international opportunities that include internships and the PIIRS Global Seminars. These seminars are innovative summer courses where students and professors undertake intensive six-week study and immersion experiences in cities around the world. Courses have explored modern French theater in Paris and Avignon, African cities in Accra, and the Vietnam War in Hanoi. The magazine’s cover story, about Professor Yu Xie’s seminar on contemporary Chinese society in Beijing, helps show why many students consider such experiences to be pivotal moments in their college journeys.

We are also growing Princeton’s institutional presence abroad. One approach involves collaboration with international partners, such as the University of Tokyo, Humboldt University and the University São Paulo. We also provide institutional support and infrastructure in select locations where we can build upon the scholarly work and curricular priorities of our faculty. The Seeger Center for Hellenic Studies, for example, recently launched the Princeton University Athens Center, which will provide a physical home for the University’s longstanding research and curricular programming in Greece. Our Mpala research center in Kenya, which we manage in partnership with the Smithsonian, the Kenya Wildlife Service and the National Museums of Kenya, is the locus for critical research and teaching on ecology, conservation and land use issues in Africa.

Internationalization is important to many of Princeton’s priorities. The University’s Strategic Framework recognizes the need to prepare students to be citizens of a “globalized world” and to give faculty the resources to address its challenges. A special task force on regional studies at Princeton has encouraged us to build on our existing strengths by adding faculty and expanding programs in key regions. We are moving forward with these goals, and Princeton International offers a wonderful glimpse into our efforts.

CHRISTOPHER L. EISGRUBER ’83



President Christopher L. Eisgruber (second from right) at the ribbon-cutting for the new Princeton University Athens Center, led by Princeton’s Stanley J. Seeger ’52 Center for Hellenic Studies, with, from left, Seeger Trustee Mary O’Boyle; Christopher Cone, chair of the Seeger Board of Trustees; Dimitri Gondicas, the Stanley J. Seeger ’52 Director of the Seeger Center for Hellenic Studies; and Seeger Trustee Shirley M. Tilghman, president emerita of Princeton. See the story on page 16.

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Princeton in the nation’s service and the service of humanity

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Experiencing CHINA

PIIRS Global Seminar Exposes Students to Contemporary Life in a Complex Country

● LEDA KOPACH



To understand China, you have to be there; you have to experience it. The Global Seminar in China is a realization of that perspective," says Yu Xie, a prominent sociologist, who led a group of students last summer to China during his inaugural PIIRS Global Seminar focused on "Contemporary Chinese Society." Xie is the Bert G. Kerstetter '66 University Professor of Sociology and PIIRS and the director of the new Center on Contemporary China, which will be officially launched at Princeton in February.

Fifteen students from Princeton and 12 from Beijing's Peking University participated in the six-week course that was taught primarily in Beijing and included excursions to western and southern China. The course examined China's growing wealth and social disparities, the impact of fast-paced economic growth on society, and the regional differences in the culture and traditions of China. According to Xie, exposing students, both from Princeton and China, to the geographic, economic and social diversity of China was critical for the students to gain a better understanding of its complexity.

"You may assume that the students from China would know and understand the diversity of their own country, but they do not," Xie explains. "Peking University is an elite institution. The students are privileged and have limited exposure to all parts of China; they don't have a comprehensive understanding of Chinese society. The Princeton students brought their own experiences and perspectives of China to the seminar, and both sets of students learned tremendously from each other."

Xie used much of his own research to develop his course curriculum, which covered topics such as work organizations, the education system, the urban/rural divide, migration, social inequality, marriage and family, ethnicity, and religion. The course emphasized understanding Chinese society through historical, cultural, political and economic contexts.

"Teaching this seminar was incredibly rewarding to me and my work," Xie says. "It's not only an opportunity to share my research with my students, but it also helps my research. The students asked tough questions that

stimulated my thinking, and it was interesting to learn what intrigued them most. They were especially taken aback by the inequality in China," he continues. "China is much different from the U.S. — socially, politically, culturally. Chinese don't have the same sense of freedom, and they don't see things such as private property in the same way as Princeton students. Our students couldn't understand why changes couldn't be made through policy."

Throughout the course he shared data that he and his colleagues at Peking University have collected as part of his landmark China Family Panels Studies, a multi-year survey project that documents the social changes that are currently taking place in China. The surveys are conducted primarily in person and continually collect information from a sample of individuals, households and communities. Xie travels to China about six times per year as part of this project in his role as Visiting Chair Professor of the Center for Social Research at Peking University.

Matt Wie, a senior Near Eastern studies major from South Korea, says he participated in the seminar to deepen his understanding of China and to practice Chinese, which he has been studying since adolescence. "I was encouraged from a young age to study and learn as much about China as I can from my father,

who saw China as a growing world leader," says Wie, who also participated in the Princeton in Beijing immersive language program the summer after his first year. "While the entire seminar was wonderful — from the classroom discussions with Professor Xie to our many excursions — my favorite part was talking to the Chinese students and the others we met on our travels. I loved discussing issues like the Danwei [employment] system with the Chinese students, since their point of views are so different from ours. We would have had much different conversations if it were just Princeton students talking together about issues in China."

Like Wie, sophomore Samuel Rasmussen was returning to the area where he had spent time after serving as a Mormon missionary in Taiwan when he took two gap years before entering Princeton. "While in Taiwan, I learned Mandarin Chinese and more importantly fell in love with Chinese culture, history, food and people," he says. "I wanted to go on the Global Seminar to further my understanding of China and its culture, particularly through comparing and contrasting it with Taiwan. Since we had the privilege of taking the Global Seminar with 12 Chinese students and because I am able to speak Chinese, each day's classroom learning was supplemented by observing and interacting with people who have been both shaped by and are actively shaping contemporary Chinese society."



Students (facing page) take in the Great Wall. Students (above) visit Tencent, a Chinese investment holding company in Shenzhen.

While Wie and Rasmussen speak Chinese fluently, not all students did. Language instruction was offered at three levels to accommodate everyone's abilities.

In addition to classroom lectures with Xie, the students met with experts from Chinese culture, business and academia. Former CEO of Google China James Mi talked about the high-tech industry in China, and Jet Li, a film actor and expert martial artist, shared his passion for public welfare and answered the group's many questions about his career. Debra Yu '86 organized panel discussions on the medical and health industry, as well as a panel on entrepreneurship and legal and intellectual property. The students also met with Stanford University's Andy Walder, a political sociologist, and Scott Rozelle, an economist, who discussed poverty and child development in China.

"Our goal is for our students, both those who went on a Global Seminar and those at Princeton, to have a deeper understanding of China," Xie says. "They all need to be China scholars. Inevitably, they will deal with China in their profession or industry."

At the Center on Contemporary China, Xie teaches courses and invites scholars to give talks. He also plans to send students to Peking University to broaden their understanding of China, as well as to invite researchers to Princeton to continue their work. Xie envisions the center as a model for other American universities engaged in the study of China. "There are dynamic changes occurring within China, and we all need to have a deeper understanding of life in China," he says.

Read more about the Center on Contemporary China at ccc.princeton.edu. Read more about Yu Xie's research at scholar.princeton.edu/yuxie/biocv.



Top: Professor Yu Xie in class. Middle: Expert martial artist and activist Jet Li meets with students. Above: Students at Dunhuang, a site of ancient Buddhist temples.

TEN YEARS LATER

An International Internship Program Reflection

• RYAN DVORAK '08

Ten summers ago I anxiously packed my bags for my very first solo trip abroad, as an International Internship Program (IIP) intern with Manuel Cerdá Pérez Arquitectura in Valencia, Spain. I had six years of classroom Spanish under my belt but little practical opportunity to use the language outside of tutoring for Pa'delante, an ESL program for Princeton residents. I had declared architecture as my major but had yet to begin much of the core course workload. I was what you would best describe as a "raw" hire, but I was energized by the opportunity to stretch myself.

My resolve and language skills were immediately put to the test when the luggage I had so carefully packed never made it to Valencia. The frustration of negotiating airline compensation in Spanish in a pre-smartphone world was quickly supplanted by the excitement of navigating the unknown. I began to look forward to each day because it meant a new challenge, whether it was as mundane as signing up for a gym membership or as arduous as learning AutoCAD in Spanish.

My new boss, Manuel Cerdá Pérez, and his small team of junior architects treated me like family as I acclimated to my new environment. At work, they patiently advised me as I developed my drafting skills. They also insisted that we dine together each day for late breakfasts of pan con tomate, patatas bravas and espresso, and for heavy siesta-inducing paella lunches, where we discussed our architectural visions, my future educational plans and rock 'n roll.

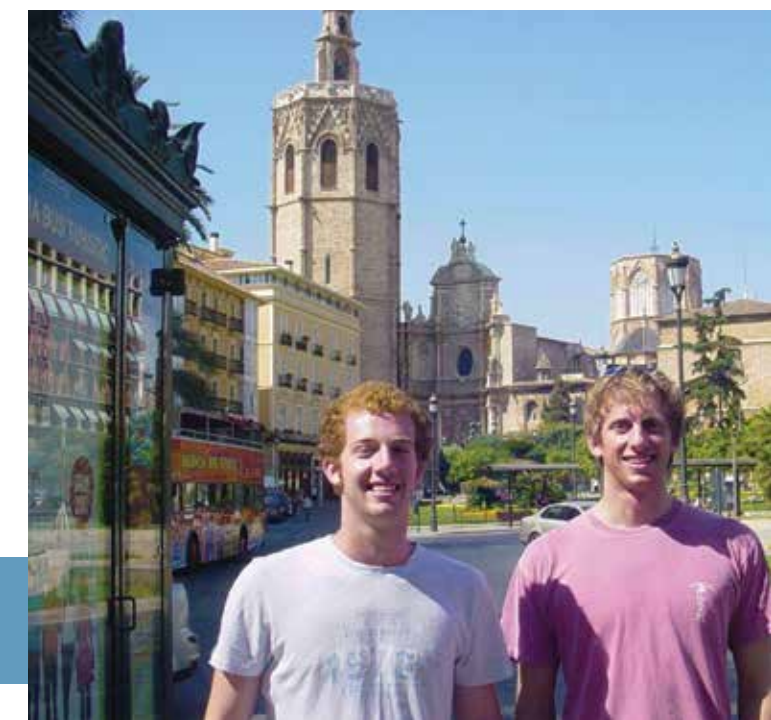
They also encouraged me to travel during my free time to see the works of Spanish architectural greats like Gaudí, Moneo and Calatrava. It was on these excursions with a cast of characters from around the world,

whom I had met just weeks or sometimes mere days before, where I developed a love and comfort for living and traveling abroad.

Not only did my internship help me to discover a passion for international travel, but it prompted me to pursue a full-time architecture role outside the United States at a firm in China after graduation. I entered Shanghai without knowing a word of Mandarin, but comfortable with the chaos of expatriate life. Although in a different place and culture, I knew many of the adjustments I would be making were similar to those I had made in Spain. I learned to engross myself in my work, build a strong support network of friends and take time to travel.

I particularly value this global perspective as I enter the second year of my MBA program at Wharton. With classmates from over 70 countries and many more with experience outside of the U.S., it's often our shared international exposure that draws us closer together.

Ryan Dvorak (left) and Sami Mardam-Bey '06 in Valencia, Spain, in 2006.



From PRINCETON Orange to ARMY Green

Commitment to service and passion for international studies drive former PIIRS Undergraduate Fellow Kate Maffey.

● LEDA KOPACH

Photo by Ben Weldon

When Kate Maffey '16 reached an impasse in the research she was conducting in Jordan for her senior thesis, "Women in the Jordanian Army," she did what most college students do — she started Googling.

"I was waiting to hear back from my contacts and started searching online in both Arabic and English," says Maffey, a former PIIRS undergraduate fellow who graduated last spring with a major in Near Eastern studies and a certificate in French. "I came across an article in 'Petra News' about a retired women's military association, a perfect source for my thesis. I took a chance and called the newspaper to ask if the reporter would be willing to contact the president of the association who was quoted in the article. A few minutes later, I had a phone number."

Shortly after that, she had an invitation to the woman's home followed by hours of invaluable conversation giving Maffey the vital background information she needed for her paper.

"She was incredibly helpful and very interested in my research," says Maffey, who is also a newly commissioned second lieutenant in the U.S. Army having attended Princeton on a ROTC scholarship. "We had a lot in common as women who are invested in the military, and because I speak Arabic, language wasn't a barrier; she trusted me."

Luck would have it that the woman's husband also happened to work in one of the largest military hospitals in Jordan, outside of Amman, so he was able to cut through some of the red tape Maffey was experiencing in obtaining interviews with military officials.

"Meeting her was such a windfall," she adds.

From a young age, Maffey set her sights far and wide. Raised in suburban Mechanicsburg, Pennsylvania, and homeschooled until her high school years, she credits the flexibility of her education in allowing her to pursue her many interests such as the Middle East and foreign languages. In eighth grade she convinced her mother to let her take Arabic lessons, and while she says she didn't retain much of the language — it wasn't offered in high school so she took French — she was hooked and determined to return to it in college. But first she had to figure out how to pay for school.

"Joining the military was always on the table," Maffey says. "My father had served for a few years and I have some cousins and uncles who have also served. I wanted to be in the military to help people. I see the military as a way to extend the influence of my skill set and affect more people than I could alone. I am glad that these two ideas aligned and grateful that it was an easy choice."

As an undergraduate, Maffey took courses in Arabic and French nearly every semester, later adding Persian when a professor suggested she diversify her studies. Coursework was balanced with her many extracurricular activities and ROTC commitments. Active in Princeton's Catholic Campus Ministry and Princeton Faith and Action, she also tutored in French and Arabic and served as a residential college adviser (RCA) in Whitman College her senior year. She took on leadership roles in her battalion, and was named its executive

officer in her senior year. Because of her success in school and in ROTC, Maffey obtained her first choice of branch and was commissioned as a military intelligence officer, a position she hopes will benefit from her language skills.

Maffey was also able to travel extensively through ROTC and international programs such as the PIIRS Undergraduate Fellowship Program that funded all expenses related to her travel to Jordan for her senior thesis research, and other study abroad programs with the Office of International Programs.

The summer after her first year at Princeton she was chosen to participate in Project GO (Global Officer), a program for ROTC cadets from all branches that sends students abroad to learn critical languages such as Arabic, Hindi and Russian. She also taught English to French soldiers in Lille, France, while participating in the Cultural Understanding and Language Proficiency Program (CULP), another ROTC program that sends teams of cadets to other countries in partnership with foreign militaries and governments. During her sophomore year, Maffey returned to Jordan to spend a semester in an immersive language program in the northern town of Irbid.

"We took a 'language pledge' not to speak English for four months," Maffey says. "My Arabic went from intermediate low to advanced high, a huge jump for just four months. We also had weekly interviews with local women about topics such as marriage, divorce, clothing, etc., to learn more about their culture. Their responses were so interesting to me, and I realized that women's issues were something I wanted to further explore."

After writing one of her junior papers on women in the Middle East — the other was related to women who fought during the Algerian War for independence — she decided to return to Jordan to conduct field research for her senior thesis.

"I needed to go back and stay longer," Maffey says. "I'm grateful to PIIRS for funding it for me and for the support I was given throughout the year as I wrote my thesis. As a woman I've explored my own space in the military. I related to these women on so many levels."

Maffey says her greatest takeaway from her research was how grateful, enthusiastic and proud the military women were about the work they did.

The same can be said of Maffey.

Kate Maffey made the most of her time at Princeton by traveling extensively. Here, she is on top of the world in Jordan.



HISTORICAL Detectives

• NATALIE HAMMER NOBLITT

Pollen and lake sediments might not be the first thing you'd imagine medieval historians would study to learn how long-ago societies form and decline, but going beyond common assumptions is one of the primary goals of the Climate Change and History Research Initiative (CCHRI) at Princeton. The initiative currently draws upon 25 international experts from several disciplines, from within and outside of Princeton, after gaining funding last year from PIIRS. The CCHRI team extends the work of historians and archaeologists to new frontiers, learning from and expanding upon the work in the natural and environmental sciences. The scholars seek clues in the hope of understanding current environmental challenges by examining what happened to Medieval Mediterranean and Eurasian populations when faced with climate change.

"Human societies, outside of our brains, are the most complex organizations that exist," says John Haldon, the Shelby Cullom Davis '30 Professor of European History and CCHRI founder. Historians regularly consider climate and natural events when studying the lifespan of civilizations, but don't always see the full picture because of causal assumptions, he says. It's complicated work to uncover the true causes, especially as new information is uncovered.

"By pulling this team together, I try to create a group of people who can research their own agendas and also follow a team research agenda that is different from what any one of them does alone," Haldon says.

The detective work of the CCHRI focuses on the past 2,000 years in the eastern Mediterranean basin, including the Balkans, Anatolia, the Near and Middle East and the eastern Eurasian Steppe, specifically Mongolia and regions north of China. There are many unanswered questions about how these societies dealt with environmental change, as well as economic and political challenges they faced, and past assumptions may be too simplistic. "Popular notions are often that there was a big earthquake or famine that caused

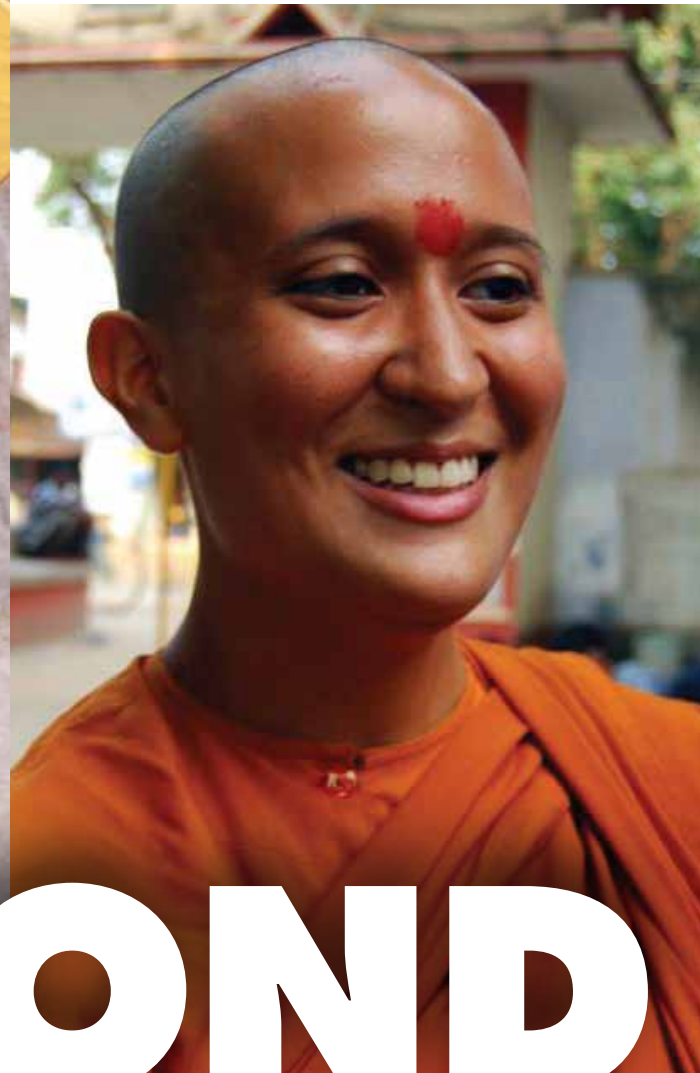


Uncovering
Climate
Change to
Discover
History

a society to collapse," says Lee Mordechai, CCHRI research assistant and a Ph.D. student in history at Princeton. "We are trying to show that the story is much more complicated and that you usually can't place the cause solely on one event."

In September, CCHRI hosted a three-day Paleoclimate-Palynology Workshop for Pre-Modernists, which taught participants about palynology, the analysis of pollen extracted from lakebed or other sediments to study the vegetation of the landscapes in the past. "This can tell us how patterns of agriculture change over the centuries and fit that into the environmental, societal and political changes," Haldon says. The bigger goal of this study includes developing models for how societies react under certain pressures like water shortages, floods and climate changes.

Although he hadn't considered studying environmental history when he came to Princeton, Mordechai plans to continue in the field. He says the CCHRI and its events are attracting other graduate and undergraduate students. He and Haldon say they see this as just the beginning for what is possible for CCHRI. "There's a feeling that things are changing in the way we think about environmental history," Mordechai says. "It's a way to show people that history is relevant for contemporary challenges. We definitely aren't the first society that has to deal with climate change."



BEYOND Bridge Year

• MARY CATE CONNORS

When you set off on an adventure halfway around the world, you never know where your journey might take you. In some cases, you may be surprised that you end up back where you began.

Six years ago, Katherine Clifton '15 and Damaris Miller '15 were selected to participate in the Bridge Year Program, a unique Princeton initiative that allows students to engage in nine months of University-sponsored service in one of five international locations before the start of freshman year. As Bridge Year participants, Miller traveled to Varanasi, India, and Clifton set off for Niš and Novi Sad in Serbia.

"I'm very grateful that I had the chance to be a part of the Bridge Year Program," Clifton says. "It allowed

me to be a part of a community, to participate in service learning, to have a home-stay family, to develop a new appreciation for a culture other than my own, to learn a new language — the list goes on."

For Clifton and Miller, the Bridge Year experience influenced not only their education, but also their post-graduate plans. As seniors, they were awarded prestigious fellowships from Princeton that brought them back to their Bridge Year host countries to undertake independent projects.

'The place that shaped me'

Clifton fell in love with Serbia almost immediately. She was drawn to its rich culture, beautiful countryside and complicated history. She taught English to Roma children as part of her Bridge Year service placement, and it was during that time she became interested in the deep-seated tensions that exist between the Serbs and the Roma.

"My time in Serbia fundamentally changed who I was, how I see the world, and how I see myself in the world," Clifton says.

Clifton cites a greater sense of independence, a healthier "relationship with free time," and a strong desire to engage with and serve her community as just a few of the ways her Serbian experience influenced her personal growth.

Back on campus, Clifton pursued her passion for English and theater. Through her coursework, she began to see the power of storytelling and theater as a force for social change and community building.

Clifton also embraced a range of international opportunities offered at Princeton to enhance her academic pursuits. She spent a summer teaching English in Japan through Princeton in Asia, traveled to the UK during spring break to study Shakespeare and participated in a Global Seminar in Greece that she calls the "most transformative course" in her academic career.

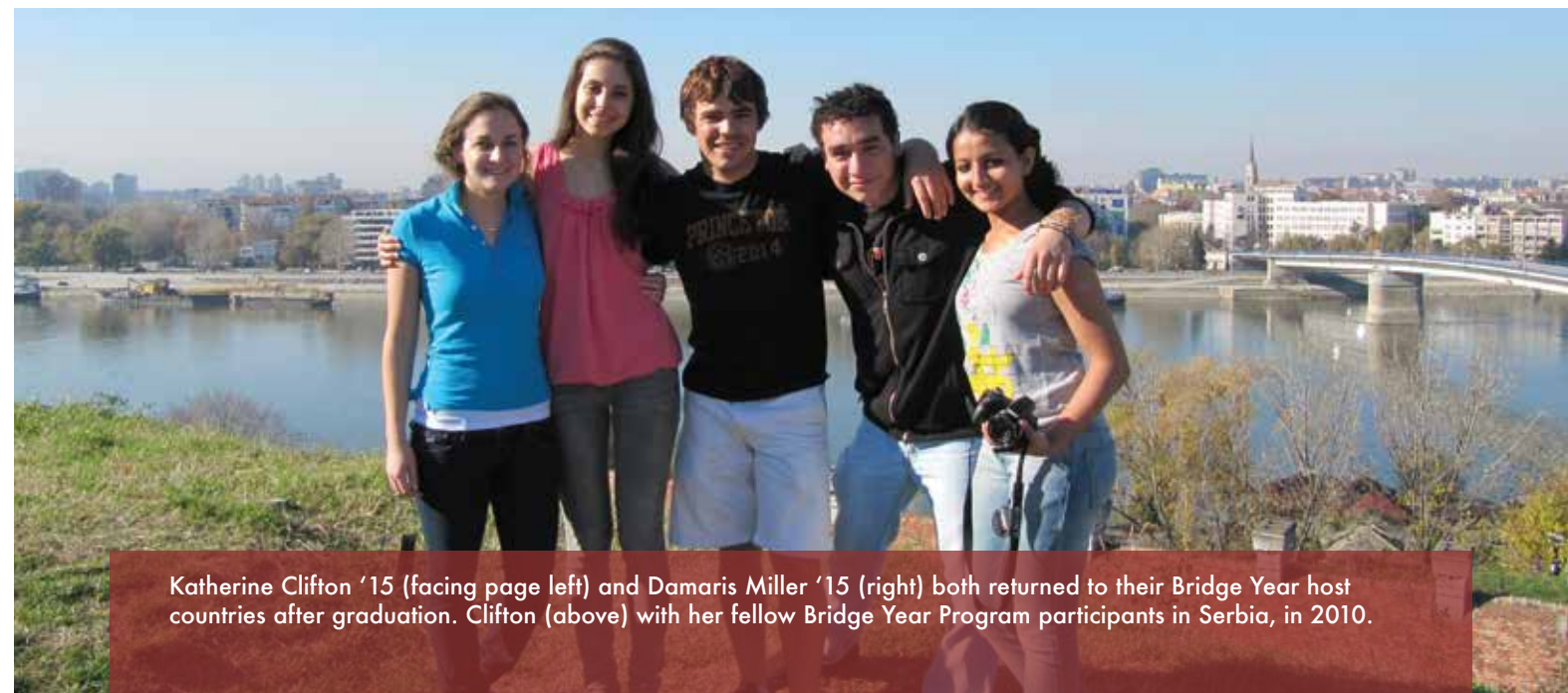
But when it came time to decide what she wanted to do after graduation, Clifton knew she wanted to return to Serbia, the place, she says, that shaped her worldview six years ago.

Her attraction to Serbia, coupled with her interest in theater and storytelling, served as the perfect catalysts for her Martin A. Dale '53 Fellowship application. The award enables a Princeton senior to work on "an independent project of extraordinary merit that will widen the recipient's experience of the world and significantly enhance the recipient's growth and intellectual development." Clifton was awarded the Dale and began her fellowship in September 2015.

Her project explored the conflict between the Serbs and the Roma in a series of interviews that she used to create a piece of theater. As it turned out, however, her fellowship year became about much more than her theater project. Clifton arrived at the height of the refugee crisis and aid work became her focus. She worked in Belgrade with NGOs and traveled to border nations to deliver parcels of food, sort through clothes and help acclimate refugees.

"Being on those front lines was a difficult and draining experience, but one that I actually think Bridge Year prepared me for," she says. "It helped me to understand the importance of flexibility and the necessity of addressing the needs at hand."

Clifton is taking those lessons with her on her next adventure. This fall, she is studying at the University of Oxford on a Rhodes Scholarship. She plans to earn an M.Sc. in Refugee and Forced Migration Studies and an M.Sc. in World Literature. Through these two programs, she will continue to explore the intersection of art and politics worldwide.



Katherine Clifton '15 (facing page left) and Damaris Miller '15 (right) both returned to their Bridge Year host countries after graduation. Clifton (above) with her fellow Bridge Year Program participants in Serbia, in 2010.



Damaris Miller (left) teaches a class on environmental sustainability in Delhi, India.

‘Like a moth to a flame’

Miller never expected to return to India.

“How did I end up back here in India?” she says. “I’ve been asking myself this question for four years.”

Miller’s first visit to India was with the Bridge Year Program. She lived in Varanasi, studied Hindi, and worked at a resource center for differently abled children and young adults. She pursued Bridge Year because it allowed her to live in a country like India, which was the furthest she could conceive from her “comfort zone,” she says.

When Bridge Year ended, several of the students in Miller’s Bridge Year India cohort continued to study Hindi and talked about how they would go back as soon as possible. But Miller didn’t think she would return anytime soon, let alone ever again call the country home.

“The big joke is that at the end of Bridge Year, I was like ‘My experience in India has been incredible, and I’ve learned so much, but I doubt that I will ever live there again,’” she says.

Then, just two years later, Miller, who concentrated in anthropology and pursued a certificate in environmental studies, found herself back in India. She spent fall of junior year studying the culture and history of Buddhism while living in a monastery. She also completed a month-long independent research project about Buddhism and its relationship to the environment.

“Arriving back in India was like a big hug,” she says. “And I wasn’t necessarily expecting it to feel that way.”

Back at Princeton, Matt Weiner, associate dean of religious life, caught wind of Miller’s independent

project and connected her with Dekila Chungyalpa, a colleague who was looking for someone to assist with a research project on environmental Buddhism. This connection led Miller to yet another trip to India for senior thesis research and an idea for a postgraduate project.

Miller went on to receive the Henry Richardson Labouisse ‘26 Prize, a fellowship that enables graduating seniors to engage in a project that exemplifies the life and work of Labouisse, a 1926 Princeton graduate who was a diplomat, international public servant and champion for the causes of international justice and international development. Miller’s project brought her back together with Chungyalpa, who is now her supervisor.

“Applying to the Labouisse — that’s when I knew that I was like a moth to a flame,” Miller says. “Somehow, India was still not done with me.”

Miller started her fellowship year in Delhi in November 2015. Her project is in partnership with Khoryug — a network of Buddhist monasteries in India, Nepal and Bhutan — that are working together toward environmental sustainability in the Himalayan region. She travels between monasteries and nunneries in Khoryug’s network and helps to provide on-the-ground support, whether it’s teaching, information gathering, report writing, creating education materials or managing the website and social media presence. Thus far, she has worked with more than 30 of the monasteries in the network. Sometimes she stays for a couple of months, sometimes for just a few days.

Now, after all this time, India has become more like a second home for Miller. She may even stay there a while longer, as she plans to continue her work with Khoryug after her fellowship year.

IN THE NEWS

Scholars Collaborate to Discuss Territorial Sovereignty

• LEDA KOPACH

Between the fight over the South China Sea, Putin’s push into Ukraine and, of course, Brexit, the subject of territorial sovereignty has sparked much interest and debate in the last year. In September, an interdisciplinary workshop on “Sovereignty in Contested Spaces” was held at Princeton to tackle this timely topic. The workshop was planned by former participants of the Fung Global Fellows Program, which was established in 2013 to bring early-career international scholars each year to campus to research, write and collaborate on a common topic, ultimately creating a worldwide network of scholars. This conference was a big step forward in fulfilling that mission.

“Creating networks of scholars around the globe is precisely what the Fung program is about,” says Mark Beissinger, who was instrumental in the formation of the program and is the acting director of PIIRS, which administers the Fung program. “Providing opportunities for fellows to reconnect with Princeton and with each other is critical to the maintenance of the networks that the program seeks to foster.”

The workshop was spearheaded by Adam Clulow of Monash University in Melbourne, Australia, and Helder De Schutter of the Katholieke Universiteit in Leuven, Belgium, both from the 2013-14 cohort, and Seva Gunitsky of the University of Toronto, who participated in the program in 2014-15. They invited an interdisciplinary group of scholars from Princeton and other institutions to examine historical and contemporary challenges to territorial sovereignty. Anna Stilz, an associate professor of politics at Princeton, served as the faculty host and presented a paper on “The Just Distribution of Territory,” part of a book project.

“The question of sovereignty is not only incredibly pressing in the world today — from Ukraine to Brexit and beyond — but also that conceptual challenges and interpretations pertaining to both historical and recent events have also made it intellectually very exciting,” says Michael Gordin, the inaugural director of the Fung Global Fellows Program and the Rosengarten Professor of Modern and Contemporary History, who also chaired a workshop session.

For the former Fung Fellows, the workshop offered an opportunity to continue work that began on Princeton’s campus.

“My year as a Fung Global Fellow was the most productive of my academic life,” Clulow says. “The most exciting part of the experience was the opportunity to move completely beyond standard disciplinary boxes by engaging with the other fellows and Princeton faculty. The connections made during this time and the ideas that were sparked by a group of world-class scholars in other disciplines transformed my scholarship.”

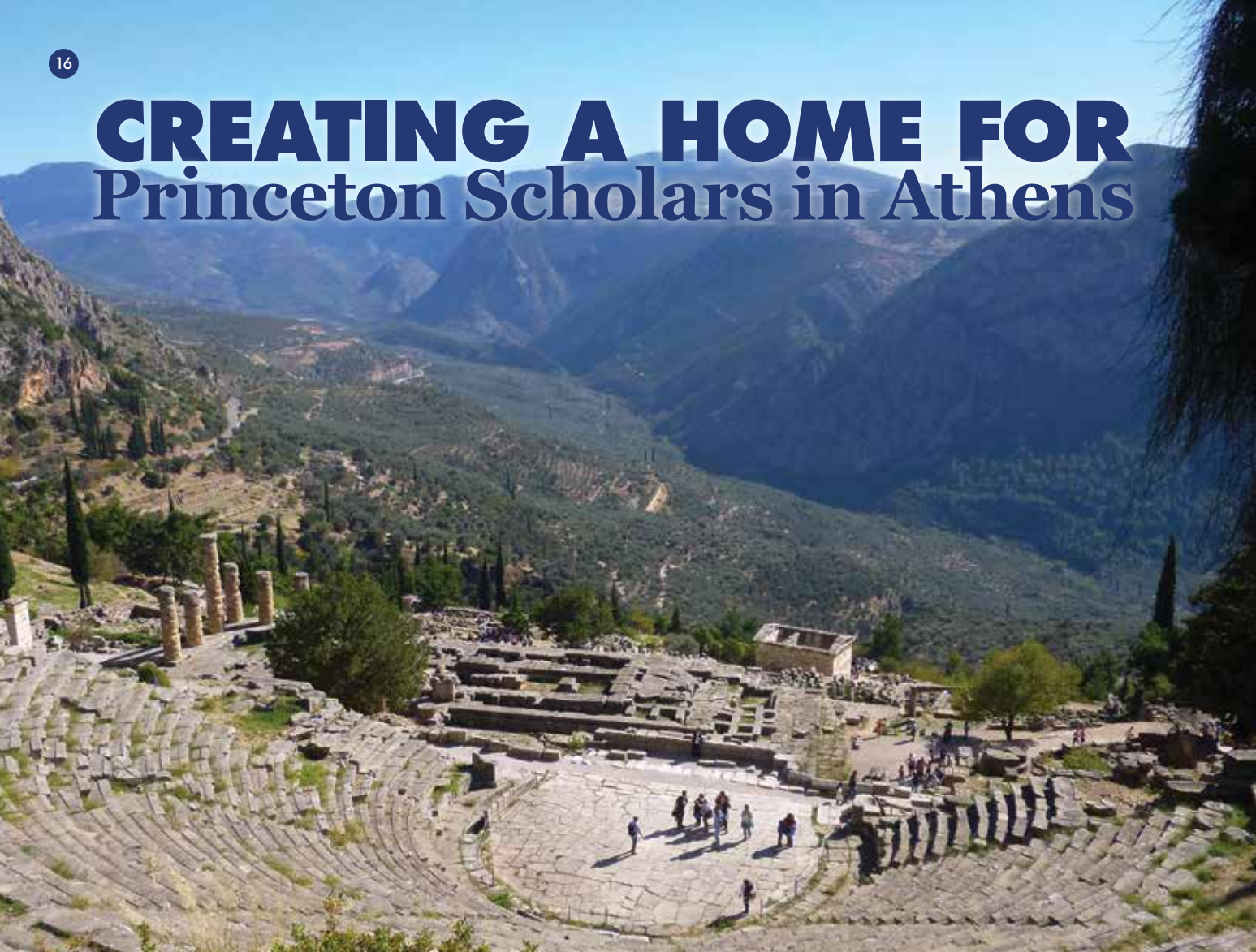
“The goal when Dr. Fung and the administration first assembled the program was to place Princeton as a central node in the development of the world’s best emerging scholars across the social sciences and humanities — those researchers from around the globe who were doing cutting-edge work on important questions that transcend individual disciplines,” Gordin adds. “The conference demonstrated that not only has the Fung Global Fellows Program been an intensive success during each individual year, but that the mission of the program is being fulfilled extensively as well.”

Learn more about the Fung Global Fellows Program at piirs.princeton.edu/funggfp.

My year as a Fung Global Fellow was the most productive of my academic life.

— Adam Clulow, Fung Global Fellow, 2013-14

CREATING A HOME FOR Princeton Scholars in Athens



Students visit Delphi, the ancient sanctuary located along the slope of Mount Parnassus in the south of mainland Greece. It is also the site of the fourth century B.C. Temple of Apollo, once home to a legendary oracle.

● NATALIE HAMMER NOBLITT

A vital new Princeton hub for learning is taking shape in the historic city of Athens. The Princeton University Athens Center opened this fall in a fully renovated 1930s-era townhouse in a centrally located neighborhood of the capital of Greece. Conceived and led by Princeton University's Seeger Center for Hellenic Studies, the center will feature conference facilities, seminar rooms, offices, study space and an informal common area — along with a terrace offering a view of the Parthenon in the distance.

Located in a diverse and lively neighborhood, the center will provide an efficient, easily accessible and welcoming operating base to scholars and students, close to libraries, museums and archaeological sites in the historic downtown of Athens.

"Our new home in Athens is the culmination of three years of planning," says Dimitri Gondicas '78, founding director of the Seeger Center for Hellenic Studies. "It will provide a fully equipped home for many of our current programs in Greece, including global seminars, break study trips, faculty research groups and partnerships with Greek institutions."

"It is one thing to read about or see photos of the Theatre of Dionysos on the south slope of the Acropolis," says Michael Cadden, chair of Princeton's Lewis Center for the Arts. "It is another thing to stand at the very place where every play we read for our course was once performed."

Sahand Keshavarz Rahbar '17 says the importance of a permanent center in Athens became apparent during his visit to Greece two years ago, when his experience of

the city infused his studies with unexpected clarity. "As a historian, I am often struck by the idea of the ineffable — those sights and sounds that escape description," he says. "Study abroad provides students with the opportunity to capture those senses, to more fully envision the particulars that eluded their understanding when reading a hefty textbook or journal article. My trip allowed me to become a part of history, and to gain an intimacy with past events that I could never achieve in a classroom thousands of miles away."

A Vision for Athens Takes Shape

"An academic home in Greece embodies some of the key goals of the Stanley J. Seeger Hellenic Fund, established in 1979," Gondicas says. "Creating the Princeton Athens Center was consistent with the vision of our benefactor, Stanley J. Seeger '52, whose legendary generosity made it possible for Princeton to be a world leader in Hellenic studies. Every year, we support over 100 Princetonians for study and research in Greece."

The Seeger Center's formal proposal for the center in Athens was approved by the Academic Planning Group in April 2016. "Incremental, measured growth over the past three decades made this expansion possible," Gondicas says. The center inauguration was held during fall break this year, and operations will begin with a soft start in the spring and summer of 2017. Full operation is expected by the 2017-18 academic year.



"The center has been designed to encourage and facilitate informal and formal interactions among its many users, and to welcome exchanges with Greek and other students, scholars, writers, artists and journalists based in Athens," Gondicas adds.

Christian Wildberg, a professor of classics and director of the Program in Hellenic Studies, taught a PIIRS Global Seminar in Athens last summer and says he was astonished at how much students can accomplish in Greece in just six weeks. "The most amazing thing was the final papers that my students submitted a few weeks after returning from Athens," Wildberg says. "Topics ranged from mythology and pre-Socratic philosophy and ended with discussions of the rise of Christianity. Reading those papers in all their fascinating diversity was almost as much of a tour de force as the seminar itself."

Interdisciplinary Learning

Anastasia Vrachnos '91, vice provost for international affairs and operations, described the center as an example of "internationalizing the Princeton way." "We are making an institutional investment that builds on the research interests of our faculty and enhances our teaching," she says. "It is Princeton's first center for scholarship and learning abroad, hosting programs throughout the year. In addition to supporting a robust slate of scholarly activities, the center enhances the University's international profile, emphasizes our increasingly global outlook, and showcases areas of excellence for Princeton scholarship."

"Our center in Athens will be interdisciplinary, in the broadest sense," Gondicas says. "We even have strong interest on the part of colleagues in the natural sciences and engineering to be part of this new venture, so they can engage actively with their counterparts and students in Greece."

Kathleen Crown, executive director of the Council of the Humanities, says that the center is an important addition to academic options at Princeton. "Students are increasingly seeking interdisciplinary approaches to their studies. The center will provide support for faculty who are designing innovative programs and will serve as a nexus for scholarly and artistic collaborations across the disciplines."

Princeton students, including Grzegorz "Greg" Nowak '15, and Greek archaeologists work to uncover a house on the Thracian coast of Greece that dates back to fourth century B.C. The archaeological dig was led by Nathan Arrington, assistant professor of art and archaeology and director of the Program in Archaeology.

Once Upon Time in Cotsen

Scholars Turn the Pages of a Russian Children's Book Collection

LEDA KOPACH

Photos by Ben Weldon

From left: Slavic librarian Thomas Keenan; Director of the Program in Russian, East European and Eurasian Studies Serguei Oushakine; and Assistant Professor of Slavic Language and Literatures Katherine Hill Reischl enjoy the charming Cotsen Children's Library.

Tucked inside a nook in Firestone, the Cotsen Children's Library is a delight for all who encounter it. Large, green, bunny-shaped topiaries, a faux fireplace adorned with kitty-cat andirons and a giant bonsai treehouse in which children can climb and play, ensure that this library gets plenty of attention from the tykes who pass through its doors.

Another frequent visitor to the library these days is Serguei Oushakine, the director of the PIIRS program in Russian, East European and Eurasian studies and an associate professor of anthropology and Slavic languages and literatures. He has been turning the pages of an exciting, rare collection of Russian illustrated children's books that have become the center of a research project he is working on with Thomas Keenan, the University's Slavic librarian, and Katherine Hill Reischl, an assistant professor of Slavic languages and literatures. The threesome are examining and digitizing a collection of Cotsen's rare books — some of which are the only known copies in the world — to bring attention and scholarship to this unique collection.

The 1,000 books being studied were published during the first two decades of the Soviet era — the period from the October Revolution to the beginning of World War II (1918-1938). Many of the books were published by the State Publishing House (GIZ) and contain mostly communist rhetoric, educating young readers on the benefits of communism.

"The books were an attempt to introduce children to politics in an accessible way, and to give them a basic picture of the way 'the world works,'" Oushakine explains. "The books were also a strong backlash against fairy tales, God and religion by discuss-

ing things pragmatically. Titles like 'How Newspapers Are Made?' 'What Does Oil Consist Of?' 'Where Do Tea and Chocolate Come From?' were common. While communist rhetoric is a component of these books, they are also informative and entertaining."

The collection is part of the benefaction to Firestone Library made by Lloyd E. Cotsen, Class of '50, and emeritus charter trustee. Since 1995, Andrea Immel, curator of the Cotsen Children's Library, has continued to add to the collection, and she and Keenan have been collaborating on an acquisitions strategy since 2014, when Keenan joined the library. There are about 2,500 Russian books in the entire Cotsen collection.

"This collection was really underexplored," Oushakine says. "We have a great resource here, but there is little scholarship on Soviet children's books outside the field of literary studies. Yet many of these books were created by notable artists and graphic designers. With the Bolshevik Revolution, the art market collapsed, so many famous artists worked on books for children to earn a living. While some art historians understood the importance of this collection for quite some time, our goal was to put this collection on a larger map and to make it available not just for a few scholars who might come now and then, but for the global community. And I think we've started making a difference. There was a lot of response to the recently digitized materials

in the Russian media, for instance." Authors from the collection include children's poet Agniya Barto, who wrote



Published, on the most part, by the State Publishing House (GIZ), these Russian children's books, while colorful, contain mostly communist rhetoric.

"Pioneers"; and Vladimir Mayakovsky, who wrote "What is Good and What Is Bad?" There are also several books in the collection by iconic Soviet artist Alexander Deineka, including "Parade of the Red Army" and "In the Clouds."

In 2015, the three collaborators invited a group of 12 scholars from around the world to gather at Princeton to discuss 47 of the books in the collection that they digitized for the symposium, "The Pedagogy of Images: Depicting Communism for Children" (pedagogyofimages.princeton.edu), sponsored, in part, by PIIRS. They chose books that were rare, visually enticing, and written or illustrated by notable authors or artists. They also considered the themes and subjects of the books, and if they contained strong propaganda messages, with the hopes of eventually bringing synthesis to the collection.

The symposium was purposely interdisciplinary. "We weren't tied to any specific approach or method," Oushakine adds. "Because there are so few experts on these materials, we invited researchers who we thought may be interested in exploring these books. We wanted people who would see in these books not just their political content (which is a very common approach) but also their visual component, which would often

tell its own, autonomous story. The idea was to unpack this uneasy dialogue between what was said by the writer and what was depicted by the artist."

The papers presented during the symposium are being co-edited by Oushakine and Marina Balina, chair of the Department of German, Russian and Asian Languages at Illinois Wesleyan University and a major authority on children's literature in the U.S.S.R., into a book that will be released in the coming year. The first exploratory conference was so productive and spurred so much discussion that another symposium will be held this spring, adding another 111 books (for a total of 159) for exploration.

In addition to the conference and upcoming compilation, a new website is being developed by Keenan and Reischl to catalog the images in the books.

"While the library is handling the digitization of complete works, we are designing an interface that will annotate and map individual images," Reischl says. "It will be a searchable, annotated database of the visual language of Soviet children's books. Once the site is up and running, I will be incorporating it into my Soviet literature survey for undergraduates. The hope is that each spring students will annotate one or more images from the digital library to be added to the website."

To view the digital collection, visit pudl.princeton.edu/collections/pudl0127.

How-To Books

Explaining the World to a New Reader

"Tea," pictured here, is a prime example of the genre of books prevalent in early-20th century Soviet literature that was meant to not only entertain young readers, but educate them on how things were made or worked. In "Tea," the author explains the process of how tea leaves are grown and dried in a factory before being shipped to be sold.

"In content, children's literature was to be concrete, useful, informative and realistic, aimed at a reader who was active and independent," says Serguei Oushakine, who is the director of the PIIRS Program in Russian, East European and Eurasian Studies and is leading a research project on Soviet children's books. "The books were an attempt to show children a basic picture of how the 'world works.'"



GLOBAL SEMINAR

My Reflection on "America's War in Vietnam"

• CLAIRE CHIU '19

Today was our last official "class" of the seminar, and at the very end, our professor (the #1 hero Atul Kohli) had us share our thoughts on the seminar: what we learned, what the best experiences were, what the worst experiences were, etc. What resulted was perhaps the best bonding moment of the seminar — an hour of honesty, reflection and thanks, as we looked back on the past six weeks.

Personally, I came into this seminar, a course entitled "America's War in Vietnam," knowing embarrassingly little about the Vietnam War. What I DID know came from the movie "Forrest Gump" and my 11th grade U.S. History class (but mostly from "Forrest Gump"). I could not have told you why the war was fought, who was involved besides the Vietnamese and Americans, which side was communist, or what on earth Ho Chi Minh did. Now, six weeks later, I can answer not only all of those questions (in case you were wondering, Ho Chi Minh led the communist North), but also tell you what the United States' changing rationales for staying in the war were, whether they were justified, how the different presidents handled the war, and the differing perspectives on the war.

This isn't an attempt to boast, nor am I now an expert on the Vietnam War. But it's a testament to how much I (and everyone else on my seminar) have learned throughout these past six weeks. Being an engineering student, almost all of the classes I took freshman year were STEM-based. Life revolved around aggressively remembering that $F = ma$ and $V = IR$, or that mergesort has a runtime of $O(N \log N)$, and forgetting a semi-colon in your Java code really is the end of the world. And while an engineering education has its own merits, I think in pursuing one, I had lost my grasp on the humanities. I came from a hyper-competitive high school in the Silicon Valley where math and science reigned supreme, and people really only took AP Literature or AP U.S. History because of the "AP" label, not to learn the material more rigorously. I didn't really believe in the value of humanities, as much as I wanted to — what's the point in learning about the Vietnam War? It's not like you're going to walk on the streets and flash off your knowledge about the Tet Offensive.

But I can honestly say this class has made me think critically about the world, question American government and policies, and made a bigger impact on me as a person than any math, physics or computer science class I have ever taken. Which isn't a knock on STEM — those classes have pushed me and taught me to problem-solve in a different way than this course, and I still plan to graduate with an engineering degree. But there is such a human element to the humanities that I don't personally get from STEM courses, and that I didn't realize I was missing until I took this course. It feels so darn good to know enough about a subject that I can formulate my opinion on it and be able to have a discussion where I'm not just blindly accepting everyone's viewpoints. To be able to tell someone not just what happened in the war, but WHY it happened and whether I think the American leaders' decisions helped or harmed. To be able to make connections between what happened in the war and what we should learn from it. To be able to apply what I've learned on this seminar to conversations that I have in daily life ...

Claire Chiu is a sophomore computer science major from Fremont, California. To finish reading Chiu's blog or to read other PIIRS Global Seminars blogs, visit piirs.globalseminar.princeton.edu.



Far-Flung but Pivotal

The Nature of the Mpala Research Centre



● MORGAN KELLY

Pinceton University graduate student Tyler Coverdale and Ryan O'Connell '17 clap as they walk around the tall bushes surrounding the sprawling experiment site. Not in applause, or for self-motivation — but to alert any buffalo, elephants or other animals that might be foraging for food or seeking shade from the intense equatorial sun.

This is the nature of the Mpala Research Centre, a multi-disciplinary and multi-institutional field laboratory that sits on a 50,000-acre reserve and ranch in central Kenya. For faculty and students, Mpala provides an expansive natural and human-utilized terrain ideal for large-scale field experiments in ecology, biology, geology and other fields. It's a place where people coexist with lush and

arid landscapes, and where the iconic animals of Africa that roam freely.

Princeton recently expanded its long involvement with Mpala by assuming the role of managing partner, and will work closely with the other managing partners of the Smithsonian Institution, the Kenya Wildlife Service and the National Museums of Kenya.

Dan Rubenstein, Princeton's Class of 1877 Professor of Zoology and professor of ecology and evolutionary biology, first came to Mpala in 1990, just after the University's connection with it began, and is on its board of trustees. In 1989, George Small of the Class of 1943 approached the University about establishing a research

center on the large ranch he inherited from his brother. Since then, numerous faculty members and students from Princeton and other institutions have come there to conduct research and learn in an environment unlike any found on the typical American college campus.

"This is Princeton — it's got the specialness of Princeton in an international setting that allows students to blossom," Rubenstein says.

"Mpala is a lens for seeing the world in a different way. Students grow and become much more worldly, and that is the real purpose of an international education. But it also gives students the chance to understand and learn how to do science."

A distinguishing feature of Mpala is that researchers are provided with basic necessities such as food, laundry service and vehicle maintenance, Rubenstein explains. That is immensely valuable to researchers such as Coverdale, who studies plant-herbivore interactions and plant defenses under Robert Pringle, an assistant professor of ecology and evolutionary biology. The roughly three months he has spent at Mpala each year since 2013 is his only time to conduct fieldwork and collect data, so every moment is precious.

Coverdale works at several large experimental enclosures set up by Pringle and other researchers. Built in various ecosystems, these areas restrict the access certain animals have to vegetation. The intent is to study

how plants grow or adapt to the presence or absence of the animals that eat them, with implications for understanding how ecosystems would adapt to climate change or an animal's extinction.

Research involving elephants and giraffes needs space and Mpala is remarkable for offering that, Coverdale says — one series of enclosures built in 2008 consists of 36 10,000-square meter (107,639-square foot) plots. As researchers work at the same sites year after year, a wealth of data becomes available to the young scientists and students who follow.

"To have a place where you can have large plots along the road, you can't get that anywhere else," adds Coverdale. "To include undergraduates in that is really unique. You could easily have a place like this and keep it exclusive to graduate students and faculty. It's an amazing place to work as a graduate student, but as an undergraduate, it's really unique."

O'Connell, who works with Assistant Professor of Ecology and Evolutionary Biology Corina Tarnita and has spent two summers at Mpala, accessed 15-20 years of data for his senior thesis on vines called lianas that grow rampantly when large herbivores such as elephants are absent. "It makes getting an undergraduate project done a lot more feasible," he says. "Princeton does a great job of making these opportunities available to undergraduates."



Iconic African animals such as giraffes and Grévy's zebras (above), as well as African elephants (near right), roam freely at the Mpala Research Centre, a multidisciplinary and multi-institutional field laboratory in Kenya. Princeton professors and students (far right) utilize Mpala's expansive and dynamic ecosystems for large-scale and long-term experiments related to conservation and sustainable land-use.



Transforming Perspectives

International Students Benefit From Summer Internships at Princeton

● EMILY ARONSON

University of Delhi undergraduate Unnati Akhouri is a self-proclaimed physics fanatic. When she's not studying the mysteries of the particle world, she is drawing playful cartoons about the field (which she calls "phymics") featuring a superhero electron or photon in love. So when the opportunity to spend the summer working with Princeton faculty presented itself, Akhouri jumped at the chance. It was a dream come true.

"When I started researching summer internships in the United States I never thought I would end up at Princeton. Some of the top physicists have been here," says Akhouri, who returned to India this fall for her final year of school.

Akhouri is one of 14 international undergraduates who spent this summer at Princeton as part of the International Student Internship Program (ISIP). The pilot program allows promising young scholars from institutions abroad to work with Princeton faculty and

to experience the University's academic and research environment.

Students came from Brazil, China, India and Slovenia, and were mentored by professors in computer science, ecology and evolutionary biology, engineering, molecular biology, and physics. When not in the lab or library, they learned about each other and life in the U.S. while watching July Fourth fireworks in New York City or eating cheesesteaks and pretzels in Philadelphia.

"This has been an amazing, hands-on experience," says Akhouri, who interned with Professor of Physics Kirk McDonald. "The professors here are willing to learn with you and take you through the journey and joy of learning. It has truly changed the way I look at things."

This is exactly the type of outcome the University hoped for when it developed ISIP, says Vice Provost for International Affairs and Operations Anastasia Vrachnos, whose office spearheaded the project along with the Davis International

Center, the Office of the Dean for Research and the Dean of the College's Office of Undergraduate Research.

"It's about transformation of perspective," Vrachnos says. "That is something that can only happen by having the experience of coming here, seeing first-hand the research environment that Princeton offers and interacting with our scholars. You can't read it in a textbook. You can't have someone tell it to you. It is that kind of experiential, international learning."

The program is as much of a benefit to Princeton and the participating faculty as it is to the visiting students.

"Computer science is a truly international field, and many of our top graduate students come from abroad," says Department of Computer Science Chair Jennifer Rexford, the Gordon Y.S. Wu Professor in Engineering and professor of computer science. "Attracting top international undergraduate students to a summer internship is a wonderful way for us to energize our ongoing research collaborations, recruit great applicants to our graduate program and raise broader awareness of the exciting research here at Princeton."

"I always like to have interns during the summer because it gives me a chance to try new things or make progress on existing work," says Alexander Smits, the Eugene Higgins Professor of Mechanical and Aerospace Engineering.



Unnati Akhouri (right) works with Professor of Physics Kirk McDonald.

Smits often hosts Princeton students as summer interns, and said he was pleased to add four engineering students from Brazil to this year's group. He paired the international interns to work on projects reflecting his eclectic research interests. One team developed a prototype for a medical device that can measure red blood cell damage in real time, while the other team built a wind tunnel model to examine the flow of heat in urban environments.

During Caio Burgardt's internship with Professor of Computer Science Nick Feamster, the two started an information technology security blog and established a connection that Burgardt hopes will continue when he returns to the Universidade Federal de Pernambuco in Brazil.

Many of the international undergraduates said the summer cemented their interests in pursuing further studies at graduate school.

"It is so important for these students to get a glimpse of what their future path can look like," Vrachnos adds. "And it's a bonus for us if this deepens their interest in Princeton, and they go back home and tell their friends about their experience and the opportunities here."

A Cultural Exchange

On top of everything they learned at Princeton, the visiting students said the bonus of ISIP was the new friendships and connections they made.

Claire Hu, international affairs and operations manager, says it was wonderful to see everyone become fast friends. Hu helped organize the program and ensured the interns had the opportunity to experience Princeton and the surrounding community. During free time, the group attended concerts on campus, gathered for meals at local restaurants and went on day trips hiking and sightseeing.

For Akhouri's mentor, McDonald, the experience was a worthwhile investment.

"I hope Unnati has come to some appreciation of where the frontiers are in physics. We need a generation of young people like her to get involved," McDonald adds. "She was actually my first summer intern. I would definitely host another if the person is as enthusiastic and interested in learning as she is."

Above: The interns take a break from their work to share stories of home during an International Tea and Talk on campus.

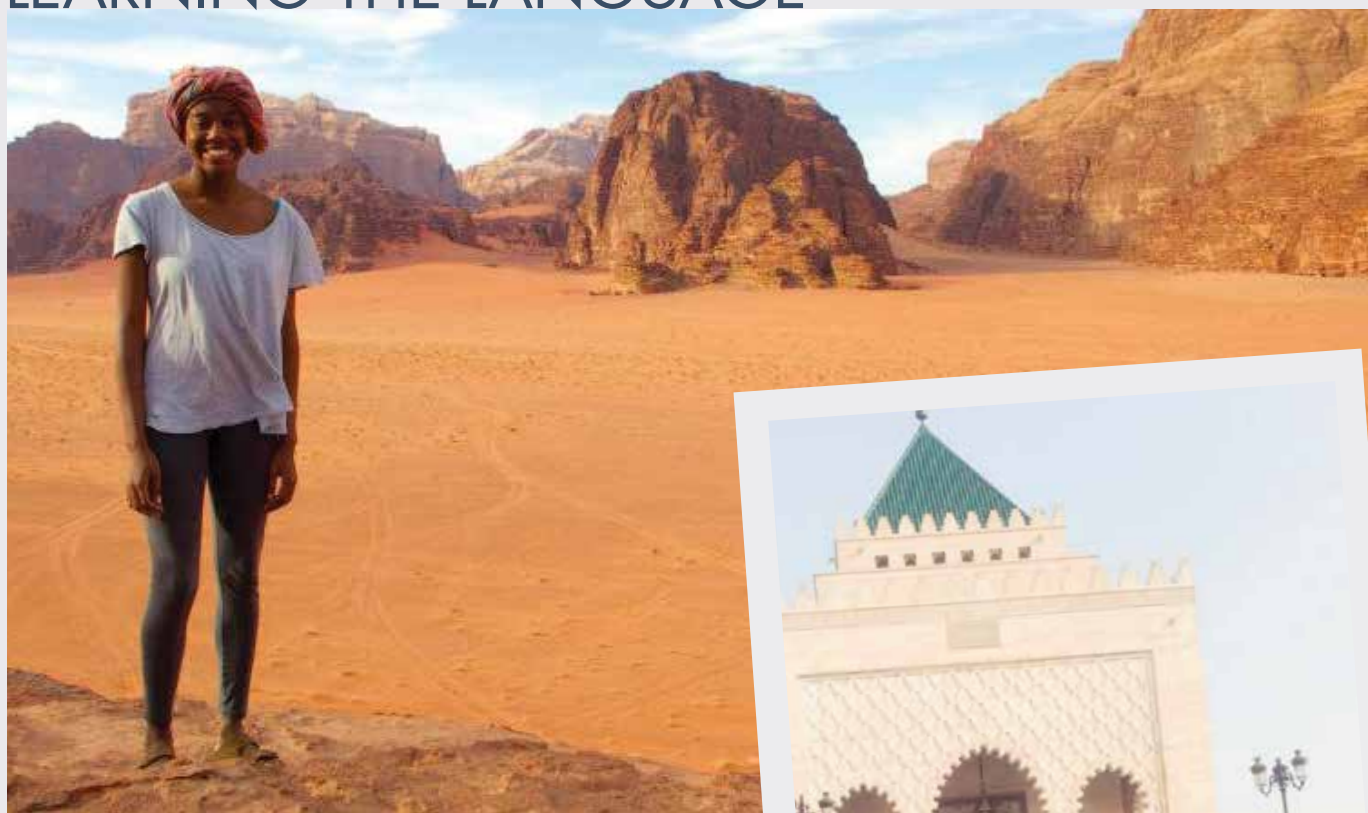
A TALE OF TWO SEMESTERS

• MARY CATE CONNORS

Each year, Princeton undergraduates make the world their classroom by studying abroad. For most, this means spending a summer or a semester abroad. For some, two semesters is better than one. “Students who choose to take a full year abroad are focused and have clear goals,” says Nancy Kanach, director of the Office of International Programs and senior associate dean of

the college. “Whether they complete the academic year in one location, integrating into the academic and social life of a single host institution, or use two semesters to explore linguistic and geographical diversity, they return to campus enthusiastic about what they have learned and ready to use Princeton’s many resources to continue their exploration.”

LEARNING THE LANGUAGE



Semesters abroad in Morocco and Jordan were the perfect pairing for Jasmine Robinson '16, a Near Eastern studies concentrator who wanted to focus on improving her Arabic-language skills. In Rabat, Morocco, Robinson lived with a host family, traveled with friends on the weekends and took advantage of the city’s rich cultural scene. Most of all, she found inspiration in the classroom. A course entitled “Gender and Islam” examined Morocco’s family law code and served as the motivation for her junior paper and senior thesis topics. She continued her intensive Arabic training after traveling to Amman, Jordan. “The program was very rewarding in terms of my language acquisition,” says Robinson. “Since all of my courses were in Arabic and I was required to speak it all of the time, my language skills really improved.”

Jasmine Robinson in Wadi Rum, Jordan (above), and Rabat, Morocco (right)



CONNECTING COUNTRIES



Alice Frederick '17, an anthropology concentrator, wanted a culturally immersive experience where she could challenge herself personally and academically. She decided on study abroad programs in Bodh Gaya, India, and London, England. In Bodh Gaya, her days were filled with meditation, rigorous coursework and communal living and dining in a monastery. She was able to develop close friendships with her cohort, as well as with the on-site faculty. “The busy, cosmopolitan city of London was, in many ways, the total opposite of Bodh Gaya. While I was abroad, I learned a lot about disciplined, focused independent work,” Frederick says. “In both India and England, I honed the ability to be present in the moment and absorbed all that was offered me. I really feel like I was able to establish a life in two distinct places.”

Alice Frederick in Bodh Gaya, India (left), and London, England (right)

A HOME ABROAD

A year abroad at the University of Oxford was just enough time for Alex Bi '17, a civil and environmental engineering student, to settle into the University’s social culture and unique course of study. “The academic style and the culture were definitely different at Oxford. With fewer contact hours and less scheduled time, I learned to be a lot more independent academically and personally — and I think that will help me after graduation and in the long run,” says Bi. “I found a home at Oxford. At first I wasn’t sure about going abroad for a whole year — but a year felt like it wasn’t enough at the end.”

Alex Bi (center below) in Oxford, England





FINDING FAMILY AWAY FROM HOME

Hosting International Students Allows Local Couple to Experience Other Cultures and Create Friendships Over Decades

● NATALIE HAMMER NOBLITT

Imagine arriving in the United States in 1984 from China, speaking very little English and assuming you need a passport to cross state lines. As a young man, Dingwei Yu says he arrived at Princeton to earn his Ph.D. but soon felt alienated in a strange environment and found he had a lot to learn about living in America. A chance meeting with Sheila Sideman and Jerry Palin, a married couple, at an event held by Friends of the Davis International Center Host Program, developed into a friendship that has now lasted three decades and helped Yu solve the many mysteries of American life as a student. It also marked the beginning of the couple's 30-plus years of volunteering with the host family program, making a difference in the lives of international students as well as in their own lives.

An article in a local newspaper 34 years ago about Princeton's host family program piqued the couple's

interest as they were settling into a new home near campus. "Jerry and I have a love of travel in common," says Sideman. "Experiencing other cultures through meeting these students and helping welcome them to Princeton seemed like a great way to be involved in the community." Now retired from educational publishing, Sideman serves as president of the board of trustees of the Friends of Davis International Center, which is an all-volunteer group that collaborates with Princeton's Davis International Center. She and Palin, who as part of his career worked for 12 years at Princeton in the Auditory Research Laboratory, continue to host new students each year.

Yu attended one of the weekly lunches at the center in hopes of making contact with a host family who could help him get acclimated to American life. He met Sideman at the event. "I told him we were new to the

program, but we were excited to get started," Sideman says. Yu says he remembers her at the gathering, and was struck by her kindness and patience. "We started a long journey that day," he says. "We've never really disconnected."

The students participating in the program don't live with their hosts, but instead consider them their "American aunt and uncle," Sideman explains.

"The host program provides an opportunity for Princeton-area residents to contribute and also to learn about other cultures," says Hanna Hand, chair of the program and volunteer liaison to the Davis International Center. "Families provide friendships and at the same time exchange customs, cultures and ideas. Each year we match about 65 international students and scholars and their families with local residents. In addition to Sideman and Palin being long-time host families, there are other families who have also hosted students and scholars for many years."

Although the couple is not exactly sure how many students they have hosted in the almost 30 years they've participated in the program, they host at least one per year, but sometimes two or three and even as many as six.

Among the many students who've come to know the couple as a host family is Vu Quang Minh '95, who arrived on campus in the fall of 1993 to begin a Master of Public Affairs under the Fulbright scholarship program.

"I benefited immensely from the international host family program," says Minh, who now works as an assistant minister, director-general, in the Vietnamese Ministry of Foreign Affairs.

Minh says his host family helped him feel less lonely in an unfamiliar environment. "I believe all host families are caring and kind to their adopted students, but I am also convinced I was among the luckiest ones to have been given Sheila and Jerry," he says. "They have a genuine interest in helping international students, in getting to know different cultures, and in showing students the best that America has to offer."

Facing page: Host family students enjoy easy conversation with Jerry Palin and Sheila Sideman (center). From left: Nkosilathi Shangwa '18, Zimbabwe; Gayatri Ramesh '19, Great Britain; Avthar Sewrathan '18, South Africa; and Felix Madutsa '18, Zimbabwe.

Right: A reunion at Reunions 2016. Former host family students get together for a group hug before meeting with Palin and Sideman. From left: Jorge Silva '17, Peru; Jeffrey Asala '15, Ghana; Dalma Földesi, '15, Hungary; Po Wah Moon '15, Hong Kong; and Dingwei Yu, '90, China.

At a time when his own family wasn't allowed to visit the United States, Minh says the friendship was especially important. And very much like a typical American college student, he says he was also happy to be invited for meals. "Sheila and Jerry often took me to their cozy house, fed me and gave me a big box of food to take back to my room," he says. "During holidays, they not only invited me to parties at their home, but also my roommates who were also international students."

The couple say they have also been able to get to know many students' families during graduation, when loved ones are first able to visit, and sometimes via Skype. "One mother of a student from South Africa sent us an email asking if we could help celebrate her son's 21st birthday since she couldn't be there," Sideman says. "So we arranged a surprise dinner at an Indian restaurant, and she was so pleased that he had a great time."

The couple has even reached the point that a new generation of students follow in their parents' footsteps. A student they are hosting from India is the daughter of a student they hosted more than 20 years ago.

Traveling abroad to visit their former students has also become part of the cultural exchange long after the students leave Princeton.

"I was also lucky that our friendship did not end when I graduated and left for Hanoi in 1995," Minh says. "We have kept in touch and my whole family has gotten to know Sheila and Jerry."

"We'll keep hosting students as long as they still want to come spend time with us," Sideman says. Palin agrees, adding, "We feel that we've gotten a lot more out of it than they have."





Anna Bogdan '19 displays one of the crafts she made during her African studies seminar in Tanzania.



Artemis Eyster '19 talks about her PEI internship teaching in conservation clubs at local schools near the Mpala Research Centre in Kenya.



Christian Lawson '19 performs a composition inspired by his time in Germany during the Princeton-in-Munich program.

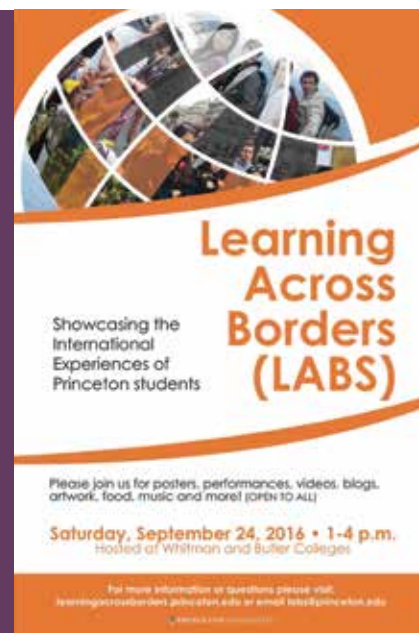


Cindy Liu '18, a Keller Center REACH intern in Hong Kong, answers questions about her photo essay, "A City of Contrasts," from Ferris Professor of Journalism Joe Stephens. "I strive to notice the unnoticed," she says.

LEARNING ACROSS BORDERS

Held at the beginning of the academic calendar earlier this fall, Learning Across Borders (LABs) showcased the international experiences of Princeton students from the summer or previous terms. Students reflected on intellectual and experiential dimensions of their time abroad and proposed ways to share those thoughts with their Princeton peers, such as through posters, performances, videos, blogs and artwork.

LABs highlighted the importance of global citizenship and international experience in a Princeton education and provided students the opportunity to share their insights with the University community, to integrate these experiences into their campus lives, and to gain a broader understanding of the common challenges and benefits of learning across borders.



Kennedy O'Dell '18 (far left) and peers present their experiences working with refugees on a service trip to Greece, sponsored by the Pace Center for Civic Engagement.



Participants from the PIIRS Global Seminar on French theater share their insights from Avignon by performing scenes from Molière in French.



Left: Quinn Parker '18 (right) discusses her international experience with other students after reading a reflection about her IIP internship in Peru.

Right: Princeton in Asia alumnus Tadesh Inagaki '14 (left) serves Shanghai-inspired street food, which the company he co-founded, Jianbing, caters.



Q & A With



Amany Jamal is the Edwards S. Sanford Professor of Politics and director of both the Mamdouha S. Bobst Center for Peace and Justice and the PIIRS-affiliated Workshop on Arab Political Development, the University's scholarly hub for Arab politics. Born in the United States and raised in Ramallah in the Israeli-occupied West Bank before moving back, Jamal has a unique perspective of the region. She teaches on topics including politics of the Middle East, democracy in the Middle East, gender and Islam and comparative politics. Jamal is also the principal investigator for the Arab Barometer project, which measures public opinion in the Arab world.

How do Arab citizens view the United States? Has American influence in the region waned, and if so, how might the U.S. recapture its influence?

The United States is still perceived quite negatively by the majority of Arab citizens across the region, though we're witnessing decreasing levels of negativity which reached their height during the Gulf War. Though there's a wide perception globally that the U.S. has reduced its influence in the region, this is not the view in the region. The U.S. is still quite influential with its allies, including Egypt, Jordan, Israel, Iraq, the Palestinian Authority and the Gulf countries. With the Iran nuclear agreement, the U.S. arguably is even more involved in the Gulf than it has been before. So the influence of the U.S. is quite paramount. The key question facing the U.S. is whether it sees itself getting more involved in Syria. And it's clear the U.S. does not desire "direct" involvement. But that's a strategic decision not necessarily based on a commitment to reduce influence. Finally, the Palestinian-Israeli conflict remains a deep source of concern for Arabs across the region and many would like the U.S. to play a more active and committed role to help reach a durable and peaceful two-state solution.

Why did the Arab Spring seem to turn out so badly throughout the Middle East?

As with all transitions to democracy, the road is not necessarily a smooth one. In the case of the Arab Spring, there are some obvious shortcomings. First, the region has had very little experience with elections that result in change of leadership. In the places where we saw these changes, there was more conflict. Deepening democratic accountability, including the acceptance of electoral outcomes, takes time. Second, as we have witnessed in several countries, existing authoritarian regimes are well-entrenched. Even in the face of mass protest and revolution, these regimes have managed to stay in place. Finally, on a more positive note, many analysts will note, that citizen voice and political engagement are on the rise. Despite the setbacks, Arab citizens on the ground feel more efficacious today than they did before the Arab Spring.

Has the Middle East grown more sectarian? Why?

Yes, indeed, sectarian tensions have flared in the last decade. The United States' invasion of Iraq and its installment of a Shia government set off a tidal wave of sectarian grievances across the region. Unfortunately, ISIS and the current war in Syria are very much consequences of these inflamed sectarian tensions.

What is the appeal of ISIS in parts of the Arab world, and what is the best way it can be countered?

One of the key issues remains sectarian tensions. In a new study, my collaborators and I find that sectarianism matters a whole lot. There doesn't seem to be a lot of support for ISIS' violent and terroristic tactics. Further, ISIS appears to draw support from disenfranchised and poorer younger men who are drawn to the calls of radicalism and financial support by ISIS. Since there's little public support for ISIS, countering this movement effectively will most likely require choking off its material and monetary support, military campaigns, and ensuring that those who cross the Syrian border to join ISIS are not allowed the ability to return with their jihadi doctrines to their home countries (whether in the West or the Arab world). Finally, for Sunni Iraqis who have joined the movement to counter Shia dominance, there needs to be a careful review and examination of the ways in which Sunni representation can be improved in Iraq.

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Morocco Mozambique Namibia Nepal Netherlands
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