

NYUSHANGHAI

Magazine
Spring 2021



The Post-COVID Classroom:

Can virtual teaching make real classes better?

Transitions:

Saying goodbye to Chancellor Yu Lizhong and welcoming Chancellor Tong Shijun



上海纽约大学
NYU SHANGHAI

For and about the
NYU Shanghai community

ABOUT

Founded in 2012, NYU Shanghai is China's first Sino-US research university and the third degree-granting campus of the NYU Global Network. Our student body consists of nearly 2,000 undergraduate and graduate students from China, the United States and some 70 other countries. Our faculty, recruited from the world's top research universities, are leaders and innovators in their chosen fields.

ON THE COVER:

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Photo: Eric Ling



Photo: Promethee Spathis

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NYU SHANGHAI THE NEWS

FEBRUARY 7 "Light a Lantern for Wuhan" Raises \$50,000 in 72 Hours

Just 72 hours after launching the fundraising campaign, "Light a Lantern for Wuhan," over 700 members of the NYU Shanghai community made contributions totaling US\$30,000/RMB 210,000 to provide aid to those dealing with the initial outbreak of COVID-19. Donations ranged in size from 10 RMB to 10,000 RMB and were matched by a US\$20,000 contribution by a friend of the university. Organizations supported by the fund drive included Give2Asia, the One Foundation, Shanghai Community Fund, and GlobalGiving.

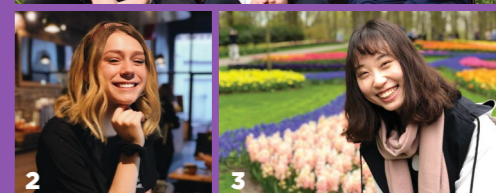


MAY 29
229 members of the Class of 2020 graduate from NYU Shanghai in a virtual commencement featuring Alibaba Group founder **Jack Ma** as keynote speaker. (See p. 10)



MAY 31
62 students receive Master's degrees in NYU Shanghai's first-ever graduate convocation, also held virtually.

JUNE 1
Founding Chancellor Yu Lizhong retires. **Tong Shijun**, Professor of Philosophy at East China Normal University (ECNU), is named the university's second chancellor. (See p. 6, 8)



Global Honors for the Class of 2020

Despite the uncertainty and upheaval that the Class of 2020 faced in the final semester of their college careers, NYU Shanghai's graduates finished strong. Members of the Class of 2020 are attending graduate programs and starting careers around the world.

1. **Harry Zixin Wang, Frank Jiaqiao Xiang, and Owen Junan Zhang** were named **Schwarzman Scholars** at Tsinghua University's Schwarzman College.
2. **Madison Pelletier** received a **Fulbright Study Award** scholarship to attend Vrije Universiteit Amsterdam.
3. **Ma Haitian** won a **Clarendon Scholarship** to fully fund a master's degree at Oxford University.
4. **Song Yunqi** won an **Erasmus Mundus** scholarship from the European Union (EU).
5. **Vittoria Vitucci** received a post in the **Fulbright English Teaching Assistant Program** in South Korea.

FEBRUARY 17 Spring semester begins with remote teaching and learning.

To prevent the spread of COVID-19, the spring semester began with an all-digital phase, delivering 293 courses remotely using state-of-the-art tools. About 820 undergraduate and 130 graduate students signed on from nearly every continent. Another 620 NYU Shanghai undergraduate students began the semester studying away in New York and at sites throughout the NYU Global Network.

APRIL 28 Campus reopens for mixed-mode teaching.

Nearly 350 students and over 100 faculty members returned to campus between April 28 and May 15 amid a host of new measures to combat the spread of coronavirus, including additional campus access control, body temperature checks, and social distancing.



Return to campus was optional for students and faculty, since many were unable to re-enter China due to travel and border restrictions. Professors outside China continued with online teaching, while those who returned to campus held "mixed mode" classes—live classes simultaneously delivered online through a battery of digital tools.



SEPTEMBER 14 Fall classes begin in mixed mode.

Nearly 500 new students from 38 countries and 29 Chinese provinces arrived both in person and online to join the Class of 2024, NYU Shanghai's largest incoming class yet. Some 250 members of the class—the majority of them Chinese—arrived on campus, while the remaining international students joined their classmates for Orientation Week activities from home.

Under the NYU Global Network's "Go Local" program, the university also welcomed about 2,200 Chinese undergraduate and 680 graduate students from NYU New York and NYU Abu Dhabi who were unable to travel to their home campuses due to border restrictions. 52 new full-time faculty joined the university, including 18 faculty who will work primarily with "Go Local" students. By December, some 140 international students had returned to campus.

SEPTEMBER 24 Virtual "Reality Show"

When continuing anti-COVID travel restrictions left NYU Shanghai's student body scattered across the world, the 10-member cast of the campus's fall 2020 Reality Show had to turn to Zoom to write, choreograph, and perform an entire 34-minute musical introducing first-year students to the joys and challenges of life "on" Century Avenue.

The cast took the challenges of performing online in stride, finding ways to use props from their homes creatively, learning new videography skills, and working hard to find innovative ways to "dance" in synchrony without sharing the same physical rehearsal space. "The creativity, passion, and devotion from this cast went above and beyond. They truly embraced every aspect of what life is like for college students during these challenging times," said Dean of Students David Pe.





SOCIOLOGY

Healing Locked-Down Wuhan

Yufeng Global Professor of Social Science **Wu Xiaogang**, the Director of NYU Shanghai's Center for Applied Social and Economic Research, is investigating how community ties affected individuals' well-being under anti-coronavirus restrictions. Wu and his team used WeChat to survey over 4,200 Wuhan residents in lockdown in February and March 2020. Analysis by team members including Assistant Professor Faculty Fellow of Sociology **Miao Jia** shows that residents' committees and neighborhood volunteer groups significantly moderated the COVID-19 outbreak's adverse impact on Wuhan residents' mental health by supporting social cohesion — residents' sense of whether their neighbors and fellow community members could be trusted to help in times of need. Wu is collaborating with NYU Professor of Sociology and Director of the Center for Advanced Social Science Research **Michael Hout** on a parallel study in the United States.

Photo by Li Changlin, CNSPHOTO.

PHYSICS

Monolayer Reveals New Properties

In research published in April 2020 in *Science Advances*, Assistant Professor of Physics **Chen Hanghui** and colleagues found that when a magnetic oxide material is reduced to a monolayer—a layer only a few atoms thick—and embedded in monolayers of another insulating material, new properties of the magnetic oxide emerge. These properties reveal more possibilities for the development of multi-state memory devices, which can store data more densely and more efficiently than current technology.



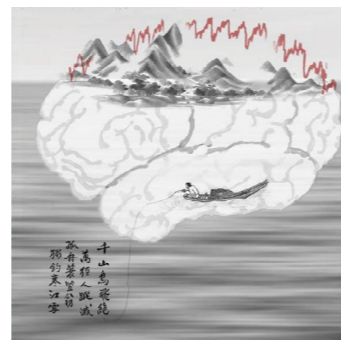
NEUROSCIENCE

Who Can Become an Expert?

Why do some people become experts in their fields while others don't? A team led by NYU Shanghai's Chief Scientist and Associate Provost for Sciences **Lu Zhong-Lin** and Professor Huang Chang-Bing of the Chinese Academy of Sciences' Institute of Psychology determined that differences in general perceptual learning ability — the ability to learn to perceive visual, auditory and other external information — affect the capacity to excel in specific tasks. "Perceptual expertise requires training in multiple tasks in real life," Lu said. "We are the first to train the same participants in a wide range of tasks in one study, which can better simulate reality."

Poetry Holds Key to Speech Perception

Researchers know a lot about how syntax and vocabulary impact the way humans interpret language, but little is known about how structure impacts our perception of speech. NYU Shanghai Assistant Professor of Neural and Cognitive Sciences **Tian Xing** was part of a team that sought to remedy this using the unique structure of Classical Chinese poems. The researchers developed AI to generate and read aloud *jueju*, traditional Chinese quatrains with a set number of characters in each line. Tian and his team identified a brain rhythm showing that study participants' brains automatically broke up the language into the structure they expected a *jueju* to follow. Tian believes the findings can help uncover new links between neuroscience, education, the arts, and culture.



Calligraphy by Gong Chi, painting by Li Fuan, and image editing by Sun Jiaqiu.

MANAGEMENT

Enthusiasm Eclipses Experience

If you were a contestant on the reality singing competition "The Voice" and all four coaches offered you a spot on their teams, how would you choose? Assistant Professor of Management and Organizations **Julia Hur** and her coauthors examined the discrepancy between predicted versus actual advisor selection decisions in singing

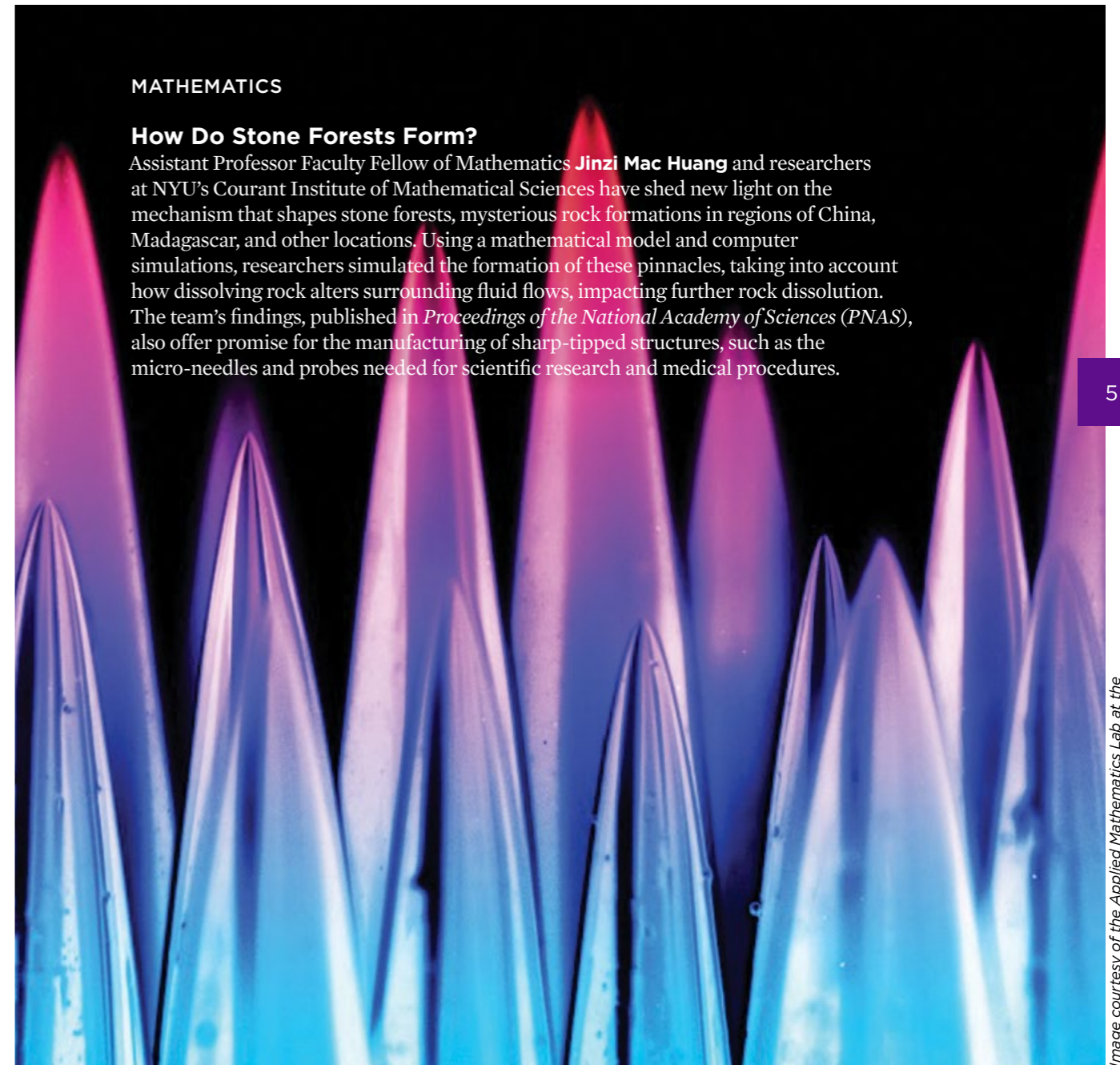
competitions and in the workplace. In both cases, individuals were more likely to select an advisor who expressed a high amount of positivity toward them, regardless of the advisor's relevant expertise.

For more research news and to read the full papers, visit research.shanghai.nyu.edu

MATHEMATICS

How Do Stone Forests Form?

Assistant Professor Faculty Fellow of Mathematics **Jinzi Mac Huang** and researchers at NYU's Courant Institute of Mathematical Sciences have shed new light on the mechanism that shapes stone forests, mysterious rock formations in regions of China, Madagascar, and other locations. Using a mathematical model and computer simulations, researchers simulated the formation of these pinnacles, taking into account how dissolving rock alters surrounding fluid flows, impacting further rock dissolution. The team's findings, published in *Proceedings of the National Academy of Sciences (PNAS)*, also offer promise for the manufacturing of sharp-tipped structures, such as the micro-needles and probes needed for scientific research and medical procedures.



This false-color photograph shows the "forest" of pinnacles that forms when a porous sugar crystal block dissolves while submerged in water.

Image courtesy of the Applied Mathematics Lab at the Courant Institute of Mathematical Sciences, NYU.



FOUNDING

Celebrating NYU Shanghai's ground-breaking with John Sexton, then-president of New York University. "Li is one of those rare human beings who are centered in virtue and great values," Sexton says. "He had a great vision for education and for the world, one of a human-kind that was united for the progress of all. And it was clear that he had the courage to pursue that vision."



EXPLORING

Joining the festivities at the annual Cultural Expo. Years later, NYU Shanghai graduates say they still remember Chancellor Yu's question for them when they first visited campus: "Are you ready to take a different path that has more risk but also more unexpected opportunities?"

INSPIRING

Checking out a student-developed prototype in the Interactive Media Arts lab. "Chancellor Yu's leadership has enabled NYU Shanghai to blossom into a vibrant success, with award-winning faculty and students, research centers and curricular innovations that benefit the entire NYU ecosystem," said current NYU President Andrew Hamilton.



WELCOMING

During his tenure, Chancellor Yu did not miss a single First Year Move-in Day, arriving early in the morning to greet the newest members of the NYU Shanghai community and to help them with their luggage. "He is probably one of the most approachable chancellors a school can have," said Tim Wu Guangyu '20.

On June 1, 2020, NYU Shanghai's founding chancellor Yu Lizhong stepped down after leading our university through eight transformative years.

"This is a time that needs people and institutions that value inclusiveness, that can bring diverse people together to recognize differences, but focus on shared values and goals to build a solid and peaceful future," Yu says. Here, we look back fondly on the road that Chancellor Yu and NYU Shanghai have traveled together. Come "home" often, Chancellor Yu! You will be greatly missed.

BUILDING

Visiting the site of NYU Shanghai's new 115,000-square-meter campus, slated to open in Fall 2022. "NYU Shanghai's value and significance have only become stronger since its establishment. Its spirit of exploration, reform, and innovation has taken root here," Yu said.



CONNECTING

Yu was the first university president in China to open a Weibo account. Today, he has 1.7 million followers. He was known to accept friend requests from all students. "Through social media, I can speak directly to students, and know their concerns wherever they are," he says. "I realized that most students just wanted a sincere response."

Photo: Eric Ling

A Life Lived in Dialogue: Welcoming Chancellor Tong Shijun

by Sarah Bellemare



A few years ago, NYU Shanghai Chancellor Tong Shijun's elementary school classmates asked him to speak at their 54th reunion. Tong knew exactly what he wanted to talk about: "The Shield of Gold and Silver," a tale from his second grade textbook.

In the story, two generals argue over whether a shield is made of silver or gold. The generals learn they are both right, and both wrong. One side is silver, while the other is gold. Because each general saw only one side of the shield, neither understood its true nature.

"The reason why I was impressed so deeply by this text... is that people of my generation in China have the privilege of knowing life on both sides," Tong explains. "Before and after the Cultural Revolution, before and after reform... We experienced the whole process of the modernization of society."

That urge to discover both sides has been the driving force of Tong's life, carrying him to a PhD in Norway to study modernity's promise and problems through the work of contemporary German philosopher Jürgen Habermas, to a Fulbright Fellowship at Columbia University, to leadership roles at East China Normal University (ECNU).

Now that quest brings Tong to a uniquely two-sided institution, NYU Shanghai, where he succeeded Yu Lizhong as chancellor on June 1.

"...Imagining others' perspectives is not enough. If you want to cultivate really cosmopolitan minds, you must create conditions for real interactions for young people."

Tong credits his interest in contemporary life's dichotomies to a childhood straddling two Chinas—one the ultra-modern Shanghai neighborhood where he attended school, the other the rural China of his grandparents' village, where Tong spent his earliest years. Tong's grandparents were farmers and silkworm keepers who did everything the traditional way, from watering crops to weaving clothes. Tong says he still remembers the sound of silkworms munching mulberry leaves late into the night.

When Tong entered ECNU in 1978—part of the first class of students to attend university after the Cultural Revolution—he wanted to learn how the two Chinas could be reconciled.

Tong traveled to the University of Bergen in 1988, ultimately earning a PhD in Philosophy in 1994. There he studied a host of contemporary philosophers, but was most intrigued by Habermas's concept of "communicative rationality"—the idea that no society or institution can develop both rationally and humanely without engaging in real debate. Tong realized this was something in which he deeply believed, and something he had been trying to practice in his own teaching since he joined ECNU's faculty in 1984.

"In philosophy... we imagine what other people would think about all the things we are analyzing, but imagining others' perspectives is not enough," Tong says. "If you want to cultivate really cosmopolitan minds, you must create conditions for real interactions for young people."

ECNU students had already recognized Tong for doing just that, voting him one of the university's five best teachers in 1987. "Of all the awards I have been given, I am most proud of this title," Tong says. "For me, it was an affirmation that I had successfully established a platform for my students to freely exchange ideas."

Tong took a post at the Shanghai Academy of Social Sciences (SASS) in 2004, returning to ECNU in July 2011 as Professor of Philosophy and secretary of the university's Party Committee. Tasked with creating forums for dialogue

across the university, Tong says his work as an administrator is the culmination of his practice of philosophy. "Philosophy can mediate between different academic disciplines, and between academic disciplines and everyday life," Tong says. "Working as a university administrator ... I can integrate my passion as a philosopher with my application of these principles. ... I can unify two sides."

Tong says he could not imagine a better place to continue his practice as a philosopher than NYU Shanghai, a living laboratory for the kind of trans-cultural civil discourse that Tong believes is at the heart of forming a rational and humane world.

"I'm especially impressed by NYU Shanghai students' mentality—their readiness to explore new things and to communicate with people from other cultures. They don't hesitate to raise questions," says Tong.

Chancellor Emeritus Yu is confident that Tong will be up to the task of leading this interdisciplinary and intercultural institution to ever more meaningful engagement with its global community.



"He is modest and gentle, an excellent communicator and happy to be a friend of faculty, staff and students," says Yu. "I am sure NYU Shanghai will sustainably develop and continue to flourish under the joint leadership of Chancellor Tong and Vice Chancellor Lehman."



“Find Our Common Ground”

JACK MA AT NYU SHANGHAI'S 2020 COMMENCEMENT

NYU Shanghai honored the Class of 2020 in a first-ever virtual commencement ceremony on May 29. Thousands of viewers signed on to celebrate this year's 229 graduates from 24 countries and regions, while keynote speaker and Alibaba Group founder Jack Ma called upon graduates to find “a common path forward, a common path for cooperation” between China and the United States.

Whether in pre-recorded or live speeches, the commencement speakers—from Ma to NYU President Andrew Hamilton, to student representatives Isabel Adler '20 and Casey Pan Yunzhu '20 – all noted that NYU Shanghai graduates have unique tools to meet the challenges of these uncertain times.

Chancellor Yu praised graduates for the courage with which they faced the unexpected crisis of completing their education during a pandemic, demonstrating “the value and significance of constructing a university dedicated to multicultural integration, and to cultivating international, innovative talents with global vision and a sense of social responsibility.”

Student speaker Pan, who spoke via video from her home in Shandong province, reminded classmates of all the residence hall conversations

they had had “bringing two or more different worlds together,” and how those conversations might become the foundation for a better world.

From her home in the United States, student speaker Adler said that the Class of 2020's determination only proved what she has known since the moment she stepped on campus: that she was surrounded by a group of driven, talented classmates.

“We are the class that persevered through the most unknown of times and entered into a world that was a state of complete and utter chaos,” Adler said. “But like we've overcome the challenges of the last four years, we will overcome this too. NYU Shanghai's Class of 2020 is ready for the world, and the world is ready for us. Now more than ever, the world needs people like us to be the light in the darkness,” Adler said.

As the ceremony neared its conclusion, Chancellor Yu and NYU President Hamilton, who joined via video, formally conferred NYU Shanghai and NYU degrees on the graduates. Shanghai's iconic landmark, the Oriental Pearl Tower, was once again illuminated in violet in honor of the NYU Shanghai Class of 2020.



COMMENCEMENT

1. Members of the Class of 2020 join a virtual “champagne” toast to close the 88 Shanghai graduation countdown celebration on March 28.
2. All 229 Class of 2020 graduates received a gift box containing a NYU Shanghai purple cap and gown and accessories to help friends and family celebrate their achievement at home.
3. Hats off to the Class of 2020! Eric Ling '20 captured classmates in Shanghai in their caps and gowns. “I hope that my photos will inspire other NYU Shanghai students. ... Our feelings and our strength unite us,” says Ling.
4. Bishka Chand '20 was one of many graduates tagging NYU Shanghai on social media during celebrations at home. “The most memorable part of the day for me was at the end of the virtual ceremony, when my friends and I congratulated each other on a group call,” says Chand.

“Looking ahead, for China, for the United States, and for the world, finding a common path forward—a common path for cooperation—is a mission that only young people can complete. This is your responsibility.”

*Jack Ma at NYU Shanghai
Class of 2020 Commencement*



“Time is Life”

Wang Ying '17 Supplies the Frontlines of the Pandemic

by Rhine Lu



“I’m lucky to have worked under the pressure of COVID-19 ... [It] let me see the value of my job.”

Back when she became part of NYU Shanghai’s first graduating class in May 2017, Business and Finance major Wang Ying '17 never imagined that she would one day be working around the clock to find lifesaving supplies for the front lines of a pandemic.

But in early March, as New York City became an epicenter of COVID-19 infections, the State of New York asked Wang’s employer, Tractus Asia, to help source personal protective equipment (PPE) and other life-saving medical supplies. Wang, a native of Anhui Province, became the liaison between New York and hundreds of potential Chinese suppliers.

For Wang, March to May felt like a non-stop race. “Time is life,” she says. “I wanted to help more people as much as I can.” Wang found herself working 20 hours a day—from 7 a.m. until 3 a.m.—assessing Chinese PPE vendors by day and taking conference calls with New York at night.

“Everything was happening so quickly. No one knew where to get all these medical supplies and PPE in such a short time,” Wang recalls. “But no one folded their arms and stood aside. We all knew our deadline was ‘as soon as possible.’”

With the clock ticking, Wang had to navigate many challenges she had never dealt with before. Wang says she was grateful for the “problem-solving mindset” she developed at NYU Shanghai.

In the end, after many sleepless nights, she was able to help New York buy 106 desperately needed ventilators.

With New York’s COVID-19 situation stabilizing, Wang has returned to helping New York startups and small enterprises enter China’s market. “I’m lucky to have worked under the pressure of COVID-19, which not only greatly improved my professional ability but also let me see the value of my job,” says Wang.



Setting a Standard

Mark West '17 Builds Equality in the Arts

by Kate Magill

Photo: Bleu Pablo and Paula Muniz

In his first years after graduating from NYU Shanghai, Mark West '17 bounced from one New York City corporate job to another. He had left Century Avenue with a resumé full of exciting experiences, but back in New York, he felt slightly adrift. None of the opportunities felt like quite the right fit; if he was going to find the right career path, he realized he would need to create it for himself.

“It definitely forced me to see that there was so much more out there, that life is something that you create and you can really carve your own path,” he said.

During this time, West began painting, at first on the white walls of his apartment, and soon after, selling his paintings at an open-air art market on 14th Street in Manhattan. His first major painting sold for \$2,500, and within six months, West was selling enough paintings to take a leap and quit his job to become an artist full-time, opening his first gallery in Long Island City in April 2019.

As one of only a handful of Black gallery owners in New York, West said he aims to bring the work of Black artists to the forefront in an environment that is predominantly white. West says that each of the gallery’s locations—whether in Long Island City, the

South Bronx, or now at the Mark West Center for the Arts in Bushwick—doesn’t just serve the surrounding neighborhood, but acts as a gathering point for artists of color from across the city.

“We’re able to provide a space where people that look like me, and who don’t look like me, can find a community,” he said. “I like to think that we’re setting a standard for the art scene and Black artists, artists of color, queer artists, artists with disabilities.”

Amid the rise in racial tensions and civil unrest in the US in recent months, the center has begun offering mental health resources, including weekly healing circles for people to gather, recuperate and forge connections. This ability to act as a community leader helps West to know he’s found the right path.

“Knowing a lot of people are going to be inspired by us makes us really strive for perfection and keep our intentions pure,” he said. “The more people you help, the bigger the gallery gets. Use your blessing, and it makes the blessing bigger.”

“Use your blessing, and it makes the blessing bigger.”



One fall afternoon, 13 students in Assistant Professor of Interactive Media Arts Yuan Yanyue's Design Thinking class are hard at work writing on each other's sticky notes, finding phrases to describe a random noun. Students are learning how to use chaotic data points to inspire solutions for projects designing improvements to NYU Shanghai's "Go Local" program (see p. 3 for more on "Go Local").

But the sticky notes aren't exactly real. They're virtual notes on Jamboard, a "collaborative whiteboard" app that lets students share images and text simultaneously with classmates. And the students aren't all in the classroom—seven are in Shanghai, while the others have signed on from homes across Asia and North America.

Lillie Yao '23, who attended Yuan's class from Gainesville, Virginia, says Jamboard and tools like it not only ensure the quality of her

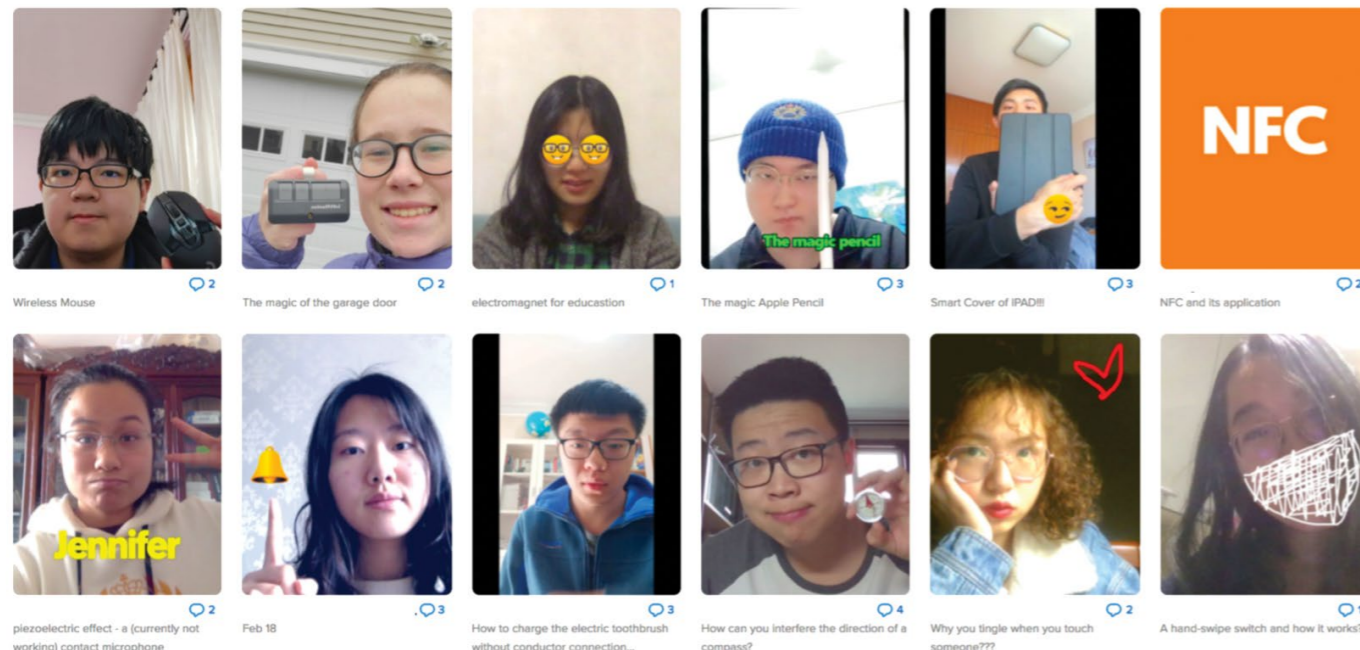
"We developed and practiced many new methods and skills due to the pandemic, and I don't think we're going to throw them away," says Assistant Arts Professor of Interactive Media Arts Jung Hyun Moon, who together with IMA colleagues uses similar collaborative editing platforms like Glitch, Google Docs, and Miro to workshop student coding and multimedia projects. "I believe we are going to make them more blended and hybrid, and apply them to face-to-face teaching and learning activities as well."

In February 2020, when NYU Shanghai became one of the world's first universities to move all instruction online due to COVID-19, everyone had their own doubts and fears. Over 140 faculty members were faced with an especially daunting task: How to migrate nearly 300 courses online in less than two weeks.

The Post-COVID Classroom

How can going virtual transform live teaching?

by Sarah Bellemare



distance learning experience, but also add a new dimension to class discussions and activities. "It's a really efficient and fun way for us to communicate," Yao says.

Yuan agrees, and she is already integrating Jamboard and other online tools into her live classes. Like Yuan, faculty across the university are finding that the tools and strategies they adopted for online classes are improving learning outcomes regardless of whether classes are live, online, or somewhere in between.

Top: Clinical Associate Professor of Arts Jian-Jun Zhang gives a live demonstration of ink painting techniques for online students in Introduction to Studio Art. Photo by Barbara Edelstein.

Bottom: Students in Assistant Arts Professor of Interactive Media Arts Rodolfo Cossovich's Working with Electronics course post video questions about how everyday electronics work to Flipgrid.



Assistant Professor of Interactive Media Arts Yuan Yanyue uses Jamboard to help students visualize how much trash they produce as part of the first step in an anti-pollution design activity.

NYU Shanghai's Center for Teaching and Learning, Information Technology office and Library Services provided a gauntlet of tech tools and round-the-clock emergency support, creating a "Digital Learning Toolkit" to help faculty across dozens of disciplines create the best possible distance learning experiences.

But the mission to deliver engaging courses led faculty well beyond digitally mirroring in-person classrooms. As they return to in-person teaching, NYU Shanghai instructors are using tools like asynchronous lectures (content not delivered live to the whole class at the same time), simultaneous editing platforms, and direct messaging to craft more collaborative classes and—most importantly—to restructure "classroom" time and space.

Back in the 1990s, Jace Hargis—the Center for Teaching and Learning's director at the pandemic's start—studied the nascent Internet's potential to recreate the learning experiences found in aquariums, zoos, museums, and science centers. Learning online allowed students to connect more easily, with less pressure to perform. Students could also learn from a variety of media and in whatever time and context they were best prepared to learn.

"We started to realize that students learn really well in these inclusive, informal settings," says Hargis. "And if we design our courses like one of these informal settings, then we can succeed in authentically engaging our students in multiple learning environments."

When the all-online phase began, Yuan said she thought the biggest obstacle for her course was finding time to cover enough content. But as her experience grew, and as she began to see the results of tools like Jamboard, she realized that all along—both online and in in-person classes—the real obstacle had been building a community among her students. Online tools and activities gave students more laid-back forums for interaction, and their willingness to participate flourished.

"Students really learn from each other rather than from me," says Yuan. "Having synchronous teaching isn't enough to create an environment for building better relationships with students. We have to turn classes into more of a workshop."

Even though English for Academic Purposes Lecturer Marcel Daniels now teaches all in-person classes, he is still using Flipgrid, a tool that lets students record brief speaking assignments online. The Flipgrid recordings let Daniels give feedback to each individual student, and they allow students to listen to every classmate's response, something they couldn't do when they were breaking out into small groups to practice. Daniels says adding the opportunity to record and replay outside of class teaches students to learn from each other's approaches.

"It's important for students to be able to hear the other discussions that are happening, finding the other language skills that were used there, and comparing and contrasting their abilities, skills, and techniques to one another," Daniels says.

Adding tools like Flipgrid and Jamboard to in-person classes not only provides students with more opportunities to share ideas, but also encourages students to interact with class material in times and places outside the classroom. That's what makes informal learning so effective: It gives learners space to relate course themes to their daily lives, leaving a deeper and longer-lasting impression than a textbook reading.

"The gaps between the times that we see each other are one of the most important aspects we can redesign when we're teaching online," said Hargis. "What are we doing at the end of a shared class session that creates a springboard, so that the next time we see our students, we're able to take productive conversations further?"

Chinese Language Lecturer Lu Hui-Ching says she took a cue from her students' constant use of direct messaging app WeChat to reinforce language skills that would normally be bolstered by conversations with friends, roommates, and community members. Lu created a group chat where she shared course tips, but where she also used Chinese to ask students about their weekend plans or family and friends' well-being, and where she shared some of her own experiences under anti-COVID restrictions.

Director of the NYU Shanghai Program on Creativity and Innovation Adam Brandenburger says he was surprised by how fruitful course discussion was when he and "Creativity Considered" co-instructor Vice Chancellor Jeff Lehman encouraged students to use group direct messaging platform Slack between classes.

As they read course materials, students used Slack to ask questions and get answers—answers from classmates as well as from Brandenburger and Lehman. Students began bringing in examples of course themes that they encountered in their own lives, posting articles and starting new discussions linking the course to their own interests and current events.

"It encourages students to be content seekers and opinion sharers in between class sections, so that the class continues even if we're not meeting," Brandenburger says. "That's something that a lot of us are going to continue to do even if we're teaching in-person courses."

Koc Heang Lim '23 of Phnom Penh, Cambodia, says his teachers' use of asynchronous content delivery actually improved his overall learning ability and class participation approach.

"I was really surprised by the benefits of asynchronous learning. It took a shorter amount of time for certain tasks, and it was easier to absorb the content because I could always re-watch it again and again," Lim says. "I found greater flexibility in how and when I study, and it led to bettering my abilities to manage my time."

Brandenburger says pairing asynchronous content delivery with interactive class time is key to the future of the university's mission.



Language Lecturer of Chinese Chai Jing used GoFormative to host quizzes and interactive assignments for remote students, many of whom wished to see more of this tool used in in-person classrooms.

"We've all felt disconnection and loss of community during this time, so that raises the question of what universities can do post-COVID to be even better at in-person education," he says.

"If we can move some education online, we can invest more time in mentoring and small-group discussion. That means we can significantly improve the quality of the in-person experience."



TASTING THE PAST

HIST-SHU 145: FOOD IN CHINESE HISTORY

by Fei Wu

Culinary history was not on NYU Shanghai Provost Joanna Waley-Cohen's mind when she began working on her PhD in history in the 1980s. But one afternoon in her office at Yale University, as she struggled to understand an 18th-century military campaign report written in classical Chinese, a whole new field of study revealed itself.

"I thought, 'Ugh, this is so difficult, what does it mean?' Then I realized what it said: 'What should we serve to the troops? We should serve rice noodles because you can soak them in water...and you don't have to light a fire, so the enemy on the opposite hillside can't see where you are.'"

Above left: Chinese Meal. *Lai Afong*, circa 1880, albumen print.
Above right: The Itinerant Cook Shop. *William Saunders*, about 1870, Albumen silver print. *The J. Paul Getty Museum, Los Angeles.*

"I was actually eating rice noodles at the time! I had soaked them in the morning and mixed them with vegetables. So it dawned on me, ... 'This is a topic I should study,'" says Waley-Cohen.

On Mondays and Wednesdays at 8:15 a.m. last fall, you could find Waley-Cohen teaching "Food in Chinese History," where she led students on an exploration of Chinese culinary history's far-reaching influence on culture, society, and politics. Along the way, students consider

such issues as the Chinese taboo against beef, the introduction of foods from the New World, and street food.

"[Some academics] don't think food is a serious topic, whereas in fact it applies to everything," says Waley-Cohen. To illustrate her point, she points to the arrival of New World foods in China at the start of the 16th century—peanuts,

corn, and most importantly, sweet potatoes. "Really soon after 1492 when Columbus arrived in the Americas, these foods got across the world, including sweet potatoes, which will grow where nothing else will grow," says Waley-Cohen. "Some smart official realized he could address the risk of famine by growing this strange new crop, which meant that [the sweet potato] was the foundation of the population expansion. By 1800, the population of China more than doubled. So it's about agriculture and trade and demography, as well as about architecture and medicine, about social life and the rise of a consumer society. Food is about everything."

Victoria Fu '21, a business and finance major minoring in mathematics and history, says that courses like Food in Chinese History have shown her a different approach to studying the past. "It's more about cultural history than my previous courses, which focused on political and economic history," says Fu, who now



Feast of the Acrobats. *Eastern Han Dynasty (25-220 CE)*, mural. *Dahuting Han Tombs, Xinmi, Henan Province.*

intends to pursue East Asian Studies in graduate school. "From food, I can understand the daily life of the Chinese population and how it changed over time in an individual way that is very human."

Students in Waley-Cohen's course work closely with historical documents like "Cloud Forest Hall Collection of Rules for Drinking and Eating" (云林堂饮食制度集) by Ni Zan, a Yuan Dynasty painter, and Yuan Mei's "Recipes from the Garden of Contentment" (随园食单), a well-known 18th-century collection of recipes and culinary advice.

The subject is rich in primary historical texts, Waley-Cohen says, since many Chinese scholars considered writing cookbooks and essays about food to be roughly comparable to painting and composing poetry.

"In China, a cultivated person would be expected to know about food, tea, and spring waters," says Waley-Cohen. "You know about poetry, about painting, about literature, and you know about food and what's healthy and what isn't."

For the course's final project, Waley-Cohen asks students to do their own in-depth study of a regional Chinese cuisine of their choosing. Christina Bowllan '22 chose the cuisine of Inner Mongolia for her project.

"I looked at Inner Mongolia because I was up there for a week over the National Day holiday. I learned that Mongolian and Chinese cuisine come together within Inner Mongolia, and it's sort of this hybrid province," says Bowllan. "The food there is very similar to a lot of Muslim-majority areas like Xinjiang and Pakistan. But they also have milk tea and shumai and lamb, so it felt like this cool middle ground."

Bowllan says that the course's innovative approach to studying history helped her rethink trends she has observed in Shanghai, such as the disappearance of street food.

"I saw some remaining street food vendors by our dorms, and I thought... 'Wow, this might just be one of the last times I can be a part of that community,'" says Bowllan. "In the push to develop and modernize Shanghai, ...[we're losing] something that brings people together. This is a real-life example of what we've been studying: how it's not just about the food, but about the community and social aspects as well."



Christina Bowllan '22 enjoys yogurt at the Muslim market near campus in Shanghai's Pudong district.

Photo: Christina Bowllan

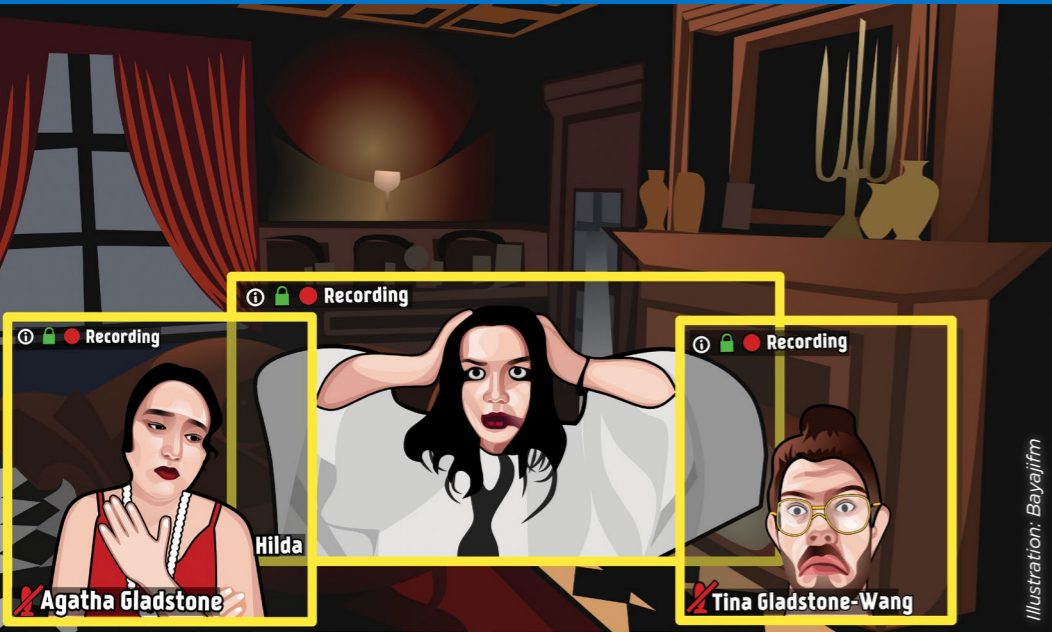


Illustration: Bayajifm

NYU Shanghai Thespians Society made history with the successful staging of their first-ever virtual performance and their first full-length original play, reaching nearly 200 live viewers across two shows staged on Zoom on May 8-9.

“The Zoom Play That Goes Wrong” revealed the hilarity in frustrations that are all too familiar to audiences who spent the semester trying to connect meaningfully with classmates and loved ones despite technical difficulties and awkward

online moments. Highly choreographed video freezes, semi-serious injuries, poorly timed parental intrusions, and bathroom emergencies transformed the play from standard murder mystery to romping comic take on Zoom life in the time of coronavirus.

Thespians Society President Ryan Hoover '22 of Easton, Maryland, who wrote the original 20,000-word script in just two weeks, says he was inspired by the chaos comedy “The Play That Goes Wrong” by Henry Lewis, Henry Shields, and Jonathan Sayer.

“The show ended up being a creative collaboration among the cast and crew—I think more than a physical show usually is,” said cast member Karla Liwanes '23. “That makes it pretty special, because we all had a hand in making the show what it was: a wild and hilarious mess.”

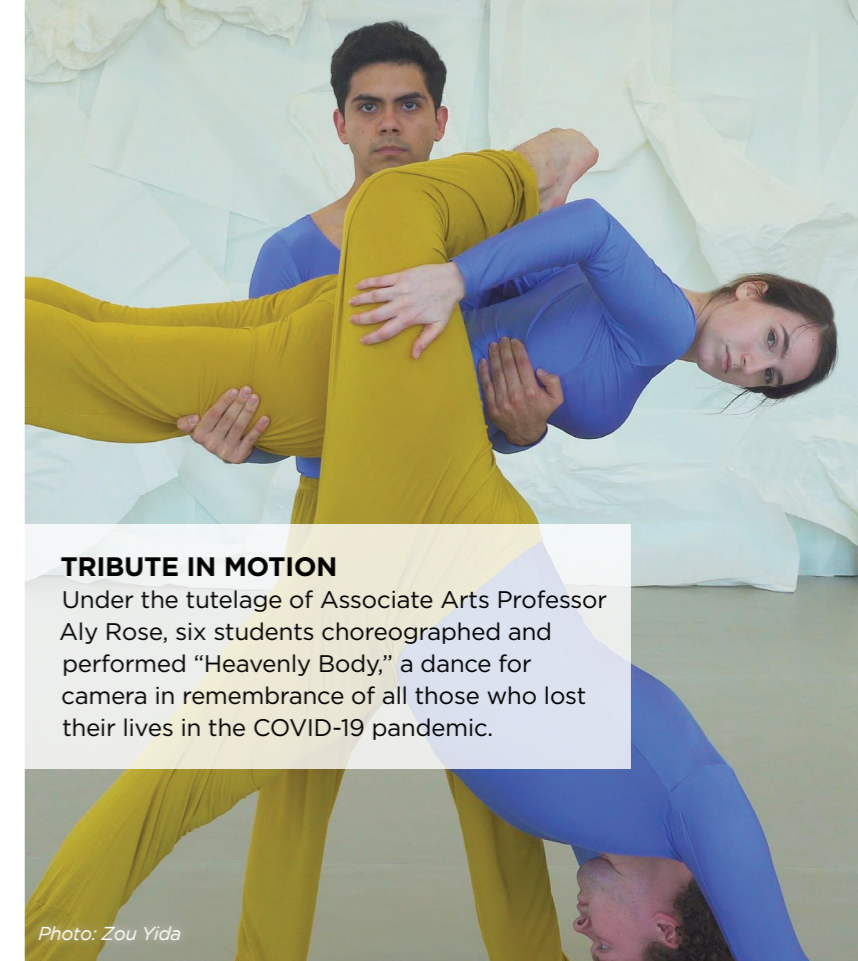


Photo: Zou Yida

TRIBUTE IN MOTION

Under the tutelage of Associate Arts Professor Aly Rose, six students choreographed and performed “Heavenly Body,” a dance for camera in remembrance of all those who lost their lives in the COVID-19 pandemic.

THE SHOW MUST GO ON: THESPIANS TAKE TO ZOOM STAGE

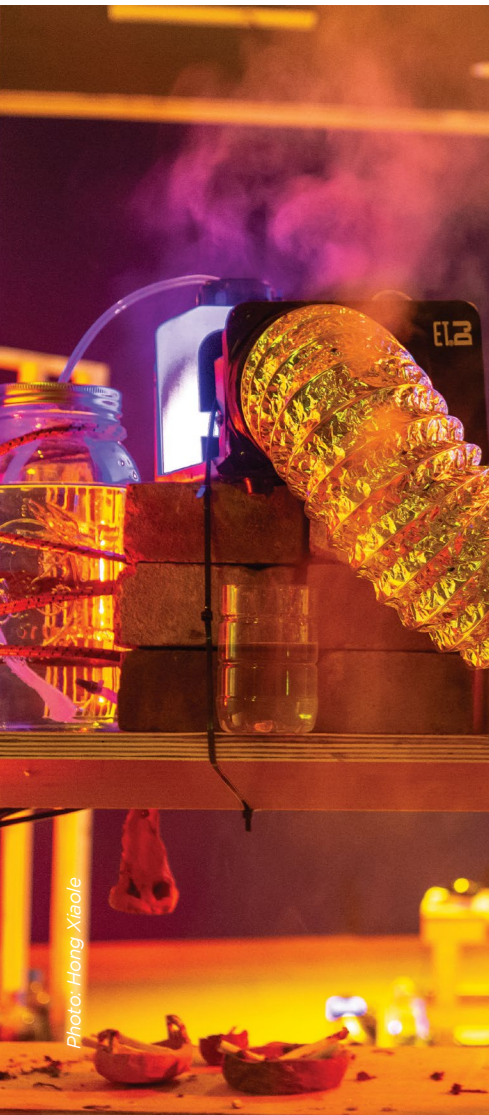


Photo: Hong Xiaole

ARTFUL TRANSFORMATION

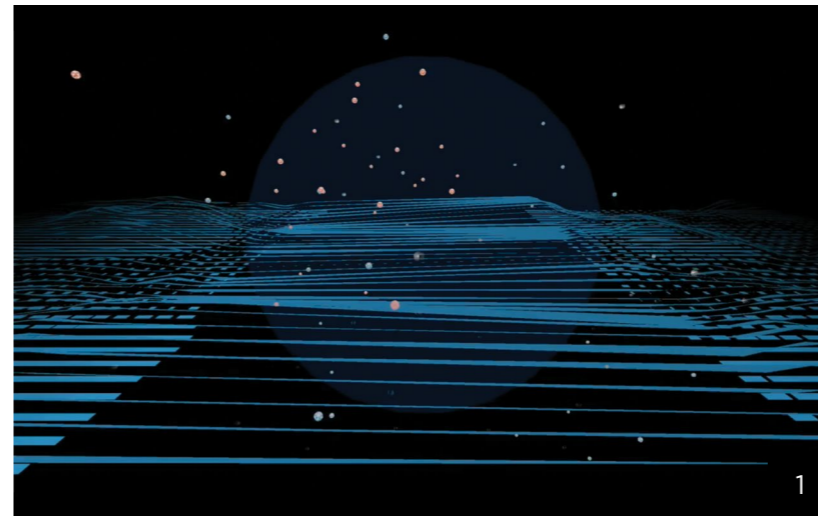
From September 24 to December 19, NYU Shanghai’s Institute of Contemporary Arts hosted STRESSED HERMS, SWEAT, AND PERIOD GAS, featuring a collaboration by Candice Lin and Patrick Staff, whose installation Hormonal Fog hacked machines and plants to generate a mist of hormone-altering herbs. Videos, paintings, and sculptures by each artist reflected on our shared vulnerability by queering concepts of the self, contagion, and well-being.

CREATIVELY CONNECTED:

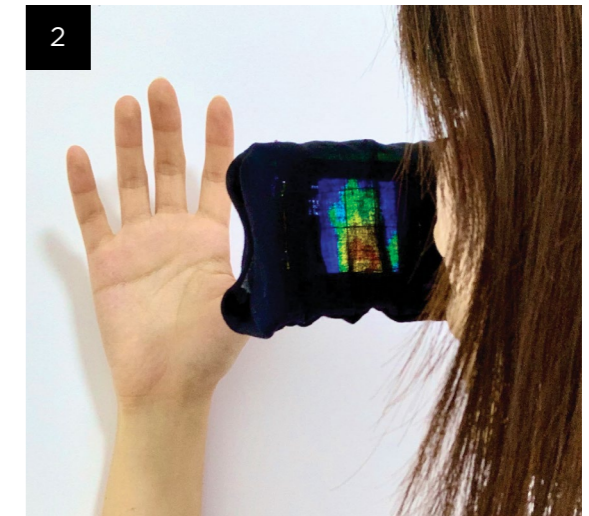
STUDENTS VIRTUALLY SHOWCASE ARTS

Despite being oceans apart, students in visual arts, music, dance, and Interactive Media Arts & Business came together in online shows and performances to present their course projects.

1. **“BUTTERFLY DREAMS,”**
digital animation, Daisy Chen '21
2. **“CORONAHACK,”**
wearable thermal imaging system, Fei Zeping '20
3. **“LOCATING THE SELF — WOODEN SEA,”**
woodblock print on paper, Ma Haitian '20
4. **“ART ON A CHAIR,”**
digital art program, Joseph Yang '22



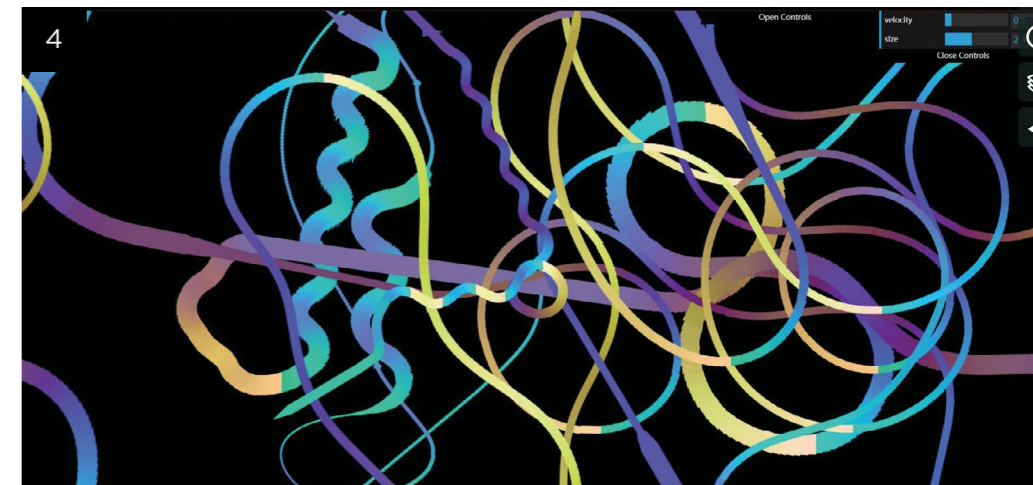
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Understanding COVID Risk: Pandemic control hinges on careful communication

by Yan Dengfeng, Associate Professor of Marketing

Containing a pandemic depends on many factors: the nature of the contagion, the availability of medical resources, and how quickly a vaccine can be developed. But the public's awareness of the health risk and their willingness to take preventive measures are always crucial, and these are shaped by the effectiveness and persuasiveness of public communication about health risks.

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There is no dispute that the best way to limit COVID-19's spread is for individuals to stay at home as much as possible, wear a mask in public, wash hands, and practice social distancing. Compliance with these precautionary behaviors has, however, been dramatically uneven. At least some of this

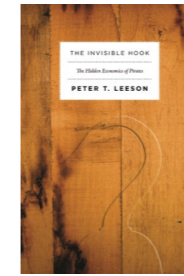
unevenness can be attributed to the relative strength or weakness of health communications, which shape the public's perception of risk and their subsequent willingness to take preventive measures.

Linking the virus to a single location, for instance, can have negative public health consequences. Associating coronavirus with cities like Wuhan and New York no doubt led many people outside those areas to underestimate their infection risk. A study by Arul and Himanshu Mishra found that when selecting a hypothetical home site, study participants were more likely to select a site in a state where

no earthquake was reported, even though home sites in both states were equidistant from an earthquake's epicenter. Participants simply perceived out-of-state locations to be safer. This implies that when assessing risk, people often disregard relevant factors like actual distance, instead basing decisions on unrelated factors like political boundaries. Similarly, when Italy became an early epicenter of the coronavirus's spread, people in many European countries mistakenly believed they were safe. As a result, many governmental agencies and hospitals were underprepared. Health communicators must therefore do more to inform people that physical distance is a better risk indicator than political boundaries.

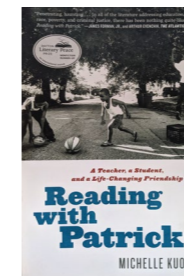
Media and policymakers must also consider public data literacy when communicating risk information. Take for example the United States' report of more than 77,000 new positive coronavirus cases on one day, July 16, 2020. Few people can make sense of this number without good context. The July 16 report exceeded the previous single-day reported case record by nearly 10,000, representing a significant uptick in the speed of the virus's spread. But in many cases, reports failed to make this connection, instead highlighting the 3.5 million total confirmed cases in the United States at the time and overshadowing the infection rate spike. Consider efforts to communicate the risk of smoking, which often cite the number of people who die from smoking every day or every year. Even though the "every day" and "every year" versions communicate the exact same information, researchers Sucharita Chandran and Geeta Menon found that study participants who viewed health data presented in an "every day" frame perceived greater risk and showed greater concern about behaviors that increased their risk. Thus, to help the public perceive health risk more accurately, health communicators must put key numbers into perspective.

These examples illustrate that pandemic containment efforts will only be effective if health information communicators frame information in ways that consider the public's data literacy and risk assessment habits.



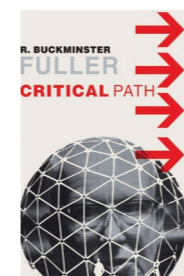
The Invisible Hook: The Hidden Economics of Pirates
by Peter T. Leeson

I love economics, especially political economy, and who doesn't love pirates!? Dr. Leeson studied his favorite part of history through the lens of his professional discipline. It's entertaining, educational, peer-reviewed, and an inspiration for how any undergraduate can study a topic that catches your interest!
— **Jennifer Stubbs**, Reference and Research Librarian



Reading with Patrick
by Michelle Kuo

This memoir tells one African-American's story of the school-to-prison pipeline in the US, and at the same time the story of his young Asian-American teacher's search for her place in the American struggle for social justice. Throughout the book, the two share a love of poetry and prose and demonstrate the power of literature to uncover and shape one's sense of self.
— **Almaz Zelleke**, Professor of Practice in Political Science



Critical Path
by R. Buckminster Fuller

This book details how humanity found itself in its current situation—at the limits of the planet's natural resources and facing political, economic, environmental, and ethical crises. In his vision of the future, Fuller contradicts Thomas Malthus and argues that Earth can provide abundant resources for the whole human family, if we direct these resources effectively—war is counterproductive and obsolete.
— **Bruno Abrahao**, Assistant Professor of Information Systems and Business Analytics



大国大城
(A Great Nation Needs Bigger Cities)
by 陆铭 Lu Ming

Anyone looking for a good layman's introduction to urbanization in China will find it here. This book presents a broad analysis of the distinctive features of China's urbanization, including the challenging and complex policy issues that have shaped rural-urban migration, such as the "hukou" system.
— **Huang Jin**, Assistant Professor of Marketing



Waste Tide (荒潮)
by Chen Qiufan 陈楸帆,
English translation by Ken Liu

This disquieting cyberpunk novel takes place on a fictitious, extremely polluted isle off the coast of southern China whose sole industry is the recycling of electronic waste. Set in a world of pollution, extreme weather, clan war, class systems, migrants, advanced capitalism, technology, and global systems of waste disposal, the novel addresses some of the most urgent concerns we face today.
— **Monika Lin**, Assistant Arts Professor of Visual Arts



梁思成
《图像中国建筑史》
手绘图
(Liang Sicheng's Sketches from "A Pictorial History of Chinese Architecture")
by 梁思成 Liang Sicheng

Starting about 90 years ago, Liang Sicheng and his wife Lin Huiyin traveled all over China and documented many of the country's most famous and ancient structures. This book is a landmark at the intersection of history, architecture, art, and travel.
— **Jun Zhang**, Professor of Physics and Mathematics

Hometown: Karachi, Pakistan
Major: Business and Economics double major

Nightly chats:

Jasmine and I had a habit of coming back to our room and talking about our days with one another. Even when we would see each other less, we were still connected because we'd see each other at the end of the day.

New traditions:

We both realized we were getting too busy, so we made it a thing to explore new cafes together every Sunday. That way we could study and still spend time with each other.

What our cultures share:

I visited Jasmine's hometown, Zhuji, during spring break our first year. Her parents were always taking us out for food! It was amazing that we are from different cultures but we have some things that are very similar in terms of taking care of others.

The best thing about Jiayi:

Jasmine is so true to herself. She is one of the most genuine people I've met at NYU Shanghai. She doesn't care if she has a whole crowd following her, she always does what she thinks is right. Seeing somebody staying true to their morals and staying strong meant having an ideal person to look up to.

Farheen Foad '22 and Mao Jiayi '22 (Jasmine) have stayed close since they were paired as roommates in their first year. The friends have spent many late nights talking about their Global Perspectives on Society (GPS) course, and they have traveled to each other's hometowns in Zhejiang and Pakistan. Whether they're teaching each other how to keep their room organized or helping each other find the best cafes in town, the pair say their relationship has kept them grounded.

Interview: Charlotte San Juan, Leigh Johnston
Photo: Farheen Foad and Mao Jiayi, at Shah Allah Dita Caves, Islamabad, Pakistan

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家乡: 巴基斯坦卡拉奇

专业: 商学与经济学双专业

寝室卧谈: 我俩逐渐形成了一个习惯, 每天回到宿舍后都会和对方聊天分享自己。即便我们有时白天相处的时间少, 晚上回到宿舍还是可以聊聊天, 所以一直保持着亲密的关系。

默契相处: 有段时间我们意识到彼此间有了隔阂, 于是就约好每周日一起去探索新的咖啡馆。这样一来, 我们既有相处的时间, 又不耽误学习。

异中求同: 我在大一春假时去了家翌的家乡诸暨。她父母总是带我们出去“逛吃逛吃”! 虽然大家文化背景不同, 但照顾、关心他人的方式却如此相似, 让我觉得十分暖心。

最喜欢家翌的一点: 家翌是一个遵从自己内心的人, 是我在上纽大认识的最真诚的朋友之一。她不在意别人是否跟她一样, 而总会做自己认为对的事情。身边这样一个坚守道德标准并坚韧不拔、努力前行的小伙伴, 给我树立了很好的榜样。



2022届学生毛家翌 (Jasmine) 和Farheen Foad自从大一入学被安排做室友, 两人关系就一直很好。这对好友常常彻夜卧谈, 讨论“全球视野下的社会”必修课, 也曾去对方家乡浙江和巴基斯坦做客拜访。平日或提醒对方收拾房间, 或结伴去咖啡馆探店……二人都表示, 亲密的室友关系对她们弥足珍贵。

采访: Charlotte San Juan、Leigh Johnston
供图: Farheen Foad、毛家翌

Hometown: Zhuji, Zhejiang, China

Major: Social Science, minor in Business

Communicating honestly:

Sometimes in Chinese culture, I feel we avoid confrontation and try to keep everything harmonious. Farheen told me early on that if we have any disagreements, we could just talk about it. I felt so lucky that we could be honest with each other.

New cultural practices: Farheen is a religious person, so it was mind-opening for me to see how she would pray really early in the morning. It came as a shock to me, but in a good way, how people can be so devoted and peaceful when they are praying. It was the first time in my life to be close to someone who holds religious beliefs.

What she's taught me: I was shy when I first came to campus, and I tended to hide my opinions during class. Farheen gave me the courage to speak up and even argue with people I disagreed with, and I like that change.

The best thing about Farheen: I'm a month older than her, but she's always taking care of me like an older sister. I love how she listens to me. She won't question my feelings, but instead will be supportive.

家乡: 浙江诸暨

专业: 主修社会科学, 辅修商学

坦诚交流: 我感觉中国人有时喜欢回避冲突, 总是努力维持表面的和谐稳定。但Farheen一开始就跟我说如果我们之间有任何分歧, 可以直接说出来。我很庆幸我俩能坦诚相待。

全新文化体验: Farheen信仰伊斯兰教, 她每天清晨都起床祷告。对此我有些震惊, 也很佩服人们在祷告时可以如此安宁专注。这是我平生第一次如此近距离地和虔诚的宗教信徒相处。

她教会我的: 刚上大学时我有点腼腆, 上课和小组讨论时都不敢表达自己的观点和想法。Farheen鼓励我勇敢表达自己, 甚至和与我意见相左的人辩论。我很欣慰看到自己有了这样的改变。

最喜欢Farheen的一点: 虽然我比Farheen大一个月, 但她却一直像大姐姐一样照顾我。遇到事情我会很愿意找她倾诉, 她不会质疑我的感受而是给予我支持和鼓励。

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NYUSHANGHAI

上海纽约大学汇刊

2021年 春



后疫情时代的课堂

虚拟课堂于线下教学有何启示？

上纽大易帅

俞立中校长荣退，童世骏校长履新



上海纽约大学
NYU SHANGHAI

内部刊物

关于我们

上海纽约大学成立于2012年，是经教育部批准，在上海市及浦东新区政府大力支持下，由华东师范大学和纽约大学合作创办的中国第一所中美合办研究型大学，也是纽约大学全球体系中具有学位授予资格的三大校园之一。学校现有来自中国、美国及其他70多个国家的近2000名本科生和研究生，汇集了来自全球顶尖学府的学术精英和创新人才。

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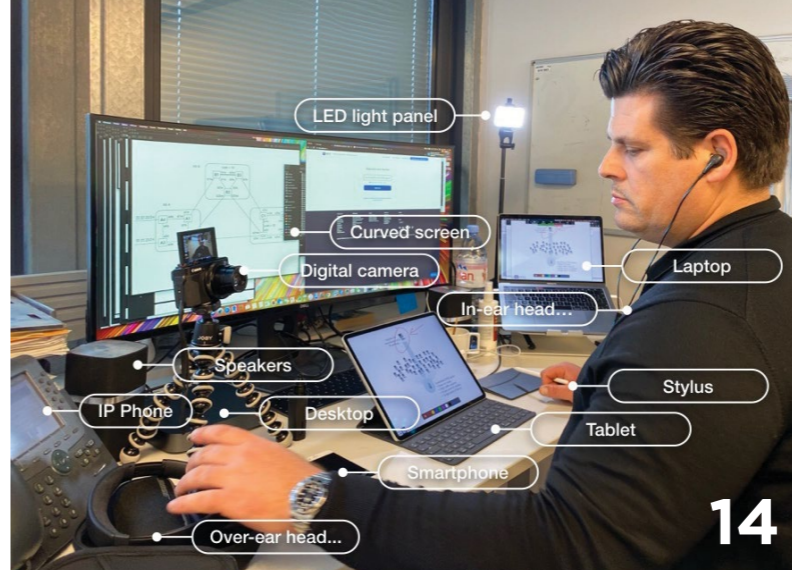


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供图: 凌昱程



供图: Promethee Spathis

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NYU NEWS

2月7日

上纽大“为武汉祈福”，三天筹款五万美金

疫情期间，上纽大发起“孔明灯飞满天为武汉祈福”筹款活动。短短三天，700多位上纽大家庭成员捐赠约21万人民币（3万美元），用以驰援首受疫情影响的地区。此次活动募集到的个人善款数额从10元至1万元不等。另有一位上纽大的挚友单独为疫区匿名捐出约14万元人民币（2万美元）。善款通过Give2Asia、壹基金、上海慈善基金会、GlobalGiving等各大组织投入抗疫。



5月29日

229名上纽大本科毕业生参加了2020届线上毕业典礼。阿里巴巴集团创始人马云在典礼上致辞。（详见第10页）

5月31日

上纽大首届研究生毕业典礼在线举行，为62名硕士毕业生授予学位证书。



6月1日

上纽大创校校长俞立中卸任华东师范大学哲学系教授童世骏履新。（详见第6至9页）



2020届毕业生斩获全球知名奖学金

2020届毕业生在大学生涯临近尾声之际经历了诸多动荡。面对不确定因素，他们克难攻坚，为四年大学生涯画上了圆满的句号，开启了深造和职场之旅。

1. 王子昕、向家乔和张璐安以“苏世民学者”身份前往清华大学苏世民书院攻读硕士项目
2. Madison Pelletier荣获富布赖特奖学金，前往荷兰阿姆斯特丹自由大学攻读硕士学位
3. 马海天荣获克拉伦登奖学金全额资助，前往牛津大学攻读硕士学位
4. 宋韵琪荣获欧盟“伊拉斯谟世界计划”全额奖学金，前往欧洲高校深造
5. Vittoria Vitucci成功入选富布赖特英语助教（ETA）项目，赴韩国开展英语教学

2月17日

春季学期远程“开学”

2020年春季学期，因新冠肺炎疫情防控需要，上海纽约大学发挥教育创新优势，通过先进的数字技术手段远程开展293门课程的教学工作。来自各大洲的820名本科生和130名研究生在线参加了课程学习。另有620名上纽大本科生在纽约大学全球教育体系的各大校园参加海外学习。

4月28日

以“线上+线下”混合模式复学

4月28日至5月15日，近350名学生及100多名教师陆续返回校园。学校采取了出入管控、体温检测、保持社交距离等一系列防疫防控措施，保障全体师生员工的健康安全。



因入境限制，许多上纽大师生仍在海外，师生可自主决定返校与否。位于海外的教师继续实行全数字化教学；已返校的教师在教学楼开课，并同时通过一系列数字化工具给无法返校的学生提供线上直播或录播课程。



9月14日

秋季学期，线上线下启程出发

上纽大迎来了来自38个国家的约500名新生，其中中国学生来自全国29个不同省份，这是学校自建校以来人数最多的一届。共有约250名学生到校注册，大部分为中国学生；而无法及时到校的国际学生在线参加了迎新周活动。

另有来自纽约大学和纽大阿布扎比校园的约2200名中国籍本科生和680名中国籍研究生，通过“就近入学”（Go Local）项目和上纽大学生一同在上海开启新学期的生活。此外，52名学者以全职教师身份加入上纽大，其中18名教师主要参与“就近入学”项目的教学工作。学校师资力量进一步壮大。截至12月，已有约140名国际生返回了上海校园。

9月24日

Reality Show移师线上，精彩依旧

新冠疫情肆虐，分散在世界各地的十名上纽大Reality Show剧组成员另辟蹊径，在家中通过Zoom为大家带来了一场妙趣横生的音乐剧演出。全剧总长34分钟，向大一新生展现了世纪大道校园生活的喜怒哀乐。

纵然疫情给音乐剧的编排带来了重重挑战，但剧组成员充分发挥奇思妙想，或使用道具，或临时学习用特效，或通过各种创意“同步”排练舞蹈。“本届Reality Show剧组成员的创造力、创作热情和全身心投入的精神非同一般。在这个充满挑战的特殊时期，他们身体力行，为大家树立了勇于面对大学生生活挑战的榜样。”学生事务部主任David Pe说。





社会学

社区纽带缓解武汉封城压力

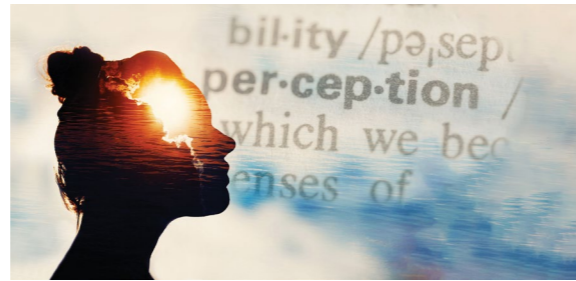
上海纽约大学御风全球社会科学讲席教授、应用社会经济研究中心 (CASER) 主任吴晓刚深入研究疫情隔离下社区纽带对个人幸福感的影响。2020年2月至3月武汉封城期间，吴教授率领包括上纽大社会学助理教授缪佳在内的研究团队，用微信对4200余名武汉居民展开调查。分析结果发现，居委会和居民志愿者群体显著缓解了封城期间疫情对居民心理健康的负面影响。这些群体可以增强社会凝聚力——即在危机之下，个体对从社区成员处获得帮助的信任度增加。吴教授还与美国国家科学院院士、纽约大学社会学教授Michael Hout合作，在美国开展了一项类似研究。

供图：李长林 (中新社图片)

物理学

单原子层的磁性氧化物可显现新特性

在2020年4月发表于《科学进展》(Science Advances) 的研究中，上纽大物理学助理教授陈航晖与中美研究人员发现，当一种磁性氧化物材料变薄到只有单原子层的厚度时，磁性氧化物可以呈现出新的物理特性。这些特性为开发多状态存储设备提供了更多的可能性。与现有技术相比，多状态存储设备可以更密集高效地存储数据。



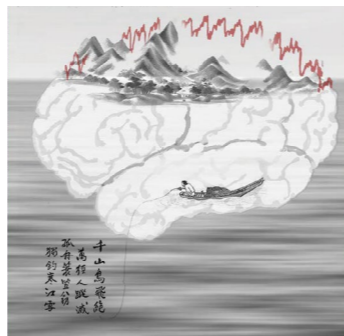
神经科学

谁能成为专家?

为什么有些人能成为领域内专家而有些人不能? 由上海纽约大学首席科学家、副教授吕忠林教授和中国科学院心理研究所的黄昌兵教授率领的研究团队发现，这种个体差异是由“知觉学习能力”差异导致的，即人对视觉、听觉及其他外部信息的感知能力，会影响个体胜任特定学习任务的能力。“现实生活中，人需要同时具备多种技能才能成为某一领域的专家，”吕忠林教授说，“为了更好地模拟现实情境，我们在研究中训练受试者学习多种不同的任务，这种做法开创了该领域研究的先例。”

诗歌结构是影响言语感知的关键

研究者们对于句法和词汇如何影响人类的语言认知已有不少了解，但对结构的影响却知之甚少。上纽大神经与认知科学助理教授田兴在合作



研究中，利用中国古诗独特的结构探究文本结构对人类言语感知的影响。研究人员开发了人工智能程序，自动生成并播放古诗绝句，同时监测受试者的大脑活动。结果发现，受试者的大脑会自动“解析”所听内容，并将其切分为绝句的结构。田兴教授相信，这一研究发现将为神经科学、教育、艺术和文化等领域的跨学科研究搭建新的桥梁。

书法作者：痴公，水墨画作者：李福安，图片编辑：孙嘉秋

管理学

态度胜过经验

假设你在参加歌唱比赛《好声音》的选秀，四位导师在听完演唱后均邀请你加入自己的战队，你会如何抉择? 上纽大管理与组织学助理教授Julia Hur的研究团队分别考察了在歌唱比赛和日常工作中，个体选择导师时的初始预期与实际决定之间的差别。结果发现，

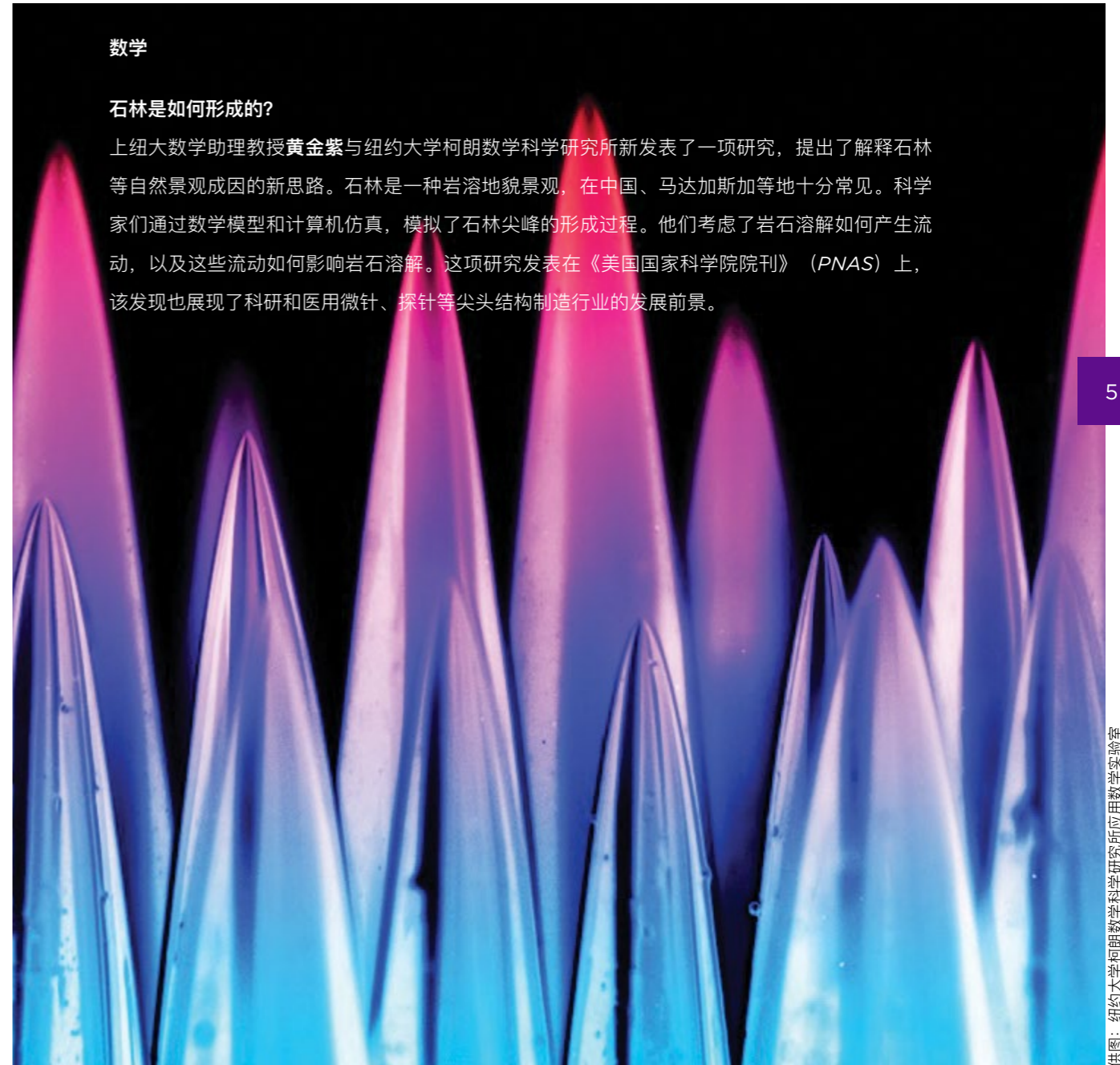
两种情境下，即使个体预估自己在选导师时会考虑其能力、经验等因素，但决策时实际都更倾向选择对自己态度更积极的导师，而忽视导师的相关能力。

欲了解更多研究动向或阅读论文，请访问 research.shanghai.nyu.edu

数学

石林是如何形成的?

上纽大数学助理教授黄金紫与纽约大学柯朗数学科学研究所新发表了一项研究，提出了解释石林等自然景观成因的新思路。石林是一种岩溶地貌景观，在中国、马达加斯加等地十分常见。科学家们通过数学模型和计算机仿真，模拟了石林尖峰的形成过程。他们考虑了岩石溶解如何产生流动，以及这些流动如何影响岩石溶解。这项研究发表在《美国国家科学院院刊》(PNAS) 上，该发现也展现了科研和医用微针、探针等尖头结构制造行业的发展前景。



这张伪色图展现了多孔糖晶体块经水溶解而形成的“峰林”

供图：纽约大学柯朗数学科学研究所应用数学实验室

谢谢依，俞校长！



供图：凌昱恒

2020年6月1日，上海纽约大学创校校长俞立中在任职八年后光荣退休。

“这是一个需要兼容并包的时代，不同的人 and 群体需要团结一心、求同存异，着眼于共有的价值观和目标，以建设更稳固和谐的未来。”俞校长如是说。谨以此图集回顾俞校长和上纽大一同走过的点滴过往。经俞校长之手创办的上纽大，期盼他“常回家看看”！

奠基

上纽大奠基仪式上，俞校长与时任纽约大学校长 John Sexton 合掌欢庆。“立中是当今少有的崇尚美德、胸怀崇高价值观的人，”Sexton说，“他对教育和世界发展拥有远见卓识，致力于推动人类社会的共同进步。显然，他也具备实现该愿景的勇气和魄力。”



探索

在一年一度的文化博览会上，俞校长和学生一样，也拿起扇子翩翩起舞。多年后，上纽大毕业生依然记得俞校长在他们初次踏进校园时的提问：“你们是否愿意选择一条充满挑战但有更多意外惊喜的人生道路？”



勉励

俞校长在互动媒体艺术实验室参观学生设计的模型。“在俞立中校长的领导下，上海纽约大学蓬勃发展，教师学生屡获殊荣，研究中心遍地开花，课程创新异军突起。这对整个纽约大学生态系统都大有裨益。”纽约大学校长 Andrew Hamilton 说。



亲民

在任八年来，每次新生报到日都能看到俞校长忙碌的身影。每年，他都早早地站在寝室楼前，亲自迎接上纽大新生，帮他们搬行李。“他应该是我见过的最亲民的校长。”2020届学生武光宇说。



发展

俞校长考察总面积11.5万平方米的上纽大前滩新校区工地。预计新校区将于2022年秋季学期正式投入使用。“自成立以来，上纽大的价值和意义与日俱增。探索、改革和创新的精神已在此深深扎根。”俞校长如是说。



联结

俞校长是中国首位开通微博的大学校长。如今，他的微博账号已有170万粉丝。所有上纽大学生的微信好友申请，他都会一一通过。“通过社交媒体，我可以直接与学生交流，随时随地了解他们的意见和想法，”他说，“大多数学生其实只是想得到一个真诚的回应。”



欢迎童世骏校长： 对话中的人生

撰文：Sarah Bellemare

几年前，昔日的小学同窗邀请童世骏在54周年同学聚会上发言。收到邀请后，他清楚地知道自己要讲《金银盾》的故事——这是当年小学二年级教科书上的一则寓言。

故事中，两位将军就一块盾牌的金银材质问题争论不休。经工匠讲解后二人意识到，他俩都说对了，但又都说错了——因为盾牌一面是金做的，另一面是银做的。两位将军只看到了盾牌的一面，所以都未弄清盾牌真正的材质。

“这个故事之所以给我留下了深刻印象……原因在于我们这代人有幸体会了生活的两重性，”童世骏解释道，“对比文化大革命前后、改革开放前后和高考制度恢复前后……我们真正见证了整个社会主义现代化过程中的许多变化。”

渴望探究事物的两重性一直是童世骏孜孜前行的力量源泉。这份动力驱使他远渡重洋赴挪威攻读博士学位，引导他通过当代哲学家尤尔根·哈贝马斯的作品研究现代化的未来和缺陷，激励他以富布赖特访问研究学者身份在美国哥伦比亚大学工作，也促使他在华东师范大学担任校领导职务。

如今，在这份求索动力的引领下，童世骏来到了一所独一无二的“具有两重性”的院校——上海纽约大学。他于6月1日起从创校校长俞立中手中接过“帅印”，就任上海纽约大学校长及理事会理事长。



“……仅仅想象他人的观点还不够。要想培养具备真正世界主义精神的人才，就必须为年轻人创造参与对话的环境和条件。”

在童世骏看来，他对当代生活两重性的兴趣源于其独特的成长经历：他在童年亲历了两个截然不同的“中国”——儿时与外公外婆在浙江萧山偏远的传统农村度过了六年时光；后来到上海，在计划经济时代的现代化社会主义社区度过了小学和中学时代。童世骏说，外祖父母是农民和养蚕人，从灌溉农作物到纺线织衣，均以传统的方式生活。时至今日，他依然清晰地记得夜深人静时桑蚕咀嚼桑叶的沙声。

1978年春天，作为高考恢复后的首批大学生，童世骏进入华东师范大学，开始从学术视角思考自己曾生活过的“两个中国”如何彼此调和、互补互进。

1988年，童世骏以国家公派访问学者的身份前往挪威卑尔根大学学习，并于1994年在该校获得哲学博士学位。其间，他研究了众多当代哲学家的学术理论，其中最打动童世骏的是哈贝马斯的“交往理性”理论，即每个社会和机构要想实现理性和人性化兼备的行动和发展，都必须围绕这些行动和发展展开真正的辩论。童世骏也意识到，这点与自己的信念十分吻合，也是自己自1984年在华东师大执教以来，一直努力在教学中实践的哲学理念。

“哲学家通常要独立思考——想象他人对我们正在分析的事物会有何想法，但仅仅想象他人的观点还不够，”童世骏说，“要想培养具备真正世界主义精神的人才，就必须为年轻人创造参与对话的环境和条件。”

事实上，童世骏的教学理念和实践早已得到华东师大学生的认可，他在1987年被评选为学校最受欢迎的五位教师之一。“这是至今获得的所有奖项和荣誉中，我最引以为豪的，”童世骏说，“这个称号对我来说是一种肯定，表明我成功为学生们搭建了自由交流的平台。”

2004年，童世骏从华东师大离任，前往上海社会科学院任职。后于2011年7月重返华东师大担任哲学系教授及校党委书记，主要负责为学校搭建对话的论

坛。童世骏表示，这段行政管理经历将他的哲学实践推向了高潮。“哲学可以在不同学科之间、在学术领域与日常生活之间起到沟通协调的作用，”童世骏说，“作为大学行政管理人员或者说学术领域的服务者……我可以将自己的哲学热情与行政管理中运用到的哲学原理相结合……可以把‘两个方面’结合起来。”

在童世骏看来，上海纽约大学是继续其哲学实践的不二之选。跨文化交际是童世骏眼中构建理性社会和人性社会的核心要素，而国内外学生各半的上纽大恰是这样一间跨文化交际“实验室”。

“上纽大学生的心态令我印象尤为深刻——他们乐于探索新鲜事物并与来自不同文化的人探讨交流；他们勇于发问，逐步学会独立思考、通过自主合作解决问题，”童世骏说，“这一心态也恰是上纽大所在之浦东30年来开发开放的气质精髓。”

上海纽约大学荣誉校长俞立中相信，童世骏是担任这所跨学科、跨文化高校掌舵人的不二人选，未来将带领上纽大为纽约大学全球社区做出更多贡献。



“他为人谦和，善于沟通，愿意和师生员工交朋友，”俞立中说，“相信在童世骏校长和雷蒙校长的带领下，上海纽约大学事业一定会持续发展，不断进步。”



寻找共同的基石

马云在上纽大2020届本科生毕业典礼上致辞

10

5月29日，上海纽约大学成功举办2020届本科生毕业典礼，这也是学校首次在线举办毕业典礼。数千名观众在线共聚一堂，庆祝来自24个国家和地区的229名学生顺利毕业。阿里巴巴集团创始人马云先生在毕业典礼致辞中鼓励2020届毕业生为中美两国、为世界找到合作的共同基石。

阿里巴巴创始人马云、纽约大学校长Andrew Hamilton、2020届学生代表Isabel Adler和潘韵竹等演讲嘉宾均在录制的发言中提到，上纽大以独特优势装备学生，助力2020届毕业生沉着面对充满不确定性的特殊时期。

俞立中校长高度赞扬了本届毕业生在这场始料未及的疫情危机面前展现出的勇气与魄力，他们用实际行动证明了“建设上纽大这样一所重视多元文化融合，培养具有全球视野、有社会责任感的国际化创新型人才的大学，它的意义和价值所在”。

中国学生代表潘韵竹通过在家乡山东录制的视频，

回忆和昔日同窗在宿舍楼里“跨山填海般的”跨文化对话，并思考这些对话如何成为构建更美好世界的基石。

国际学生代表Isabel Adler在美国的家中录制了演讲视频，分享其在上纽大校园的美好回忆。Adler说，从踏进上纽大校园的那一刻起，她就发现身边的同学都是一群才华横溢的有志青年。“我们是……在艰难时刻矢志不移、在未知混乱面前迎头而上的一届，”Adler说道，“但既然我们已经克服了过去四年的重重挑战，相信我们也必将攻克这一难关。上海纽约大学2020届学子已经做好准备面对世界，而世界也已做好准备迎接我们。当今时代比以往任何时候都更需要像我们这样的人，成为黑暗中的亮光。”

典礼接近尾声，俞立中校长和通过视频出席典礼的纽约大学校长Andrew Hamilton为毕业生正式授予由上海纽约大学和纽约大学颁发的两张学位证书。上海的标志性建筑东方明珠再亮紫罗兰之光，庆贺上纽大2020届毕业生顺利毕业。



1. 3月28日，2020届毕业生在线一同举杯，庆祝毕业典礼88天倒计时活动圆满落幕
2. 229名毕业生每人都收到了一份毕业礼盒，内含上纽大紫色学士帽和学士服，及一系列定制纪念品，供毕业生与家人朋友在家远程共庆毕业
3. 毕业生们抛起学士帽，希冀美好未来！2020届学生凌昱恒用相机为身着学士服的同窗记录下美好时刻。“希望我拍的照片可以鼓舞其他校友，友谊与信念将我们的心紧紧相连。”凌昱恒说
4. 2020届学生Bishka Chand是在家远程参加毕业典礼并在社交媒体上发帖讨论的众多毕业生之一。“那天最难忘的是在毕业典礼最后，我和朋友们在群组视频通话中互相祝福、共同庆祝的时刻。”Chand说道

“未来，为中国和美国、为世界找到共同的方向，共同的合作的方向——这个使命只有年轻人去完成。这是大家的担当。”

马云在上纽大2020届本科生毕业典礼上的致辞



我与疫情赛跑

2017届校友王莹驰援疫区前线

撰文：吕颜婉倩

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“能在疫情的压力下工作是挑战也是历练……（这段经历）让我看到我工作的价值。”

来自安徽芜湖的王莹是上海纽约大学首届学生，毕业于金融学（商学与金融）专业。2017年5月挥别校园时，她从未想到自己有朝一日会亲历席卷全球的疫情，并切身参与防疫战斗。

2020年3月初，美国纽约成了全球新冠肺炎疫情的“震中”。王莹所在的公司 Tractus Asia 受纽约州政府之托协助其采购关键医疗设备。于是，王莹担当起联络纽约政府和数百家潜在中国供应商的要职。

对王莹来说，2020年的3月到5月就像是一场毫无喘息机会的赛跑。“时间就是生命，”她说，“我想尽我所能帮助更多的人。”最繁忙的那段时间，王莹甚至每天工作20个小时，从早上7点忙到次日凌晨3点，白天评估国内供应商，晚上参加和纽约客户的电话会议。

“疫情扩散之迅速始料未及，没有人知道如何在这么短的时间内获得足量的救命设备，”王莹回忆道，“但也没有人愿意袖手旁观，大家都知道我们在和疫情赛跑。”

其间，王莹遇到了许多前所未有的挑战，但她表示，很感激上纽大的四年历练培养了她以解决问题为导向的思维模式，使她得以从容应对。

最终，经过数个不眠夜，王莹帮助纽约州政府采购到了106台呼吸机。

随着纽约的疫情态势日渐趋稳，王莹也逐渐回归正常的工作节奏，继续帮助纽约创业公司和中小企业进入中国市场。“能在疫情的压力下工作是挑战也是历练。这段经历不仅大大提高了我的专业能力，也让我看到我工作的价值。”王莹说。



设立行业标准

2017届校友Mark West为艺术创造平等机会

撰文：Kate Magill

供图：Bleu Pablo、Paula Muniz

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大学刚毕业的这几年，2017届世界史（综合人文）专业学生 Mark West 换了好几份工作。他带着一份漂亮的简历从上纽大毕业，但回到纽约后，却觉得有些无所适从，先后做过几份工作都不甚理想。几次尝试无果后，他逐渐意识到需要开辟一条属于自己的职业道路。

“这段经历让我看到世界上存在各种不同的可能性，也让我意识到自己是生活的缔造者——你完全可以开辟一条自己的道路。”West 说。

在不同工作辗转间，West 开始从事艺术创作。他起初是为了装饰自己公寓内空无一物的白墙，随后不久开始在曼哈顿第14街的露天艺术市场出售自己的原创作品。West 的首幅大作以2500美元售出。短短六个月内，他的画作销售额便十分可观。这给了他放手一搏的底气。他辞去工作，成为一名全职艺术家，并于2019年4月，在纽约长岛市开设了自己的第一家画廊。

作为纽约屈指可数的黑人画廊老板之一，West 希望通过自己的努力，让如今以白人为主导的环境中涌现更多黑人艺术家的作品。West 的画廊曾迁址三次——最初是在皇后区的长岛

市，后来搬到了南布朗克斯，现在位于布鲁克林的布什维克。不论画廊坐落在何处，West 都希望它不仅可以为周边社区提供便利，也能成为全市少数族裔艺术家的聚集地。

“我们成功打造了一个空间，不论是少数族裔还是非少数族裔，都能在这里找到集体，”他说，“我觉得我们正在为艺术界，为黑人艺术家，以及少数族裔、酷儿及身心有障碍的艺术家设立一个新的标准。”

随着美国近几个月的种族分歧和公民动乱不断升级，画廊开始着重关注心理健康问题，打造每周疗愈空间，供大家休养、交流、建立联系。West 的领导力引领他找到了人生方向。

“未来我们定会启发、鼓励很多人，一想到这一点，我们就越发渴望追求卓越，同时坚守初心，”他说，“画廊惠及的人群越广，才能做得越大。我们要用所得的祝福去祝福更多的人。”

“用所得的祝福去祝福更多的人。”



秋 季学期的一天下午，互动媒体艺术（IMA）助理教授袁雁悦的“设计思维”课上，13名学生正在彼此的“便利贴”上写字，尝试用合适的短语描述某个名词。学生们在学习利用随机信息创设灵感，以改进和完善上海纽约大学的“就近入学”项目（“就近入学”项目详见第3页）。

其实这些并不是真正的便利贴，而是Jamboard上的虚拟便条。Jamboard是一个“协作式白板”应用程序，供学生之间实时共享图片和文本。而上课的学生并非都在教室，他们分散在世界各地——七人在上海，其余学生则是在亚洲和北美的家中远程上课。

2023届学生Lillie Yao在美国弗吉尼亚州的盖恩斯维尔远程参加了“设计思维”课程。她表示，Jamboard及其他与之类似的工具不仅保证了远程学习的质量，也为课堂讨

论和活动增添了新的维度。“这种交流方式真的既高效又有趣。”Yao说道。

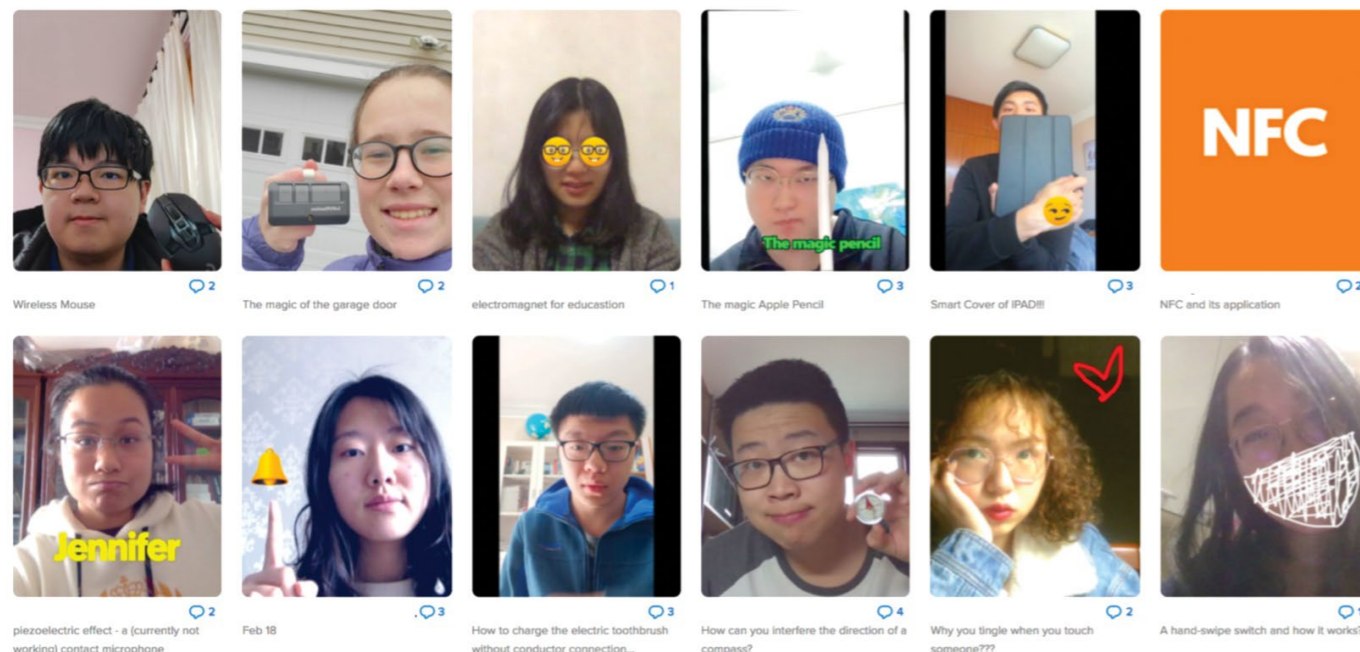
袁雁悦对此观点也颇为赞同，她正在将Jamboard等在线工具融入自己的实时课堂教学。包括袁雁悦教授在内的许多上纽大教师都发现，不论是在线下、线上还是混合模式课堂，线上教学工具和策略都有助于改善学生的学习效果。

“为应对疫情，我们开发、实践了许多新的教学方法与技巧，日后也会在课堂中继续沿用，”互动媒体艺术助理艺术教授Jung Hyun Moon说。他和IMA的同事们利用Glitch、Google Docs、Miro等类似的线上协作编辑平台，组织编程工作坊，开展多媒体项目。“相信在我们的共同努力之下，这些工具未来会更加浑然一体、相辅相成，也会陆续被运用到线下课堂活动中。”

后疫情时代的课堂

虚拟课堂于线下教学有何启示？

撰文：Sarah Bellemare



左上图：艺术学教学副教授张健君在“室内艺术基础”课上为线上的学生演示水墨画技巧。供图：Barbara Edelstein

左下图：在互动媒体艺术学艺术助理教授Rodolfo Cossovich的“电子处理”课上，学生们在Flipgrid平台发布视频，提出日常生活中电子的工作原理等问题

2020年2月，新冠肺炎疫情肆虐之时，上海纽约大学成为全球首批快速且全面开展远程教学的高校。当时，大家都心怀疑虑与担忧。学校的140多名教师更是面临着一项尤为艰巨的任务：要在不到两周的时间里将近300门课程转移到线上。



作为课堂环保设计讨论的第一步，互动媒体艺术助教袁雁悦鼓励学生用Jamboard展示他们在日常生活中产生的垃圾

为此，上纽大教师教学发展中心、信息技术部门及图书馆服务部门特提供了一系列技术工具及全天候的技术支持服务，并创建了“数字化教学工具包”，协助各学科的教师一同为学生打造最优质的远程学习体验。

不过，老师们并不是简单地将线下课堂照搬到线上，而是以打造互动有趣的在线学习体验为教学使命。随着线下教学工作逐渐恢复，上纽大教师运用异步教学方式（学生可根据自己的时间学习课程内容）、协作编辑平台和即时通讯工具，为学生打造更具协作性的课堂；最重要的是，重构“课堂”的时间与空间。

Jace Hargis在疫情暴发之初担任上纽大教师教学发展中心主任。早在20世纪90年代，Hargis教授就开始研究当时还是新生事物的互联网在还原水族馆、动物园、博物馆和科技馆学习体验方面的潜力。线上课堂中，学生通常更容易与彼此建立关系，面对的学习压力相对较小。他们也可以采用各种不同的媒介，选择最适合自己的时间和环境消化所学知识。

“我们逐渐意识到，学生在这样包容的、非正式环境中的学习效果非常好，”Hargis说，“而且如果

把课设计在这样的非正式场景下，可以成功让学生真正融入多种学习环境。”

袁雁悦表示，她原本以为全面开展线上教学后，需要应对的最大挑战是如何合理安排时间覆盖足量的课程内容。但随着教学经验不断积累，Jamboard等工具的应用效果日渐显著，这让她意识到，不论在线上还是线下课堂，如何在学生中建立一个社群才真正是教学工作中一直面临的挑战。网络工具和线上活动给予学生更加宽裕的互动时间，学生们也更积极地参与课堂的学习与讨论。

“同学们的确从同伴身上学到很多东西，而且比从我这里学到的更多，”袁教授说，“仅靠同步教学，还不足以创造一个与学生建立更良好关系的环境。我们需要将课堂打造成工作坊。”

远程教学期间，学术英语项目讲师Marcel Daniels曾要求学生用Flipgrid工具在线录制简短的口语作业。即便目前执教的全部是线下课程，他依然在继续使用这项工具。借助Flipgrid录音，Daniels可以给每位学生提供反馈，学生们也可以聆听其他同学的回答，这是在线下课堂分组练习中无法实现的一点。Daniels表示，这些工具提供了课后录音、重播的机会，让学生们学会从彼此的练习中取长补短。

“对学生来说，聆听其他同学的讨论，找到其中用到的语言

技巧，并将自己的语言能力、技能、技巧与他人比照，这是非常重要的学习环节。”Daniels说。

将Flipgrid和Jamboard等工具融入线下课堂，不仅让学生有更多机会交流彼此的想法，也鼓励大家在课堂以外的时间和地点继续消化所学内容。而这正是非正式学习的高效之处：它给予学习者一定空间，将课程主题与日常生活中的想法与场景相关联，相比教科书式学习留下更深刻、持久的印象。

“从事远程教学时，我们可以重新设计线下见面的间隔频率，这是最重要的环节之一，”Hargis说，“每次讨论的收尾内容可以作为下次讨论的起始点，这样可以在下次与学生见面时进一步深入交流，使对话卓有成效。”

中文讲师吕慧勤表示，她从学生们频繁使用的即时通讯软件微信中得到启发，意识到与朋友、室友和社区成员的对话交流，通常可以增强学生的语言能力。于是，吕慧勤创建了一个微信群，不仅在群里分享课程贴士，还常用中文与大家闲聊周末计划或家人朋友的情况，也在疫情期间分享了一些个人经历。

上纽大创新与创造力项目主任Adam Brandenburger表示，他和一起执教“创造力入门”课的雷蒙校长曾鼓励学生课后使用即时通讯平台Slack沟通交流，大家讨论的成果令他惊喜不已。

例如在阅读课程材料时，学生们会用Slack提出疑问，并及时收到来自同学、Brandenburger教授和雷蒙校长的解答。学生也会列举日常生活中遇到的与课程主题相关的实例，发布文章，并发起讨论，将

课程内容与个人兴趣、当下时事联系起来。

“即时通讯工具鼓励学生在课后也主动探索新知，积极分享观点看法，因此即便我们不能见面，课程也依然在继续，”Brandenburger说，“即使现在线下教学已经恢复，我们许多人还是会延续这一做法。”

来自柬埔寨金边的2023届学生Koc Heang Lim表示，老师采用的异步授课方式提高了他的整体学习能力和课堂参与度。

“我很惊喜地发现异步学习原来有这么多好处。我可以更快完成学习任务，消化吸收学习内容也更加轻松，因为我可以反复观看课程视频，”Lim说，“此外，学习时间和方式的选择更加灵活，我的时间管理能力也有所提高。”

Brandenburger表示，异步教学与互动课堂“双管齐下”对上纽大教育使命的未来发展至关重要。“疫情期间，我们



中文语言讲师柴晶用GoFormative为线上学生设计小测验和互动任务。许多学生都表示，希望类似这样的工具在线下课堂也能继续使用

每个人都体会到了联结纽带和归属感的缺失。但这段经历也促使我们思考，在后疫情时代，大学可以如何提供更优质的线下教育。”

“如果能把部分教育活动转移至线上，我们可以将更多的时间投入学生辅导和小组讨论，从而可以显著提高面对面交流的效率和质量。”



舌尖上的历史

HIST-SHU 145: 中国历史上的食物变迁

撰文：吴一斐

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在攻读历史学博士学位之前，上海纽约大学教务长卫周安从未想过，自己有朝一日会与美食历史研究结下不解之缘。上世纪80年代的一天下午，她在耶鲁大学办公室里研读一篇18世纪的中国军事方略。文章用文言文写成，内容艰涩难懂，但最终随着阅读的不断深入，她在其中邂逅了一个全新的世界。

“我一开始觉得，这篇文章也太难了，简直不知所云。但后来，我渐渐读懂了，原来它在讨论军队的食物配给，结论是应该为军队供应米粉。因为米粉可以泡在水里，

左图：聚餐，黎芳，约1880年，蛋白印相

右图：流动小吃摊，William Saunders，约1870年，蛋白银盐印相，洛杉矶保罗·盖蒂博物馆藏

烹饪时无需生火，不会被山另一侧的敌军发现。”

“我当时恰巧就在吃米粉！我一早就把米粉泡在水里，拌上蔬菜。于是脑中灵光乍现，‘哎呀，我该好好研究中国美食！’”卫周安教务长回忆道。

2020年秋季学期，卫周安教务长的“中国历史上的食物变迁”课程如期开讲。每周一、周三早上八点一刻，她带领学生一同探索中国烹饪的源远历史及其对中国文化、社会和政治的深远影响，话题涵盖中国的屠牛禁令、新大陆作物的引进，以及街边小吃等。

“（有些学者）认为‘美食’这个话题不够严肃。但实际上，世间万物皆与食物息息相关。”卫周安教务长说。她指出，16世纪初，各式各样来自新大陆的作物开始进入中国，包括花生、玉米等，而红薯是其中最重要的舶来作物。

“通过食物，我可以了解中国人的日常生活及其历史变迁，并且以充满人文关怀的视角进行观察和阐释。”

“随着1492年哥伦布抵达美洲，这些包括红薯在内的作物开始在世界各地安家落户，有的甚至在寸草不生的土地生根发芽，”卫周安教务长说，“一些明眼的官员意识到，可以种植红薯这种顽强的新作物来解决饥荒危机，因而它成为了当时人口增长的基石。到1800年，中国人口数量足足增长了一倍多。可见，农业、贸易、人口、建筑、医药、社会生活，以及消费社会的崛起，都与食物息息相关。世间万物都离不开食物。”

傅琬宁是上纽大2021届金融学（商学与金融）专业的学生，同时辅修了数学和历史专业。她表示，“中国历史上的食物变迁”这样的课程向她展示了学习历史的新方法。“这门课与我之前学习的历史课有所不同，它从文化史的角度出发，探索饮食背后的政治和经济内涵。”傅琬宁说，目前她打算继续攻读东亚研究硕士学位。“通过食物，我可以了解中国人的日



宴饮百戏图，东汉时期（公元25-220年）壁画，河南新密打虎亭汉墓出土

常生活及其历史变迁，并且以充满人文关怀的视角进行观察和阐释。”

课程期间，学生需要阅读元代画家倪瓒撰写的《云林堂饮食制度集》和清代著名文学家袁枚所著的中国饮食名著《随园食单》等历史材料。

卫周安教务长表示，关于食物有大量丰富的历史文

献记载，因为对于一些中国学者而言，撰写食谱以及有关食物的文章与赋诗作画一样重要。

“在中国，文人墨客应当懂得美食和品茶之道，”卫周安教务长说，“你既要了解诗词书画，也要了解食物，知道哪些食物是健康的，哪些是不健康的。”

这门课的结课项目需要学生选择中国某一地区的食物开展深入研究。2022届学生Christina Bowlan选择研究内蒙古美食。“我之所以选择内蒙古，是因为国庆期间我在那里待了一周，了解到内蒙古美食是融汇中国、蒙古两地饮食的特点而形成的，”Bowlan说，“这里的食物与新疆、巴基斯坦等地的清真菜相似，但也有奶茶、烧卖和羊肉等。所以内蒙古很像一个美食混合地带。”

Bowlan说，“中国历史上的食物变迁”课程采用创新的历史研究方法，帮助她重新思考在上海观察到的饮食变迁趋势，譬如街头小吃的逐渐消失。

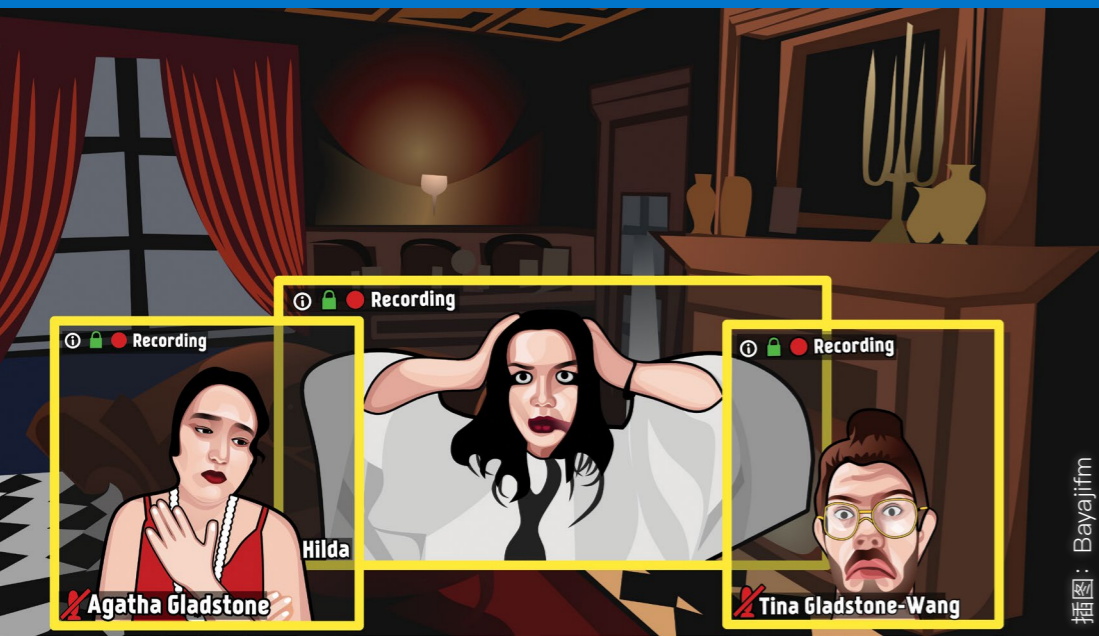
“我在宿舍附近看到仅剩的几家街边小吃摊，当时我想，也许之后就再也看不到这些小吃摊了，”Bowlan说，“在上海的现代化发展进程中，我们正逐渐失去一些人与人之间的连接纽带。这也是我们所学课程的现实写照：饮食文化不仅与食物本身有关，还涉及社区和社会发展等多个方面。”



2022届学生Christina Bowlan在浦东校园附近的清真市集品尝酸奶

供图：Christina Bowlan

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5月8日和9日，上海纽约大学戏剧社历史上首部线上话剧暨该社首部原创多幕剧成功上演。两场Zoom演出共吸引了近200名观众线上观演。

受疫情影响，上纽大师生员工春季学期在线上度过了大部分甚至全部工作和学习时光。远程交流过程中，有无奈，有滑稽，有窘迫，有欢笑，这一幕幕熟悉的场景在《Zoom戏演砸了》中得到了淋漓尽致的体现。通过精心编排网络连接不佳、受伤、家长不合时宜的打断、洗手间紧急状况等

生活场景，该剧成功将一桩普通的谋杀悬疑案转化成一部令人捧腹的Zoom在线喜剧，为疫情期间的居家隔离生活增添了许多乐趣。

上纽大戏剧社社长、来自美国马里兰州的2022届毕业生Ryan Hoover是《Zoom戏演砸了》的导演兼编剧，他在短短两周内完成了2万字的剧本初稿。Hoover表示，这部剧的灵感来源于Henry Lewis、Henry Shields和Jonathan Sayer的话剧《演砸了》。

“这部戏是全体演职人员共同努力的创意结晶，我觉得它已经超越了普通的线下戏剧，”来自美国得克萨斯州的2023届毕业生Karla Liwanes说，“这是一部非常特别的戏，因为我们每个人都参与了它的制作，都为剧中疯狂而又滑稽的种种混乱贡献了一份力量。”



以舞释哀思

在艺术副教授Aly Rose的指导下，六名学生排演并录制了舞蹈作品《天堂之躯》，以纪念所有新冠逝者。

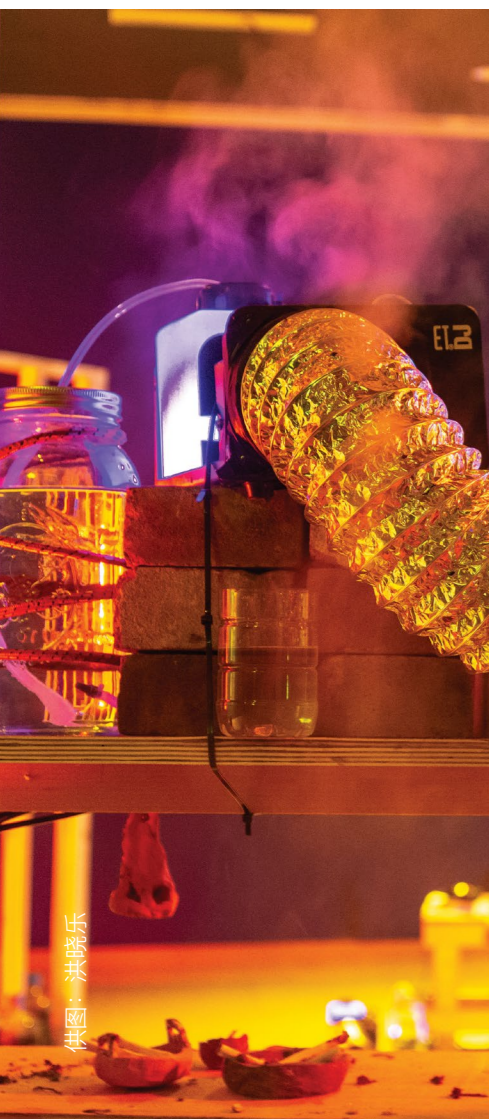
供图：邹易达

演出仍要继续：上纽大戏剧社首部线上话剧成功上演

话剧成功上演

精巧转化

上海纽约大学当代艺术中心于9月24日至12月19日举办了“两性花、汗和经血云”展览，展出了洛杉矶艺术家林从欣和Patrick Staff的作品。两位艺术家用经改造的机器和植物，将可影响人类荷尔蒙的草药制成酊剂。展览以视频、绘画、雕塑等为媒介，反映了我们共有的脆弱性。



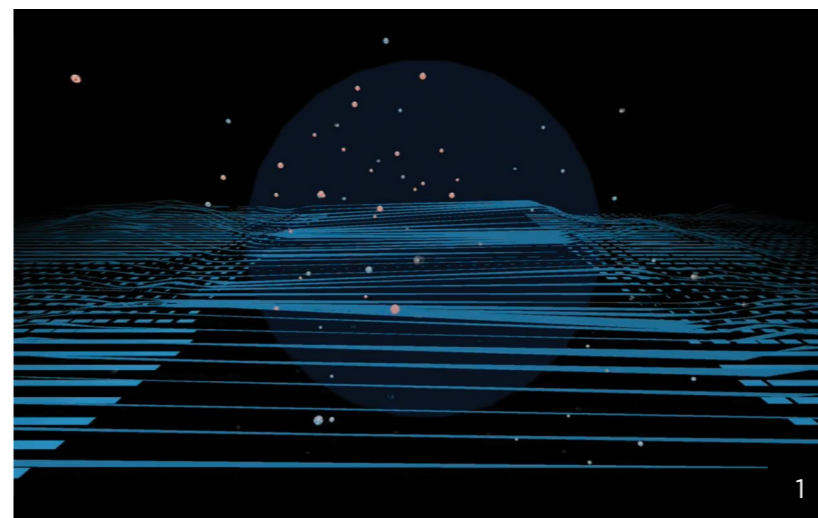
乐橙拱：图林

创意联结

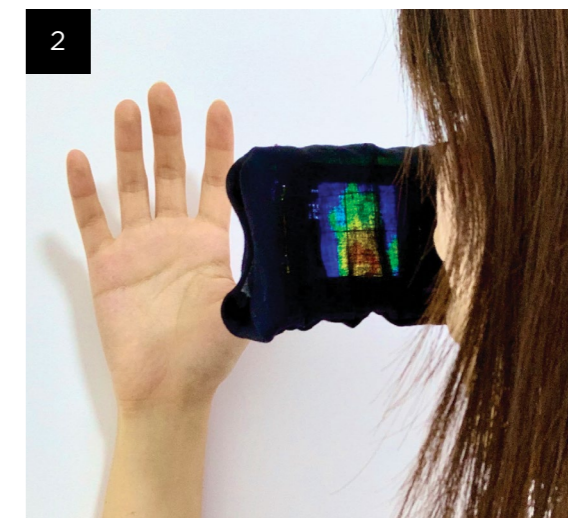
学生艺术作品线上展览

虽然远隔重洋，上纽大视觉艺术、音乐、舞蹈、互动媒体艺术、互动媒体与商学课程的学生通过线上艺术展和线上表演共聚一堂，展示课程成果。

1. 《蝶梦》
数字动画，2021届Daisy Chen
2. “新冠黑客”
可穿戴热成像装置，2020届费泽平
3. 《自我定位——木海》
雕版印刷书册，2020届马海天
4. “椅子上的艺术”
数字艺术程序，2022届Joseph Yang



1

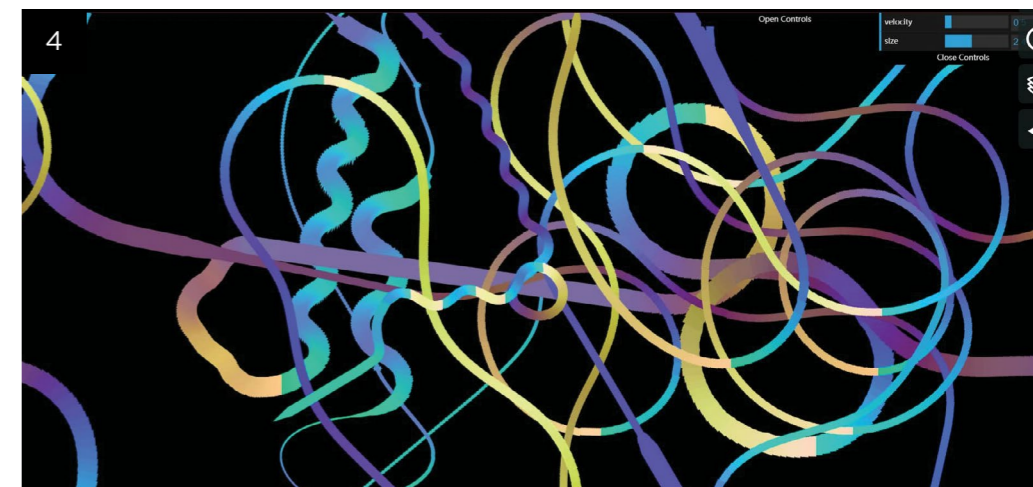


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4

新冠疫情 风险认知：

信息传播决定疫情防控

撰文：严登峰（上海纽约大学市场营销学副教授）

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疫情的防控效率受诸多因素影响，譬如传染病的性质、医疗资源是否充足，以及疫苗研发的速度。除此之外，公众的健康风险意识和采取预防措施的意愿在很大程度上还取决于健康风险信息宣传的有效性及说服力。

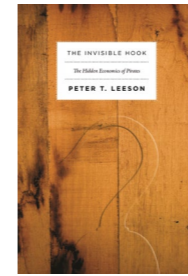
毫无疑问，对个人来说，最有效的防控新冠病毒传播的途径是少出门、戴口罩、勤洗手和保持社交距离。然而，人们遵守防控措施的情况却各不相同。这种差异或多或少是由相关卫生知识的传播效果不同造成的，因为传播内容决定了公众对风险的认知以及采取相应防控措施的意愿。

例如，强调疫情的地域性可能会对疫情防控造成负面影响。当新冠疫情在武汉或纽约出现的时候，这两地之外的居民往往会低估自己被感染的风险。Arul Mishra和Himanshu Mishra两位学者让一群受访者从离地震震中距离相同的两地中选择一处作为居住地，其中一处和震中位于同一州，而

另一处在外州，受访者通常会选择后者。这一结果表明，在评估风险时，人们常常会忽略诸如实际距离这样的相关因素，而是根据行政区划等非相关因素来决策。事实上，州的边界并不能阻隔风险。同样，当意大利成为新冠疫情重灾区时，欧洲其他国家的人民误以为自己是安全的，导致许多当地政府和医院没有对疫情防控做好充足的准备。由此可见，信息传播者必须更清楚地告知公众：与行政区划相比，实际距离是更有效的风险判断指标。

媒体和政策制定者在传播风险信息时，还必须考虑公众对信息的解读能力。例如，据报道，美国在2020年7月16日这一天之内新增了7万7千例新冠确诊病例。但在不了解背景知识的情况下，几乎没有人能解读这个数字背后的含义。与之前的每日新增确诊病例数相比，7月16日这天的新增病例数比此前单日报告的病例高出了近1万，表明病毒的传播速度急剧加快。然而，许多报道并未指出这一点，只是强调美国的确诊病例总数已达到350万，导致公众忽略了传染率急速上升这一关键信息。再以科普吸烟的危害为例，卫生部门在宣传时通常会引用每日或每年吸烟致死的人数。学者Sucharita Chandran和Geeta Menon在一项研究中发现，尽管“每日”和“每年”对应的数据传递的信息相同，但收到“每日”数据的受试者认为吸烟带来的健康风险更大，也对可能增加患病风险的行为表现出了更大的担忧。因此，为了帮助受众更加准确地评估风险，健康信息的传播者还需要通过不同方式帮助受众理解关键的数字。

上述例子表明，健康信息的传播者必须充分考虑公众的数据解读能力和风险评估习惯，这样疫情防控措施才真正有效。



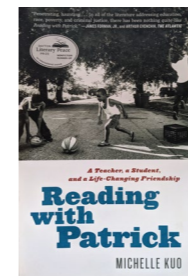
The Invisible Hook: The Hidden Economics of Pirates (海盗经济学)

作者：Peter T. Leeson

我很喜欢经济学，尤其是政治经济学；海盗，有谁不喜欢呢？！

Leeson博士从专业学科视角研究了他最喜欢的一段历史。本书寓教于乐，亦经过同行评议、极具专业性。本书提供的研究方法和见解可启发所有本科生深入研究自己的兴趣领域。

——Jennifer Stubbs
(上纽大图书馆参考文献及研究服务馆员)

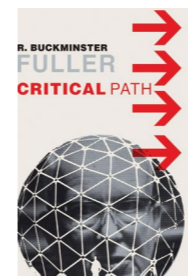


Reading with Patrick (陪你读下去)

作者：Michelle Kuo (郭怡慧)

这本回忆录记录了一位非裔美国人在美国“从学校到监狱”的故事。其间他的年轻亚裔教师与他携手成长，在美国社会正义的斗争中争取自己的一席之地。师生二人都热爱诗歌和散文。本书展示了文学挖掘和塑造自我意识的巨大力量。

——Almaz Zelleke (上纽大政治学实践教授)



Critical Path (关键路径)

作者：R. Buckminster Fuller

当前地球资源有限，政治、经济、环境、道德危机丛生。本书详细地介绍了人类在此形势下的生存之道。提及对未来的展望，Fuller的观点与英国人口学家、政治经济学家Thomas Malthus的观点相左。Fuller指出，如果我们有效地引导利用这些资源，地球可以为整个人类大家庭提供丰富的资源。而战争则会适得其反，且是过时之物。

——Bruno Abrahao
(上纽大信息系统与商业分析助理教授)



大国大城

作者：陆铭

本书是对中国城市化进程的通俗解读，是大众也能读懂的学术作品。该书广泛分析了中国城市化进程的独特性，探讨了诸如户籍制度这样颇具挑战又极为复杂的政策如何塑造当下城乡人口流动的局面。

——黄金 (上纽大市场营销学助理教授)



荒潮

作者：陈楸帆 (英文版译者：刘宇昆)

这本赛博朋克小说引人忧思。故事发生在中国南方沿海一座虚构的重污染半岛“硅屿”，岛上唯一的产业就是电子废品回收。小说以污染、极端天气、部落战争、阶级制度、移民、发达资本主义、技术和全球废物处理系统为背景，直击当今社会面临的最紧迫的问题。

——Monika Lin (上纽大视觉艺术学艺术助理教授)



梁思成《图像中国建筑史》手绘图

作者：梁思成

上世纪30年代起，梁思成和林徽因走遍中国，系统考察和研究了中国最富盛名的古建筑。本书是人文、历史、建筑、艺术领域的集大成之作。

——张骏 (上纽大物理与数学教授)

Hometown: Karachi, Pakistan
Major: Business and Economics double major

Nightly chats:

Jasmine and I had a habit of coming back to our room and talking about our days with one another. Even when we would see each other less, we were still connected because we'd see each other at the end of the day.

New traditions:

We both realized we were getting too busy, so we made it a thing to explore new cafes together every Sunday. That way we could study and still spend time with each other.

What our cultures share:

I visited Jasmine's hometown, Zhuji, during spring break our first year. Her parents were always taking us out for food! It was amazing that we are from different cultures but we have some things that are very similar in terms of taking care of others.

The best thing about Jiayi:

Jasmine is so true to herself. She is one of the most genuine people I've met at NYU Shanghai. She doesn't care if she has a whole crowd following her, she always does what she thinks is right. Seeing somebody staying true to their morals and staying strong meant having an ideal person to look up to.

Farheen Foad '22 and Mao Jiayi '22 (Jasmine) have stayed close since they were paired as roommates in their first year. The friends have spent many late nights talking about their Global Perspectives on Society (GPS) course, and they have traveled to each other's hometowns in Zhejiang and Pakistan. Whether they're teaching each other how to keep their room organized or helping each other find the best cafes in town, the pair say their relationship has kept them grounded.

Interview: Charlotte San Juan, Leigh Johnston
Photo: Farheen Foad and Mao Jiayi, at Shah Allah Ditta Caves, Islamabad, Pakistan

家乡: 巴基斯坦卡拉奇

专业: 商学与经济学双专业

寝室卧谈: 我俩逐渐形成了一个习惯, 每天回到宿舍后都会和对方聊天分享。即便我们有时白天相处的时间少, 晚上回到宿舍还是可以聊聊天, 所以一直保持着亲密的关系。

默契相处: 有段时间我们意识到彼此间有了隔阂, 于是就约好每周日一起去探索新的咖啡馆。这样一来, 我们既有相处的时间, 又不耽误学习。

异中求同: 我在大一春假时去了家翌的家乡诸暨。她父母总是带我们出去“逛吃逛吃”! 虽然大家文化背景不同, 但照顾、关心他人的方式却如此相似, 让我觉得十分暖心。

最喜欢家翌的一点: 家翌是一个遵从自己内心的人, 是我在上纽大认识的最真诚的朋友之一。她不在意别人是否跟她一样, 而总会做自己认为对的事情。身边这样一个坚守道德标准并坚韧不拔、努力前行的小伙伴, 给我树立了很好的榜样。



2022届学生毛家翌 (Jasmine) 和Farheen Foad自从大一入学被安排做室友以来, 关系就一直很好。这对好友常常彻夜卧谈, 讨论“全球视野下的社会”必修课, 也曾前往对方家乡浙江和巴基斯坦做客拜访。平日或提醒对方收拾房间, 或结伴去咖啡馆探店……二人都表示, 亲密的室友关系对她们弥足珍贵。

采访: Charlotte San Juan、Leigh Johnston

供图: Farheen Foad、毛家翌

(摄于巴基斯坦伊斯兰堡)

Hometown: Zhuji, Zhejiang, China

Major: Social Science, minor in Business

Communicating honestly:

Sometimes in Chinese culture, I feel we avoid confrontation and try to keep everything harmonious. Farheen told me early on that if we have any disagreements, we could just talk about it. I felt so lucky that we could be honest with each other.

New cultural practices: Farheen is a religious person, so it was mind-opening for me to see how she would pray really early in the morning. It came as a shock to me, but in a good way, how people can be so devoted and peaceful when they are praying. It was the first time in my life to be close to someone who holds religious beliefs.

What she's taught me: I was shy when I first came to campus, and I tended to hide my opinions during class. Farheen gave me the courage to speak up and even argue with people I disagreed with, and I like that change.

The best thing about Farheen: I'm a month older than her, but she's always taking care of me like an older sister. I love how she listens to me. She won't question my feelings, but instead will be supportive.

家乡: 中国浙江诸暨

专业: 主修社会科学, 辅修商学

坦诚交流: 我感觉中国人有时喜欢回避冲突, 总是努力维持表面的和谐。但Farheen一开始就跟我如果说我们之间有任何分歧, 可以直接说出来。我很庆幸我俩能坦诚相待。

全新文化体验: Farheen信仰伊斯兰教, 她每天清晨都起床祷告。对此我有些震惊, 也很佩服人们在祷告时可以如此安宁专注。这是我平生第一次如此近距离地和虔诚的宗教信徒相处。

深受鼓励: 刚上大学时我有点腼腆, 上课和小组讨论时都不敢表达自己的观点和想法。Farheen鼓励我勇敢表达自己, 甚至和与我意见相左的人辩论。我很欣慰看到自己有了这样的改变。

最喜欢Farheen的一点: 虽然我比Farheen大一个月, 但她却一直像大姐姐一样照顾我。遇到事情我会很愿意找她倾诉, 她不会质疑我的感受而是给予我支持和鼓励。