***Program on European Politics and Society***

***Liechtenstein Institute on Self Determination***

***Princeton University***

**PRINCETON GLOBAL DIALOGUES**

**January 2021**

**Guidelines for Student Participation**

**Goal of the Dialogue:** The aim is communication. That means not only that you express what you want to say succinctly, directly, in simple English, but, perhaps even more importantly, that you consider the audience you are trying to address. Do not talk past them, but rather anticipate in your own remarks what they might most usefully learn from you about the issue being addressed and the specific concerns or misunderstandings they may have.

**Format:** After a brief introduction by the moderators, six student presentations will take place. Your presentation should be four minutes maximum, after which the moderators will cut presentations off. That will leave around 90 minutes for discussion. Moderators will ask questions to steer the discussion: beforehand we will send you a list that includes some of the questions we might ask during the dialogue, though we may pose other questions as well. You should also prepare to raise questions of your own after the preliminary remarks. We may open the session to questions from the audience.

**Preparation:** We ask you to prepare in two ways over the next week.

1. **Propose a Reading:** Select one article (e.g. academic, historical, news report, literary story) that you feel might best prepare the students on the other side of the Atlantic to understand the perspective that you will be offering. It should address some aspect of the issue we are discussing, offer some insight into your experience or where you are coming from—and, to the extent possible, counteract what you believe to be points of ignorance or misunderstanding about the subject at hand. Please send a PDF copy of this article to the other students and the moderators by January 15, using the addresses in this email.
2. **Draft your Remarks:** Write a preliminary version (approx. 1000 words) of what you propose to say live in the forum, and share this with the other participants and moderators. You may ultimately decide to say something else, but this is a good exercise to focus yourself and to help others understand with whom they will be engaging. Please send this out to the other participants and the moderators by January 20 using the addresses in this email.

Possible questions we will ask:

**Global education**

1. Has the COVID pandemic changed your present and long-term plans for your own global education?

2. You are in a university that takes as its mission to train you to be part of the future elite in your country and the broader world. Are you rethinking the career or careers that you initially considered? If so, how and why?

3. What kind of mix of disciplinary knowledge and skills do you find most important, or unimportant to you? Why do you think interest seems to have declined in traditional 19th and 20th century disciplines of the humanities, social and natural sciences? Would you like to see new disciplinary formations—if so, what?

4. You are, by virtue of your education if not also your background, already members of an educated elite in your respective societies and in the world. What rights and responsibilities do you believe follow from this status?

**Recent Uprisings**

1. Have events over the past several years made you into more of an activist? If so, how?

2. To address the changes you desire in your society, and in the world, do you support more incremental or more revolutionary change than is happening now? How do we assess the likely efficacy of such actions? What do you think are the most important facts for you to know about the success or failure of such attempts in the past?

3. Political polarization in most transatlantic countries has increased the difficulty of communicating with people who hold opposing views on politics or assumptions about reality. This is especially true when one side appears dogmatic, supports authoritarian (anti-democratic) solutions, or fails to respect basic norms of tolerance, fair process and the rule of law. Do you identify certain groups, factions, clans, or parties in this position in your society? How are you addressing these people in your work and lives now? Is there a way to reach them?

4. Do you think people on “your” side of debates also harbor some dogmatic, authoritarian or intolerant views? If so, how should we address that issue?

5. You are, by virtue of your education if not your background, already members of an educated elite in your respective societies and in the world. What rights and responsibilities do you believe follow from this status?