Director's Letter

Reflecting on my first year as Director of the Bing Overseas Program during the welcome respite of the Thanksgiving holiday, I can't help but think of the many reasons I have to be thankful at this time of the year. The generosity of Stanford faculty, who enthusiastically sign up to teach overseas, is always heartwarming. The commitment of time and energy on the part of the staff of our overseas centers and here at BOSP’s main office, always over and above the requirements of their jobs, is inspiring. The support of the Stanford community at large and of the office of the Vice Provost for Undergraduate Education—as well as the significant generosity of numerous alumni—are powerfully motivating. Without this extended community, the Bing Overseas Studies Program could not accomplish its dual mission to bring to Stanford students the finest and most rewarding overseas academic experience available in the United States and to educate them for their roles as leaders and global citizens in the twenty-first century.

This is a lot to be thankful for! Still, even with this rousing level of community support, BOSP could not thrive without the spirit of intellectual exploration that Stanford students bring to all aspects of their education. Accordingly, I am most thankful for our students. Their enthusiasm, spirit, and intellectual energy are unquenchable and inspiring. Without their courageous commitment to taking on new challenges in their personal and academic lives, BOSP would be simply a beautiful but empty glass. With their dedication to overseas learning, however, the BOSP chalice indeed doth runneth over.

Students continue to participate in the Overseas Centers, Overseas Seminars, consortial programs in Kyoto and Barcelona, and the new special program in Oaxaca in ever-increasing, record-setting numbers. In fact, BOSP marked the astounding milestone this past year of over fifty percent of Stanford undergraduates participating in overseas studies, a mark last reached forty-five years ago. This accomplishment makes it clear that BOSP is on the right track in developing an academic and curricular experience that is second to none in the world. It is also clear that the challenge for the near future is to make sure that the remaining fifty percent of Stanford students are able to take increasing advantage of the extraordinary resource that is the Bing Overseas Studies Program. This is our central task for the coming years.

How should we proceed in order to make BOSP even more appealing as an essential part of a Stanford education? Together with our faculty advisors, we at BOSP have been working on this very question over the past months. Several directions are clear. First, we need to continue to do what we already do excellently: that is, enhance the curricular offerings at each of our existing centers so that they remain exciting, topical, and relevant to students’ needs and interests. This may mean adjusting our schedules at our overseas centers so that they fit more readily with students’ academic schedules as they work to fulfill their demanding major and general-education requirements.

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Stanford student Jacob Cruz and local friend through the Doshisha Exchange Students’ Association in Kyoto, Shun Tamaki, celebrate the completion of their Japanese midterm with a jubilant race at the Kamo River.

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One way we have addressed this logistical matter is by expanding or changing operational schedules overseas. In Santiago, Chile, and Cape Town, South Africa, for example, we have added or are about to add full summer quarters to our schedule. During the current academic year, the program in Santiago will for the first time be open during autumn, spring and summer quarters, making Santiago BOSP’s first quarter-length summer program since the seventies. We have proposed a similar addition in Cape Town, with a summer quarter planned for 2015. These new schedules give more students a much improved chance to interact with local university students and faculty overseas and also provide a significant new opportunity to study overseas for those students who find it challenging to go abroad during the regular academic year.

Second, we need to expand those programs that are over-subscribed. While structural space limitations are hard realities at many of our centers, where we can add students, we will. We are already at capacity at some of our centers and cannot increase their functional size without significant redesigns that are not at the moment likely. This is true at Oxford, Paris, Florence, and Berlin, for instance. Our renovation of 65 High Street in Oxford—to take place in Autumn 2014—will bring that facility to contemporary standards, but because of space limitations in the building—which we lease from Oxford University—it will not add additional spaces. However, expansion to new quarters in Santiago and Cape Town will add new capacity.

More likely, however, is that increasing the number of Overseas Seminars will allow us to meet existing surplus demand more adequately. In 2012-13 and again in 2013-14 we will have offered eight Overseas Seminars, all heavily over-subscribed. Increasing to ten Overseas Seminars in 2015, plus adding a new full-quarter pilot program in Winter 2015 in Istanbul, Turkey, and then doubling the size of our current pilot program in Oaxaca, Mexico (also in 2015) will offer important new opportunities for students. For this reason, in addition to the high demand and highly successful current version of the seminar on Community Health in Oaxaca, we are proposing an additional track on Biocultural Diversity: Ecosystems and Traditional Ecological Knowledge. These initiatives add significant new capacity and will reduce the nearly thirty percent over-subscription rate in this very popular set of BOSP’s exciting curricular opportunities.

The third way that we may be able to make overseas study a more integral part of Stanford University’s undergraduate experience is by expanding our hugely successful internship and service-learning programs that cannot meet the high demand. Expansions in Cape Town and in Santiago are largely motivated precisely by the need to create new opportunities for service-learning and internships. Moreover, we are currently exploring ways of offering new internships in Sydney, Australia, including ones in biotechnology, clean technology, information technology, agricultural biotechnology, medical technology and biomedical engineering, as well as in Australian cultural

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Overseas Seminars: Intensive Academic Experience for Stanford Undergraduates

Naoko Sakata is Coordinator of Overseas Seminars at BOSP, and here she is excited to announce the line-ups of the Summer 2014 Overseas Seminars.

The summer of 2013 marked another successful year of Overseas Seminars! Overseas Seminars are three-week classes that take place over the summer, providing alternative overseas experiences with Bing Overseas Studies. A total of 111 undergraduate students participated in eight seminars in Austria, Brazil, Costa Rica, India, Israel, Madagascar, the Republic of Palau, and Wales/United Kingdom. Thanks to the generous budgetary support through the Vice Provost for Undergraduate Education, BOSP was able to increase the number of seminars offerings to eight, three more than the previous summer.

Looking ahead, BOSP is excited to offer eight new seminars for the summer of 2014 in Brazil, Ecuador, England (one in Cambridge and one in London), France, Ghana, Italy, and the Netherlands. Seminar titles, locations, and faculty leaders are listed to the right.

All of these seminars integrate the course content and location. Two new destinations are included—Ecuador and Ghana—where BOSP will be offering programs for the first time. 14 undergraduate students will study two dramatically different types of Ecuadorian forests to learn about the people, creatures and plants that live in them. The seminar in Ghana will focus on art, religion, culture and development in Ghana. This seminar is not only the first BOSP program in Ghana, but also the first BOSP program ever offered in western Africa.

Overseas Seminars 2014

Wetlands Ecology and Conservation: The Pantanal—A Case Study, Brazil
By Professor Robert Siegel

Evolution of Life in Neotropical Forests of Ecuador, Ecuador
By Professor Matthew Scott

“Bayonets in Search of an Idea”: Europe 1914 and the Start of World War I, England
By Professors Stephen Stedman, Linda Paulson, and Gil-li Vardi

The Bloomsbury Group, England
By Emeritus Professor Peter Stansky

The Other France: Troubadours and the Politics of Cultural Heritage, France
By Assistant Professor Marisa Galvez

Culture, Daily Life and Society in Ghana
By Associate Professor Sean Haretta and Thomas Seligman

The Roman Empire: Its Grandeur and Its Cruelty, Italy
By Professor Richard Saller

The Amsterdam Trans-Idiomatic Arts Practicum, the Netherlands
By Associate Professor Mark Applebaum

The total number of applications for the Summer 2014 programs exceeded the previous year’s numbers, showing growing student interest and demand for shorter-term overseas experience during the summer. BOSP hopes to continue offering and expanding Overseas Seminars in the future so that more students will have the opportunity to participate in this unique academic experience before they graduate.

While some of the seminars focus on exposure to the culture of the destination, the goal of Overseas Seminars is different from that of quarter-length BOSP programs and involves less emphasis on culture and language. Instead, Overseas Seminars aim at an intensive academic experience with a Stanford faculty member in a setting that magnifies the benefit of his or her interests. In order to get the most out of this experience, students need to be prepared for an in-depth academic opportunity when they commit to participate in the program.
Bing Overseas Studies Program Adds Summer Quarters

In response to the Study of Undergraduate Education at Stanford (SUES) report, which recommended the expansion of overseas opportunities for summer study, the Santiago Program will launch a brand-new Summer Quarter starting June-September 2014.

There are many reasons for the creation of this new quarter, including the need to provide a space for those students who, because of a year-long sequence in their majors, cannot join a study-abroad program during the regular academic year. This new program is designed for everyone, but especially students in the Natural Sciences and Engineering and varsity student-athletes.

In addition, Chile is located in the Southern Hemisphere, a fact that made the winter quarter (January-March) particularly difficult for the recruitment of local faculty and host families. January and February are the months when most Chileans take their vacations. The reversed seasons limited the ability of Stanford Winter-Quarter students to participate in activities with Chilean students as universities are closed during our summer months.

Now, with the new quarter in place, students will have more opportunities to interact with Chileans, have more access to cultural activities, and have more chances to participate actively in the life of the city. The winter months of June-August are mild in Santiago, in fact quite similar to weather in the Bay Area during winter.

Many of the courses available during winter quarter will continue to be available in the new summer quarter. More opportunities will be available for Engineering and Natural Science students, as the new quarter will add a course on energy management and sustainability. There will also be a new course on Latin American short fiction. Because courses are different from quarter to quarter, all students can also take full advantage of the summer to come in spring quarter (when Santiago offers a strong emphasis on biodiversity and urban development) or stay on for autumn quarter.

When the new summer-quarter students arrive in Chile in June they will find that the Santiago program has a new space in the historic Providencia district. The French-style house, currently being remodeled, is located at Condell Street near the Salvador Metro Station. There are several universities nearby, cafeterias and cultural centers, as well as a range of services from banking to health. The new center is also located near the exciting Barrio Italia, which has become a home to art galleries, small cafes and restaurants, and craft shops.

The Santiago center will thus inaugurate a new phase in the life of the program, soon to celebrate its 25th anniversary. We hope to welcome especially those students who are not able to participate in Bing Overseas Studies Program during the regular school year—but of course all undergraduates are eligible as always.

A New Quarter and a New Home for the Santiago Program

Professor Iván Jaksic, Director of BOSP’s Program in Santiago, Chile, tells Abroad’s readers about an exciting new opportunity to study abroad with Stanford during summer quarter.

The comprehensive Study of Undergraduate Education at Stanford University of January, 2012, had the following to say in its section on BOSP:

“Even more worrisome, SUES found that substantial numbers of students face significant barriers to studying abroad. The most conspicuous group is varsity athletes, who represent about one-eighth of Stanford’s undergradu-
Continued on facing page
Summertime sports can be challenging for students. To compete at the high level they do, many student-athletes are required to train throughout the academic year. A few coaches, to their great credit, have made special efforts to enable team members to study overseas, but for many student-athletes at Stanford, participating in a varsity sport means abandoning any dream of a quarter abroad. For these students and others, the opportunity to study abroad in the summer could be beneficial. To this end, we were pleased to learn that BOSP is exploring the possibility of operating certain overseas campuses during the summer quarter.

BOSP is happy to be able to respond to this recommendation and announces the introduction of summer-quarter sessions that will take place soon for the first time in several decades.

**Summer Quarter Arrives in Cape Town**

Tim Stanton, Director of BOSP’s Programme in Cape Town, announces the expansion of the program, adding Summer Quarter to form a three-quarter sequence of instruction in Winter-Spring-Summer.

Since its inception in 2010 BOSP’s Program in Cape Town has received many more applications from qualified students than it could accommodate. In response, beginning in the 2014-2015 academic year the program will open a new third quarter, enabling it to operate winter, spring, and summer quarters in sequence.

The new quarter is designed both to accommodate additional students and encourage more students to study in Cape Town for two quarters rather than one as most of them do currently. To encourage spring students to stay through the summer the program will offer them a special field course on the arts and social change taught by Grant Parker (Classics), who was the first Stanford faculty in residence in Cape Town. He will escort the students on an extended field trip to South Africa’s famous National Arts Festival in Grahamstown, followed by a tour of historical sites and monuments on the Eastern Cape. Upon their return to Cape Town these students will continue their service-learning and research from spring quarter.

New students joining the program for the summer will engage in a program much like that currently offered with a special extended Bing field trip.

With this additional summer quarter, we hope that students who find it difficult to study overseas during the traditional September-to-June academic year will take advantage of a new opportunity to participate in a BOSP Program.
What is conservation photography? I think of it as “nature photography with a mission.” Conservation photographers photograph the natural world, animals, and plants, and the people that threaten, protect, or study wildlife and ecosystems—all with the goal of advocating for specific conservation outcomes. In August 2013, I traveled to Costa Rica with co-instructor Neil Ever Osborne and a dozen Stanford students to explore coastal and forest ecosystems.

We spent half the course on the Caribbean coast near the fishing village of Parismina (just south of Tortuguero National Park), then moved inland to La Selva Biological Station, and finally into the mountains of the Monteverde Cloud Forest. We were serenaded each morning by howler monkeys and driven back to the lodge each evening by hordes of mosquitos. Computers failed in the humidity, rain poured down each day, scorpions invaded the bathrooms and tarantulas took up residence in the showers—but the group remained cheerful in the face of all challenges.

Our students learned how to use digital SLR cameras, process digital images, and construct photoessays about conservation. In Parismina we worked with a local conservation group to release dozens of hawksbill and leatherback turtle hatchlings into the sea and protect green turtles as they dug nests and lay eggs at night. Finally, back in San José, students presented their final photoessays and individual portfolios. I find it extraordinary that a group of students who had never used digital SLR cameras prior to this trip could produce such a sophisticated body of work, all in the course of three weeks—and all in service of conservation and biodiversity.
Facing page from left: Spider photographed by Amanda Sami. Leatherback turtle hatchling headed for the sea photographed by Julia Lee. This page clockwise from upper left: Sophie Charlton’s photograph of a howler monkey. Laura Swenson photographed a leatherback turtle hatchling. Catherine Hsieh captured the intricate buttress of a tree in Tortuguero National Park.
When applying to study at BOSP in Cape Town, almost all students identify service-learning as their primary interest in the program. We offer them the opportunity to complete a demanding, quarter-long service placement with one of our local community-development partners, in sectors as diverse as environmental education, social enterprise, and creative arts. While its roots in the field of university-community engagement are decades deep, service-learning is understood and implemented differently by universities worldwide. Various types of service-learning run from research-focused service to service internships. Our model in Cape Town continues to evolve as we reflect on and experiment with our practice. Currently, our model emphasizes participation in reciprocal relationships with our community partners and learning about service as an object of study in itself.

This approach differs from that where service-learning is based on disciplines—where students often use their service placement to learn about a particular field of study. For example, a placement at a clinic teaches students about the functionality of health systems. At BOSP Cape Town, service is used to teach students about service: paradigms of service, contexts of service, service organizations, etc. Approaching service as an object of study is premised on the understanding that service—particularly short-term international service—can be a problematic practice, one that has the potential to generate harm as well as benefit.

With regard to reciprocal relationships, our students benefit immensely from our partners’ support. Likewise, our partners benefit from the time and energy our students give them. However, it is not just our students who have individual relationships with our partners, for Stanford BOSP Cape Town has an institutional relationship with them, too. Thus we need to ensure that our involvement, both the students’ and Stanford’s own, add value to their organization. To that end, our service-learning practice includes working with our partners independently of our students: building capacity in organizations, providing platforms for networking and collaboration, and nurturing relationships that transcend student placements.

What’s Service-Learning?

Jen Van Heerden, Service-Learning Partners Coordinator at Stanford’s center in Cape Town, South Africa, tells us how the concept promotes students’ work by involving them fully and deeply.
These two features distinguish our service-learning programme from a more traditional service internship. An internship is student-focused, where the student's learning is the primary purpose of engagement. The achievement of specific outcomes—which are usually tied to the student’s coursework or internship requirements and not the needs or priorities of the organization—shapes the placement. At our center in Cape Town by contrast, our placements are partnership-focused. Thus the relationship between Stanford and our partner shapes the placement, and students are required to adapt to the partnership, not the other way around.

In practice, then, students are positioned as supporters of local service providers, not as project managers. They slot into existing programming, contributing to the social-change projects of others. We consult with our partners when designing each student’s placement, and we encourage students to recognize the expertise and leadership of local staff. If students approach their placement with humility, open-mindedness and enthusiasm, they have an incredibly rewarding experience. They learn how to serve with others as part of a collective and how to manage both the frustration and successes of working collaboratively. Their willingness to serve in this way endears them to our organizational partners, who report a clear distinction between “American volunteers” who follow a more traditional model of student-centred service, and “Stanford students” who place the interests of the organization above their own.

To complement their placement, and to situate intentionally service as an object of study, students participate in a reflective service-learning seminar, Service, Citizenship and Social Change, which covers topics from development and inequality to the salience of socio-historical identities. Through using their service placements as the primary texts for classroom analysis, the seminar helps students translate their experiences into deep, potentially transformative learning. A past participant wrote about her service-learning experience in Cape Town as follows:

“Only through reflecting on my relationships was I able to figure out the idea of service learning that I am leaving with…service learning is about changing my view of how I look at the world…It is a demanding form of engagement that forces us as students to contribute just as much to our education as we take away from it…It took for me to truly become engaged with [my community partner] in order to allow the experience to break down every preconception I had of what it meant to ‘serve’ others in order for me to be able to define that for myself.”
Center Notes: News From the Centers

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 Hamrda, Editor, Abroad

WHAT’S COOKING  Professor Rob Reich’s Food and Politics class set the tone for a food-oriented quarter full of events such as a visit to the Castello di Verrazzano where students sampled organic food and wine, and a Bing trip to Naples, Pompeii and Sorrento during which the group learned how to make mozzarella di bufala and pizza margherita on a local farm. Other highlights included a day in Panzano in Chianti with Dario Cecchini, the Dante-reciting celebrity butcher extraordinaire, meeting and getting to cook with Vito Mollica, a Michelin-star chef, and tasting newly pressed Tuscan extra virgin olive oil.

LITERARY ANNIVERSARY  2013 marks the 500th anniversary of the writing of Niccolò Machiavelli’s The Prince. In honor of this momentous occasion, students were treated to a private visit at his home and were able to wander through the very rooms where Machiavelli lived in exile while writing the controversial text.

LECTURE SERIES Students enjoyed the Incontri a Palazzo lecture series and, in particular, a thought-provoking lecture by Ashok Vaswani, CEO of Retail & Business Banking, Barclays Bank (London). The talk emphasized the utmost importance of our contact with people and the relationships we forge with others in our increasingly digitalized world.

CULTURE  Students attended a performance of Donizetti’s Elisir d’Amore at Florence’s premier opera house and a piano recital dedicated to the Italy of Franz Liszt held at quarter’s end at our still new home, Palazzo Capponi.

SPORT Florence’s soccer team, La Fiorentina, is having one of its best seasons to date and is in the top five of Italy’s Serie A teams. Students, surrounded by crowds of enthusiastic fans, cheered on the players during one of their most exciting home games of the season.

PROGRAM BUZZ  Robert Reich, faculty-in-residence this last fall quarter in Florence, recently wrote to Ermelinda Campani, Director of The Breyer Center for Overseas Studies in Florence, saying “If Stanford….is the Florence of the 21st Century, then going to Stanford and doing the Stanford in Florence program are like getting the best of the past millennium.” His correspondence included this URL—http://www.economist.com/blogs/prospero/2014/01/stanford-university—that leads the reader to an article published in a BLOG of The Economist on January 6, 2014, titled A Florence for the 21st Century.

BUILDING PARTNERSHIPS  As part of its effort to nurture its institutional relationship with non-governmental-organization partners in service-learning and research, the Cape Town Centre offered two professional-development workshops this last fall. One in September featured a presentation and discussion focused on non-profit financial management by Cathy Masters of CMDS, a Cape Town accounting firm that works exclusively with non-profits. The second forum, dealing with orientation and supervision of volunteers, took place in November. Both workshops were well attended and received very positive feedback. While the Centre’s partners benefit from the work of our students during the first half of each year, these forums enable us to maintain contact with the partners and contribute to their capacity to work with student volunteers and to their work more generally. Importantly, in their evaluative feedback partners’ staffs express their appreciation for these workshops and the opportunity to connect not only with Stanford, but also with other, similar organizations in the region. As a colleague from one of the organizations remarked in November, “I am thankful for these events as they make me feel like I belong to an extended community of people concerned with Stanford students’ learning and development in Cape Town and with developing our region more generally.”

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LIFE AS AN AUTHOR As part of the Distinguished Speakers Series, Juan Villoro, one of the most prominent contemporary Mexican authors, visited the Santiago Center and talked to students about his versatile literary career and personal path. Responding to students’ questions, he also discussed current political and social issues in Mexico.

THE MARKETING OF POLITICS The Santiago Center screened the Oscar-nominated Chilean film NO that was followed by a conversation with Professor Germán Correa about the events pictured in the movie. Professor Correa, who led the Popular Democratic Movement and served as Minister of Transportation under President Patricio Aylwin as well as Minister of National Affairs under President Eduardo Frei Ruiz-Tagle, shared his experiences and memories before and during the Chilean national plebiscite of 1988.

ELECTION REFLECTION Following the Chilean presidential election in November, students had an opportunity to meet with Dr. Augusto Varas, Fellow at the Woodrow Wilson International Center for Scholars (Washington, DC), president of the EQUITAS Foundation (Chile), and Coordinator of the NOREF (Norwegian Peacebuilding Resource Center) seminar series Latin America’s New Roles in a Changing World. The author of books on civil society, armed forces, democracy and international politics, Varas commented on the results of the presidential election and talked about the broader political context in Chile.

NOTEWORTHY Iván Jaksić, Director of BOSP’s center in Santiago and author of the book, Andrés Bello: Scholarship and Nation-Building in Nineteenth-Century Latin America, has been recognized in an unusual way by The Economist: see http://www.economist.com/blogs/americasview/2014/01/bello-column.

OVERSEAS ATHLETE That student athletes cannot participate in a quarter of study abroad is a widely held perception, and for some (more often than we might like) it is a fact. But Berlin student Lucy Davis disproved that perception last fall in Berlin. A professional show-jumper (she won the Grand Prix of Lausanne a week before starting her coursework in Berlin), she trained with Germany’s Meredith Michaels-Beerbaum in Bremen for the past few summers. During Autumn Quarter, she successfully “wore two hats” (or, more precisely, a hat and a helmet) while studying abroad, spending weekdays in courses and traveling to different European cities to compete on weekends. Lucy writes of the combination: “While studying at Stanford in Berlin I have had the unique opportunity to realize my dream of competing on the fall circuit for European show-jumping. Not many riders have the chance also to be students, so I feel lucky to have a home base in Berlin with supportive friends and faculty at Stanford!”

Do you have a story or photo to contribute to Abroad? Your submissions will be considered for publication.
Contact Bob Hamrdla, Editor, at hamrdla@stanford.edu.
Renovation of Stanford House in Oxford

Once receiving city approval, construction is planned to launch in June of 2014, immediately after Stanford students leave at the end of Spring Quarter. The project, estimated to take five months, will necessitate the closure of the program in autumn quarter of the 2014-15 academic year. In January of 2015 a new group of students will return to a larger, improved, more accessible, and refreshed facility.

Stanford’s program in Oxford began in 1984 with the acquisition of six adjoining houses on High Street in Oxford. Leased from Magdalen College, there are currently places for 43 undergraduates to reside together in a facility that also includes administrative offices, small seminar spaces, and lovely gardens.

The site that currently makes up the Stanford center can trace its history as far back at 1578 when houses are shown on the well-known Agas map of Oxford. Timber-framed houses on the same site, each with its own long garden roughly on the site of the present gardens of Stanford House, appear in the Loggan’s map of 1675. By the late 1700’s the street frontage was brought forward to its present position, and in the early 19th century some of the houses currently making up the Stanford complex were rebuilt as part of a general improvement to the Eastgate bridge approach. Since 1850 the street line has remained unchanged and the houses themselves remain structurally intact.

All this is to say that Stanford House in Oxford pre-dates Leland Stanford and Stanford University by more than a century! While the buildings have been heavily altered over the years, they have not had a thorough “redo” since 1984 when the Stanford Overseas Studies Program took possession of the space and made changes to consolidate the individual houses to create a connected series of spaces. In reality, the result was the creation of a warren of circulation and a labyrinth of socially disconnected spaces.

As Stanford enters the 30th year of its 75-year lease with Magdalen College it’s obvious that many years of general wear and tear and dilapidation have taken their toll. What was once called “charming” by generations of students has now become a bit shabby.

The proposed work at Stanford House is designed to enhance the facilities, notably by making it accessible to disabled students, by providing a reception and seminar room capable of accommodating all 43 students, by redecoration and refurbishing of all the student bedrooms and offices, and by carrying out a number of infrastructure improvements intended to make the building viable for the remainder of the 75-year lease.
Dr. Michael Hugh, formerly Director of International Affairs and Academic Coordinator of International Programs at Nagoya University of Commerce and Business (NUCB), has been appointed Director of BOSP’s Program in Kyoto, Japan. In his previous work, Dr. Hugh led the undergraduate and graduate international programs at NUCB and says “I look forward to applying my energy, skills, and experience” to developing further BOSP’s Program in Kyoto. His previous work included directing NUCB’s undergraduate English-language curriculum, one of the largest in Japan. Dr. Hugh received his Ph.D. in Sustainable Energy Technology & Policy from Imperial College London, and his composite background adds to his marked and broad affinity for joining BOSP. He assumed his new position on December 17.

Your editor asked Dr. Hugh, “What attracts you most to this position with BOSP?” His response: “I’ve been involved with international programs in higher education for some years now, but I’m still frequently amazed at the transformational effect that even a short (though admittedly intense) period of cultural immersion can have on a young person. To have the privilege of managing such programs is very satisfying indeed. To have the opportunity to work with Stanford students, faculty and staff in beautiful Kyoto is better yet. In 2014 the Stanford Program in Kyoto will celebrate its 25th year, and I’m looking forward to leading this historic program into its next quarter century.”

One more question was: “If a student asks you why he or she should study in Kyoto with Stanford, what would you say?” “Kyoto is Japan’s cultural capital, with a small geographical size which belies its deserved place in Japan and the wider world’s popular imagination. The city dates back well over a millennium and its status as the country’s former Imperial capital has left it replete with traditional architecture and customs. Despite its classical heritage, however, Kyoto is a resolutely forward-looking city and one of Japan’s leading entrepreneurial and high-tech hubs. So, students coming to study on the Stanford Program in Kyoto will have an unrivalled chance to experience at first hand how the city has shaped Japan’s past, its present, and very possibly its future too. It is my goal that students on the Kyoto Program will come away with entirely new perspectives on the interplay between history, culture and innovation.”

BOSP welcomes Michael Hugh!
WEINSTADT, GERMANY

High above the Rems Valley near Stuttgart last August, a wiry gray-haired man approached, looking at me intently and breaking into a grin. “Karen Moxness!” exclaimed Fritz Krauter—erasing an absence of 50 years. When I’d last seen Fritz, he was 13 and I was a 19-year old Stanford junior helping his family harvest their wine grapes. With Diane Albracht Benson ’65 and other students, we’d spent hours around his family table, eating, laughing and trying to decipher the Swabian dialect spoken in this part of Germany.

These magic moments of reunion and remembrance kept occurring this summer when 25 members of Stanford in Germany Group XI returned to Germany. We’d dubbed ourselves the “Elfers” from the German word for eleven. With spouses, our group totaled 40—one of the largest ever to hold a reunion abroad. Only a few of us had been back to the site of Stanford’s first overseas campus since 1963, when a chartered jet from San Francisco carried 73 students to this wine-rich, rural setting.

Fifty years ago, our dormitories and classrooms sat atop Landgut Burg, aka “the Burg,” a 30-acre estate overlooking the small town of Beutelsbach where Stanford established its first overseas campus in 1958. The grand opening was covered in Time Magazine because it was so unusual at the time. In 1975, Beutelsbach was incorporated with four other villages into the town of Weinstadt, now Germany’s 10th-largest wine-producing area. When we arrived in June, 1963, the Cold War still cast its pall over Europe, Berlin was divided into hostile sectors and Bonn was the country’s capital. Germany wouldn’t be formally united for another 27 years.

Our half-year abroad was a life-changing adventure. It was also marked by tragedy—the assassination of President John F. Kennedy that November.

We bonded as a group during our six months of study, visits with our assigned village families, and travel throughout Europe. Many of us continued to stay in touch through the decades.

At several Stanford class reunions in Palo Alto, we’d mused about how much fun it would be to roll back the years and return to the scene of our youthful, zany adventures. Finally, after years of career-building and paying for kids’ college tuition, we decided to do it. Four well-organized leaders stepped up: Sharon (Fogleman) Hockensmith, ’65; Randy Ireson ’66; Judy (Paesler) Gregory ’66 and Doug Bruce ’65. They planned tours and other events in Stuttgart, Weinstadt and Berlin, enlisting the help of Bob Hamrdla, Stanford ’59, a veteran Stanford travel guide and Germany expert who’d shared our European adventures during our 1963 summer quarter.

Continued on facing page
On our first night back at Landgut Burg, we gathered in the dining room of the renovated building that we’d known as Grosses Haus, the women’s dormitory and our dining quarters. Laughter and excitement punctuated our first dinner together. A slide show produced by Sharon Hockensmith showed our young selves at work and play: openly enjoying beer and wine in the Burg’s Ratskeller, a new experience since we were still underage in California; staging a “Wild West” melodrama and a Halloween pageant for our bemused German families; teaching the Stanford men (including former U.S. Commerce Secretary John Bryson) how to knit on long bus trips through Europe; hiking the steep footpath from the Burg down to the village; baking bread in the town’s communal oven; harvesting grapes in the fall and playing an unfamiliar sport called soccer.

The photos also showed exhausted students sleeping on hard benches in a train station, separated from their passports and barred from crossing the border after Italian authorities oversold their reserved train seats in Rome.

At the dinner, we gave Bob Hamrdla a belated “hero” plaque for his role in guiding the stranded group back to the Burg.

A series of “then and now” slides compiled by Judy Gregory also hinted at how we’d changed. Many of us had turned 70. Some were struggling with cancer and the deaths of spouses. We raised a glass to the Elfers who have died: Dr. Ken Tittle, Profs. Philip “Fritz” Rehbock and Michael Cohen, and the professors who taught us, including Wayne Vucinich and Leonard Ratner. And we weren’t the only ones who’d changed. So had Germany.

Beutelsbach/Weinstadt no longer has livestock in the streets and a community oven. Old landmarks were hard to find.

Intrepid hikers Jan (Earlougher) Hawkins ’65, Ann (Emmert) Robinson ’65 and Superior Court Judge Susan (Miller) Dauphine ’65 re-discovered the old footpath from the Burg to Beutelsbach after having been told by several locals that it was no longer usable, recalled Hawkins, who has hiked the entire Pacific Crest Trail on the West Coast.

The village is now home to a large wine cooperative and serves as a bedroom community for Stuttgart, the corporate headquarters of Mercedes Benz. The once-provincial Swabians are now the financiers of Germany.

Jürgen Oswald, Weinstadt’s mayor, welcomed us on the City Hall steps and quizzed us on who among us owns a Mercedes. Nobody, we confessed.

We gave him a Stanford banner, which he promised to hang in his Beutelsbach office.

The changes were even more dramatic in Berlin, the city where Stanford students now study in an elegant renovated mansion in the suburb of Dahlem. We vividly remembered our Berlin adventures 50 years ago: passing through Checkpoint Charlie into the East sector, talking with Russian soldiers and Christian dissidents and debating the “meaning of freedom” with Humboldt University students, beating the midnight curfew to return to the western sectors, risking arrest if we were late. All that is gone, including the rolls of barbed wire between East and West Berlin and the makeshift memorials to people gunned down trying to escape. Only a short portion of the wall still stands, covered with murals, for foreigners and Germans alike to remember what it signified.

“I had faith that we would have an interesting, enjoyable gathering, but our reunion so far exceeded my expectations and those of everyone who took part that the only word that comes to mind is magical”
We stood where President Kennedy gave his famous “Ich bin ein Berliner” speech and where President Ronald Reagan delivered his equally memorable words: “Mr. Gorbachev, tear down this wall.” Bob Hamrdla helped ease our transition from distant memories to today’s reality with a series of morning lectures before we hit the streets. He described a lingering social divide in Berlin between the “Wessis,” largely middle-aged, employed people, and the “Ossis” who lost their Communist-era jobs and often yearn for the way things were. There’s a new word for their feelings, “Ostalgia.” At a 2013 street protest, disgruntled Ossis threw spätzle, Swabian noodles, to protest the gentrification of East Berlin. (We’d learned to make those delicious noodles in the Beutelsbach homes of our German families and could never have guessed they’d be used this way.) Hamrdla also described the rumbles of discontent in the former western Germany about the “solidarity tax” all Germans must pay to help out the former East Germany.

As a result of this funding, the former East Berlin is full of impressive buildings and buzzes with life. But many small villages in the former East Germany are largely depopulated due to migration, according to Hamrdla.

At the U.S. Embassy, during a briefing by a young political affairs officer, we were surprised when John Emerson, the new U.S. ambassador, walked in to greet us. Emerson had been in Berlin only a few weeks following his confirmation by the U.S. Senate.

We packed much more into four days: A tour of the Reichstag building where the Bundestag, Germany’s parliament meets—whose members were in their districts running for office three weeks before the national elections; a look at the Chancellery where Angela Merkel’s offices are located; a breathtaking concert of Schubert and Bruckner pieces at the magnificently-restored Konzerthaus Berlin; seeing world treasures on Museum Island; walking the famous avenue, Unter den Linden, and visiting the stark and moving Memorial to the Murdered Jews of Europe and the Neue Wache, dedicated to all victims of war and tyranny.

At a final sendoff dinner, we toasted ’65 classmate Neil Nakadate’s 70th birthday the next day and praised our extraordinary trip. “I had faith that we would have an interesting, enjoyable gathering, but our reunion so far exceeded my expectations and those of everyone who took part that the only word that comes to mind is ‘magical’,” said Sharon Hockensmith.
Berthold Beitz, 1913–2013

Karen Kramer, Director of BOSP’s Program in Berlin, writes this obituary for Berthold Beitz whose role in founding and carrying on the Krupp Internship Program at the Center is legendary.

The Stanford Program in Berlin reports with deep sadness that Berthold Beitz, Chair of the Alfried Krupp von Bohlen und Halbach-Foundation, who initiated the Krupp Internship Program for Stanford Students in Germany in 1982, died in his vacation home on the North Sea Island of Sylt just a few weeks before his 100th birthday.

Berthold Beitz was an exemplary man. Raised in a family of modest means in a small Pomeranian town, he was a youth of unusual charisma, warmth, and energy who rose to become the most renowned corporate leader in postwar Germany. His perspectives were broader and his humanity deeper than those of most of his peers. During World War II, Beitz and his wife, Else, saved over 200 Jews from Nazi death camps in Boryslav (Poland), for which they are honored in Yad Vashem’s “Righteous among Nations.” When he told me he had received this honor, he said, quietly, “I was not a resistance fighter; what my wife and I did was simply the human thing to do.” Beitz was an open and progressive man, an early proponent of détente who urged normalization of trade with the East bloc. It was he who persuaded Alfried Krupp—who had spent time in prison for the firm’s use of slave labor during WWII—and his son, Bernd, to transform the family fortune into a foundation for the common weal.

Last year, at a festive luncheon in the Krupp family mansion, Villa Hügel, Berthold Beitz hosted prospective Stanford interns on the 30th anniversary of the founding of the Krupp Internship Program. In the history of the Program, over 1,150 Stanford students have completed full-time internships in Germany. At the luncheon, alumnus Claus Zoellner (emeritus Board Member of the Stanford Club of Germany who had, with Kenneth Kaufman, negotiated the funding for the Program with Mr. Beitz three decades ago) toasted Mr. Beitz and quoted to assembled students the sentence from Pericles that Berthold Beitz often cited as the maxim for his life: “Das Geheimnis des Glücks ist die Freiheit; das Geheimnis der Freiheit aber ist der Mut”; in English, “The secret of happiness is freedom; the secret of freedom, however, is courage.”

We honor the memory of Berthold Beitz.
Director’s Letter (Cont’d from page 2)

studies. They could serve as extensions of our current program run in partnership with the University of Queensland. In Beijing, a combined effort on the part of BOSP and the Interdisciplinary Program in Urban Studies leads us toward a possible interdisciplinary service-learning course offering students a comparative approach to investigating the development of sustainable cities, with a focus on urbanization in the world’s two largest economies (and biggest emitters of greenhouse gases), China and the United States. We are also well aware of the need to provide more internships in other centers such as Paris and Florence.

Finally, I would be remiss not to say a word about our immensely popular and effective internship programs in Berlin and Kyoto. These excellent and ongoing programs, central to the curricula there, serve as continuing models of how to combine academic learning and internship experiences in ways that most enhance Stanford’s undergraduate experience. Having visited both Berlin and Kyoto this past summer to thank our internship partners in Germany and Japan, I witnessed first-hand the power, grace, and elegance of these really good internship programs. Combining the best of real-world working experience with sophisticated and demanding academic rigor, our internships with corporate, academic, and public-service partners in Germany and Japan offer Stanford students a window into institutions that are shaping the direction of our globalized economies and cultures.

Above: Kristin Lin in the midst of creative endeavors at her internship at the light design company, Room Division, in Berlin. Photo by Konzept und Bild / Cathrin Bach.
In Japan, the novel Internship Exit Program jointly sponsored by Stanford University, the Stanford Japan Association and the Sasakawa Peace Foundation celebrates the accomplishments of Stanford’s interns in Japan. What stood out most strikingly for me as I heard each of our twenty-three students report on his or her accomplishments as interns and speak (often in Japanese) about experiences in Japan was the deep love that they had formed for Japan itself. In their typically astonishingly impressive manner, our students were clear about the ideals of high learning that are fostered at Stanford and in Japan. The internships are important because they allow our students to face the practical and real problems of our time.

The internships in Japan, like those in Germany, are the central diamonds in the crown of the Bing Overseas Studies Program. That diamond shines with the beauty of the love of learning which is the hallmark of all humanistic thought. Now you, as alumni of Stanford’s overseas programs, can well understand better why all of us who are involved in this unique venture called BOSP find excitement and nourishment as we watch the accomplishments of our students!

Ramón Saldívar
Burke Family Director,
Bing Overseas Studies Program

Above: Myles Lam building an electric car during his Kyoto internship at Osaka Sangyo University. Following his Kyoto studies abroad Myles served as a Kyoto program student advisor.
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Thank you!

Beijing program students, captured by Joshua Benner, appreciating art at the 798 art district. This particular piece is constructed from a single sheet of paper that wraps around the entire room.