

Princeton International

int'l

Fall 2020

A Supplement to PAW

also inside:

Princeton Pivots
Teaching History Globally
Snapshots From
a Remote Summer

A Year Like No Other



On this page: The *Princeton International* editorial board meets virtually before the issue goes to press.

Back page: Phoebe Park '21 captures a double rainbow in Zakopane, Poland.

Cover: Empty cities and airports in spring 2020. Photos by Noppasin Wongchum (Milan, Italy); Jerome Delaunay (Paris, France); Khan Chen (empty airport terminal); and Dmitry Bezrukov (Moscow, Russia).

Lessons From an Interrupted Semester. Photos by: Ingrid Brioso Rieumont; Carmen Chen '21; Roger Chen '21; Risa Gelles-Watnick '21; Emma Harlan '22; Sydney Johnson '21; Julie Kim '21; Grace Masback '21; Marissa Michaels '22; Hristo Papazov '21; Leonela Serrano '22; Robert Shi '21; and William Svoboda '22.

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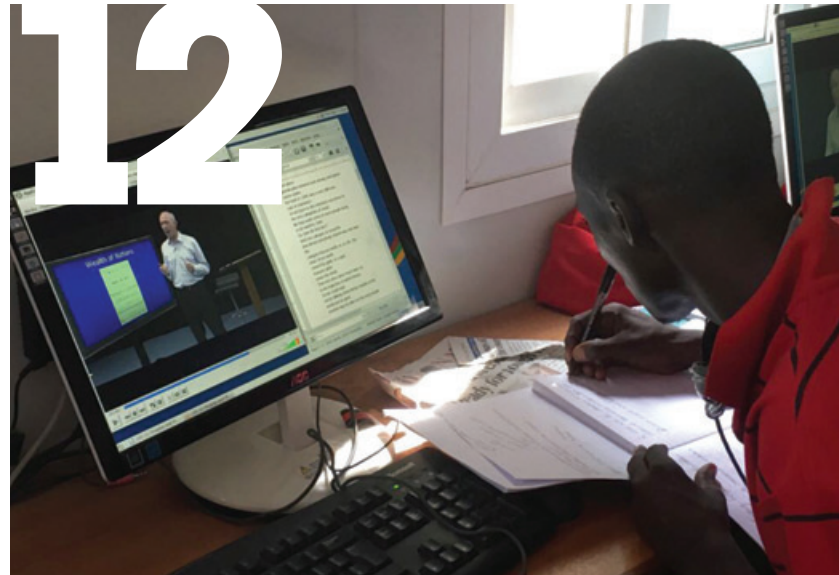
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Letter From the Associate Provost

It may seem mildly counter-intuitive — if not outright dissonant — to be releasing this fifth edition of *Princeton International* in a year that has compelled us to turn inward, homeward and seemingly away from the wider world.

However, as I contemplated the stories in these pages and reflected on the extraordinary changes wrought in the months since I became associate provost, I was struck by the remarkable ingenuity, resilience and grace with which the Princeton community has managed to maintain its commitment to international scholarship. This in the face of long odds and — for international students in particular — significant adversity. Indeed, in some respects, Princeton is a more global institution today than it has ever been in its storied history.

The impact of the pandemic has been seismic and historic — curtailing mobility and international engagement, upending lives and economies, amplifying inequities and political polarization, and catalyzing a long overdue reckoning with systemic racism. Nevertheless, the Princeton campus now extends into bedrooms, basements and kitchens in a multitude of locations around the world as we bring our classrooms and laboratories to those who cannot come to us. Though unanticipated, the international now permeates the way we learn, research and serve.

Thanks to the innovation and gumption of our faculty, staff and students, Princeton has found a host of new ways to engage with the world. Researchers have redirected their energies to unravel the mysteries and reduce the threat of COVID-19 (p. 8); undergraduates can take advantage of language programs and virtual internships in over 45 countries (p. 22); and the University library is engaged in a massive digitization and access effort (p. 30). Transnational conversations and collaborations continue in virtual formats, and even some field-based research persists. For example, at the Mpala Research Centre in Kenya landscape-level experiments have continued to yield critical insights about conservation and climate change, even as planning proceeds for a groundbreaking online field experience in spring 2021.

Although many of these activities cannot compare to the in-person programs they have replaced, they have delivered two underappreciated and unexpected positives: we have been forced to jettison our discomfort with virtual engagement and we have discovered how virtual elements can complement physical



PHOTO: Lee James

experiences, delivering more opportunities for teaching and learning than is possible on a short overseas trip.

At the same time, we have rediscovered how crucial physical presence is for substantive international engagements such as fieldwork, study abroad, internships and scholarly collaborations. We see even more clearly how the value of international engagement is anchored in the serendipity that comes with “being there.”

And so, despite this year’s many challenges, Princeton’s commitment to internationalization remains stronger than ever. We are planning for growth, as you will read in the interview with our new Director of Global Safety and Security (p. 6). The new unit is a tangible down payment on the future, when Tigers will again be able to experience the world. We will not step backwards from the international Princeton we have become, nor the one we aspire to be.

Aly Kassam-Remtulla
Associate Provost for International Affairs and Operations



Then & Now

The atrium of the Louis A. Simpson International Building waits for activity to return.





Lessons From an Interrupted Semester Abroad

By Mary Cate Connors, Office of International Programs

In early 2020, 160 undergraduates — the largest number in recent memory, according to Gisella Gisolo, director of the Study Abroad Program — left Princeton, New Jersey for destinations across the globe. As students began classes at institutions in 25 countries, they met new friends and classmates, joined clubs and sports teams, and settled into a daily routine. Just weeks later, with coronavirus hotspots emerging globally, host universities suspending campus operations and countries starting to enforce nation-wide lockdowns, the University asked students to return home.

“When we realized that we were no longer facing a localized emergency, but rather a global crisis situation, we had to act accordingly,” says Gisolo.

The team in the Office of International Programs, in close collaboration with the Global Safety and Security unit — who were all working remotely from their own homes — worked to facilitate return plans, financial assistance, and logistical and academic support for the students, who were facing significant disruption. “Our team communicated with host programs, providers and campus partners to ensure that students would be able to complete their coursework as best as possible and would receive academic support and logistical assistance during and after the abrupt departure,” says Gisolo.

Despite the challenges, students were swift and resilient with their actions. “We cannot but commend our students for their cooperation during what was a difficult experience,” says Gisolo. “For all of their understandable disappointment, students manifested incredible maturity and fortitude throughout the process.”

Although their long-planned semesters abroad were cut short, students still found ways to reflect on and appreciate their time overseas. From adapting to new social and academic situations to pursuing their true passions and learning to live with the unknown, undergraduates recounted the lessons they learned during an unprecedented semester abroad.

“ I learned about my priorities while traveling and pushed myself out of my comfort zone, especially with all the new friends I made. It put into perspective the breadth of experiences available for life beyond Princeton, and made me excited to explore the world, meet new friends and chase that feeling of awe that I studied abroad to find. When I’m back in Europe — and Budapest — I will appreciate the opportunity to be there even more. ”

– Kyle Barnes '21, AIT Budapest

“ I came out of study abroad better than I came in... I learned how to put myself out there. At first, I was scared I wouldn’t be able to adapt to a new school where I had never been and only knew one person. But I decided to just go for it: I became an active member of the lacrosse, volleyball, and Catholic societies and befriended my classmates. Making friends improved my confidence and resulted in memories that I will never forget. ”

– Gabbie Acot '21, University College Dublin

“ Just the fact that I studied abroad amidst all this craziness in the world and was able to return back just fine [was] a learning experience in itself! I learned how to calmly deal with all of this and be an independent adult. I also found that I was able to adapt quickly, and loved learning about new subjects. ”

– Yedoh Kang '22, Queen Mary University of London

“ I am a far more flexible person that I imagined. Even before being recalled, study abroad required me to give myself grace and adapt to a new culture and style of living which was quite different from home. Studying abroad has gifted me with more compassion, grace and flexibility for myself and others. Especially with all the stress and tensions surrounding the coronavirus, I found myself reacting by holding space for myself and others, and emphasizing being in the present. ”

– Leonela Serrano '22, UPCES Study Abroad in Prague

“ I really enjoyed the short time I had abroad. While it was definitely difficult at first, I was able to come out of the program more confident in myself socially and academically. The tutorial system really helped me to be more autonomous in my studies. I was able to teach myself the material before coming into tutorials, and that’ll be very useful to me in the future. ”

– Julie Kim '21, University of Oxford, Worcester College

“ Don’t be afraid to pursue the things that make you happy, even if they don’t always go your way. ”

– Wesley Wiggins '21, University of Cape Town

In Conversation with TJ Lunardi

By Mary Cate Connors, Office of International Programs

TJ Lunardi joined the Office of the Provost on March 30, 2020 as the inaugural director of Princeton's new Global Safety and Security unit (GS&S). Lunardi has dedicated much of his career to public service, and spent 15 years in the Diplomatic Security Service of the U.S. Department of State. After moving to the private sector, Lunardi worked as the director of intelligence and crisis management at the Starbucks Corporation and, most recently, the director of global readiness and opportunity at Microsoft. As the director for GS&S, Lunardi will work with his team on global intelligence and risk management for the University, traveler preparation and education, and incident and crisis response.

You arrived at Princeton in the midst of a pandemic, when international travel was suspended and much of Princeton's workforce was working remotely. What was that like for you?

I came into a situation where Kara Amoratis, [the associate director of Global Safety and Security], had done incredible work at the beginning of the pandemic when students were returning home. Princeton was just beginning to grapple with the fact that all of life had changed radically in the course of five weeks.

That's when questions turned from the visceral to the intellectual: How do we find some sort of stability? How do we approach this? What is [international] going to look like? It was a very rewarding moment to join the University.

The Global Safety and Security unit was established before we had ever heard of COVID-19. What are the goals for this new unit, and how does the pandemic affect those goals?

International programming at Princeton has grown significantly and our goal is to step back and think, how do we effectively manage [that growth] and what is our philosophy [when thinking about travel]? The chief goal from there is to develop and deliver that philosophy at an institutional level.

To build something like the GS&S unit, it shouldn't matter if you do it in the middle of a pandemic or not, because the principles underlying the approach should be applicable no matter what the University is facing. If you've only built your program to work when things are good, then it's not going to be a very durable program — especially in the safety and security realm.

What are the benefits to establishing a unit like the GS&S?

As a unit, we hope to establish a clear structure of what expectations are [in terms of travel], and an easy-to-access set of support structures. There will be a widely available, transparent set of standards and people will be able to spend less time thinking through all the basic logistics. GS&S will work to protect the University's interests and longevity by bringing a much more [systematic] and sustainable approach to how we manage risk in the realm of international operations.

We are building this new capability and structure in a way that will deliver across the diversity of the Princeton community and we hope that GS&S will serve as a multiplier. For faculty and administrators, this will encourage more creativity and give them more space to find new ways to engage [in the international space]. And for students and parents, they are going to feel — and be — more prepared and more confident about getting out there.

How will GS&S keep up with the challenges posed by COVID-19 and the constantly changing logistical challenges in the international travel and security realm at this time?

We have not even begun to understand what the second and third order consequences of this pandemic will be. We may well be leaving the unprecedented period of stability in international travel, in international security and in international relations that we've become accustomed to in our lifetimes. It may be more dangerous and more difficult to move around the world than it has been. But that doesn't mean disengaging with the world. It just means we're going to have to find new and creative, and more flexible, ways to do it.

One of my top practical priorities over the course of the next six to eight months is to build an in-house intelligence capability. It's easy to do and cost effective to build a small part of our unit that will be able to deliver good information and analysis.

One of the great things that the unit has at its fingertips is access to an incredible amount of expertise at Princeton. Pick anywhere in

the world, we have world-class faculty members who have connections in all of these places to deliver fidelity about what is happening. Global Safety and Security hopes to build and deliver analysis, but also to leverage Princeton experts and better tap the incredibly rich vein of information and thought at Princeton on all of the topics where we have questions.

What are you most excited about in this new role?

I am already humbled, and yet incredibly inspired and energized by the colleagues across Princeton that I have had the opportunity to work with. I am excited [to jump in], because I think Princeton's grassroots approach to doing international is unique. If we can successfully marry that with a unique approach to doing the safety and security side, it is going to become a model that others will be envious of and want to copy — and deliver for our students and scholars a rich and rewarding way to engage with the world beyond campus.



Collaboration During Crisis

Particle physicists design simplified ventilator for COVID-19 patients

By Liz Fuller-Wright, Office of Communications

An international team of particle physicists have paused their search for dark matter to focus on the needs of victims of the global pandemic.

As the COVID-19 case count mounted in Europe in February and March, it became quickly apparent that the world's supply of ventilators was too small for the exponentially increasing demand. In response, a team of dark matter physicists led by Princeton professor Cristian Galbiati turned their skills with compressed gases to the design and production of a simplified ventilator. In just six weeks, between March 19 and May 1, they brought their design from concept to FDA approval.

"I'm not going to give up my day job. I'm still very interested in doing dark matter research," says Galbiati, a professor of physics. "But we think that our basic research, which is funded with public funds, should be complemented by efforts for the benefit of society. The technologies that we are inventing for the search for dark matter can play a very, very positive role in the support of life and in the care of patients."

Galbiati and his collaborators — hundreds of physicists, engineers, physicians and others from 12 countries around the world — call their device the Mechanical Ventilator Milano (MVM). Unlike most hospital ventilators, the MVM requires only electricity and a source of compressed oxygen (or a blend of oxygen and medical air).

While it may sound odd for dark matter physicists to have taken up medical manufacturing, it makes more sense when put another way: an expert in constructing sensitive instruments for compressed argon decided to experiment with compressed oxygen. Galbiati and his colleagues in the DarkSide-20k project have spent 15 years designing and refining equipment that uses highly pressurized argon to seek out dark matter particles.

But in March, under lockdown in Milan, Galbiati heard of ventilator shortages and wanted to help. "The sense of crisis was palpable," he says.

He spoke with his brother Filippo, an emergency room physician in Milan, who described the increasingly difficult situation facing Italian physicians who needed to treat oxygen-starved patients with limited ventilators at the peak of the local epidemic.

"We are doing so many complex projects with technical gases," says Galbiati. He wanted to use his expertise "to find the best way — a way that is more scalable — to put oxygen into people's lungs when they need it."

He reached out to fellow DarkSide researchers to develop a ventilator with minimal components that could be quickly produced using commonly available parts.



PHOTO: Elemaster

"It's in our DNA to collaborate across borders and in real time as particle physicists," Galbiati says. "As borders went up and supply chains became more difficult, it remained a beacon of hope to me to be able to collaborate internationally. It is important to see that while the virus is spreading around the world at the speed of jets, the research is spreading at the speed of the internet. And if there's one way that the virus will be defeated, it's if the research can prevail."

“As borders went up and supply chains became more difficult, it remained a beacon of hope to me to be able to collaborate internationally. It is important to see that while the virus is spreading around the world at the speed of jets, the research is spreading at the speed of the internet.”

– Cristian Galbiati, professor of physics

Experts who typically spent their days building and running delicate detectors began applying their skills to building a device for delicate lung tissue.

"Particle physicists are a strange bunch of people," says Fernando Ferroni, president of the Italian National Institute for Nuclear Physics and a leading collaborator on the MVM, as well as the director of communication for the project. "We have a particular affinity for intellectual problems. We have a problem? We have to solve it." In addition, he says, a global collaboration ensures that someone is always awake to keep the project moving forward.

An international team of particle physicists led by Princeton University's Cristian Galbiati paused their search for dark matter to focus on the growing demand for ventilators, needed for patients with serious cases of COVID-19 (coronavirus). Their Mechanical Ventilator Milano (MVM), seen here, is designed to be mass produced using readily available components.

The team worked with Italian anesthesiologists who had spent weeks “on the front lines, caring for patients, just being devastated by this,” Galbiati says. “They bring incredible experience. They know exactly what needs to be done to save the patients — and to help them recover.”

One feature that the anesthesiologists requested was single-button access for two key modes — full ventilation and gentler breathing support — that has proven crucial for setting the best recovery path for COVID-19 patients. “In most traditional machines, designed for a more general use, these require pressing five or six or seven buttons, or switching between different operating modes,” says Galbiati.



(Above) Princeton professor Christian Galbiati; (Right) When the display screen and cover are removed, as seen here, it reveals the simplicity of the MVM's design.

By March 23, the MVM team had shared their design via open-source science repositories arXiv and medRxiv. By May 1, they had received emergency use authorization from the United States Food and Drug Administration. Approval from Health Canada and European regulatory agencies soon followed.

Electronics manufacturers Elemaster (based in Italy) and Vexos (based in Canada) then began preparing the ventilators for production. Because supply shortages have limited some of the off-the-shelf components that the MVM design depends on, the

companies opted to produce self-contained ventilator units. Some of the additional components needed their own authorizations, which slowed production, but Vexos received the final sign-off from Health Canada this fall, at which point it began filling the order for 10,000 units from Health Canada. (Earlier prototypes had already been used on a trial basis in Mexico.) Other units are in production in Saudi Arabia and Tunisia.

“Cristiano was a lion in terms of making sure that this product was taken from concept to where we’re at now,” says Wayne Hawkins, a senior vice president at Vexos and the general manager for the Ontario facility where MVM ventilators are produced.

“Wayne and I remember a Saturday morning, in the middle of March, when everything was shutting down, and we said, ‘We have to do something here,’” says Cyril Fernandes, the senior vice president of global business development at Vexos. “Within the day, we were invited into the discussion with Elemaster and the MVM collaboration team, and we worked on this project for almost 24 hours a day for months.”

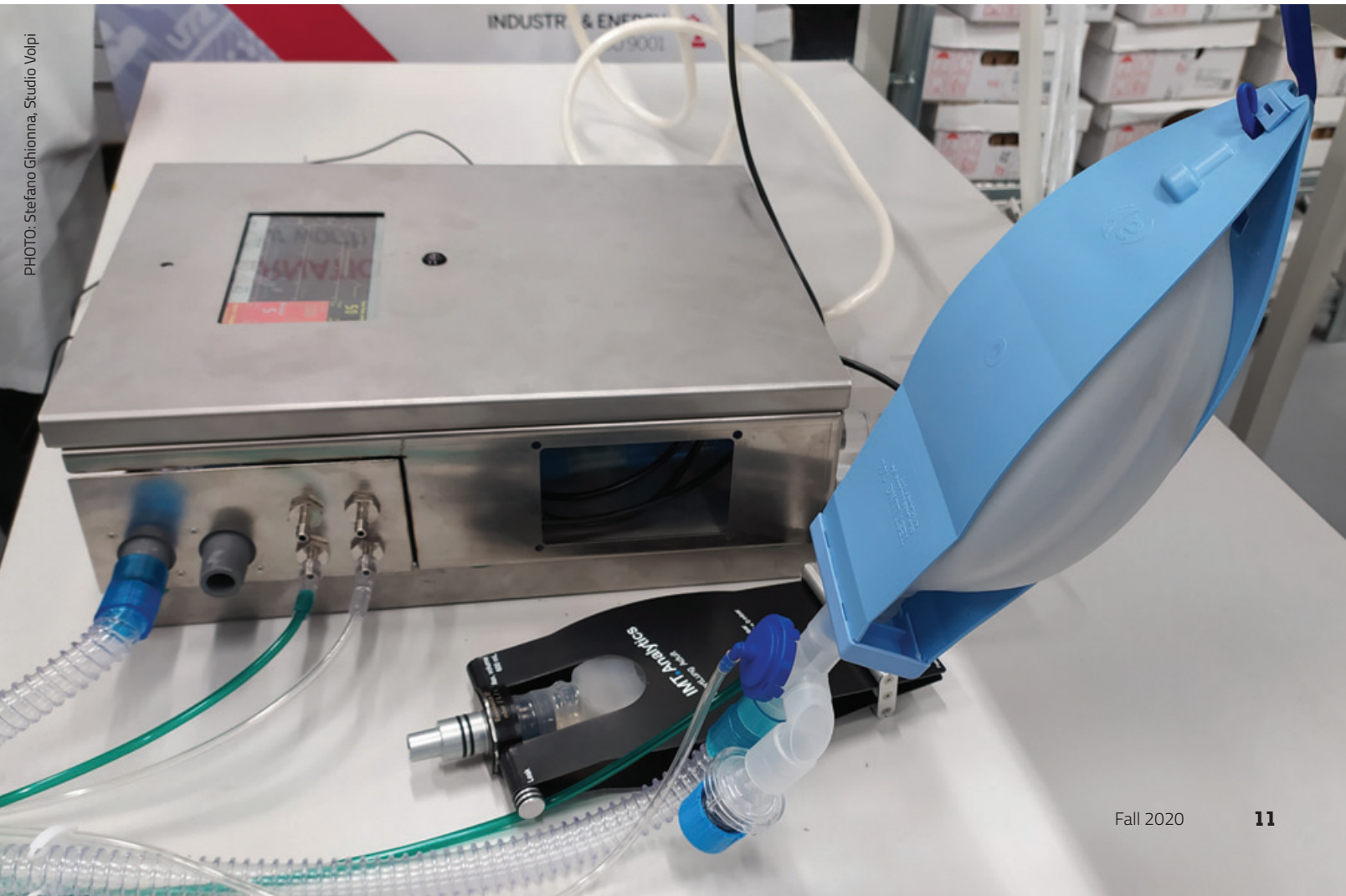
The team still hopes to secure funding to distribute their ventilators in countries that cannot afford to build or buy their own, says Arthur McDonald, a key member of the MVM team and a recipient of the 2015 Nobel Prize in Physics, who was on the Princeton faculty from 1982 to 1989. “We’re all very conscious of the fact that in the longer term, the less developed parts of the world are going to be hit hard by this epidemic,” he says. “There’s going to be great need around the world.”

“Our Mechanical Ventilator Milano shows the incredible impact that basic research can have on society, thanks to its unique capacity to generate new knowledge and technological innovation,” says Galbiati. “We hope it will contribute to saving many lives.”

Princeton collaborators on the MVM include Peter Elmer, a senior research physicist; Bert Harrop, a senior technician in physics and the Princeton Institute for the Science and Technology of Materials (PRISM); Andrea Ianni, a Borexino general engineer in Princeton's physics department; David Lange, a computational physicist; Xinran Li, a physics graduate student; Daniel Marlow, Princeton's Evans Crawford 1911 Professor of Physics; Javier Romualdez, a postdoctoral research fellow in physics; Mojtaba Safabakhsh, head of the fabrication group in the engineering and technical infrastructure at the Princeton Plasma Physics Lab; and Jeff Thompson, an assistant professor of electrical engineering who is associated faculty in PRISM.

“Our Mechanical Ventilator Milano shows the incredible impact that basic research can have on society, thanks to its unique capacity to generate new knowledge and technological innovation. We hope it will contribute to saving many lives.”

– Cristian Galbiati, professor of physics



Teaching History Globally

Princeton University Global History Lab revolutionizes the teaching of transnational histories.

By Pooja Makhijani, Princeton Institute for International and Regional Studies

Since 2012, Jeremy Adelman, the Henry Charles Lea Professor of History at Princeton University, has taught the online, open-access course, "A History of the World," to learners around the globe.

The course situates the study of global history in a global classroom, encouraging students to learn from and through interactions with peers near and far. Students not only learn by reading and watching lectures, but also by analyzing historical documents and applying their disciplinary and regional knowledge. Among the students are refugee and migrant learners, too often excluded from higher education, in Africa, Europe, and the Middle East, which has also made the course an innovative experiment in humanitarian higher education.

"A History of the World" is one of several courses offered by the Global History Lab (GHL), a collaborative teaching and learning initiative, founded in the Department of History and now housed in the Princeton Institute of International and Regional Studies (PIIRS). GHL uses technology, pedagogical practices and training in oral history methods to educate students about the history of globalization and prepare them

Princeton University undergraduates work on a narrative map in a Global History Lab course.



to become knowledge producers for a wider world. Although already largely an online initiative, GHL, too, has had to adapt to challenges created by the pandemic.

Meeting students where they are

Through courses taught in conjunction with partner institutions around the world, regular workshops and conferences, and Princeton faculty's research projects, GHL aims to foster global conversations among academics and learners from diverse backgrounds alike.

What makes "A History of the World" and its sister course, "History Dialogues," which provides learners with training in additional historical research methods, unique is multifold, according to Adelman. A network of partner institutions offers the course concurrently, meaning students participate in local classrooms as well as the larger global whole. Students use an online platform to watch lectures by Adelman and others and to interact with distant peers; they also meet with local students and faculty for in-person discussions and assignments.

"A History of the World" includes refugee and non-refugee learners in the same global classroom. GHL is unique not only for its class makeup, but also for its content.

Nassim Abi Ghanem is a doctoral candidate in international studies at Central European University, one of GHL's partner institutions, and a GHL teaching fellow for the 2020-21 academic year. Although he is based in Europe, he instructs Syrian refugees in Lebanon, his native country, working closely with Lebanese academics and activists on the ground. His students include not only university-bound students, but also others interested in history or oral history gathering, such as school history teachers and activists. Lebanon has experienced many crises in recent years, all magnified by the pandemic, explains Ghanem, and he is mindful of this as he teaches these various groups. "Everyone who is part of these three groups [who I work with] has shown immense excitement to be part of this," he says. "Everyone sees how everything is getting connected. This is especially useful

"Everyone sees how everything is getting connected. This is especially useful as we're seeing if a history course can be delivered for everyone, for every region. It's resonating with everyone, even if the course may seem broad."

– Nassim Abi Ghanem, teaching fellow for the 2020-21 Global History Lab



as we're seeing if a history course can be delivered for everyone, for every region. It's resonating with everyone, even if the course may seem broad."

COVID-19 has impacted Ghanem's work to a certain extent: access to the internet is an issue for vulnerable populations, and the pandemic has exacerbated this lack of access. However, funding from GHL has remedied this in part. Ghanem's travel has also been curtailed; he has not been able to be in the classroom with his students in Lebanon. He has also been unable to meet with his peer fellows around the world. Still, the fellowship has allowed him to grow as an academic and intellectual, as well as a teacher. "It has given me more approaches to my work than just my particular theory or methodology to the questions I'm interested in answering in my academic career," Ghanem says. "As a teaching fellow, regardless of the pandemic, blended learning and the idea of having lectures videotaped and giving students flexibility, is here to stay. This experience has had a profound impact on the way I teach. We're creating an accessible education for everyone."

(Below) A student practices a mock oral history interview; (Top right) Students from Kenya, Rwanda, Yemen and Syria in a virtual classroom; (Bottom right) Sciences Po, in Paris, is one of the Global History Lab's partner institutions.

A new approach

In addition to these networked global history courses, GHL faculty teach an array of regional and thematic undergraduate courses. Princeton graduate students, too, participate in GHL by enrolling in a two-semester sequence of seminars and in the Global History Workshop, a forum that allows graduate students and scholars from institutions in the United States and around the world to share their research. GHL has also co-hosted a number of conferences and dissertation workshops that have allowed for exchanges among faculty and graduate students working in the field of global history.

Pablo Pryluka is a fourth year Ph.D. student in Princeton's Department of History and a GHL teaching fellow. Due to the coronavirus pandemic, he is currently based in his home country of Argentina. As a graduate student, he has participated in two Global History Workshops, held in collaboration with Princeton international partners such as Tokyo University and Humboldt University; co-organized a workshop with another history graduate student; and taught Princeton undergraduates enrolled in "History of the World" in New Jersey. This academic year, from his apartment in Buenos Aires, he is now teaching "History of the World" to students at Modern University for Business and Science (MUBS) in Beirut, Lebanon. "This is the first time I'm teaching [this class] outside Princeton to students at another university," he says. "It's not easy to teach a global history class; you feel you need to about everything! I'm learning a lot."

Pryluka had significant teaching experience in Argentina before his time at Princeton, but "this is different," he says. "It's a way to think about global history, globally. It helped me rediscover the local to help understand the global. In this field,

it's often just people in the Global North telling stories about the Global South, and that's one of the limits. But the GHL and its interaction with partner institutions is a completely different approach toward to transnational history."

History ahead

In fall 2020, GHL received a \$2.4 million multi-year grant from the Open Society University Network (OSUN) to expand its global reach to international students at over twenty institutions and NGOs worldwide. With the grant from OSUN, GHL will now partner with OSUN co-founders The Central European University and Bard College, as well as a wide range of institutions, including universities, think-tanks and research institutions, to deliver GHL teaching and research across higher education institutions worldwide.





“Since we began almost a decade ago, this has been an experiment in global learning, one which includes students in remote and precarious parts of the world.”

– Jeremy Adelman, the Henry Charles Lea Professor of History and director of the Global History Lab

The launch of OSUN was announced at the World Economic Forum Annual Meeting in Davos in January 2020. OSUN’s aims are to integrate curricula, teaching and research across partner institutions; embed civic engagement into the learning environment; create pathways for underserved communities into higher education; and create an ecosystem of long-term partnerships that will generate innovation and amplify the impact of individual institutions.

“Since we began almost a decade ago, this has been an experiment in global learning, one which includes students in remote and precarious parts of the world,” Adelman says. “This grant enables us to include and sustain many more collaborators and exchanges between them.”



Princeton

Pivots

When a spike in COVID-19 infections in New Jersey in March prompted the Princeton University campus to cancel in-person programming for the remainder of the spring semester, faculty, students and staff had to quickly adapt on-campus events and in-person programs into online opportunities. Travel was severely limited, but Princetonians pivoted: groundbreaking research conferences became Zoom gatherings and communities convened virtually.

Since, the Princeton community has adapted to this new environment. Students harnessed technology and discovered new ways to connect, communicate and collaborate. Faculty cemented relationships beyond borders. Researchers found large and diverse audiences online. Staff stepped up, and mastered the technology to make this all possible.

Fung Global Fellows Program addresses challenges of imagining internationalism and solidarity during the pandemic

By Pooja Makhijani, Princeton Institute for International and Regional Studies

Ayça Çubukçu, a 2019–2020 Fung Global Fellow, associate professor of human rights at London School of Economics and Political Science, and co-director of LSE Human Rights, has deep research interests in the challenges of imagining internationalism and anti-war solidarity in the global context, and the conference she conceived for the fellowship's spring 2020 calendar focused on just this. It was to be a small conversation, to be held somewhere in the greater New York City area, among like-minded academics and activists about the political and intellectual barriers to forging an international solidarity movement.

But then COVID-19 swept the globe and, given this extraordinary situation, Çubukçu and her collaborators decided to hold their conversation online and reframe the event: "The Fate of Internationalism: Talking Solidarity in a Pandemic."

"We did not amend the group of invited speakers, but our audience suddenly became global," she says. Over 500 participants from around the world registered to listen to the virtual conversation. "The speakers had to confront conceptually the novel challenge of imagining internationalism in the context of the pandemic." The event featured insight from Anthony Alessandrini, associate professor of English at Kingsborough Community College and the master of arts program in Middle Eastern studies at the Graduate Center of The City University of New York; Noura Erakat, assistant professor of Africana studies at Rutgers University; and Christina Heatherton, assistant professor of American studies at Barnard College, Columbia University.

The pandemic had governments centering the well-being of their national populations, rather than thinking in any form of international solidarity, Çubukçu explained. "And the creation of an international audience online also made evident the limitations of our own [location in the United States] in the particular political imaginary and idiom of the United States," she says. "The event proved to be a collective meditation on internationalism and its challenges in the contemporary moment."

Jeremy Adelman, the Henry Charles Lea Professor of History, who directed the program for the academic year, agreed that the event's "more global" audience was both a triumph and challenge. "[Digital] increases the scale of what you can do," he says. "Going online creates the possibility of increasing heterogeneity [of participants]."



The event also raised questions about the lines between politics and academics. "We also learned that the participants were not necessarily on the same page regarding the question of the state, although they were all committed to an internationalist politics centering the need for solidarity across borders — hence the desire to hold a consequent event to explore these differences."

"The Fate of Internationalism: Talking Solidarity in a Pandemic," was co-sponsored by the Fung Global Fellows Program and the department of sociology at the London School of Economics and Political Science. The Fung Global Fellows Program, administered by the Princeton Institute for International and Regional Studies, brings together international research scholars from the social sciences and humanities around a common topic. For the 2019–20 academic year, the scholars worked on "Thinking Globally" and explored how ideas frame the understanding of interests and the making of institutions that have yielded commonness and conflict across and within borders.

Africa Summit organizers bring entrepreneurs together from a distance

By Alexandra Jones

The student organizers of Princeton University's Africa Summit found a way to convene their community, in spite of the coronavirus pandemic, with an online discussion led by young entrepreneurs working to create positive change on the continent.

The Africa Summit steering committee had hoped to build on the success of 2019's inaugural event, which brought 200 attendees to campus for two days of cross-disciplinary discussion and networking with academics, advocates, government officials and entrepreneurs.

The students decided to bring a portion of their programming online, convening a panel of young tech entrepreneurs in Africa to share the stories behind their startups as well as their strategies for responding to the pandemic. The webinar "From Startup to COVID: Entrepreneurs Share Experiences" featured speakers Ugwem Eneyo, co-founder and CEO of Shyft Power Solutions; Feleg Tsegaye, founder of Deliver Addis; Vivian Nwakah, CEO and founder of Medsaf; and Africave co-founder Kennedy Ekezie.

Bayode Okusanya '20 moderated the session, which brought together 160 attendees from 19 countries via online videoconferencing platform Zoom on April 17.

"I've never done anything like this and never thought I would be doing anything like this," says Okusanya, who joined the steering committee last fall as vice president of finance. "It was a new experience for everyone — for the planning team and for our guest entrepreneurs. Everyone's just trying to adapt to this new environment and new changes."

During the webinar, entrepreneurs took turns sharing stories about their experiences finding their passion, the challenges in building partnerships and teams on the ground in Africa, and strategies for securing funding before answering questions from attendees.

The Africa Summit was founded to create a space for critical thought and discussion around Africa on campus — not only to demonstrate the importance of Africa studies at Princeton, but also to welcome scholars, entrepreneurs, scientists and government leaders working on the continent into the Princeton community.

Only 30 percent of webinar attendees were affiliated with the university, a figure that indicates to organizers how the summit has already begun to raise Princeton's profile in the area of Africa studies. "This shows that at Princeton, people actually care about Africa, and it's a place for quality research on Africa," says Bunmi

Otegbade '19, who co-chaired the inaugural summit while pursuing his master's degree in public policy at the Princeton School of International Affairs. He currently works as Africa engagement manager with PIIRS.

"From Startup to COVID" also gave attendees an opportunity to hear first-person accounts of life in cities like Lagos and Addis Ababa, with panelists speaking about how COVID-19 has affected everyday life and created problems that creative businesses can help solve. For example, being locked down at home rather than going to work means that many people in Nigeria are without power for most of the day — something that, Eneyo's company, Shyft, hopes to address with its hardware.



For James Lee '21, co-director of the Africa Summit steering committee, the webinar also gave student organizers the opportunity to see their hard work come to fruition in some way before the end of the semester, despite the full-fledged in-person event being postponed.

"Both the virtual panel and what's been going on behind the scenes have been the culmination of so many tasks by so many volunteers," he says. "I'm really grateful to be a part of that again."

"From Startup to COVID: Entrepreneurs Share Experiences" was sponsored by Africa Summit at Princeton and The Program in African Studies.

Inaugural Chadha Center conference explores urbanization and sustainability

By Emily Eckart, Civil and Environmental Engineering

An estimated 400 million new residents will migrate to Indian cities by 2050, necessitating major changes in urban infrastructure and planning. On March 27 and 28, M.S. Chadha Center for Global India addressed the challenges and opportunities of this mass movement of people in its inaugural conference, “Urban Sustainability Transitions in India and the World: Advancing Science and Policy.”

“We wanted to understand those challenges and solutions that connect India to the rest of the world — not just India within its region of South Asia, but India globally,” says Stephen Kotkin, the John P. Birkelund ’52 Professor in History and International Affairs and director of the Princeton Institute for International and Regional Affairs (PIIRS), in introductory remarks.

The conference, originally conceived as an in-person on campus event, pivoted to an online series of Zoom panels due to the coronavirus outbreak. It brought together 53 speakers from India, the U.S. and international organizations to discuss how India’s approach during this transition will affect sustainability worldwide. With the new online format, which featured three public panels, more than 450 people registered to attend the conference from around the world.

The conference used this overarching theme — of India’s connection to the world — to examine cities. “We’re now living on an urban planet,” says Anu Ramaswami, the Sanjay Swani ’87 Professor of India Studies, director of the Chadha Center, and professor of civil and environmental engineering, PIIRS, and the High Meadows Environmental Institute (HMEI). “Even though cities occupy only three percent of the land surface, they’re transforming global flows of energy, global flows of water. They’re affecting health and well-being at scales that we really haven’t seen before in the history of our planet.”

The opening panel, “Urban Sustainability Innovations in India and the World,” examined India’s sustainability trajectory. The second panel, “The Urban Food System: the U.S., India and Africa,” drew connections as far ranging as sustainability and culture. The final panel, “How Artificial Intelligence (AI) Research in India Can Impact the World and Transform Science,” brought together academics and industry leaders and focused on advancing the fundamental science of AI through new applications.

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— Anu Ramaswami, the Sanjay Swani ’87 Professor of India Studies, director of the Chadha Center, and professor of civil and environmental engineering, PIIRS, and the High Meadows Environmental Institute

In addition to the public panels, members of the academic community were invited to three additional closed-door sessions focused on air pollution, energy transitions and water, led by Ramaswami and Jessica Seddon, visiting research scholar at Princeton and global lead for air quality at the World Resources Institute (WRI).

The conference was hosted by the M.S. Chadha Center for Global India and co-sponsored by PIIRS, HMEI, and the Metropolis Project at the School of Engineering and Applied Sciences.



Change of Plans

Princeton Journeys travels in a new direction due to COVID-19.

Leda Kopach, Advancement Communications

Jason Rudy '97 had just landed at Dallas-Fort Worth International Airport, the first leg of his trip to Australia, when he noticed several urgent text messages from Bridget St. Clair, executive manager of Princeton Journeys. The few remaining travelers for the trip Rudy was scheduled to lead, "Australia: The Land Down Under," had just backed out due to escalating concerns around COVID-19. Rudy's trip was over before it began.

"In some ways, turning back was even more disappointing than if I had never left," says Rudy, a professor of English at the University of Maryland. "I was so excited to have really enthusiastic travelers in the classroom, and I was thrilled to do this for Princeton."

After several weeks of rescheduling, postponing, crediting and counseling the hundreds of travelers who were understandably disappointed, St. Clair turned to a new platform to "travel" — the Zoom webinar.

That feeling of disappointment is one that St. Clair knows all too well. She plans each of the 20 annual Princeton Journeys educational travel programs two years in advance, working on logistics, travel, staffing and marketing for alumni and friends who enjoy travel with a strong educational component. Canceling the Australia trip in April and the subsequent 17 trips for 2020–2021 was heartbreaking.

"As we learned more about coronavirus and how quickly it was spreading, it became clear that it was not going to be the 14-day lockdown we originally thought," she says. "Every day

brought worse news. We began canceling and/or postponing one trip after the next. My colleagues and I were heartsick. It was truly demoralizing."

After several weeks of rescheduling, postponing, crediting and counseling the hundreds of travelers who were understandably disappointed, St. Clair turned to a new platform to "travel" — the Zoom webinar. She and her colleagues conceived Princeton Journeys Live Lectures, a series of faculty-led talks hosted on Zoom, enabling alumni and friends to travel virtually by logging on to online lectures focused on travel and place.

Knowing that Rudy had recently planned his teaching materials, St. Clair reached out to him to lead the inaugural talk, "Art of the Invasion: Indigenous Australia and British Colonialism."

"He is so passionate about his subject matter and enthusiastically signed on," St. Clair says, "though he initially thought he was only lecturing to the 20-some people who had signed up for his trip."

The popularity of the concept and interest in Rudy's topic quickly became apparent. More than 200 people attended his 90-minute lecture, and the series grew from there.

Since that initial lecture in April, Princeton Journeys has featured more faculty members in Live Lectures with great success. Dora C.Y. Ching '11, an art historian who is currently the associate director of the University's Tang Center for East Asian Art, was set to travel to Japan for Princeton Journeys this winter. To construct her online lecture that focused on Buddhist caves at Dunhuang in northwestern China, she curated hundreds of visuals to simulate a magical journey.

"A real advantage to the online format was the ability to show different areas from different periods of time or places that are no longer open to visitors," Ching says. "That's something you can't do on a regular tour."

COVID-19 also scuttled Michael Gordin's book tour for "Einstein in Bohemia," his new work about the 16 months in 1911–12 when Albert Einstein taught in Prague. Although his book tour was halted, Gordin, professor of history and director of the Society of Fellows in the Liberal Arts, says the Live Lectures series offered him the opportunity to share his book with a larger audience.



A sampling of Princeton Journeys Live Lectures: (Top) "Dunhuang: Buddhist Art and Explorers of the Silk Road" led by Dora C.Y. Ching '11; (Bottom left) "Art of the Invasion: Indigenous Australia and British Colonialism" led by Jason Rudy '97; and (Bottom right) "Einstein in Bohemia" led by Michael Gordin, professor of history.

"The book is about traveling to a new city and the reactions and the interactions Einstein had," Gordin says. "I showed photos of Prague and discussed the experience of traveling across borders and moving around. The theme of journeying and visiting a new place were already the center of the lecture, which worked well for the audience."

David Mishalove '62 and his wife, Terry, attended several of the Live Lectures after having traveled with Princeton Journeys to the Baltic Sea, the Galápagos Islands and Alaska. While nothing can replace actually visiting a location, Mishalove says that the online lectures brought the destinations to life.

"We felt like we were actually at the Battle of Saratoga for one of the presentations," Mishalove says. "Another presentation on New Zealand really delved into its politics and economic system, providing a lot more detail about their system of government than we would have imagined. Now we want to go to New Zealand."

"Princeton Journeys has done a phenomenal job," he adds. "These virtual journeys have been a wonderful way to keep us connected and to stimulate our learning in new areas."

Learn more about Princeton Journeys and watch the Live Lecture series at alumni.princeton.edu/journeys.

Virtual (Tw)Internships

Sophomore twin sisters Sreesha and Srishti Ghosh complete virtual European internships from their home in Dubai.

By Rajesh Parameswaran

Srishti Ghosh '23 and Sreesha Ghosh '23, twin sisters from Dubai, were excited when they each secured distinct European internships through Princeton's International Internship Program (IIP) for summer 2020.

Srishti's summer placement would take her to Copenhagen, Denmark, to work for the Danish Institute of Human Rights, and she was excited to have a solo adventure. "I have lived with my twin sister for 18 years of my life, so this was a new opportunity to explore something on my own," says Srishti.

Her sister Sreesha accepted a position as a writer for the Athens Voice Media Company in Greece, and was set to produce articles about local attractions for their English-language publication. "It was a dream come true for me," she says.

The COVID-19 pandemic interrupted that dream — not just for Sreesha and Srishti, but for all the students in IIP. In May, as the pandemic raged around the world, it became increasingly clear that the University's restrictions on travel would carry through the summer. "We had initially thought of canceling the program entirely," says Shahreen Rahman, director of IIP, which is housed in the Office of International Programs. But after close collaboration with their international partners, Rahman and her team eventually concluded that many internships could be reconfigured as remote experiences that could be meaningful, if nontraditional. Ultimately, over 100 students were able to intern remotely in over 30 countries.

So how do you do an international internship without the international travel? "I definitely really struggled with it at the beginning," says Sreesha, whose job focused on writing about tourism in Athens. "Travel journalism [seemed like] kind of the most redundant thing you can think about in a pandemic. So much

The twins discovered that working side-by-side from home offered certain advantages, including a window into two very different work styles and cultures.

of the internship was supposed to be about being there in person and writing about things you had seen yourself, and I wasn't sure how I would be able to do that from Dubai."

At the Danish Institute for Human Rights, Srishti contributed to the development of business and human rights projects, including work on a paper on the scope of energy transitions in sub-Saharan Africa. Despite her distance from Copenhagen, she was welcomed right into the office life. She says her colleagues were quick to involve her in everyday operations, and trusted her with independent work. "The minute I joined, I had a meeting with the whole office, and they kept emailing me to see whether I was okay, if I wanted to catch up," Srishti says. "[The virtual environment] went way above my expectations."

The twins discovered that working side-by-side from home offered certain advantages, including a window into two very



Srishti (left) and Sreesha Ghosh interned at different organizations in Europe this summer, but they worked side-by-side from their home in Dubai.

different work styles and cultures. Srishti's 9 to 5 job, with regular meetings and an intense workload, differed from Sreesha's more flexible schedule. It was a good reality check. "Every time I found my work overwhelming," Sreesha says. "I literally just had to look over [at Srishti] and I'd think, you know what, I'm okay with mine."

Being at home in the United Arab Emirates allowed the twins to keep up with other activities, such as taking driving classes — Srishti is the better driver, Sreesha admitted; playing badminton; baking, which is Srishti's passion; studying Korean, an interest Sreesha developed from watching K-dramas; and enjoying time together as a family — which, as international students, they didn't take for granted. Plus, the sisters could back each other up when their otherwise supportive parents thought they were spending too much time on their laptops. "Because we were both experiencing the same thing, I had somebody to vouch for the amount of screen time I was consuming," Sreesha says.

Sreesha soon figured out ways to write about Athens even while thousands of miles away. "I did a ton of research... I was watching videos, reading travel blogs," she says. She wrote articles covering nightlife, beaches and cycling trips, and even wrote

a piece about how to see Athens in under a day, which involved nailing down travel times between locations in a city she'd never been to. She became so productive that, according to Rahman, the organization credited her with helping them keep their English-language publication alive when they otherwise might have had to suspend it.

Of course, the sisters missed many things about *actually* being abroad. Srishti, who is the founder and president of the Princeton Baking Company, missed the sweet things. "Dreaming about pastries in Copenhagen made [not going there] a little more difficult to swallow," she says. Although she'd expected her Denmark-based coworkers to be stuck at home like she was, that wasn't the case. "There was a weird disconnect of everyone else being at the office and me getting emails saying, 'Let's catch up at the pier after work,' and for me that was kind of unfortunate."

While their experiences working from home were meaningful, the remote internships didn't quash the sisters' travel bug. Srishti said she intends to visit Copenhagen and meet her coworkers when she can.

For all the knowledge she amassed about Athens, Sreesha says, "I don't think I'll feel fulfilled or that I'm done with the internship until I go [there] at least once. But I feel bad for anyone who goes with me because I don't think I'll shut up about it."

Working Abroad, From Home

By Mary Cate Connors, Office of International Programs

When COVID-19 curtailed international travel in March 2020, University offices and programs* worked to rebuild hundreds of summer internships abroad for the virtual world. After some resourceful thinking, flexibility and collaboration from overseas partners, Princeton undergraduates were able to gain valuable remote work experience in over 45 countries this summer.

David Hwang '23

(Intended) Major: Molecular Biology

Internship: Fundraising Intern at Fundación Pro Eco Azuero

Internship location: Los Santos, Panama

Remote location: Belmont, Massachusetts

Sponsoring office: International Internship Program



"I had not expected much out of this summer after a cancelled internship and the ongoing coronavirus situation, but I learned more about environmental health. It is possible to contribute in tangible ways and be a part of something bigger, even from a remote place."

* Country data provided by the Center for Health and Wellbeing, the International Internship Program, the Keller Center Princeton Startup Immersion Program, the Pace Center for Civic Engagement, the High Meadows Environmental Institute and Princeton Internships in Civic Service.

Sophie Li '23

Major: Computer Science BSE

Internship: Product Marketing Intern
at Laiye Technology

Internship location: Shanghai, China

Remote location: San Clemente, California

Sponsoring office: Keller Center Princeton Startup
Immersion Program (PSIP)



"I missed not being able to meet my mentors and fellow interns in person, and sometimes it was lonely to complete my tasks in isolation. Nevertheless, I still appreciated having the chance to have a meaningful summer despite the pandemic, and am thankful for all the support and guidance [I received]."

Shelby Kinch '22

Major: Anthropology

Internship: Communications
and Development Intern
at BeaMalevich

Internship location: Barcelona, Spain

Remote location: Missoula, Montana

Sponsoring office: International
Internship Program



"Working remotely was challenging given the 8-hour time difference, but I was able to develop a great connection with my supervisors. I continued writing content for [the organization's] blog throughout the fall."

Amichai Feit '23

Major: Economics

Internship: Business Development
Intern (Academic Partnerships Team)
for monday.com

Internship location: Tel Aviv, Israel

Remote location: Riverdale, New York

Sponsoring office: Keller Center Princeton Startup Immersion
Program (PSIP)



"Working remotely forced me to place greater emphasis on communicating effectively with my colleagues, forming relationships and developing a work routine. This challenge ultimately pushed me to develop work habits that I'll find useful in any context, whether it be remote or in person."

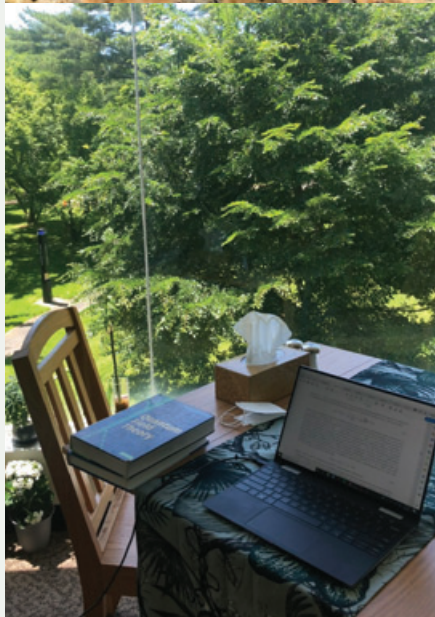
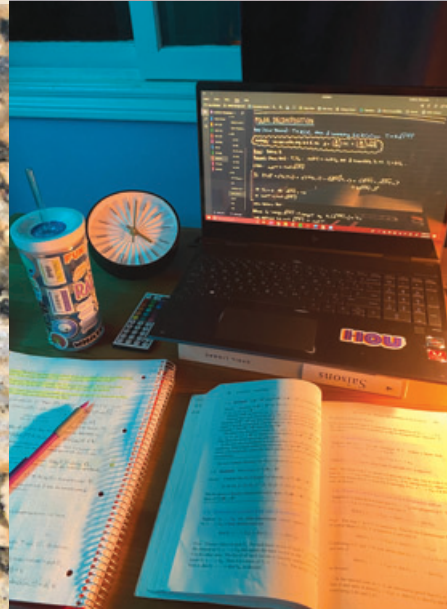
Snapshots From a Remote Summer

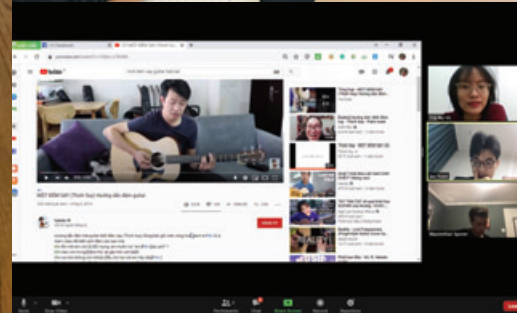
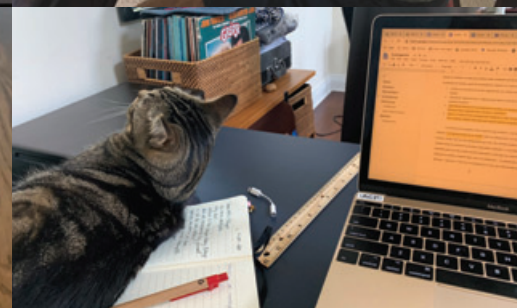
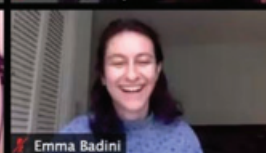
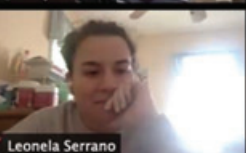
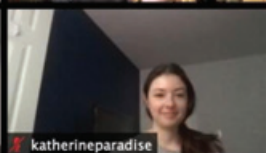
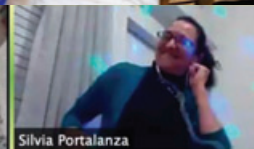
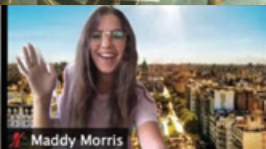
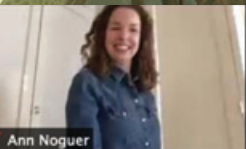
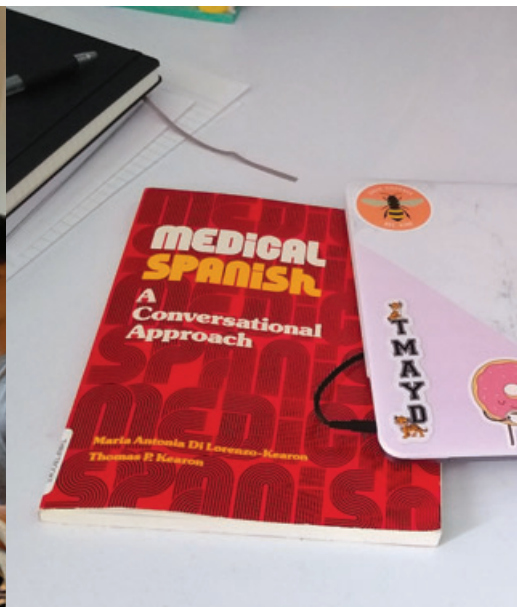
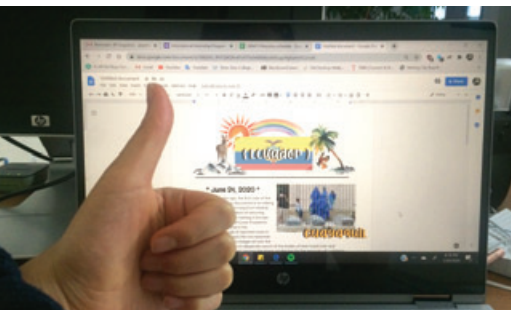
By Mary Cate Connors, Office of International Programs

What does an internship abroad look like when you can't leave home? How do you get to know your office abroad when it looks a lot like your childhood bedroom? How do you immerse yourself in another culture from behind a computer screen?

Princeton International asked undergraduate students from the International Internship Program (IIP) to share meaningful photos from their virtual internship experiences. The snapshots showed students making the most of their remote summer — joining Zoom staff meetings with co-workers abroad, setting phone alarms to account for time zone differences, attempting culinary classics from their host cultures, spending time with family and furry friends and embracing new workspaces. They offer a glimpse of some of the creative ways students found to connect with their host countries and organizations from afar.

To see the full gallery, visit the IIP website at oip.princeton.edu/IIP.





The World Is in Your Waiting Room

By Sultan Al Habsi '22

As an international student, people often ask me, "What was the most shocking thing when you *first* came to America?" My answer: "Absolutely nothing!"

I grew up with American culture seemingly everywhere — broadcasted and blasted to every corner of the globe, all the way to my little oasis of a homeland: Oman. I have found that many international students have this same experience. It is no coincidence that during my very first Davis International Center (IC) International Orientation group meeting, we joked about and bonded over American movies, American slang, and an American cornerstone: the glorious Target (although most of us had never been).

International Orientation, or IO, is typically a three-day program for first-year international students, with the goal of helping them get settled in, beat jet lag and learn the "lay of the land" before American students arrive. With this in mind, a typical International Orientation is crafted to be an introduction not only to American culture but also, and more crucially, to the daily American life that is too mundane to be on screens: healthcare, taxes and immigration laws. Information is relayed through a mix of fabulous skits, long presentations and intimate discussions. Community building is an important goal, as is providing facts, tips and reality checks for a real, full (and legal) transition to Princeton University and the United States.

This year, and in my role as assistant student coordinator for the Davis IC Leaders, our team faced a new challenge — rethinking IO in a virtual world. Given that new international students would be staying home rather than coming to the United States, much of our typical program wasn't as relevant. Students wouldn't need help purchasing a SIM card, setting up a bank account or learning to figure out sales taxes and tips. It was imperative, however, that they build a strong support system, develop an avenue for humor and stress relief, and find ways to deal with questions of alterity and belonging.

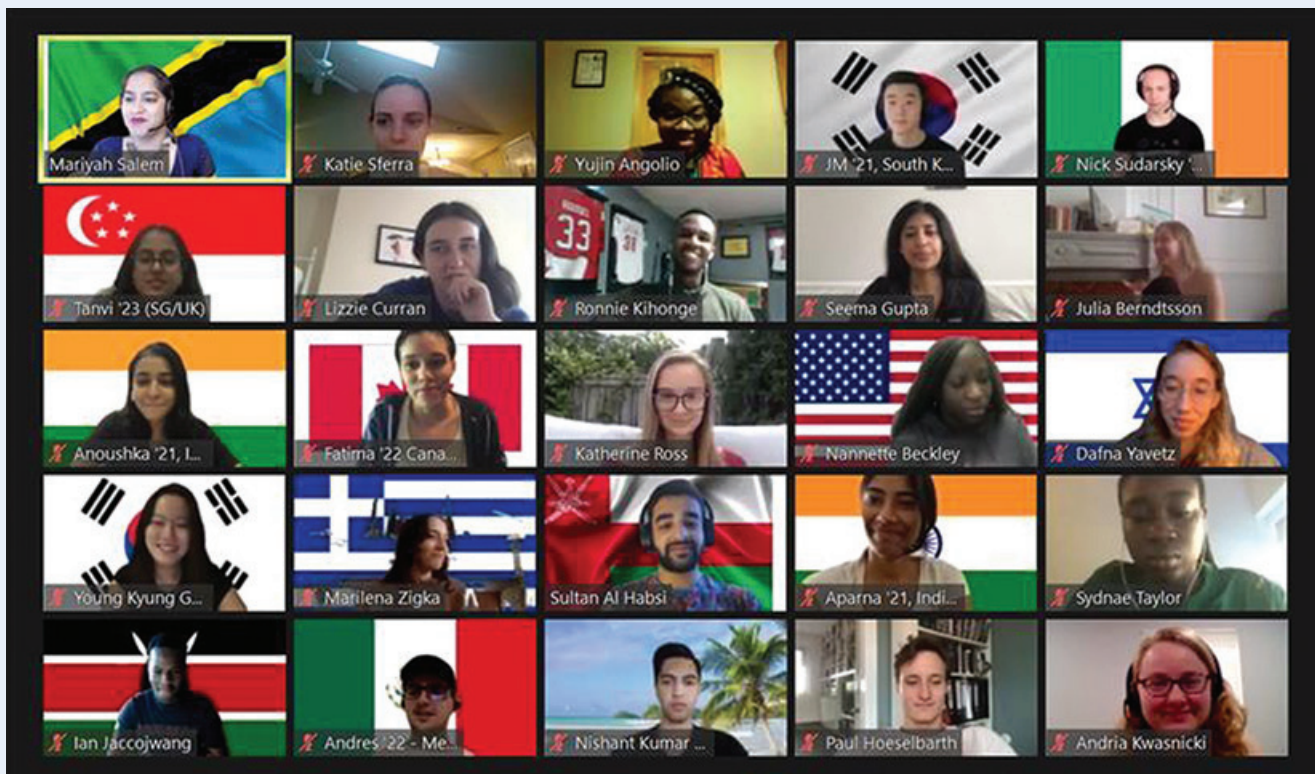
Due to the pandemic, new international students were caught between two places: a home abroad where they lived in physically, and a virtual University campus that they focused on mentally. Their main concern was no longer an overwhelming, abrupt cultural shock coming to the United States; instead, they needed to learn to navigate the challenges of living and working in two separate worlds. For some students, attending classes on the University's time zone comes at the cost of feeling isolated from one's family and home, as they spend their nights working and their days sleeping and recovering. On the other hand, the desire

to live on a regular schedule back home can result in missed social and academic opportunities with their University peers, as they live a more passive 'pre-recorded' college experience.

That is why, when planning for IO 2020, the Davis IC staff and IC leaders had to get creative. Instead of the jam-packed three-day extravaganza we usually host, we spread IO over five calmer weeks. We started by grouping new students



with others in similar time zones, scouring the map from north and south to create a diverse, yet temporally cohesive group. This way, students did not feel like they had to sacrifice sleep to meet new, interesting and different people but rather find a group that would be sharing their experience — or, perhaps, struggle — all year.



Staff and student leaders in the Davis International Center prepare for the 2020 International Orientation virtual closing ceremony.

Over 130 students were placed in 11 groups, each led by a pair of our IC Leaders. Together, we represented over 50 countries, each providing unique viewpoints, perspectives about Princeton and the world at large. By seeking to introduce students to our new virtual campus, we also had the Zoom privilege of stepping into their rooms, countries and lives. This fostered a closer-knit, more intimate and — frankly — more vulnerable atmosphere to connect.

With so much change, it was important to our planning group that we still found ways to incorporate old IO traditions in a new form. Our crowd-pleaser, the annual scavenger hunt, took place as a virtual campus tour — with a side of Princeton trivia. Our adjustment and cultural shock skit, lovingly known as USA101, became a peer cinematic experience, starring our IC Leaders from around the globe acting out the moments that most entranced (or annoyed) them about America. It felt so novel and yet so familiar, facing new challenges yet ultimately creating an authentic Princeton experience that was relatable for all international students.

Now, looking back at all the laughs this year's IO captured, all the friendships it fostered and all the anxieties it reduced, it was definitely a worthwhile endeavor. While it was nothing like we expected — and a totally different flavor of planning, logistics and coordination — I truly believe we managed to build an even more cohesive international student community, one that is still working to provide support, plan events and bridge connections. As both an international student and the assistant student coordinator, I could not be more grateful for this amazing international community and all the tireless IC Leaders and staff that made this year's virtual IO a reality.

Sultan Al Habsi '22 is an international student from Oman who is studying economics and pursuing a certificate in Russian language and culture. He is currently the assistant student coordinator for the Davis IC Leaders.

Due to the pandemic, new international students were caught between two places: a home abroad where they lived in physically, and a virtual University campus that they focused on mentally.

Innovation and Digitization

Princeton University Library staff pioneer new ways to support patrons around the world, despite limited in-person access.

By Mary Cate Connors, Office of International Programs

Additional reporting by Barbara Valenza, Princeton University Library and Pooja Makhijani, Princeton Institute for International and Regional Studies

With collections from nearly every country in the world and millions of books, journals, manuscripts and non-print items in over 200 languages, Princeton University Library (PUL) is inherently global in scope. But in March 2020, when the COVID-19 pandemic forced the University to send the majority of its students and staff home, PUL's global reach became wider than ever.

As students and faculty began studying, researching and working remotely, PUL staff expanded virtual library resources to

support an influx of requests, says Robert H. Taylor 1930 University Librarian Anne Jarvis. "Our staff have been working together in new and creative ways, finding and implementing solutions for meeting the needs of our students and faculty who are situated all over the world," Jarvis says.

These new Library initiatives include the PUL information technology team, curators and subject librarians experimenting with new media — including live video — for teaching and conducting research with special collections remotely.

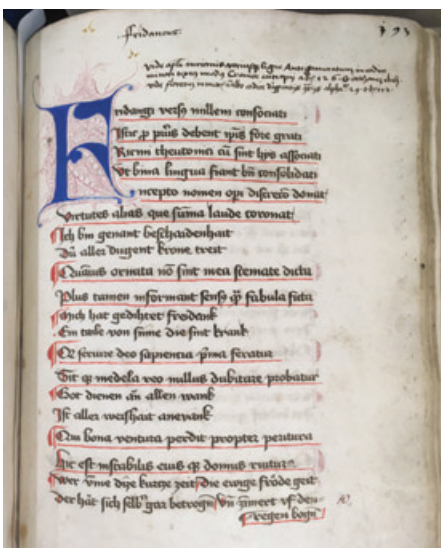
When Sara Poor, associate professor of

offered students a better view of the objects than they would have gotten while standing around a seminar table. I'm sure the experience helped them to feel a sense of the library as a place, certainly one to which they will look forward to returning."

The Library has also expanded online services and created new virtual content to support faculty and students anywhere, anytime. Currently, PUL offers controlled digital lending, virtual one-to-one research consultations around the clock, extensive in-house digitization and book scanning, online instructional videos and virtual workshops and seminars, which have been attended by students in North America, Asia and Europe.

"Not only are library staff helping researchers meet deadlines, they're helping us hang onto some sense of normalcy in pursuing our scholarly work," says Pamela Patton, director of Index of Medieval Art, Department of Art and Archaeology, who uses the Library's electronic document delivery service. "That in itself is very much valued."

Richel Diaz, digital imaging technician, photographs a rare manuscript. In addition to photography, PUL's Digital Imaging Studio has contributed transcriptions and structural metadata to collections, turning digitized books and manuscripts into more useful research tools.



A "miscellany" of Latin and German school texts (Princeton MS 178) was produced ca. 1436; in the "Freidank," the Latin Proverbs have interlinear German translations.

German, could no longer take her fall advanced language class to Special Collections in Firestone Library to view the medieval German manuscripts they were studying, she had to get creative. She worked closely with Eric White, curator of rare books, to reinvent the library experience virtually. Using overhead cameras, White, who was on-site, manually turned manuscript pages as Poor and her class interacted from locations around the globe.

"[It] was about as close to being in the reading room as I could imagine," Poor says. "In some ways, looking at the books virtually



PHOTO: Roel Muñoz, Princeton University Library

Photo Contest Winners

The winners of the 12th annual International Eye Photo Contest, sponsored by the Office of International Programs in collaboration with the Princeton Institute for International and Regional Studies, were announced virtually this year in light of the COVID-19 pandemic. Thirty-three photos were selected from approximately 500 total submissions, all taken between January 1, 2019 and January 1, 2020. Annabelle Priestley, curatorial assistant at the Princeton University Art Museum, judged the main categories. In lieu of an in-person celebration, students selected for this year's contest received framed photos of their work.



**BEST IN SHOW,
1ST PLACE, LANDSCAPE/NATURE**

Harshini Abbaraju '22

Ladakh, India



1ST PLACE, TIGERS ABROAD

Bruce Allen '20, Bodh Gaya, India



1ST PLACE, ABSTRACTION

Ashley Cao '23, Surakarta, Indonesia



1ST PLACE, PEOPLE

Anna Hiltner '23, Valle Alto, Cochabamba, Bolivia



1ST PLACE, ARCHITECTURE/CITYSCAPE

Hyojin Lee '20, Buenos Aires, Argentina



1ST PLACE, PIIRS GLOBAL SEMINAR

Owen Matthews '22, Yakutsk, Russia



1ST PLACE, WINDOW ON EURASIA

Jianing Zhao '20, St. Petersburg, Russia

Overheard Off Campus

“Until now, Princeton has defined a ‘significant international experience’ as one conducted abroad for a minimum of four weeks. The more immersive and extensive the direct engagement with another culture, the better. This was a truism for those of us engaged in promoting international education, and shaped our pitch to perspective students. Given the dislocation caused by COVID-19, however, what now constitutes a ‘significant’ international experience? We need to recalibrate our thinking. This is not about fatalism or the abandonment of long-held beliefs. Rather it is about open-mindedness, creativity and experimentation. In offering virtual or hybrid platforms, we will deliver new experiences and, crucially, sustain student interest in international activity. We may risk ‘over-achieving’ — generating remote programs so attractive that when circumstances change, there is greater student demand for them than ‘the real thing’ in situ. Such concerns should not deter us: for every student content to confine their international activity online, there will be more who treat the latter as a gateway to a more immersive experience. ‘International’ at Princeton will need to be defined anew, but its potential will be kept alive in the minds of our most important audience.”



— **David Jarvis**, deputy director, Princeton Institute for International and Regional Studies (PIIRS)

“The pandemic has prompted serious reflections on the sorts of collaboration we want to create. We’ve become more intentional — and more self-questioning. In many ways, the online context makes it much easier to collaborate, and less expensive than pre-COVID conferences, workshops, or visiting lectures. How inclusive can we make these collaborations? How far can they reach, into which parts of the globe? Across which languages, bandwidths and time-zones? And how can conferences and research projects better engage, support and connect rising generations of scholars, writers, teachers? How responsive can our efforts be to a world that’s been transformed — not just by the pandemic but also by movements for social justice (worldwide protests against racism, economic inequality, environmental degradation)? How might we more clearly understand the different geo-political contexts in which globally-linked but locally experienced problems and initiatives occur? How might we hear local voices and connect more regularly with colleagues in different parts of the world? What role might the humanities play in such cross-border connections and research? In these and other ways, the pandemic has prompted a greater sense of solidarity and an expanded sense of global purpose.”



— **Sandra Bermann**, the Cotsen Professor in the Humanities, a professor of comparative literature and acting director of the Fung Global Fellows Program.

“Professors and students alike have risen to the challenges of a virtual semester, demonstrating creativity and flexibility as we quickly adjusted to a new way of learning and living. Our field trip to Hungary went ahead — albeit with interviews conducted from our childhood bedrooms over Zoom, rather than over delicious Hungarian meals — and we were fortunate to be joined by politicians, journalists and NGO representatives to learn more about how coronavirus was impacting the country in real time. With so many people being forced to go virtual and lock down at home, one unexpected benefit of virtual classes has been the willingness of people to come as guest lecturers for our courses; no longer having to travel to Princeton to talk to students, I’ve been lucky enough to speak to leading journalists from *The Atlantic*, *The Washington Post* and *The New York Times* in my classes. And, with the opening of many digital archives and e-library collections to the wider scholarly community throughout the pandemic, new avenues have opened up for research as I look towards my senior thesis, after my original idea became impossible due to travel restrictions.”



— **Jack Allen '21**, a senior in the Department of Slavic Languages and Literatures, and pursuing certificates in Russian and Eurasian studies, East Asian studies and journalism.



Payung Perak

Yogyakarta, Indonesia

This photo was taken shortly after the streets of Kotagede were flooded during rainy season. On this particular day, I neglected to bring an umbrella or jacket with me to service, so I was stranded under the awning of a stranger's house, unable to navigate the alleyways back home in the heavy downpour. I texted my host mother with the last percentage of my phone battery, unsure if the message had even gone through, but sure enough, she appeared, flood water to her thighs, two umbrellas and her own sandals in hand, heartily laughing at my silliness in forgetting the rain. We took cover together as the storm picked up, eating fried snacks and chatting about the cleaning that would have to be done once the rain stopped. On the way home, my host mother walked in front of me, large silver umbrella nearly covering her entire figure. But this picture in my mind has always seemed an apt description of her role in my experience abroad. Looking back, I find that most of my favorite memories of Bridge Year come from times I spent with her: watching soap operas with our fourteen cats, gaining her trust in experimental cooking, learning cutwork to help her embroidery, and mostly sharing laughs, tears and honest, open words. She was, and continues to be a consistent light, warmth and source of comfort, caring for me as though I am truly her daughter despite the distance and time now spent apart.

Ashley Cao '23

**1ST PLACE, EVERY PICTURE TELLS A STORY
2020 INTERNATIONAL EYE PHOTO CONTEST**



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Princeton Pivots
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Snapshots From
a Remote Summer

A Year Like No Other