Bing Overseas Studies Program Names Timothy Verdon First Winner of New Award

Since its inception in 1958, students in the Bing Overseas Studies Program at Stanford (BOSP) have come to know faculty-in-residence from the home campus as friends and mentors as well as teachers while they are overseas together, and often these enriching relationships have lasted well beyond those months abroad.

BOSP’s current students also study under local instructors at each center just as all BOSP alumni have done. Whether in classes in language or on other topics related to the area or country, students are likely to spend an equal amount of time in class—no matter with those local instructors. So the two categories of instructor are both important in their own right. In fact an alumnus recently wrote that his language instructor overseas represented “an iconic part of a Stanford education” (see Madame Françoise Perdoux Laval Remembered in this issue, Ed.).

BOSP students maintain relationships with just such respected instructors. Hence BOSP is establishing the Bing Overseas Studies Program Award for Excellence in Teaching, an award to be given annually. It recognizes the outstanding teaching of a member of BOSP’s diverse and accomplished overseas faculty. The recipient of this award receives a monetary reward and plaque, a duplicate of which will be displayed in BOSP’s office at Stanford.

The first winner of the award, for 2007-08, is Timothy Verdon. Professor Verdon has been teaching at the Breyer Center for Overseas Studies in Florence for over ten years. He started with three courses, one per quarter, and now he teaches twice as many. Verdon’s classes, every year and every quarter, are fully subscribed, and it is fair to say that he teaches virtually every student who studies at the Breyer Center. As devoted testament to Professor Verdon’s popularity among students, his courses always rank very near or at the top. Students consistently praise Verdon for his enthusiasm and the breadth of his knowledge.

Professor Verdon has published extensively and is regarded internationally as an authority in his field. Indeed, his extraordinary record testifies to his strong and continued commitment to research that runs parallel to his enthusiastic dedication to teaching. Professor Verdon has also made countless contributions to the Breyer Center for Overseas Studies in Florence and to Stanford University and has profoundly impacted the lives and minds of generations of students. For all of these reasons the Bing Overseas Studies Program is proud and pleased to recognize him as winner of the Bing Overseas Studies Program Award for Excellence in Teaching for 2007-08.

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Director’s Letter

Dear Friends,

We are in the beginning of a budget process, whose outcome, not unlike the short-term fate of the economy itself, is uncertain. But there is little doubt that we will have to make some serious cuts and curtail some new initiatives, at least for the time being. Our priorities are clear, we have ten marvelous centers abroad, filled almost to capacity this year, whose programs remain the heart of our operation. We will focus on maintaining their strength and the richness of their curricular and cultural offerings, so that Stanford students will continue to have the most meaningful experience that studying abroad can offer them.

We are grateful that BOSP is in a relatively good financial position to withstand the present financial buffetting that the entire university is experiencing. Thanks to our donors and friends, Peter and Helen Bing notable among them, we have a healthy endowment managed by Stanford. We also are helped significantly by the strengthening of the dollar abroad.

As we generally scale down our ambitions, we remain committed to expansion into Africa. The Cape Town program is still on schedule to open in January 2010. We have hired a Director, Tim Stanton, former Director of the Haas Center for Public Service on campus, and have narrowed down our choices for a center to two potential locations near the University of Cape Town. The enthusiasm of students and faculty for the program is unabated, and the President’s Fund has guaranteed the start-up costs for the operation.

We will continue to run our seminar program, though we will have to choose locations and activities more selectively. We will also continue thinking about expanded internship opportunities, summer programs, and course-related study abroad. (See also the article in this issue, Studying Abroad through Outside Providers.) But implementation will have to be delayed.

For the first time in many decades, we are very close to sending more than fifty percent of Stanford undergraduates to one of our programs abroad. We have much to be grateful for. But for now, we have to muster our resources and make sure the Stanford centers abroad continue to function at the highest level.

Norman Naimark
The Burke Family Director of the Bing Overseas Studies Program

Visit our website at
http://bosp.stanford.edu
BOSP Expands Internships in Asia

A team of writers provides this intensive look into BOSP’s two internship programs in Asia: Naoko Sakata, External Programs Coordinator at BOSP; Denise Chiu, China Internship Program Manager (in Beijing); and Masayo Yamashita, SCTI Internship Coordinator (in Kyoto)

BOSP is pleased to administer two novel and exciting internship programs in Asia: “Asia Internships,” a summer program for all qualified undergraduate students at Stanford, and the Internship Program for students who attend the Stanford Center for Technology and Innovation (SCTI), BOSP’s Center in Kyoto.

Asia Internships was launched in 2007. Formerly administered by the Center for East Asian Studies, the program seeks to respond in Asia to students’ academic and career interests. SCTI’s internship Program was established in 1990 in Kyoto, Japan, as a BOSP program for Stanford undergraduate students who spend spring quarter at the center and then undertake their internships during the summer. Every summer, 25 to 30 SCTI students participate in the program’s internship component. Both programs aim to foster deeper engagement with local language and business through working in Asia.

36 students worked in the People’s Republic of China, Japan, and the Republic of Korea during the summer of 2008. They interned for a variety of host organizations including media, business, electric, finance, law, health, non-profit, and academic and research institutions.

Student Experiences

Kelsey Grode (’10, East Asian Studies) interned at the Office of International Relations at Peking University. She helped organize the Olympic Champion Forum. During her stint with this busy office, she received prominent guests including former President of the International Olympics Committee, Juan Antonio Samaranch, former British Prime Minister, Tony Blair, and former Secretary of State of the U.S., Henry Kissinger. Needless to say, Kelsey was thrilled with her internship. She continued to study at BOSP’s center in Beijing in the fall.

Interested in learning about China’s health issues, Jenny Chen (’10, Engineering) interned at Synovate Healthcare. “My favorite project was researching the new community health centers that China is setting up because it aligned really well with my interests and I was able to visit the centers and interview the doctors that worked there.” She hopes to contribute to the public health fields in both China and America.

Yu Sun (’10, Economics) worked for an international law firm in Tokyo. Yu was the only undergraduate intern in the firm, along with a group of law-school interns. “This experience really helped me to make an educated judgment about whether to attend business or law school. I cannot decide yet, because other factors count too, but this is a rare opportunity for an undergraduate to get a taste of the career and practice of law, which is nothing like I know or imagined.”

Successful Partnerships

BOSP is enthusiastic and very grateful to have established many leading companies and organizations in East Asia. For instance, East Japan Railway Company has been one of the strong supporters of our program. Through their associations with a variety of host companies and factories, BOSP interns have learned not only about the Japanese business culture, but also well-organized and -managed transportation systems. Furthermore, BOSP interns complete their internships with an appreciation of “harmony among people,” a concept crucial in Japanese society. Employers have also commented on the many professional contributions and assets that Stanford students brought to their organizations. Thus BOSP hopes to continue to benefit both student interns and host organizations.

Our next goal is to diversify the type of internship opportunities and to expand locations to other parts of Asia, particularly Southeast and South Asia. Students’ interests in Asia are diversifying with changing economic and political trends. Recently, the two most popular internship preferences among engineering students in Japan were in “Game Development” and “Entertainment” industries. BOSP is making every effort to find internships in students’ preferred fields and locations and is committed to meeting their diverse needs and interests.

Join the Team!

If one of BOSP’s readers in Asia is interested in hosting a Stanford undergraduate as an intern, please contact: Denise Chiu, denise.chiu@stanford.edu (Greater China); Masayo Yamashita, masayoy@stanford.edu (Japan); or Naoko Sakata, nsakata@stanford.edu (Asia except Greater China and Japan)

The Opportunity of a Lifetime

Nick Meyer (’08, Chemical Engineering) worked at Kawasaki Heavy Industry in Japan during the summer of 2007.

Two summers ago I worked in Japan as part of Stanford’s SCTI program, interning at Kawasaki Heavy Industries’ Technical Institute. Even though it took some creative reconfiguring of my Chemical Engineering course schedule, I had decided in freshman year that an abroad experience at Stanford was something not to be missed. Luckily, I also managed to squeeze in some Japanese before I went.

I had applied to the program with experience in Japan as a top priority, and engineering career exposure as a secondary objective—lucky! I was surprised how readily the program was in line with my interests. The true hidden gem of the program is that it caters to all qualified undergraduate students.

Beginning work as a Global Alliances and Marketing Intern at Kawasaki Heavy Industry in mid-June, I was fairly comfortable with Mandarin, but the Chinese business culture and the education industry were very new to me. By mid-July, I was creating PowerPoint slides and Excel models that analyzed the financial statements of Kawasaki’s largest competitors and projected industry trends that actually influenced the upper management’s strategic decisions.

I am currently applying for investment banking and consulting jobs and previously worked at Morgan Stanley, where I worked in Beijing and the self-confidence I gained through my experiences living in such a bustling city have added immeasurable value to my Stanford career.

Investing in the Future

Here Barry Burns (’99, Economics) writes about his internship with Ambow Education Group in China during the summer of 2008.

As an economics major at Stanford, I have completed some incredible theoretical work. I have used econometrics to devise solutions to issues facing developing countries ranging from government corruption to blood iron content in school children. I am also currently applying game theory to the idea of corporate strategy as a route to sustainable profit in significant markets. Until this past summer, however, I didn’t have the slightest clue how to read an income statement.

I wanted to take an internship in China mainly because I wanted to strengthen my Mandarin, but I also wanted some very practical business experience. I spent my spring quarter studying at Beijing University, so by the time I started work I thought I would be accustomed to life in Beijing. What I realized early in the summer, however, is that life as a working resident of Beijing is worlds different from being an international student. Comfortable cab rides with Stanford friends turned into packed buses in which I stood for the hour-long commute to work. Evening meals sponsored by Beijing University and BOSP turned into budgeting about $3 a day for simple soups and dumplings. I discovered I really didn’t start living in China until the safety blanket of the University had been taken away.

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Japan

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Nick Meyer and a Saloman colleague at Kawasaki.
New Opportunities

Stanford in Cape Town To Open in January, 2010

Irene Kennedy, Executive Director of BOSP, brings us up to date on plans for Stanford in Cape Town.

Late last summer BOSP announced the appointment of Dr. Timothy Stanton as the Director of Stanford in Cape Town. Dr. Stanton was a Stanford undergraduate, earned an M.A. in Interdisciplinary Studies in Education/Human Relations at San Francisco State University and received a Ph.D. in Human and Organizational Systems from the Fielding Institute in 1994. Previously he served as Director of the Haas Center for Public Service and as Director of the Scholarly Concentration in Community Health and Public Service at the Stanford Medical School.

In 2006 and 2008, Dr. Stanton designed, developed and directed a quarter-long overseas studies program in Cape Town focused on community health and development. These two pilot programs featured service-learning and community-based participatory research. Dr. Stanton has a long history of conducting research on community and economic development through community-university partnerships, and developing the pedagogy of service-learning and its impact on student and faculty development in postsecondary education. Most recently he has been engaged in comparative research on the development and implementation of community development and university-community partnerships in South Africa and the United States.

The BOSP Stanford Center in Cape Town is expected to open in January of 2010 in response to overwhelming interest from faculty and students. Africa is the only continent not currently hosting a BOSP center abroad and the challenges facing Africans today make it a region of growing importance for students and faculty in many fields of study. Stanford in Cape Town will blend coursework with daily living, service-learning and community-based research in Western Cape townships and informal communities.

Students will be introduced to the people, history, politics, and culture of post-apartheid South Africa with an emphasis on theories and practices of health-focused community reconstruction and development. They will meet with local community leaders, activists, and health professionals engaged in community work, attend seminars at the University of Cape Town and the University of the Western Cape, and visit important rural and urban historical and cultural sites and institutions across South Africa.

According to BOSP’s Director, Professor Norman Naarmann, “the appointment of Tim Stanton as Director of the new Stanford in Cape Town program ensures both a rigorous and engaging academic experience for students interested in service-learning and hands-on involvement in Africa.”

2008 Seminar in Qatar

Haley Kingsland, ’10, Art and Comparative Literature, took part in BOSP’s Program of three-week seminars last September. Here she relates how much one can learn in that time.

I was excited to visit Qatar to observe a different way of life, especially since two of my closest friends at Stanford are from Malaysia and Kuwait. I hoped to better understand their backgrounds through the seminar’s cross-cultural exchange with Qatar University students, and also gain a stronger sense of the incredible growth developing in that country. But seeing the distinctive Qatari national dress was the very first confirmation that I had landed in a different place.

Beyond the border of the customs gate at Doha International Airport were Qataris in white and women in black. Despite the incessant 40°C heat, men wear individually tailored and impeccably ironed ankle-length, long-sleeved crisp white cotton blend thobes with a black intertwined cord and long swinging tassel wrapped around the head over a tight white prayer cap and headdress—accessorized by woven brown sandals, silver cuff links and collar buttons, and fancy watches. Women wear the abayah, a loose black polyester cloak concealing normal clothes and closed-toed shoes underneath—ideally combined with a designer purse and equally fashionable sunglasses. Triangular sleeves usually boast elaborate but subtle decoration like colored embroidery, beads, or glittering faux gemstones, patterns that also line the edges of the black veil that sometimes covers a woman’s entire face. Their outfits seem to serve one of the most basic divisions of Qatari society—gender.

In just three weeks, I would not be able to fully experience the myriad of social influences that influence the female relations in this country, although my Western femininity does allow me to interact more freely between sexes. One night, eight women from our group attended a dinner party hosted by a female Qatari University student also enrolled in our seminar—an invitation to experience womanly bonding and companionship in the safe, private setting of a gated home. First, we exchanged greetings and delicate conversation while encircled on cushions in the majlis, a lavishly decorated, air-conditioned tent for receiving guests. After a cloud of fruit drinks, we moved inside to a feast of basmati rice, mini samosas, chicken and fish curries, grape leaves, and many other extravagant dishes laid out on a snow white carpet. But the most surprising experience was the Qatari women we met. They, without their abayas, comforted in a solely female community. All of the careful preparation, ceremony and custom of that night combined to offer a wholesome celebration of womanhood.

The atmosphere in the maze of the historically preserved Souq Waqif the next evening, however, channeled a strong dose of masculinity as it marked the last Thursday night before Ramadan. Four women from our group accompanied our professors, head TA, and other members of the class to an open piazza, with entertainment provided by an Arabic folk music group. As men in white thobes relaxed on their divans, I absorbed the intensity of a very loud and crowded public social gathering with perspiration dripping down my eyes, neck, chest, and back. I thought back to the customs line at the airport, when I first felt my unique position as a female observer in an Arab country. Here I am lucky to cross the boundaries between black and white into a ubiquitous shade of gray while socializing in Qatari society.

Studying Abroad through Outside Providers

Naoko Sakata is the Coordinator of External Programs in the Bing Overseas Studies Program (BOSP) office and tells us about giving up to help students in a new way.

I want to study in one of the Arabic-speaking countries. Do you have any resources on Arabic-language programs?

I am preparing an application for a program in India offered through another US institution. Can someone at BOSP guide me through the process?

I will be directly enrolled at a local university in South Korea. Can you help me figure out which courses are transferable to Stanford?

Yes! Starting in Winter 2009, BOSP will provide services and resources for students with questions related to non-Stanford study-abroad programs.

Until now, advice for students on study abroad through other institutions has been offered by the Overseas Resource Center located at the Bechtel International Center. Students who wished to transfer coursework back to Stanford visited the Office of the University’s Registrar to request transfer-credit evaluations. There was no central place dedicated to helping students with study abroad not involving Stanford.

BOSP will provide information and guidance on education abroad that can enhance the overall quality of the undergraduate experience, whether or not a student chooses to enroll in a BOSP program. Above all, BOSP is committed to helping students engage in a successful study-abroad experience. While about 750 students participate in one of our own programs every year, we also know that over 100 students study abroad through non-BOSP programs operated by other US or foreign institutions. This number demonstrates students’ interests in regions or programs other than those BOSP offers.

Thus BOSP will now provide “one-stop shopping” for all students who are interested in study abroad. We will offer a resource library, advice on going overseas through other programs, help with selection of programs and subsequent application, and transfer-credit evaluations.

The resource library will focus on locations not currently served by BOSP and include over 300 selected brochures describing these programs and institutions that are fully accredited and favorably evaluated. Given increasing student demand for less traditional destinations, the library will also expand resource materials on the Middle East, northern Africa, and Central America. At the end of the first year, BOSP will assess programs attended by Stanford students and further enhance the library’s resources based on reactions from students and departments.

While we will continue to develop and refine our own BOSP programs, we also hope that our expanded services and resources will better serve Stanford’s diverse student population. In the end, BOSP is committed to helping students gain meaningful educational experiences abroad, whether through Stanford or other programs, by assisting them in finding the programs that best fulfill their academic goals.
It has now been 21 years since the Stanford in Austria program was closed. Yet our experience in 2006 suggests that there are still Austrian leaders who remember and value the Stanford program and appreciate the insights it brought to our country. Seven of our undergraduate co-authors in 1982 were Daniel R. Coran (Religious Studies), Jim Dunn (Electrical Engineering), Kiplund R. Kolkeimer (International Relations), Hans D. Logie (Sociology), James A. Black (Biology), the late Kevin R. Porter (Aeronautical Engineering), and Lisa M. Smith (Human Biology and English). Our three 1982 Austrian student co-authors are today all chair professors: Herbert Gottweis (Political Science, Vienna), Wolfgang C. Mueller (Political Science, University of Mannheim), and Werner Zips (Anthropology, University of Vienna).

The late Austria-born Stanford Professor of Political Science, Kurt Steiner, served as consultant for the 1983 book. The translator of the German book from English into German, and of the 2006 book from German into English, was Hedwige D. (“Hedi”) Thimig, who was for some years the Associate Director (and guiding spirit) of Stanford in Vienna, and whom hundreds of Stanford alumni remember fondly. This project brought together Americans and Austrians, younger and older, experienced and inexperienced, on an enlightening and fruitful educational project, and we are all indebted to Bing Overseas Studies for the opportunity.

It was with sadness and happy memories that I read about the passing of Madame Françoise Perdoux Laval, apply described as a “respected and beloved” instructor at the Stanford program in Tours. I would like to share a few words likely to resonate with any Stanford student who ever encountered her.

I spent a full year at the Tours program during 1988-89, one of the last students to attend before it was closed for budget reasons. At Tours, everyone was required to take intensive French language instruction, five days a week, two hours a day. Students were assigned to language classes by ability, and I had the good fortune of having Madame Perdoux Laval as an instructor for the first quarter and for the rest of the year as my language ability improved, and her class assignments changed.

This joy of language classes, beyond the grim work of learning the grammar rules, was that we ended up talking about everything. Most of the time, it did not matter what we talked about, so long as it all was in French. We talked about our lives and our everyday experiences, since that was kind of conversation that would allow us to relax and be real at a restaurant, to live with the French families hosting us, and perhaps even to like to live and work in France. We talked about politics, our hometowns, and the complicated relationship between Americans and the French.

I remember Madame Perdoux Laval telling us about the scene of her as an awestruck little girl, greeting the liberating American troops during World War II. She recalled the GIs as giant superhumans. It always seemed that she admired America for its openness and its sense of boundless possibility. She was struck by how Stanford students thought nothing of throwing a party every other week, opening it up, for free, to all the university students in Tours.

Since Madame Perdoux Laval esteemed the United States and Stanford, she was quintessentially and proudly American for its openness and its sense of boundless possibility. She was struck by how Stanford students thought nothing of throwing a party every other week, opening it up, for free, to all the university students in Tours.

It was for these reasons—as well as the brilliant fun that is the Oxbridge collegiate experience—that the U.K. immediately academically drew me for one more year. Over my final four quarters at Stanford, I became increasingly interested in the Middle East and North Africa, and was attracted to the deep tradition of studying the region present in the U.K. I applied to undertake the M.Phil. of the Centre in International Relations at Cambridge because I wanted to study Morocco’s truth continuity. I was fortunate to continue use of the University’s esteemed, international legal scholarship. While following the M.Phil, I was awarded a grant to conduct field research in Morocco and met my current supervisor, who is an absolute encyclopaedia of knowledge on the region and was very supportive of my intellectual aims. In May 2008, I was awarded a Gates Cambridge Scholarship to carry out my studies towards a Ph.D, for which I will be analyzing the development of moderate Islamic movements as political parties in North Africa.

In addition to commencing my Ph.D research this month, I will begin supervising a student on the subject of the Iranian Revolution. I hope to inspire in them the same drive for academic discovery and depth of engagement that was shared with me during my term abroad at Oxford.

Madame Françoise Perdoux Laval Remembered

Alex J. Grant, (90, International Relations) attended Stanford in Tours, France. He was moved by the obituary of Madame Françoise Perdoux Laval in the last issue of Abroad to recall her impact as a teacher on him and fellow students.

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In the sixties and seventies Stanford Overseas Campuses administered language programs in Germany, France, and Spain. These two-quarter stays required two years of the respective language as preparation. Here Richard Buxton (’70, Spanish) tells us of his experience in Salamanca, Spain, that began forty years ago.

In September 1968, a group of 14 Stanford students and one professor, known collectively as Salamanca I, arrived at the university town of Salamanca, Spain and life in a new “old” world. As a Stanford sophomore who had never traveled outside the U.S., I was attracted to this creative approach linking Stanford’s overseas programs with the opportunity to be immersed in another language and culture. I applied, was accepted and began my junior year on a jet to Spain.

The camaraderie that developed among a brighter and diverse group from Stanford thrown together in a foreign land coupled with opportunity to learn in this new world made for life-changing experiences. During the first month, I stopped to ponder a poster on campus seeking members for the “Grupo Universitario de Montaña” (or GUM). Hiking, mountain climbing and skiing were advertised. A proficient skier from Colorado, I joined for the sport and to take advantage of an opportunity to meet Spanish students outside the normal class and residence environments.

I discovered at the first outing that going with the GUM was not going to be like any Colorado-style ski trip I had ever been on. A bus with 20-25 students would abandon the empty Plaza Mayor at 6 a.m. on winter Sundays for a four-hour trip to the Gredos mountains. Accompanying the students was the GUM’s complete set of sports equipment: four plastic sleds and two pairs of wooden skis that would be shared around the group in the course of the day. Gredos itself also quickly disabused me of my prior mountain experiences. No ski lift and no lodge awaited. With each visit we would hike from the bus to an open, snow-covered saddle between two icing peaks. There were clear skies on many days, open space, and the laughter and fellowship of the students, eating, talking and spending time together.

The sleds and skis might quickly be abandoned for the joy of conversation, social interaction and new friendships.

There was the openness of the Spaniards who would accept a foreigner into their midst, sharing a sardine, some wine or a deep discussion about the fleetingness of life. It was over the course of these purely Spanish Sunday excursions, that I became acquainted and friends with a number of Spaniards I had not previously met at the university. As a direct participant in this new world, I became more deeply aware of the importance of understanding cultures and societies on their own and not with a preconceived view biased by one’s own parochial or shortsighted beliefs that his or her own country or culture is the best one.

Stanford’s Salamanca I was an educat- ing and enriching program. Within the Stanford group we each contributed to one another. Similarly, the individuals and society that we discovered in Spain contributed something to each of us from Stanford, just as we had the opportunity to contribute something back.

“And then there was this young woman,...One of the friends I made in GUM was a female Spanish university student with whom I enjoyed walking and talking in the mountains or through the streets of Salamanca the last few weeks of Salamanca I. We continued our initial friendship corresponding with one another after I left Spain. This correspondence between two friends resulted over time in a closer relationship. And in the end, five years after Salamanca I, she and I married. She had been living in Trujillo, Spain. She came to the U.S. with me, where we have lived the past 34 years, and from where we pursue periodic overseas educa- tional and cultural opportunities to revisit Spain and Salamanca. And thus I can say that my time in Salamanca was virtually the ultimate in a life-changing experience!”

Y Viva España

Reunion: Stanford in Germany, Group XVI

Barbara Parker tells about a reunion on her group on October 11, 2008, in conjunction with Reunion weekend on campus.

When Penny Forney Canny sent an email to Group XVI alumni suggesting that we might meet in the fall for a mini-reunion, emails began flying. There were expressions of delight (“Jawohl! Count me in!”) from those planning to attend, regrets from those who already knew they could not come but who were happy to be back in touch with friends. A few Germany XVI alumni from the Class of ’67, who had already staged their own “mini-reunion” last year, vowed to come back again and join the larger Class of ’68 group. A common sentiment among the emails: “I wasn’t planning on going to the Stanford Reunion...But Beutelsbach ist eine ganz andere Sache (Beutelsbach is something else again).”

Once the first wave of acceptances and regrets passed by, an electronic album, and, of course, the Billige Ausflühende Gesellschaft, our unofficial group album, Ausgezeichnete!

Below: Germany XVI in joyful reunion: October 2008

Alums’ Records Updated

Many of the records of alums’ participa- tion in Overseas Studies have recently been updated to reflect more accurate names of centers and duration of stay. Many of you may notice that your entry in the Alumni Association’s online directory has been amended; for example, if you were at Stanford in Britain at Harlaxton, that correct name now appears rather than the incorrect Cliveden. The start and stop dates you see reflect the months you attended a particular center. If you have questions or spot errors, please contact Bob Hammda ’59, editor, at hammda@stanford.edu.

The Joe M. Mayo Overseas Studies Fund, Continued

O’Kelly, Owen Payne and Terry Cawen, Mark Pearson, Heather Purcell, Miles and Jean Purser, Susan Anne Hazelton, David and Davee Steppa, Carol M. Smidt, Susan Swedlock; Kathryn Tweedie; John W. and Nancy H. Macari; Thomas Kell-Motting and Janet Montag; Wendy Wagner and Leonard Gumpert; David Merner; Bill and Susan Oberndorf; Susan and Franklin Orr; Gary Homebright; Robert Smolick; Ronald Spahl; John and Laverne Crittenden; Eugene B. Davis; Gary Lee Dickey; Michaela F. Ellis; Adam John Foust and Emily Jane Foust; Richard Yeh-whei Han; Jonathan Hesse; Bruce M. Hower; Eugene Toshio-Iwata and Masaya-Iwata; Jewish Renewal of Cincinnati (Michael Alan Fischer); Anthony K.A. Greene; Alfred Krupp von Bohlen and Halbach Stiftung; John L. Low; Robert and Margaret Moore; Graham S. Muller; H. George Will; Jonathan Hesse; Anthony K.A. Greene; Robert Catalano; Pamela C. Cantor; David and Donna Oakley; Teo F. Weiss; Deanne M. Wilson; Jack Lowe; Alfried Krupp von Bohlen und Halbach Stiftung; Richard Yeh-whei Han; Adam John Fountain and Emily Jane Fountain; Barbara Temby; Douglas and Carol Tanner; Deanne M. Wilson; John and Leianne Crittenden; Heidi Murphrey; Robert S. Nicholson; John W. Temple; Joan Sianta; Ted. F. Xan; Ellen Tucker (Class of 1962, Tunoro Fund); Douglas and Carol Tanner; Cynthia Cockburn Wynn.

Please accept our apologies for any errors in this list. We will be grateful for your calling them to the attention of Joe Kennedy, Executive Director, ewill@stanford.edu.

1 deceased
**Questions about the Bing Overseas Studies Program?**

See our website [http://bosp.stanford.edu](http://bosp.stanford.edu) or contact:

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**Official Inauguration of Stanford in Madrid**

On May 30, 2008, representatives from Stanford and distinguished guests and Stanford alumni from Madrid gathered with the faculty, students, and staff of Stanford in Madrid to inaugurate Stanford's new center in Spain that had accepted its first students during the previous quarter. Dr. Santiago Tejerina-Canal, Director of the Center, emphasized in his welcome the four components of the Center's focus: 1) linguistic rigor (students sign a Spanish-only pledge), 2) cultural authenticity (living in a Spanish family with exposure to “authentic Spanish mores, diet, schedules, activities, and idiosyncrasies”), 3) personal attention from the Center’s team of administrators, faculty, and families, and 4) academic rigor.

Students from the first group in Madrid (Winter 2008) relax in during a tour of Madrid's attractions; Dr. Tejerina-Canal is on the far right in the front row.

Professor Herbert Klein, Stanford's Professor in Residence during the spring, spoke on the “new Spain,” while students and faculty at the Center added their greetings and comments. The President of the Stanford Alumni Association in Spain, Sonia Fernández, recalled her own experiences as a student at Stanford. Professor Aron Rodrigue, Chair of the History Department, gave the keynote address on the “diverse currents crossing the past, present, and future of Spain...an invaluable place where our students may learn about the richness of her history and the many cultures she has nurtured.” Professor Norman Naimark, Burke Family Director of Bing Overseas Studies, concluded the program, thanking all of BOSP’s various constituencies and especially Dr. and Mrs. Peter Bing for their support in creating the Center and enabling it to widen educational horizons for generations of students to come.