

cover

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Letter From the Dean

rinceton International is your window onto the vast array of academic and experiential opportunities Princeton sponsors overseas. I am pleased to introduce its third issue. With visual and verbal eloquence, Princetonians of all stripes encourage us to consider thoughtfully cultures and perspectives that differ from our own. At a political moment when borders and walls threaten to limit the exchange of people and ideas, the images and articles presented here remind us of the critical role educators and students play in seeking out and strengthening cross-border collaborations that yield productive solutions to evolving global challenges.

These pages feature Tigers studying, conducting research and teaching abroad in iconic regions, from the waterways of Venice, to the impressionistic countryside of Aix-en-Provence, to the misty streets of London. They also track Tigers traversing less familiar terrain. Kisara Moore '22 reflects on Bridge Year humanitarian service projects in Yunnan Province in southwestern China. Bhadrajee Hewage '20 comments on nationalism and development in Dar es Salaam, Tanzania. And Professors João Biehl and Pedro Meira Monteiro outline the environmental and policy research they conducted on the Amazon River for Princeton's new Brazil LAB.

Our geographic reach and aspirations are impressive, as the map of faculty-led summer programs on pages 18 and 19 illustrates. Just as noteworthy, however, is the collaborative nature of the projects undertaken by Princeton students and faculty abroad: projects that cross borders, both geographic and disciplinary, and that are carried out in partnership with local expertise. Our work would be impossible without sustained collaborations between Princeton scholars and overseas host communities. Indeed, the illustrations and narratives featured in *Princeton International* reflect how a deep respect for other cultures and their modes of producing knowledge drives Princeton's international engagement.

Put simply, *Princeton International* makes clear how the pathways of international learning do not simply extend from Princeton, New Jersey, outward. Instead, they flow in multiple directions. At home and abroad, Princetonians support intellectual inquiry and collaboration, foster the exchange of ideas across languages and borders, and help build bridges that transcend barriers, be they physical, political, or of any kind. In our endeavors we must continue to ask: what can we learn broadly, how can we listen amply, and where can we speek freely?

What makes Princeton a leader in global research and education is not our global footprint, wide-reaching though it may be, but rather the commitments we make to Princeton students and faculty, as well as to the communities overseas with which we are privileged to engage. International learning enables *all* students to integrate the experiential and curricular aspects of overseas immersion into their programs of study, to seek out intellectual synergies, and to be mindful of their role as compassionate, thoughtful citizens of the planet.







Karen C. Krahulik on site visits to Uganda and Kenya.

Karen C. Kra hul. K

Karen C. Krahulik '91

Senior Associate Dean for International Programs and Experiential Learning

in the news



ix exceptional scholars from around the world are in residence at Princeton University this fall for a year of research, writing and collaboration as the sixth cohort of Fung Global Fellows.

The Fung Global Fellows Program, administered by the Princeton Institute for International and Regional Studies (PIIRS), brings together research scholars from the social sciences and humanities around a common topic. For the 2018–19 academic year, the scholars will work on the theme of "Interdependence." Jeremy Adelman, the Henry Charles Lea Professor of History, will direct the program.

The program is funded by a portion of a \$10 million gift from Princeton alumnus William Fung of Hong Kong. It is designed to increase the University's engagement substantially with scholars from around the world and inspire ideas that transcend borders.

The Fung fellowship is one in a constellation of programs that bring international scholars to the University.

The Humanities Council's Visiting Scholar program welcomes long-term and short-term visiting fellows. Chairs of humanities departments, along with interdisciplinary programs and committees under the Council's umbrella, jointly nominate scholars. The Department of History sponsors six to eight Visiting Davis Fellows each academic year; they participate in a seminar and pursue research related to a theme. The theme for 2018–19 and 2019–20 is "Law and Legalities."

During their tenure in New Jersey, Laurance S. Rockefeller Visiting Faculty fellows at the University Center for Human Values devote a year to researching and writing about topics involving human values in public and private life. And the Global Scholars The sixth cohort of Fung Global Fellows begins a year of research, writing and collaboration.

Program enables the University to recruit stellar scholars from outside the United States into recurring, multiyear teaching appointments at Princeton in all disciplines and in regional studies programs. This program, overseen by the Council for International Teaching and Research, brings some of the world's top scholars to Princeton to teach, conduct research, participate in workshops and give public presentations.

"The presence of international scholars is crucial for a global university — they bring outside perspectives to the questions we pose here and challenge us to think differently," Adelman said. "They are also, in a sense, emissaries; they help us in our efforts to dialogue and collaborate with colleagues beyond American borders."



new initiative supported by the Princeton Institute for International and Regional Studies (PIIRS) will bring together faculty members from across the University working in and on Brazil.

Brazil LAB will include core faculty members from a range of disciplines. It will receive up to \$750,000 from PIIRS over the next three years to support research, conferences and course development.

The effort is led by João Biehl, the Susan Dod Brown Professor of Anthropology, and Pedro Meira Monteiro, the Arthur W. Marks '19 Professor of Spanish and Portuguese. They have been at the forefront of several multidisciplinary initiatives — on race and citizenship, global health, and ethnography across borders — that have brought together scholars at Princeton and in Brazil in meaningful conversation about topics of common interest. "In the LAB, Brazil is taken as a dynamic nexus for thinking through pressing issues — from socioeconomic and health inequities to governmental, infrastructural and environmental predicaments to emergent forms of social mobilization and cultural expression that affect people in Brazil and globally, and that are salient to both established scholarship and nascent critical work," Meira Monteiro said.

With a population of over 200 million, Brazil is a regional leader in South America, and an emergent democratic economy undergoing profound social and political transformation and playing an important role in new South-South exchanges, Biehl and Meira Monteiro explain. "Brazil offers us a privileged vantage point from where to study and develop new agendas around core issues of global significance, such as inequality and social mobility, democratic insecurities, environmental conservation and sustainable development, and urban infrastructures," Biehl said.

While the research and teaching hub is still developing, the Brazil LAB has already outlined several scholarly activities for the next three years. They include: a PIIRS Global Seminar — "Becoming Brazil" — in Rio de Janeiro, hosted by the Instituto Moreira Salles, which will bring together Princeton undergraduates and Brazillian students; new courses, such as "Brazil and Africa: South-South Linkages," "Brazil in Global Science" and "Planetary Amazonia"; a colloquium series on current events; presentation and discussion of Brazilian and Luso-African documentary films; and the creation of the Transatlantic Images Database, which presents slaveryrelated visual artifacts produced in Brazil

João Biehl (left), the Susan Dod Brown Professor of Anthropology, and Pedro Meira Monteiro, the Arthur W. Marks '19 Professor of Spanish and Portuguese, codirect the Brazil LAB.

and across the Americas, the Caribbean and Africa, in partnership with Lilia M. Schwarcz, professor of anthropology at the University of São Paulo.

Biehl and Meira Monteiro hope that the Brazil LAB will collaborate with PIIRS's Paul and Marcia Wythes Center on Contemporary China and M.S. Chadha Center for Global India, as well as the Princeton Environmental Institute, to enable comparative analyses and research collaborations across political economies, ecologies and cultures.

"Responding to emergent problematics in Brazil and elsewhere requires developing our collective capacities to formulate new questions, to promote international and experiential learning, to sustain in-depth reflection and to collaboratively envision alternatives," Biehl said. "The LAB calls for the production of a more realistic and relevant social science of the present, always attentive to alternatives conceptual frameworks and to imaginations of the future coming from peoples themselves." – *P.M.*

PIIRS supports new climate change and infectious disease research community

ndian Ocean, Climate Change and Epidemic Disease," a new research community supported by the Princeton Institute for International and Regional Studies (PIIRS) and Princeton Environmental Institute (PEI), will bring together faculty from across a range of disciplines to examine both direct and indirect impacts of climate on human health. The community will receive up to \$750,000 from PIIRS and \$100,000 from PEI over the next three years to support research, conferences and course development.

C. Jessica Metcalf, assistant professor of ecology and evolutionary biology and public affairs and Class of 1934 University Preceptor in the Woodrow Wilson School; Gabriel Vecchi, professor of geosciences and the Princeton Environmental Institute; Bryan Grenfell, the Kathryn Briger and Sarah Fenton Professor of Ecology and Evolutionary Biology and Public Affairs; and Amilcare Porporato, the Thomas J Wu 1994 Professor of Civil and Environmental Engineering, lead the community.

Three questions will drive the group's research, Metcalf said: How exactly do climate drivers affect infectious-disease transmission, including vector-transmitted infections, such as malaria and Zika, and enteric infections, such as cholera and typhoid? What are the long-term impacts of climate shocks on aspects of health care, such as vaccination rates? What are the large- and small-scale signatures of climate patterns on infectious disease?

One or more faculty members will lead research in each of these areas, and several conferences and panels are planned to discuss findings.

"Establishing these links is not straightforward," Metcalf said. "Many climatic variables vary seasonally; many infectious diseases also have seasonal peaks. This leads to potentially spurious correlations."

The community will build on existing expertise in the Indian Ocean

climate system using available data on infectious diseases from countries in the region, as well as existing links between Princeton researchers and institutions across the region.

The group will soon incorporate graduate and undergraduate fellows. The research community also plans to develop interdisciplinary lectures and precepts in existing undergraduate courses on climate change and infectious disease, as well as new focused technical courses, such as a course on Python programming

in environmental science. Such curricular activities will take advantage of the group's research, as well as the topic's potential for service and civic engagement.

"The role of environmental variables and climatic conditions in shaping human health has been recognized for centuries," Metcalf said. "Shifts in climate — the average state of the atmosphere-oceanland system over time, as well as the day-to-day variability of weather —will affect the burden of infectious diseases now and in the future." — P.M.



Community celebrates opening of M.S. Chadha Center for Global India

The M.S. Chadha Center for Global India, made possible by a gift from Sumir Chadha '93, was dedicated at Princeton University on April 27.

The center will bring together scholars and students from all disciplines to broadly explore contemporary India, including its economy, politics and culture. It is named in honor of Chadha's grandfather, a distinguished physician who served as the director general of Health Services for India.

The center will be led by a distinguished scholar to be announced at a later date.

Shown at the dedication of the M.S. Chadha Center for Global India, from left to right, are: Stephen Kotkin, the John P. Birkelund '52 Professor in History and International Affairs and director of the Princeton Institute for International and Regional Studies; Peter Wendell '72; Kush Parmar '02; Princess Padmaja Kumari Mewar; Sumir Chadha '93; Sanjay Swani '87; Preeti Swani; and Princeton President Christopher L. Eisgruber.

in the news

PIIRS launches Princeton Exploration Seminars

rinceton Institute for International and Regional Studies (PIIRS), in cooperation with the Office of International Programs (OIP), inaugurated Princeton Exploration Seminars in spring 2018, with "Book and Paper-Making in Japan," with Daniel Hayman. Hayman, a painter and printmaker, has been a lecturer in the visual arts at Princeton since 2010.

Factory 2

Carley Stamps '19 works at Awagami Paper Factory, Yamakawa-cho, in Tokushima Prefecture, Shikoku Island, Japan.

The Exploration Seminars are set to be seven- to nine-day international-travel components of semester-long credit-bearing courses. Travel is central to their pedagogical mission, and excursions take place during fall or spring breaks or, in special circumstances, immediately after the course has closed.

"Book and Paper-Making in Japan" was the University's pilot Exploration Seminar. The course, co-sponsored by the Lewis Center for the Arts, included visits to Tokyo, Kyoto, Hiroshima, Naoshima and the Shikoku Island paper-making village, Yamakawa. Students participated in two intensive workshops: five days learning Japanese book-arts techniques, such as accordion, stab binding and scrolls, in Tokyo, and five days of paper-making at the Awagami Paper Factory on rural Shikoku Island. Students also visited important art and cultural sites, and were introduced to the context of Japanese contemporary visual culture.

"Studying traditional arts in the country where they originated and continue to be practiced gives our students both the knowledge and the context of that knowledge," said Hayman of the importance of being in a particular location to learn. "By studying in both urban and rural Japan, the Princeton students'

understanding of traditional Japanese book arts and paper-making is much richer, as each student witnessed a living tradition passed on from master to student for generations in the locale, and with the materials and tools that are as refined as the arts themselves."

In fall 2018, the program expanded. Max Weiss, associate professor of history and Near Eastern studies, led 12 students to Israel and Palestine as part of his undergraduate course "History of Israel/Palestine." Students examined the history of modern Palestine and the Arab-Israeli conflict, Israeli and Palestinian politics, literature, popular culture, and reconciliation and peacemaking.

"Physically inhabiting the space goes a long way in driving home [to students] that the historical questions about the origins, evolution and current conditions of the region we ask are both complicated and comprehensible," said Weiss. "Contrary to conventional wisdom, the history of the region is no more and no less teachable than any other historical problem." – *P.M.*



Students observe master paper-makers during the University's inaugural Exploration Seminar in Tokyo, "Book and Paper-Making in Japan."

#PrincetonAbroad

A collection of social media posts from Princetonians around the world.





Taylor Bacon '19 at the finish line of the **#StockholmMarathon2018**. She ran the race while she was in Sweden on a Streicker International Fellowship, administered by **@PrincetonOIP**.







The **2018 @PrincetonOIP Study Abroad Fair** was a huge success! More than 500 undergraduate students stopped by the Frist South Lawn to learn about international programs — and eat delicious Ben & Jerry's ice cream.





Princeton undergraduates explore Jiayuguan Pass, at the west end of the Great Wall of China, during the @PrincetonPIIRS Global Seminar in Beijing.



Asunción, Paraguay



From right, **Anne Marie Wright '20** and fellow cadet in Asunción, Paraguay, this summer with Army ROTC cadets from across the United States!

Abydos, Egypt



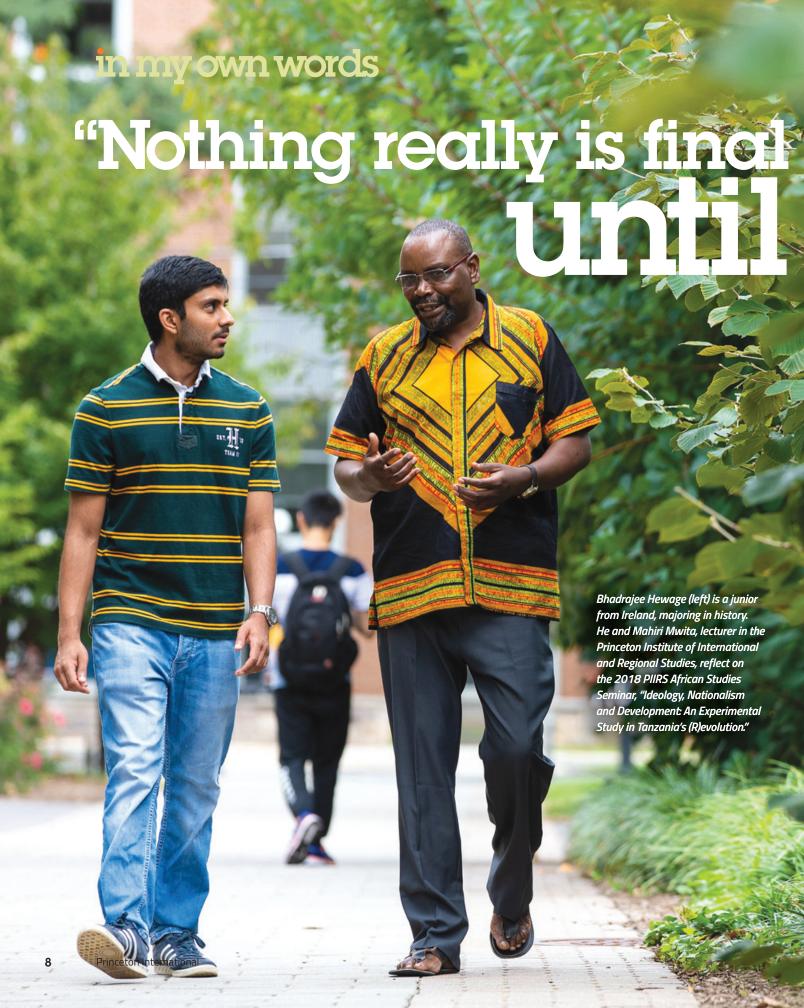
Can you dig it? @Princeton_University Professor Deborah Vischak serves as co-director of the North Abydos Expedition in Egypt, where current excavations are focused on tombs from the Old Kingdom. Ayman Damarany/North Abydos Expedition 2018.



Princeton University



The **Study Abroad Program** welcomed 20 new exchange students from all over the world who will study at @Princeton_University for the fall semester. Welcome, all!



III hag be a second of the sec

n the first day of our PIIRS African Studies Seminar, "Ideology, Nationalism and Development: An Experimental Study in Tanzania's (R)evolution," our professor, *Mwalimu* Mahiri Mwita, expressed to us his hopes and aspirations for our seminar experience — what he hoped we would learn, what he thought we would expect in Tanzania, what he believed we should encounter. And yet as he explained the syllabus, our responsibilities and the itineraries for our weekly excursions, he emphasized one key aspect of the seminar not advertised in any PIIRS brochure or explained in any pre-departure preparation meeting. "Nothing is final in this land until it happens," he said.

Naturally, this came as a great shock to me. I confess that I applied to this seminar knowing little about Tanzania, nor the intricacies and realities that go hand in hand with experiencing life on the African continent. With a certain naïveté, I admit that what I did know about the region came from Western media coverage of the area and advertisements created by my local church parish encouraging students to volunteer with mission trips to build schools in rural parts of the region. I could not have told you about the existence of an East African technological hub set to rival California's Silicon Valley or India's Bengaluru, or what exactly *ujamaa* was and how it impacted the lives of tens of millions of people for roughly a quarter of a century.

Looking back, having spent almost six weeks living in Dar es Salaam, I became so much more aware of my

surroundings. Not only did I learn basics, I learned some cultural nuances, too. I can now inform you about the current state of the film and music industries in Tanzania, the fraught relationship between Zanzibar and the Tanzanian mainland, and the attitudes of Tanzanians toward closer East African political integration. Of course, spending six weeks in Tanzania in no way qualifies me to act as an expert on Tanzanian affairs, but our daily classroom discussions, volunteer work and field trips have helped me to broaden my intellectual horizons and achieve greater academic maturity. As a concentrator in the history department pursuing a certificate in South Asian studies, I would not have normally been exposed to courses addressing the far-reaching field of African studies. I am grateful for the opportunity to take this seminar through PIIRS.

As an international student at Princeton, life can be challenging even at the best of times. But living in Tanzania, I was constantly placed in situations which, to my benefit, pushed me far beyond my comfort zone. For example, I had never before set foot in an orphanage, and yet volunteering at a local Islamic orphanage helped to provide me with a rich understanding of the dreams and motivations guiding the lives of Tanzania's next generation.

Having already spent two years at Princeton, I thought that I had finally understood what it meant to learn. Yet, as this seminar has taught me, nothing really is final — until it happens.

To learn more about PIIRS summer courses and Global Seminars, visit piirs.princeton.edu.

in person

Forging The Control of the Control o with French

By Julie Clack

ast summer, Pamella Sebeza '21 boarded a plane from her home country of Rwanda to begin the 17-hour journey to Princeton. This year, she embarked on another journey across the Atlantic, this time to participate in Princeton's language-immersion program in Aix-en-Provence, France. Sebeza had always dreamed of coming to the U.S. for school. "I knew I wanted to go to college outside of Rwanda because I wanted to know more about the world and get the best

> education possible. I also knew that I was going to have to work really hard to make this dream a reality."

After high school, Sebeza was accepted to a selective program called Bridge2Rwanda, that helps prepare high-performing students from East African countries for undergraduate study in the U.S. Based on her interest in politics, the program advisers encouraged her to apply to Princeton.

"I don't know what Princeton saw in me, but I got in!" she jokes.

While the prospect of moving across the world alone and adjusting to a completely new culture would be daunting for many 19-year-olds, Sebeza was not intimidated. She jumped right into life at Princeton,

joining the African dance group and enrolling in several politics courses, her prospective major.

Walking through the University's Academic Expo at the start of her first semester, Sebeza found her interest piqued by the

Department of French and Italian's summer language immersion program in Aix-en-Provence, or Aix.

"I grew up speaking French until I was 13, when the Rwandan government changed the official language taught in schools from French to English," she says. "Since then, I concentrated on learning English. I hardly used French, especially because most people in my generation in Rwanda don't know the language."

While she had planned to test out of the University's language requirement, she decided to enroll in French courses so she would be eligible to apply to the program in Aix.

For Sebeza, the purpose of studying abroad was twofold: "I wanted to be reminded of the French that I used to know, and I also wanted the perspective of 'going abroad' as an American college student.

"As an international student, you're already 'studying abroad,' but being in a country outside of America with your classmates means you're all experiencing something new together."

The four-week program in Aix is designed to give students an immersive linguistic and cultural experience. Students attend classes, stay with host families and participate in activities such as a cooking class with a French chef and art projects with local artists.

This year, students also got an introduction to sociolinguistics, or the study of how language and society intersect. Through an ethnographic project called "Voices in the City," students interviewed a diverse group of Aix residents about their experiences with the local dialect, Provençal.





"I was thinking that we were going to spend a lot of time in class, but we ended up spending much more time outdoors, experiencing French culture and talking to French people. Being in Aix really gave me a taste of life in France: the bread, the cheese, the markets ... it was so much fun!"

The program helped Sebeza think about ways she might use French in her plans for the future. "My hope is that after graduation, I will be able to go back to Rwanda and work in their government; I'm studying politics because I want to learn how to make policies and set sustainable goals that can help make Rwanda a better place.

"Since French is one of Rwanda's official languages, I want to be able to speak it fluently, which is why I'm now planning to get a certificate in French."

Sebeza is also pursuing French for a more personal reason. "My parents know French more than they know English, so when I went back home this summer and was able to speak to them in French, it felt really good. It's important to me to be able to connect with the people and the place I am from."

"As an international student, you're already 'studying abroad,' but being in a country outside of America with your classmates means you're all experiencing something new together."

- Pamella Sebeza '21



Follow the Le

Davis International Center Leaders help ease transition for incoming international students.

By Mary Cate Connors

arry Chiang '19 was nervous coming to Princeton as a first-year student from São Paulo, Brazil. As he arrived in New Jersey for international student orientation, he had so many questions:
How would he navigate college life in the United States? Would he fit in? His fears quickly disappeared, however, when he was welcomed to campus by the Davis International Center staff and a community of international undergraduate students called the Davis IC Leaders.

"One of the first actual Princeton students I met on this campus was an IC Leader," Chiang says. She was friendly and welcoming, and made him feel more at ease with the transition. "It was a pivotal point for me,

because [after talking to her] I realized that I didn't need to feel worried that I wouldn't be accepted."

Now, three years later, Chiang has a formal position with the Davis Center as IC Leader Coordinator

— a job that was inspired by his first days on campus. As coordinator, he ensures events run smoothly

— a job that was inspired by his first days on campus. As coordinator, he ensures events run smoothly and helps to develop an overall narrative for programming throughout the year.

Chiang joined the IC Leaders, a group made up of more than 20 undergraduate international

and American students, in large part to contribute to the Davis Center's three-day international orientation. He is passionate about being an ambassador and future mentor to new international students arriving at Princeton.

"The IC Leaders are responsible for all of the community-building that we do during orientation," says Mariyah Salem, international program coordinator and adviser at the Davis Center. "Our staff runs logistics and informational sessions, but it's the IC Leaders who play very active roles in social activities."

These activities include making door decorations, helping students move into their residence halls, running a campus scavenger hunt and preparing a skit called "USA 101" to help international students learn the basics of living in the United States.

"It's a very intense three days," Salem says. "The IC Leaders build relationships with first-year students and answer any questions they might have — from academics to social life and travel. Anything except for immigration."

The IC Leaders' involvement does not end at orientation. The group plans between 15 and 20 events for the international community throughout the academic year. These events, which range from large-scale winter formals and programming for International Education Week to less formal movie and board game nights, are designed to keep international students connected to one another.

The Davis IC Leaders are a select group of undergraduate international and American students.



ader

"One thing that we do that I think is really important is try to build a greater sense of an international community here at Princeton," says Chiang, whose role is to liaise with the IC Leaders and members of the Davis Center staff. "We're all from different countries and it's not always apparent to everyone that, as internationals, we should connect and support each other. So we're really trying to build more on that idea and foster a sense of community."

The impact of the IC Leaders is far-reaching, especially for first-year students. Bobo Stankovikj '20, an IC Leader from Macedonia, remembers a time last year when he received a knock on his door from a new student who was struggling with a writing assignment. They didn't know each other very well, but the student had seen Stankovikj at international orientation.

"We sat down and I helped him book a writing center appointment," says Stankovikj. "I couldn't help him with his writing, but I could make some hot chocolate and talk about the resources available at Princeton. That was the type of thing I wish I'd had my first year — a person to go to when I was feeling lost."

A through-line for many of the IC Leaders is the commitment to enhancing the experience for new international students but also building the community of returning students at Princeton, says Salem.

"IC Leaders are excited to have their identities and the countries they are from be recognized on campus. But the overwhelming reason [they apply to become leaders] is because they want to give back."

This year, the group is hoping to focus on new programming and finding new ways to serve the Princeton community, says Chiang. Part of that plan is collaborating with individual country and cultural groups on campus for events, and working with the Office of the Dean of Undergraduate Students to form a more traditional student organization to reach as many undergraduates as possible.

For many, being an IC Leader goes beyond just being part of a group. "It just feels like a real family with the other Davis IC leaders," said Aditi Dhital '20, who is originally from Nepal and joined the IC Leaders last fall.

"It's just nice to know there are people on campus who understand and can support you through your frustrations, and experience all the good points, too," she says. "I'm really glad to be a part of this program and I can't wait to see where it goes."

Fall 2018

13



ADramatic Eincile

Music major Shruthi Rajasekar is set to strike new chords in the United Kingdom as a Marshall Scholar.

By Poornima Apte

ven before she traveled to Vienna to study abroad in the summer of 2015, Shruthi Rajasekar suspected she was headed toward a major in music. But it was a breathtaking performance of the opera "Salome" by R. Strauss at the Wiener Staatsoper in the city that truly sealed the deal.

In her six-week cultural program at Vienna's Sigmund Freud museum as part of a Princeton Institute for International and Regional Studies (PIIRS) Global Seminar, Rajasekar took in two more operas: "Don Giovanni" and "Rigoletto." "In Vienna, I got to engage in these cultural enrichment exercises that included music and I got to see it from a different perspective," says Rajasekar.

That abiding interest in music has led to an impressive body of work, which has won Rajasekar much recognition, including a 2017 Alex Adam '07 Award, administered through Princeton's Lewis Center for the Arts. Rajasekar has also been named a 2018 Marshall Scholar. As part of the prestigious scholarship, Rajasekar will travel to the United Kingdom, where she is expected to further her studies in the field. Rajasekar is spending the first year of her Marshall Scholarship studying ethnomusicology at SOAS, University of London, and she plans to pursue a second degree in music in London the following year.

The Marshall Scholarship will not be Rajasekar's first time in the U.K., either. In her junior year at Princeton, she spent a semester abroad at the conservatory at the Royal College of Music in London. Entry to the program was through grueling auditions with Princeton performance faculty in the Department of Music. Once there, Rajasekar was steeped in the rigorous practice of music. She remembers being taught Italian, German

and French so she could polish her diction. "I learned two or three pieces a week, which was incredible," Rajasekar says. "Up until then I was learning two or three pieces a semester." Another challenge she overcame: living and cooking by herself. She stayed far from campus and commuted one and a half hours each way. Rajasekar jokes that she must have had a gut feeling about the Marshall because she still holds on to her Oyster card, a ticket to easy transportation around London.

Rajasekar traces her love of music to her childhood in Plymouth, Minnesota. Her mother, Nirmala Rajasekar, is a renowned musician in the Carnatic style, with roots in South India. Especially impressive was the way her mother would collaborate with artists from other genres. "She is very much a traditional veena [South Asian stringed instrument] artist, but she learns from her environment, she doesn't shut it out," Rajasekar says of her mother.

This lesson stuck. Soon Rajasekar started to incorporate the theories from the voice lessons in Carnatic music she learned as a child and "noodled around" on the piano to compose music, a way of learning from her own environment. Even participating in a choir was a revelation. "The idea of everybody being on different parts and carrying different responsibilities … that carries a lot of trust, including in yourself, and I grew to love that so much," Rajasekar says.

As an Indian American learning both Carnatic and Western styles of music, Rajasekar worried early on about being faithful to each. "I am very conscious of the fact that just being Indian doesn't necessarily lend authenticity to what I do and the same thing cuts the other way too," she says. But, she argues, it ultimately boils



down to asking, "Are we doing the most faithful work that we can do?" One has to understand that music evolves too, she adds. "What I do is not meant to be a thumbprint of what was being performed thousands of years ago."

As homage to both Carnatic and Western music traditions, Rajasekar has composed Western choir music, introducing singers to the concept of *raga*, a framework for melodic structure in the Carnatic style. At Princeton, she composed "Audava Thillana," commissioned by the Princeton Piano Ensemble, which again infused both traditions of music. For her senior thesis, she composed "Gaanam" — the Sanskrit word for singing — which she also performed with the Princeton University Glee Club.

Dedication to theories also led Rajasekar to pursue a certificate in cognitive science at Princeton. "To me, there seemed so many parallels between this and how we build and apply theory in different musical disciplines — both are like insight into the inner workings of critical machinery," she says.

That devotion to learning has traveled with Rajasekar around the world. She has studied under the guidance of Indian music gurus and, as part of the Alex Adam '07 award, spent eight weeks in Chennai studying the music of Tamil cinema.

The popularity of the genre became apparent to her on a trip to the Tamil Nadu countryside when she stumbled on a raucous celebration of the harvest festival, Pongal. A dance competition was in full swing and one of the best performers danced to a popular movie song. "The importance of such music in rural communities is understated," Rajasekar says. "It really touched me that the dancers were dancing enthusiastically to a mass-produced song that most critics would dismiss as not heartfelt."

Rajasekar remembers a time when even going to school at Princeton away from home in Minnesota felt intimidating. Now she can't imagine a life without travel. "The only hard thing about being abroad is that you leave a little piece of your heart in every place you visit," she says.

Fellowship Advising and the Study Abroad Program are housed within the Office of International Programs. For more information about study abroad and postgraduate fellowships, visit www.princeton.edu/oip.



Venice, eternal and ephemeral

by Jamie Saxon Additional reporting by Danielle Alio

n March 2018, 12 undergraduates traveled to Venice during spring break with Wendy Heller, the Scheide Professor of Music History and director of the Program in Italian Studies, and Jamie Reuland, assistant professor of music and 2014 graduate alumna, as part of a new course, "Venice, Theater of the World."

In this Q&A, drawn from interviews conducted during the trip, Heller and Reuland talk about seeing the city through their students' eyes, merging their research interests to structure the course and how the trip created a locus of discovery outside the classroom.

Where did the idea for the course come from?

JAMIE REULAND: I got my doctorate under Wendy's supervision. We both did our dissertation research in Venice. And so when I first came on the faculty in the department, Wendy and I kept throwing around the idea that since we both work on Venice, we should teach a course on it.

WENDY HELLER: Venice is just such an exciting and beautiful city with a very rich history. We wanted students to come to know the city not just as scholars, but as human beings, and to embrace the culture in the way that we've embraced it.

We wanted students to know all the aspects of Venice, from the very first travelers who came here from the Grand Tour ... to what Venice is like today — the pressures of the tourism industry, the ecological dangers to the city that come with high water and the temporary nature that this city has. Venice is both permanent and fragile.

How did your academic interests help frame the course?

WH: Jamie and I both study Venice, but we study her from such different perspectives. My interest has always been in the history of opera, in the secular side of Venice, in Carnival, in the history of women in opera.

JR: What we shared in common was the idea that Venice was a space of theater. I work on the Middle Ages, on liturgy in music.

For me, that space of theater is a ritual one, where music happens in procession or in the context of worship. And Wendy's dealing with the entertainment industry.

As we were talking over the course, we realized that this theatrical element is what really connected our own research interests, and we decided to open up the theme of the course to be about Venice as a stage. We started thinking more broadly as we worked together on the syllabus to include not only music, but theater, literature, art, painting, architecture and all the elements in the city that make it so theatrical.

What's it like for you to be with your students in Venice?

WH: What's so special is to watch Princeton students see the city through our eyes. And then they will show it to their students, their children, their partners, and it will always be a part of them. Part of the joy of teaching at a place like Princeton is being able to share that with our students.

JR: It's also exciting for us to see Venice through fresh eyes. You think you know the city — and then a student brings something to your attention. The students in this class come from so many different academic backgrounds. I get to learn a little bit about their [other] coursework at Princeton when, for example, during our visit to the Peggy Guggenheim Foundation, they say, "Oh, I took a course on abstraction and art." They bring their knowledge from their different courses to help us to see a city that we know very well anew.

What do students discover on a trip like this — far away from the classroom?

WH: We brought them to Venice during spring break so that halfway through the semester, they could see that this is a real place, that it was three dimensions, that the frescoes that we saw on PowerPoint are on walls of churches, so that we could go to the Accademia and see the Carpaccio "Saint Ursula" cycle being restored and hear a lecture from the experts who know about the restoration, so they could go to La Fenice and see and hear











Top row, left to right: Wendy Heller, the Scheide Professor of Music History, professor of music and director of the Program in Italian Studies, beside the Grand Canal in Venice; Jamie Reuland, assistant professor of music, at the Giorgio Cini Foundation, an international center for research on all aspects of Venetian culture, where the students stayed during their visit. Bottom row, left to right: Esin Yunusoglu (left), Caroline Lippman and Peyton Lawrenz — all members of the Class of 2019 — enjoy an afternoon walk along the streets of Venice before a visit to the Peggy Guggenheim Foundation; Reuland and the students explore the masterpieces of the Accademia; the class ducks out of the rain for a group photo by a picturesque Venetian canal.

"La Boheme" in one of the most beautiful opera theaters in Europe. This is something they can't do on video or YouTube.

One assignment here is to work in pairs and be the tour guide for the rest of us through one particular *campo*, or neighborhood square, of Venice. At the end of the trip, they will have had the opportunity to take some possession of the city, to have a piece of the city about which they are experts and to be able to teach the rest of us. And I think that that is going to be the most valuable experience that they can't get with a PowerPoint presentation in a class.

What do you hope students take away from the course?

JR: What I'd like them to take away is the idea of the deep connections that art shares with the environment that supports it and also threatens it.

WH: They're going to understand the study of history and music and art in an integrated way. We hope they can bring that sense of integration into all their studies, of making connections across disciplines and across the ocean. If they can do that, then we certainly will have succeeded.

in transit

Mapping the Princeton Classroom

In summer 2018, Princeton faculty and alumni taught innovative courses overseas.



12 Course: Plato in Paris Professors: Benjamin Morison and Emily Hulme **Department: Philosophy** Location: Paris, France

3 Course: Princeton in Beijing **Professor:** Chih-p'ing Chou **Department:** East Asian Studies Location: Beijing, China

4 5 6 Course: Princeton in Ishikawa Professors: Shinji Sato, Yukari Tokumasu and Tomoko Shibata **Department:** East Asian Studies Location: Ishikawa, Japan

> **7 Course:** Princeton in Argentina Professor: Christina Lee **Department:** Spanish and Portuguese Location: Buenos Aires, Argentina

89 Course: Princeton in Portugal Professors: Andréa de Castro Melloni and Nicola Cooney **Department:** Spanish and Portuguese Location: Lisbon, Portugal

(1) (1) Course: Princeton in Spain **Professors:** Alberto Bruzos Moro and Germán Labrador Méndez **Department:** Spanish and Portuguese Location: Toledo, Spain

12 (B) Course: Princeton in St. Petersburg Professors: Ksana Blank and Mark Pettus **Department:** Slavic Languages and Literatures Location: St. Petersburg, Russia

(1) Course: Princeton in Aix-en-Provence Professors: Christine Sagnier and Murielle Perrier **Department:** French and Italian Location: Aix-en-Provence, France

(6) Course: Journalism in Greece **Professor:** Joe Stephens **Department:** Journalism Location: Athens, Greece

10 13 Course: Princeton in Munich **Professors:** Michael Jennings and loel Lande **Department:** German Location: Munich, Germany









PIIRS COURSES & GLOBAL SEMINARS

- ① Course: African Modernities:
 Culture, Politics and Citizenship
 Professor: Simon Gikandi
 Department: English
 Location: Pamplemousses, Mauritius
- Course: Athens Now: Culture and Politics in the Urban Space Professor: Efthymia Rentzou Department: French and Italian Location: Athens, Greece
- ② Course: Contemporary Chinese Society Professor: Yu Xie Department: Sociology Location: Beijing, China
- Course: Indian Democracy in Motion Professor: Pratap Bhanu Mehta Department: PIIRS/Ashoka University Location: Sonepat, Haryana, India
- ② Course: Japan and Black America:
 A Long Road of Discovery
 Professor: Imani Perry
 Department: African American Studies
 Location: Kyoto, Japan
- Course: The Global Ghetto Professor: Mitchell Duneier Department: Sociology Location: Rome and Venice, Italy
- Course: Vienna: Birthplace of Psychoanalysis, Modernism and World War I Professor: Rubén Gallo Department: Spanish and Portuguese Location: Vienna, Austria
- Course: Ideology, Nationalism and Development:
 An Experiential Study in Tanzania's (R)evolution

from Colonialism to Socialism and Back to Capitalism

Professor: Mahiri Mwita

Department: PIIRS

Location: Dar es Salaam, Tanzania



Startup Nation

The Keller Center's Princeton Start-Up Immersion Program in Tel Aviv exposes students to the fast-paced world of entrepreneurship.

By Pooja Makhijani

evin Zhang '19 had a longstanding interest in entrepreneurship. As a Princeton University student, he had tinkered in app development, but had not worked in a startup environment. The philosophy major had also spent a semester in London earlier in his academic career and wanted to spend more time overseas, living and learning.

So, last summer, Zhang — in order to engross himself not only in the world of early-stage startups but also in a culture with which he was unfamiliar — joined 18 of his Princeton University classmates in Tel Aviv, Israel, to work at 12 startup companies as

part of the Keller Center's Princeton Start-Up Immersion Program, Israel (PSIP), which is in its second year.

During this 10-week entrepreneurial and cultural learning experience, Zhang and his peers lived as a group in University-sponsored housing, and participated in programs — including speakers, workshops and visits to other companies — aimed at broadening their understanding of the fast-paced world of emerging ventures.

Jessica Nyquist '19, a computer science major, was particularly drawn to Israel, as she was aware of the country's innovative and

Jessica Nyquist '19 (left) spent her summer at SigmaLabs, an accelerator that provides seed investment and mentorship to early-stage startups. Kevin Zhang '19 (right) worked as a business-development intern at Bllush, a software company, as part of the Keller Center's Princeton Start-Up Immersion Program (PSIP) in Israel.





entrepreneurial climate. PSIP appealed to her because it was wholly Princeton-run. "This was an opportunity to be in Israel, where I wanted to be, in a job that was productive and in an area of interest," she says. "And the program also provided me with additional resources I would not have had access to had I gone on my own."

PSIP Israel is open to undergraduate and graduate students, and participants are selected through a competitive application process, says Lilian Tsang, associate director for outreach and administration at the Keller Center for Innovation in Engineering Education. "Each startup provides applicants with a 'challenge puzzle': open-ended questions which they then use to assess the students' creativity and problem-solving skills," she explains. "The students learn a lot about the companies' personalities, too, in this process."

Both Zhang and Nyquist had robust internship experiences: Zhang was a business-development intern at Bllush, a software company specializing in developing artificial intelligence for fashion and design online retailers, where he served as the lead on securing a new client in Sweden. Nyquist spent her summer at SigmaLabs, an accelerator that provides seed investment and mentorship to early-stage startups, where she performed a variety of tasks, such as market research and digital marketing, for both the accelerator and the four companies in residence.

Yet, both students cited out-of-the-workplace experiences in Israel as their most memorable.

Zhang says that his time in Israel was as much as, if not more, of a cultural experience than a co-curricular one. While on a weekend excursion in Jerusalem, he participated in a Friday Shabbat dinner at the hostel in which he was boarding. He found his experience so profound, having not grown up in a religious household, he explains, that he returned to the hostel twice to participate in the ritual meal again.

While lounging on a beach with her roommates, Nyquist found herself in lively conversation about linguistics and artificial intelligence with two Israeli men who had initially just engaged in small talk. "The vibe [in Israel] is both laid back and motivated,"



she says. "Everyone I met was ambitious and engaged in what they were doing, but also social and willing to share."

Zhang was inspired by Bllush's CEO, Tomer Dean, who, he says, motivated him to pursue his dream of launching a startup upon graduation. "Everyone I met [in the Israeli startup community] shared the same message: 'You just go for it and try to get it,'" he says. "'If it fails, you just try again,' I was told."

Nyquist, who is also earning certificates in values and public life and technology and society, says that her PSIP experience opened her eyes to working internationally after graduation, an option she had not considered seriously before. "This was a big shift for me that came from working in Tel Aviv," she says.

Next year, the center plans to expand the PSIP program beyond its two current locations — New York City and Tel Aviv — to Shanghai, an area of the world in which many students are interested in working, says Tsang. "We have a strong alumni network [in China]," she explains. "And we look forward to internationalizing this program even further in order to introduce students to a global understanding of entrepreneurship."

in depth

Princeton students work on the ground level of environmental service

By Wendy Plump

Princeton University undergraduate students demonstrate a new level of commitment to environmental conservation as they serve in research, volunteer and internship positions around the world. Determined to be guided by local NGOs and mentors, these students dive into projects directed by grassroots groups, trusting that those on the ground know their needs best. As one student characterized it, they do the work that is needed when it is needed.

The University celebrates that work, providing opportunities to serve across the globe each year. Students thrive in these culturally immersive projects as they resolve to contribute to Princeton's unofficial motto: "In the Nation's Service and the Service of Humanity." Here, we feature the stories of several students whose experiences abroad shaped who they are today.



Kisara Moore '22

Bridge Year Program Kunming, China

Kisara Moore wanted to take a gap year in China, but not the global-powerhouse China, "not the kind of China you'd see in brochures." Princeton's Bridge Year Program was an ideal fit. She went to Yunnan Province in southwestern China where she participated in two environmental projects. Life in China exposed her to both multinational banks and government workers overseeing a massive infrastructure project as well as the tiny village of Lisichong — population 50 — where women of the ethnic Miao minority taught her traditional dances. And didn't laugh at her singing.

At the Yunnan Green Watershed Management Research and Promotion Center, Moore translated phone conversations and articles into English. She shot and edited short films featuring conversations between NGO workers and the local people, whose quality of life is impacted by the Belt and Road Initiative underway across Southeast Asia. "Green Watershed is concerned their voices won't be heard," says Moore.

She also helped design classes and workshops for the Miao women through Eco-Women, a project that educates women in rural communities on environmental sustainability and farming practices. Most of the farmers are women, as the men are usually away from the village working in industrial jobs. Pesticide use is a worrisome issue.

"Along with the environment, we were focusing a lot on the fact that villagers were losing touch with their cultural heritage through the impact of globalization and modernization," says Moore. "I would document the village women dancing traditional Miao dances, making traditional crafts like jewelry or quilts or cloth material, or speaking the Miao language. That was definitely a highlight of my time there. They were so welcoming to me.

They don't have a lot of access to food and they shared everything they had."

Moore is now a first-year student at Princeton. She is considering pursuing a degree in the Woodrow Wilson School of Public and International Affairs.

"These experiences have made a profound impact on my values and worldview," says Moore. "I've gained a new appreciation for nonprofits and the importance of their work after seeing just how dedicated they are to what they do. I'm confident these

insights will continue to shape and develop me as an individual while I'm at Princeton."

Maria Stahl '20

Princeton Environmental Institute (PEI) Summer Internship Program Mpala Research Centre, Kenya

Each morning this past summer, Maria Stahl headed out to the veldt around the Mpala Research Centre in Kenya with a list of 15 to 20 plants she would forage that day. Along with others in the research group of Princeton Professor Robert Pringle, Stahl would pile into a green Ford Ranger and go out in search of *Solanum nigrum, Eragrostis regidor* and other samples of indigenous grass species. She was part of a larger effort to create a database of all the plants at the reserve. Studying their characteristics, explains Stahl, might give scientists clues about the herbivores that live off of them and the dietary adaptations impala, zebras, elephants and other herbivores develop as climate change impacts plant life.



in depth

Stahl was at Mpala on an eight-week summer internship through the Princeton Environmental Institute (PEI). The experience, she says, helped her mature as a scientist. Out in the field, she adds, there is no one looking over your shoulder to give you advice or guide your decisions. It made the lab work of logging plant species and characterizing their traits more meaningful. And it polished a skill set she had begun working on the year before, during another environmental internship.

"One of the greatest things about Princeton, I think, is the opportunity that students have to go to various places through different programs," says Stahl. "I'd heard about the Mpala Research Centre in Kenya and really wanted to check it out and explore this new landscape. Since I really enjoyed the work I had done in Mozambique with Professor Pringle the summer before, I thought it would be interesting to have comparisons between these two ecological sites while also exploring a new region of the world.

"These experiences have taught me that I really value handson, outside field work," Stahl says, adding that she plans to take a year or two off before graduate school to pursue conservation work. "It has been really cool to see the different forms that science can take, and to hear from grad students and other researchers about the paths they've taken to get where they are."

Peter Taylor '22

Bridge Year Program Cochabamba, Bolivia

It's all about language for Peter Taylor. Creative writing. Linguistics. Comparative literature. Foreign languages. Language was a main motivator for Taylor's Bridge Year in Bolivia, where he enjoyed the mesh of cultural and linguistic experiences and added two indigenous languages to his quiver of word-based skills. But most of the work was on the ground level. Quite literally.

Volunteering in the city of Cochabamba, Bolivia's fourthlargest city, Taylor was "thrilled" to find himself working with

Peter Taylor '22 in Cochabamba,
Bolivia, with Oscar Olivera, founder
of the NGO Fundación Abril.

24

Princete international

Oscar Olivera, founder of the NGO Fundación Abril and a former leader and activist in the Cochabamba Water Wars that flared 18 years ago in response to the city's privatization of municipal water. Under the auspices of Fundación, Taylor built water tanks and cisterns at local schools an hour outside of the city, which entailed long hours digging ditches.

"I was really glad to be doing something that was very much at the bottom of the organization. Because I was a volunteer, I was the grunt of the group," says Taylor. "And I was happy doing whatever was needed."

Later in the year, Taylor was tasked with repairing and regrowing a large garden used by a school in the suburb of Sacaba. After a "giant" mudslide overwhelmed and broke a canal surrounding the garden, he spent several days down in the trenches, shoveling mud and repairing the canal with other NGO volunteers. It taught Taylor a great deal about true service, and about doing the work that needs to be done.

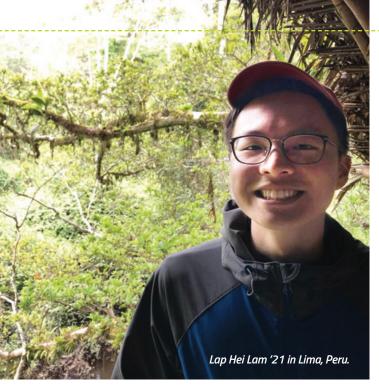
"You've got to go somewhere and see what's happening already, and make yourself useful," says Taylor, who will pursue a degree in comparative literature. "It's not about going and doing what you think needs to be done. The way I see it now, I wasn't down there volunteering. I was going down to learn and also be a part of it in the way they needed. They loved teaching me and having me be a part of it. But the work we were doing together ... they didn't need me in the traditional sense, at all. Or any of us. It was a way to do really productive service work by just being available, being ready for those who knew what they were doing to tell me what I could contribute."

Lap Hei Lam '21

International Internship Program *Lima, Peru*

It wasn't until the flight abroad that Lap Hei Lam — six days after finals, two days after visiting his family in Connecticut, and one day after driving to New York for departure — really let it sink in: he was headed to Peru as a summer intern for Planeta Océano. On the ground in Lima with 18 other interns, Lam worked on a couple of locally driven projects. The main project involved teaching leadership skills to schoolchildren through the lens of environmental sustainability. Another centered on an environmental exhibit about issues affecting the ocean. Lam addressed everything from manta rays to overfishing to plastic waste, eventually contributing to 40 pages of documents directing the exhibit's installation.

But perhaps most instructive of all, Lam says, was a side trip to Tarapoto, a hunting-and-farming community in the Amazon that had largely depleted its natural resources. A group of local



volunteers helped redirect Tarapoto's small economy towards ecotourism, which Lam saw as an essential pivot and a community-wide lesson in cooperation. "The transformation yielded spectacular results and made clear how impactful conservation can be," says Lam, who intends, for now, to pursue a degree in civil and environmental engineering.

In the end, the Peru internship fulfilled Lam's hopes to bear witness to volunteerism on a local level. But that was simply the beginning, he explains.

"Now, I want to think about how I can contribute to the challenge of environmental degradation" says Lam. "But I would also like to see how the corporate level handles things — oil, propane, natural gas — because it's always very different from the way the media portrays it. It's very important to see both sides of the issue."

To that end, Lam is applying for an internship next summer on the corporate side.

"Companies claim they're investing more in clean options, but to what extent are they really doing that? How far has it gone? Do they really mean it or not?" says Lam. "I want to explore the corporate side of it — if they're going to change their approach through ever-growing pressure. I'm trying to reconcile those two sides of one important issue."

Kim Sha'19

Keller Center International Research Exchange Program Bochum, Germany

Over the past few years, Kim Sha has enjoyed internships that gave him an evolving perspective on the push-and-pull of innovation and policy, refining his sense of how environmental

issues — including climate change — play out on many levels. It's one of the reasons he came to Princeton in the first place.

"When I first got here, I was very interested in the intersection of engineering and innovation and the economics of a particular technology," says Sha, a senior in the School of Engineering and Applied Science. "The initial research I did was laboratory-based and it was a little bit more difficult to see the real-time effect. This past summer was extremely inspiring, because I got to see the connections between what scientists are doing in the lab and what works in real life."

He started out three summers ago with research on organic solar cells through the Princeton Environmental Institute. Then, after his sophomore year, Sha worked at the Institute for Materials at Ruhr-Universität Bochum in Germany, through the Keller Center's International Research Exchange Program, programming a general tool used to characterize materials. His work at Ruhr-Universität was lab-based and generative, and had a fundamental

programming component. This past summer, Sha worked at the Environmental Defense Fund (EDF) in Chicago in collaboration with the nonprofit watchdog, Citizens Utility Board, in an internship set up through the Andlinger Center for Energy and the Environment. Sha's work with the EDF was an extension of sorts of his internship in Germany, because it illustrated how lab-based research can be used to solve practical problems.

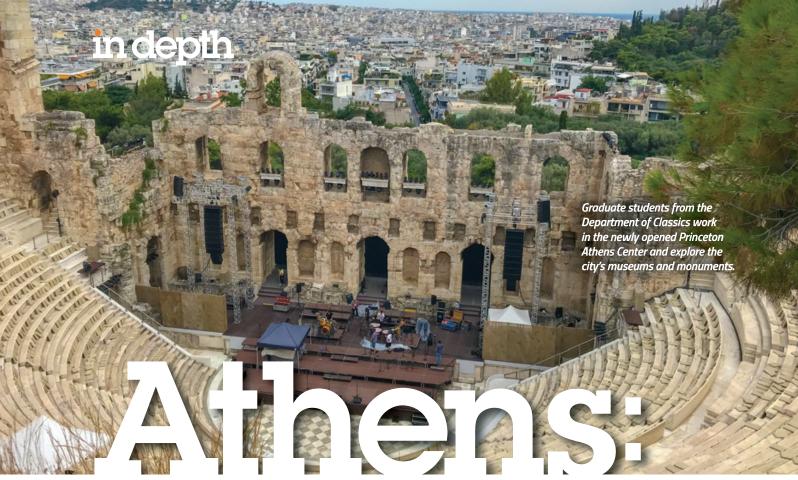
The combination of these internships, at home and abroad, helped to shape Sha's viewpoint.

"I've learned so much about how the industry as a whole works from the ground up, from conception to development to research and design to pricing and policy," says Sha, who is also pursuing a certificate in finance.

Asked if he believes his experiences make him more optimistic about the future of climate change and our ability to manage it, he tempers his

response. "I would say 'qualified optimism.' With the kinds of issues we have today, it's very difficult to promote specific policies," he explains. "But there's potential there. Especially if our infrastructure continues to develop."





a hub for graduate-student research and study

By Julie Clack

or graduate students studying ancient Greek, Athens has long been a destination for dissertation research. With the newly opened Princeton Athens Center as their home base, three graduate students in Princeton's Department of Classics, Malina Buturovic, Teddy Fassberg and Bryson Sewell, participated in the inaugural Seeger Center for Hellenic Studies Summer Institute. They all gleaned important insights that they are bringing to bear on their research.

Together with graduate students at the University of Patras, Greece, the group studied what Greek scholar J.B. Bury refers to as "barbarian blends," or "peculiar varieties of Greek resulting from invasive contact with other languages."

The seminar covered a range of topics, from Aristophanes to Greek translations of the New and Old Testaments to modern Greek dialects. In addition, students took a modern Greek class, where the group discussed modern Greek poetry, folk songs and folktales — in Greek.

"The topics we discussed, such as the Scythians' Greek or the Lord's Prayer, tied in incidentally to things I happened to be working on at the time and allowed me to see things from a different point of view," says Fassberg, a scholar of early Greek prose. "The close attention we paid to language helped shed new light on things I had been thinking about."

Buturovic, who focuses on Greek drama and religion, was most excited by the group's discussion of modern Greek dialects. "The Summer Institute opened my eyes to the range of ways that language itself —

and not just the content it records — can function as a document of history: providing proof of the depth of contact between two different peoples, or giving valuable information about the register in which a text was written, or the audience it was intended to reach," she says.

After the seminar concluded, Buturovic headed north to Thessaloniki to study modern Greek, where she saw many of these themes play out firsthand. "I've been continually struck by how much what I learned in the Summer Institute has deepened my language study," she says. "The Summer Institute helped me understand how the rich linguistic diversity of this region intersects with its broader political and religious history. I'd like to continue pursuing these connections."

Sewell, who specializes in the post-classical Greek language and literature of late antiquity and early Byzantium, shared these takeaways. "Greek needs to be studied as a language in contact with other languages; to study it in isolation would be like trying to study a star while ignoring space."

He adds, "Greek was used, both in written and spoken forms, among peoples of diverse linguistic and cultural backgrounds, which affected its production and reception and thus the identity of the users. Language is a major factor in establishing or in presenting one's identity. The Summer Institute has helped me to think more critically and systematically about this problem."

The students took advantage of Athens' proximity to ancient sites with day trips and weekend visits to Mycenae, Delphi and Epidaurus, where they saw a performance of Aristophanes' "Acharnians."

"Our excursions were wonderful; nothing brings the history of language to life better than visiting the places where it has been spoken and written for thousands of years," Sewell says.

The group also benefited from guest speakers at the Princeton Athens Center, such as Katerina Stergiopoulou, assistant professor of classics and Hellenic studies at Princeton, who gave a lecture on the Greek poet C.P. Cavafy that was attended by a group of about 20 leading literary scholars from Greek institutions.

"Providing a context for onsite learning and research by Princeton graduate students is central to the mission of the Princeton Athens Center," says Dimitri Gondicas '78, director of the Seeger Center. "By connecting Princeton scholars with Greek colleagues and institutions, the center has become a forum for interchanging ideas."

Summer at the Princeton Athens Center

It has been two years since the Princeton Athens Center for Research and Hellenic Studies opened. With a robust event calendar of lectures and conferences, the center has become a hub of activity for Princeton scholars in Greece, especially throughout the summer months.

Undergraduates in the 2018 PIIRS Global Seminar "Athens Now: Culture and Politics in the Urban Space," led by Efthymia Rentzou, associate professor of French and Italian, attended workshops at the center, where they heard from Athens-based architects, artists, authors and documentary filmmakers.

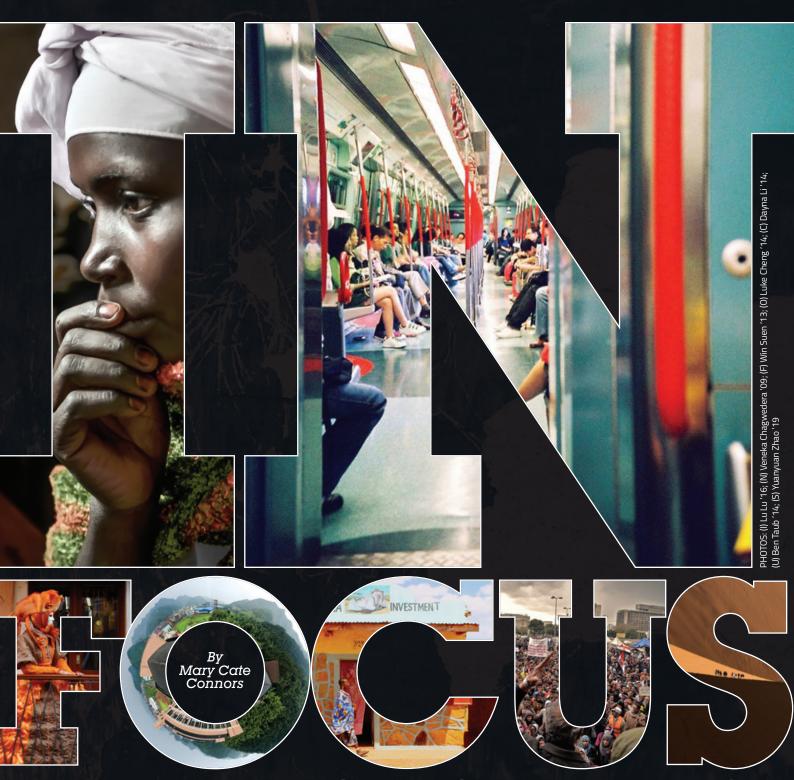
Daniel Garber, the A. Watson Armour, III, University Professor of Philosophy, hosted a three-day workshop titled "Order and Disorder in the History of Philosophy," which included scholars from Athens, Princeton and Sydney.

In July, Brooke Holmes, the Robert F. Goheen Professor in the Humanities and professor of classics, held her second annual multimedia workshop titled "Liquid Antiquity," a multimedia project that emphasizes the intersection of modern art and antiquity through text, images and video from multiple perspectives.

Several Princeton professors also visited the center: Jeremy Adelman, the Henry Charles Lea Professor of History, gave a talk titled "Photography and Humanitarianism: Is There a Contradiction?"; Su Friedrich, professor of visual arts at the Lewis Center for the Arts, screened and discussed some of her recent films; and Katerina Stergiopoulou, assistant professor of classics and the Stanley J. Seeger '52 Center for Hellenic Studies, spoke on C.P. Cavafy's modernist poetics of citation.



in depth



STUDENTS AND ALUMNI REFLECT ON THEIR AWARD-WINNING PHOTOS

Every photo tells a story.

For the past 10 years, the Office of International Programs (OIP), in collaboration with the Princeton Institute for International and Regional Studies (PIIRS), has encouraged undergraduate students to share their photos with the wider Princeton community through the International Eye Photo Contest. The contest has seen close to 3,000 submissions over the years from students of all disciplines who have participated in international experiences that span the globe.

Princeton International reached out to students and alumni from 10 contests. Below are their reflections.



CITY OASIS (2017) Hong Kong SAR, China

[This photo] makes me think about the importance of choosing experience over pictures. A lot of street photography can be out of the photographer's control—weather, lighting and how people move. I took a handful of other shots of this scene that didn't turn out the way I wanted. I had to learn to leave them, move on and realize that taking "good" pictures is only a small part of traveling. What's more important is to observe the world around me with a curious and empathetic eye, to be humble and to learn as much as I can about the people I meet and the places I go.

My international experiences at Princeton have had a tremendous influence on who I am ...
These experiences encouraged me to apply to be a Princeton in Asia fellow, and I [am] teaching [this] year at an amazing school in Phnom Penh, Cambodia.

- Cindy Liu '18, Computer Science (BSE)

Keller Center International Research Exchange Program

LOOKING AHEAD (2014) Camboa, Panama

This photo was snapped one night while studying abroad in Panama with the ecology and evolutionary biology department. We were nearing the end of our stay in Gamboa, and it was frogpeeping season. So much noise at night — what a delightful ruckus! We all headed out with flashlights and looked for red eyes in the darkness. There were many red-eyed tree frogs clinging to the branches of the trees nearby, and most stayed still enough to be photographed when caught by the beams of our lights.

- Katherine Raber '16,
 Ecology and Evolutionary Biology
 Semester study abroad, EEB Semester in the Field Program

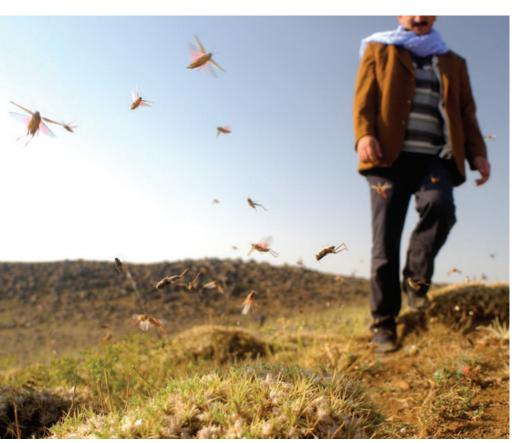




PLAY (2009) Aburi, Ghana

This photo was taken inside Aburi Botanical Gardens, about an hour outside of Accra, Ghana. The gardens provided some much needed tranquility after the chaos of driving around Accra. I remember visiting the gardens with my seminar group and being fascinated by beautiful plants I'd never encountered before. Right in the middle of the botanical gardens, there is the decaying shell of a military helicopter. I remember being struck by the incongruity of this war machine in such a peaceful place. After the initial shock, I was delighted to see that kids were using this helicopter as a playground ... I've been living in Johannesburg, South Africa, for nearly two years now. My international experiences at Princeton increased my comfort and ability to make such huge geographic changes to my life.

- Niklas Peters '11, Woodrow Wilson School PIIRS Global Seminar



A PLAGUE OF LOCUSTS (2008) Karliova, Turkey



I took this photo during a year on leave from Princeton between my sophomore and junior years. I was working on an independent research project (generously funded by the Near Eastern studies department) in Kurdish-populated eastern Turkey when I was introduced to Burhan. He was a veterinarian living in the city of Diyarbakır and also a member of the region's famous Beritan tribe. Burhan had family members who spent their summers living in tents, herding sheep in highland pastures. Burhan brought me with him on a trip to the pastures, where I took this photo of him walking through a locust-infested field. The locusts were another nail in the coffin of the Beritans' tradition of pastoralism: an unusually hot summer had brought a swarm that ate up much of the grass, leaving little for the livestock ... My travels to Turkey, Iran and Iraq for language study and research during my time at Princeton changed my life. Neither my pursuit of a career studying the region nor my continuing work in documentary photography would have come about without that international experience.

- Noah Arjomand '10, Woodrow Wilson School Summer independent research

SOSSUSVLEI (2017) Namib Desert, Namibia

This photo never fails to bring me back to Namibia, and it always reminds me of how big the world is and how small we are. The Global Seminar in Namibia is meaningful for me because it has made me contemplate on my life in various situations. Seeing how people from different parts of the world live really taught me how to be respectful of other people's ways of living ... It's hard to realize how big sand dunes are when you're on top of them. But when you look from afar, like this picture I took, you get a sense of how huge the sand dune is, and how small people can be. This is a good way to keep myself grounded, so I don't become full of myself.

 Yuanyuan Zhao '19, Art and Archeology
 PIIRS Global Seminar



TUESDAY IN LONDON (2013)



This photo was taken from the South Bank of the Thames River, just outside the Tate Modern museum. I took the photo while I was waiting for my art history professor to arrive — that day we were having class at the museum to view several of the paintings we had been discussing in class.

Taking advantage of study abroad while at Princeton was one of the best decisions I made. It certainly wasn't an easy one, since it can feel like you are missing out when you are away from the Princeton campus, but I found it to be very enjoyable and rewarding, and it helped mold me into a better global citizen. I hope other students who might be wrestling with the same decision decide to go for it — you won't regret it!

- Gina Triolo '14,

Computer Science

Semester study abroad, Queen Mary University of London



in closing

Overheard on campus

Learning about, and from, India's incredible diversity and its rich history is essential for a broad, globally oriented liberal arts education for our students. This was always the case, but is made more urgent now by India's growing importance in the global economy, politics and culture. With these initiatives, Princeton imparts a sharper focus to its curricular and institutional engagement with India.



Gyan Prakash, the Dayton-Stockton Professor of History, on the Swani Family Global Seminar in India, a new partnership with Ashoka University, India's newest liberal arts institution, and the newly established M.S. Chadha Center for Global India at Princeton.

Princeton's reputation as a world leader in liberal arts education is reflected in the many ways our curriculum both embraces and promotes intellectual creativity and teaching excellence. At a time when calendar reform, technological advances and a range of institutional collaborations are opening up new and exciting possibilities for academic innovation, it's heartening to see international education so prominent in our collective vision. Opportunities for our students to study, research and serve all over the world are increasing exponentially. The benefits of such possibilities are visible on campus in students' deep and broad interest in studying international subjects and engaging global cultures.



- **Jill Dolan**, dean of the college, Annan Professor in English and professor of theater in the Lewis Center for the Arts.

Mauritius, Tanzania, Kenya, Namibia and Ghana are just some of the countries where Princeton students have an opportunity to go beyond the headlines and dive deep into a rich engagement with a continent that is often stereotyped or overlooked. They learn about the vibrant cultures, captivating natural environments, diverse languages and complex social environments in which Africans across the continent live. Princeton students can come away with a new appreciation of not just Africa's challenges, but also its immense opportunities and the incredible potential of its people.



Sanyu Mojola, professor of sociology and public affairs and the newest PIIRS faculty associate, on new opportunities studying the intersections between sociology and African

Xiyue Wang, a graduate student in history working on governance across Inner Asia, remains wrongly imprisoned in Iran since 2016. In 2018, the UN Working Group on Arbitrary Detention concluded that Wang was peacefully exercising his right to seek and receive information for academic purposes in the form of historical records held by a public body, that there is no legal basis for his arrest and detention, and that his deprivation of liberty is arbitrary. All of us here at Princeton continue to work assiduously for his immediate release.



Stephen Kotkin, the John P. Birkelund '52 Professor in History and International Affairs, co-director of the Program in History and the Practice of Diplomacy, and director of the Princeton Institute for International and Regional Studies.





