

## Eminent Anthropologist Visits Cornell

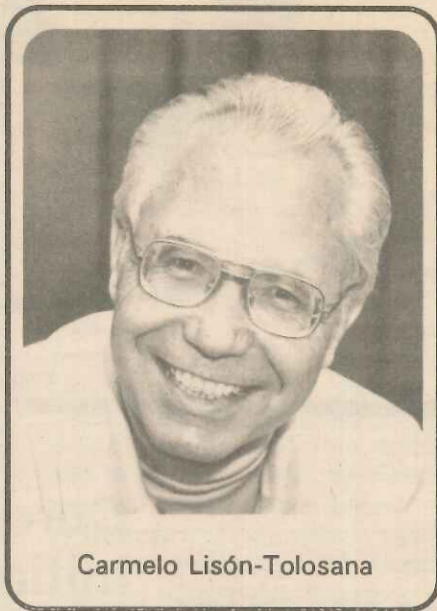
The Einaudi Center, in conjunction with the Institute for European Studies, had the pleasure of hosting the recent visit of Professor Carmelo Lisón-Tolosana.

Professor Carmelo Lisón-Tolosana is the most eminent practicing anthropologist in Spain. Currently Professor of Anthropology at the Universidad Complutense de Madrid, he has served in that capacity for more than 2 decades. He also served as chair of the Department of Anthropology and guided its development as the first large, comprehensive anthropology department in Spain.

Professor Lisón-Tolosana has served as a visiting professor at Oxford University, University of Manchester, Sussex University, the Sorbonne, the University of Rome, la Universidad Estadual de Campinas, Brazil, la Universidad de Chile, Santiago, and the University of Florida at Gainesville. He has lectured at universities and symposia in Belgium, Chile, China, Cyprus, Denmark, France, Germany, Greece, Italy, Japan, Macao, Mexico, Poland, Portugal, and at numerous U.S. universities.

He has two doctorates, one in Social Anthropology from Oxford University and the second, with highest honors from the Universidad Complutense de Madrid. He also has received prestigious academic awards. He is the first anthropologist ever elected (1990) to the Royal Academy of Moral and Political Sciences of Spain. He was also awarded the status of *Officier dans L'Ordre des Palmes Académiques*, is an Honorary Fellow of the Royal Anthropological Institute of Great Britain, and was just awarded the Aragón Prize in the Social and Human Sciences.

Professor Lisón-Tolosana has published 15 books to date, the first in English, *Belmonte de los Caballeros: A Sociological Study of a Spanish Town* is a



Carmelo Lisón-Tolosana

photo by  
David Lynch-Benjamin

much reprinted anthropological classic. His books deal with the ethnography of Aragón and Galicia, the social anthropology of Spain, social anthropology in general, hermeneutics, witchcraft, ritual behavior, and anthropological approaches to history. His work is particularly notable for the combination of finegrained ethnography and careful historical reconstruction. He also has edited four books on Spanish anthropology and published more than 40 articles.

In addition, Professor Lisón-Tolosana has been an active force in the organization of 2 well-known series of symposia entitled, "Jornadas de Antropología Social" (a total of 17 so far) on the anthropology of Spain, as well as other conferences.

His doctoral students now hold key positions at many major Spanish universities and he has also been an active promoter of younger anthropologists who were not his students but whose work he admires.

## MERRILL PRESIDENTIAL SCHOLARS CHOSEN, PROFESSORS/TEACHERS HONORED

by Laurie Damiani

Merrill Presidential Scholars are a very rare breed. Selected from some 3,650 seniors, this year's group of 35 Merrill Presidential Scholars ranked among the top 5 percent in their respective schools and colleges. They were chosen for their outstanding academic achievement, energetic leadership abilities, and their ability to contribute to the betterment of society. In a ceremony at Cornell on May 26, 1993, President Frank H.T. Rhodes, the Deans of the schools and colleges, parents, and friends honored this distinguished group of graduates and their teachers.

Two Merrill Presidential Scholars from the class of '93 chose East Asia Program faculty members as the individuals who most influenced their academic careers. Jennifer Smith selected Kyoko Selden (Lecturer, Department of Modern Languages and Linguistics); Benjamin L. Read selected Sherman Cochran (Professor of History). Both Selden and Cochran are former recipients of the Clark Distinguished Teaching Award for excellence in teaching.

Jennifer L. Smith (B.A. '93, Summa Cum Laude) first became interested in Japan during the summer of 1988, when she spent two months living with a host family near the ancient capital of Nara, under the auspices of a Youth for Understanding Japan-U.S. Senate Scholarship. Her experiences in Japan and her penchant for languages resulted in a double major in Linguistics and Asian Studies at Cornell. Although fascinated by many aspects of Japanese culture, her preferred area of study was Japanese history, particularly the history of Japan prior to the ninth century. Jennifer also explored many of the major subfields of linguistics

and wrote her senior honors thesis on "Analogical Change in the Japanese Verb Gerund." Under the sponsorship of a Japanese Ministry of Education fellowship, Jennifer is on her way to Japan for 18 months, where she will immerse herself in the language and continue her studies at a university. If time permits, she hopes to take up traditional music and calligraphy teaching at the university level.

Benjamin L. Read, (B.A. '93, Magna Cum Laude) learned his first Chinese words in 1982. As a sixth grader fresh off the airplane for a year-long stay in Beijing, he was enrolled in Fang Cao Di, a local elementary school in the city's embassy district. His interest in China resurfaced seven years later, as he began pursuing a B.A. in Asian Studies at Cornell.

Read chose as his senior thesis topic two Chinese magazines which were shut down by the government following the 1989 violence: Beijing's *New Observations* and Shanghai's *Encounter Monthly*, which probed the outer reaches of political reform and artistic ferment. Sherman Cochran's course in Chinese history and Vivienne Shue's course in Chinese politics particularly piqued his interest; both Cochran and Shue served as his thesis advisors, along with Tom Moran (Asian Studies).

He returned to China in the summer of '93 to work as an intern in the Beijing bureau of the *New York Times* (just a few blocks away from his old school, Fang Cao Di), where he conducted interviews and helped to research and edit a book. Read is now teaching English in Beijing and pursuing his interests in linguistics, literature, Chinese history, and journalism.

## Program on International Science and Technology

"Highlights of Some Initial Steps to Enhance Opportunities for International Study by Scientists and Engineers at Cornell."

by Thor Rhodin,  
Associate Director

This article reports some recent efforts towards developing educational opportunities associated with international study for Cornell undergraduates in science and engineering. Features of a four-prong effort towards this goal are:

- (1) Documentation and dissemination of information on options and resources for undergraduate scientists and engineers.
- (2) Coordination with the Engineering College International Committee and the Engineering COOP Program to promote international study options in engineering, the University Cornell Abroad Program and the New York State Cluster.
- (3) Evaluation of the current features of electronic technology and computer networking and their impact on enhancing long distance international education.
- (4) Preparation of a funding proposal for a major initiative in the education of scientists and engineers with a strong international component.

Efforts to implement these objectives initiated during the past year are noted below.

### 1. A New Educational Initiative.

An urgent challenge exists to enhance the preparation of scientists and engi-

neers to play an important role in a global world.

The writer together with colleagues at Cornell and institutions in New York State are preparing a proposed educational initiative in international science and engineering with the following objectives:

- (1) **National workshop** to develop a consensus on the basic function of science/engineering study abroad, on the role and support of students and faculty committed to this objective and, in general, to design a more effective approach on how institutions directed towards international education in science and engineering may coordinate their faculties and resources.
  - (2) **Regional discussion seminars** to analyze specific themes centered on for example: curricula development, language proficiency, student aspirations and interests and the cultural/professional balance.
2. **Task Force on Video Education.**

It is generally considered that electronic technology will play a major role in distance education. Combined with computer networking, the electronic classroom of the future offers substantial benefits in expediting international education.

The writer is evaluating the implications of this approach to science and engineering education from the viewpoints of academic applicability, technical appropriateness and financial feasibility. One effort involves cooperation with a task on video communication chaired by David Lambert/David Watkins. This task force on video communication is particularly concerned with evaluating different approaches under exploration by other educational institutions, developing a sys-

tematized description of existing technologies and documenting the relevant technical resources at Cornell.

The capabilities of low-cost two-way instructional teleconferencing using video-computer transmission has been significantly advanced by a recent CIT-development referred to as Cornell CU-See Me. Efforts are under way to demonstrate international video teleconferencing using this approach via the Internet interface with the Cornell Abroad Program in Hamburg, Germany. It is also proposed to evaluate a research-oriented application by a small faculty group utilizing the unique resources housed at the Archives of the Indies, Seville, Spain.

It is premature now to predict what specific form electronic technology and computer interfacing will take at Cornell but international education in science and engineering is one area where a major potential impact exists and where developments are being closely followed.

### 3. Work Study Options in Japan and Germany.

Relatively few Cornell science and engineering undergraduates are now provided with the option to have a work study experience.

Three difficulties which inhibit participation by Cornell undergraduates in these opportunities are; a rudimentary language proficiency, lack of information on what is available and how to qualify. Networks of study options are being developed in Japan and Germany which satisfy in part these difficulties for specially qualified scientists and engineers in their junior and senior years.

A data base with detailed information on

the characteristics of each option is being prepared to be made available at the Cornell Abroad Office, 474 Uris Hall. Each situation presents detailed requirements which require a careful fitting between the student and the option in each case. This is particularly pertinent in the early stages of the program when initial relationships are being established.

The Engineering College COOP program provides the opportunity for many Cornell engineering undergraduate students to spend at least one term working in the USA at an industrial, government, national laboratory or university job during their junior year without interfering with matriculation towards the bachelor degree. The domestic program has been very successfully received by both the students and the employers.

The opportunity is now being developed for well qualified students to have a similar opportunity abroad where the benefit of an international experience would be added to the hands-on beneficial experience of the domestic program. Such opportunities need to be carefully worked out with each employer and current options for international relationships are limited. Nevertheless, it promises to be a valuable addition to the opportunity for international study offered to Cornell engineering and science students in the long run.

The above items are three examples of recent efforts being developed at Cornell with the support of the Einaudi Center to enhance international study for undergraduates in science and engineering.