PROMISING NEW DEVELOPMENTS AT OVERSEAS STUDIES

From the Burke Family Director of Overseas Studies Programs (OSP), Professor Amos Nur

During the past six months we have seen a 25% increase in the number of students’ applications for next year, following the increase in the number of OSP students this year. These encouraging trends are the result of two factors: first, enhanced outreach and orientation efforts by OSP staff here at home [see article by Shannon Marimón on page 2] and at our centers. Especially effective are our student advisories selected from returning students whose recent first-hand experience enables them to excite new students about the opportunities OSP provides. The second reason for the increase in numbers is the greater range of programs we now offer: new centers in Australia and China, more overseas seminars, and OSP-wide workshops.

The first one-quarter-per-year program in Australia has been very successful. Forty-seven students spent twelve weeks last fall studying and doing independent research at the University of New South Wales by the coast. At the Daintree Rainforest, the world’s most extensive tropical rainforest and one of the Cairns rainforests. The number of applications we received for next year’s program again greatly exceeds our capacity in Australia. [See article by Prof. Ove Hoegh-Guldberg on this page].

We also have formally announced the opening of our program in China. The announcement took place during a special visit by Stanford’s President, John Hennessey, at Peking University (Beida) in Beijing this past May. The opening celebration at Beida together have gone out of their way to enable the rapid and efficient launching of our program. The early response from the program’s director, Jason Panet (see his article on page 2), has also helped in the efficient launching. The program will initially be for two quarters—autumn and spring—and we are aiming to accommodate 25-30 students per quarter. In order to achieve greater immersion of our students in China the office of our program will be on the campus of Beida, and students will live on campus, eat at student cafeterias, and use sport facilities on campus. In addition we hope down the road to offer some courses that will include a 50/50 mix of Beida and Stanford students. I have also discovered during visits to Beijing that the growing Stanford alumni group there is eagerly looking forward to pampering our students.

The three-week-long overseas seminars—modelled after Sophomore College—are presently held in late August to mid-September just before the start of Autumn Quarter. For the third year now, the 500 applications far exceed our capacity of 120 for this coming September. The demand for these seminars is so great, I believe, for two reasons: first, the opportunity to study abroad for students who cannot extricate themselves from the campus for an entire quarter and, second, the compelling content of the seminars, as indicated by the list of seminars planned for this coming fall (see list on page 2).

Another attractive type of activity we have developed is the Targeted Research Project. This brings together students from many or all of our programs for a few days at the end of a quarter. In late March we held our first workshop on World War II in Berlin with 60 student participants from our five European programs. Students were brought together to pose the question, and then write up and communicate their findings. The fifth element to the Australian Studies Program is a course called Targeted Research Project. As we all know, research skills are not intuitive and are really developed only in hand experience enables them to excite new students about the opportunities OSP provides. The second reason for the increase in numbers is the greater range of programs we now offer: new centers in Australia and China, more overseas seminars, and OSP-wide workshops.

I still remember the moment that I first addressed the inaugural Stanford Australia class at the university of Queensland. Despite being jet-lagged, the class bristled with enthusiasm. Hands flew up as we explored the coming semester, and I suddenly, in that moment, felt a surge of excitement, realizing that this Program was going to be enthralling. Coral reefs, mangroves, rainforests, crocodiles and a trek of almost 1,500 miles lay ahead. I soon began to recognize that this educational trek, as it unfolded, was to be as wonderful for the lecturers and tutors as it was for the students.

The core of the program revolves around four courses: Coral Reef Ecosystems, Coastal Forest Ecosystems, Coastal Resource Management and Australian Studies. These courses explore the major coastal ecosystems along 2,000 kilometres of Queensland’s coastline. Coral reefs, mangroves, sea grass and coastal rainforest are the focus in this respect. While students study some of the most pristine examples of these ecosystems, they also investigate how the influence of human activities in the coastal areas has challenged them. In the course, Coastal Resource Management, students develop an appreciation of the challenges of harmonizing the human presence with these spectacular ecosystems. Stanford students are introduced to the rich fabric of Australian life and culture during Australian Studies. To many, Australia and the U.S. are similar to the point that one might wonder whether they are really different at all. But this impression is deceptive. While it might appear that we speak the same language, the subtleties are such that we really don’t. When I say “this young reaper was a happy little vegetempe, especi- especially after having spied the dugong,” I am sure you will raise an eyebrow and think I have deliberately mixed my words. But I haven’t. What I said (in Australian) was that “this young boy was joyous, especially after having seen the sea cow.” The Australian Studies course pursues experiences with Australians of all walks of life—from indigenous to city-dwelling people.

Brightly Gundersen says “g’sudy” to a muzzled Salt Water Crocodile.

Stanford Goes “Down Under”

Professor Ove Hoegh-Guldberg is Professor of Marine Studies and Director of the Centre for Marine Studies at the University of Queensland and of Heron, Low Isles and Morton Bay Research Stations. He directs Stanford’s new program in Australia.

Stanford’s Australian Coastal Studies Program (Stanford Australia) was launched last fall. As someone who had spent 10 years of his life in the University of California system, I felt that I understood the type of student and the academic mission to be accomplished. What I had not quite appreciated was the quality of the Stanford student and the fun that we were to have with the program. As this year ticks over, I eagerly await the arrival of Stanford Australia 2004.

The original concept behind Stanford Australia was that understanding the world’s most unique and diverse ecosystems (coral reefs and rainforests) could come about only by working in and amongst some of the world’s best examples. Australia is perfect in this respect, having the world’s largest coral-reef ecosystem (Great Barrier Reef) on its doorstep and some of the most pristine examples of our planet’s diversity world-wide. Couple that to a well developed research and training infrastructure, add some gifted Stanford colleagues, and you have the backdrop against which to achieve something really special.

The newsletter of the STANFORD OVERSEAS STUDIES PROGRAM

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FROM THE BURKE FAMILY DIRECTOR OF OVERSEAS STUDIES PROGRAMS (OSP), PROFESSOR AMOS NUR

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The fifth element to the Australian Studies Program is a course called Targeted Research Project. As we all know, research skills are not intuitive and are really developed only in the doing. The aim of this program is to develop students’ ability to frame a question, do research and analysis to answer that question, and then write up and communicate their findings. Along with one or more assigned academic leaders, students pursue a research project over the 12 weeks of the Program. The research topics from 2003, given the diversity of students’ interests and backgrounds, ranged from an investigation of the symbiosis between burrowing gobies and blind shrimp on...
Director Appointed for Program in Beijing

Jason Patton, M.A. ’94, has been appointed Director of Overseas Studies’ new program in Beijing and provides this enticing look at plans for the first quarter in Fall, 2004.

OSP is in Beijing at last, and I am honored and excited to be directing the center. From a personal standpoint, I can’t imagine a job I would be more thrilled about. It allows me to give play to my passion for cross-cultural education on site. From a programmatic perspective, the new program in Beijing represents an opportunity to expand and reinforce our overseas efforts.

In many ways, the new program fits very well with our Overseas Studies Program. The Beijing program offers a valuable opportunity for students to engage in intensive learning experiences and to gain a new perspective on the world. The program also provides a valuable opportunity for students to develop new skills and to enhance their understanding of the world. Finally, the program offers a valuable opportunity for students to develop new connections with faculty and peers.

The new program is well designed to meet the needs of students who are interested in pursuing an international career. The program offers a wide range of courses that are taught by Stanford faculty in a variety of locations around the world, and each course is designed to provide a valuable understanding of the world. The program also offers a valuable opportunity for students to engage in intensive learning experiences and to gain a new perspective on the world. The program also provides a valuable opportunity for students to develop new connections with faculty and peers.

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I hope you will join me in welcoming the new program in Beijing, and I look forward to hearing from you about your experiences with the program.

Director of Overseas Studies Program
A quarter of a century ago a group of enterprising German alumni decided to create a different kind of Stanford Club. Rather than establishing networking among alumni, the “Stanford Alumni Club of Germany” (SACoG—the word “Alumni” was later dropped, hence the current name, SCoG) was founded expressly to raise funds to underwrite research and education between Stanford and Germany.

The Club, which formally constituted itself as a development instrument to receive donations under German tax law in May, 1984, was the brainchild of its first chair, Peter Schuchardt (Mi ’68, Am ’93). Founding Board members who worked together for Stanford with unparalleled success to further Stanford-German relations are: Peter Schuchardt (Mi ’68), Treasurer of the Club for its first 23 years, who in 1998 was awarded the “Stanford Associates Award” for his unparalleled dedication and service to the University; Jürgen Schrader (Political Science ’56), who chaired the Club from the mid-eighties until the end of the century which bears the unmistakable mark of his vision, integrity, and self; and Claus Zoeller (Mi ’66), whose untiring engagement is symbolized and preserved in the Club’s most stalwart accomplishment, the “Krupp Internship Program for Stanford Students in Germany,” now in its twenty-third year.

Initially, the Club was formed for the explicit purpose of raising an endowment to establish a Visiting German Scholar who would bring an outstanding German scholar in the social sciences or humanities to the Stanford campus each year. In the course of time it proved possible to complete the endowment, but for a full decade the Board was able to sustain it with interim funding by the German Academic Exchange Service and the Volkswagen Foundation, providing Stanford students exposure to some of Germany’s foremost scholars and creating research links for scholars of both cultures at the highest level.

Parallel to the program to endow the Chair, a second Stanford project had captured the imagination of the Board, a nodding institution already in existence but struggling to survive: Stanford-in-Berlin. As the youngest overseas center (successor to Stanford-in-Germany in Berlin/Beutelsbach, founded in 1958), the program in Berlin had been on “one-time-only funding” since it opened in 1971. Then Director of Stanford Overseas Studies Prof. Mark Merckel (History), and Special Assistant to the President of the University Kenneth Kaufman developed with SACoG an ambitious plan to raise up to half of Stanford-in-Berlin’s budget annually from German donations to save the program until it could be included in the University’s budget base (a process that lasted some 15 years).

The Berlin center became the flagship of SACoG’s development efforts. A legendary synergy emerged between Ken Kaufman’s unflinching creativity and the broader corporate and philanthropic network that had been nurtured by the Club, and the dynamic new Director of Stanford-in-Berlin, Karen Kramer (BA ’69, Ph.D. ’94), who assumed responsibilities the same year. Not only did their combined efforts secure the Berlin campus by funding major budgetary relief, but they also raised and raised funds to implement new projects of unprecedented variety and impact, most importantly:

- The Krupp Internship Program, mentioned above, under the auspices of which more than 750 Stanford students have completed full-time, paid German internships of three months’ duration or more.
- Support from the German Lottery Foundation for three major collaborative projects to restore, modernize and expand Haas Cramer, the architectural monument in which the center in Berlin is located; Peter Schuchardt, representing the Board, generously assumed responsibility for and exercised direct oversight of these projects, which together lasted 5 years and cost over $2 million.
- Provision for the framework for the generous donation of alumna Georgie Will that enabled the purchase of Haas Cramer for Stanford in 2000.
- Establishment of an endowment for enriching Stanford-in-Berlin’s programs with the support of German enterprises and foundations.

In recent years, the Board has embarked on a gradual process of generational transition. Helmut Burmester (SEP ’80) joined the Board and later became Chair, giving the thoughtful search for younger Board members who would sustain the Club’s fine tradition of service. Peter Lichtenstein and Jürgen Schrader (Mi ’68), Claus Zoeller (Mi ’66), and Gerri Rainers (Law ’68) have stepped down, and younger alumni have been called to the Board. Florian Festa (Mi ’93), is the new Chair. Brian Lichtenstein and Julia Rosen have assumed the duties of Treasurer; and Hannes Blätzelt (EBM ’90) and Jan Petzolt (currently completing his Ph.D. at Stanford) have also recently joined the Board. Veteran SCoG members Helmut Burmester, Ken Kaufman, and Peter Schuchardt agreed to stay on the Board for an interim period to support the new Board in its initial phase.

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The University thanks the members of the Board of the Stanford Club of Germany (SCoG) for their unique and enduring contribution to the international education of Stanford students!
learn first hand from her experiences. The and leader of a writing workshop, gave a talk in Santiago. Pia Barros, a writer of short stories Mistral, the acclaimed Isabel Allende, and post- ties as the first female Nobel laureate Gabriela The two courses I taught in Santiago last fall compare the ways in which both Spanish and Spanish societies seem to share many similari- dictatorships to democracy, and Chilean and undergone a similar yet different transition from experience from the other side, from the This is something I had always wanted to do, why Santiago? Because Chile and Spain have How do the classes you offer overseas differ class and what students could observe outside the class was really important. How large are the classes you teach abroad? Classes are much smaller than on the home campus (7 in the film class compared to the 32 I have here in another film course). That gives students an excellent opportunity to exchange ideas with their colleagues in class and with the instructor. Do you teach in the local language? Of course. I honestly believe that sending students so far away to have them take courses that they could take at home is not the best use of their time and effort. In Chile they are surrounded by the language and culture; our courses should not build a barrier to the total immersion that this particular program offers. As faculty in residence, do you have an opportunity to get to know the students? Are you able to participate in cultural outings with them? Absolutely. I got to know my own students quite well, especially those who regularly came to my office or conversed with me over lunch. Besides, the center organized a number of outings to museums, films, restaurants, concerts, and even long trips in which both my husband and I gladly participated. Students who were interested approached us all the time to talk in Spanish, and we loved to hear about their experiences with their Chilean families and friends, their studies, and their personal trips. What would you tell a student who is decid- ing between a Stanford overseas program and another school’s program? I speak first hand only for Santiago. I would tell students that this program is superbly run and organized by a Chilean staff who know and care. They invite excellent Chilean professors (even politicians) to teach; they select host families and organized by a Chilean staff who know and care. They invite excellent Chilean professors (even politicians) to teach; they select host families and some international students to talk in Spanish, and we loved to hear about their experiences with their Chilean families and friends, their studies, and their personal trips. What would you tell a student who is decid- ing between a Stanford overseas program and another school’s program? 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