



Director's Letter

Dear Friends,

We have now completed another very successful academic year for BOSP. Our enrollment went over 800 students for the quarter-long programs, and we anticipate about 850 next academic year. Considering that less than 500 students went overseas only ten years ago, this represents a remarkable growth. I attribute it partly to the growing interest of our students in experiences abroad, but also importantly to the outstanding job that our home-office staff and the staff at all our centers do in providing a truly valuable and stimulating experience. One key statistic is that Stanford accepts approximately 1680 undergraduates each year, so that we will have broken the 50% "barrier" next year!

Of further note is that partial funding has been reinstated for the popular three-week summer seminars. When announcing that to the Academic Senate in spring quarter, Provost John Etchemendy was quite clear in stating that this is the only program that had been cut in the recent budget adjustment that is being put back in place. The Vice Provost for Undergraduate Education, Harry Elam, also singled out BOSP for particular mention in his own speech to the Senate later in the quarter, affirming further the high regard in which BOSP is regarded in the University's mission.

There were many special events that took place this year, most notably the 20th anniversary of Stanford in Paris (and its 10th year in cooperation with ISEP (the *Institut Supérieur d'Électronique de Paris*) and the recognition of the 1,000th Krupp student internship during the 29 years that the program at the center in Berlin has been funded by the Krupp foundation. Both occasions were celebrated with true European elegance, the former with a reception at the French Senate in Paris and the latter with a lunch at the Villa Hügel near Essen in Germany. You will see articles on both of these events in this issue of *Abroad*.

On a less positive note, BOSP had to face up to the dangers and uncertainties associated with the earthquake/tsunami/radiation tragedy in northern Japan. Although Kyoto itself was hardly affected at that time, once the U.S. State Department's Warning was issued, the University had no alternative but to cancel the program that was scheduled for this last spring. We have gone to great lengths to provide the affected students with reasonable alternatives: the internship program could be carried out this summer; there will be a special four-week Kyoto seminar in late summer led by Professor Harumi Befu; and there will be guaranteed places for the displaced students in next

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H. G. Will Berlin Workshop: *Europe in Crisis: Problems & Solutions*

Karen Kramer, Director of BOSP's center in Berlin, writes about a recent workshop that included students and faculty from centers in Berlin, Florence, Madrid, Oxford, and Paris.

This past February, student delegations and faculty mentors from five BOSP European centers met in Berlin to deliberate on the current crises in the European Union and to consider scenarios for how Europe might develop in coming years. This highly praised workshop, sponsored by Berlin alumnus Hans George Will ('55), was opened by Vice Provost for Undergraduate Education Prof. Harry Elam and Prof. Robert Sinclair, Director of the Bing Overseas Studies Program. Prof.



Pictured at the Berlin Workshop are (left to right): Professor Robert Sinclair (Director, BOSP); Salinas Güez (student, Oxford); Karen Kramer (Director, Berlin); H. George Will ('55 Alumnus and Sponsor of the Workshop); and Prof. Harry Elam (Vice Provost for Undergraduate Studies)

Judith Goldstein (Political Science), who was at the time faculty-in-residence at The Montag Centre for Overseas Studies in Oxford, provided leadership in the event's conceptual design and acted as faculty host. In all, 36 students, 15 faculty members, and representatives of the Will Foundation attended the three-day workshop, which was organized by the BOSP's Berlin Program and conducted at the historic Harnack House, once home of the *Kaiser Wilhelm Gesellschaft* where Albert Einstein worked, and now a guest house of the *Max Planck Gesellschaft*.

After an opening faculty roundtable, "Thinking about the State of Europe: Common Problems, Different Solutions?", delegations from each of the participating centers gave hour-long presentations on focused themes they had researched in their respective host country. As in previous BOSP work-

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African Studies and BOSP Team Up to Provide Summer Research Fellowships in Cape Town

by Tim Stanton, Director of BOSP's Center in Cape Town

As South Africa moves from a segregated society to one with aspirations for equality, integration, and democracy, its health-care systems and community-development strategies must respond to increasing poverty and infectious disease (e.g., HIV/AIDS) as well as to complicated, interconnected challenges related to providing effective care and equitable economic opportunities to all segments of the population—both rural and urban. In this context a primary goal of the Bing Overseas Studies Program (BOSP) in Cape Town is to engage students with local scholars, professionals, and community residents who seek to understand these challenges better, and to design, carry out, and assess more effective strategies for dealing with them through Community-Based Partnership Research (CBPR). The center is establishing long-term relationships, with a limited number of non-governmental organizations on the Western Cape as partners, that can sustain substantive research projects for students each year. Our community-service objective is to develop knowledge, bringing greater clarity to the development challenges the partners face and strengthening strategies for resolving those problems. In so doing our students are introduced to theories and practices of collaborative community-engaged scholarship,

which they learn both in the classroom and through application in supervised targeted research.

To be eligible to participate in intensive community-based research, we require that students commit to at least two quarters of research activity in Cape Town. Those students starting Winter Quarter take a preparatory seminar that introduces them to methods and approaches and supports their development of a feasible research plan with their partner that they carry out Spring Quarter through the program's research seminar. Students committing Spring and Summer quarters take the preparation seminar in the spring and continue their project during the summer. Since most students normally have to find paid summer employment, the Cape Town program teamed up with the University's Center for African Studies to seek financial support for students who choose to continue and complete their research during summer 2011 from Faculty Grants for Undergraduate Research funded by the Office of the Vice Provost for Undergraduate Education (VPUE).

Fortunately the proposal was funded, and the fellowship opportunities were announced in April. Three students have received awards to enable them to carry out the following research projects:

- "Teacher Supply in Post-apartheid South Africa," with the organization, Equal Education, by Adrienne Pon (Public Policy major)
- "Justice Served? Assessing a Community's Informal and Formal Legal Services Needs," with Violence Prevention Through Urban Upgrading (VPUU) by Kristin Schmitz (Urban Studies major)
- "South Africa's National Health Insurance Scheme: Impacts on Female Agricultural Workers' Access to Health Care" with Women on Farms and The Learning Network for Health and Human Rights by Amy Showen (Human Biology).

African Studies and BOSP are very grateful to VPUE and the Office of Undergraduate Advising and Research (UAR) for this generous support.

Our students are introduced to theories and practices of collaborative community-engaged scholarship, which they learn both in the classroom and through application in supervised targeted research.

BOSP Student in Berlin Wins Unique Fellowship

Becca del Monte, ('11, Engineering) studied at BOSP's Berlin Center in Spring, 2008-09. With the encouragement of Dr. Karen Kramer, Director of the Center, and Prof. Jurgen Wohlfeil who teaches German at the Center—and won BOSP's Teaching Award for 2008-09—she applied for a fellowship from the Congress-Bundestag [lower house of the German Parliament] Youth Exchange to work and study for a year in Germany.

Becca del Monte has been selected to participate in the Congress-Bundestag Youth Exchange for Young Professionals (CBYX), a year-long, federally-funded fellowship for study and work in Germany. She was selected as one of 75 participants (from more than 500 applicants) for this unique fellowship program. Since 1984, over 1,500 Americans have been awarded this opportunity to gain cultural, theoretical, and practical work experience in Germany, and Becca will participate in 2011-2012.

While in Germany, she will attend a two-month intensive German-language course, study at a

German university or professional school for four months, and complete a five-month internship with a German company in her career field. Participants are placed throughout Germany, and have the opportunity to learn about everyday German life from a variety of perspectives.

Conceived and supported by members of the United States Congress and the Bundestag, the CBYX program is financially supported by the Bureau of Educational and Cultural Affairs of the US Department of State under the authority of the Fulbright-Hays Act. Participants come from nearly

every career field and from all over the United States.

CBYX is a reciprocal scholarship program. While American participants like Becca will experience life in Germany, young German professionals will live here in the United States during the upcoming academic year. German participants study at US colleges in the fall and work at local businesses in the spring, while living with an American host throughout the year. For more information about the program see <http://www.usagermanyscholarship.org/>.

Director's Letter *(Cont'd from page 1)*



Robert Sinclair

Photo credit: L.A. Cicero, Stanford News Service

year's spring quarter. Nevertheless we recognize the deep disappointment that some of our students have experienced over this unforeseen and dreadful catastrophe.

Looking at the year ahead, it is expected that all centers will be fully operational in their respective quarters. The plans to renovate a new space for the Breyer Center for Overseas Studies in Florence are well under way, and it looks like a very exciting project. Five summer seminars are scheduled for 2012, with commitments already made for Rio de Janeiro, Istanbul and India, and likely programs also in the Middle East and in sub-Saharan Africa. These offerings will provide opportunities for our students where we do not currently have centers and will broaden the

scope of our activities in a global sense. We will be interested to observe the degree of students' interest in these locations and their associated themes. Our Center Directors' meeting was held this year in Santiago, for the first time outside Europe or the U.S., so we Directors are becoming more global also. Next year it is expected to be in Cape Town.

In closing, please let me say that I appreciate very much the interest of our BOSP friends and alumni in our activities, and we have received many comments about them. Our job is to justify further the trust placed in us by the University and to provide the most outstanding opportunities for our students to study abroad and in many cases to begin their appreciation of other cultures.

Best regards,

Robert Sinclair

H. G. Will Berlin Workshop *(Cont'd from page 1)*

shops (on the themes of World War II, Transatlantic Relations, and Globalization), students viewed crisis-ridden Europe from the perspectives of their host cultures. The Oxford delegation addressed the question of the future of the Euro; the Berlin group considered the significant and sometimes controversial role of Germany in managing the crisis; the Parisians

considered the interface between democracy, legitimacy and governance, probing the question of the citizens' voice; Madrid's delegation explored the question of the Euro-parties and the effect of European integration on national politics; and the Florence panel

raised the issue of how one would characterize a European identity. In a final roundtable, the Directors of the European centers speculated about how Europe might look in 25 years. Prof. Norman Naimark (Department of History, Axel Springer Fellow at the American Academy Berlin, and immediate past director of BOSP) concluded the session with remarks. The final dinner featured a keynote address by ex-U.S. Ambassador to Germany, the Honorable John Kornblum, who conjured scenarios of the students'

future in a changing political landscape, "The End of the World as We Know It."

These BOSP Workshops are intended to provide students an opportunity—relatively rare in undergraduate years—to collaborate and present their conclusions publicly as specialists in an area in which they have done dedicated research. The quality of presentations at this workshop was of the highest order; the student delegations did not just go through the motion of "representing" the host culture, they demonstrated a nuanced understanding of its problems and had clearly come not only to grasp but also to share local sensitivities. Discussion with peers and faculty was lively and engaged and did not wane until the buses departed for the airport after guided walking tours on the final morning.

The "Will Workshop" was international learning at its very best. We are deeply grateful to alumnus George Will for making this stunning event possible.

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INTERNSHIP



From left, Krupp internship participants Tracy Vo, Whitney Martin and Molly Bauer with Berthold Beitz. ©Photo: Peter Wieler for Krupp-Stiftung.

Stanford in Berlin Celebrates 1,000th Krupp Intern

Five alums of the Krupp Internship Program for Stanford Students in Germany returned to that country recently to represent hundreds of students who have participated in internships there since the program's inception 29 years ago. The five alums, who were chosen to reflect the program's long history, celebrated this milestone event with the man who made it possible, Berthold Beitz, chair of the board of the Alfried Krupp von Bohlen und Halbach Foundation. Beitz is credited with initiating the program in 1982 and endorsing its continued support ever since.

According to Karen Kramer, director of Stanford in Berlin, the five Stanford/Krupp participants, chosen numerically to represent a "random" sample of the 1,000 alums of the program, were flown to Germany for the event.

"They had an audience with Professor Beitz and addressed the assembled, describing the formative impact their Krupp internships had had on their personal and professional lives," Kramer wrote in an email. The returnees and their internship sites were:

- Leslie Teicholz (BA '89, comparative literature) Deutsche Oper, West Berlin
- Chris Field, (BA '95, electrical engineering; BA history) Thesys Mikroelektronik in Erfurt
- Johann Gagnon-Bartsch (BA '03, math, physics and international relations) Deutsches Elektronen-Synchrotron DESY, Hamburg
- Tracy Vo (BS '06, management science & engineering) Zukunftagentur Brandenburg GmbH (ZAB), Potsdam
- Whitney Martin (BA '09, sociology) Deutsche Bahn AG, Frankfurt a.M./Hamburg

The returning participants were joined by 31 of this year's Krupp interns, including Molly Bauer, who holds the distinction of being the program's 1,000th placement. A junior history major, Bauer will work this summer at the Museum Folkwang in

Essen, Germany, the city where the celebration was held. Also in attendance at the celebration were Robert Sinclair, the Burke Family Director of the Bing Overseas Studies Program, and Regina Casper, professor of psychiatry and behavioral sciences, *emerita*, who was faculty-in-residence at Stanford in Berlin this last spring.

The Krupp Internship Program for Stanford Students in Germany is open to all students of the Bing Overseas Studies Program in Berlin who have completed one year of college German. Up to 50 internships ranging from three to six months are available each year. Program Coordinator Wolf-Dietrich Junghanns works closely with each prospective intern to find a host institution and project that correspond with the student's skills and professional interests.

Abroad thanks Stanford News Service for its permission to reprint this article.

Renaissance

Alexis Arnold, '11 (Psychology and Italian), '12 (MA in Communication, Media Studies), writes of her time at The Breyer Center for Overseas Studies in Florence. She brings unusual verve and keen insight in conveying the magic so many BOSP alums have experienced. And she relates in graphic terms the importance of internships that students throughout BOSP are able to pursue.

I came to Stanford knowing I wanted to study abroad in Florence; what I didn't know was how much it would change me. Only after I embarked on my long-awaited journey did I realize that to study abroad is to develop an entirely new way of living that penetrates every part of your being, forever changing who you are and how you approach the world.

Studying in the cradle of the Renaissance allowed for unparalleled, quasi-spiritual academic experiences that far surpassed the usual PowerPoint lectures given by professors behind podiums. They were unforgettable adventures through narrow cobblestone streets, up spiraling stone stairwells, atop soaring Cathedral vaults, and around majestic façades. I learned even more culturally than I did academically. Participating in the laborious, but joyful, process of harvesting olives highlighted the Italian celebration of food and conveyed the ritualistic reverence with which it is always created and enjoyed. In the dining room afterward, the amalgamation of passionate Italian strains, hearty laughs, and clanking wine glasses truly opened my eyes to the beauty of genuine Italian warmth.

It was both thrilling and calming at once to eventually become so comfortable with, and so fond of, a city—miles and miles across the ocean—that was once completely novel and unknown. With a newfound sense of security, I could further deepen my understanding of the endlessly charming city and its passionate, captivating people. I became a regular at my favorite cafes and restaurants; storeowners no longer dismissed me as a mere passerby in Florence's merry-go-round of tourist droves. Whereas I would have known them for only a fleeting moment as an average tourist, these Florentines became part of my extended family.

Undertaking an internship at the Salvatore Ferragamo Museum was absolutely invaluable to my Florence experience and personal development alike. When I wasn't leading tours through multi-colored rooms of artful shoes, I talked for hours on end with my mentors there. We taught each other countless words, proverbs, and figures of speech in our native languages, and discussed a wide range of local, national, and global issues. My language skills and cultural knowledge improved by leaps and bounds as I forged lasting friendships with my Italian colleagues.

From my first Italian job interview to my first Italian tour, my experience was a journey of unparalleled growth. Every time I passed my favorite shimmering, red-rhinestone Marilyn Monroe shoes on another tour, I was paradoxically moving forward while walking backward.

I lost myself amid the ethereal, tulle-swathed beginnings of Venice's *Carnevale* and marveled at the larger-than-life, confetti-spewing floats at Viareggio's. I learned how to make Tiramisu, Gnocchi, and Chocolate Torte. I made my own Florentine paper and sang opera with Gianni, a Florentine storeowner. I delighted in finding gems like hole-in-the-wall restaurants, hidden chocolate stores, and whimsical vintage shops. I was forced to surmount cultural challenges and invited to make valuable and educational experiences out of them. I returned from Florence richer than ever. I emerged stronger, wiser, and closer to my peers than I could have ever expected. I am, without question, an entirely different person than I was when I first arrived in Florence. In this unforgettable and enchanting city known for being the cradle of humanistic rebirth, I experienced a profound and lasting Renaissance of my own.



In taking this stunning photograph, Alexis Arnold captured her feeling for Florence!

EXPLORATION & DISCOVERY

Enrichment from More than Tortillas!

Ana Portillo, '11 (Economics and International Relations, Minor in Modern Languages: French and Spanish), began her study overseas like many alums over the years: with doubts and perhaps even a bit of discomfort. Here she tells us how her encounters with two Chileans—the famous poet, Pablo Neruda, and her Chilean host mother, Mané—provided enrichment far beyond what she had expected.

I should've started building up my tolerance for spicy food... Oh man, I'm going to come back ten pounds heavier from eating so many tortillas... Actually, what if I get kidnapped and never return...

As I sat on the plane to Santiago, these and many other fears about my upcoming quarter in South America filled my mind. As with most of my 25 peers, my knowledge of Chile was extremely limited before embarking on my study-abroad adventure and my expectations were based solely on the assumption that all Latin America was a homogeneous culture (and would therefore be similar to my childhood in Mexico). However, my experience in Santiago quickly dispelled these and other myths—Chileans do not know what tortillas are, they slather mayonnaise and avocado on everything, and aside from petty theft, Santiago is relatively safe. My time there provided many experiences that complemented academic learning in ways and settings that only South America could provide.

I took advantage of this facet of life in the Southern Cone by exploring academic topics that I would not have otherwise, such as poetry (a subject I previously dreaded). After spending a week studying Pablo Neruda, winner of the Nobel Prize for literature and one of Chile's greatest national heroes, we were all thrilled to learn that we were taking a weekend trip to Isla Negra to visit one of his three houses, courtesy of Mr. and Mrs. Bing. Touring the house was uniquely interesting because we were able to make connections between the elements of his poetry that we had covered in class and the physical sources of his inspiration. Motivated by our thirst to learn more about the man behind the national hero, a group of us went to visit his house in

Valparaíso the next day of our own accord. When we traveled to the top of Machu Picchu, we even filmed our own rendition of "The Heights of Machu Picchu," attempting to recreate the poet's emotions as he wrote the famous piece. As a result, poetry was no longer a subject that I studied in a purely academic setting. The poetry was alive in the lapping waves of the coast of Isla Negra, in the barren fields of the

were nearly endless and spanned a great variety of topics, from academics to fun. Mané and I discussed the Chilean history and economics that we were covering in my classes. It was fascinating to hear about her personal struggle during Pinochet's grueling 16-year military dictatorship and her opinions on Chile's future role in the world. Every dinner finished with the same question, "*Vas a salir de carrete hoy?*"

(Are you planning on going out tonight?). If I ever replied "No," she would stress that I should spend every possible minute immersing myself in the culture with my Chilean language partners and then recommend a new place to discover, such as *La Piojera* ("The Fleahole," an old, lower class restaurant and bar in Santiago renowned as a symbol of the revolutionary Chilean culture). As a result, Mané and I developed a relationship unlike any other in my life—she became my second mom, my mentor, and most importantly, my friend.

Just as Professor Jaksic (the program director) had alerted us on the first day of orientation, for those three months the city of Santiago, the country of Chile—in fact, the entire Southern Cone—became our

classroom. Even though it has now been over two years since I left Chile, the word Santiago is still a part of my daily vocabulary. The time I spent in South America allowed me to grow personally, academically and professionally in a way that would not have been possible had I remained in the Stanford bubble. There is a famous saying that states, "The world is a book, and those who do not travel, read only a page." Thanks to the Bing Overseas Studies Program, I would like to think that not only have I flipped a page, but I have also developed the wanderlust to continue reading.



Ana Portillo with some of her fellow students and friends; she is in the back row, third from the left, holding up her Stanford sweater.

world's driest desert, and in the snow-capped peaks of the Andes Mountains.

Of all the wonderful learning of my time abroad, the relationships I developed with the Chilean people were some of the most rewarding—specifically, the relationship that flourished between my host mother (Mané) and me had a profound impact on my life. Every night, as soon as Mané heard the chimes from the door opening, she would turn off her television and welcome me home. She always had dinner early, but no matter how late I came home, she would always have food waiting and sit with me for an hour while I ate. As a result, our conversations

American Studies in South Africa?

Allison Bayani, 11' (BA, American Studies, and MA, History), tells us how and why her study at BOSP's center in Cape Town answered the question posed above.

International Relations, Political Science, Human Biology—all of these fields have a readily apparent academic connection in South Africa, the seat of BOSP's newest overseas center. Students majoring in those fields made up the bulk of my classmates in Cape Town and these are the majority of students that I, as student adviser for BOSP, help prepare to go abroad.

But American Studies? What would draw an American Studies major all the way out to Cape Town? The question is one that I've had to answer so many times that, at this point, it feels rote. And yet, on some level still it surprises me. It surprises me that people don't see the connections and relationships that have become so plain to my eyes. What can be gained from going abroad isn't prepackaged according to department or discipline.

My thematic concentration in the American Studies program is in civil-rights development and, when framed in that context, my reasons for going to Cape Town become much more evident. There are strong similarities between the United States and South Africa. Both countries, as former colonial holdings, inherited and internalized a system of racial hierarchy that dramatically influenced the development of social, political, and cultural institutions.

In recent history, much of South Africa's anti-apartheid struggle mirrored America's own Civil Rights Movement: issues of segregation, institutionalized racial discrimination, white supremacy, and political and economic disenfranchisement were grievances common to black African Americans and black South Africans. The ideologies which fostered a sense of black empowerment in countries oceans apart informed one another through a transcontinental relationship: Stokely Carmichael and the rise of Black Power in the United States very nearly coincided with, and in many ways contributed to, the ascendancy of Steve Biko and the rise of Black Consciousness in South Africa. In the contemporary context, both countries continue to grapple with the legacy of systems that disadvantaged people in areas of education and opportunity because of the color of their skin. From the American South to the Eastern Cape, the shadow of institutionalized discrimination manifests itself in present-day achievement gaps in schools and a continuing strong correlation between race and socioeconomic status.



Allison Bayani in the foreground with one of the guides from the community organization with which she worked in a township just outside of Cape Town; the guides were, she says, "really crucial for giving us access to community members for interviews."

When I first started learning about South Africa, these similarities dominated the way I understood what I read and heard. They indicated a certain universality of struggle against racial oppression and they fit neatly into a framework I already knew. And yet, the more I learned, the more I realized that South Africa was less familiar than I thought, that forcing South Africa into an American framework would be to misunderstand and oversimplify much its history. Basic differences fundamentally changed the power dynamics in a way that I had failed to appreciate.

Unlike in the United States, where the white population dominated a black minority, South Africa has and has always had an overwhelming black majority that was increasingly repressed by a small white minority. Unlike in the United States, where the rhetoric of equality offered at least nominal protection, in South Africa there was literally no recourse for a population denied political existence. Unlike in the United States, where there were limits to the use of force, in South Africa measures to keep control in the hands of a tiny white majority sanctioned, even necessitated, the use of extreme brutality. These were just a few of the key differences that undercut sweeping generalizations about parallelism and comparison.

The specifics of South Africa's history and the complications of its contemporary situation emerged as I learned and read more, but also, and perhaps most strikingly, they came through in the discussions I had. There was hope and fierce optimism of the like I had never encountered, hope for the future, for

healing and reconciliation, for the promises of South Africa's revolutionary and progressive constitution. But alongside this optimism I also found pervasive, immense frustration and anger at the government's failure to deliver on those promises.

Through these conversations I got a sense of the living, breathing pulse of South Africa that even the South African experts, textbooks, and articles had failed to capture. It is contradictory, paradoxical—simultaneously the most hopeful and the most disappointed entity I've ever encountered. Its complexity defies easy definition and dismantled the neat divisions of academic theory or government policy I had learned in class, revealing a rift between academic comprehension and reality. If my deeper academic understanding of South Africa challenged my American Studies framework, so too did these discussions challenge my newfound, locally inspired academic framework.

This experience in South Africa was thus a humbling and disillusioning one. When I went in, I thought I understood some things. I was wrong. As much as I thought I knew, every day I discovered that there was less and less that I understood. I was forced to completely deconstruct the foundations that I had gone in with. And, once I had built new ones, I was told to question those as well. But I think that was a good thing—because it pushed me to keep searching deeper, to keep asking questions, to engage actively rather than absorb passively. In the end, as education should, it forced me to explore things I wouldn't have even thought to look for.

BOSP: Getting a Liberal Education Without Realizing It

Jeanne Bird Davenport ('68, German Studies) studied at Stanford in Germany in Beutelsbach in Group XVI, January-June, 1966. Like many other students then and now, she experienced a cultural awakening overseas, but even more, a palpable and enormous enrichment of the rest of her life. Her story tells of a liberal education that was truly the impetus for lifelong learning.

"But what will you *do* in Wiener Neustadt?" Several friends posed this question prior to my recent travel with my husband, who was set to work there in Austria at the Bösendorfer piano factory. The answer was obvious. Wiener Neustadt lies an hour from Vienna. Here was my opportunity to explore the center of so much intellectual, political, and artistic ferment over the centuries. I eagerly boarded the train and subways each morning, ready for Vienna's sumptuous feast of architecture, museums, music, walking tours, history lessons — and *Sachertorte*!

But why was this senior person so excited to trudge off alone to the *Bahnhof* every day? I credit my Stanford study-abroad experiences a half century ago. Without that perfect introduction to the liberal arts, I would never have developed the range of interests or the passion for learning and travel that I have today.



Prodded by the Stanford-in-Germany professors-in-residence and local language teachers, we *Gruppe XVI* students studied hard during the week. But we also enjoyed the *Singstunde*, the lessons on the Remstal wine culture, and entrée into Swabian family life, all facilitated by the irrepressible German teacher, Herr Zimmerman, and our gregarious director, Bob Hamrdla. Also among us was Stanford professor William Rivers, whose course "Politics and the Press in Western Europe" required field study of the German press and trained us for lifelong examination of media. Such mentors might engage us in a fiercely fought match on the volleyball court or discuss Johnson's *War on Poverty* on the deck. The opportunity to know our professors in such settings was invaluable.

Our field trips to Rome, Berlin and Prague were extraordinary. Who could forget a moonlight walk through the ancient Forum with Herr Zimmerman's commentary, *La Traviata* at the Rome Opera, the audience with the Pope, Gregorian chant at St. Anselmo, the East German May Day parade, or a peek at the stunning, three-millennium-old Queen Nefertiti?

Of course, at nineteen, our amusements weren't all so highbrow. We relished bringing home the "German Axe" after a basketball triumph over Cal-Göttingen. Whipping out guitars, we offered folk and protest songs in courtyards and even in sleeping cars, jamming a "record" 25 bodies into one compartment! In the Ratskeller, we also sang and danced the night away to our only two LP's, *Rubber Soul* and *The Lovin' Spoonful*. It was, after all, the mid-Sixties.

I had known nothing about art, nor had I ever attended a Catholic service before. First in Heidelberg, I was struck by the universality of the Latin mass. In Amsterdam, I was stunned by the humanity of Rembrandt's "Jeremiah Lamenting the Destruction of Jerusalem" and in Antwerp by the drama, motion and light in Rubens' monumental paintings for the cathedral.

Although I studied piano, I was clueless about music history. I had never heard a complete symphony until someone played a recording of Mozart's *Jupiter* in the lecture hall. Because of the humanities



courses at "the Burg" and our access to cultural venues, I was now able to place my music study within the broader context of history, philosophy, and art.

During subsequent years as a teacher of English, history, and music, I shared my knowledge of the humanities, my interest in art and architecture, and my enthusiasm for language study. I often used art prints, music or poetry to help my students make a symbolic or historical connection.

Recently, while looking through my parents' mementos, I discovered a cache of letters I had sent from Beutelsbach as a nineteen-year-old. It is obvious how excited I was, describing my humanities and philosophy readings (even the likes of Boethius and Descartes), our guest speakers and musicians, our travel adventures, and the lasting friendships we were forming.

I continue to search for opportunities to immerse myself in the life of a great city, whether here in Los Angeles, Vienna, or elsewhere. I attribute this zeal for lifelong learning to that introduction to the liberal arts I had long ago at Stanford's overseas campuses. And that same zeal leads me to say to the undergraduates of today: Don't miss going to Stanford overseas!

To the Manor Borne: Studying in England transported the daughter as surely as it had the dad.

Elizabeth Clair ('11, History; '11 AM, Media Studies) studied at BOSP's Montag Centre for Overseas Studies in Oxford in the spring of 2010, following in the footsteps of her father, Pierson Bob Clair III ('70, Political Science) who was a student in Britain VIII at Cliveden, Summer and Fall, 1969. Abroad thanks Stanford Magazine and Elizabeth for permission to reprint her delightful story written in her work as an intern with the Magazine.

Lady Astor is gazing at me. In her pale pink satin ball gown and winsome over-the-shoulder pose, the American who moved to England, married a nobleman and became a member of the House of Commons welcomes me to her estate.

Crossing the great double-door threshold of her home, known as Cliveden, I knew that she would be in the far corner of the gilded and over-upholstered great salon. I knew as well that the stairs to the right of the great entrance would lead to the grand suites upstairs and that the back terraces, accessed through the great hall, overlooked the Thames and acres of manicured gardens.

These days Cliveden is a National Trust and a five-star hotel—as well as the home of John Singer Sargent's 1909 portrait of Nancy Witcher Astor. But 40 years ago, Cliveden housed the Stanford students who studied in England. One of them was my father, and his memories of that time were emblazoned on my childhood. Pierson Bob Clair, '70 (and Britain VIII), ignited in his daughter a love of the United Kingdom and her British heritage that made my application for the Bing Overseas Study Program in England as inevitable as clotted cream at high tea.

Dad's term abroad began with a Stanford-chartered TWA flight in July 1969 that dropped students at Heathrow before it crossed the Channel and deposited Stanford's other passengers, who looked forward to a term in Beutelsbach, Germany. On July 20, at 2 a.m., Pierson and his classmates gathered around the black-and-white television in Cliveden's basement junior common room to watch, with national pride, as Neil Armstrong stepped onto the moon.

Four decades later, in the junior common room

at Stanford House in Oxford, I gathered with my classmates around a purportedly color (but dependably only black-and-white) television to cheer for the American soccer team during the first game of the 2010 World Cup. America tied England, much to the chagrin of our host nation, but much to our delight.

My father's adventures with friends took him to St. Andrews in Scotland and found him teeing off at dawn with a local resident. For less than 5 pounds, he was invited to play all day, with clubs rented from the Old Tom Morris golf shop, just off the 18th green.

At 6:30 on an April morning, I found myself standing on the first tee of an unnamed golf course: nine holes perched atop the cliffs of Cardigan Bay in Wales. I'd paid 5 pounds for "as many holes as you would like." A Stanford friend and I thought we were alone for our pre-breakfast game, but we soon realized that we had gathered a local crowd. Several hundred sheep silently followed us as we completed our icy, frost-covered round with a shared set of persimmon-wood-era golf clubs.

Dad's academic memories centered on travels with Asian-art professor Michael Sullivan. I heard tales of cautiously tiptoeing through the basement of the British Museum and other great collections, where covers would be thrown back to reveal spectacular pieces hidden in shadows. I could almost smell the dust.

My tutorial at Oxford with Professor Alison Kahn was the History of Public Collections, a study at the intersection of art, history and museum studies, including examinations on the history of Oxford's Ashmolean and London's British and Tate museums. I spent days analyzing principles of exhibit design, the correlations of multimedia display with guest interaction, the economics of running a museum and contemporary issues of repatriation, collaboration and negotiation. Guided tours of the Tate Modern and Tate Britain by art-history professor Geoffrey Tyack



gave me an insider's view.

And by the time I stood, neck craned, gazing at Lady Astor, in the spot where my father stood before me, I realized fully that studying abroad is about taking comfort in things that you recognize and taking adventure in those which you do not. My England is no longer just my father's England. For each of Dad's recollections of Yorkshire pudding and Brussels sprouts, I will remember veg curry and Moo Moo's milkshakes. Sleeping in a sand trap on the third hole of St. Andrews will always be his Scotland, and a silent gallery of sheep will always be my Wales. That portrait of Lady Astor, though, is ours.

CELEBRATION

BOSP Celebrates 20 Years in Paris and its Ten-year Partnership with the ISEP French Graduate School

Estelle Halévi, Director of Stanford's Center in Paris, tells us of a recent milestone and its commemoration.

May, 2011, will surely be remembered as the month of Stanford anniversaries in France. While Stanford-in-France III (*Tours Trois*) held its fiftieth anniversary in France, Paris prepared for its own double anniversary: the 20th anniversary of BOSP's main center in Paris, and the 10th anniversary of its partnership with the French Graduate School, the ISEP (*Institut Supérieur d'Électronique de Paris*).

Just to go back in history a bit, Stanford's main presence in France was established in Tours in 1960 when the first group arrived in September. To be sure, there was soon (1964) also a small and vigorous French-language program in Nantes (soon to move to Tours in 1968 and to Paris in 1974) as well, but there was no major Stanford center in the French capital at that time. It was only in 1991 when the Tours and Paris programs merged that a Stanford center was established in northeastern Paris near *Père-Lachaise*. A more suitable location was found in 2001 within the ISEP Graduate School in the heart of the Montparnasse area.

Now, in 2011, it was definitely time to celebrate, and the students joined in energetically to lend a helping hand. Winter-quarter students had attended a photography workshop, and, under the direction of

the professor and photographer Oscar Villegas-Páez, produced a brochure for the occasion based on their very own photos. The brochures were edited and presented as gifts to our guests on the evening of the celebration held on May 13th, 2011.

Students in Paris for Spring Quarter had the good fortune to take part in the event itself. They contributed by researching the one hundred guests (friends of the program, BOSP and ISEP members, professors, alumni, artists, internship advisors and host family members). They also compiled extensive information on the very special venue where the event was held: the French Senate.

And why was Stanford invited to the French Senate, one may ask? Indeed, one of the missions of the French Senate is to promote understanding and cooperation between nations. The Senate therefore graciously opened its doors on this very special occasion to commemorate not only Stanford's presence in Paris, but the long and lasting friendship between France and the United States as well.

The evening opened with speeches given by Harry Elam, Vice Provost for Undergraduate Education at Stanford, followed by the directors of BOSP, ISEP and the Stanford Center in Paris. Our very first French student advisor for Stanford students, an ISEP student, who went on to do graduate work in the United States, gave a short and moving speech in English. Not to be outdone, Robert Sinclair, director of BOSP, gave a spirited speech in French that caught every-

one by surprise (little did we know our new BOSP director was bilingual!). Estelle Halévi, director of the Stanford Program in Paris, said a few words on the role of our students as anthropologists in the country they had come to explore, explaining the unique place Anthropology holds in today's world.

Then followed a sit-down dinner in one of the private dining rooms of the Senate, looking out onto its flowerbeds within the Luxembourg gardens on a beautiful sunny evening. This was likely the first time all the different actors in this program—past, present and future—gathered together in such a meaningful way. Museum curators and hospital surgeons who welcome Stanford students into their institutions; alumni mentors and Stanford professors and of course the students themselves all suddenly comprehended how much everyone has contributed to the program over these past twenty years to make it work.

The evening was indeed all too short, the number of people who attended all too few, to do justice to the many individuals who have taken part in this adventure on both sides of the Atlantic. One can only hope that the all the Stanford students in Paris who benefit so greatly from their mentors' and predecessors' guidance will continue the tradition and participate in a future anniversary.

La France ne les oubliera pas; qu'ils n'oublient pas la France. (France will not forget those who do not forget France.)

Britain VII

Yes, you *can* go back again! Join an enthusiastic group of alumni of Stanford-in-Britain VII for an excursion to Harlaxton Manor and Cliveden House, the two stately mansions that we called home in the winter and spring of 1969. In conjunction with Siemer & Hand Travel of Sausalito, we are planning an itinerary that will include an opening reception in London, one night at Cliveden, three nights at Harlaxton, and a final night in Oxford, where the current Stanford-in-Britain program is based. Dates are April 28 to May 3, 2012, and different packages are available. Reservations priority will be given to Britain VII alums, but we expect to be able to accommodate a few additional travelers.

For further information, please contact:

Hal Mickelson '71 (hal.mickelson@hp.com) or Margaret Earl Cooper '71 (coopclan4@aol.com). For itinerary questions, please email Rob Roy at Siemer & Hand Travel (robr@siemerhand.com).

In addition, all Britain VII alumni should mark their calendars for a mini-reunion on Saturday, October 22, 2011, either before or following the football game against the University of Washington on Reunion Weekend. Please contact Lili Pratt King '71 (lili@careeradvocates.com) for further details.

Harlaxton Manor



Germany Group VII Celebrates Fiftieth Anniversary in Beutelsbach

Linda Cook Hickman and many others from Germany Group VII are planning to celebrate their fiftieth anniversary at Landgut Burg.

On June 18, 1961 *Gruppe VII* embarked on a Pan Am flight headed for Stuttgart and the nearby rural village of Beutelsbach where Stanford-in-Germany had opened three years before. It was a historic trip for each student on that plane, and we were soon to witness global history in the making when we awoke on a sunny August morning in Summer Quarter to read the news headlines announcing the Berlin Wall—suddenly constructed to stop East Germans from escaping to the West.

When Stanford-in-Germany moved to Berlin in 1976, the facilities at Landgut Burg were re-opened by the German owners as a conference center and



Photo by Stanford News Service.

restaurant. Through the years, though, many from *Gruppe VII* have travelled back to Beutelsbach to revisit a place holding special memories. Now, another historic occasion this summer—a celebration of the 50th anniversary is planned at the end of August (30-31 through 1st September) when members and guests of *Gruppe VII* will gather at Landgut Burg for our 50th Reunion. Close to 50 attendees are now registered and it is our goal to have 50 at our 50th! Contact lindacook.hickman@stanfordalumni.org for further information.

Questions about the Bing Overseas Studies Program?

See our website <http://bosp.stanford.edu> or contact:

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Past issues of *Abroad* are available at http://bosp.stanford.edu/abroad/past_issues.html

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Gifts to the Bing Overseas Studies Program (BOSP)

Maude Brezinski, from Stanford's Office of Development, tells us why giving to BOSP is important and outlines current priorities.

Gifts to the Bing Overseas Studies Program (BOSP) provide seed funding for new and expanded programs as well as support for specific priorities. Student enrollment in BOSP has increased by nearly 11% in the past five academic years. That growth would not have been possible without the generosity of many BOSP alums, parents, and friends.

Gifts of any amount for BOSP will support a wide range of enriching opportunities for Stanford students. There are four key giving priorities for those who want to help advance the program:

- **General program support.** Priorities change from year to year, but upcoming projects include the renovation of the Oxford center and renovating a new facility in Florence.



- **Cape Town Program.** Special university funding provided startup funds for the Cape Town Program. This targeted funding will end in 2011-2012, so we are actively seeking donors to provide general support as well as gifts to expand the Cape Town Program to three quarters per year (only two quarters are currently offered).



- **Overseas Seminars.** These seminars are designed to take place in September, prior to the start of school, for undergraduates with limited time to spend off campus. The seminars were suspended in response to the economic crisis, but will be partially reinstated next fall (2012). Funds are needed to expand the number of seminars as well as provide ongoing program support.
- **BOSP Student Conference.** This overseas conference was launched in 2002 as an innovative experiment bringing together Stanford students from across the European centers to offer presentations drawing on their collective experience in courses related to World War II. The conference was moderated by Stanford faculty and course instructors and was such a success that it was repeated in 2003, 2004, 2008, and 2011 in Berlin. Using the same model, additional conferences were developed including Rapport and Rupture: Atlantic Relations Since 1945 (Paris), and Globalization (Berlin and Beijing). A proposal has been developed for a conference on Islam in Europe to be offered in Córdoba, Spain in November of 2011. We welcome support for 2011 as well as for future conferences.

Please contact Maude Brezinski, maude.brezinski@stanford.edu (650) 723-0044 with any questions about giving opportunities for BOSP.

ABROAD

THE ALUMNI NEWSLETTER OF THE
BING OVERSEAS STUDIES PROGRAM