involve me and I will understand:

EUROPEAN EXPERIENCES FOR STANFORD STUDENTS

Dr. Uli Brückner, who resides in Berlin, has taught at Stanford’s Program there since 1999. He studied at the University of Würzburg and the Free University in Berlin and teaches in his field, European Integration, at several institutions in Europe and on Stanford’s home campus as well. Through the generosity of the EU’s Jean Monnet Program for Teaching, Dr. Brückner was awarded a Jean Monnet Chair for European Integration, starting with the academic year 2003-04.

For most Americans, Europe is far away and often hard to understand. It speaks with many voices, but it also has a highly integrated market and a common currency, the Euro. In 2004, the European Union will begin to reunify the divided continent, but the 25 member states will continue to be sovereign, even if the new basic treaty of the EU is called a constitutional treaty. European integration is certainly not self-explanatory and, compared with other subjects, it is rather abstract. Nevertheless, many Stanford students realize that the European Union is of growing importance. They want to learn more about the nature of the beast and they are curious to compare the European way with what they know from home.

Since 1999 Stanford in Berlin has offered a two-semester “New Europe” Module. The course in autumn introduces the project of European integration, analyses the functioning of the political system of the European Union and discusses the role of nation-states in this new system of governance. In winter the focus is more on external affairs, eastward enlargement, trade issues and the common foreign and security policy. Berlin is the perfect location to study these processes. In the German capital one can find a variety of events and occasions to meet practitioners of the European integration process. Thus excursions to political hubs are an important part of each EU course. In recent years Stanford students have visited embassies, think tanks and political institutions. They participated in TV productions, simulations and attended conferences. They worked together with European students and published articles and reviews on EU developments.

The current EU class met with German Chancellor Gerhard Schröder in the European Committee of the German Parliament. Another special event at the Bellevue Palace, residence of Germany’s President (head of state), was a panel discussion with President Johannes Rau; the foreign ministers of Germany, Poland and the Czech Republic; EU commissioners; and again the German chancellor.

Teaching European integration in California is not so easy, when it comes to practical experiences. As a substitute for all the special events and excursions in Berlin, my course this last spring focused on a simulation of an EU summit meeting in which the students played the roles of heads of EU institutions and member states (see the accompanying “family” photo on the stairs of Encina Hall, where the summit took place). In seven hours of intense negotiations they deliberated and decided details of the EU's Eastward enlargement.

Additionally we used Wallenberg Theatre (in the newly renovated Building 160 on the Quad) for a video conference with continued on page 3
The Stanford Center for Technology and Innovation in Kyoto

Professor Tony MacDougall is Director of the Stanford Japan Center at which two programs operate. The Kyoto Center for Japanese Studies (KUCS), a consortium of Pacific universities administered by Stanford, introduces students during autumn and spring. This article describes the Stanford Center for Technology and Innovation (SCTI), a Stanford-only program in spring.

The Stanford Center for Technology and Innovation (SCTI) has created at the establishment of the Stanford Japan Center in 1989 as a pioneering program to provide Stanford students with a strong interest in technology and commerce, as well as the opportunity to learn more about Japan through hands-on experience. Students spend a spring quarter in SCTI, students, program, in Kyoto, followed by a ten-week internship at a Japanese or international firm. Currently in its fifteenth year, SCTI will have over 500 alumni by the spring of 2004.

Although the vast majority of SCTI students have been engineering majors, the program has allowed as well as other formerly under-represented Japanese studies and engineering majors. Recent years have seen a strong growth in numbers of students from the sciences. The SCTI curriculum for biology, chemistry, and physics students is designed to help students explore the Japanese society and culture through a variety of field trips and other activities that take advantage of the enormous human and cultural assets in Kyoto and the broader Kansai area.

The special of Japan for courses is 1,100 years, Kyoto abounds in Buddhist temples, Shinto shrines, imperial palaces and villas, residence palaces, traditional shipyards, and unique specialty shops. Attendance at performances of traditional festivals and theater is also part of the experience of students. SCTI students are also required to take a spring quarter in Kyoto and have the option to return for a summer quarter in the spring at SCTI. Internships may be at well-known Japanese and even some romance, less all the drama. Well, perhaps only a trip to St. Petersburg is planned for winter break. The Center for Technology and Innovation (SCTI)

In November, 2001, Berlin Stanford alumnus Hans George Will (B.A. Social Sciences and Social Thought, ‘55), established the “H.G. Will Foundation for Stanford University in Berlin.” This foundation, the first of its kind, is designed to promote understanding between Germany and the U.S. through research and teaching at Stanford, particularly at Stanford’s Overseas Center in Berlin. Prospective project areas include innovative use of technology in teaching, the role of the Stanford Center as the point of contact between Berlin universities and other institutions and Stanford in California, support of research projects, distance-learning, and the encouragement of scientific exchange between Stanford and German scientists. The founder hopes that his initiative will serve as a model for the establishment of similar foundations for other Stanford Overseas Centers around the world.

George Will was born in Germany in 1933. From 1948 until 1963 he lived in the U.S. After graduating from Stanford and completing his commitment to ROTC by serving in the U.S. as a lieutenant, he worked for Volkswagen of America. Then he returned to Germany where, for over 30 years, he managed a pharmaceutical production company that was later acquired by Dow Chemical. He had a truly international career, working for a German company in the U.S. and for an American company in Germany.

George Will has been an active and resourceful supporter of the Stanford Berlin Center since the University moved its German program from Beutelsbach to Berlin in 1975. He was instrumental in the drive to raise funds to purchase “Haus Cranmer”, the heritage villa the University had leased for a quarter century. The drive was successfully concluded in the year 2000 through the donations of George Will and another alum of the University.

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September’s Seminar in South Africa

Tim Stanton is former Director of the Haas Center for Public Service at Stanford and is now Senior Lecturer in Health Research and Policy as well as Director of Scholarly Concentration in Community Health and Public Service at the School of Medicine. He led Overseas Studies’ Seminar in South Africa this past September. Other seminars were located in Korea, England, Mexico, Belgium, India, and the Alps.

South Africa is a country of contrasts — snowy mountains and warm beaches, wealth and extreme poverty, widespread xenophobia and equally widespread crime, just to name a few.

In designing the Overseas Seminar my goal was to immerse students in these contrasts, introducing them to this country I have come to love and to a wide and varied collection of people, projects and strategies engaged in reconstruction and development of its communities.

We spent most days on the road visiting cultural and historic sites; meeting with a Member of Parliament, business leaders, and NGO directors; observing numerous development projects in the Cape Town townships of Khayelitsha, Gugulethu, and Khayelitsha. Often we were joined by cultural and Historical guides or development practitioners. One day our guide was Colleen Krupa-Solon, who had been designated as ‘coloured’ during the apartheid era.

Her family had been forcibly moved from their home seventeen times while she was growing up. We started off in the Cape Town’s Malay quarter, which had been the first residential area for slaves in the 1800’s. After introducing us to the colorful area and its history, Colleen gave us a tour of District Six and its amazing, interactive museum.

District Six was once a vivid residential area of ‘coloured’ people and other immigrant groups. Colleen’s family had lived there. In 1966 it was declared ‘white’ under the Group Areas Act of 1950. By 1982, the life of the community was over. 60,000 people were forcibly removed to barren outlying areas outside the city, while bulldozers flattened their houses. The District Six Museum, with which Colleen is involved, was opened in 1994 to recover and keep alive the stories of forced removals and assist in the reconstitution of the community.

From District Six we headed to Langa, the first township of the Western Cape, where we visited an environmental education and enjoyed a Xhosa lunch at a culinary training center. In the afternoon we made a visit to the Treatment Action Campaign, which is a lead advocacy-organization on HIV/AIDS, Radio Zibonele, which broad- casts to the Khayelitsha community from a cargo container, and Love Life, a very innovative, safe-sex educational organization.

We spent another day with the Amy Biehl Foundation Trust, visiting its main office and touring projects in the townships. This time our guide was Nobiko Peri, a former member of the Pan-Africanist Congress and convicted murderer of Amy Biehl. In a most amazing example of South Africa’s spirit of reconciliation Nobiko had been released by the Trust and Reconciliation Commission and employed by Amy’s parents, Peter and Linda Biehl. In response to this day one student wrote in our group journal, “I hope I always remember South Africa’s struggle and their amazing ability to forgive, and that I apply it to my life. I think the world will be a much better place if we learn the lesson that they show so well here!”

We spent these three days at a most unusual development program established in a small, rural village named Clanwilliam. A PhD native of the area, Peter Ginnetton, established a “Living Learning Centre” to educate the locals about rock art and the history it represents and train them as guides. In addition the Centre operates a craft-making and marketing cooperative and provides computer training to school children.

We observed these programs and visited two fascinating rock-art sites. To learn more about Clanwilliam and give something back to the Centre we conducted interviews with a wide variety of community leaders to gain information on critical issues that will assist Parkington in prioritizing his development work.

I structured the seminar so we were not simply observers and could give back to South Africa in exchange for our learning in other ways as well. Several times the students traveled in small groups to township projects to volunteer with UCT students through SHAWCO (Student Health and Welfare Centers Organization). Some students worked on environmental projects, some worked with orphans, some worked with a young mother’s group. Students prepared for the seminar through significant reading in advance. During our three weeks, visits were literally interspersed with assignments. Each student wrote once or twice a day in our “Group Journal” which chronicled events and issues for discussion. Students prepared written assessments of their experience with SHAWCO and detailed the data they collected during interviews carried out on behalf of the Living Landscape Project. A substantive final paper by each student assessed community development in South Africa.

On our last evening the students gave a presentation and dinner for our many speakers and hosts. More than 50 of us squeezed into the living room of our host for a joyful and lengthy exchange. It had been a very intense, educational, and deeply touching time — much too short, but, we hope, the beginning of more sustained relationships with South Africa for us and for Overseas Studies.

The students at the Seminar in South Africa gather at the University of Cape Town.
Michael Predmore
Professor of Spanish
My "Grand Tour" in Reverse
A few years ago when the opportunity to teach at Stanford’s Center in Santiago, Chile, first presented itself, I seized it eagerly. Given my participation in world events as cultural ambassadors on behalf of their country, I believe that there was material here in history, politics, international relations, women’s issues, and social justice. They discovered striking parallels between the overthrow of the democratic Spanish Republic by General Franco and his allies in the 1930s and the overthrow of the Popular Unity government of Salvador Allende by General Pinochet and his allies in the 1970s. And they responded with sympathy and a particular contemporary understanding to the discrimination suffered by Gabriela Mistral in her own country for being a woman poet who dared address issues of social and political injustice in her own country.

Small wonder, then, that our undergraduate students evaluate their overseas experiences as one of the most important components, if not the most exciting highlight, of their undergraduate years. Stanford Overseas Studies provides one of the most important ways to get outside of one’s own culture and to break the barriers of one’s mind-set and conventional ways of thinking. From my many conversations with students while we were together in Santiago, it is clear to me that overseas living and study build a very mature experience and nurture one of the best ways to learn to think clearly and well. To learn to think in a comparative context, to compare and discover more deeply one’s own culture through the lens of another; lead to a process of self-discovery as well as to a deeper understanding of the world.

As for me, I have developed ongoing research interests in Chilean poets and a special fondness for the people and the beauty of the country. I have returned to Chile to teach three years in a row, and I shall continue to travel, whether in an official or unofficial capacity for as long as I can!