Princeton International

int'l

Fall 2021

also inside:

Lost in Translation

Summer in Seoul

On Top of the World

Reimagining International

On this page: Last summer, Michael Salama '23 worked from his bedroom as a virtual intern for Pro Eco Azuero, a nonprofit organization in Panama.

Back page: Diana Chao '21 looks up while visiting the Batu Caves, a sacred Hindu site in Kuala Lumpur, Malaysia.

Cover: Illustration by Federica Bordoni.

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In the Nation's Service and the Service of Humanity

inside int'l
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Letter From the Deputy Director

In retrospect, the banner headline for the fifth edition of *Princeton International* — "A Year Like No Other" — proved optimistic. Indeed, it would be easy to imagine that little has changed for international at Princeton during 2021. In fact, two significant developments are increasingly apparent. The first is that the innovation we celebrated in the adversity of 2020 was merely a foretaste of what would prove possible. Last year's pivot was a remarkable achievement, but who could then have imagined we would now be reporting, for example, on a seminar that showcased an international collaboration to produce musical theater — entirely online? The second is that the human tragedy of the pandemic has served to reinforce the critical importance of the international engagement it did so much to disrupt.

Effective international engagement is ultimately predicated on dialogue. The COVID crisis has highlighted the need for that dialogue to be as accessible and equitable as possible. Though largely born out of necessity, increased digital communication has done much to advance that goal. Participants in a variety of virtual events — the queer politics webinars, online Global Seminars and the migration conference — all highlight the increased inclusivity of this format. As they point out, many of those involved in these conversations would not have been able to attend traditional in-person events. Immersive and experiential international activity must of course return as soon as it safe and appropriate for it to resume. Its loss has served to underline how critical this is to our collective mission. We are also, rightly, embracing the return to in-person instruction that lies at the heart of Princeton's high touch educational philosophy. Yet the proven potential of virtual communication to open up new audiences for our research and teaching has highlighted exciting opportunities for the further development of our international work.

COVID-19 has also thrown into stark relief the collective human challenges of pandemic management, climate change and structural inequalities. It is no accident that these themes resonate so strongly through this issue and its predecessor. We used to wonder aloud where our students' international journeys would take them. Now we see that for many the international

PHOTO: Sameer A. Khan/Fotobuddy

experiences Princeton made possible inspired them to lives of international research and service, as exemplified by some of the alumni stories featured in this issue. As we progressively restore those experiences in person for the present generation, we will be ever-more conscious of their potential impact in an uncertain future.

What of that future? What might reimagining Princeton's international mission involve? While it is impossible to predict specific outcomes, the enforced hiatus and disruption of many of our longstanding activities has at least served to clarify the approach required of us. As some of those activities begin once again to return, triumphalism would be both premature and inappropriate. Instead humility in the face of circumstances beyond our control, determination to contribute to international problem-solving and partnership across the globe are the order of the day. Never has this work felt more important.

David Jarvis

David Jarvis
Deputy Director
Princeton Institute for International and Regional Studies

Return to Campus

Undergraduates from the Class of 2025 arrived on campus in August 2021. International students — representing 58 different countries — participated in a three-day International Orientation hosted by the University's Davis International Center.

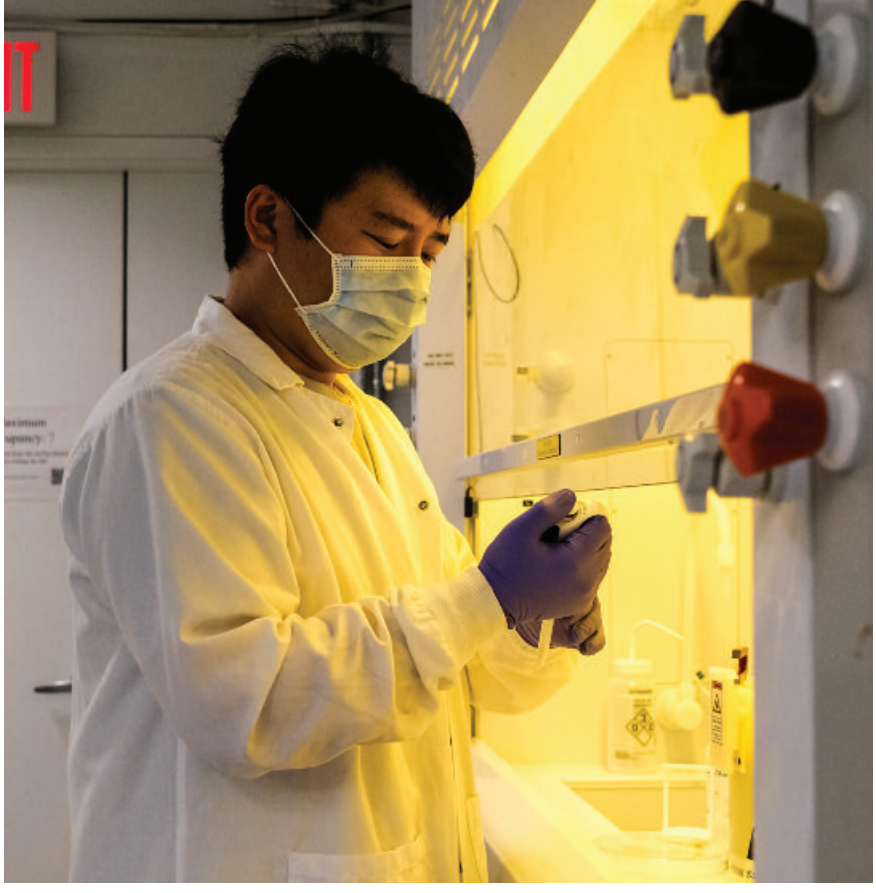


PHOTO: Pooja Makhijani

Fung Global Fellows to focus on 'Sustainable Futures'

By Pooja Makhijani, Princeton Institute for International and Regional Studies

Seven exceptional scholars from around the world began a year of research, writing and collaboration in September as the ninth cohort of Fung Global Fellows.

The 2021-2022 Fung program includes many firsts. Six of the seven scholars are engaged virtually, rather than in person, due to continued coronavirus-related travel restrictions, but one scholar is currently on campus. This year's research topic — "Sustainable Futures" — also broadens the program's interdisciplinary approach. This cohort includes social scientists and humanists as in years past, as well as an architect, an engineer and a lawyer.

"Topics will include responses to COVID-19; AI technologies in free societies; state attempts to manage energy transitions, and energy poverty even in rich countries; soil's transcendent importance in mitigating adverse environmental phenomena; the craft of sustainable architecture using solely local materials; and the implications of transregional environmental law in Latin America and the Caribbean for the rest of the world," said Stephen Kotkin. He is the John P. Birkelund '52 Professor in History and International Affairs, co-director of the Program in History and the Practice of Diplomacy, director of Princeton Institute for International and Regional Studies (PIIRS), and acting director of the Fung program. "For the first time, the Fung Global Fellows program has a scholar who will engage in laboratory work — on solar energy."

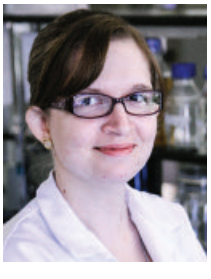
The seven fellows are: Wesam Al Asali, postdoc in architecture at University of Cambridge; Sefa Awaworyi Churchill, associate professor and principal research fellow at Royal Melbourne Institute of Technology (RMIT); Uzuazo Etemire, senior lecturer and acting head of the Department of Jurisprudence and International Law at University of Port Harcourt; Han Ul Min, postdoc in energy engineering at Ulsan National Institute of Science and Technology (UNIST); Andressa Monteiro Venturini, postdoc in science at University of São Paulo's Center for Nuclear Energy in Agriculture; June Park, researcher at the National Research Foundation of Korea; and Anish Sugathan, assistant professor at Indian Institute of Management.

"The pandemic has profoundly reconfirmed how much the world is and will remain interdependent," Kotkin said. "Our incoming fellows are from all over the globe, a supreme challenge for an online program."

Min is currently the only fellow in residence at Princeton. His work in the field of energy engineering necessitated being in a lab, and an exception was made to allow

Above: Han Ul Min. Below, left to right: Wesam Al Asali, Sefa Awaworyi Churchill, Uzuazo Etemire, Andressa Monteiro Venturini, June Park, and Anish Sugathan.



him to work on-site. He arrived in New Jersey from South Korea in September, and then self-quarantined and applied to be vaccinated, before moving into his on-campus apartment and visiting the lab. Barry Rand, associate professor of electrical engineering and the Andlinger Center for Energy and the Environment, is supervising his research. Despite the logistical hurdles, Min has settled into life at Princeton. "During my fellowship year, I want to improve long-term stability of highly efficient next-generation perovskite solar cells," he explained. "I'm currently fabricating perovskite solar cells with two graduate students. Since the detailed experimental conditions which the devices were fabricated in my previous lab in South Korea, such as humidity and temperature, are different in here, I'm currently modifying and adjusting the conditions to fabricate high-efficiency solar cells. After we achieve high enough efficiency, we can try various strategies to improve its long-term stability." And despite the distance from his cohort, Min keeps in close contact and collaboration. "I have regular Fung [meetings] on Thursdays," he said. He finds the interdisciplinary exchange of ideas very constructive.

Awaworyi Churchill, who is currently in Australia, is cautiously hopeful that he, too, will be on Princeton's campus in the spring. Though distance and the time difference are currently a challenge, he said the commitment from the program's manager, Nicole Bergman, as well as its director, have "ensured [that] COVID-19 restrictions, which have prevented my physical presence on Princeton campus, have not affected the quality of the program," he said. As an applied economist, Churchill's interdisciplinary research focuses on environmental economics, development and energy economics. As part of his fellowship, he is working on the impacts of climate change on energy poverty. "The Fung program is one of the most well-organized and structured fellowships I've been a part of. The resources [that have been] made available support the opportunities to make the most impact with research."

Andressa Monteiro Venturini, who is currently in Brazil, concurred. "It's been a remarkable experience to be part of the Fung Global Fellows Program," she said of her experience so far. Her main research interest is the study of microorganisms from tropical soils in the light of land-use and climate change using molecular, bioinformatic and statistical approaches. "In addition to working on my research, I also participate in weekly seminars with the other fellows of the cohort and Princeton faculty members, where we have the opportunity to discuss the theme 'Sustainable Futures' from different perspectives. Our meetings have allowed me to think more broadly about the importance and the impacts of my research."

The program is administered by the Princeton Institute for International and Regional Studies (PIIRS), and is funded by a portion of a $10 million gift from Princeton 1970 alumnus William Fung of Hong Kong that is designed to substantially increase the University's engagement with scholars around the world and inspire ideas that transcend borders.

Trevor Noah: Travel teaches you that the way you think the world is, isn't

By Mary Cate Connors, Office of International Programs

Author, comedian and host of "The Daily Show" Trevor Noah shared how travel has shaped his perspective during a special Class Day conversation with Princeton students.

Class Day co-chairs Michael Wang '21, Morgan Smith '21 and Kamya Yadav '21 asked Noah about his comedy beginnings, navigating "belongingness," and his hopes and fears for the future.

Yadav, an international student from New Delhi, India, who completed an International Internship Program (IIP) internship at the Institute for Democracy and Economic Affairs in Kuala Lumpur, Malaysia, asked Noah to talk about the influence that travel has had on his life.

"Travel, for me, is a humbling experience," Noah explained. "It will show you that *the world* is bigger than *your world*. It will also show you that every idea that you have accepted as dogma is, in fact, just an idea."

Noah explained that, for him, traveling has been both "humbling" and "informative" and can help people examine their preconceived notions about their own worldview.

"I think [travel] gives you a sense of understanding that everybody is generally coming from a perspective in the world that they think is correct because they've learned it," he said. "But in fact, there is no 'one correct way' to do anything, you know? Unless it's science, everything else we've just applied with a veneer of the way it's supposed to be."

VIDEO STILL: Sameer A. Khan/Fotobuddy

Class Day co-chairs (clockwise from lower left) Michael Wang '21, Kamya Yadav '21 and Morgan Smith '21 led a lively conversation with Trevor Noah, who joined from New York.

PIIRS supports new faculty initiative on the handling of COVID-19 crisis internationally

"The State and COVID," a new faculty initiative supported by the Princeton Institute for International and Regional Studies (PIIRS), will bring together faculty from across a range of disciplines to explore the significance of state capacity — bureaucratic expertise of the state, leadership, and the relationship of the state to its citizens — and understand why COVID-19 is ravaging some countries more than others. The initiative will receive up to $75,000 from PIIRS over the next three years to support research and conferences.

Miguel Centeno, Musgrave Professor of Sociology, Professor of Princeton School of Public and International Affairs (SPIA), and vice dean at SPIA; Atul Kohli, David K.E. Bruce Professor of International Affairs and professor of politics and international affairs at SPIA; Grigore Pop-Eleches, professor of politics and international affairs at SPIA; Deborah Yashar, professor of politics and international affairs at SPIA, lead the initiative.

Three questions will drive the group's research: Why are some leaders able to mobilize effective state action and not others? How important are a state's prior organizational and bureaucratic capacities in the success of state actions? Under what conditions do citizens cooperate with state directions and edicts?

"A number of caveats ought to be kept in mind," the researchers cautioned in their proposal. "The quality of data from some countries is better than from others; the shape of COVID continues to shift rapidly across the world, suggesting that our understanding will need to be updated regularly. Our analytical efforts are only exploratory at this early stage." However, the initiative hopes to undertake a comparative analysis of a range of countries, which will help explain not only typical patterns, but also atypical outcomes characterized by extreme success or failure in combating COVID-19.

The initiative will build on expertise in this topic, as well as existing links between Princeton researchers and institutions. In an earlier research project, Princeton and a series of partners established a global network of scholars to analyze the origins and consequences of state capacity. From this collaboration, Centeno, Kohli and Yashar produced "States in the Developing World," a series of case studies focused on a variety of issue-areas where state capacity might be important. According to the researchers, COVID-19 represents a fresh opportunity to apply their insights to a very specific set of outcomes, as well as to extend them beyond the Global South. The research interests of Pop-Eleches will allow the team to broaden their research focus to include European and other industrial countries.

The initiative currently hosts bi-weekly Zoom seminars to gain broad understandings of how their Princeton colleagues and other experts are approaching these topics; an in-person workshop is planned for late spring or summer 2022, and an in-person conference in spring 2023.

"There are many who are studying the global aspects of COVID, including how it spreads and what it does to human bodies," Centeno said. "We are interested not in how COVID may be the same across the world, but how the response to it has varied across different societies and stages. Why did some countries have lower initial infection rates? Why did some succeed better in immunization? COVID offers a natural experiment with which to open the 'black box' of the state and address why states have adopted and implemented different policies to address this devastating pandemic." – *P.M.*

Fall 2021 Semester Abroad

Semester abroad programs resumed in fall 2021, with three students studying at universities in Copenhagen, Denmark, and Budapest, Hungary. The Study Abroad Program, housed in the Office of International Programs, worked closely with the University's Global Safety and Security unit and University Health Services to approve a limited number of opportunities for the semester.

"It is a true joy to have students on study abroad locations again," said Gisella Gisolo, director of the Study Abroad Program. "Although we are sad some programs could not proceed, we have to celebrate the small steps towards a renewed sense of normalcy."
– *M.C.C.*

Above: *Alia Bradley '22 visits the Round Tower in central Copenhagen, Denmark.*

Left: *Alia Bradley '22 (center) and some of her classmates explore Copenhagen, Denmark, during a class trip.*

Isabel Zaller '22 and Anika Duffus '22 make gulyásleves, a traditional Hungarian soup.

Anika Duffus '22 sits on the banks of the Danube in Budapest, Hungary.

'Language and Migration' Symposium Explores Critical Issue Of Language Justice

Language is a vital, but underexplored, factor in the lives of migrants, immigrants and refugees. It has a direct impact on the experiences and choices of individuals displaced by war, terror or natural disasters. Language justice refers to the right everyone has to communicate in the language in which they feel most comfortable.

By Pooja Makhijani, Princeton Institute for International and Regional Studies

Over 525 participants from 52 countries on six continents attended "Language and Migration: Experience and Memory," an interdisciplinary symposium that convened humanists, social scientists, field-workers, policymakers, artists and writers to think about migrants as resourceful users, interpreters and creators of language. The virtual symposium took place Monday, April 19 through Saturday, May 1.

The conference's seven panels — spread out over two weeks to avoid "Zoom fatigue" — covered an array of topics, including multilingual education, linguistic human rights, asylee narratives and xenophobic language.

"Language is underexplored when it comes to migration; it doesn't get articulated as an issue when it's such a pervasive issue," says Esther Schor, the Leonard L. Milberg '53 Professor of American Jewish Studies, professor of English, chair of the Council of the Humanities, director of the Stewart Seminars in Religion, director of the Program in Humanistic Studies, and co-director of the Migration Lab at the Princeton Institute for International and Regional Studies (PIIRS). "Seventy million people today are far from home. For every single act of immigration, someone makes a momentous choice."

"We live in a globalized world, and what could be more important to people who are moving from countries of origin to countries of destination than language?" says Patricia Fernández-Kelly, professor of sociology, associate director of the Program in American Studies and co-director of PIIRS' Migration Lab. "How people interpret words in different language may be a question of life and death."

Schor and Fernández-Kelly served as co-organizers of the conference with Humphrey Tonkin, professor emeritus at the University of Hartford and chair of the NGO Committee on Language and Languages at the United Nations. Sam Evans, manager of global initiatives at PIIRS, coordinated plans for both the in-person symposium and the online pivot.

The event featured two keynote speakers. Sarah Dryden-Peterson, associate professor of education at Harvard Graduate School of Education, outlined the symposium's broad themes in her opening lecture, "Language, Migration, and Education: Threading Past, Present and Future-Building." Viet Thanh Nguyen, the Aerol Arnold Professor of English at the University of Southern California and winner of the Pulitzer Prize for "The Sympathizer," spoke to representation and decolonization in his concluding address.

'Writing stories about people experiencing migration and language': Readings by Princeton professors

"Language and Migration" also included readings by three professors of creative writing: Jhumpa Lahiri, director of Princeton's Program in Creative Writing; Yiyun Li; and Aleksandar Hemon. The distinguished panel was introduced Sandra Bermann, the Cotsen Professor in the Humanities and professor of comparative literature.

"When people move, they carry with them all sorts of values; thinking about the migration of ideas is important — which brings in the question of creative writing," conference co-organizer Tonkin says.

"There are migrations in our personal histories," says Hemon, who was born in Sarajevo, and visited Chicago in 1992, intending to stay for a few months. While he was in the United States, Sarajevo came under siege, and he was unable to return home.

Speaking of his co-readers, he notes: "All of us, in our work, write about migration. We process migration through language and our bodies. Writing stories about people experiencing migration and language is a different kind of generation of knowledge, a different kind of thinking. It's to the credit of the symposium it was able to combine scholarly and other approaches."

'The urgency of connection': Reimagining the symposium for the COVID-19 era

"Language and Migration" was originally scheduled for spring 2020 with events planned in two locations — on Princeton's campus and at the United Nations complex in New York City. When the pandemic upended life, the organizers reimagined the symposium for the COVID-19 era — with some unexpected positive outcomes.

Schor asked participants to pre-record their 15-minute presentations, which were uploaded to a streaming site for viewing before the symposium. At the "live" sessions, panelists spoke for no more than 10 minutes and posed one or two questions for discussion. This format was spearheaded by Lisa McEntee-Atalianis, assistant dean and head of the Department of Applied Linguistics and Communication at Birkbeck College, University of London. She says the result was virtual sessions that "were informed, intense and highly engaging. Threads were drawn between papers within sessions and across them, as presenters and audiences reflected on the material viewed over a matter of days."

The organizers found two advantages to the virtual format: global participation and a more satisfying exchange among humanists, social scientists and people who work in the fields of education, language policy and language justice. "The urgency of connection after a year of COVID — [I felt] that vibe from everybody," Schor says.

Fernández-Kelly noted that the vibrant and informative sessions were posted online until June "so that it's possible for many people in addition to those that registered and attended to [have] benefited from the event.," she says.

"I think we all benefited from the cross-disciplinary exchange, which not only reinforced but challenged our often deep-seated sets of assumptions and opened up new and fruitful areas of collaboration and research," McEntee-Atalianis says.

Bermann, who was the inaugural director of the PIIRS Migration Lab, emphasized the message of the conference. "Migration, language and language justice came through in each session and cumulatively: By the time we got to the last session, it was really powerful," she says.

The symposium was sponsored by the PIIRS Migration Lab and the Study Group for Language and the United Nations. The event received additional support from the Lewis Center for the Arts; the Humanities Council; the departments of English, comparative literature and African American studies; the University Center for Human Values; and the Program in Translation and Intercultural Communication.

Class Snapshot

'Introduction to American Popular Culture'

By Mary Cate Connors, Office of International Programs

This spring, 80 students — including international students from more than 30 countries from Albania to Zimbabwe, many in their first year at Princeton — focused both a historical and a critical lens on everything from novels and film to contemporary art and music in the new course "Introduction to American Popular Culture."

The instructor: Jill Dolan, Dean of the College, the Annan Professor in English, and a professor of theater in the Lewis Center for the Arts.

"Given the sudden opportunity, I thought a course in American popular culture might be fun and interesting [particularly] for international students," says Dolan. "One of the last courses I taught before becoming dean was in this field, so it's relevant to my scholarship and my pedagogy."

Thinking critically about the ways popular culture shapes identity: Each week, course participants were asked to think critically and creatively about a few major themes in American popular culture and to interrogate the ways in which specific cultural artifacts affect the lives of individuals and communities. The class syllabus notes that popular culture is not monolithic, but that its various manifestations implicitly prompt consumers to form and reshape their identities across various vectors including nationality, race, ethnicity, class, gender and sexuality.

In addition to academic texts such as the anthology "Keywords for American Cultural Studies," students read the 2016 novella "The Ballad of Black Tom" for a unit on horror, watched the 2005 feature film "Brokeback Mountain" for a unit on gender and Westerns, and listened to the original cast recording of the blockbuster Broadway musical "Hamilton" for a unit on musical theater.

PHOTO: Denise Applewhite, Office of Communications

Antek Hasiura '24, an international student from Starowa Góra, Poland (left); Beth Stroud, head preceptor, a 2018 graduate alumna in religion and lecturer in American studies; Dean of the College Jill Dolan; and Yashree Himatsingka '23, an international student from Mumbai, India, enjoy a small group discussion outdoors.

"I hoped, as a scholar and critic, that students would leave the course with newly honed interpretive skills with which to be able to consume popular culture at a deeper, more critical level," Dolan says. "I hoped the course would provide historical and critical context for the representations they and other students consume, knowing that American popular culture is exported around the world, often outside the context of the U.S.-specific events and ideas that make it specifically meaningful."

An academic 'adventure' with guest lectures from faculty across campus: Creating this course was a "happy necessity," according to Dolan. The class was one of a few hybrid options for international students who were required to enroll in at least one course with in-person components when Princeton allowed students to return to campus for the spring 2021 semester.

Dolan enlisted Beth Stroud — a 2018 graduate alumna in religion and lecturer in American studies — as head preceptor, and recruited eight other preceptors from among colleagues in the Office of the Dean of the College.

A hybrid guest lecture

Creating this course was a "happy necessity," according to Dolan. The class was one of a few hybrid options for international students, who were required to enroll in at least one course with in-person components when Princeton allowed students to return to campus for the spring 2021 semester.

The course, which Stroud calls a "kind of marvelous curricular adventure," gave students the opportunity to learn from faculty members across academic disciplines — including American studies, African American studies, creative writing, English, history, religion, and theater, among others — whose guest lectures shed light on the many facets of American popular culture from multiple perspectives.

"It was a real pleasure to teach the class," Dolan says. "Seeing students gather to hear so many wonderful guest faculty members was moving to me and made me proud of who we are and all the critical and historical perspectives we offer on our campus."

Creating a 'lab-like' experience in person and online: The course took a hybrid approach, with a weekly virtual lecture, a precept meeting on Zoom or in one of the lecture halls on campus and a student-driven practicum.

Stroud says that the hybrid course was intentionally structured to give students a "lab-like" experience, with in-person rotating small groups that gave them an opportunity to meet and work with different classmates.

Toward the end of the semester, health and safety guidelines allowed the precepts to meet in person. Stroud noticed students connecting with each other in ordinary ways — chatting at the beginning of class or during breaks. "I didn't realize how much I missed those little moments of connection that you can have with students — and that they can have with each other," she says.

Dolan and Stroud say they'd love to teach this course again. "I hope someday we can re-do the class as a typical, residential Princeton offering," says Dolan.

A deep-dive into Motown: One Friday afternoon in April, students enjoyed a guest lecture by Joshua Guild, associate professor of history and African American studies, who discussed the role of Motown in American culture.

Class participants tuned into the virtual discussion from various locations across campus; some arrived early to their in-person precept to watch from their lecture hall or classroom.

Guild opened with a short introduction to Motown — the genre and the record label, which was at one time the largest and most successful Black-owned company in the United States. "[Motown] was an unparalleled force in the 1960s and early 1970s, and has remarkable staying power in U.S. culture," says Guild. "At the same time, the label also carries the heavy burden of nostalgia — it's the music of 'your grandparents' generation' and the sound of the Clintons and the Obamas."

As Motown became the soundtrack for young Americans, it became impossible for the music to exist separately from politics. Songs like "War" by Edwin Starr, "What's Going On?" by Marvin Gaye and "Dancing in the Streets" by Martha and the Vandellas were provided as examples of songs that took on a life of their own, as they reflected the spirit of the civil rights marches that were happening all over the country.

"What about the role of music at protests in today's era?" one student asked.

"Music has always played an integral role in protest," says Guild, and highlighted the role of go-go music in Black Lives Matter protests in Washington, D.C. last year. He pointed out that music, in general, tends to be more fragmented now than it was in the 1960s, so protest music today commonly reflects local artists and songs.

And the legacy of Motown?

Not only did Motown provide a model of success for Black music executives such as American rapper Sean "P. Diddy" Combs and Andre Herrell, but the music itself is "widely sampled and lives on in the DNA of contemporary R&B, hip-hop and pop music," says Guild.

In the precepts following the lecture, students listened to the songs in Guild's presentation: hits from Gladys Knight and the Pips, the Four Tops, Tammi Terrell and Marvin Gaye, and the Supremes. While only few students seemed to know the songs by their titles or artists, the songs themselves were recognizable upon first listen.

The final project: Students were responsible for a final small group project at the end of the term, for which they could either create their own contribution to American popular culture or use what they had learned in class to interpret an existing text or artifact.

Projects spanned a range of genres and ideas — including a podcast about the representation of the American Dream in the films "Minari" and "The Great Gatsby"; an audio feature about drill, a style of trap music (a subgenre of rap) that originated in the South Side of Chicago; and a website examining the evolution of queer representation in American TV shows and movies.

Students say: As an international student from Kikuyu, Kenya, Tevin Singei '24 says he saw the course as an opportunity to learn more about the culture of the place he would call home for the next few years.

"The class discussions were phenomenal," says Singei. "It was always riveting to listen to everyone's disparate lived experiences: so similar yet so different. The precept discourse was something I always looked forward to."

Taking a course taught by Dolan was also a draw. "While consulting one of my academic advisers on course selection, he casually highlighted 'imagine being taught by the Dean [of the College] in your freshman year,' and I knew I wanted to take this course." Singei says.

For Yaashree Himatsingka '23, an international student from Mumbai, India, the highlight of the semester was working on the final project. Her group created a video podcast that analyzed Andy Warhol's artwork and posited "pop art" as being at the nexus of popular culture and "highbrow" fine art. "We got really into it," she says. "Our final discussion went on for over an hour — at which point we had to stop but we still had so much to talk about. It was great fun!"

Himatsingka, who took the class in part to fulfill her visa requirement as a returning international student, says she found the course content meaningful and timely.

"Though we explored key ideas through novels and films and songs, it was also about us and our lives and how we engage with the world," Himatsingka says. "It just felt really relevant."

Partner Up

Hiroaki Aihara and James Raymo on the Princeton University-University of Tokyo strategic partnership

By Pooja Makhijani, Princeton Institute for International and Regional Studies

Princeton University established a strategic partnership with University of Tokyo in 2013. In 2018, Princeton signed a five-year renewal of the partnership to further support collaborative research and teaching and boost interdisciplinary scholarship, and in 2020, appointed James Raymo, Henry Wendt III '55 Professor of East Asian Studies and professor of sociology as director. "One of the reasons that I came to Princeton was because of the partnership," he says. "I do research on Japan. My closest colleagues are all in Japan. This is an opportunity to build something in an area that I don't just do research in. It's something that means a lot to me professionally and personally."

James Raymo, Henry Wendt III '55 Professor of East Asian Studies and professor of sociology.

Hiroaki Aihara, executive vice president, University of Tokyo.

The ongoing pandemic has both strengthened the partnership and tested its mettle. Raymo and his University of Tokyo counterpart, Executive Vice President Hiroaki Aihara, hope to now expand the partnership through their leadership. "I think we may have a chance to build something physical, an institution," Aihara says.

Princeton International spoke with Aihara and Raymo about their ambitious plans, engaging graduate and undergraduate students, and the importance of international teaching and learning.

What have been the highlights of institutional and personal collaboration so far?

JR: A highlight for me is research that the partnership has supported. The range of disciplines represented is phenomenal — 27 different collaborative projects involving researchers and students, with about $2.5 million of support combined from both universities. There are not many places where there's that much investment in a specific partnership or collaborative relationship.

HA: Princeton University's "University of Tokyo Days" [a celebration of the partnership] are highlights for me. In 2014, Junichi Hamada, former president of the University Tokyo, visited Princeton. We met with [Princeton President Christopher L.] Eisgruber. The Princeton contingent visited Tokyo in 2016. This year, we had an online event. It was a success to me and to many people.

How do you think that these two institutions complement each other?

HA: We started this strategic partnership with Princeton because we share the same vision and we have been long time research collaborators. We both have faculty who work together on fundamental things — mathematics, physics, the humanities, including East Asian studies. Tokyo's entire Strategic Partnerships Project was created because of Princeton, our first partner.

JR: These are two absolutely top notch institutions packed with fantastically interesting and motivated researchers. The University of Tokyo is a place that emphasizes training and nurturing the next generation. That shared commitment to training, in addition to the shared love of the research, really makes a natural partnership.

How are you poised to expand this partnership through your joint leadership?

HA: We have this longstanding partnership — the exchange of researchers, the exchange of ideas and the exchange of students. We can connect with each other virtually anytime we want. My ambition is to create an actual [center] at Princeton or the University of Tokyo or even both. We're going to get over the pandemic one way or another. Now is the time to have something physical, some kind of real collaborative organization.

JR: I 100% share that ambition. There are challenges. Not just the time difference, language difference, distance and all of that, but also the logistical hurdles of establishing some kind of joint collaborative center as opposed to supporting collaborative research projects on an individual and arguably *ad hoc* basis. It would also be great if there was an [online] platform or some kind of broader forum for regular interaction. If there were a platform where we could share research and training on a meaningful and broad basis, it would complement the physical research entities that Hiro is talking about. If you had those two together — the concrete institutional setting, and the more intangible sort of human, intellectual commitment — you've got something really special.

> These are two absolutely top notch institutions packed with fantastically interesting and motivated researchers. Like Princeton, the University of Tokyo is a place that emphasizes training and nurturing the next generation. That shared commitment to training, in addition to the shared love of the research, really makes a natural partnership.
>
> – James Raymo, Henry Wendt III '55 Professor of East Asian Studies, professor of sociology, and director of the Princeton-University of Tokyo strategic partnership.

How do you hope to develop opportunities for students, both undergraduate and graduate students, to engage internationally?

HA: The exchange of the graduate students is already happening all the time through our research collaborations. We have several [undergraduate] students who go to Princeton and vice versa every year [through study abroad and the exchange program]. The students who have the experience of visiting Princeton have come back saying that that experience changed their way of thinking, changed their life. We would like to push this program further and enlarge it.

JR: There's the Global Seminar in Tokyo and that's great. But it is taught on an irregular basis, so it would be nice if there was some more formalized mechanism for more equal exchange. We could do something using our newfound comfort with online communication to offer a course simultaneously at the University of Tokyo and at Princeton for students at both institutions. This could be a class in which one or more faculty at the University of Tokyo are teaching and one or more here are teaching. And it would be synchronous. It's not the same as being together, but these are the kinds of international experiences that can change students' lives.

Why is international collaboration and learning important?

HA: We have to have global diversity in order [for our] university to make progress. Princeton is more internationalized. At the University of Tokyo, most of the students are Japanese or at least speak Japanese, and most of the faculty is Japanese. We'd like to diversify the constituents of the university. [This] uniformity tends to limit the way you think, and limit the way you educate, the way you learn. That's not the way to make the university great. With research, if you just assemble people from the same background and let them do the research, that's not going to get you too far. Strategic partnerships help us to do [all of this].

JR: One thing that's pretty clear [from the experience of the pandemic] is that it's hard to think about any kind of question we care about that's limited to a particular place. It's made us realize that you never know what's going to happen next week or next year. In the absence of the kinds of strong ties that we can build in good times, when worst case scenarios like the pandemic happen, you just sort of close the doors and you're in a really bad situation. But having built strong cross-institutional connections, we can continue them just as we have [this last year and a half] on Zoom.

A Look Back

The Princeton University and the University of Tokyo strategic partnership is one of the pillars of Princeton's internationalization strategy. Here are some highlights from this long-standing transnational research and teaching collaboration.

PHOTO: Denise Applewhite, Office of Communications

Princeton University Provost Deborah Prentice (center) and Associate Provost Aly Kassam-Remtulla (fifth from left) stand in East Pyne Courtyard with a delegation from the University of Tokyo. The delegation, led by Executive Vice President and Professor of History Masashi Haneda (sixth from right), visited campus in December 2018 to mark the renewal of a strategic partnership between Princeton University and the University of Tokyo.

PHOTO: Denise Applewhite, Office of Communications

University of Tokyo representatives visit the Louis A. Simpson International Building.

In 2018, Princeton University hosted "University of Tokyo Day" to welcome a delegation of administrators and faculty to New Jersey.

PHOTO: Masashi Haneda, University of Tokyo

Queer Politics at Princeton

A webinar series highlights international LGBTQ research and scholarship

By Riis L. Williams

In early 2020, Andrew Reynolds founded Queer Politics at Princeton, or QP@P, a think tank dedicated to the research and scholarship of LGBTQ justice and equality. The organization conducts research on the relationships between the political representation of LGBTQ individuals and equality, democracy and civil rights. Later that year, Reynolds, a senior research scholar in the School for Public and International Affairs (SPIA)and lecturer in SPIA and politics, engaged that community virtually — via a new webinar series.

The series' first season — from June 2020 to May 2021 — comprised 34 weekly one-hour webinars. Each featured prominent scholars and activists and quickly found popularity and a large international audience with nearly 800 registered participants, collectively representing four continents. More than 1,500 viewers have watched recordings on YouTube.

Andrew Reynolds (left), senior research scholar and lecturer in the School for Public and International Affairs and Politics (SPIA) and founder of Queer Politics at Princeton, and Michael Cashman, member of House of Lords of the United Kingdom, meet with LGBTQ activists in Kiev, Ukraine.

Reynolds created the webinar series with the explicit aim of providing a safe and valuable space for international LGBTQ scholars.

"I originally thought [the series] was just for American speakers — U.S.-focused and U.S.-centric," says Tarik Zeidan, executive director of Helem, the oldest and largest LGBTQ rights organization in the Arab world. "I was surprised to discover it was more focused on rethinking and repositioning LGBTQ rights and struggles within political advancements, changes and dynamics globally." Zaidan led the webinar "Millions in the Shadows: Prospects for LGBTQ People in the Arab World" in July 2020.

Zeidan works to promote intersectionality and integrate LGBTQ concerns and efforts into mainstream political movements within Lebanon and its surrounding region. He has found that conversations about countries in the Global South tend to focus on human-rights violations, rather than political strategies. "People like to look at gender and sexuality from an academic or humanitarian position, not from a political or policy angle," he says. "But the questions during my session were geared toward highlighting the political nature of LGBTQ rights, and true conversations were able to germinate."

Prior to Princeton, Reynolds was professor of political science at the University of North Carolina at Chapel Hill. His research and teaching focuses on democratization, constitutional design and electoral politics; at SPIA, he teaches courses on designing democracy and LGBTQ politics. Reynolds is also the author of several books including "The Children

of Harvey Milk: How LGBTQ Politicians Changed the World," a study of the impact of out queer elected officials.

In Reynolds' short tenure at SPIA, QP@P has become a leading center for the study of queer politics. The webinar format has already allowed scholars a space to present or workshop cutting-edge research, and Reynolds sees a vibrant and exciting future. "Post pandemic, we [will] plan conferences and [provide] enhanced opportunities for students to be engaged in research," he says.

The series' second season launched in September 2021, with monthly, rather than weekly gatherings. During the first half of each session, two scholars presented work on the same theme; during the second half, audience members asked questions and discussed the topic at hand. The October installment paired Stuart Turnbull-Dugarte, assistant professor of political science at the University of Southampton, who spoke on science, citizenship and inequality in the American LGBTQ movement, and Michal Smrek, a researcher at Uppsala University, who presented data on the persistent sexuality gap in voter turnout in Sweden.

"I got so many private emails from people saying how important it was to them — academically and emotionally," Reynolds says. "I didn't know if it was going to be successful, but it became immensely more so than what we expected."

Pippa Catterall, professor of history and policy at the University of Westminster, appreciated the Zoom format for a variety of reasons. "Sometimes at in-person seminars, you have all these people who are at the top of their professions and know it," she says. "But at the Queer Politics sessions, there were always a variety of people presenting — lawyers, postdocs, post-graduates — all who were treated in a respectful way." In April 2021, Catterall led "Queer Spaces," an examination of the inequalities in access to and safety in public space, which aren't always "public" because they tend to cater to the interests of certain groups over others. However, virtual "public spaces," like the webinar series, can eliminate elements of exclusivity — especially during academic gatherings, she explains. She likes the chat function on Zoom, which enables participants to ask questions or add comments publically or privately, depending on their comfort level.

QP@P Queer Politics at Princeton

The organization conducts research on the relationships between the political representation of LGBTQ individuals and equality, democracy and civil rights.

Sa'ed Atshan, professor of peace and conflict studies at Swarthmore College, also appreciated the equalizing structure of the seminars. His February 2021 webinar, "Queer Palestine and the Empire of Critique," explored critical junctures in the history of Palestinian LGBTQ activism and daunting pressures and forces working to constrict it. Atshan noted that while his presentation was very specific, those who attended asked engaging and wide-ranging questions. "It was a gift to my spirit," he says.

Reynolds hopes to hold in-person Queer Politics seminars when it is safe to do so, however, the meetings will always be hybrid and be live-streamed to an online audience. For individuals who don't have the physical space to discuss LGBTQ topics safely, the online environment is essential, he explains. "I got so many private emails from people saying how important it was to them — academically and emotionally," Reynolds says. "I didn't know if it was going to be successful, but it became immensely more so than what we expected."

Lost in Translation

A course teaches the fundamentals of machine learning, computer science and linguistics

By Samir Patel

When Srinivas Bangalore, visiting lecturer in Princeton Institute for International and Regional Studies (PIIRS) and the Program in Translation and Intercultural Communication, began teaching "Introduction to Machine Translation" in 2008, it seemed like an advanced concept for undergraduate students. The use of software to process, translate or generate language appeared in the voice recognition systems behind customer service calls, but Google Translate — now a mainstay of language learning and cross-cultural communication — was still a few years away from wide release. "The whole idea that some device is going to understand ideas expressed in one language and convey them in another language was exotic," Bangalore says.

Bangalore has now taught the course for more than a decade, during which time the exotic went mainstream. Today, we think nothing of pointing our phones at a sign in an unfamiliar language and seeing it magically translated on screen, or calling out a question to an empty room and expecting an answer. Machine translation makes all of that possible.

This popular course — cross-listed in the departments of computer science and linguistics, and the Program in Translation and Intercultural Communication — provides students the basics of natural language processing, or

converting spoken or written language into a computer-friendly representation. In the simplest version: Words and meanings are the data, syntax and sentence structure are the rules. From this foundation, students are set up to process these diverse representations using linguistic rules, statistical models or neural networks to translate into another language or even create a new and unexpected output. The students develop their own projects, and for many that's a favorite aspect of the class. As machine translation has advanced, so has their ambition and creativity. "Over the years, the course has sort of meandered in various different directions as the field itself has evolved," Bangalore says. "It's not necessarily one language to another."

Dora Demszky '17, now working on a Ph.D. in computational linguistics at Stanford University, took the course in 2015. Always fascinated by linguistics — she brought the International Linguistics Olympiad to her native Hungary as a high school student — she savored this first exposure to applying computer science to language. "I like to do… hands-on things," she says, "and this definitely enabled me to do that."

Demszky and fellow students Sarah Herrmann '17 and Quinlan Shen '17 tried to use machine translation to create poetry — specifically the deceptively complex form of haiku. But it wasn't as simple as feeding a computer some basic rules. They had to teach it about syllables, parts of speech and how words are related to one another (i.e., bloom, petal, flower). The intriguing results illustrate what the team wrote in their final presentation: "Semantics is hard."

infinite oceans
each seen throbbing in wardens
amorous dark capes

But the class and project helped set Demszky on her academic path, and she's now using these ideas to study and improve educational materials and approaches. "It was very influential for me," she says. For example, she's used natural language processing to analyze the content related to gender, race and ethnicity in the American history textbooks used in Texas. Another project broke down spoken language to understand discussion strategies that teachers can use to help math students excel.

Joomy Korkut, a native of Turkey who is currently a fourth-year Ph.D. student in computer science at Princeton, took Bangalore's class in spring 2019. Korkut had long been interested in language, and the language barrier he had encountered when he moved to the United States at age 19 only increased that interest.

As a precocious high school student — much like Demszky — Korkut had considered a career as a historian of late Ottoman Turkey. The project in Bangalore's class provided a chance to bring several of his academic interests together to attempt to translate Ottoman Turkish to Modern Turkish.

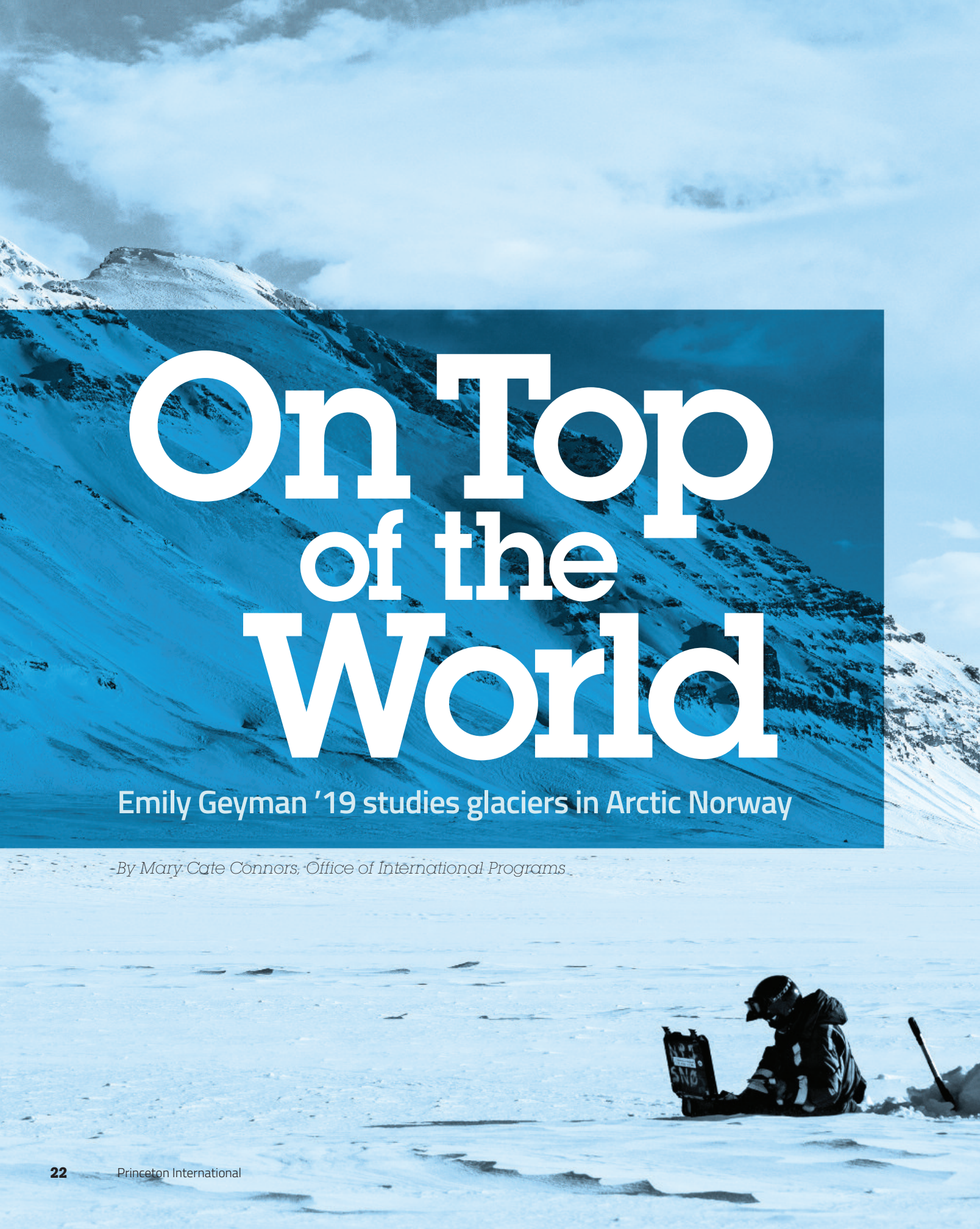
"Ottoman Turkish is essentially the same language as Turkish, with a different alphabet and very different spelling rules," Korkut says. "In 1928, Turkey switched from the Arabic alphabet to the Latin alphabet, with additional letters for the extra sounds. The Arabic alphabet was poor in vowels; a reader had to infer the vowel sounds when reading a text. Turkish depends on these vowel sounds a lot, so often there are ambiguities. Solving these ambiguities and reconstructing the suffixes with the right vowel harmony rules was the primary challenge."

After the class, Korkut put a draft of his final paper on his website, and others in the field have reached out about it. "This was a hobby for me but it makes me jubilant to see it taken seriously," he says.

Over the years Bangalore has overseen many other fascinating projects, from sentiment analysis of how people feel about portraits in museums to the rhythm of classical Latin poetry. "I ask them to be open with their thought process, and coming from industry, I see that as a valuable sort of skill to develop for research," he says. "Some students really thrive and really branch out in areas that I wouldn't even have anticipated."

Bangalore, professionally, has come to a similar place with respect to human intervention. Today, he leads a team that works on voice recognition systems — for AT&T, Apple and Nike, among others — that know when to ask a human for help. But the callers will never know a human stepped in, since they've never left the automated voice system. "It's like the Wizard of Oz kind of idea," he says. "It feels like the technology is getting it right, but in reality, there are humans helping the technology."

Even as AI becomes more prevalent in the field, humans still need to be involved in the machine translation process in some way, Bangalore believes. A course like his gives them the foundation to be the wizards behind the curtain.



On Top of the World

Emily Geyman '19 studies glaciers in Arctic Norway

By Mary Cate Connors, Office of International Programs

It's 6 a.m. and the sun is up; there's been near-constant light since April. The coffee at the research station is hot and ready, and the GPS has been programmed for the morning's trek. It's -35 degrees Fahrenheit — even though it is the middle of spring — so layers and snowsuits are a must. Equipped with a flare gun, rifle, notebook and gear, Emily Geyman '19 jumps on a snowmobile and heads for Kongsvegen, a glacier on the Northwest of Svalbard, where her team will collect data to measure snow density and thickness for an ongoing research project.

It was just another day in the field for Geyman, who spent two years in Arctic Norway conducting independent research, taking arctic geology courses and working alongside scientists at the Norwegian Polar Institute.

Geyman had been fascinated by the Arctic — particularly Svalbard, a Norwegian archipelago in the Arctic Ocean about halfway between the northern coast of Norway and the North Pole — since high school. "I'd heard about the research station from my older brother," she says. "I became enthralled with the idea of living there."

She made a few stops along the way. As a sophomore, Geyman joined the Department of Geosciences. Fascinated by unanswered questions, and eager to find answers about the natural world, her field research at Princeton took her to "all sorts of places" in the world, including Namibia, Spain, France and Australia. She also spent two summers on Andros Island — "The Sleeping Giant" — a large but mostly unoccupied island in the Bahamas, where, for her senior thesis, she studied calcium carbonates and how they record the global carbon cycle.

Geyman sets up the ground penetrating radar (GPR) system to measure snow thickness and snow properties on the glacier Kongsvegen, NW Svalbard.

Geyman calls the two summers conducting her thesis research some of the "longest and most challenging" days of her college experience, but also a time where she built core skills — from planning and logistics to preparing to go off the grid. "I started to feel more confident going to different places with no cell service with only a small group of people for weeks at a time," she says.

As she entered her senior year, Geyman honed in on finding her way to Arctic Norway. "I had this one singular mission of trying to get to Svalbard," she says. "It was just a question of figuring out how it would work, and if I could get funding to do it."

The funding came in the form of a Daniel M. Sachs Class of 1960 Graduating Scholarship, one of Princeton University's highest awards. The Sachs Global is given to a senior "whose scholarship is most likely to benefit the public" and provides funds for work, study or travel for one to two years anywhere outside the United States after graduation. Geyman proposed a two-year project, where she would split her time doing glaciology research in Tromsø, a major city in northern Norway, and on Svalbard.

PHOTO: Stein Tronstad, Norwegian Polar Institute

Emily Geyman '19 measures snow density and snow properties on the Brøgger peninsula in western Svalbard.

PHOTO: Stein Tronstad, Norwegian Polar Institute

1 *Geyman and her colleague JC use ground penetrating radar (GPR) to try to find a weather station and snow monitoring system that had been buried during the winter.*

2 *A typical view during fieldwork on the glaciers in NW Svalbard. Since there are few roads in Svalbard, travel to the glaciers is done by snowmobile (during the winter and spring) or helicopter (during the summer and fall).*

3 *Svalbard glaciers: then and now. Archives of historical aerial images enable the 3D reconstruction of Svalbard's ice cover in the 1930s. Comparison to the present reveals patterns of nearly ubiquitous glacial retreat. Geyman worked to understand the variables that control why some glaciers melted more or less during the 20th century in order to calibrate models that predict 21st century glacier change across the archipelago.*

4 *Geyman decends into a meltwater channel on the glacier Brøggerbreen to practice glacier safety and crevasse rescue skills before the 2021 spring field campaign.*

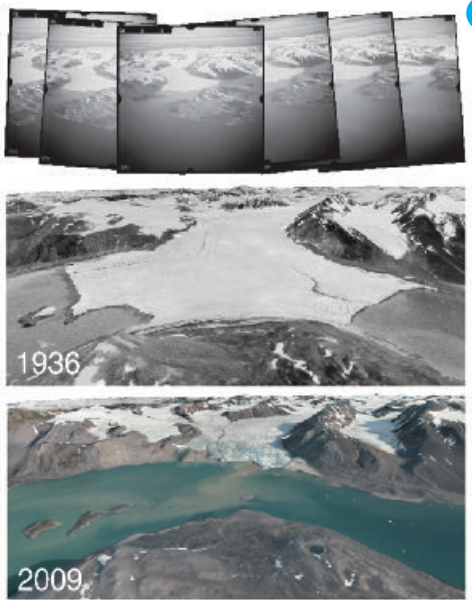


PHOTO: Stein Tronstad, Norwegian Polar Institute

In August 2019, Geyman moved to Tromsø, where she worked alongside an international group of scientists at the Norwegian Polar Institute headquarters. It was there that she began to explore questions about climate feedbacks on Earth. "I was curious about what observations can be made and what models can be built to better predict how glaciers might behave in the next century," she explains. "Every day, I fell asleep thinking about [that question] and what I wanted to do the next day to try to answer it."

Her first project used photogrammetry — or structure from motion — techniques to build 3D models of almost 2000 glaciers on Svalbard from analog photographs from the 1930s; these images were recently archived and digitized by the Norwegian Polar Institute. "There's no place in the world where we have this extensive of a record of glacier change," Geyman says.

"I was curious about what observations can be made and what models can be built to better predict how glaciers might behave in the next century. Every day, I fell asleep thinking about (that question) and what I wanted to do the next day to try to answer it."

Geyman moved to Svalbard in the winter of 2019, in anticipation of the primary glaciology field season. Life on Svalbard was unlike anything Geyman had experienced before. Ny-Ålesund, the town where she was working, has a population of approximately 35 people in the winter — "the core people needed to run a town," including electricians, cooks, plumbers, carpenters, a harbor master, and a handful of technicians and scientists like the glaciologists from the Norwegian Polar Institute. "The food arrives by ship every few months, and everyone in town eats the same food together, as there are no grocery stores," she says. "Everything is covered in snow, so snowmobiles are your primary means of transportation."

"Boring" was not a word Geyman used often on Svalbard. When you live at the base of a glacier, entertainment is sometimes as simple as putting skis on and opening the back door, she says. Most of Geyman's downtime was spent outdoors: hiking, climbing or moonlight skiing. Many locals abide by the Norwegian phrase, "Det finnes ikke dårlig vær, bare dårlig klær," or "There's no such thing as bad weather, only bad clothing," Geyman says.

Although researchers work all year-round, Svalbard is almost totally dark during the winter months, when the sun doesn't rise above the horizon. "The best time to make measurements of the glaciers is in the spring because it starts to get light again," says Geyman.

In 2020, just as the polar night was ending, the COVID-19 pandemic hit Europe. Svalbard closed its borders to visitors. While some scientists and students were forced to return home, Geyman was allowed to remain due to her affiliation with the Norwegian Polar Institute. But researchers who were not already on-site were not allowed in, which meant that during her first field season, Geyman worked with a much smaller team. She had greater responsibility and expanded her research scope, including data-collection for other international scientists who were unable to get to Svalbard for their annual measurements.

Since the 1960s, the Norwegian Polar Institute has collected annual data from glaciers on Svalbard. Geyman helped collect the 2019-2021 data as part of her daily fieldwork. She and the team would travel to various glaciers to take and record measurements to determine whether the glacier is growing or shrinking, and how quickly.

"We have so much data from satellites, and that's how we've learned much of what we know about how fast glaciers are moving and shrinking today," she explains. "But there are some things that satellites just can't tell you when you're hundreds of kilometers up in space taking pictures of Earth. You really need to be on the glacier."

Before she left Svalbard, Geyman submitted a paper with some of her research results. Now, after returning to the United States, she has been working on another model about how glaciers are changing using a larger dataset.

Geyman will spend the next few years in a Ph.D. program at the California Institute of Technology with funding from the Hertz Fellowship, awarded annually to the nation's most promising graduate students in science and technology. Her focus will shift to studying the global carbon cycle, because she is "most excited about studying climate on Earth" in different forms, but she's also eager to continue studying glaciers.

As long as there are still questions that need answering, Geyman is excited for her future research. "From the long term (multi-million year) warming and cooling of the planet, to ice age cycles, to the shrinking of glaciers in response to modern CO_2 emissions, there are a million questions to answer about how the climate system works," she says.

Only Theater Can Make Sense of It

An e-Global Seminar explores the ways in which storytelling helps navigate traumatic experiences

By Pooja Makhijani, Princeton Institute for International and Regional Studies

Princeton University's response to the pandemic has harnessed the ingenuity of its faculty and students, encouraging new lines of humanistic and artistic inquiry in these extraordinary times. The Princeton Institute for International and Regional Studies' (PIIRS) summer 2021 e-Global Seminar, "The Decameron Project: Musical Theater Storytelling in Times of Trauma," addressed the pandemic in real time, exploring the stories we tell to allow ourselves to weather the worst.

Instructors Peter Mills '95 and Cara Reichel '96 of Prospect Theater Company in New York City, and Stacy Wolf, professor of theater in the Lewis Center for the Arts, originally conceived of the seminar as an immersive international experience: Students would travel to Gesualdo, Italy; study Giambattista Basile's "Tale of Tales," considered the first collection of literary fairy tales to appear in western Europe; and collaborate with Italian theater professionals to produce a site-specific performance.

When the seminar was recast to fit the virtual format — undergraduates were prohibited from University-sponsored international travel in summer 2021 due to the pandemic — Mills, Reichel and Wolf reached for another foundational Italian text: Giovanni Boccaccio's 14th-century classic "The Decameron." In it, a group of 10 young people flee Florence during the Black Plague, taking refuge in a Tuscan villa. To keep spirits up during their quarantine, they take turns telling stories; Boccaccio's stories became a model for Italian authors of fairy tales, including Basile. "We could still look at classical literature and engage around Italian history, language and culture," Reichel says. "Because ['The Decameron'] is about telling stories and getting through a time of trauma, we could use that as the concept of the course."

"All the signs pointed to 'this is our Plan B,'" Mills said.

The centerpiece of the new course became the creation of a collection of short musical theater pieces on a variety of themes, responding to the coronavirus pandemic and exploring the fundamental human need to tell stories. Mills, who also co-leads an extracurricular writing workshop with the Princeton Triangle Club, and Reichel scaffolded this task for students by introducing various fundamentals of craft related to both storytelling in general, and musical theater specifically. "I approach the task of teaching and sharing my enthusiasm for theater with students in the same way I approach collaborating with professional artists," Reichel says.

Wolf's deep dive into several contemporary American musicals, such as "Into the Woods," "Once On This Island," and "Fun Home" among others, provided a shared vocabulary as students worked on their own projects. "I teach academic classes from the audience or interpreter's perspective, and it was really great for me to hear Pete and Cara talk about these musicals from a creator's perspective," Wolf says. "I led play analysis, music analysis, dance analysis. We looked at clips and the script." These academic classes were supplemented by guest visits with theater practitioners, including Clint Ramos, an Oscar- and Tony-award winning costume designer; George Takei, an actor best known for his role as Hikaru Sulu on "Star Trek"; and Kirsten Childs, a composer, lyricist and librettist.

Natalia Solano '22 is concentrating in comparative literature and earning a certificate in humanistic studies. She had almost no experience in writing for musical theater prior to taking this course, and the final project was a transformative creative challenge, she says. "It was daunting at first," she says. "But the experience of writing a 10-minute musical in one week was new to everyone. [The course] was a warm and welcoming space where I felt comfortable sharing my writing."

Collaboration and immersion remained central to the course, even across distances. Princeton students met for several hours of language instruction per week. During week three, they also worked together — via Zoom — with members and students

from the Irpinia-based theater company, La Fermata. "We knew we wanted to engage with people from the community," Reichel says, remarking on Italy's hefty pandemic toll. "We wanted to use this opportunity to strengthen those relationships." As part of their engagement with the Italian participants, each Princeton student wrote a brief monologue in American English, which was exchanged with a partner from the Italian company, who wrote a monologue in Italian. Partners swapped monologues and rehearsed the text, and each individual performed a monologue in the other's language. "Sharing our writing with each other, challenging each other to be creative in our [non-native] language — all of that really helped make it feel like I was having a cultural experience," Solano says. Both the Princeton students and Italian participants also shared short videos of their homes. "I made a video about Pittsburgh; it felt like an exchange that way."

Elliot Lee '23, an English major, is currently writing a musical, "The Art of Pleasing Princes," which will be staged by the Princeton University Players in April 2022. He used this class — and specifically guidance and feedback from Mills and Reichel — to polish three songs for that work-in-progress. "The songs [coincidentally] connected with the themes of storytelling, fairy tales and community that the course was exploring," he says. "And because the class was over Zoom [rather than in Italy], I was able to work with my collaborator" — a fellow Princeton student — "and get those songs critiqued and workshopped in class." Lee had been accepted into the 2020 seminar in Italy, and chose to re-enroll for 2021. He was equally enthusiastic about the virtual course given his deep interest in the subject matter and his previous studies with Wolf, he says.

"I'm excited arts are being incorporated into the international agenda, especially musical theater," Reichel says. "There's so much about musical theater that's reflective of the American experience and the American identity. International engagement allows you to consider your art form in a much deeper way. And when you're engaging around art, you can get to the core of a feeling or emotions, even if you can't understand the language."

Natalia Solano '22 shares a short video of her hometown — Pittsburgh, Pa. — with her Princeton and Italian course mates. Maurizio Forgione, member of the La Fermata theater company and the course's cultural liaison, takes seminar participants on a video tour of Gesualdo, Italy.

"You don't have to be interested in the arts to get a lot out of a Global Seminar that focuses on the arts," Wolf adds.

Aside from jazz, musical theater is the most American art form, Wolf reiterates, and she looks forward to a future where she, her co-instructors, their students and their collaborators will be in the same place. "What we can share with the Italians by making musical theater, but based on stories from that region and town, will be the coolest kind of cultural exchange I can imagine."

Summer in SEOUL

Jenny Na '24 stays close to home while exploring the wide world of Korean media

By Mary Cate Connors, Office of International Programs

Jenny Na '24, an international student from South Korea, never set foot on Princeton's campus during her first year as an undergraduate. As the COVID-19 pandemic forced another summer of limited opportunity for international travel, Na knew she would be staying home with her family in Seoul, where she had been for the entirety of the academic year.

Despite her virtual start, Na was still able to take advantage of the summer opportunities available to her through the University — including the chance to apply to the International Internship Program (IIP), an eight-week internship experience designed especially for Princeton students.

"The IIP experience allows students to gain both pre-professional experience and personal growth in a work setting," says Shahreen Rahman, director of the program, which is housed in the Office of International Programs. According to Rahman, the program was able to support close to 200 — mostly virtual — interns for summer 2021 across various academic disciplines. While almost all of the internships were virtual, this year the program allowed international students to apply for a limited number of in-person and hybrid placements in their home countries, if available.

Na applied for both in-person and virtual internships, and was able to secure an internship at CJ ENM, one of Asia's largest media and entertainment firms, located in the heart of Seoul. Maybe best known in the United States as the main investor and distributor of the Oscar-winning movie "Parasite," the company is a major producer of TV, film, music and other new media.

"I wanted to work somewhere where I could stay close to my family and where I felt safe; CJ ENM was the first one that popped onto my screen," Na says. "I'd always enjoyed watching [the company's] shows and programs."

The CJ ENM headquarters is located in the Sangam-dong neighborhood in Seoul.

CJ ENM, a first-time IIP host organization, offered a comprehensive internship in corporate development. Students join a small team responsible for examining merger and acquisitions (M&A), as well as divestiture and investment deals for the company. Because she was living at home and not traveling, Na was able participate in much of her internship in-person, as local regulations allowed.

"The internship I was offered in corporate development is intricately linked to finance and investing, which are fields [I'd like to pursue]," explains Na. "My interest in the entertainment industry, in the company itself and in the role they were offering really added up."

As the only corporate development intern for the company, Na was paired with a full-time colleague. In collaboration with her

Jenny Na '24 and Shin Myohan, the mascot of the tvN reality series "New Journey to the West."

teammate, she reviewed investment opportunity teasers and memos, and gathered research to assess valuation of companies. She compiled public information books for potential investments that were assessed by her supervisors.

Na, a native Korean speaker, was also tasked with reviewing financial documents in both English and Korean. "Academically, I tend to be more well-versed in English and socially, I tend to be more well-versed in Korean," says Na. "One of the challenges this summer was that when I was dealing with a lot of research documents in Korean, it took a moment for me to adjust to all the [new terminology]."

Na also collaborated on a project tasked with mapping the U.S. entertainment industry value chain and how it evolved due to the pandemic. "I'm fascinated by how the transition to [streaming] platforms has caused theatrical windows to shorten tremendously and transformed how different media stakeholders distribute profits from entertainment content," she says. "This change is also sparking much controversy in the media industry, and I'm curious to see how it will affect the production and distribution of future entertainment content."

Overall, Na says she felt like she made a meaningful impact in the office, even during the short time she was there. While at CJ ENM, Na worked on a transaction comparable for a potential investment. "My colleague told me that because of this transaction comparable, they decided not to invest in the company," she says. "I felt like I was making a genuine contribution to my team."

Not only did Na gain valuable work experience, but she also learned a lot of "soft skills" during her summer internship, she says. "I'd never worked in an office space where I had a lot of teammates," she says. "I learned a lot in terms of communicating with coworkers, how to [navigate] a business office environment, and how to ask questions when I feel like I need help or when I want to know more."

The eight-week internship was Na's first time acclimating to a daily office routine. She took public transportation to work each morning, where she spent about an hour and a half on the subway from her home to Digital Media City, in the Sangam-dong district of Seoul, where most major Korean broadcast and entertainment firms are located.

While the office had modifications to mitigate the risk of spreading COVID-19, such as extra spacing between tables and chairs, Na was still able to work comfortably with her small team, and contribute to regular in-person meetings. When COVID-19 cases spiked briefly in Korea over the summer and country regulations required non-essential workers to stay at home, she worked remotely without issue until her office re-opened.

Working in the center of the entertainment industry was new and exciting for Na, and she was able to see the connections she didn't know existed. "I've realized how interconnected the media industry is," she says. "Before, I would have never thought that one company could have so many different channels and so many different productions, and on top of that have so many different subsidiaries and affiliates."

Another highlight of her experience? Celebrity sightings. "Because I was located in such a media hub, I got to see a lot of productions in action — just by accident," she says. She often saw TV and reality shows filming on the streets, and caught glimpses of major celebrities — like Kai from the K-pop group EXO.

As part of an experiential program run by the company, Na also visited CJ ENM Center Studio, the filming location of "M COUNTDOWN," a weekly music show on Thursdays where pop stars debut their new music. She saw a performance by Soyeon, another K-pop singer, and even said "hi" after the show.

Na says her IIP was a "super fun experience" where she learned so much, and that she hopes to build on it in the future. "Channeling the courage to dive into something new helped me expand horizons and develop new skillsets," she says. "If I have the chance, I'd definitely love to work in a similar field."

Na says her IIP was a "super fun experience" where she learned so much, and that she hopes to build on it in the future.

In My Own Words

Would you please tell me about where you're from?

By Katherine Clifton '15

"This has been my opening question for a couple dozen interviews I've conducted with resettled refugees living in the United States through the Office of Religious Life's Oral History Project on Religion and Resettlement. This project is central to ORL's Religion & Forced Migration Initiative (RFMI), launched in 2017 to improve our collective understanding of and appreciation for the complex and often overlooked intersection of faith and forced migration.

After working with refugees in Europe and studying public policy and forced migration at the University of Oxford, I returned to Princeton in 2018 to coordinate RFMI thanks to a four-year grant from the Luce Foundation. I was immediately drawn to the oral history project for its potential to amplify refugees' stories on their own terms and in their own words. My fascination with this method of story-gathering partly stems from participating in Princeton's Novogratz Bridge Year Program in Serbia in 2010-11 prior to my first year on campus, which I sometimes refer to as my quietest year. Unable to speak Serbian fluently, I took to asking open-ended questions of my host family, colleagues and others I met: *Who is one of your heroes? What does home mean to you? When was the last time you tried something for the first time?* Four years later, I was lucky to get the chance to resume this role as an informal oral historian when the Dale Fellowship brought me back to Serbia, where I spoke with Serb and Romani individuals and integrated their interviews verbatim into monologues for a documentary play. The practice of listening deeply to someone's motivating principles, evocative memories or perspective-altering moments has never failed to provide me with a sense of purpose, connection and adventure, especially against the many uncertainties that abound living abroad.

Over the past three years leading RFMI, I've trained 70 undergraduates in our oral history methodology rooted in principles of chaplaincy, friendship and interfaith dialogue. Our archive contains over 170 interviews representing the plurality of the world's religions and spanning the history of the U.S.' resettlement system from Holocaust survivors to Vietnamese boatpeople to Afghan Special Immigrant Visa (SIV) holders. In September, we launched the "Voices of Afghanistan" series which features interviews with Afghan refugees speaking on wide-ranging themes such as religious identity and persecution, gender dynamics and involvement with the U.S. military. Alumni who conducted these interviews and I are developing curricula that integrate oral histories into lesson plans for secondary schools and places of worship. In the spring, we will make all interview recordings and transcripts available on our website. Cultivating this archive has convinced me that in order to change polemical discourse on refugees and inspire a more welcoming spirit, we should first listen to, understand, and center the needs, desires and experiences of refugees and their communities.

Clifton (center) and her 2010-11 Novogratz Bridge Year Program cohort in Serbia.

When I've asked refugee narrators about where they're from, I've received responses ranging from two words ("Louisville, Kentucky") to 30-minute soliloquies about familial lineage from 10th century A.D. in present-day Pakistan. By creating space for folks to ruminate on their journeys, I am heartened by how much we can learn from each other and how undeniably interconnected we all are; I am humbled by the privilege that comes from (and the responsibility that comes with) being attentive to and present for another person; and I am struck, constantly, by the sheer diversity of experiences that somehow only reinforces my conviction that our similarities are much greater than our differences. Oral history interviews now offer me the chance to indulge in what I miss most from living abroad: the abundant opportunities to seek meaning, explore the unknown and restore my faith in humanity in the same breath.

PHOTO: Andie Ayala '19

Katherine Clifton '15 moderates a panel during the Office of Religious Life's Refugee and Resettlement Symposium in 2019.

VIDEO STILLS: Andie Ayala '19

Overheard
On & Off Campus

"This global pandemic has affected us all in different ways. We have felt alone. We have felt uncertain. We have felt loss and at a loss. Our moments of loneliness, grief and even private joys ought to be recognized, for they can and should move us. Whether we know it or not, we have shared this aloneness together. I don't want to dwell on the past, but I do want to honor this profound time in our lives when our naïve youth was abruptly replaced with a coarse reality filled with both extraordinary loss and ordinary disappointment."

– **Taishi Nakase '21**, an operations research and financial engineering concentrator from Melbourne, Australia, during his 2021 Valedictory Address.

"The topics I work on are resilience, social equity and health, alongside environmental sustainability. Most of the global burden of disease arises from noncommunicable diseases caused by air pollution, poor diet and sedentary lifestyles. I think COVID is shining light on how communicable diseases intersect with all co-morbidities, which are associated with noncommunicable diseases. If you look globally in many countries, those other things are still the biggest killers. Air pollution is by far the biggest killer in India, even now. We have done well as a society in eradicating so many communicable diseases. So it brings back the question, how do we combine a focus on viral diseases with this background high level of risk from noncommunicable diseases, which are shaped by the built environment? Air pollution, walkability and food — those three things come up over and over again. We always knew we had both communicable and noncommunicable diseases, but now we're forced to look at them together in a sharper way."

– **Anu Ramaswami**, the Sanjay Swani '87 Professor of India Studies; professor of civil and environmental engineering, the Princeton Institute for International and Regional Studies, and the High Meadows Environmental Institute; and director of the M.S. Chadha Center for Global India.

"What is the new ethics of international research? What does reciprocity mean for us as international researchers? Consider one question: What do scholars do? They publish. Where do we publish this knowledge that we extract from a lot of the world? And for whom do we produce this knowledge and share it with? If you look at the academic publishing enterprise, it tells you one thing: It's a one-directional path. The so-called important platforms of knowledge exist in Europe and America ... which is to say whatever else is being produced elsewhere, if they don't translate well into these platforms, they don't really count. And so in thinking about the ways of changing this one-way traffic, does it occur to us that there are knowledge centers and knowledge worlds that exist elsewhere? That we ought to … participate in those conversations at those sites, rather than expect that if they don't come to us then they don't exist?"

– **Chika Okeke-Agulu**, professor of African American studies and art and archaeology, and director of the Program in African Studies, during the panel discussion "Re-Framing International: Ethics, Sustainability and Equity in the Global Context."

"Our overarching goal from the very beginning has been to allow as many members of our campus community to do as much travel as we determined was safe, feasible and for critical purposes. International travel is likely never going to be 'normal' again, in the sense of being as it was before the pandemic. Even in a COVID-endemic world, there are going to be countries and whole regions that are going to be periodically out of reach due to inequalities in vaccine distribution and flare ups of disease. Then there will also be disruptions to the infrastructure of international travel — flights, accommodations, public transportation. The aftershocks will be felt for years to come. But, in terms of ease of movement across borders, we expect that will improve drastically as we move towards late spring of 2022."

– **TJ Lunardi**, director of the University's Global Safety and Security unit.

PHOTO: Patrick Smith/Getty Images

Princetonians Take Home Gold in Tokyo 2021

Goalkeeper Ashleigh Johnson '17 **(above)** made 11 saves in Team USA's 14-5 victory against Spain to win the gold medal. Johnson, who also won gold in this event in 2016, is the first Black woman to represent the United States in Olympic water polo. Brad Snyder **(below)**, a doctoral candidate in the School of Public and International Affairs, won gold in the Paralympic men's triathlon. Snyder, who previously won five Paralympic gold medals in swimming, is the first American man to win a gold medal in the event.

PHOTO: Lintao Zhang/Getty Images

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