**Director’s Letter**

As I review the conclusion of my second year as director of the Bing Overseas Studies Program, I see that BOSP continues to thrive in terms of student interest and faculty support. High demand for our quarter-length centers and for the overseas seminars, coupled with impressive faculty initiatives for new formats for the overseas experience, continues to give BOSP a decidedly forward-looking cast. While the summer is a time when the BOSP staff is engaged in setting up the next academic year’s programs, this summer’s work will include several new projects to add to our capacious menu of options for students’ overseas-study plans: a new permanent center in Istanbul, new seminars in Russia and Eastern Europe, and new curricular formats developed in cooperation with the Stanford Global Studies (SGS) program, the Freeman Spogli Institute for International Studies (FSI) and with select departments across the university.

The most immediate of these new projects is the inaugural session of the latest BOSP center, in Istanbul, Turkey. Set to open in the Winter Quarter of 2015, the BOSP Istanbul Center promises to offer one of the most exciting new venues and innovative curricula that BOSP has initiated in recent history. Led by Professors in Residence Ali Yaycioğlu (History) and Kabir Tambar (Anthropology), the Istanbul center will be located at Koç University in the beautiful hillsides north of central Istanbul, near the shores of the Bosphorus and the Black Sea. As a world-historical city, former capital of the Roman, Eastern Roman (Byzantine) and Ottoman empires, Istanbul is today a center of global economy, as well

**Santiago Program Director Honored**

Iván Jaksić, director of the Bing Overseas Studies Program in Santiago, Chile, and lecturer in Iberian and Latin American cultures, has been awarded the Lloyd W. Dinkelspiel Award for Distinctive Contributions to Undergraduate Education. Named after the president of the Board of Trustees who served from 1953 to 1958, this award recognizes outstanding service to undergraduate education and to the quality of student life.

Jaksić was honored “for the excellence of his teaching that brings material alive for students and broadens their world view” and “for sharing his insights and passion for the history and cultures of Chile and Latin America, instilling empathy and curiosity while educating students about the region.”

The award cited Jaksić “for his deep concern for his students’ personal growth and wellbeing, especially as they struggle to balance academic demands with the challenges of living in another culture” and “for his central role in making overseas studies a transformative and ‘truly unforgettable’ experience.”

**In this Issue**

Santiago Program Director Honored ........................................ pg 1
Service Learning in Cape Town ..................................................... 3-7
Cultural Influence in Florence ...................................................... .8-9
Center Notes ..................................................................................10-13
Reunions .........................................................................................14-17
Future Impact ................................................................................18-19
as an intellectual, cultural, and artistic hub of Europe and the Middle East. The curriculum for the Istanbul Center will offer a set of courses that focus on the vibrancy of this exciting center of world politics. In its first quarter, the Istanbul center will focus on courses on the politics and history of the Middle East, the Turkish economy in a global and regional setting, business policy and strategy in an international context, on the importance of Ottoman history, and on the vibrancy of music in the context of historical and contemporary Turkey.

Of the variety of new initiatives with which BOSP is currently engaged, four especially promising ones stand out for consideration. One is the “Experiential Learning Abroad” proposal for a collaborative effort between BOSP and the Stanford Global Studies program. Another is a proposed joint effort with the Freeman Spogli Institute to offer new overseas courses that link on-campus study with overseas coursework. The third is a proposal for “pop-up” centers—centers intended to have short-term durations rather than permanent status—that would integrate faculty research and student overseas study.

Modeled on the successful format of another of our current BOSP pilot programs, the one in Oaxaca, Mexico, this proposal is an attempt to link ongoing faculty research projects at overseas sites with student cultural and linguistic immersion as well as to serve as general introductions to advanced field research topics. A fourth program, developed in collaboration with Professor Pamela Hinds of the School of Engineering, seeks to create summer study and internship opportunities in technology and engineering in China and in India. For both the China program (Technology & Engineering China Study Program) and the India program (Technology & Engineering Study Program in India), students would get 2 units of credit. While all Stanford students would be eligible to participate, there would be a requirement for at least one engineering fundamental course. All four of these new initiatives seek to further the relationship between on-campus learning and on-site field experience. The intent of these new programs is to make a continuous and near-seamless link between a student’s Stanford learning environment and the experience of applying classroom knowledge in a real world international setting.

One other aspect of the ways that BOSP continues to change in response to student and faculty needs is the ongoing reassessment of all of our existing programs. In the past, my faculty Oversight Committees and the faculty Executive Committee have reviewed the eleven permanent centers. Comprised of members of the academic council faculty (tenured professoriate) of Stanford...
Reflections on Departing Cape Town

Tim Stanton, Director at BOSP’s Center in Cape Town, South Africa, has been the guiding spirit and prime mover in establishing the venture. Here he reflects on his work as he prepares to move on.

It seems hard to believe that just five years ago we began work on designing and building a new Cape Town BOSP campus. Time has flown by! In a few short weeks I will vacate my position. Though I will return to Cape Town often, it will no longer be as Program Director. Since I have loved this job and it has rewarded my efforts more than I could ever have imagined, this is a sad moment. On the other hand it is a very happy moment, since I am leaving the program in sound shape with an excellent staff, marvelous students, and amazing faculty and community partners. And, I am turning over the reins to Trudy Meehan, who is quickly becoming a wonderful new friend and colleague. The future of this program is very bright!

Of course the Cape Town program ‘began’ more than five years ago. James Gibbs (Anthropology professor and a former dean of undergraduate studies) envisioned an African Overseas Studies campus back in the 1970s. Over the years since colleagues in African Studies continued to press for it. Finally, in late 2002 BOSP Faculty Director Amos Nur, knowing that I was making repeated trips to South Africa and deeply involved in a national development project here, invited me to offer a Cape Town Overseas Seminar. Based on its success BOSP invited other African Studies colleagues to offer similar seminars until Director Norman Naimark phoned me up one day and said, why don’t we try a pilot quarter in Cape Town in 2006? In that quarter and in a similar 2008 pilot I operated out of my suitcase! My wife, Sherry, served as my chief collaborator. Based on our success a decision was reached to open a formal campus program in January 2010.

Through all of this time I was focused on establishing a curriculum distinguished by community-engaged scholarship through service-learning and research. This was new for BOSP and Stanford and for the wider field of study abroad. But, as challenging as this work often is, it has been incredibly rewarding. And, as the African proverb states so profoundly and simply—‘it takes a village to raise a child’—it has taken a ‘village’ of colleagues and friends to ‘raise’ this program. I didn’t do it by myself and I couldn’t have!

Thanking appropriately all of the people in this ‘village’ would fill up the entire Abroad issue! But, a few individuals and groups must be named. Firstly, I owe a huge debt of gratitude to Sherry, who was at my side in those early days organizing housing, catering and field trips and taking care of student issues, when I felt very much on my own. We had a great time doing this together!

Then there are the BOSP campus staff and Faculty Directors, who have always been supportive and enabling. And certainly the Cape Town BOSP staff—Janice McMillan, Carol Esau, Jen McGhee, Jen van Heerden, and Mariska April. Designing and building the program has been a team effort. Then there are the program’s lecturers—current and past—who have contributed so much to our students and continue to inspire me both through their scholarship and commitment to South Africa. Not to be forgotten as well are our many NGO community partners and their staff who host our students and teach them so much about South Africa’s multi-racial, democratic experiment. And last but not least, but perhaps they belong near the top, are the many Stanford students who have taken the risk to devote a quarter or more to participate in a new program and engage with this beautiful, hugely complicated, vibrant, sometimes frustrating and always warm and welcoming city. All of these folks and unnamed others have played key roles in establishing and supporting BOSP in Cape Town. I am sad that my relationship with you all is changing, but happy that we will remain in contact. Thanks for everything and all the best for the future!
The Service-Learning Experience in Cape Town: Increasing My Moral Imagination

Nika Soon-Shiong (’15, International Relations) studied in Cape Town during the past Winter Quarter and tells us here of her service-learning experience. (See the article, What’s Service-Learning? in Abroad (Winter, 2014) by Jan van Heerden; go to https://undergrad.stanford.edu/programs/bosp/return/abroad-alumni-newsletter)

Most students who are accepted to Stanford’s BOSP Cape Town program are eager to step outside of their respective comfort zones and put into practice principles of social justice and public service. What is less expected, however, are how students come to challenge these principles, and the moral self-examination that defines the ensuing two and a half months.

Students are placed at internships with various local community-development partners to engage in service-learning, the hallmark of the Cape Town program. Two days a week, I took classes at the Stanford Centre, a building filled with friendly Stanford faculty that I could walk to from the house where I lived with the rest of the students. The three other days of the week, I worked at Etafeni, a community resource center for people with HIV/AIDS. There, I produced workshop materials and assisted students between the ages of 18 and 22 with interview training and life-skills classes. Speaking with a girl my age about the validity of the claim of a pastor in Khayelitsha to owning blessed water that cured AIDS, I felt farther than 22 hours away from Stanford’s problem sets, palm trees, and idyllic bike rides.

This is the first year that Stanford students have worked three days out of the week rather than two, a decision that was meant to give us a deeper connection to our service placements. Even with the beefed up schedule, each of us only had seventeen days total at our jobs—enough to recognize moral dilemmas and to shake our worlds, but not enough for us to create the differences that we wanted to make in order to change them.

At the 7:30 a.m. wake-up call we carpooled to our internships, located in Cape Town’s various Townships—as houses with barred windows turned into metal shacks and trendy coffee shops turned into roaming children and animals, our conversations invariably melted away from social chatter. In these car rides, the calm before the storm, we talked about our roles in the communities and the labels we were given by our de facto status as “American” and as “Stanford students.” These were labels with connotations that did not necessarily reflect the realities of our lives and intentions. Discussions often came to a head after the weekly Service-Learning class, engendering introspection about the practical ways that we could function across the borders, or rather confines, of nationality, profession, age, and race. Would it be possible?

Throughout this process, I learned how to distill my intentions for service into my desire to learn from these communities, taking knowledge for myself about the nature...
of nonprofit work, and my desire to give my time, energy, and commitment to the job at hand. Accepting and acknowledging the former was an uncomfortable and difficult process for myself and for the rest of the group. If we are supposed to be the service providers, why does it seem like we are getting more out of the deal? I was proud each week of the vulnerability that it took for my new friends to call into question their intentions, which, when brought to light, led to intellectual and moral anxiety.

The real test was to channel this anxiety, which bordered at times on despair, into a motivation to connect with the communities we were placed in. How to keep despair from tainting our abilities to teach a workshop, edit resumes, coach soccer, weed gardens, or build fire pits, was a challenge that every student met with the tenacity that sets Stanford students apart from Cape Town’s many tourists. Louis got calls from his students at dinnertime, just wanting to say hello. Lily was told after a session with a high-school student, “If somebody came all the way from America to talk to me about college, it must really be important.” Scott taught a class of HIV-positive women how to type, and by the end of the program Nompumelelo had created her own e-mail account.

The last day of our placements, the carpool back to the house was silent, pronounced by the only words that were needed when Atheel said, under her breath, “Life is a series of hellos and goodbyes.”

To say that this winter quarter in Cape Town was the period at Stanford in which I have questioned, learned, and grown the most both academically and practically is an understatement. The chance to work (give) and learn (take) among like-minded peers has reframed my understanding of how to conduct thoughtful and meaningful service. But, more importantly, it has taught me how to have my world shaken, how to explore, and how to turn feelings of despair and anxiety into fuel for a life that is ultimately enriched with the misery and ecstasy of service and learning.
In terms of national history I come from a colonised country. In terms of personal history I am a first-generation university graduate from a HUGE Irish family. As the youngest in the family, I had opportunities that my siblings didn’t have when they were teenagers. These two elements of my personal history mean that South Africa (a place with a history of oppression and poverty) resonates with me and feels recognisable and familiar. But that is only half the story. Something else about South Africa resonates with me—life. South Africa and South Africans live and get on with life, sometimes against enormous challenges, but they prosper, create, build and keep going forward. One cannot work with young adults in South Africa and not but feel tremendous hope for the potential of this young democracy.

And that’s how I started in South Africa—working with young adults as a Senior Lecturer in Psychology at Rhodes University in Grahamstown. I had come here from Ireland with a Doctorate in Clinical Psychology and a PhD in Social Psychology both from Trinity College Dublin. But my education was just beginning. My doctorates had both looked at identity and the construction of self and other. One looked at self and schizophrenia and the other looked at racism in Ireland towards white Eastern European immigrants.

So you could say my academic area of study is the social construction of identity. In South Africa I have had the opportunity to work out what this means in practice, in a country where identity is always contested and moving yet weighed down with the burden of history and politics. My teaching here has necessitated that I unpack and grapple with the meanings of helping, service, intervention, prevention, community, self and other. I still grapple with these concepts and what they mean when and to whom.

Now I have ended up at Stanford University as Director of the Bing Overseas Studies Program in Cape Town. I try to trace all the threads back to see how I got here, to make a story about it—but there is no neat one. I think this is as neat as it gets—a woman sensitised to marginalisation comes to a country where marginalisation is everywhere. She sees this pain and oppression, but she also sees something else. She sees vibrancy and life and hope. So she commits to this place and vows to stay and

Continued on facing page
become part of its future, to make a contribution, to be part of the passion she sees in her students when they speak of their country. Not only that, but now she gets to have the honour of accompanying Stanford students as they embark on a journey of geographical and personal exploration, an exploration of self and other...it sounded like a perfect fit! I see my role at BOSP Cape Town as one of honouring identity—the identity of South Africa as a country that is blossoming, stretching and growing towards vibrancy and hope as well as the various identities that our Stanford students bring with them on their travels abroad. My job is to bring out the best in South Africa and in our BOSP students and support the growth of both.

Abroad asked Dr. Meehan two questions:

Question 1: All BOSP programs offer unique opportunities for students. How might opportunities in Cape Town stand out and be different from others?

Cape Town has the honor of being the first Stanford Program in Africa and the first program to integrate service-learning into the curriculum. So students inevitably have a unique experience. As a new director who is just discovering the depths and qualities of this program, a few things stand out for me as characteristic of what we do here: identity, place and space. Who am I, who am I in this place rather than that place, and what spaces do I feel comfortable in or excluded from, and why? Identity in South Africa is paradoxically fixed yet constantly moving and shifting. Coming here will challenge your assumptions about typical identity categories and stretch your conception of who you are, were and can be.

Service is our other area of specialty here in Cape Town—many of our students come here aiming to do service and be of service but leave having been a recipient of service. The local communities and non-governmental organizations where our students work provide so much learning and space to engage experientially, that we realize they often do more for us than we do for them. So coming here challenges you to be able to receive, as well as to give. In the Cape Town program our students get the unique opportunity of keeping their feet on the ground (service-learning) while having their heads in the clouds (Table Mountain).

Question 2: What kind of opportunities does BOSP in Cape Town offer for the student who might wish to expand his or her experience by staying for two quarters, now that an additional quarter will be added in Summer, 2015?

For a number of reasons Cape Town is an ideal centre in which to complete two quarters. Our focus on community engagement allows students to build relationships with community organizations and community members; students who stay for two quarters can maintain the relationships they have built, develop these partnerships, and engage in more satisfying work. One can stay on for a second quarter working in service-learning, or one can use the two quarters to develop and complete a research project engaged in the community. Both these options have been deeply fulfilling for past students, and two have been awarded the Firestone Medal. Simply put, two quarters mean better relationships and more fulfilling work and engagement. In addition, the two-quarter experience offers our students a chance to play and experiment with a rich and vibrant curriculum whilst simultaneously taking time to look outside the centre and explore Cape Town. Finally, our first Summer Quarter will also offer an extended Bing Field Trip that will introduce variety and new challenges. The 2015 trip involves a ten-day journey to the Eastern Cape of South Africa, including five days at the National Arts Festival in Grahamstown. The trip will be led by our visiting Faculty-in-Residence, Prof. Grant Parker (Classics), and focuses on arts and social change.

“She sees this pain and oppression, but she also sees something else. She sees vibrancy and life and hope.”

BOSP Alumni Newsletter
Art Exhibition

We are delighted to share with you some wonderful photos by student Renjie Wong of the final Florence Program art exhibit of the 2013/14 academic year. As has also become tradition, we held a piano recital featuring two highly accomplished pianists, Clive Britton and Katja Todorow (who also happen to be married and are currently hosting two Stanford students). The concert featured Brahms’ German Requiem, which was beautiful to hear played by four hands. Clive, in an introduction to the piece, explained that it is a requiem for the living, and, indeed, the seven movements were nothing less than joyous and uplifting. The exhibit and the concert gave all of us—the students, their host families, the staff and friends of the program—a chance to gather as a group before the rush of finals week.
The Spectacular Conundrum: the Nuanced Art of Blogging in Florence

Katharine Schwab ('15, English) spent Winter Quarter 2014 at the Breyer Center for Overseas Studies in Florence. As the Center’s lead blogger for the quarter she created an interesting educational and historical resource. But she has experience: Katharine has written for the San Francisco Chronicle, is now working at the Seattle Times, and is Editor-in-Chief of the Stanford Arts Review. Read Katharine’s article below and then have a look for yourself at http://web.stanford.edu/dept/bosp/cgi-bin/blog/florence/.

For many American students in Florence, days are measured in gelato servings, distances are measured in cobblestones and bridges, and location is determined by the nearest church. But those concerned only with finding the best pizza and consuming as much wine as possible might miss the nuances of living in contemporary Italy and the struggles and triumphs of a culture married to its tradition, trying to find its way in a constantly changing modern world.

My remedy? Read the news. In my stint as the Stanford in Florence program’s official blogger, I documented Italian news from the disintegration of Pompeii to voting reform to gourmet food giant Eataly’s plans for a Disneyland of food. I tackled the complexities of Italian government in order to disentangle and understand Prime Minister Renzi’s political takeover, learned about the mafia’s toxic-waste business outside of Naples, and discovered that Pope Francis has an app.

There’s a reason for all those travel blogs—writing about experience somehow solidifies it, sidestepping memory’s fickleness and assuaging the sadness implicit with transient experiences. Part of the job meant documenting the Stanford in Florence program’s events, from the fantastic Bing Trip to Turin to a night at the Teatro Communale to see Verdi’s Nabucco. Looking back now, I can taste the granduja gelato, a mix of chocolate, vanilla, hazelnut, and cocoa butter; see the rapidly swiveling robots in the Maserati factory; and hear the aching anthem sung by the chorus in Nabucco that received so much applause the show was stopped for an encore.

The Stanford in Florence program also hosts lectures at the beautiful Palazzo Capponi for students and the general public. While I often found myself the only student in attendance for talks on economic policy and museum funding, others, like that given by Professor Pellegrino D’Acierno (coincidentally father of the Breyer Center’s Academic and Student Services Coordinator, Fosca D’Acierno) on the trope of the Italian feast in cinema, were well attended. Similarly, I watched Italian film Una Famiglia Perfetta [A Perfect Family] and listened to director Paolo Genovese’s thoughts on the differences between Italian and American comedy as part of a film festival meant to educate Americans about Italian cinema, put on in part by the program’s director, Ermelinda Campani.

Synthesizing information into short, readable, stimulating blog posts forced me to put each new topic into conversation with the rest. Contemplating Italy outside of my senses, my coursework, and my own exploration of the country meant that Italy was no longer just a place to gorge on food and art and beauty. Instead, Italy became a place that is, like most, deeply fascinating, singular, and problematic.

While I was in Italy, Italian director Paolo Sorrentino’s masterpiece, La Grande Bellezza [The Great Beauty], won an Oscar for Best Foreign Language Film. The film says everything I can’t about Italy’s beautiful, troubled nature. Told in vignettes, the story of a journalist both disenchanted with and enraptured by Rome spoke to me in ways only a piece of art can. Fragmented, sad, and intensely beautiful, La Grande Bellezza points to the spectacular conundrum that is Italy. Now Italy is beyond stereotype and misconception, but remains an incredibly rich place, a place for wandering, a place for friendship, a place for living—a place well worth writing about.
25TH ANNIVERSARY—The Stanford Program in Kyoto (formerly the Stanford Center for Technology and Innovation) has celebrated its 25th year. It has seen many changes in this time, including the recent addition of winter quarter (starting last year) to our traditional spring quarter. This change allows students to stay much longer in Japan; in 2014 so far one student stayed for two quarters and a summer internship—a total of over eight months. We have also seen greater diversity in students’ academic backgrounds, with far larger numbers of humanities and liberal-arts majors joining those in engineering and technical disciplines who have historically made up the majority.

INTERNSHIPS—This summer the program has placed 25 students in internships across Japan, and in all kinds of positions, ranging from some with major corporations such as Hitachi, Fujitsu and Rakuten, to others in small tech start-ups like NaviPlus and Appirits, to still others in highly specialized experiences such as working with a farmer who raises organic foods to participating in a family business making traditional taiko drums. These internships have long been a special feature in Kyoto, and the additional spring-quarter program allows for more students to be interns in the summer.

WIDENED PERSPECTIVE With the curricular changes, students this year have had the chance to explore both old and new Japan in their academic work. Prof. Catherine Ludvik’s Contemporary Japanese Religion examined the role that religion played—and continues to play—in shaping Kyoto and Japan. Prof. Peter Duus looked at how Japanese society viewed and portrayed itself as it emerged in the postwar era in his course Post War Japan in Film. Prof. Hayashi’s The Political Economy of Japan touched on topics as diffuse as dealing with natural disasters, to Abenomics, to the ‘happiness’ of the nation.

INTERDISCIPLINARY LEARNING Our faculty-in-residence this Spring, Prof. Miyako Inoue, taught a course examining Japanese popular culture—taking students to youth’s cultural spots all over Kyoto and training them to evaluate what they experienced with a keen anthropologist’s eye. Her students also wandered Kyoto with GPS-fitted audio recording devices, part of a project to build a sound map of this diverse city. Prof. Inoue said: “This was my second time to teach at the BOSP Center in Kyoto. I found it truly rewarding as an instructor to get to work with students who come from diverse disciplinary backgrounds, while sharing their interests in Japanese people, culture, and society. It created a unique interdisciplinary classroom setting.”

CULTURAL ENRICHMENT Students also experienced the many faces of Japan through the program’s Bing trips and cultural events. They received a special briefing session by political officers inside the U.S. Embassy in Tokyo; they visited the famous Toei Animation Studios, including a never-before-seen anime screening; they saw the controversial Yasukuni Shrine and revisionist Yūshūkan museum, both of which stand in stark contrast to the Hiroshima Peace Memorial Museum where they heard the immensely powerful personal testimony of a survivor of the atomic bombing. They also stayed overnight on the beautiful island of Mayajima, with its onsen spa’s, traditional ryokan inns and huge torii gate.

Above: Scott Parks took this photo of Kinkakuji Temple, covered in gold-leaf, in Kyoto with his host-grandfather.
NOBEL PRIZE WINNER VISIT  When the Nobel Prize committee announced Stanford professor Thomas Südhof as its co-prize winner for Medicine 2013, alumnus George Will (’55), Berlin Center Director Karen Kramer, and President Emeritus of the Freie Universität Peter Gaehhtgens extended an invitation to the new Nobel Prize winner, a native German, to come to Berlin. In collaboration with the Freie Universität, the Humboldt Universität and five other research institutions, the Will Foundation hosted an extended visit in late January that featured a public lecture by Prof. Südhof, delivered in English and German, that drew over 1200 guests: “Mein Weg nach Stockholm [My Journey to Stockholm]: A Molecular Approach to Understanding how Neurons Communicate at Synapses.” [For the lecture, in German, see http://www.fu-berlin.de/campusleben/videos/2014/201401-suedhof/index.html] During his visit, Prof. Südhof also met with students of the Berlin Center and Berlin doctoral candidates at the Stanford Center, keynoted a festive dinner in his honor attended by 70 acclaimed scientists and scholars, and visited numerous research labs. It was an auspicious beginning: By the end of the week, Prof. Südhof had been recruited as Visiting Fellow by the Berlin Institute of Health, in which capacity he will advise research initiatives in regular visits to the city.

D.SCHOOL.DE Recent alumni are acquainted with Stanford’s d.school, the Hasso Plattner Institute of Design at Stanford, which encourages design thinking in an unlimited variety of applications and contexts across the Stanford campus and beyond. “Beyond” now includes Berlin: In collaboration with the Hasso Plattner Institute of Design Thinking in Potsdam, George Kembel of Stanford’s d.school, working together with Berlin Center colleagues, has this year conducted two joint workshops including German and Stanford students.

In the most recent, held this April, seven bi-cultural teams brainstormed areas worthy of design-conscious exploration, then set out into the city to gather data and impressions, speak with locals, and preserve their findings on video, before reconvening to present and discuss the things they had discovered about live Berlin. The pilot proved most successful in bringing Stanford students in project-based, extended contact with German students. In the coming academic year, the model will be developed further.

COMMUNITY SERVICE  In Winter Quarter, 10 Stanford-in-Berlin students volunteered to mentor young children of the Berlin bilingual pre-school “Tom Sawyer”, and their engagement was featured in Berlin’s largest popular newspaper. The students worked with the kids on everything from explaining how ice cream can be made using just ice cubes and salt rock, to singing songs with them to the accompaniment of a guitar. It was a rewarding experience for all students concerned—the preschoolers and the Stanford volunteers.

Top: Michael Mezzatesta took this shot of students Conor May and Casey Stewart visiting the Holocaust Memorial in Berlin..."this site definitely made us quite somber.” Bottom: Flowers at the Versailles Palace photographed by Iberia Zafra.

BOSP Alumni Newsletter
CENTER NOTES: NEWS FROM THE CENTERS (Continued from page 15)

CONNECTING In our second year at Palazzo Capponi, we fully settled into our new home and were able to further expand the quality and quantity of activities for our students. In order to recreate the communal atmosphere that played a key role in students’ lives when Stanford in Florence was a residential program, we inaugurated Monday drop-in lunches. Students, staff and professors now gather every week, not only to sample delicious food, but mostly to enjoy informal conversations and discussions in Italian. Our splendid and spacious Armor Hall provided the ideal setting for this event that gives all of us the opportunity to come together as a community every week. The same hall becomes a more formal setting when it hosts our lecture series, Incontri a Palazzo, which is always very well attended by our students, the friends of the program and the larger Florentine community. This past winter quarter, students particularly enjoyed a riveting talk on Machiavelli by Ross King, New York Times bestselling author of Michelangelo and the Pope’s Ceiling and Brunelleschi’s Dome.

CULTURAL OPPORTUNITIES This generation of students responds very well to all that is visual and is also very much attracted to Italian food culture. We thought of fostering these two specific interests. We started co-sponsoring with NYU in Florence a film festival for our students and for their Italian peers as well. Italian Identities is the general title of our festival which aims to help students better understand contemporary Italy mostly in its social, political and cultural facets. Contemporary Italian films are screened at a small and glorious movie theater in the Santa Croce neighborhood. Each screening is preceded by a small introduction that Director Ermelinda Campani and the NYU film professor provide, and it is followed by a general discussion in which we also invite a film critic or the movie director or the producer to participate. The many food lovers in our groups were very happy to learn about the set of cooking classes made available to them, free of charge, at the Giglio Cooking School. These classes will become a one-unit, credit/no-credit course as of next year and will continue to be at no cost to the students. During a recent lesson, our group learned how to prepare artichoke risotto, two different kinds of polenta, and a pear dessert. They also learned how to choose the right kind of rice for risotto and heard a bit of the history surrounding it and polenta and how people survived on them during World War II. They then, of course, ate together after they finished cooking.

FIRST LADY VISIT On March 22, first lady Michelle Obama spoke before an audience of 170 students, scholars, and alumni at the Stanford Center at Peking University (SCPKU) in Beijing—her only scheduled public appearance during a trip to China with her daughters. The SCPKU houses several offices affiliated with Stanford programs, among them the Bing Overseas Studies Program in Beijing.

Obama chose the setting to promote study-abroad programs and then during a high-tech videoconference encouraged Stanford and local high-school students sitting in Palo Alto to be “citizen diplomats”. In her remarks before the conversation with students, the first lady said that study abroad is a “vital part of our foreign policy….Study abroad is about shaping the future of your countries and the world we all share,” she said.

Top: Ann Manly took this shot of a rower about to sail under the Ponte Vecchio in Florence. Bottom: Alexandra To photographed Weiming lake on the Peking University Campus.
GOOD-WORK HONORS Four Cape Town students were given Stanford University Academic Awards at Commencement. Portions quoted below come from the Medals Ceremony program.

JESSICA ANDERSON Golden Medal for writing and directing an original musical, Higher Ground. “It was a tour de force, a truly outstanding and memorable production...her show examines the role of social gospel and activism in the black church in South Africa and the US for several decades.”

MAIA KAZIN Golden Medal for Elephant. “In tackling the topic of South African social change ... and using interview transcripts from her Cape Town research while ... taking ‘situated knowledge’ into account, Maia effectively created a new genre of theater, a kind of ‘anthropological learning play.’”

EMILY LIANG Firestone Medal for investigating “the relationship between the latent HIV provirus and ongoing immune activation, a major driver behind health problems of HIV patients.”

MCKENZIE WILSON Firestone Medal for “employing GIS analysis to explore the pattern of burn injuries in South Africa’s Western Cape, giving Emergency Medical Service a tool for allocating resources to areas with the highest burn frequencies...”

These Cape Town students took over 10% of the 39 awards made across the University, an outstanding achievement.

NEW LOCATION In April, 2014 the Santiago Center welcomed Spring Quarter students at its new premises, located in the Providencia district just steps away from cultural centers, universities, cafeterias, parks and city attractions. The new Santiago campus with its convenient location has significantly improved the quality of the academic and social experience of Stanford students.

WELCOME Ramón Saldívar, Director of the Bing Overseas Studies Program, visited the Santiago Center. He met with local faculty and staff and participated in several cultural events for students, including a traditional “once” (Chilean traditional afternoon tea), a dinner at a host-family home, and the Bing-sponsored attendance at the ballet, Peer Gynt, at the Municipal Theater of Santiago.

COLLABORATION Within the framework of an academic and service-learning collaboration between Cape Town and Santiago, Cape Town faculty Janice McMillan and Sophie Oldfield visited the Santiago Center. Both engaged Santiago local faculty and staff to discuss ways to bring the curricula of the two programs together. The objectives are to facilitate the participation of students in both programs and to provide mentorship opportunities for students considering comparative and collaborative research projects.

INSIGHT As part of the Distinguished Speakers Series, students met with Edmundo Paz Soldán, one of the most influential Latin American writers of his generation. Paz Soldán shared with students his personal experience on the path leading to a literary career and discussed current political and social issues in Bolivia.

INCREASED ACCESS In late June the Santiago Center welcomed the first-ever generation of summer-quarter students in Santiago. The institution of the summer quarter in Santiago is a part of BOSP’s initiatives to open its program to students whose academic or athletic schedule may prohibit studying overseas in autumn, winter, or spring. However, the summer-quarter program is open to and welcomes all students.
Germany Group XI Reunion

Many of the group continued to Berlin for several days of exploring. Here they are pictured on the roof of the Reichstag (Parliament) building.

Quelles Souvenirs!

In October 2013, members of Stanford-en-France VI celebrated their group’s 50th anniversary with a trip to Paris and the Dordogne. Nine actual members and four spouses re-visiting the Latin Quarter are (below l. to r.): Jim Elmore; John Kingham; Sally Cross Kingham; Ann von Haden Duwe; Berdell Coe Spellman; Mike Spellman; Jim McCotter; Connie Rolston Church; Phillip Church; Tina Page; Chris Page; Susan Barnes Lewis and Sanford Lewis.

France VIII Alums Return to Tours

Beverly Brown Berg ’66 and others from France VIII recently visited Tours.

We had a wonderful time in the Loire Valley. The group consisted of me, Florence Setzer, Mary Carroll Wineberg Scott, and Marty Maskall (all ’66) with her husband Subhash Chand. We were all very much struck and delighted with how lovely a city Tours has become. The facades of Cathedral St. Gatien, the theater, and the Hôtel de Ville have all been cleaned so they now are a biscuit color instead of sooty charcoal gray. The number of half-timbered houses has mushroomed—we deduce that they were denuded of a coating of unhistorical stucco. Many of the streets have been pedestrianized, including the Rue Nationale, which now has an ultra modern tram running down it. The town is much more cosmopolitan, with dozens of ethnic restaurants in the Rue Colbert, serving everything from couscous to sushi. In the Place Plumereau area near St. Martin’s are many little places serving crepes and salads up to tourists and students. Tours now has 30,000 students attending its Université Rabelais.
On the occasion of its 25th Anniversary, members of the Stanford Club Italia gathered in Florence to celebrate this important milestone in its history. Memories were shared among old and new members in an effort to maintain and deepen knowledge of the Club and its activities, to foster cohesion and affection, to help new members feel more connected to the “old ones”, and to solidify their bonds with the Club. The “Campus Spirit” is deeply embedded in these memories, and it was with the Club from the very start.

The Stanford Club Italia was officially founded on June 18, 1988, by a group of Alumni volunteers at the Stanford Program in Florence. There were some members in Milan, others were in Rome, and, for the most part, they were graduates of the Stanford Executive Program (SEP), such as Pier Paolo Davoli (SEP ’72) and Pier Luigi Giorgi (SEP ’74). At that time, the Director of the SEP was Fran Rinaldi who helped them on Campus and also put them in touch with the Alumni Relations office.

Between 1992 and 1993 many of the Club’s members participated in the International Alumni Conferences held in Geneva and Madrid, and President Giorgi was also invited to join Club Leader Workshops on the Stanford Campus in Palo Alto. It was there that he met Carolyn Manning, then Director of Alumni Relations, and also became acquainted with some of the faculty that would later come to Europe, invited by the Club (Phil Zimbardo and wife Christina Maslach, Martin Evans, Alexander Dallin and wife Gail Lapidus, Richard Pascale, and Jerry Porras, among others).

Giorgi was also invited in 1993 to join the Board of Directors of the Alumni Association as its second ever “International Representative”. He held the post for four years, during which time he met the Club’s current President, Paola Bonomo (M.B.A. ’95), on one of his many visits to Campus, and Ermelinda Campani, the then newly appointed Director of the Stanford Program in Florence. Their common interests led to a strengthened relationship between the Club and the Florence Program. Stanford students in Florence were frequently invited to spend weekends with families in Milan, while Florence became a preferred destination for the Club’s trips and many festive joint events. The Club’s first spring trip took place in 1992, when members visited an ancient Tuscan village and held meetings in a Castle frequented eight centuries earlier by Dante Alighieri.

After many years and numerous events, the Stanford Club Italia still considers Florence its birthplace and its home and returns willingly and regularly to seek inspiration for the future of the Club. It also continues to be a strong presence and point of reference for the Florence Program and its students. Starting in the 1990s, alumni in Milan opened up their homes to Stanford students and hosted them for the weekend when they attended operas at La Scala. Over the years there have been many such joyful gatherings in Milan, and members of the club have also been in attendance at important milestone events for the Breyer Center for Overseas Studies in Florence such as its Fiftieth Anniversary Celebration in June, 2010 and the official inauguration of the Program’s new home, Palazzo Capponi alle Rovinate, which took place in May, 2013.

These occasions proved to be significant moments of exchange and provided opportunities for the alumni to have contact with Stanford’s current generation of students while also giving the students the chance to establish meaningful connections with the greater Stanford community in their adoptive country. The meetings also prove to be excellent networking occasions and often open doors for the students—personally, culturally and academically—leading to exciting professional opportunities for the students such as summer internships in Italy. We look forward to the next 25 years of friendship, collaboration and community!
On May 5, 22 former students of Stanford-in-Germany Group XIII gathered at Landgut Burg for our fifty-year reunion, an idea sprung from the brow of Steve Beach. This was an exercise in nostalgia, not just a trip to Germany, but a journey back to the land of our youth. Inasmuch as the Burg is now a hotel we could live, dine and drink at the campus once again. Beutelsbach, now part of the aptly named Weinstadt, seemed familiar, at least from afar, and a number of us found our old families, the younger members at any rate. (Gaststätte Hirsch, my “family,” closed twenty years ago.) Stuttgart was extensively rebuilt, but it was still the city we remembered – or thought we remembered.

But even in the familiar confines of the Remstal, it was clear that Germany was a different place. It was no longer old Europe. No more piles of manure outside houses in the villages, no more horse-drawn vehicles and far fewer people speaking the incomprehensible Swabian dialect. Immensely wealthy, the country is no longer a bargain, and where we once got four marks for our dollar, now we got only three-quarters of a Euro. The ancient picturesque villages of the Remstal are now in part bedroom communities, a sort of Marin County for Stuttgart. We now looked no different from Germans, and our pop-culture edge, once the source of great teenage arrogance, had completely disappeared. And apparently everyone in Germany now speaks English.

That fifty years is a long time, however, was nowhere more obvious than in Berlin, where 16 of us spent a second week. In November of 1964 West Berlin was the front line of the cold war, a neon island in the socialist sea of the German Democratic Republic. For us the center of town was then Kurfürstendamm in Charlottenburg, and Checkpoint Charlie and access to the western marches of the Soviet empire were off to the east. The Ku’damm was alive, open 24 hours, while East Berlin was a tomb, seemingly closed at night. The West was in vivid technicolor, the East in black and white.

A quarter century later the Wall, the DDR and the Soviet Union itself were gone, and Berlin then had another twenty-five years to rebuild itself before we visited again. It might have been a completely different city. Our major landmark and point of orientation, the Wall, was gone, and we frequently wondered if we were in the West or the East. This time our center of town was the Alexanderplatz, in what was once the mean streets of East Berlin, while the Ku’damm is now a relatively quiet neighborhood way off in the west. The only obvious traces of the former capital of the DDR are the prefabricated apartment blocks and the streets named after German socialists.

This Berlin, the once and future capital of Germany, was fun and extremely engaging (the more so because of Berliner Bob Hamrla’s efforts), but it could hardly match the Berlin of five decades ago. The city of 1964 was a large-scale piece of cold war performance art, history encapsulated in single city. In old West Berlin, the showcase of the free market world, there was a vibrancy, an intensity, an edge that certainly no longer exists – that can no longer exist. The Berlin imprinted on our young and naive minds is simply gone, like the DDR and the USSR.

And it was the Berlin of eighteen and nineteen year old students, which brought its own intensity and edge, and that too of course can never again be regained, not in Berlin, not at the Burg. “That is the land of lost content, I see it shining plain, the happy highways where I went and cannot come again.” (Housman) We doctors, attorneys and professors, older and

Stanford in Germany Group XIII Revisits Beutelsbach and Landgut Burg

Continuing a custom begun by some earlier groups, 22 alums of Group XIII returned to Landgut Burg to commemorate their fiftieth anniversary as students there. Here Rick Berthold, ’67 describes their experience.
wiser (well, mostly), no longer single and perhaps not as randy, cannot come again. But we can still see those highways across the half century divide and examine them at a distance and savor them, especially in the company of many of those other often callow young men and women with whom we traveled them long ago. And so we did on the patio of Großes Haus, catching glimpses of our earlier selves, the underage versions that were more inclined to partying, raging, smoking and perhaps occasionally studying. Actually, there were three smoking holdouts, but no raging or studying, and the partying was quite civilized.

Even the spouses, bored appendages at most reunions, could enjoy the exchanges and find a more immediate and personal experience of what their companions enjoyed all those years ago. Living at the Burg, seeing the actual Fußweg (foot path down the hill), poking about in Beutelsbach, visiting the Remstal Kellerei, touring Stuttgart – we did all that stuff (at least I think we did). Moreover, we all had the opportunity to investigate new things, perhaps not as wide-eyed as once upon a time but with a more knowing enthusiasm. The Mercedes museum and engine factory were particularly revealing – here is a major reason why Baden-Württemberg is so flush. And only now do I learn that little Beutelsbach actually played a serious role in German history.

People were, however, at the heart of the whole affair. Recognizing the Burg was easy; recognizing some of my former classmates was a bit harder. Still, this made for a wonderful discovery process, as both the past and present person gradually unfolded before one’s eyes. I suspect that most of the former members of Gruppe XIII found, as I did, that people with whom we had spent little time (for whatever usually petty reasons that compel the oh-so-young) were now quite cool and engaging. Many certainly chose some very fun partners.

This reunion was in fact in many ways a recapitulation of the original Burg experience, albeit on a much smaller and responsible scale. (Ah, feckless youth.) It was a homecoming of sorts and has produced its own set of memories.
In January 1998, I boarded a plane for Paris with my Stanford roommate. My winter quarter abroad was the first time I had ever lived outside of California. As a black woman, I quickly learned that I was having different interactions with Parisians than were my Stanford classmates. Parisians didn’t respond to me with the same stereotypes that I encountered in the US. Instead, they assumed that I was either French or mixed race and were much more concerned with how well I spoke French and my familiarity with African traditions and cultures. Through my freshman course in Cultures, Ideas, and Values, I was introduced to negritude through the works of Frantz Fanon and Aimé Césaire, and in Paris I relied on these writers to help me view my black identity in new ways.

At the end of the quarter, I could understand exactly why black artists and intellectuals found Paris so liberating. The French certainly had their own complicated relationship with race, but for ten weeks, the yoke of American racial stereotypes had been lifted for me.

My Paris quarter confirmed that I wanted to pursue graduate work in art history. The Stanford Program arranged both an internship at the Musée Rodin and an independent research project at the Musée Picasso. I completed my doctorate in art history at Duke University in 2009. At Duke, I was able to live abroad doing dissertation research in Berlin for one year and in Cape Town for a summer. My undergraduate studies in Paris helped prepare me to live abroad for longer periods in graduate school. While abroad, I noticed very few students of color, so I decided to devote my career to helping those students understand the benefits of international education. I spent five years working at a nonprofit in Washington, D.C., helping historically black colleges and universities develop plans to “internationalize.” In 2010, I became the director of fellowships in the Honors College at George Mason University (GMU). My focus at GMU has been reaching out to underrepresented students and helping them apply for scholarships and fellowships to study abroad.

One of my students, Jeffrey Wood, received the Boren and Gilman Scholarships to spend his junior year abroad in Harbin, China. Jeffrey will be the first person in his family to earn a college degree. I recruited him to GMU from a low-income high school in Washington, D.C., where admissions recruiters don’t typically bother visiting. Last March, Jeffrey was invited by the White House to travel to Beijing to interview Mrs. Obama for a Discovery Channel television program. He also participated in the town hall event with Mrs. Obama at the Stanford Center in Beijing.

Continued on facing page
I’m bursting with pride that Jeffrey was able to play a part in such a wonderful Stanford event and get a taste of how special Stanford is. He loved being surrounded by Stanford students and was honored to be able to meet Mrs. Obama.

This fall, Jeffrey will be featured in a documentary film about his first trip to China in 2009 called Beyond the Wall. The film follows four Washington, D.C., public-school students on a trip to China to see how it changed their lives. Clearly, study abroad made a big difference for Jeffrey. We talked often about some of the challenges he faced in China, particularly as a black man, but, like me, he also found it liberating to have a black experience outside of the United States. I realized that studying in Paris made me uniquely equipped to help a new generation of black students articulate the value of overseas study for their academic and career goals.

Working with Jeffrey has been one of the highlights of my career. But it is also a reminder of how important my Stanford overseas experience has been in shaping me as a person and as an educator. I wouldn’t be in international education if I hadn’t studied abroad at Stanford. Stanford’s emphasis on diversity, global engagement, and service helped me to think about how to use my education to help solve critical social and educational inequalities in the United States. The lack of a global perspective in the classroom is one of the greatest educational challenges of the 21st century. As BOSP alumni, I believe that we have a special obligation to make sure that all students, regardless of race or class, have the same opportunity to engage with the world.

Director’s Letter (Cont’d from page 2)

University, these faculty committees help the Director ascertain that the quality of our overseas programs measures up to the exacting standards that academic programs on campus are required to meet. This year, I have added to the usual review process an additional step. As was the case this year in Berlin and Madrid, going forward, two centers annually will be visited onsite by a faculty team charged with interviewing students, local faculty, Stanford faculty in residence, local center staff, and the local program director. These onsite visiting-committee reviews have already proven to be of immense value after this year’s initial run. We find, not surprisingly, that being onsite while a program is working through its normal daily routines gives us a much better picture of what works and what needs adjustment than conducting a review at a distance of thousands of miles and after the fact of the conclusion of an academic term.

With these onsite reviews, I hope to be able to catch glitches and make necessary revisions to a program before problems become chronic. A good case in point of a center that might have benefited from this early-warning review process is the Moscow Center, now in suspension. Even in best of times, Russia has proven to offer formidable challenges to effective programming. For example, the generally smaller number of students involved, the relatively fewer numbers of students who know Russian, the small number of faculty willing to participate in the program—all these have long been obstacles for significant growth in the program. But it’s also clear that a program in Moscow offers a wonderful opportunity for a select group of students and faculty. After detailed consultation with students and faculty, I have decided that while Stanford should continue to have a presence in Russia, for the present it will benefit the program to take some time out to think through in a deliberate manner what a revitalized program in Russia might look like. Should it be a permanent center or take the format of the new Istanbul center, in partnership with a local university? Should it take, like the Oaxaca model, a shorter term in the overseas location but be preceded by a required ten-week prerequisite course of study? Should it take, like the Overseas Seminars, an intense research focus as its goal rather than cultural and linguistic immersion? And finally, would another Russian city, perhaps St. Petersburg, for example, offer a more hospitable climate for students and faculty? While we resolve these questions with the help of my faculty advisory committees and student representatives, BOSP will be offering new overseas seminars in Russia and Eastern Europe to provide faculty and students the opportunity to continue to study this significant region of the world.

We at BOSP are thus convinced that the benefits of the vastly successful program founded fifty-six years ago can and should be retained, enhanced, and extended. We can capture the proven virtues in studying abroad in different countries with different cultures and at the same time combine them with the best in academic innovation. And that goal is the focus of our energies.

Ramón Saldívar
Burke Family Director,
Bing Overseas Studies Program
Questions about the Bing Overseas Studies Program?

See our website http://bosp.stanford.edu or contact:

For alumni and friends of Overseas Studies:
Irene Kennedy, Associate Vice Provost and Executive Director 650-723-0743; imk@stanford.edu

For students: Lee Dukes
Senior Program Advisor
650-725-0235; ldukes@stanford.edu

Editor, Abroad: Bob Hamrdla ‘59
650-721-6511; hamrdla@stanford.edu

Design: Chris Catlin 650-949-3336
Past issues of Abroad are available at http://bosp.stanford.edu/abroad/

Want to Show Your Support of BOSP?

We welcome your support! Gifts from students, alumni, families and friends help to maintain and enhance this unique and amazing program. If you are interested in making a gift or have questions about giving to BOSP, please contact Janet Levy, Development Liaison for the Bing Overseas Studies Program, at: jmlevy@stanford.edu or (650) 723-9056. You may also make your gift directly by going online to: http://giving.stanford.edu/giving/home?indexredirect=Thank you!

Simone Barley-Greenfield captured Kjellen Belcher measuring the height of a grass tree in Far North Queensland, Australia in order to approximate its age and the number of fires it had survived. This exercise was part of the rainforest ecology class where many of the lab classes are out in the field.