

Princeton International

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Fall 2019

A Supplement to PAW

also inside:

Q&A with Anu Ramaswami

Mpala on Film

Returning Home



#TellUsTigers

Tiny tales of Princeton students reveal
big experiences around the world.



On this page: A winter day at Osh Bazaar in Bishkek, Kyrgyzstan, does not deter the sellers of extravagant Kyrgyz flatbreads. Photo by Jordan Salama '19. **Back page:** Nicolas Chae '21 takes in a breathtaking scene in the clouds in Lausanne, Switzerland.

cover

From left, Liam Lynch '21, Dana Iverson '21 and Fabiola Corral '21, all members of the student-run dance ensemble diSiac, met in Paris after completing summer internships in Sweden, Germany and France. Photo by Cristina Hain '21.

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Letter From the Director

A Strategy for Princeton

In fall 2007, President Shirley Tilghman and Provost Christopher Eisgruber elucidated Princeton University's strategy for international in "Princeton in the World," a detailed response to a faculty advisory committee report. They endorsed the committee's recommendation to avoid building satellite campuses abroad and instead to transform Princeton into "a center for a multitude of scholarly networks." A nimble constellation of adaptable partnerships with both individuals and institutions of excellence abroad has subsequently enabled Princeton to team up with a global talent pool, and to respond swiftly to an ever-changing world. Crucially, the flows and exchanges are multiway.

Energetic implementation of Princeton's network strategy has followed the Tilghman-Eisgruber memorandum, which backed concerted efforts to lower the barriers for international students and scholars to enrich Princeton and for Princeton students to go abroad. The Princeton Institute for International and Regional Studies (PIIRS), formed in 2003, serves as a venture capital mechanism to introduce new educational opportunities and fund research initiatives that come forward from faculty and that would not otherwise find support because they cross multiple departments and regions. The creation in 2008 of an Office of

International Programs (OIP) in the college further strengthened student programming.

Princeton now offers multiple options to suit differing student schedules. These include study abroad for a year or semester at a foreign university; an intensive summer course taught abroad by a Princeton faculty member (a Global Seminar); or a course on the Princeton campus that includes travel abroad during the fall or spring break (an Exploration Seminar). Students can also take advantage of exponentially increased internship opportunities in ever more foreign locations, and they can have a life-changing international experience even before arriving on campus, thanks to the Novogratz Bridge Year program. The landscape has been transformed.

With the dedication of the magnificent Louis A. Simpson International Building housing PIIRS, OIP and the Davis International Center, the University fulfilled another promise of the Tilghman-Eisgruber call-to-arms: the "creation of a physical and symbolic hub for international and regional studies in the heart of campus." Additional investments established the Paul and Marcia Wythes Center on Contemporary China to produce the next generation of scholars, and the M.S. Chadha Center for Global India to explore the complex, symbiotic relationship between India and the world.

Even success generates its own challenges. Under Provost Deborah Prentice, we have held intensive discussions about driving our entrepreneurial approach to the next level, while enhancing cross-campus sharing of lessons and best practices. Princeton will retain its bottom-up, faculty-driven decentralization in launching initiatives in international, but we are moving toward efficiencies with the centralization of certain kinds of critical services. PIIRS is also in discussions with the new senior associate dean at OIP, Rebecca Graves-Bayazitoglu, to augment students' ability to navigate and interrelate the now astonishing wealth of international programming.

"Princeton must build the same reputation globally that it enjoys nationally," the 2007 faculty advisory committee affirmed. In that light, this fourth edition of *Princeton International* showcases once more the remarkable range of activities in which our students and professors are engaged globally.



Stephen Kotkin
Director, PIIRS





In Conversation with Anu Ramaswami

By Pooja Makhijani, Princeton Institute for International and Regional Studies

Anu Ramaswami, an interdisciplinary environmental engineer who is recognized as a pioneer on the topic of sustainable urban systems, was named Sanjay Swami '87 Professor of India Studies, professor of civil and environmental engineering, the Princeton Institute for International and Regional Studies, and the Princeton Environmental Institute, and the inaugural director of the M.S. Chadha Center for Global India. She assumed her new duties at Princeton on August 1, 2019.

What excites you most about your new position as the inaugural director of the M.S. Chadha Center for Global India?

I'm excited about the opportunity to work with amazing colleagues at Princeton to create a distinctive center focused on the new concept of global India. Quite different from the study of India, our center will address those interactions between India and the rest of the world that have the potential to profoundly transform the

wellbeing of people and the planet and to change our imaginaries of the world. A few quick examples: Indian urbanization, which will bring 400 million people to cities in just 30 years; technological innovation and leapfrogging; new visions of art and music; and the global impact of India's diaspora. I am excited to grow a center at Princeton that brings together faculty and students to develop the highest level of research and scholarship on these important themes that are changing the world.

How do your research interests intersect with the mission of the center?

My background is in engineering, environmental science and public policy. My field is sustainable development, particularly sustainable urban systems. I focus on the infrastructure systems that provide water, energy, food, shelter, mobility, waste management and public spaces to more than half the world's people who live in cities. Urban infrastructure systems affect all aspects

of human wellbeing, and Indian urbanization will affect the whole world.

I am also passionate about connecting science to action in cities, and I have had some experience doing this boundary-spanning work in both India and the United States. There are many types of technological, policy and entrepreneurial innovations all over India that are ripe for study, to explore how we could scale them up for broader benefits to society.

Why is it important to explore global India from a multi-disciplinary perspective?

Drawing upon my own work, when you start thinking of the broader dimensions of sustainability, like health, wellbeing, social justice and equity, these cannot be studied from just an engineering perspective. Our engineered systems are inevitably subject to the vagaries of nature, and intricately linked to the people who use and manage them. These are so intertwined; we call them social-ecological-infrastructure systems. Systems that work so closely together, you can't really just look at one of them. That's why urban sustainability needs a much broader interdisciplinary frame that integrates science and engineering with urban planning, politics, public health, the arts and the humanities.

What is your vision for the center?

There's already so much activity at Princeton related to this concept of global India. I would like to see a lot more formalization of this work, so that global India-related topics are truly embedded in the curriculum and integrated across a wide variety of research projects.

We're also not going to study global India just from Princeton. We hope to engage in and develop culturally sensitive and appreciative partnerships in India, and various international networks, multiplying our efforts by working together. We seek to have actual, measurable positive impact through such partnerships. This means co-producing new science and new datasets, new creations from engineers and artists alike, and becoming a holding place — a repository — for all this fusion between India and the world.

University offers a new entrepreneurial immersion program in Shanghai

Since 2016, the Princeton Startup Immersion Program (PSIP), part of the Keller Center for Innovation in Engineering Education, has offered undergraduate and graduate students the opportunity to gain experience working with startups in New York City and Tel Aviv. The recently launched Shanghai program, which placed 22 students with 10 companies in the summer of 2019, built on PSIP's success in the United States and Israel.

"There is so much vibrancy in the entrepreneurial culture in China's big cities," said Lilian Tsang, the Keller Center's associate director and manager of the immersion program, of the decision to expand PSIP to Shanghai. "We wanted students to experience this."

Students in the immersion program are placed with a company for the summer to learn the ropes. But unlike many conventional internships, PSIP students work in small, early-stage businesses and nonprofits and live together in housing arranged by the Keller Center.

Yuzhou Bai, a fifth-year doctoral student in East Asian studies and a Beijing

native, served as PSIP-Shanghai's on-site program coordinator. Not only was he responsible for orienting the students to daily life in the city, but he also helped design and execute evening and weekend activities and organized speakers on topics related to entrepreneurship throughout the 10-week program.

Students in the first cohort took weekly Mandarin lessons, participated in a dumpling-making session and camped overnight on a section of the Great Wall

near Beijing. "The cultural immersion is as essential to the program as the actual internship," said Bai. "It helps students really understand the business culture of another country."

Joe Zhang '20 spent his summer on the data growth team at Xiaohongshu, also known as RED, a social media and e-commerce platform. Zhang, an electrical engineering major who is also earning a certificate in applications of computing, was born in China, but immigrated to the United >



Top: PSIP-Shanghai students join China-based Princeton alumni on a dinner cruise on Shanghai's iconic Huangpu River. Above: Participants hear from James Jianzhang Liang, co-founder of Ctrip, a Chinese provider of travel services.

States as a young child. He applied to the PSIP-Shanghai program partly to augment his language fluency. "I learned Mandarin terms for mathematical concepts and coding terms," he said. "It was almost like learning another language." His time working in the startup industry in China also reinforced his desire to pursue an academic career post-graduation. "I realized how rich and resourceful the Chinese entrepreneurial ecosystem is," he said. "I saw that [academic] research can be applied in so many different ways in industry."

His cohort mate, Josh Melnyk '21, an operations research and financial

engineering major earning certificates in applications of computing and entrepreneurship, had a longstanding interest in entrepreneurship: he was the founding editor of "Profiles in Entrepreneurship," an online article series that highlights Princeton students and alumni contributions to the field. In Shanghai, he worked on business development for LaiYe, a startup that builds digital assistance bots for enterprise clients and professionals in China using artificial intelligence. LaiYe was founded by Arvid Wang, who earned his Ph.D. from Princeton in electrical engineering in 2011.

Melnyk appreciated the networking opportunities availed to him, including with China-based Princeton alumni on a lively dinner cruise on Shanghai's iconic Huangpu River organized by James Mi '91, founding partner of Lightspeed China Partners. "I had been hesitant about being an entrepreneur," said Melnyk. "But my conversations with founders and CEOs made me realize you can't control your path, and that I should just go and do the thing I love."

"We had tremendous alumni support," added Tsang. "Our students know that, no matter how far they are from Princeton, they can always count on close connections wherever they are." — *P.M.*

PIIRS expands Princeton Exploration Seminars

By Julie Clack, Office of Communications

Last year, Princeton Institute for International and Regional Studies (PIIRS), in cooperation with the Office of International Programs (OIP), launched Princeton Exploration Seminars. Building on the success of Global Seminars, which are offered every summer, Exploration Seminars are semester-long credit-bearing courses with a weeklong international travel component that typically takes place over fall or spring break.

During fall break, four courses embarked on trips all over the world — to Cuba, Guatemala, India and Russia — to experience different cultures firsthand.

In "The Culture of the Cuban Revolution" with Rubén Gallo, Walter S. Carpenter, Jr., Professor in Language, Literature and Civilization of Spain and professor of Spanish and Portuguese, students studied the literature, architecture, film and dance that emerged after Fidel Castro's march into Havana in 1959. By attending theater performances during the Havana Theater Festival and meeting with actors and directors, students witnessed how the Cuban Revolution continues to shape the lives of everyday residents of Havana.

To explore issues of social stratification and poverty and their connection to identity formation, students in "Identity in the Hispanic World" with Christina Lee, associate professor of Spanish and Portuguese, traveled to Guatemala to participate in a service-learning program at a nonprofit organization that addresses inefficiencies in education, healthcare and housing in towns near Antigua. Together, they constructed a home, helped a weaving cooperative, shadowed social work visits, tutored students in math and lived "a day in the life" of artisans. Students also witnessed the melding of Guatemalans' indigenous and Catholic identities in the Day of the Dead celebrations, which included visiting cemeteries and the flying of giant kites in Sumpango and Santiago de Sacatepéquez.

On the other side of the globe, students in "Gender, Sexuality, and Feminisms in South Asia," taught by Fauzia Farooqui, lecturer in the Princeton Institute for International and Regional Studies, traveled to India, where they examined how different communities have pushed against gender norms and cultural expectations, resulting in a diverse range of feminist projects.

Students in "Urban Studies Research Seminar" with Katherine Reischl, assistant professor of Slavic languages and literatures and Christian Gauss University Preceptor, and Aaron Shkuda, program manager of the Princeton Mellon Initiative and lecturer in architecture, were introduced to urban studies research methods through visits to two cultural capitals: Moscow and New York. Throughout the semester, they took advantage of Princeton's proximity to New York City, where they surveyed the city's communities and landmarks as represented in historical accounts, literary works, art and film. Over fall break, they journeyed to Moscow to study the Russian capital in situ.

Two Exploration Seminars — "Early Modern Amsterdam: Tolerant Eminence and the Arts" with Nigel Smith, William and Annie S. Paton Foundation Professor of Ancient and Modern Literature and professor of English, and "Spanish for a Medical Caravan in Ecuador" with Paloma Moscardo-Valles, lecturer in Spanish and Portuguese — are scheduled to take place over spring break 2020.

Novogratz gift endows Bridge Year Program

By University Advancement

A transformative gift from an alumni couple will enable Princeton to expand its Bridge Year Program, which allows a group of incoming undergraduate students to spend their first two semesters as Princetonians engaged in community service abroad.

The gift from Michael Novogratz, a member of Princeton's Class of 1987, and Sukey Cáceres Novogratz of the Class of 1989, will allow the program — now known as the Novogratz Bridge Year Program — to offer its life-changing experiences to more students.

"Since 2009, the Bridge Year Program has oriented its participants to the wider world, heightened their commitment to service, prepared them for leadership, and inspired personal transformation," said Princeton President Christopher L. Eisgruber. "I am deeply grateful to Mike

and Sukey Novogratz for their generous support of the program since its inception, and for making Bridge Year a permanent part of our educational program. Their extraordinary gift will enable generations of Princetonians to embark on a path of global citizenship as Bridge Year scholars."

Bridge Year, housed in the Office of International Programs, is a tuition-free program that allows a select number of incoming students to engage in nine months of University-sponsored service at one of five international locations — Bolivia, China, India, Indonesia and Senegal. At each location, Princeton works with a partner organization that has a history of running meaningful and engaging programs and a strong track record for managing student health and safety.

"I believe that Bridge Year gives students an incredible opportunity to

prepare for their role as leaders of an increasingly interconnected world," said Michael Novogratz. "At the same time, it offers abundant opportunities for introspection and personal growth. Students return from it with a real sense of purpose, and an interest in being of service to their communities and to the world. The combination of the stellar Princeton education and a commitment to helping others is powerful."

"Mike and I have met many Bridge Year scholars; the positive impact the program has had on their lives — and on the lives of the people in the communities they have served — is extraordinary. We're very happy to help make that possible," said Sukey Novogratz.

**Read more about the
Novogratz Bridge Year Program
at bridgeyear.princeton.edu.**



Bridge Year celebrates 10-year anniversary

In 2018–19, the Novogratz Bridge Year Program celebrated 10 years of providing meaningful service-learning opportunities to incoming Princeton undergraduate students. Since 2009, over 300 Princeton students have participated in the program.

Photo above: The inaugural group of Bridge Year volunteers (left), and the 10th cohort (right).

Meet the Dean

Rebecca Graves-Bayazitoglu joined the Office of International Programs (OIP) as senior associate dean on July 1, 2019. She oversees the Novogratz Bridge Year Program, the International Internship Program, semester and academic year study abroad opportunities, and fellowships advising. Graves-Bayazitoglu has worked at Princeton since 2003, serving as the founding dean of Whitman College and, most recently, director of the McGraw Center for Teaching and Learning.

Joining OIP is an opportunity for me to pay it back, so to speak. Studying abroad in France as an undergraduate, and returning there to teach English through the Fulbright U.S. Student Program after graduation, broadened my world immensely. Working with everyone in OIP and across campus to provide varied and meaningful opportunities abroad for Princeton undergraduates is a chance to make sure every Princeton student has access to the transformative potential of international education. We, in OIP, want matriculation at Princeton to be the gateway to the world.

I still remember the day I opened a bank account in Paris. I knew lots of French vocabulary — the rooms in a house, body parts, colors, even literary devices — but not bank vocabulary! Somehow I muddled through, and left with my bank card and deposit book (it was a while ago, folks). I felt as if I had conquered the world.

For me, **studying languages** was transformational as a student, as a teacher and as a global citizen. When you are learning a new language, you are also learning a new way to think and to see the world. Language is a window into another culture, and a mirror that helps you understand your home culture. Even today, when English is spoken in so many places, inhabiting a new culture takes on added meaning when you engage with the language of that place.

My personal motto is from Jean-Jacques Rousseau: "I would rather be paradoxical than prejudiced." What this means to me, and it is central to what living abroad offers to our students, is that I would rather be open to new ideas than to adhere to entrenched beliefs out of a desire for consistency. Studying and working abroad helps us recognize that there are many ways to live, work, speak and think, and forces us to question our unexamined assumptions.

The students I've advised at Princeton who have ventured abroad have learned to live with and appreciate difference, and to tolerate discomfort and ambiguity in a new way. Crucial to the Princeton experience, and to any liberal arts education, is gaining the ability to put your home culture in perspective and reflect on how it shapes your worldview. One of the data points about study abroad that I find most compelling is that students surveyed five or 10 years after

graduation report that their experience abroad has only grown more influential as they have moved into their post-Princeton life.

When I flew to Europe in 1991 to study abroad for a year, it was the first time I had ever traveled by airplane. I was able to study in Paris because of my institution's commitment to making sure all students had that opportunity, even students on financial aid. **One of the best aspects of working at Princeton** is knowing that the institution has the resources to **support all of our students** who want to study or work abroad during the academic year or during the summer. All of us at OIP are dedicated to making sure no student has to turn down a chance to encounter the world because of the cost.

I'm looking forward to expanding and strengthening the network of internationally engaged Princetonians on campus and beyond.



PHOTO: Mark Czajkowski

Arrivederci, Italy!

By Sally Jane Ruybalid '21

Each summer, dozens of Princeton University students receive a firsthand education about an array of international issues in six-week courses taught by University faculty in locations at the heart of each seminar's subject matter. These PIIRS Global Seminars, offered by the Princeton Institute for International and Regional Studies, give students the opportunity to learn in the classroom, visit local sites and hear from people in the community.

PIIRS Global Seminars are held over six weeks in June, July and August. Since the program was launched in 2007 by PIIRS in collaboration with the Office of International Programs (OIP), more than 800 students have taken part in 56 Global Seminars across five continents. Participating students earn credits for one university course.

In 2019, PIIRS launched a new Global Seminar, "Two Millennia of Structural Architecture in Italy" with Maria Garlock, professor of civil and environmental engineering and co-director of the Program in Architecture and Engineering; Branko Glisic, associate professor of civil and environmental engineering; and Sigrid Adriaenssens, associate professor of civil and environmental engineering. The seminar, based in Rome, examined the structural and architectural leadership of Italy in the context of social, political and economic circumstances.

Princeton International asked Sally Jane Ruybalid '21, an art and archaeology major from Trinidad, Colorado, to reflect on her experience as a participant in the newest PIIRS Global Seminar and her time in Italy.

In a new Global Seminar, "Two Millennia of Structural Architecture in Italy," students explore Ostia Antica, a large archaeological site southwest of Rome.



PHOTO: Luigi Fraboni

Global Seminar students rest in the ruins of Ostia Antica's amphitheater.

“It’s fascinating what you experience all at once when you say goodbye to a place. I felt just that as Lucy Delogou, our Italian teacher, waved to everyone in the room in her typical fashion of ending class, saying, “Arrivederci!” to tell us goodbye. This, however, was her final farewell to us — 12 Princeton students from various walks of life and majors, who convened here in Rome to learn from three civil engineering professors about structural architecture in Italy.

Lucy was surrounded by models of the Roman Colosseum with different renderings of tensile structures attached to them, ones we had presented in the hours prior as a final problem-solving project for Professor Adriaenssens. The models were a result of two weeks’ work: touring and documenting the Colosseum, studying in class, researching tensile structures, and finally venturing into the depths of Roman craft stores and lumber yards and stammering in Italian to try to procure the materials necessary for building. Some late nights later, here we were.

It was in that goodbye, looking at Lucy’s beaming face, it was as if my life — or at least the time I spent in Italy — flashed before my eyes.

I saw our class exploring the ancient city of Ostia Antica, standing on the cupola of Brunelleschi’s Duomo in Florence after mounting 463 stairs, perusing an old Nervi-designed factory in Bologna, and marveling at the Vatican, just ten blocks away from St. John’s University, our host institution for the course.

We had been in lectures twice a day and Italian language lessons on Mondays, Tuesdays and Thursdays. Many of us cooked for ourselves and each other during this time, forging familial bonds and a curiosity for the Italian markets and tiny grocery stores. For six weeks, we became local regulars at a gelato shop a few doors down from St. John’s. Because of all of the great classwork we did, I discovered a love of civil engineering. It is because of this Global Seminar that I am now applying for the architecture and engineering certificate.

It wasn’t until Lucy said goodbye that I realized — and became overwhelmed by — everything we accomplished in just six weeks. I truly had the adventure of a lifetime. For some reason in that moment, I started to cry.

You see, I’m from a small town in Colorado: really, there’s probably more livestock in my home county than humans. I’m four hours away from the nearest airport. A few years ago, I relied solely on Google to see the world, wondering if I would ever “make it” to the destinations I dreamed of one day seeing.

This summer, all I had to do was walk down the street. ”



“Because of all of the great classwork we did, I discovered a love of civil engineering.”

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

A full-page photograph of a woman with blonde hair, wearing a black t-shirt and a pink patterned sarong, jumping joyfully in the air. She is positioned between two tall, ornate stone temple pillars. In the background, a large, conical volcano (Mount Merapi) rises above a layer of white clouds under a clear blue sky. The entire scene is reflected in a pool of water in the foreground.

in person

Job Training

A student athlete is inspired by life and work in Indonesia.

By Alice Driver

Imagine training for a heptathlon. Now imagine training 10,000 miles away from home in Jakarta, Indonesia, and being the only woman at the gym lifting weights. While this might sound daunting to some, for Lindsey Schmidt '21, a varsity athlete from Eagle, Idaho, it was a thrilling opportunity to immerse herself in another culture. Schmidt, who is majoring in the Woodrow Wilson School of Public and International Affairs, received a Streicker Fellowship to spend 10 weeks interning at the U.S. Embassy in Indonesia in the Bureau of East Asian and Public Affairs. Her job at the embassy kept her busy, but she also found time to maintain a regular training schedule in preparation for the 2019-20 women's track and field season.

During the school year, Schmidt spends four to five hours a day at the track training for the heptathlon, and in the process, she has become excellent at time management and balancing her professional and athletic goals. These skills served her well in Jakarta, where she needed to train alone and communicate virtually with her coach at Princeton to adapt exercises to a city environment that wasn't ideal for running. "I lifted in gyms and did elliptical and such. I was okay sacrificing that for the great opportunity of the internship," she explains, noting that her training was less rigorous in Indonesia than it would have been in the United States. Despite the challenges of training, Schmidt was excited to immerse herself in her internship work, the local language, current events and culture.

"I've learned more about myself and have grown as a person more than I could have just staying in the States."

"I tried to pick up as much *bahasa Indonesia* as I could," she says of her efforts to learn the language, even though her work at the embassy was conducted in English. She was thrilled to be participating in international affairs and learning from locals in Jakarta, an experience that brought so much of what she had learned in the classroom to life. "I 100% recommend going abroad whether it is studying, interning or just traveling," says Schmidt, adding, "I've learned more about myself and have grown as a person more than I could have just staying in the States."

This was not Schmidt's first cultural immersion experience. During her first year at Princeton, Schmidt participated in Coach for College in rural Vietnam, a global initiative to promote higher education through sports. The experience was a formative one, and she was keen to return to Southeast Asia to explore the region and its culture. When Schmidt learned about the Streicker Fellowship — established in 2015 by John H. Streicker '64 — which gives students the opportunity to pair cultural immersion with an internship of their own design, she jumped at the chance to return to the region and learn more about a career at the State Department.

While interning in the public affairs sector at the embassy, Schmidt organized activities related to education and cultural exchange programs. Her work involved interacting with senior-level U.S. government and foreign officials, Indonesian business professionals, State Department program alumni and local students. One of her main projects included helping organize a reception for Indonesian students who had spent their junior year of high school in the United States. At the reception, she met two girls who had studied in Boise, Idaho. "It was incredible that I was talking to these two girls from the other side of the world who did the same things that I did in high school," says Schmidt. "I had a ton of small interactions like that where I found out things I had in common with locals."

Now that she is back on campus, Schmidt finds herself saying *selamat siang* sometimes instead of "good afternoon" or *terima kasih* instead of "thank you," and she misses *sambal*, the spicy Indonesian sauce she ate with her *nasi goreng*, a quintessential Indonesian fried rice dish. She keeps in touch with the local interns who became her friends, and she says that what she learned while working with them was how to work as a team to keep things — particularly cultural events and presentations — running smoothly even when they did not go as planned. In terms of advice she would give to other interns, Schmidt would encourage them to ask questions and say "yes" to new cultural opportunities.

Arriving at Princeton, like many students, Schmidt wasn't sure what she wanted to study. "I came in [totally] undecided," she says. "I had no idea what I wanted to do with my life." She credits the Streicker Fellowship for supporting her internship experience, which helped define her career goals: "I know now that I am particularly interested in joining the Foreign Service [after graduation]."

Schmidt says that her time in Indonesia taught her that balancing her goals as an athlete and a student meant working smarter rather than harder, and that the creative challenge of living, working and training in a new country was one she would encourage other students to pursue with creativity and joy. "Lindsey learned to manage her priorities at work and her commitment to training as a varsity student athlete and she demonstrated a high level of perseverance," says Shahreen Rahman, director of Princeton's International Internship Program and program manager for the Streicker Fellowship. "I would certainly consider her a true global ambassador."



Lindsey Schmidt '21 (right) poses with her supervisor at the U.S. Embassy in Jakarta, Indonesia.

“Nauru is what happens next.”

Jack Lohmann '19
explores Nauru,
where the environmental
future is now.

By Morgan Kelly, Princeton Environmental Institute

When planning his stay on the remote Pacific island of Nauru last year, Jack Lohmann '19 had expected that a place often portrayed as a post-environmental dystopia would present challenges. Being besieged by feral dogs the moment he left the airport was not one he had anticipated.

“Packs of wild dogs roam the island and a lot of people are terrified,” Lohmann says. “They come snarling and barking wherever you walk. The ones by the airport are particularly bad.”

For Lohmann, that moment came to symbolize the dichotomy of everyday life as he saw it on the 8-square-mile island nation. “It’s a mixture of the very normal and the extremely sad and disturbing,” says Lohmann, who graduated last year with a bachelor’s degree in English and certificates in environmental studies and journalism. “When people talk about climate change and environmental destruction, they ask, ‘What happens next?’ I think Nauru is what happens next.”



For his senior thesis, Lohmann traveled to Nauru on a Princeton Environmental Institute (PEI) Environmental Scholarship to spend a month as a PEI intern documenting life in an environment that has been exploited to the point of erasure. Nauru is located roughly 2,800 miles southwest of Hawaii in the Pacific region of Micronesia and is separated from the nearest country by 190 miles of ocean. The world's third-smallest nation, Nauru is, however, one of the world's largest phosphate-rock islands, which, beginning in 1907, made it among the richest sources of phosphorus for making agricultural fertilizer.

When the deposits largely ran out 90 years later, the island had been reduced to a narrow ring of sand and coastal plain surrounding a strip-mined moonscape of towering limestone spires and deep chasms. Today, roughly 80% of the island is uninhabitable and most endemic wildlife has vanished. The lack of arable land has resulted in a dependence on processed food imported mostly from Australia, contributing to the world's highest obesity rate.

"When you read about this place online, outsiders who have visited describe it as weird or sad, or both," Lohmann says. "I went with an open mind to see what it's like to actually live in Nauru. I learned a lot, not just as a journalist, but as a person."

Lohmann was first drawn to the subject of Nauru by the country's new industry — serving as a detention center for refugees stopped en route to Australia by boat. "The phosphorous moneymaking scheme that allowed for millions and millions of

Rob Nixon (left), the Barron Family Professor in Humanities and the Environment and professor in English and the Princeton Environmental Institute, worked with Jack Lohmann '19 (right) to develop his senior thesis.

dollars to be made has been replaced by a refugee scheme," he says. "People became the new resource."

Open since 2001 (with a hiatus from 2008 to 2011), the Nauru Regional Processing Centre has been a holding place for migrants who try to reach Australia by boat, which is in violation of the country's policies.

In return, Nauru has received hundreds of millions of Australian dollars (A\$), which is the island's official currency.

The center now houses fewer than 300 people, but held a peak of 1,233 people in 2014 — equal to more than 10% of Nauru's population. While in Nauru, Lohmann interviewed many of the remaining detainees. He heard the stories of overcrowding, hopelessness, mental deterioration and abuse that have been reported by journalists from around the world. Those reports resulted in the government of Nauru effectively closing the country off to journalists in 2014. (That same year, the country's judiciary was deported.)

Lohmann was able to connect a regional controversy in Australasia to larger issues of how a society can be shaped by its environmental practices, says his primary adviser, Rob Nixon,



Jack Lohmann '19 spent a month on the Pacific island of Nauru for his senior thesis documenting environmental degradation (left) and industrial decline (right).

the Thomas A. and Currie C. Barron Family Professor in Humanities and the Environment and professor in English and the Princeton Environmental Institute. Lohmann also worked closely with Tamsen Wolff, associate professor of English, when writing his thesis.

Natural resource wealth often coincides with inequality and human rights abuses, Nixon says. "Nauru is emblematic of changes in the relationship between environmental futures and the futures of human rights and democracy," Nixon adds.

"When you have an environmental bottleneck created by unregulated and extreme extraction, you're left with an environment that allows for few economic options," he says. "In Nauru, the leaders ultimately decided to sell the national soul to the Australian government to create this human rights black hole."

In the United States, the regions where mountaintop removal has permanently degraded the environment could be seen as an analog to Nauru, Nixon says. In West Virginia and Kentucky, the sites of flattened mountains have been used to construct prisons that are intended to fill the economic vacuum of coal mining.

"There's a fascinating connection between Nauru and places in Appalachia in which you have a ravaged environment where the people who are stepping in are prison guards and that's the new economic lifeline," Nixon says.

"Regional 'islands' such as Appalachia seem to have a separate set of environmental rules and a very deep complicity between extractive overlords and the political class," he continues. "Once the resource has been extracted and the long-term

environmental fallout has happened, everything from job security and the ecology of the public space — the streams, the mountains, the hunting — has been degraded. You'll have a nostalgia for a different time, but that time is not coming back. A time before the land was erased"

Lohmann's work also helps provide the voices of detainees and Nauruans that are missing from Australia's debate on the detention center, Nixon says.

"Nauru is hotly debated as a kind of tipping point in the moral identity of Australia," Nixon says. "Jack created some very strong character profiles of people opposed to this regime of detention, from the detained to the Nauru politicians who have been driven into exile. Because of the blanket ban on journalists, that perspective is hard to find and tends to be elided by Australian self-interest. I think once his story is out, particularly in Australia, people will pay attention."

Lohmann came across news coverage of the Nauru center in 2017 while looking for important stories he felt were underreported as a topic for his junior year project. Wolff recalls that in her first meeting with Lohmann about his project, he mentioned one word — "islands" — when she asked him what he was interested in writing about. "From that germ, he found his way to Nauru and, acting entirely independently, pursued the people, information and ideas that led to his astonishing thesis," she says.

"He not only managed to spend 29 days doing investigative work in Nauru — which has banned journalists — and interview over 100 people in Nauru, Australia and the United States, but he revealed a specific intersection of human rights abuses and environmental degradation in a remarkably imaginative and wholehearted way," Wolff says. "You will not find a more resourceful, intrepid or tenacious researcher"



Lohmann wanted to explore the connection between Nauru's degraded environment and its controversial detention center, which he felt few articles had done, he says.

"So much that is written about refugees in Nauru and elsewhere blends into basic narratives of human suffering," Lohmann says. "But in order to fully understand what's happening in Nauru today, you have to talk about the history of mining. You have to have these conversations about countries and corporations exploiting smaller societies, and so often that takes an environmental form."

Today, roughly 80% of the island is uninhabitable and most endemic wildlife has vanished.

In the 1970s, Nauruans — who gained independence from Australia in 1966 — were some of the richest people in the world thanks to phosphate. The Nauru Phosphate Royalties Trust at one point took in A\$80 million per year in a country with a population of roughly 10,000.

But when the phosphate ran out, opulent government spending and no means of replenishment reduced the trust by A\$1 billion in little more than a decade. In the 1990s, Nauru became a hotbed for illegal money laundering to make ends meet, Lohmann says.

"If you read my thesis start to finish, you start to see that the human rights crisis and political corruption of today are connected to the environmental destruction of the past," Lohmann says. "You see a culture that became reliant upon money and the cashflow of the phosphate export. That culture changed dramatically when that money ran out."

In addition to doing investigative work, Lohmann also made friends and worked to document a happier side of Nauru that gets less attention, he says. "The island isn't just refugees and phosphate — there's an important distinction in the way the refugee money has influenced the government and how it's affected people," Lohmann says.

"If you live in Nauru, it's possible to be happy," he says. "While overshadowed by the mines and the refugee regime and the authoritarian government, my experiences, minute-to-minute, were characterized by people who were extraordinarily kind and interesting."

Lohmann got to know the people he met on the island, interviewing some for his thesis. People gave him rides and invited him into their homes. Across from the house where Lohmann rented a room was a trampoline that, at any time of the day or night, had eight to 10 kids jumping on it. And bingo is a major event — every phone in the entire country receives notifications via text of the next upcoming bingo game and prizes. (Lohmann never won anything.)

"To visit a place that's been described as so strange and sad, and to see normal life happening, is surreal. Those two realities can coexist," Lohmann says. "Nauru has bad elements, but it's also a special place. I tried my best to write about the island with subtlety and care."

in person

At Home in Paris

By Mary Cate Connors, Office of International Programs

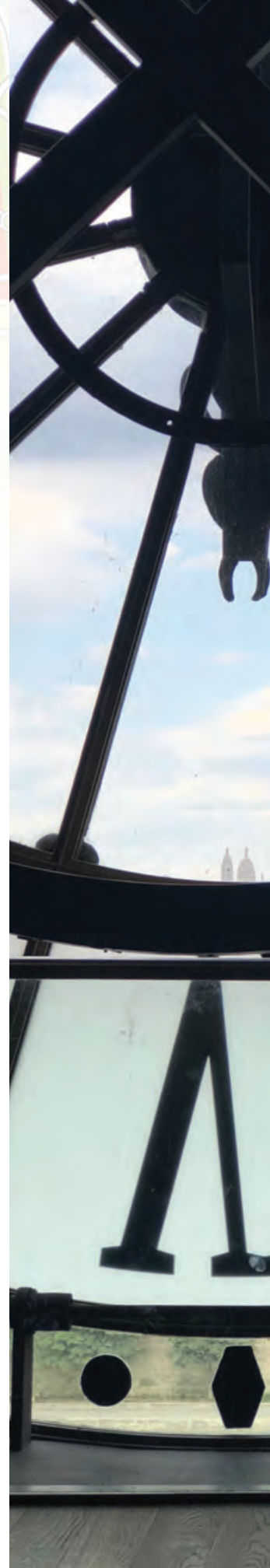
After a long day of classes, Sarah Betancourt '20 found refuge away from all the tourist city noise in Paris. She would stroll back to her apartment — past the Eiffel Tower and into a quaint residential neighborhood — where five small children and a delicious French meal were usually waiting for her. Betancourt had found a home away from home while living with a host family during her semester abroad in France.

As a French and Italian concentrator, Betancourt knew that she wanted to spend a full semester abroad immersing herself in French language and culture. "I needed to make sure I wasn't just speaking English all the time," she says. "I really wanted to make the most of my experience."

Her study abroad program provider, the Center for University Programs Abroad (CUPA), allowed her to take a range of courses at universities such as Université Paris 8 and Université Paris-Sorbonne. All five of her courses were taught in French, and most of the students in her classes were native French speakers. She learned not to get stuck on the meaning of one word if it was unfamiliar, but to pay attention to the wider concept. Her language skills improved dramatically. "There was definitely a steep learning curve," Betancourt says. "Just getting used to only listening to French in my classes was exhausting for the first couple of weeks, but I knew that's what I wanted to be doing — so that made it worthwhile."

One of Betancourt's goals was to live with a host family, so she turned to resources at Princeton when choosing her study abroad program. Jordan Zilla, who is a study abroad adviser in the Office of International Programs, helps undergraduate students — like Betancourt — find semester abroad experiences that fit into their personal and academic goals. "I usually tell students who are interested in language or cultural immersion that staying with a family is one of the best ways to achieve their goals," says Zilla. "They will be immersed both linguistically and culturally on a day-to-day basis as they experience life in their homestay and really have their language skills pushed to the next level!"

Betancourt found herself paired with a family of seven in the heart of the 15th arrondissement in Paris. The oldest of the children just turned 7 years old; the others: 5, 4, 2 and a newborn, who arrived just about a month into her semester abroad. What may have seemed chaotic to others was Betancourt's perfect match. "We had to fill out a very extensive survey about our living habits and what kind of a family we were looking for," she explains. "I said





*Sarah Betancourt '20 at
the Musée d'Orsay in Paris.*

I would love to be able to spend a lot of time with a big family, and I love little kids, so it was great." She ate dinner with her host family five nights a week and spent countless hours having good conversation while truly immersing herself in French culture.

"My host parents were very into the whole experience of playing tour guide, so they had lots of recommendations," says Betancourt. "They [also] wanted to verse me in all the best French movies, so every week we would have a movie night after the kids went to bed." They watched dozens of movies, her favorite French film being "Le Dîner de Cons," which was remade in the United States as "Dinner for Schmucks."

She even joined the family on vacation to Brittany, a region on the west coast of France — where she and her host family explored villages nearby, tried new foods, and enjoyed hiking and trips to the beach. "I really [felt like I] was part of their family," says Betancourt. "They were really kind and I feel lucky to have been paired with them."

Her home life was not the only unique part of Betancourt's semester abroad. When she was not spending time with her host family or in the classroom, she was dancing at Studio Harmonic, a local studio in the city. Betancourt attended open *danse classique* classes twice a week for advanced ballet, which will count toward her certificate in dance at Princeton.

Her dance classes served as a different kind of cultural immersion, into a niche social scene. "There's a certain kind of atmosphere to a ballet class that I think exists everywhere," she says. "You get used to seeing the same people every time you go; you'll ask about each other's day, complain when things are too difficult and [commiserate when] you're sore."

Betancourt, who has been dancing seriously since she was 12 years old, was excited to dance alongside retired professionals from France and around the world. "It was really inspiring to dance alongside older people — who were in much better shape than most of us," she adds. "It really makes me want to stick with [ballet] for the long haul, even if it's just for fun."

Looking back on her semester, Betancourt credits both her unique homestay and dance courses as some of the most rewarding experiences abroad. "Studying abroad was the perfect way to fill out my Princeton education with true, first-hand experiences of another culture, language and place," explains Betancourt. Not only did she make lifelong connections, but she also came back to Princeton with a new appreciation for life on campus. "I think it was so valuable to experience things outside of the 'Orange Bubble,' but it also made me appreciate my time here even more," she adds. "You realize how nice it is to be here — but also know that the rest of the world is pretty great, too."

in depth

Internc



Each year, many international activities — from symposia and conferences to visits by prominent leaders in academia, government, industry and more — take place on campus, and allow the Princeton community to experience the world in its own backyard.

By Pooja Makhijani, Princeton Institute for International and Regional Studies and Mary Cate Connors, Office of International Programs

Study Abroad Fair highlights international opportunities

The Office of International Programs held its annual Study Abroad Fair on September 20, 2019, on the Frist South Lawn. More than 600 undergraduates attended the fair, which is the largest in a range of student-facing events and initiatives that aim to showcase international education to new and prospective Princeton students throughout the academic year. Representatives from 40 international partners, as well as various University academic departments, the Office of Financial Aid, the Office of the Vice Provost for International Affairs and Operations, and PIIRS, were present to highlight academic opportunities abroad. “We hope the fair enabled students to appreciate the wealth of international opportunities available to them at Princeton,” said Gisella Gisolo, director of the Study Abroad Program. “By talking with program partners and returned peers, students have started conversations that will hopefully lead them to their next study abroad experience.” ▶



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Princeton U.S.-China Coalition holds annual conference on 'global governance'

The Princeton U.S.-China Coalition, a student organization that aims to foster mutual understanding and cooperation between the United States and China, held its annual Global Governance Forum in April 2019. Selected students participated in discussions led by prominent academics, industry leaders, and experts from both nations, and networked with corporate and NGO professionals.

"The 30 students we invited from around the world threw themselves into discussions about everything from human rights to environmental policy," said Jack Allen '21, who helped organize the four-day event. The conference, sponsored by the Paul and Marcia Wythes Center on Contemporary China, culminated in a capstone policy proposal project, where students presented policy recommendations informed by the conference's activities, and were judged by James Palmer, a senior editor at *Foreign Policy*. ▶



Students learn fast-paced decision-making through crisis simulation

For four days in February 2019, Princeton University's Program in Russian, Eastern European and Eurasian Studies (REEES) hosted 12 students and two faculty members from the Moscow State Institute of International



Relations (MGIMO). The visit culminated in a day-long diplomatic, political and military crisis simulation led by Katherine Elgin, a graduate student in the Woodrow Wilson School of Public and International Affairs, Christopher Russo '20 and Nicole Don '19. The simulation envisioned a crisis on the Korean Peninsula, in which students role-played teams from China, Japan, the Republic of Korea, Russia and the

United States. "This simulation accomplished all of its major goals: students learned about crises and the difficulties of negotiation and intelligence gathering, while also getting to know each other and bridging cultural gaps. The simulation was a great way to help students let their guard down and get to learn together with their counterparts," said Elgin. Pictured is Mariia Bazlutckaia, a participant from MGIMO.



Sophomore retreat encourages students to be authentic leaders at home and abroad

On May 7, 2019, the Office of International Programs, in collaboration with the Office of the Dean of Undergraduate Students (ODUS), held a one-day leadership retreat for sophomores entitled "Envisioning Your Leadership Path." The planning committee included two former retreat participants, Gaby Osegura Serra '20 and Caleb Visser '20. Twenty students, who were nominated by campus partners, participated in breakout sessions with on-campus leaders, reflection exercises, a guided meditation session and a discussion about authentic leadership led by ODUS's Claire Pinciario '13. The retreat also featured a young alumni panel discussion. Katherine Clifton '15, Emery Real Bird '17 and Myrial Holbrook '19 discussed their experiences as leaders at Princeton and reflected upon how those experiences led them to pursue international fellowships post-graduation. "I think the sessions were incredibly motivating insofar as they were reassuring," said Nick Wooldridge '21. "[The retreat] helped me reflect upon my strengths and weaknesses and helped me start thinking about ways in which I could deepen my involvement at Princeton and beyond"



PHOTO: Mark Czajkowski

Egils Levits, the president of the Republic of Latvia, visits PIIRS

On September 27, 2019, the Princeton Institute for International and Regional Studies (PIIRS) hosted Egils Levits, president of the Republic of Latvia. Levits, previously, was a member of the European Court of Justice, as well as Latvia's minister of justice and vice prime minister. Levits joined select undergraduate students for a discussion luncheon in the Louis A. Simpson International Building, where participants had an opportunity to engage with him on European affairs.

"It was an exciting opportunity to 'pick the brain' of a sitting head of state," said Benjamin Press '20, a history major, who was invited to the intimate gathering as he is earning a certificate in history and the practice of diplomacy and intends to pursue a career at the intersection of law, international affairs and political institutions. "I sat between the president's public relations advisor and his foreign relations advisor. This sort of thing doesn't happen every day, and is reflective of PIIRS' emphasis on involving undergraduates in this sort of experience." Press was also asked to thank the president on behalf of the students in attendance, and presented Levits a token of their appreciation.

First annual Africa Summit focuses on contemporary challenges and opportunities

Held on April 5 and 6, 2019, Princeton's first annual Africa Summit, "Translating Vision into Action," sought to encourage debate around contemporary challenges and opportunities on the African continent. Featured guests on a panel about diaspora included Jake Obeng-Bediako, global youth ambassador for Disapora Affairs, Government of Ghana; Almaz Negash, founder and executive director of the Africa Diaspora Network; Chika Okeke-Agulu, professor of art and archaeology and African American studies; and Diana Konate, policy director of Africa Communities Together. The all-student steering committee, consisting of co-chairs Delanyo Kpo, a graduate student in politics, and Bunmi Otegbade, then a graduate student in the Woodrow Wilson School of Public and International Affairs, and co-directors Mofopofoluwa Olarinmoye '20 and Blessing Jegede '21, designed the summit to be interdisciplinary, addressing issues related to youth, gender, peace and development. "Key to the success of this conference was undergraduate and graduate students, from across divisions and disciplines, collaborating together," said Otegbade.



Ghanaian president Akufo-Addo discusses future of Africa

Nana Addo Dankwa Akufo-Addo, president of the Republic of Ghana, addressed the Princeton University community on September 20, 2019, in a public lecture arguing that free and high-quality education and harnessing the potential and resources of the African diaspora are the keys to Africa's future. Emmanuel Kreike, acting director of the Program in African Studies and professor of history, moderated the discussion.

"I think it was wonderful to have an African head of state who has maintained his passion for his fellow humans nationally and globally and translated it into practice," said Kreike. "It was wonderful to have him on campus and interact with students, faculty and the wider Princeton community." ▼



International Princetonians
return to their home countries
for research and service.

Returning Home

Princeton University is home to over 2,000 international students and 1,200 international scholars, and their multi-country life experiences provide ample opportunities for invigorating and inspiring educational, cultural and personal exchange.

Three members of the University community — two undergraduate students and one postdoctoral research scholar — tell *Princeton International* their stories of returning home for research or service, and coming back again. Their experiences have shaped — and continue to influence — their academic and professional trajectories.

By Pooja Makhijani, Princeton Institute for International and Regional Studies



Diana Sandoval Simán '20 has returned to her home country of El Salvador each summer, most recently to conduct research for her senior thesis.

Existing Connections, New Perspectives

Diana Sandoval Simán '20

When Diana Sandoval Simán '20 arrived at Princeton as a first-year student, she thought she might get some distance from home. Maybe she would study economics or philosophy, but certainly not Latin America and Latin American politics. Leaving her close-knit family in El Salvador was hard, but she was eager to launch her academic career in New Jersey. "[In a way], I was relieved to be leaving my country, because it's a very dangerous place," she says. "I was conflicted."

But in a 300-level political theory course she took as a first-year student, in which students were asked to apply a theory that they had studied to a situation that they were interested in or familiar with, Sandoval Simán was prompted to reconsider her ambivalence — and her academic aspirations. In that class, she explicated extrajudicial executions in El Salvador, through the perspective of social contract theories, and realized that she was actually keenly interested in her region of origin.

Sandoval Simán, who is majoring in the Woodrow Wilson School of International and Public Affairs, has returned to El Salvador each summer, most recently to conduct research for her senior thesis, which focuses on gang violence and the evolution of security policy in El Salvador from 2003 to 2018. She partnered with a Princeton professor to do field research and received funding from the Program in Latin American Studies. She was grateful for the monies and the additional opportunity: her parents and siblings live in San Salvador, and Sandoval Simán has, over the course of her time at Princeton, tried to spend as much time with them as possible. “So, I ended up doing research for [the professor], and for my thesis,” Sandoval Simán says.

Sandoval Simán spent much of the summer of 2019 conducting semi-structured interviews with experts in government agencies, NGOs and think tanks; high-ranking public officials; advisors to the government; and scholars of public security, as well as archival research. Security policy in El Salvador is fiercely debated in the country, even at the dinner table among Sandoval Simán and her family and friends. “It was sometimes a challenge to take a step back,” she says. “Everyone has an opinion on violence and security in El Salvador. People think about security in very rigid terms, and not necessarily in an objective, academic way. It is something they deal with every day. I had to realize that people’s intuition about [violence in El Salvador] doesn’t always match the evidence or expert opinion.”

Prior to this, Sandoval Simán also interned at Fundación Salvadoreña para el Desarrollo Económico y Social (FUSADES),

a Salvadorian think tank, where, under the tutelage of a mentor who was an expert on corruption, transparency and right to information, she learned how Salvadorian laws around right to information operate. This experience directly informed Sandoval Simán’s Junior Paper about right to information in El Salvador. She also received funding from the Program in Latin American Studies to conduct exploratory research during the summer after her sophomore year on the challenges to democratic consolidation and development in the Northern Triangle (El Salvador, Guatemala and Honduras).

Growing up in El Salvador, Sandoval Simán was constantly worried about her own safety and the safety of her family. “I could never play outside because it was dangerous. I felt frustrated with my country for forcing me to experience that,” she says. Now, however, she credits all her Princeton experiences with bringing her closer to her country. “It’s been a lot of personal discovery that I didn’t expect,” she adds.

“I’m now studying the very issue that has troubled me about my country,” she says. Sandoval Simán hopes to pursue graduate studies in either political sociology or comparative politics, with a focus on Latin America more broadly. “I can now see my country through a new set of eyes. And by striving to understand it through my research, I feel like I can do justice to the home that I know it has always been.”

From Postdoctoral Researcher to Presidential Candidate Dejan Kovač

By Kristen G. DeCaires, Woodrow Wilson School of Public and International Affairs



Dejan Kovač, postdoctoral researcher at Princeton, has spent most of his career forging connections between theoretical problems and practical solutions in his home country of Croatia. Kovač was forced out of Slavonia and separated from his parents at an early age; he became a refugee in Zagreb. “I spent five years of my childhood in a shelter hiding from bombing and artillery attacks. Literally every day was a life or death situation for me or my family,” Kovač says. “If you would have told me 25 years ago that one day I would be at Princeton University working with the greatest minds in my field, I would say: ‘Hand me whatever you’re drinking.’”

Kovač’s early life experiences shaped his motivation to work in economics. Following his doctoral studies at CERGE-EI, a joint workplace of Charles University and the Economics Institute of the Czech Academy of Sciences, he arrived at Princeton University in 2015 as a visiting student research collaborator at the Industrial

Relations Section. After securing a coveted slot as a postdoctoral research associate within Princeton’s Empirical Studies of Conflict Project (ESOC), Kovač’s career as an economist shifted into one that concentrated on projects around the economics of conflict, particularly in Croatia.

One of his more notable projects estimated the human capital cost of war orphans and the effects of living in a single-parent household after war. The project was supported by the Ministry of Veterans and Ministry of Education in Croatia. His most recent initiative investigates the use of artificial intelligence to help students in Croatia select and apply for college.

For now, Kovač’s research is on hold, as he has returned home for a unique reason — to run for president. Studying the effects of conflict in Croatia has reinforced his sense of civic responsibility and the importance of public service. “How can we expect change if we do not set an example with our own actions?” he says.

Moin Mir '22 counsels his peers as part of his educational organization, Wath, which helps put Kashmiri high school students in a better position to make decisions about their careers.



Encouraging Education and Ambition

Moin Mir '22

Upon admittance into Princeton, Moin Mir '22 had become somewhat of a celebrity in his native Kashmir. "My acceptance was all over the news," he says. "I was one of the first students to be admitted into and receive financial aid from such a prestigious U.S. university. It was a big deal in Kashmir."

Mir used his growing fame to establish Wath, an educational and mentorship organization with his peers, before his matriculation at Princeton. This past summer, with funding from the John C. Bogle '51 Fellows in Civic Service program, or Bogle Fellowship, Mir and his peers built out the organization to help put Kashmiri high school students in a better position to make decisions about their careers. The fellowship, administered by the Pace Center for Civic Engagement, supports student participation in service or civic engagement pursuits during the summer before sophomore year.

"Students from Kashmir rarely apply to U.S. universities," he says. "Many don't have the mentorship or guidance or opportunities to pursue that. I was fortunate enough to have good mentors who pushed me. When stories about me were all over the news, this sort of opportunity came into the realm of possibility for so many students. That's what compelled me to found Wath."

Prior to his move to New Jersey, Mir and his peers led one three-day workshop. In partnership with professionals in various fields, from journalism to engineering, the workshop prompted high school students to explore as many academic and career

opportunities as sparked their interest. Under the guidance of the Pace Center, Mir built on these achievements and developed a series of activities for select high school students, from standardized test workshops to mini-internships, to implement over the summer.

However, his service project didn't go exactly as planned, given the political events in Kashmir this summer. For Mir, this meant a total communication blackout, shutting down cable, cellphones and the internet, which hampered Wath's plans to launch its programming. A huge piece of Mir's outreach was centered on an intense social media campaign. Undeterred, Mir flew to New Delhi, the capital of India, in late August, and downloaded testing and application resources and returned to Srinagar. An educational institute that Mir attended in addition to high school helped to distribute these materials by word-of-mouth, and Mir was able to conduct one Wath workshop, focused on test prep and essay writing.

Mir, who is planning on earning a degree in computer science, has "definite" plans for Wath's future: "Contingent on the situation in Kashmir, we will continue everything we had planned, including a robust mentorship program. If we're not doing this, nobody is doing this. And we have to do this."

"I place a lot of value in getting a good education," Mir adds. "I'm in a better place to help my community from this platform [at Princeton]."

A Prescription for Medical Immersion

An advanced Spanish course offers travel to Ecuador and a chance to see medicine being practiced firsthand.

By Poornima Apte

Premed student Ares Alivisatos '21 was looking for hands-on medical volunteering opportunities that fit into his chosen schedule. "Especially going into my junior year, I'll have a lot of work to do on my thesis, with my requirements and in the lab, so that's a very real concern for me," says Alivisatos, a junior majoring in molecular biology and pursuing a certificate in Spanish.

That's why "Spanish for a Medical Mission in Ecuador," or SPA 204, seemed like a perfect fit. During the spring semester, students dive into the nuances of Spanish medical terminology in the Princeton classroom and prepare for a hands-on, experiential medical mission to Ecuador over spring break. Once on the ground, these students serve as translators between the Conestoga Eye Group, Pennsylvania-based ophthalmologists, and a local non-profit, Partners for Andean Community Health (PACH), which was originally called FIBUSPAM.

Medical mission

With a base in Riobamba, high in the Andes, the students travel to elementary schools in the area, help set up eye care clinics and assist in a variety of procedures. Students who take the course attest that heartwarming interactions are routine over the weeklong trip to the South American country.

Paloma Moscardó-Vallés, a lecturer in the Department of Spanish and Portuguese, teaches the advanced Spanish course. "The power of human communication, just looking at these kids, interacting with them, that makes a huge impact on the students," Moscardó-Vallés says. The week's experiences in the spring of 2018 moved Alivisatos so much that he returned to work with PACH over the summer, as part of the Office of International Programs' International Internship Program.

Princeton students serve as translators between the Conestoga Eye Group, Pennsylvania-based ophthalmologists, and an Ecuadorean non-profit, Partners for Andean Community Health.

Accommodating travel as a premed

Bojan Lazarevic '20, a senior majoring in molecular biology and a premed student, took the medical Spanish class in spring 2019. He also traveled to Mauritius in the summer of 2019 for a PIIRS Global Seminar, so this was not his first time abroad while at Princeton.



"Many people at first do not think it is possible to travel internationally as a premed student at Princeton, because there are a lot of classes to complete during specific semesters and they are very rigorous," Lazarevic says. "But Princeton offers so many options for studying abroad, so something is bound to fit into your schedule."

Hands-on experiential learning

Lazarevic plans on a career as an ophthalmologist, which made the case for his taking the medical mission course that much stronger. Interested in working in California or Arizona, states with large Hispanic populations, Lazarevic figured knowing medical vocabulary in Spanish would be useful. "I specifically took this course because I shadowed a retinal surgeon in Hershey, [Pennsylvania] last summer and was fascinated by the eye and the techniques surgeons implement to improve eyesight. When I heard about this class that offered a trip to Ecuador with eye doctors, I had to apply," Lazarevic says.

In addition to the practical tips he learned, Alivisatos is especially grateful that the class included a discussion of medical ethics. "I didn't want this to be a white savior kind of situation

where you come in for a week and leave without any sustainable structure in place," Alivisatos says. Fortunately PACH ensures continuity of care and is deeply invested in the region, Moscardó-Vallés says.

Nourhan Ibrahim '20, a senior concentrating in ecology and evolutionary biology and pursuing certificates in global health policy and Latin American studies, appreciates the nuanced discussions both before and after the mission to Ecuador in spring 2019. "Critical reflection after your time abroad is not something many courses offer. I appreciated the critiquing before and after to reflect on the takeaways," Ibrahim says. Such analysis got her thinking about larger concerns revolving around public health. It was one of the factors that prompted her switch from a premed to public health track.

For her part, Moscardó-Vallés is grateful that the students — 12 participated in the last trip — in the two years she has taught this course have been thoroughly engaged. "You have to prepare students for integration before you visit," she says.



Medical Spanish Glossary

On their mission, students mastered new vocabulary.

Ophthalmology terms:

Ambliopia: amblyopia or lazy eye

Pterigi6n: pterygium, or abnormal growth of the conjunctiva

Estar bizco: strabismus, or crossed eye

Conjuntivitis al6rgica: allergic conjunctivitis, or pink eye

El parche: eye patch

Marcos: glasses frame

Useful Ecuadorian words and expressions:

Ch6vere!: great, cool

Guagua: baby

Mijito: a sweet way to address children

Anaco: indigenous long skirt

Chalina: indigenous small wool shawl

Esfero: pen

"The model here works really well. The Ecuadorians drive this, they tell us what they need and we help the doctors implement their work," Moscardó-Vallés says.

"It was truly a bonding experience that confirmed my interest in being a surgeon," Lazarevic says. "I love children and want to work with children in the future," he says. "This class offered me the perfect opportunity to work closely with over 1,000 children."

Alivisatos adds that he enjoyed every aspect of the course and the weeklong hands-on, experiential learning. "It was great to use the Spanish that I had learned to effect some sort of meaningful change."



in focus

Mpala on Film

Research in rural Kenya provides a unique experience for Princeton undergraduate students.

By Alexandra Jones

Over the summer, 15 undergraduates slept in tents; learned in the field from University faculty, local farmers and scientists; and made their own documentaries during a PIIRS Global Seminar at the Mpala Research Centre.

The center is celebrating its 25th anniversary, and this summer's course — the Holly and Henry Wendt, Class of 1955, Global Seminar "Documentary Filmmaking in Kenya: Techniques in Visual Storytelling on Wildlife and Wildlands Conservation" — brought students to the location to explore ways that media can be used to communicate scientific concepts. The seminar was co-taught by renowned wildlife filmmaker Katie Carpenter '79 and Daniel Rubenstein, Class of 1877 Professor of Zoology, professor of ecology and evolutionary biology, and director of the University's Program in Environmental Studies.

The students conceived, shaped and produced their own short films in teams that included Kenyan students from local universities — combining their strengths, learning from each other and resolving creative tensions and cultural differences on their own.

"I learned that you cannot accomplish something by yourself the way that you can accomplish it with other people," says Claudia Humphrey '22, who plans to study international and public policy after her experience in Kenya. "It made me really appreciate teamwork."

In their film "Virginia," Humphrey and her team examined the tensions between wildlife and people through the story of a smallholder farmer growing subsistence crops to put her three children through school, while grappling with the problems caused by encroaching wildlife and climate change. Before filming, the students worked on her farm for a day, which gave them perspective and helped them tell Virginia's story.

"It was shocking, the amount of work she did every single day. It took us three times as long to do stuff that she did by herself, and there were four of us trying to do it," says Humphrey.

The interdisciplinary nature of this Global Seminar awoke a drive in students to share their work with the world in new ways.

Ingrid Koester '21, a molecular biology major, was eager to add filmmaking fundamentals to her skill set. Her team's documentary, "Guardians of the Grasslands," highlights Mpala's relationship with the surrounding communities by following reserve ranger Ramato Manyas, whose job involves protecting wildlife and managing the safety of students, researchers and community members.

After Mpala, Koester has felt a shift in how she approaches biology as she plans her career path.

"Being a biology major, I always thought I would do something further in STEM or something research-based," she says. "But this program has shown me that being creative and collaborative is something that I really value."

Celebrating 25 Years of Mpala

Located in the heart of Laikipia Country in central Kenya, the Mpala Research Centre (MRC) spans 48,000 acres of conservation lands managed by the University in partnership with the Smithsonian Institution, the National Museums of Kenya, the Kenya Wildlife Service and the Mpala Wildlife Foundation. Not only does the MRC provide undergraduate and graduate students with unique learning experiences, but it also offers unparalleled multidisciplinary research and teaching opportunities for faculty and scholars from around the world.

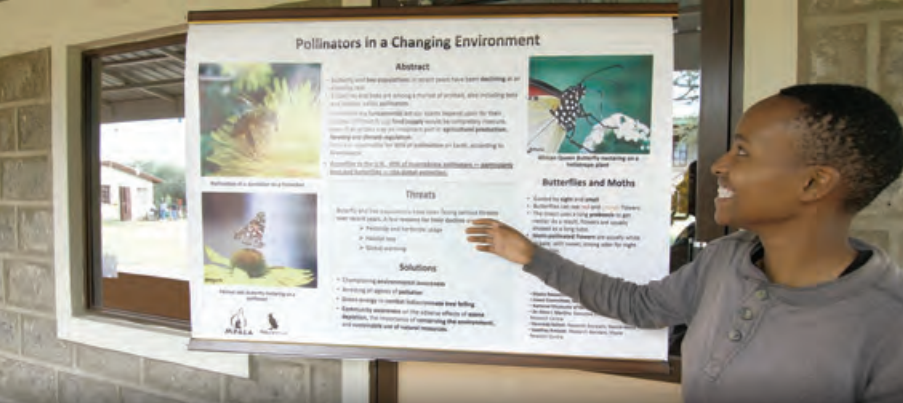
"Mpala is one of the leading field-based research centers in Africa and a unique location to study topics like climate change, public health, conservation, sustainable development and genomics," says Aly Kassam-Remtulla, vice provost for international affairs and operations (acting). "It offers students and scholars from Princeton — and dozens of other institutions within Kenya and across the globe — a base from which to pursue research on the frontiers of new knowledge. It also has the intimacy of Princeton in an international setting, which allows students to blossom as researchers and global citizens."

As the MRC celebrates its 25th anniversary, the University plans to enrich and expand its partnership with the center and the surrounding communities. "We are thrilled to be celebrating 25 years of partnership with Mpala," says Kassam-Remtulla, who chairs the board of trustees of the center. "We look forward to the next quarter century in which we will expand the number and range of Princeton scholars engaged in research, teaching and service at Mpala; broaden our engagement with African scientists and communities; and deepen our investment in addressing the most acute problems facing humanity."



◀ In **"By the Horns,"** students highlight the plight of pastoral herders, who have been tending their livestock on the Kenyan landscape for over 1,000 years, but whose way of life is threatened by political conflict and climate change.

– **Stav Bejerano '22, Chaya Holch '22, Jesus Martinez '21, Fiona Tande**
(Daystar University)



◀ **"Chasing Queens"** illuminates the delicate balance of Mpala's food web through the eyes of field researchers studying butterflies.

– **Kailie McGeoy '21, Irene Munyoki**
(Moi University), **Tina Stanley '22, Lexi Weger '22**



◀ In **"Guardians of the Grasslands,"** students profile an Mpala ranger tasked with managing the safety of students, researchers and community members.

– **Nicolas Chae '21, Ingrid Koester '21, John Maende** (Multimedia University of Kenya), **Lauren Olson '22**



◀ **"Maji"** explores water scarcity in rural Africa and the competition for this precious natural resource from both people and animals.

– **Sam Cryan '22, John Kunga** (Multimedia University of Kenya), **Maria Russo '22, Austin Wang '20**



◀ **"Virginia"** tells the story of Virginia Nyambura, a woman growing subsistence crops to put her three children through school. She grapples with the problems caused by encroaching wildlife and climate change.

– **Bes Arnaout '20, Claudia Humphrey '22, Olivia Kusio '21, Felixie Laurens**
(independent filmmaker)

#TellUsTigers

Tiny tales of Princeton students reveal big experiences around the world.

By Jamie Saxon, Office of Communications

"I found that speaking a foreign language highlighted parts of me I didn't previously know I had. It was as if French was empowering me, imbuing me with a sense of optimism."

— Anna Vinitsky '21, language immersion program in France

"Whether talking to a University of Ghana student about politics, a taxi driver about religion, a tour guide about growing up as a farmer, or bread sellers about Ghana's informal markets, talking with Ghanaians was the highlight of the experience."

— Greg Umali '20, PIIRS Global Seminar in Ghana

"In Udaipur, where our homestays are, I work with Jan-Daksha Trust, committed to empowering marginalized migrant workers, particularly women. ...Your experiences outside the classroom will only serve to enhance your college experience."

— Logan Mundy '23, Novogratz Bridge Year Program in India

These reflections from Princeton students who were abroad — volunteering, involved in internships or service work, conducting senior thesis research or participating in myriad undergraduate fellowships — are drawn from Princeton's popular **#TellUsTigers** Instagram series. Now in its fourth year, **#TellUsTigers** is founded on one very important principle: Everyone has a story to tell — they just need an invitation. The series is designed to marry great visuals with engaging text. Each post features an undergraduate student, a graduate student, professor, staff member or alumnus.

The first-person narratives in the series illuminate diverse aspects of Princeton — including stories that capture the unexpected outcomes, epiphanies of personal discovery and moments of pure joy and human connection that students experience through the University's many international opportunities.

One student shared the life-changing personal journey of her street photography project during an internship in Hong Kong as part of Princeton's Learning Across Borders initiative, which encourages students to reflect on and document their time abroad in creative ways. Another student wrote about how his study abroad experience in Germany helped him develop self-reliance, a global perspective and deep listening skills that tie into his interest in pursuing a career in diplomacy. These stories have featured students in countries from China to Greece, Peru to Italy, Kenya to Japan. Read a full post on the facing page.

The **#TellUsTigers** posts are also shared on Twitter and Facebook, building a global community of Princetonians — one ❤️ at a time.


Turning the pages of family history:

With a Martin A. Dale '53 Summer Award, Jordan Salama '19 retraced his great-grandfather's trade route through rural communities in

the Andes as a traveling salesman in the 1920s. The stories he collected on his travels became the groundwork for his junior independent work and senior thesis.



A tale of three cities: Dana Iverson '21 (center), a major in the Woodrow Wilson School of Public and International Affairs and artistic director of diSiac, a student-run dance ensemble at Princeton, did a summer internship at the Institute for Democracy and Electoral Assistance in Stockholm, Sweden. She celebrated Bastille Day in

Paris with two fellow diSiac dancers — Liam Lynch '21 (left), who traveled from his internship outside Munich, and Fabiola Corral '21, who was conducting neuroscience research in Paris through Princeton's Streicker Fellowship.  Cristina Hain '21



princeton
Kunming, China



#TellUsTigers: “When I announced to my family and friends that I would be doing Bridge Year China before my first year on campus everyone was floored. I was even surprised with myself! Taking a #gapyear hadn’t been on my radar until I read about the Bridge Year Program — a fully funded 9-month service-learning trip to a foreign country. It seemed like a great way for me to launch myself into the unfamiliar, something I had been itching to do after the haze of high school. While being of service & learning a new language! Kunming, the capital of Yunnan Province in China’s southwest corner, is known as “春天城市” or ‘Spring City.’ My first day in the city I would soon call home was indescribable. I felt a mix of giddiness at all the possibilities & vulnerability at not being able to orient myself in the streets or speak Mandarin. I’ve been taking language classes with my cosplay-enthusiast 老师 (teacher), playing Legos with my host sister & rock climbing with a renowned Yunnan climber. I’ve found fulfillment through my service work at Operation Smile, going on mission trips in rural China and seeing children with cleft lips & palates in need receive free surgery. Being the first black person many patients & families had ever seen, my appearance always yielded a range of reactions, so spending time with them could be difficult. While this was disarming to me at first, I let the other volunteers (from all over China) know that I could speak Mandarin & I built relationships with them. They were more eager to learn about me as a person than they were alarmed by my looks, and incredibly kind! As I look back, I realize how much of a home Kunming has become. Now, leaving is so bittersweet because I realize that for the first time, I’ve been able to build a community independent of my family. I take full ownership of my life here, I’m proud of what I’ve made it & I’m sad to leave it behind. This year has transformed my outlook on the world & what my place within it might be someday; [@NovagratzBridgeYear](#) has changed my trajectory at [#PrincetonU](#) & in life beyond. I am truly grateful for this experience.”

— [Reina Coulibaly '23](#);  [Kate Gross-Whitaker '23 \(@kate_gw\) #Princetagram](#)

Overheard on Campus

“My experience at Princeton was a major turning point in my life. Princeton’s teaching and assessment style honed my reading and writing skills, and being able to choose from a range of course topics was a refreshing change of pace. I also met second-generation immigrant and first-generation college students like me, and I learned that there is neither a standard Princeton student, nor a standard American. My friends taught me that ‘once a tiger, always a tiger’ and it has proved to be true: I have already met many Princetonians around Europe and I am still in touch with students, faculty and my study abroad advisers.”



— **Zakaria Bakkali**, former Princeton University exchange student from Bocconi University in Milan.

“I am excited and honored to have been appointed director of the Davis International Center. Never in my wildest dreams growing up in Vieques, Puerto Rico, did I imagine being part of such a special place. The Davis IC, we are proud to proclaim, is ‘a place for us all.’ This phrase is a testament to the University’s internationalization efforts and the way we pull together when confronted by challenges. It is a unique privilege to have the opportunity to lead such a caring and talented staff, to collaborate with outstanding volunteers and campus partners, and to serve this vibrant international community.”



— **Albert Rivera**, newly appointed director of the Davis International Center.

“China’s rapid industrialization this century has led to enormous environmental degradation and associated adverse health impacts, as well as the largest carbon dioxide emissions in the world. My work in China has focused on opportunities to simultaneously reduce air pollution and greenhouse gas emissions. These problems — air pollution and greenhouse gas emissions — are interlinked and globally pervasive, and addressing one provides opportunities for leveraging solutions to the other.”



— **Denise Mauzerall**, professor of environmental engineering and international affairs, on the importance of cross-national research.

“Listening to a member of the Xavante indigenous group in the Mato Grosso pointing to a forest fire in the Amazon, or being invited by Bedouin women into their makeshift tent in the Negev desert and hearing what it means to live in the conditions we had only read about before at a distance made palpable not only injustice and violence, but also resistance and hope, and has informed my research tremendously.”



— **Daniela Gandorfer**, a Ph.D. candidate in the Department of Comparative Literature, on her involvement with “Conflict Shorelines,” a multi-year, multi-disciplinary project that examined the entanglement between political conflicts and climate change.

A full-page background image showing a person with reddish hair, wearing a black wetsuit, a snorkel mask, and white fins, positioned in a rocky crevice. The person is looking towards the camera. The water is clear and blue, and the rocks are dark and jagged. The scene is set in Iceland during spring break.

Iceland Adventures

Ara Eagan '21 spent sophomore spring studying at Goldsmiths University of London, where she took classes in sociology, psychology and anthropology. Here she is snorkeling in Iceland during spring break.



Princeton International

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Fall 2019

also inside:

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Mpala on Film

Returning Home



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big experiences around the world.