A Letter from the Director
Norman Naimark is Robert and Florence McDonal Professor of East European Studies and Burke Family Director of the Bing Overseas Studies Programs.

Dear Friends,

As you well know, our primary task at BOSP is to provide the highest level of academic and cultural engagement for Stanford undergraduates at our centers around the world. We justifiably spend a great deal of time and effort working on ways to improve our students’ educational abroad. We measure our success in terms of how well our students integrate with the host cultures and how much they learn about local institutions, norms, as ways of working and living. For nearly five decades, students have reported back to Stanford that their experiences with Overseas Studies were among the most important, if not the most important, in their undergraduate careers.

With our focus on students and their education, we sometimes forget the important role that Stanford Overseas Studies has played in faculty development. I want to elaborate on this aspect of our activities in my letter.

Since the beginning of the program in 1968, nearly 475 faculty members have taught at Stanford programs abroad. Each of them has a different experience, depending on fields of study, experiences on the home campus, and intellectual interests. But they all share the common endeavor of teaching small groups of the finest of our undergraduates in a place and culture that excite and engage both teacher and student. Freed from pressing professional and administrative obligations while abroad, faculty members get to know students in a way that has become increasingly difficult on campus. It is simply a fact of campus life that both students and faculty are often too busy to nurture their mutual intellectual and personal relationships beyond the classroom.

While abroad, faculty and students go on the same field trips, enjoy the same Bing cultural opportunities, attend the same guest lectures, and sometimes even take language courses together. A number of faculty members who teach for us abroad, especially those from the professional schools, rarely teach undergraduates at the home campus. For them, it is a particularly stimulating experience to encounter the enthusiasm, freshness, and enormous potential of our Stanford students firsthand.

Undergraduates at our centers get to know the faculty members’ families, sometimes even intimately, and faculty members get to know our students as young friends. The personal and intellectual relationships that develop from a common experience abroad often translate into continuing contacts back on campus, and even lifelong friendships. Many students find their undergraduate theses advisors and academic mentors while studying at one of our centers.

For those faculty members professionally engaged in the countries where they are teaching, there are multiple benefits of working abroad. They can plunge into local libraries, archives, laboratories, and research centers and reconnect with valued colleagues. They

The program will be located at the International Institute in Madrid. The International Institute has played a key role in the cultural life of Spain and provides extensive educational and cultural programming, all of which will be available to Stanford students. Its facilities include classroom and multi-use spaces, a computer-learning center, café, and garden. The Institute’s library contains over 70,000 volumes and is considered one of the most complete collections in Spain. Stanford will have dedicated classroom and office spaces, as well as a student lounge.

The academic program will include courses in Iberian Studies, political science, economics, history, and Spanish language and literature, among other disciplines. Local Spanish faculty and members of Madrid’s academic community will teach courses. All courses will be taught primarily in Spanish and will offer academic credit from appropriate Stanford academic departments, as well as satisfy some General Education Requirements (GERs). Required Spanish-language courses will also be offered at different levels to accommodate students’ varying levels of Spanish proficiency.

As with BOSP’s other programs abroad, one Stanford faculty member will serve as Faculty-in-Residence each academic quarter and teach a course within his or her discipline. During Winter Quarter 2007-08, Professor Michael P. Predmore, Department of Spanish and Portuguese, will become Stanford’s first Faculty-in-Residence to teach in Madrid. During Spring Quarter 2007-08, Dr. Herbert S. Klein, Director of the Center for the Center for Latin American Studies, will serve as Faculty-in-Residence. Director of the Center is Dr. Santiago Tejera-Canal.

Applications for the initial quarter were accepted in May, and students responded enthusiastically, quickly filling every one of the 35 spaces available. More specific details about the program are available on the BOSP website at <http://osp.stanford.edu/madrid/index.html>.

ATTENTION ALUMS! SATURDAY, MAY 3: HOLD THE DATE FOR THE 50TH ANNIVERSARY OF OVERSEAS STUDIES AT STANFORD

The Bing Overseas Studies Program (BOSP) will mark its 50th anniversary in 2008. Since its inception, over 23,000 undergraduate alumni have enrolled in one of Stanford’s programs overseas. The anniversary celebration on Saturday, May 3, 2008, will bring together BOSP alumni, students, faculty, and staff to commemorate the program’s unique success—and look toward the future—with a half-day of internationally focused panels and faculty speakers followed by a celebratory dinner.

Please hold Saturday, May 3, 2008 on your calendar and count on receiving further information in the autumn.

continued on back page
We cannot even begin to imagine the algorithm that brought us together as freshman roommates. Our lives were our participation in the Puebla program during our senior year, we were able to redefine and reaffirm our lasting bond. One of the most significant contributions we made was to gain a richer understanding of our ethnic roots. As first-generation Mexican-American college students, we took great pride in our background. Consequently, towards the end of our junior year, we individually decided to study abroad in the Puebla program to enrich our academic experience by becoming immersed in our native region including Chila, Puebla, Bokalax, and Argentina.

Were You an Alum in a “First” Group? Want to Tell Us About It?

In recognition of the 50th anniversary of Overseas Campuses and Overseas Studies, we at Abroad want to assemble recollections from alums who were members of the first groups at the following locations that opened in the program’s first decade: Beutelsbach (1958), Florence (1960), Hamburg (1962), Harlaxton (1966), Nantes (1964), Salamanca (1968), Semmering (1965), and Tours (1960).

You are invited to tell us about why you went, what you found, which experiences still stand out, and how your stay overseas has affected your life. We suggest a limit of about 750 words though you may write more if you wish. We will ensure that a copy of all submissions is given to the University’s archives, and of course we will keep a set at Overseas Studies. We also plan to run a selected subset of the essays in the next issue of Abroad in late January, an issue that will commemorate the anniversary. Criteria for selection will include length (there is unlikely to be space for more than 750 words per essay), relevance to the theme of the anniversary, and appeal to a broad audience.

Give it a shot! Think back to those days overseas. Send your electronic submissions to Bob Hamrdla, Editor, at hamrdla@stanford.edu or in hard copy to him at the office’s address shown at the top of page 4. The firm deadline for submission is November 1, 2007. We look forward to hearing from you and thank you in advance.

What? I Didn’t Go to Cliveden; I Was at Harlaxton!

Many alums of the Overseas Campuses and Overseas Studies Programs have discovered that the entries regarding their study abroad with Stanford as shown on the web site of the Stanford Alumni Association are incorrect. Dates may be wrong, the campus or center may be wrong, there may be multiple incorrect entries, or no entry at all. Please do not fault the Alumni Association; over time the errors have stemmed from various transitions in systems.

For some alums whose records incorrectly showed no participation, we will have added your names to the list of those receiving this issue of Abroad; if you haven’t ever received it before, we hope you’ll enjoy it from now on. Issues appear in early February and early August. For a look at past issues, please go to <http://osp.stanford.edu/publications.html>.

Abroad Overseas Studies has been aware of these inaccurate data for some time; we estimate that as many as 75% of the entires are incorrect in some way. But now we’re doing something about it! Through a painstaking process of examining the entries for each and every alumn—some 23,000—and preparing corrections, we hope to have accurate information in every one’s file by early 2008. In the meantime, we request that you not contact us about this matter; in virtually all cases we already know about the errors and have the accurate information. We’re now busy preparing corrected entries. All of them will be posted at once—we hope in early 2008. An article in Abroad will notify you when corrections have been completed. Then we’ll invite you to let us know of any errors. Thanks to all alums for your patience.
Internships and Bing Overseas Studies Programs

Recognizing the values of internships as outlined by Kristin Conner [see adjoining article], the Bing Overseas Studies Program (BOSP) has long endeavored to include them among the offerings available to students who go overseas with Stanford. In fact, the Krupp Internship Program at the center in Berlin has just celebrated its 25th anniversary! But there is now a variety of internships offered at almost all the centers, some involving pay, some not, some involving academic credit, some not, and so on. Because many alumni and students are not familiar with the full range of these offerings, this issue of Abroad presents a series of articles about them on this and the next page.

Students will find internships avail-
able at six of the current nine centers—Berlin, Florence, Kyoto, Moscow, Paris, and Santiago—and another article describes a new program forthcoming in a seventh: Beijing. In basic terms, the center works to match students desiring internships with appropriate assignments in the host country, taking into account as much as possible the students’ qualifications, desires, academic background, linguistic ability, and time available. Most internships take place after the student’s study at the center and last a quarter (often summer quarter, in Kyoto only summer). Internships are more easily found in some disciplines than in others so the more flexible students can be, the more likely the centers can find appropriate internships for them.

This information is general, and within the limits of time, contacts, and possibilities, each center will consider students’ requests for different arrangements. It’s also important to realize that many students have worked with professors on the home campus to arrange independent academic work overseas for credit, a variation on an internship involving work. The two most important principles for students are 1) flexibility and 2) planning in advance.

Please go to http://osp.stanford.edu/publications.html for earlier issues of Abroad that include students’ reports in internships and for two issues of the newsletter of the Krupp Internships Program in Berlin.

Understanding the Chilean Economy

Mike Gradilla (’07, History, with minor in Latin American Studies) writes about his internship in Santiago, Chile.

Much of Chile’s allure for students considering studying abroad there lies in the country’s phenomenal economic success—especially in comparison to other Latin-American countries—in the past two decades. Indeed, in one way or another, each of my classes in Santiago dealt with this “economic miracle.” Whether through studying the country’s historical economic trajectory, the politics behind the decision that allowed for sustained growth, or by directly examining Chile’s economy, most of my academic engagement revolved around understanding the Chilean economy.

Nothing, however, contributed more to that engagement than working hands on with one of the most influential players in this development—The Chilean American Chamber of Commerce (AmCham) where I was lucky enough to have an internship. AmCham has been at the forefront of helping to bring foreign direct investment into Chile and placing Chilean products in American markets by being a forum where American and Chilean businesses interact with each other. AmCham’s work is highlighted by its pivotal role leading to the signing of the Free Trade Agreement between Chile and the U.S. in 2003. In 2003, Chile’s economy, however, still faces growing pains and needs to find a way of maintaining growth long into the future. My time at AmCham helped me understand the challenges facing the country and what its leaders are attempting to do to place it firmly on a sustainable path.

Working in the research department at AmCham, I was able to learn alongside the people aiming to maintain that growth. I learned how to market Chilean products to American consumers, met officials from the Department of Commerce making the connections that allow American businesses to break into the Chilean market, and delved into examining the new challenges facing Chile—the most prominent of which is turning its economy away from being primarily producer toward one whose innovation takes center stage. Not only did AmCham open my eyes to these new challenges, but it also placed the resources necessary to study these issues before me. I connected this experience with my academic interests, largely with the help of people and materials from AmCham, by writing the final paper for my Chilean Economy class on the need for increased innovation. Hence this internship provided two major understandings for me. First, I now have a greater appreciation for the central role universities play in fueling innovative approaches to new challenges. Second, I understand better the difficulty of replicating this knowledge-based model for economic development in a country that has relied historically on materials and workers from AmCham, by writing the final paper for my Chilean Economy class on the need for increased innovation. Hence this internship provided two major understandings for me. First, I now have a greater appreciation for the central role universities play in fueling innovative approaches to new challenges. Second, I understand better the difficulty of replicating this knowledge-based model for economic development in a country that has relied historically on primary production, but sees its future economic success as dependant on its ability to transform itself into a center for innovation.

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Grundschule Lessons

Nancy Mata (’09, Sociology) tells us of her exciting experience through the Knapp Internship Program at Stanford’s center in Berlin.

When I decided to take a quarter off to teach English at an elementary school in Berlin, I had no idea that my Knapp Internship would turn out to be my dream job. What made my intern-ship so special was the opportunity to be more than an instructor. I was also a friend, a parent administrator. Although I was extremely sad to

Internships in China

Dr. Jason Patent, Director of Stanford’s center in Beijing, tells us of a new and innovative addition to the program there.

Three years after the first Stanford students were welcomed at the Center in Beijing, the program continues to grow and to offer more and more opportunities for our students. This summer in 2007 we are especially excited to be offering our first summer internships.

We do not yet have our own internships in place so in the interim we have contracted with an outside provider, Abroad China. Abroad China comes highly recommended from colleagues as a reliable provider of interesting and challenging internships. Students wishing to participate list three ranked areas of interest, and Abroad China guarantees a match in one of them. Areas include marketing, finance, information technology, engineering, public relations, non-governmental organizations, and more.

In the midst of the academic and cultural environment, with Chinese being spoken all around them. Our hope is that students will find themselves a bit bewildered and disoriented, after all, that’s where the best learning happens.

This summer six students are participating. They are eager “guinea pigs” for this new program. Beginning sometime later in 2007-08, we plan to have our own internship program that will ultimately offer students the opportunity to pursue internships in a variety of disciplines. Participants will not receive a salary, but some expenses will be covered.

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