Director’s Letter

This past spring, I had the privilege of serving as faculty in residence at the Bing Overseas Studies Program Center in Berlin. My colleague and wife, Professor Paula M. L. Moya of the Stanford English Department, and I co-taught two classes, a formal five-unit course entitled Culture Clashes: Race, Ethnicity and Migration in Germany and the U.S. and a one- or two-unit activity course entitled Gardens of Earthly Delight: Berlin’s Culture of Landscape and Public Spaces.

As alumni know, one of the very special features of BOSP is the role of the Stanford University faculty in residence. At each of the BOSP quarter-length centers, Stanford University faculty accompany the students to teach in the program. Faculty in residence offer full-length center-specific academic courses, independent studies courses, or directed readings and activity courses. These courses supplement the variety and quality of courses offered to students by local faculty. To the mix of courses taught by local faculty, Stanford faculty in residence add their special expertise in teaching, advising, and mentoring Stanford students.

One clear measure of the success and value of this aspect of the BOSP experience is reflected in the student course and program evaluations, which almost universally speak to the success of the visiting Stanford faculty. Another measure is the testimony of faculty members themselves in their reports that the overseas experiences are often the highlight of their teaching career at Stanford. Coupled with the fact that there is keen competition among Stanford faculty to be selected as faculty in residence at the BOSP Centers, it is clear that this feature of BOSP is a winning component of the overseas experience at Stanford University.

Being in Berlin for the Spring quarter was doubly advantageous for me in my role as BOSP Director. First, it allowed me to interact with our extraordinary undergraduates in a way in which I often cannot on campus. Second, it gave me the opportunity to experience first hand the challenges and opportunities that our overseas directors, the overseas staff members, and Stanford students face every quarter at our eleven centers around the globe. As Director of BOSP, I see these challenges and opportunities every academic term, of course, but always at something of a remove, filtered by the distances to international locations, the reality of multiple time zones, and the experience of distinct seasons in the northern and southern hemispheres. Being able to connect with the actual day-to-day rhythms of academic life in an overseas setting during the quarter has been invaluable to me in accentuating the challenges of what we do overseas and emphasizing the rewards of that experience.

Allow me to give you a couple of examples of my experience at the Berlin Center. I begin with our activity course on Gardens of Earthly Delight. Every Tuesday afternoon from 4 to 5:30 pm, Paula and I led a group of twenty-four registered students and three or four auditors to a different, magnificent, historical park or garden within the Berlin metropolitan area. To say that this was a bit like herding cats doesn’t fairly capture the friskiness, spirit,
enthusiasm, and sense of intellectual wonder that our students brought to our garden explorations. Our aim each week was to disrupt the idea that learning takes place only within a formal academic setting. Instead, Paula and I attempted to show our students how learning on the run, on the Berlin sidewalks and garden pathways, opened up a world of knowledge. We were able to see layers of historical structures, real and symbolic, there for our gathering in the gardens of Berlin. We saw how the Tiergarten, the Charlottenburg Palace Gardens, and the shaped landscapes of Pfaueninsel (Peacock Island) and Sanssouci (the famed gardens of the summer palace of Frederick the Great) functioned as sites for the development of the personal, social, and political experiences of a German cultural identity. We then compared these classical forms to more recent parks and gardens, like the nineteenth-century Treptower Park along the River Spree and Viktoria-Park in Kreuzberg. The favorite for many of our students turned out to be the amazing postmodern garden of the Natur-Park Schöneberger Südgelände, a wonderland garden magnificently created from the detritus of world war, cold war, and post-industrial wastelands in Berlin. In all of these visits, our goals were to understand how the various gardens represent the cultural and social ideology of their times and to have students see that in order to understand fully the artistry of garden makers it is important to appreciate both their political and social aspirations.

Perhaps even more challenging for our students and for Paula and me as teachers was our other course, Culture Clashes: Race, Ethnicity and Migration in Germany and the U.S. It is a sad truth that inter-ethnic and inter-racial group conflict has been a persistent aspect of social life throughout the twentieth and now into the twenty-first centuries in both Europe and the United States. While some aspects of these conflicts are shared across Europe and America, others are quite particular and stem from each region’s differing historical and contemporary political, economic, and cultural situations. In Culture Clashes, Paula and I focused on specific issues that have galvanized public opinion in Europe and the United States concerning ethnic/racial identity and migration. These issues have profoundly shaped the cultural imaginaries through which people understand themselves, their fellow citizens, and the incoming migrants to both Germany and the U.S.

Discussing selected novels and memoirs, graphic narratives, and scholarly studies from Germany and the U.S., Paula skillfully led us to consider different perspectives on race and ethnicity.
in order to explore comparatively the diversity of ethnic formations, and to examine conflicting racial and ethnic claims to national belonging. Among the questions we discussed with our students were how and why some people are included and others excluded in the community of a nation; whether we marginalize certain communities when we use ethnic or racial categories, and how immigration today is reshaping racial/ethnic identity and ideas of belonging in the U.S. and the European Union. In the end, we asked our students to consider what it would take to create racial and ethnic justice in our time.

A course that focuses on the history of racial formations in the U.S. and Germany is bound to challenge students and teachers at perhaps their most intensely held personal, social, and political beliefs. In our opinion, that is exactly what a good course, maybe especially a good course at an overseas location, should do, namely, help us learn to look at the world from a perspective other than our own. Demographically, our students in Berlin reflected the extraordinary range of diversity of the Stanford University undergraduate population and, very importantly, included two German students from the Freie Universität. It was to the Stanford and Freie Universität students’ great credit that they addressed the particular challenge of our respective countries’ troubled history concerning race openly, honestly, and with a great deal of respect for each other.

As in the Gardens course, the classroom discussions of Culture Clashes carried over to learning experiences outside the classroom. In another article in this issue of Abroad, Berlin Center director Karen Kramer discusses our H. G. Will Trip on European Expansion to Croatia and Bosnia Herzegovina. More than a touristic journey to a beautiful part of the Adriatic Coast, the excursion, masterfully led and designed by Berlin director Karen Kramer and Berlin faculty Dr. Ulrich Brueckner, created occasions in both Dubrovnik (Croatia) and Mostar (Bosnia and Herzegovina), for our students to see in a real world context the continuing urgency of understanding the workings of race and ethnicity in the contemporary world. While there is always more that one can do to meet the challenges of conversations about race and ethnicity, at the end of our course it was gratifying to hear from so many of our students that our discussions in a comparative U.S. and European context had been for them a transformative experience.

I began this letter by observing that serving as faculty in residence has been immensely rewarding for me. It has allowed me to return to the classroom to discuss the important issues of our times with our incredibly impressive undergraduates. Moreover, it gave me many more occasions and opportunities to interact with our students inside and outside of the classroom than I have on the Stanford campus. The experience has also allowed me to witness for myself the challenges and opportunities that our overseas directors, the overseas staff members, and the home office staff face as they work to deliver to Stanford students an overseas experience without equivalent in the world.

I recognize that my quarter in residence at the BOSP Center in Berlin has placed a big burden on the faithful BOSP staff on the home campus—Irene Kennedy, John Mallet, and David Boyer, in particular. However, taking into account the immense benefit that accrues to the BOSP Director to see, programatically and personally, what works, how it works, and why it works at the overseas centers, I am convinced that every BOSP Director should have the experience at least once during his or her term of office. The payoff for everyone concerned is well worth the challenge of making it happen.

Ramón Saldívar
Burke Family Director,
Bing Overseas Studies Program
A Dedicated Intern is Set Onto His Profession

Tyler Burns (BA Human Biology 2008) is currently a PhD student in the Department of Cancer Biology at Stanford University School of Medicine. He attended Stanford in Berlin in Fall Quarter 2006 and later participated in a Krupp Internship provided through the generosity of the Alfred Krupp von Bohlen und Halbach Foundation. He is also one of many students at several BOSP centers whose path to a career was illuminated and firmed by an internship arranged through the staff at the center. Here he tells his own story.

I have always known that I was going to pursue a career in medicine. This is because I lost my father to cancer when I was a small child. Was I going to treat cancer patients, try to find the cure, or both? Questions like this can only be answered by trying each path. I had already done brain-cancer research in a Neurosurgery lab the previous summer, and I loved it. I had shadowed doctors from time to time, but an opportunity arose through a Krupp Internship at the Stanford in Berlin program to be completely immersed in the daily life of a physician at the Charité Virchow Hospital in northern Berlin. It would potentially provide the answer to my question: which part of oncology was my personality suited for, the clinical side or the research side?

My return to Berlin was smooth. It took only a few days to adapt to the language I had been speaking intensively only for the past year. My internship was partly in English, but interacting with the patients was purely in German, and many of the simple instructions were in German. All this being said, I was just happy to be there, completely immersed in medicine. As I was placing the needle into the vein of the next patient, trying my best for a painless and accurate procedure, I realized that a lot of becoming a doctor would be causing pain for the sake of fixing and healing someone in the long term. I didn’t always get the vein, and when mistakes are made with a blood draw, it causes a significant amount of pain and sometimes a bruise. At home with a butterfly needle practicing on fruits, I knew I was in an environment where I had no choice but to learn rapidly or cause more harm and pain. Imagine what happens when you’re doing much larger procedures where a mistake could cost a human life? These are things we can think about objectively, but only hands-on internships like this can allow you to really feel the weight of a doctor’s responsibility.

This internship allowed me to see true human suffering, and gave me the opportunity to contribute to alleviating it, person by person. Working full time in the Intensive Care Unit, I was partly in English, but interacting with the patients was purely in German, and many of the simple instructions were in German. All this being said, I was just happy to be there, completely immersed in medicine. As I was placing the needle into the vein of the next patient, trying my best for a painless and accurate procedure, I realized that a lot of becoming a doctor would be causing pain for the sake of fixing and healing someone in the long term. I didn’t always get the vein, and when mistakes are made with a blood draw, it causes a significant amount of pain and sometimes a bruise. At home with a butterfly needle practicing on fruits, I knew I was in an environment where I had no choice but to learn rapidly or cause more harm and pain. Imagine what happens when you’re doing much larger procedures where a mistake could cost a human life? These are things we can think about objectively, but only hands-on internships like this can allow you to really feel the weight of a doctor’s responsibility.

This internship allowed me to see true human suffering, and gave me the opportunity to contribute to alleviating it, person by person. Working full time in the Intensive Care Unit, I was
surrounded by people on the verge of death. From time to time, beds would roll by with the blanket over the head of the patient. Speaking to one of the attending physicians, I asked him how he is able to deal with the painful experiences that happen here. He told me what keeps him going is the one out of twenty patients who smiles in the face of death—whether or not he or she makes it in the end. I now realize that my father was one of these one-in-twenty patients.

I continued to admire the optimism of these patients as well as the doctors for the rest of the summer.

Despite the bittersweet courage I encountered in the hospital, I will never forget the feeling of a man dying under my hands. Two doctors and I spent forty-five minutes performing chest compressions on a patient who had gone into cardiac arrest. There were many things I wanted to say to him, thoughts that I translated in my mind from English to German as my hands desperately pushed on his chest as if I were trying to force life back into him. I stopped the chest compressions according to protocol and looked at the flat line, holding my breath. At that moment, he began to move. My hopes were shattered when the doctors explained to me that this was not a sign of life. As the brain and nerves die, they fire before they give out. The dying patient moves and twitches. If I recall correctly, he even opened his eyes briefly. What was he seeing? Was he in pain? These are things no one has a definite answer for yet. However, even at the age of 21 I already knew I could not be a happy husband and father if I experienced this as part of my daily job.

As I left the hospital that day, I wondered about my future direction. Would I be one of the physicians I remembered from my childhood, who told families like mine that a loved one had only nine months to live? Or would I be indirectly contributing to the field by producing new therapies that would allow doctors to report more recoveries? This internship allowed me to realize that I wanted to do the latter. My current research as a PhD student is heavily clinical, and I collaborate with several oncologists. I develop methods that will contribute to better diagnostics and therapies in cancer research. This is where I belong, and I would not have been here without this internship.
Stanford House Revived

Dr. Geoffrey Tyack began his long association with Stanford as a Tutor with Stanford in Britain at Cliveden House, not far from Windsor Castle, in 1972. He moved with the Centre to Oxford and Stanford House at 65 High Street in 1984, when he became Director of BOSP’s program in Britain. Here he tells us about the recent thorough renovation of the house.

31 years ago, in September, 1984, the first students rang the bell beside the red door at No. 65 High Street that gave access to what has since become known as Stanford House. Since then some 3,000 students have spent one or more quarters here, but, as the years passed, the six old houses that comprise the property suffered increasing wear and tear. In the words of the architect who masterminded its recent renovation, Stanford House was a ‘tired building’, attractive from the outside, but disfigured internally by shabby surfaces, old furniture, obtrusive light fittings, unco-ordinated colour schemes and an aging infrastructure.

Stanford’s lease from the landlord, Magdalen College, had another 40 years to run by 2014, and, for the building to remain fit for its purpose, some major innovations were needed: not only a complete internal refitting, but also provision of access for disabled students, and the creation of an internal space in which the 46 residents could assemble for lectures, social events, etc. This was a demanding brief, especially given the fact that Stanford House is a ‘listed building’ with many historic features dating back to the 18th century that Stanford,

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as tenants, are legally bound to maintain. Fortunately, the Oxford-based architectural firm of Berman Guedes Stretton, and their project architect, Hamish McMichael, have extensive experience of renovating and extending old buildings, and they have mastered the brief in a way that surpassed the most optimistic expectations.

Stanford House alumni returning to Oxford will not notice any changes on the outside of the building. Once inside, however, they will be surprised and, I hope, pleased by the new and much more welcoming reception area, with the elegant early 19th-century staircase to the left opened up by the removal of the unsightly partition that hid it. From here a view opens up to a light-filled common room, with a beautifully equipped new kitchen to the left and, straight ahead, a new Garden Room built against the old stone wall separating the gardens of Nos. 64 and 65 High Street, with a glass screen along one side looking out onto the lawn and the magnolia tree which flowers spectacularly each April.

In early discussions with the architects, I envisaged a room inspired by the work of the great German architect Ludwig Mies van der Rohe, one of the pioneers of the Modern Movement in architecture. And, when seen both from the garden and from the inside, the Garden Room admirably demonstrates how good modernist architecture can complement and enhance a historic setting like that of Stanford House, situated as it is in the heart of the ancient city. This room was the setting for our reopening reception on 15 May 2015, and has since been used as a study space for students, for discussion sections and for film showings. And, as I write this article, it is being set up for our final Bing dinner, to be followed by a game of croquet on the lawn outside!

The other major change has been the refurbishing of all the bedrooms, bathrooms, shower rooms and communal areas. Old fireplaces and panelling have been revealed, and the rooms repainted in cheerful colours, with new light fittings and co-ordinated furniture. The corridors and landings have been repainted and decorated with modern photographs of the British countryside and prints of paintings by British and American artists from the collection of the Tate in London, and the library of some 10,000 books has been reshelved and expanded to include more study space. But the bewildering changes of level noticed by every resident and visitor are still there to ensnare future students, and to entice them further into the labyrinth. Stanford House is an idiosyncratic place with an identity that has grown and deepened over more than 30 years. Following its renovation, it will continue to house many future Stanford students. Come and see it for yourself!

~ Geoffrey Tyack

Well-equipped new kitchen. Photo by Geoffrey Tyack.
Students at Berlin Center Enjoy 30th “Will Trip”

Karen Kramer, Director of Stanford’s Center in Berlin, tells Abroad about the latest “Will Trip.”

This unforgettable Will Trip was the 30th in succession. The Will Trips are journeys by each Berlin cohort to a newer member state of the European Union (or country that has applied for admission). They are endowed by Berlin resident and Stanford alumnus Hans George Will (’55) and have to date provided intense seminars on expansion of the Union for over one thousand Berlin students to major cities in Poland, Latvia, Turkey, Bulgaria, Romania, Cyprus, Estonia, Hungary, Croatia, Lithuania, Slovakia, Bosnia-Herzegovina, Serbia, Lithuania, Slovenia, and Malta. The Will Trips are ably designed and mentored by BOSP/Berlin’s EU specialist, Dr. Ulrich Brueckner.

Students of the BOSP Program in Berlin this last spring had the privilege of visiting the cities of Dubrovnik and Mostar on the “H.G. Will Trip on European Expansion” during which they witnessed and grappled with the complex ethnic and political legacies of Europe’s most recent war.

In these cities, only two hours apart by bus, differential memory and the tense legacies of the wars that ensued a quarter of a century ago (with the collapse of Communism) remain vividly real. Although Dubrovnik, ancient jewel of the Adriatic, is once again largely restored, the devastation of the war is everywhere tangible in Mostar, a split city scarred by broken buildings and characterized by a deep chasm between the communities of Islamic (Bosniak) and Christian (Croatian) ethnic origin. Opposing narratives of responsibility for war, of the pre-war relations between ethnic communities, of nation and of “otherness” were everywhere to be heard.

In Mostar, students were hosted first at the Bosniak Džemal Bijedić University, then at the Croatian Sveučilište University. They were audience to heatedly opposing interpretations of “nation” and of ethnic identity in post-war Bosnia-Herzegovina, a region that has been under international authority since the Dayton accords of 1995. Indeed, one of the only positions opposing sides seemed to share was resentment of the policies of the “High Representative for Bosnia

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and Herzegovina” who was criticized for having exacerbated tensions between Croats, Bosnians and Serbs by imposing a postwar structure that separated the communities, for living extravagantly, and for providing no fix for the situation. Lecturers at the Bosniak University, housed in rudimentary buildings that replaced those destroyed in the war, advocated a rebuilding of a common multi-ethnic identity for the country and expressed deep concern that the opposite was taking place, e.g. practices in schools that conjure the separate-but-equal era of the American south with separate entrances for Bosniak and Croat students. Lecturers at Mostar’s well-appointed Croatian university (reportedly heavily financed by the neighboring country of Croatia) insisted that the three populations (Croat, Bosniak and Serb) are fundamentally distinct and rapidly diverging, a statement that seemed a means of asserting equally strong representation of the minority Croat population in governance.

The Berlin students, many of whom had been studying the complex issues surrounding ethnicity and identity in their Berlin course, Culture Clashes: Race, Ethnicity and Migration in the United States and Germany (team-taught by visiting Stanford Professors Paula Moya and Ramón Saldívar, who is also Director of BOSP), showed themselves to be sensitive, informed observers of these debates. They also engaged intensely with these challenging problems not only during the entire Trip in discussions with local students and among themselves, but also in the weeks following.

It is one thing to read about ethnic problems in the area of the former Yugoslavia; it is a much more substantive issue when students experience them on site. Stanford and BOSP are extraordinarily grateful to George Will for his generosity in providing the Will Trips.
Stanford in Istanbul!

Professor Ali Yaycioglu, History, and Professor Kabir Tambar, Anthropology, led the first Stanford students to participate in BOSP’s pilot program in Istanbul this last Winter Quarter. Here Professor Yaycioglu summarizes major aspects of the program.

The Stanford-Istanbul program is a unique opportunity for Stanford students to experience one of the most vibrant and historical metropolises of the world. Istanbul was a capital of the Roman, Byzantine, and Ottoman Empires and generously embraces Christian, Jewish, and Islamic traditions in its history, memory and architecture. Its location linking Europe, the Middle East, Central Asia, the Black Sea and the Mediterranean makes Istanbul a unique city from both geo-political and geo-economic aspects. The city has been a city of immigrants since its foundation. Each group, from Jews expelled from Iberia in the 15th century, to Syrian refugees today who flee from the war nearby, have brought something of their former cultures to the city and made it their own.

In the 19th century, Istanbul was one of the cosmopolitan centers of the global economy. In the 20th century, the city became more provincial when the Ottoman Empire collapsed and Ankara became the capital of Turkey. Provincial Istanbul generated a melancholy, owing to a historical tension between the city’s immensely cosmopolitan and diverse social fabric from throughout the empire and its unclear future in a homogenizing nation-state.

Since the 1990s, Istanbul again has become a global hub of markets and finance. The new global economy is changing the city. While its cosmopolitan imperial past is being rediscovered and marketed, urban needs accompanying the new world economy forced the city towards the construction of high-rises, new market spaces and consumption centers, and luxury housing—not to mention the accompanying growth of ghettoization and gentrification. In recent years, as in various other global urban centers, the citizens of Istanbul have been generating their own dissent, claiming the public spaces, challenging the new economic order, resisting gentrification and privatization. The Gezi Park protests in May, 2013, in which hundreds of thousands of Istanbulites participated, epitomized such urban resistances taking place in various metropolises across the globe.

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The Stanford-Istanbul program is intended to grasp all these historical, geo-economic, political, cultural and architectural aspects of the city. While taking classes on various topics—such as Ottoman Istanbul, states and societies in the Middle East, developing economies, soundscape of Istanbul, art and architecture from Byzantine to the Ottoman times, global business in Istanbul, and space, memory and protests—students not only experienced the city in all its aspects, but also connected the city with current global issues in various fields. Koç University, our partner institution, provided an excellent academic environment. Stanford and Koç students interacted with each other, built dialogues and acquired new critical perspectives. The program also served to further BOSP’s goal of presenting new opportunities for Stanford students.
Experiencing History

Bob Hamrdla, Editor, Abroad, provides this introduction to the main feature article on the next page. Here he encourages us to seek out opportunities to learn from frequently overlooked resources.

The five-year (2014-2019) Centennial of the First World War offers many opportunities to become engaged with the history of that conflict. Military cemeteries of many nations, in fact, are located within relatively short distances of some BOSP Centers in Europe. Students, faculty, and staff, as well as BOSP alums, might wish to consider a visit to one or several. There is much to be learned from visiting, talking with a cemetery’s friendly and knowledgeable staff, and viewing the memorials, monuments and details of nearby battles.

Each cemetery maintains exhibits, maps, and explanations of the battles that took place in the area in addition to the graves themselves. Some American Cemeteries also feature a full-fledged Visitors’ Center with films, documents, and other information. All facilities of the American Battle Monuments Commission (ABMC) are free and open to the public; see http://www.abmc.gov/ and http://abmc.gov/sites/default/files/publications/Commemorative%20Sites%20Booklet%20October%202014_508.pdf for more information. The web site also features an interactive history of World War I; see http://abmc.gov/sites/default/files/interactive/interactive_files/WW1/index.html.

The photo above and on the facing page are by Estelle Halevi.
On Sunday, May 24, 2015, I attended a moving Memorial Day ceremony in the city of Suresnes, just outside of the west end of Paris. A majestic view of all of Paris serves as a setting for this very special cemetery—it is the only American Cemetery in France where American soldiers from both world wars are buried. I was struck to see that among the hundred or so participants were the old and the young, local school children and veterans, guests from France and the United States of course, but also from Italy, Great Britain and Israel; special tribute was made to one spry 98-year-old veteran, who had come over especially from the United States for the event. The atmosphere was one of thanks, pride and tribute to the brave, rather than mourning for those lost.

The welcome message was given by Angelo Munsel, Superintendent of the Cemetery, a message inspired by a poem he had found on one of the graves, left by a woman who had lost her father when she was seven, he 37, and later inscribed what she remembered of him. The speech was followed by the lighting of the flame. Then came (very special indeed) the fly-over of the US Air Force, above the ceremony, in French skies! John R. Aust III, Vice Commander of the American Legion, Paris Post 1, then continued.

Moving words in French were then offered by Uzra S. Zeya, representing the US Ambassador to France, and Christian Dupuy, the mayor of the city of Suresnes. The young and the old then all joined in to lay down the many wreaths that were generously offered. The mayor of Suresnes invited all visitors to lay a small bouquet of flowers, offered by his city, on the many tombs of the soldiers. After taps and a minute of silence, everyone witnessed the raising of the flags, and the two national anthems were played.

During the ceremony, speakers referred as well to the tragic events of this last early January in France (that gave rise to “I am Charlie Hebdo”), and they emphasized the strong friendship between France and the United States. After closing remarks, a wine of honor was offered to all.
Madrid Director Retires

Dr. Santiago Tejerina-Canal, Director of the Bing Overseas Studies Program in Madrid, recently announced his retirement from his position. Dr. Tejerina-Canal became the founding director of the Stanford Program in Madrid seven and a half years ago, developing the program into one of the most popular destinations for Stanford students abroad and a key component of the Bing Overseas Studies Program. “Santy,” as he is known to his friends, has decided that now is an opportune moment for a transition in his career so that he may pursue other interests and directions. During his eight-year term as Director, Dr. Tejerina-Canal managed the program with a sincere commitment to academic quality and to enhancing students’ academic and career prospects. One exemplary way in which he accomplished this commitment was by initiating a “Spanish language only” pledge for Stanford undergraduates in Madrid. Students who participated in the Madrid Program and the Spanish-only pledge widely attest to the improvements of their Spanish-language skills and to their deeper understanding of Iberian cultures. Stanford University and the Bing Overseas Studies Program extend their gratitude, best wishes, and warm appreciation to Santiago Tejerina-Canal as he moves forward to the next phase of his life and career as an educator.

New Director in Madrid

Ramón Saldívar, Director of the Bing Overseas Studies Program, has announced the appointment—effective June 22, 2015—of a new Program Director for BOSP’s center in Madrid: Dr. Pedro J. Pérez-Leal. Dr. Pérez-Leal received his Ph.D. in Hispanic Literature and Cultural Studies from Georgetown University in 2007. He has held positions as Academic Coordinator and Assistant Director for the Hamilton College Academic Year in Spain program and has also served as Associate Director of the Madrid Campus for Suffolk University.

Dr. Pérez-Leal said, “I am convinced that leading the BOSP Program in Madrid is one of the greatest professional achievements for anyone who loves the world of study-abroad in Spain...as an enthusiastic study-abroad administrator and teaching professional, I firmly believe in the enriching and transformative power of international education in the lives of undergraduate students.”
In this feature, the centers report about special events, field trips, courses, and other general news. We hope these short articles will interest you as alums and invite your comments.

~ Bob Hamrdla, Editor, Abroad

Top photo: Ann Manly took this shot of a rower about to sail under the Ponte Vecchio in Florence.

HOMECOMING—Our Pontormo painting, a masterpiece of the High Renaissance, depicting a Madonna and Child, came back to us after traveling thousands of miles to Washington, D.C. to be seen for the first time by scores of visitors to the Picturing Mary: Woman, Mother, Idea exhibit at the National Museum of Women in the Arts. The exhibit was curated by resident art historian, Timothy Verdon, and featured more than sixty Renaissance and Baroque works by great Italian masters such as Fra Filippo Lippi, Botticelli, Michelangelo, Tiepolo and Artemisia Gentileschi.

NEW HORIZONS—In May 2015 we took the students, for the first time ever, on a Bing weekend trip to Apulia, the heel of the Italian peninsula. The weekend was dedicated to a discovery of this unique region of Italy. Highlights of our time there included visits to the Baroque city of Lecce; Ostuni, called la città bianca (the white city) because of the aesthetic uniformity of its whitewashed buildings; Alberobello with its trulli, small, circular buildings with conical roofs; and finally Matera (in the Basilicata Region) known for its famous sassi (stones), dwellings which are thought to be among the first human settlements in what we now call Italy. Notwithstanding all that we did, there was even a little bit of time for tasting extra-virgin olive-oil and frolicking in the Adriatic Sea.

GAME CHANGER—Before attending a much anticipated match, our group went to Florence’s Serie A soccer club’s headquarters to meet with high-ranking executives from the Fiorentina, to learn more about soccer culture in Italy, and also go on a private tour of the stadium. The stadium itself is one of the city’s finest examples of 20th-century architecture, designed in a futuristic style in the 1930s, by the architect Pier Luigi Nervi. After our tour, we were also treated to a meet and greet with Giuseppe Rossi (Pepito), an Italian-American, who is one of Italy’s top strikers and a player who is much beloved by his fans. Pepito was quite eager to meet the students and graciously spoke at length with them and answered their many questions about what it’s like to be a professional soccer player in soccer-obsessed Italy.

GLOBAL IMPACT—Students enrolled in the class, Italian Food: A Cultural History, were among the first visitors to the Universal Exhibition that is taking place in Milan through October 2015. The Expo, dedicated to a plethora of topics regarding food, is expected to receive over 20 million visitors from all over the world. The Expo encompasses exchanging ideas, finding solutions, innovation and sustainability, and it also focuses on learning more about the gastronomic traditions of all participating countries. This visit was particularly significant because students were exposed to an important dialogue on questions and issues with which they were actively engaged throughout the course.

A FAMILY AFFAIR—This year, the Capponi family, the owners and inhabitants of the building that houses the Stanford in Florence Program, is celebrating the first 800 years of its existence. In honor of this landmark anniversary, we will be co-hosting, with the family, a series of special lectures through Fall 2015. A lecture on the Capponi Chapel in the Santa Felicita Church, delivered by Timothy Verdon, opened our spring lecture series, while Niccolò Capponi, family member and historian, will be giving a talk on his legendary ancestor, Captain Niccola Capponi. We will also hold an event in the fall dedicated to Gino Capponi, an important Florentine historian and politician.
As the Stanford Program in Kyoto completes its 25th year, our Winter and Spring Quarter students have enjoyed a number of new additions to our academic and cultural enrichment activities.

NEW COURSES—This year, two new courses were introduced. In Winter Quarter, Japan’s energy-environment conundrum focused on the complex set of challenges Japan faces following the Great Tōhoku earthquake in 2011 and consequent disaster at the Fukushima Daiichi nuclear plant. Students visited one of the country’s largest solar farms, and also had the privilege of hearing from Kenji Tateiwa, Stanford graduate and Manager of Nuclear Power Programs at the company which owns the Daiichi complex.

INNOVATION—In Spring quarter, Escaping Galapagos: Japan’s new innovation boom looked at traditional as well as evolving modes of innovation in Japanese businesses—from ancient heritage companies such as a 500-year-old tea manufacturer (and former supplier to Kyoto’s shoguns), to cutting-edge technological companies. Students heard from a number of Japan’s leading innovators, including Dr. Sachio Semmoto (founder of KDD), Oki Matsumoto (founder of Monex), and Masakatsu Mori (former President and Chairman of Accenture Japan).

LOOKING AHEAD—Next year, more new courses will be offered, with one looking at contemporary Japanese design and aesthetics and another (entirely experiential) course which explores the culinary arts of Japan.

BING EVENTS—The Stanford Japan Center also organized Bing cultural enrichment activities. Students watched the early-morning training session at a sumo wrestling stable in Tokyo, enjoyed a rare opportunity for dinner and entertainment with Geisha and Maiko, visited the Hiroshima Peace Memorial Museum and listened to the immensely moving personal testimony of a hibakusha (a survivor of the atomic bombing); they also enjoyed a night in a traditional inn on the beautiful ‘shrine island’ of Miyajima.

INTERNSHIPS—In addition to its two academic quarters, this summer the program has placed 21 students in internships all over Japan. They are gaining valuable cultural and technical experience in large corporations like Hitachi and Rakuten, to smaller creative companies like Q-Games and TeamLab, to leading research institutions such as the Japan Institute for Global Health and the University of Tokyo’s School of Medicine and Neuroscience.
sunny winter’s day. The building pays tribute both to the past, with references to Marcel Proust’s childhood walks in the Jardin d’Acclimatation right next door, while making a decisive statement regarding the architecture of the future. Indeed, one feels here that France is finally able to reconcile its history and modernity, perhaps one of the most invaluable lessons students were to take away from this study. Flowing water, light and glass all miraculously merged together to make this architectural and technological prowess a success. Not surprisingly, the building inspired one student to undertake a research paper on “Paris of the 21st century.” The winds of freedom are definitely blowing once again in the city of lights.

**PUISANCE TROIS: A NEW PRODUCT DESIGN AND ENGINEERING PROJECT IN PARIS**—For the first time this year, Stanford students have participated in a project where a team of students made up of two engineers (from ISEP, our host institution), two designers (from ESAG, one of the major design schools in Paris, located down the block), and two Stanford-in-Paris students, worked for six months to create and produce an innovative product. Its purpose was to improve the society of tomorrow. In this unique project, all collaboration was INTERNATIONAL, INTERDISCIPLINARY and HANDS-ON.

The Stanford students who participated, Jon Pedersen in winter and Selina Her in spring, will take away with them one of the most grounding experiences of their stay in Paris, where lasting and meaningful international relations have been forged. Over forty students participated in various teams on this project (among the projects presented: an intelligent bus-stop for small towns in France, an intelligent working desk for international use, a streamlined system of reserving tickets on French trains…). Several Stanford students are already on board for next year!

**INTERNING AT UNESCO, WORKING FOR WORLD OCEANS DAY AND PREPARING FOR COP21 IN PARIS**—Participating in internships is one of the most invaluable experiences for students during their stay in Paris, and many remain in contact with their colleagues years after their stay in France. One of our students this past spring, Laura Pietrantoni, had a particularly formative experience working for the Delegation of the Republic of Palau to UNESCO. Not only did she participate in a project devoted to the publication of a book on the history of Palau, doing research and writing one of the main chapters of the book, she was also able to witness firsthand at UNESCO how a small country such as Palau can play an important role in environmental issues. Alongside France’s Ministry of Foreign affairs and the Director General of UNESCO, the President of Palau, among others, was able to make forceful recommendations regarding climate and ocean change on World Oceans Day, which took place at the UNESCO headquarters in Paris on June 8th. Much of the work presented by the Delegation for Oceans Day will serve as a basis for the COP21 conference discussions coming up in Paris this fall. Laura’s involvement was essential here. In her own words, she took away from this experience a strong sense of autonomy and trust in her capacity to take initiatives as this international mission took shape.

*Above, top: Laura Pietrantoni at the UNESCO headquarters.
Above, bottom: Two engineers from ISEP, two design students from ESAG and Stanford Student, Selina Her, presenting their final project.*
In April 2015, members of Stanford-in-Britain Group VII and their spouses enjoyed a three-day reunion in California’s Napa Valley. Many of our group had previously travelled back to England in 2012 for an on-site reunion at Stanford’s former campuses at Harlaxton and Cliveden, but this time we decided to stay closer to home.

We had so much fun on that England trip that we began talking about another reunion almost as soon as we returned. Planning for the 2015 get-together started in earnest more than a year in advance when Paul Holley (BS ’72, Physical Science) initiated a survey of group members to determine their preferences of dates, venues and budgets. Lili Pratt King (AB, ’71, English, and MBA ’76) championed Yountville, California, as a potential reunion location because she and her husband Jim (AB, ’68, History, and MBA ’77) own a home there and are intimately familiar with all the area has to offer. Yountville has the added feature of being easy to navigate on foot, with all major points of interest located within half a mile of each other, and that decided it as the focal point of the reunion. Hal Mickelson (AB ’71, History) suggested a knowledgeable travel concierge, Mary Guerrazzi (www.wine-countryexcursions.com), to work with our group to flesh out the details and specific venues.

Our reunion activities started with a Tuesday night dinner at the R+D Kitchen in Yountville, where we reacquainted ourselves and enjoyed the diverse menu offerings served with those all-important first glasses of refreshment. Later that evening at the Napa Valley Lodge, we tasted an exquisite vertical flight of port wines that included vintages 2006-2009 from Jessup Cellars accompanied by cheeses and McVitie’s digestive biscuits—an English staple. The next morning, we headed out on a chartered bus to Di Rosa Art Center, a 200-acre preserve featuring an amazingly eclectic collection of works by Bay Area artists from the 1960’s onward, in a dazzling variety of media, displayed both indoors and outdoors. That afternoon, we visited the Hill Family Winery in Yountville, where, along with the delicious wine, we were treated to an hour-long impromptu seminar on the winemaking industry by Doug Hill, owner of the winery and family patriarch. We dined Wednesday evening in Yountville in a private room at Hurley’s Restaurant where we were greeted by Chef Bob Hurley himself. Knowing our group had a British theme, he joked about serving us blood sausage and overcooked vegetables—but in fact the fare was entirely Californian and quite delicious.

Our final day together began on Thursday morning with a tour of the Long Meadow Ranch, with wine and olive-oil tasting. The olive oil is unique because it comes from an old-growth olive tree orchard where trees are not genetically related to any other known olive trees so they produce an oil that has a flavor like no other. For lunch, we were treated to the Long Meadow Farm-to-Table Experience at the Farmstead Restaurant. All the vegetables, chickens and eggs are raised at the farm using sustainable organic farming methods that produce top-quality food. The four-course meal served with a flight of Long Meadow wines and accompanied by an informational narrative by sous chef Kat Schmitz was acclaimed by our group as one of the highlights of the trip. The reunion concluded with an afternoon wine tasting at Jessup Cellars followed by an evening spent at Lili and Jim King’s home that was memorably provisioned by a renowned Napa Valley institution, the “Tacos Garcia” taco truck. Everyone brought a bottle of wine so the tacos and burritos went down very smoothly indeed!

The story does not end with the Thursday night celebration at Lili and Jim’s. It seemed natural for us to start talking about the next Britain VII reunion, and Julie Bomke Bannerman (AB ’71, History) volunteered to be the coordinator for whatever we come up with, which most likely will be scheduled as part of the campus-wide Reunion Weekend at Stanford in the fall of 2016. You can count on the fact that, just like good friends and fine wine, our reunions will just get better and better as time passes!
France X—50th Anniversary

Fulfilling an idea from Dave Bardsley, member of France X (in Tours, Spring-Summer, 1965) many group members are planning to mark the fiftieth anniversary of their study in Tours by returning there in October for a program. Here, group member Marcia Cohen Growdon outlines the impressive plan.

Late March of 1965: Eighty excited students and their faculty mentors, Dr. John Loftis and Dr. John Miller, left San Francisco International Airport for Orly/Paris and on to Tours, France X. Temporarily without our luggage, we settled into the rooms at Place Anatole France, shivering a bit in the unseasonably chilly weather. But we could hardly wait to try out our French, walk the city, visit the Café Helder around the corner and taste French wines. It was the start of a great adventure for all of us.

From October 8th to the 14th thirty-five of us (including spouses) will be in Tours and Paris as we revisit old haunts, explore some new places, learn about France today and renew old friendships. We hope more of our group will join us!

The group will gather in Tours the afternoon of October 8th. We’ll be doing a walking tour of the Old City and revisiting Place Anatole France. There are plans to visit a garden fête and Chenonceau, along with dining and wine tasting. On the 10th we will move to Paris for some select visits to museums and options for a concert or opera, as well as free time to roam the city, finding old spots and enjoying all the wonderful new additions to the Paris landscape. We will share breakfasts at the hotel; there will be some shared meals at lunch and dinner, as well as time to explore Paris’ culinary scene on our own.

There are also plans to meet with the Mayor of Tours, and possibly the Mayor of Paris, and to invite current Stanford-in-Paris faculty and students to join us, along with several other high profile guest speakers on current/hot issues in France.

Maria Adle Besson (Stanford ’76), who is President of the Stanford Club of European Leaders, a resident of France and a professional meeting organizer, has helped us put together our program. For France X Alumni there is still time to sign up—please join us! For full details, download the France X 50th Reunion Itinerary and Registration from the France X group page on the Alumni Association web site, Stanford in France X Facebook page (https://www.facebook.com/groups/1564709317126887/) or contact David Bardsley, (bardsley@stanfordalumni.org).
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Thank you!

Magali Sanchez, one of the students at the Special Program in Oaxaca, took this photo at Monte Albán, a Zapotec archeological site. “We spent the day walking among the ruins, learning about the importance of the layout and its relevance to indigenous culture.”