

EZRA



WHERE LEARNING AND RESEARCH MEET

HUMANITIES TEACHING IS
A LABORATORY IN ITSELF

EZRA

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From the publisher

In the previous three issues, Ezra looked at the myriad ways in which Cornell faculty are involved with improving life on this planet. Last winter we profiled the work of physicist Seamus Davis; in the spring we looked at how our rice researchers are finding ways to avert a global food crisis; and this summer we showed how Cornell's engineering college is striving to broaden the diversity of its faculty. Now, in this issue, we look at the humanities and the ways in which our faculty find research opportunities in teachable moments.

These stories have given readers a look at just a few of the remarkable, dedicated academics that make Cornell such an outstanding institution of learning and research. In these faculty-themed issues we have endeavored to present a view of our university as peopled by some of the best and brightest teachers and researchers working as "one Cornell" – a place where striving for a better world is de rigueur.

That we are concluding our series on outstanding faculty with the humanities is entirely appropriate for a university that is home to writers from Alison Lurie to Alice Fulton, and to academic luminaries such as M.H. Abrams and Walter LaFeber (see his essay on pages 8-9 in this issue). Our cover story is of particular note because it highlights a well-known fact among academics, yet one that is little understood outside academia: that teaching and research in the humanities are a tightly woven whole.

Ezra will be switching gears in the next four issues, identifying prime examples of the remarkable building activity that has occupied our planners in recent years. The landscape of the Ithaca campus is changing fast, with new buildings and facilities in the sciences, the arts and in architecture. Through the fall of 2012, Ezra will explore how students and faculty come together in these spaces and how what goes on inside them shapes Cornell's future.

I hope you will stay with us for this grand tour. It's going to be an interesting ride.

Thomas W. Bruce

Vice President, University Communications

Bioengineered spinal disc implants may relieve chronic back pain

BONASSAR LAB/PROVIDED



Left, natural rat disc compared with engineered disc, right.

Cornell engineers in Ithaca and doctors at Weill Cornell Medical College (WCMC) have created a biologically based spinal implant that could mean relief for sufferers of lower back and neck pain.

Larry Bonassar, associate professor of biomedical engineering and mechanical engineering, and Roger Härtl, WCMC associate professor of neurosurgery and chief of spinal surgery at NewYork-Presbyterian Hospital/Weill Cornell Medical Center, have created an artificial implant to replace intervertebral discs in the spinal column. Their work was published online in Proceedings of the National Academy of Sciences in July.

Bonassar's lab, which focuses on the regeneration and analysis of musculoskeletal tissue, engineered the artificial discs from two polymers – collagen and a hydrogel called alginate. They seeded the implants with cells that repopulate the structures with new tissue. Remarkably, unlike the artificial implants of today that degrade over time, the scientists are seeing that these implants perform better as they mature in the body, due to the growth of the cells.

The scientists are hoping to move their experiments into larger animals, possibly working with the College of Veterinary Medicine, with the goal of implanting the devices in humans.



Andrew Tisch '71 to co-lead Cornell's capital campaign

A devoted alumnus and supporter of Cornell faculty, Andrew Tisch '71 has been named co-chair of Cornell's

comprehensive campaign as it continues through the university's sesquicentennial in 2015.

Vice chairman of the Cornell Board of Trustees and a member of its Executive Committee, Tisch succeeds Jan Rock Zubrow '77, who served as campaign co-chair since 2006 and has recently been named chair of the board's Executive Committee. Tisch will co-lead the campaign with Stephen Ashley '62, MBA '64, and Robert Appel '53, who heads the Weill Cornell Medical College campaign.

Tisch said the campaign has been "very successful" thus far. He looks forward to working with the campaign's trustee leadership, as well as the "top-notch" staff led by Charlie Phlegar, vice president for alumni affairs and development.

"My goal is not to make radical changes on what's working already, but rather to build on the success that we've had thus far," Tisch said.

CU AT 150

Increased diversity in sesquicentennial class

Cornell's entering freshman class – the class that will graduate in 2015, the university's sesquicentennial – is more diverse than its predecessors.

"Cornell's Class of 2015 will join the university at a time when it begins to celebrate its heritage of 150 years shaped by Ezra Cornell's revolutionary vision to "found an institution where any person can find instruction in any study,"" said Barbara Knuth, Cornell vice provost and dean of the Graduate School. "That heritage is enriched once again this year, as the university continues to attract students from all over the world and from diverse racial and socio-economic backgrounds."

The number of international students has increased to 349, a 24 percent hike over last year's freshman class; international students represent 10 percent of the Class of 2015 and come from 45 countries.

And while 41 percent of the new class identify themselves as Caucasian (down from nearly 46 percent in 2010), more than 36 percent of the class identify themselves as students of color. For example:

- 549 students, up from 481, identify as Asian-American; or 16 percent, up from 15 percent, of the class;
- 209 identify as black or African-American, up from 172; or 6 percent, up from 5 percent; and
- 387 identify as Hispanic/Latino, up from 327; or 12 percent, up from 10 percent.



Warren Hall renovation blends old with new

Cornell's 80-year-old Warren Hall is ready for a \$32 million revitalization.

Construction on the Beaux Arts-style building at the northeast corner of the Ag Quad has begun and will continue through 2015.

Peter Schrempf, program manager for the College of Agriculture and Life Sciences, said the transformed building will be a great improvement, as Warren Hall no longer meets the needs of the departments it houses.

While academic functions of the 128,355-square-foot, four-floor building will benefit from the modernization of the facility, elements of the building will be preserved to maintain the character and style of its original design. Built in 1932 for \$500,000, the brick and stone exterior, as well as the lobby and lecture halls, will undergo complete restoration.

Despite the logistical challenges of relocating 300 people during the project, "We plan to continue business as usual," said Professor Loren Tauer, the David J. Nolan Director of the Dyson School. "Many of us will be even closer to Manndibles for coffee."



Architect's rendering of Warren Hall's renovated first-floor lounge.

FXFOWLE ARCHITECTS/PROVIDED

SNAPSHOT

Fear no weevil

Weevils: destroyers of crops ... biocontrol agents ... charismatic beauties?

In Mann Library Gallery, visitors can examine weevils in a way they've never seen them before: through an exhibition of staff member Kent Loeffler's dazzling photographs. The extraordinarily detailed digital images are magnified hundreds of times. The results reveal weevils as sculptural forms in dazzling colors, jeweled, lacquered, feathered and furred.

The weevils will be on display in Mann through Sept. 30, and a selection of the images is available as a slide show online at mannlib.cornell.edu. Cornell entomologist E. Richard Hoebeke's forthcoming book, "An Illustrated Identification Guide to the Adventive (Non-Native) Weevils (Curculionioidea) of North America," also features the fair weevil.



MILESTONES

Cornell Annual Fund crosses \$30 million mark for first time

In the fiscal year that ended June 30, the Cornell Annual Fund raised \$30,086,159, surpassing a long-standing goal of \$30 million and setting an all-time record.

"At the onset of the campaign, we laid out the ambitious goal of doubling our Annual Fund by 2011 and reaching \$30 million," said Joe Lyons '98, the fund's director.

Annual Fund gifts are unrestricted, current-use gifts that donors can direct to a handful of general areas - including undergraduate colleges, professional schools, undergraduate student aid and such universitywide units as athletics. While \$30 million represents only about one-tenth of charitable gifts to the university in a given year



(excluding those to Weill Cornell Medical College), it has a disproportionately large impact on Cornell's ability to support its top priorities.

More than 32,000 alumni, students, parents and friends made Annual Fund gifts in fiscal year 2011, up from 26,000 donors in 2005.

"This is truly a milestone accomplishment by hundreds of dedicated alumni and parent volunteers, and most of all, of course, our committed and generous Annual Fund donors," said Annual Fund national chair Robert Katz '69.



Above: Masha Raskolnikov, associate professor of English. Opposite page: Raskolnikov facilitates a class discussion during her “Apologizing Well” freshman writing seminar in Goldwin Smith Hall in spring 2011.



In the humanities, classrooms are labs and students are collaborators

The notebook on the table in front of Masha Raskolnikov, associate professor of English, holds only a few lines of text – the three points she absolutely must cover today. But what most interests her is what happens between these points, the experimental realm in the classroom where anything can happen.

Outside the window, the sun sparkles on a snow-covered slope, but no one is paying attention to its allure. A young woman is offering an insight about Shakespeare’s famous stage direction from “The Winter’s Tale”: “exit, pursued by bear.” The humor, the student says, comes from the fact that animal-human violence isn’t as morally disruptive to us as human violence.

“What an interesting idea!” exclaims Raskolnikov. “I never thought of it that way.”

The students may not have realized it, but Raskolnikov was having an “aha!” moment. Such moments happen for Raskolnikov – recipient of a 2008 Appel Fellowship for Humanists and Social Scientists – in virtually every class, though it is the process of discovery that advances her research rather than any individual insights in the classroom.

“By the end of the semester I know something I didn’t know at the beginning, and it’s because of the encounter with the text in the presence of the students,” she says.

Similar scenes are repeated every day in humanities classrooms at Cornell, where students share their professors' research in exciting, unexpected ways. Indeed, in the humanities the classroom is as much laboratory as a place of learning.

To the nonspecialist, the question of how humanists approach the scholarship on which tenure and academic reputations rest may not be as clear as in the sciences, where researchers spend so much time in the lab or in the field. But as Peter Lepage, the Harold Tanner Dean of the College of Arts and Sciences, points out, "teaching often supports research in the humanities in a much more direct way than in the sciences."

Issues of interpretation and subjectivity are front and center in humanities classrooms, so that faculty have opportunities to address their research even in freshman courses.

And the ideas emerging from Cornell's humanities classrooms are probably more diverse than at many other institutions because of the high percentage of students from Cornell's other six schools who also take classes in the College of Arts and Sciences. These students contribute perspectives from outside the humanities that enrich classroom

discussion and encourage unconventional thinking.

The synergy between teacher and student works on behalf of the student, too. As Walter Cohen, associate dean of the College of Arts and Sciences, says, "Ideally the student gets my excitement and enthusiasm about the material, my sense of discovery that's supposed to be contagious. When this is working well, when we're discussing and debating ideas, then I'm modeling how one teaches and also how one approaches a research problem."

Laurent Dubreuil, professor of Romance studies, describes his experience of humanities classrooms as essentially Socratic, with teacher and student constructing the class together.

Setting the stage for a classroom-as-laboratory begins with the course syllabus. Before deciding on material, Raskolnikov considers how it will fit with her own interests and with what the students need to learn. The syllabus for her freshman writing seminar, "Apologizing Well, From Socrates to the Present," for example, went through six drafts. First she put in a Chaucer poem, then she deleted it. Socrates remained a mainstay, and at the last minute she added "Angels in America," Tony Kushner's Pulitzer Prize-winning play



Peter Lepage, dean, College of Arts and Sciences



Raskolnikov at a local Gimme Coffee, working on a book project examining the kinds of revelations made by elaborate apologies, which are a mode all their own in medieval studies.



DIGITAL HUMANITIES THRIVE AT CORNELL

"Digital humanities" may be a hot new trend, but Cornell has been ahead of the crowd for a long time. As far back as 1998, students in the College of Arts and Sciences were turning in proto-websites on CD-ROMs as senior theses.

Today, students design interactive websites for class projects and faculty use computers in the classroom in innovative ways unthinkable even five years ago.

Byron Suber, theater, film and dance senior lecturer, teaches "Techno Soma Kinesics II: Repositioning the Performing Body in Space Through the Lenses of Digital Media."

Students create sequences of sound and movement with lab computers, then transform the sequences into abstractions. "This forces students to work with formal principles of visual design and sound design that they might not be aware of," says Suber. Such interdisciplinary explorations would be impossible without Suber's creative use of the computer.

In the old B.C. days (before computer), students had to read in-class assignments aloud. But in "Critical Surfing," a freshman writing class first offered in 1997 by Timothy Murray, director of the Society for the Humanities, students post their writing on a blog Murray set up. Recent students have incorporated their experiences on Facebook and other social media sites into their blogging for the class.

"I'm not one that would say using technology in the classroom is necessarily going to be better than not using it, but it provides a different experience," says Murray.

But Cornell's digital innovations aren't limited to the classroom. Visiting assistant professor of art Renate Ferro founded the Tinker Factory to explore the intersections of art, humanities, computing and culture. "It's an interdisciplinary lab for creative research, a place to problem solve collaboratively in the area of digital media and digital humanities," she explains.

Since 2001 Cornell has been encouraging digital creativity through the Faculty Innovation in Teaching program, which has supported more than 150 projects. In one, German studies lecturer Grit Matthias created a platform where Cornell students can collaboratively create digital videos with students from universities abroad.

One of the world's leading digital art archives, the Rose Goldsen Archive of New Media Art, is housed at Cornell, under the sponsorship of Cornell Library's Division of Rare and Manuscript Collections. It's also part of the Digital Humanities initiative of the Society for the Humanities, which advances projects ranging from a two-year pilot faculty seminar with the University of Toronto Humanities Center to sponsorship of seven graduate HASTAC Fellows (Humanities Art Science Technology Advanced Collaboratory) whose blogging on the HASTAC website promotes humanities and social sciences research through shared approaches to technology.

—Linda B. Glaser

that raises questions of forgiveness reminiscent of “The Winter’s Tale,” another work that shaped the syllabus from its inception. Including a contemporary play like Kushner’s in the syllabus is an experiment for Raskolnikov, a way to explore whether her book should be only about the Middle Ages or if it might include the way the meaning of apologies changes over the history of English literature.

For her freshman class, though, she includes an assignment that lets students bring in recent apologies of interest to them, thus including discussions of such public figures as Tiger Woods and the controversies surrounding them in her syllabus.

“I craft my classes in terms of questions that excite me and that I hope will excite students, too,” explains Raskolnikov. “On a day-to-day, moment-by-moment basis,

however, I don’t need to pull the class into my research – we go where the texts take us, and class is driven by my students’ questions and ideas, and by moments of insight that these bring about.”

But Joseph Mansky ’12 appreciates it when course content includes a professor’s work. “I think it’s great because we’re being taught by some of the best scholars in the field,” he says.

Because Raskolnikov’s new book will include an exploration of Chaucer’s self-abasement (he was always apologizing for his work) and how that colors scholars’ view of his gender identity, she added “Troilus and Criseyde” to the syllabus for her 3000-level Chaucer class. The poem is notorious for its weepy male hero whom scholars – and Raskolnikov’s students – deride for his excessive emotionality.

BY WALTER LAFEBER

CARL BECKER’S HISTORIES AND THE AMERICAN PRESENT



Carl Becker in 1916.

“IS THE CLIMATE OF ITHACA regarded as normally healthful, particularly for people of nervous temperaments? I have heard that on account of dampness it is very cold in winter and very hot in summer.” So Carl Becker wrote a future colleague in early 1917 as he prepared to move from Minnesota to Cornell to continue one of the most distinguished and widely noted 20th-century academic careers. His “nervous temperaments” were indeed quickly tested. The results transformed Becker’s views and, through his writings, the thinking of many leading Americans – but not because of Ithaca’s weather.

As Americans prepared in 1917 to fight in World War I, Becker had been part of the influential Progressive movement which aimed at nothing less than reforming an America ruled by monopolistic robber barons and corrupt city machines. On foreign policy issues, however, Progressives were more divided and less informed. Becker’s quick acceptance of President Woodrow Wilson’s 1917 views of the necessary U.S. role in the European conflagration led the new Cornell professor to take leave to work in Washington for the Committee on Public Information, the propaganda wing of Wilson’s commitment to total war.

The results, a deeply disillusioned Becker told a friend in 1920, were catastrophic. The war that Wilson claimed was to make “the world safe for democracy” instead produced an expanding communist Russia, a broken Western Europe, the massive “Red Scare” search for American communists and socialists, bloody racial riots in several U.S. cities, and deeply frustrated Americans who simply wanted to enjoy the dawning Jazz Age. Wilson, Becker told his friend,



Karen Bennett,
associate professor
of philosophy

But Raskolnikov challenges the assumptions underlying the students' judgment. "When you write about Chaucer, you realize he's struggling with the same issues we're struggling with now, like gender stereotypes," says Raskolnikov. And understanding what medieval figures like Chaucer have to say enables her to bring to the classroom a unique historical perspective on contemporary issues.

As Patrizia McBride, associate professor of German studies, points out, "Research in the humanities seems very specialized when you look at it from the outside, but what gets forgotten is that through the layer of specialization we're often talking about issues that we're grappling with today."

One of the most significant benefits of the classroom comes from the necessity of explaining the material. "The best way to fully understand a set of issues is to try to explain it to

"has no humor, no objectivity, no abiding sense of or contact with reality." But the historian had little interest in escaping to the Jazz Age. As noted by Cornell's Michael Kammen, the distinguished editor of Becker's letters, the professor's vices were limited to "billiard playing, fast driving, and excessive smoking of Camel cigarettes." Becker set out to discover why he and many others had been so easily duped by Wilson's policies.

He discovered an answer in a form of historical relativism brilliantly captured in the title of his 1931 presidential address to the American Historical Association: "Everyman His Own Historian." There was not one history, as the so-called "scientific" historians believed, but two: "The actual series of events that once occurred and the ideal series that we affirm and hold in memory. The first is absolute and unchanged ... the second is relative, always changing in response to the increase or refinement of knowledge." Historical judgments were thus "relative," Becker explained, because "the historian ... like the bards and story-tellers of an earlier time, will be conditioned by the specious present in which alone he can be aware of his world." "The form and significance of remembered events," he added, "like the extension and velocity of physical objects, will vary with the time and place of the observer."

Becker's address took not only historians but American intellectual and political elites by storm. Historical relativism was the new way of understanding the past – and thus necessarily the present since, as William Faulkner later noted, the past is never really past.

Within 14 months of Becker's presidential address, however, an absolute appeared: Adolf Hitler, absolute in his evil. Hemmed in by his relativism, alienated by his bitter experience with Wilson, Becker could not come to terms with the significance of either Hitler or the isolationist U.S. foreign policies of the 1930s. By late 1935, Japanese militarists consolidated their invasion of North China, Mussolini seized Ethiopia, while Hitler stripped Jews of their protection of German citizenship and announced massive German

rearmament. Amidst these catastrophes, Becker wrote the *Washington Herald* a public letter in which he stated that a "resort to force in place of persuasion is so far a confession of failure. I have no faith in the possibility of abolishing oppression by suppressing oppressors." Becker's past of 1917-1919 and 1931 had shaped his worldview of the mid-1930s as the world approached the abyss.

At a turning point in history, Becker did not turn. Believing that two ways existed to understand (and teach) history, the "scientific" and relativistic, Becker advocated the relativism spelled out in his 1931 address. There was, however, a third alternative which others, such as theologian Reinhold Niebuhr, seized. It assumed that absolute evil could exist and could only be destroyed by counterforce. This assumption required a knowledge of foreign policy and other nations' politics. But not all supposed aggressors were the equivalent of Hitler, particularly given their inability or unwillingness to attack the United States and its allies. Becker and, especially since 2001, American intellectuals, media and government officials could at crucial moments never move beyond their own worldviews to make that distinction. They were, as Becker himself explained, prisoners of their own limited experiences and historical knowledge.

Walter LaFeber is the Tisch Distinguished University Professor Emeritus of history and a renowned foreign policy historian. Carl Becker, a prominent cultural and intellectual historian, taught in Cornell's Department of History from 1917 through 1941 and served as the university historian from 1941 until his death in 1945.



Walter LaFeber

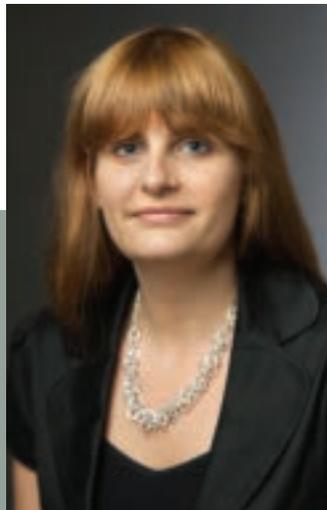


Raskolnikov chats with a student in her Goldwin Smith Hall office.

someone else,” says associate professor of philosophy Karen Bennett, recalling times when she was preparing to teach something new that had seemed clear when she first read it, then suddenly realizing that the arguments made no sense, and she had to delve deeper into the material to be able to provide students with a coherent understanding.

Birth of ideas in the classroom

Chalk dust wafts through the small Goldwin Smith classroom as Raskolnikov draws a chart illustrating who knows what and when in “Troilus and Criseyde.” The class has finally reached the end of the poem, and Raskolnikov asks her students to consider what Chaucer is really sorry about when he apologizes for his work. Is it the story, or is it the experiment he’s conducting with the circularity of time and the results of foreknowledge?



Verity Platt, associate professor of classics and history of art

“No one knows the answer. People don’t even hypothesize about this very much, so I’m really genuinely asking the question,” she tells her students.

As usual, the gap between question and answer never lasts very long in a Raskolnikov class, and hands instantly reach for the ceiling. One young man counters that the poem is based on another work, so it isn’t really controversial; another student posits that the Christian message at the end of the poem is what troubles Chaucer.

It is in these “mess-ups and exchanges and incongruities between people and their readings where the magic happens,” says Anna Corrigan ’14. The careful way Raskolnikov gives credit for ideas to individual students during the course of class discussions encourages that magic.

“It’s never one-sided in a class this small, which I think is one of the best parts. You can learn almost as much from your peers as you can from the professor,” says Mansky.

‘YOU CAN JUST SEE FROM THE WAY THEY’RE SITTING WHEN IT WORKS AND WHEN IT DOESN’T WORK. WHEN THEY’RE TUNED IN AND REALLY WITH YOU ... YOU CAN FEEL THEM SORT OF VIBRATE AT DIFFERENT FREQUENCIES.’

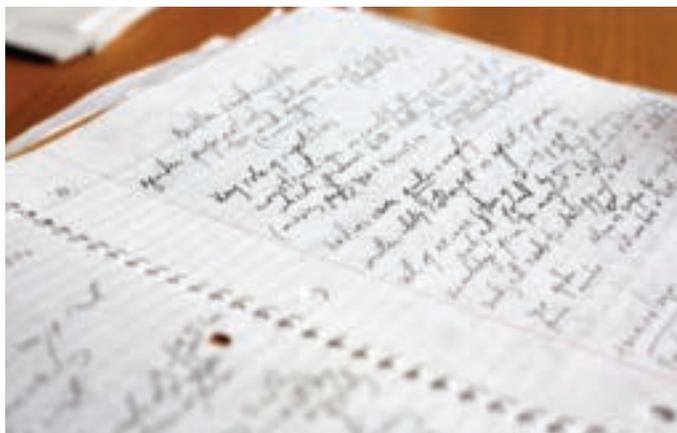
– MASHA RASKOLNIKOV

For Raskolnikov, learning from her students is not a matter of writing down what someone has said during a discussion. She wouldn’t feel right putting a student’s thoughts directly into her own work, even with attribution. What she gets instead from the students are difficult questions that make her think more creatively. As she writes in the acknowledgment of her first book, “Body Against Soul,” students “challenged me to think beyond myself; nothing has pushed my thinking forward as much as engagement with all of you.”

Lepage points out that “teaching forces you to drive to a deeper level than you have before. What the students are spectacularly useful for is undermining your picture with questions you hadn’t thought of. They sort of destabilize your understanding. I just love those questions, because you know you’re going to figure out something and at the end of it you know you’ll understand it a little better than you did before. It’s like someone gave you a present.”

Associate professor of classics and Milstein scholar Verity Platt finds it very helpful to do close analysis of primary material with a group. It enables her to get to know the material in a much deeper way, which can serve as a springboard for new approaches. One class on painting she taught sparked so many ideas for articles that she’s now planning a book to incorporate them all.

Although Platt recalls a few times when students have wanted to work directly on her research topic, the question of intellectual property hasn’t really been a problem. “I always try to live by the principle that you need to be generous with ideas,” she says. “Any intelligent, good academic has enough ideas to not be overly protective of things.”



A view of one of Raskolnikov’s notebooks in her office.

Trial run

Raskolnikov perches on the edge of the desk, looking out at the semicircle of students. It’s the first class after spring break, and some of the students seem still to be recovering from their time off. One young woman in particular leans sleepily on her hand.

It’s a perfect opportunity for Raskolnikov to test her ideas. The sleepy woman is a bright student who can be counted on to make a comment whenever the material is particularly interesting. As she presents her new ideas, Raskolnikov watches the woman closely. When the sleepy student snaps to attention, Raskolnikov knows she has hit it right.

“You can just see from the way they’re sitting when it works and when it doesn’t work,” says Raskolnikov. “When they’re tuned in and really with you because you’re right, you can feel them sort of vibrate at different frequencies.”

Philosophy professor Bennett would no doubt agree. She often finds herself hurrying back to her office after a graduate seminar to take notes, because she’s realized that “some argument I was trying to run just doesn’t fly, or the way to do it is to go this other direction,” she says.

Lightning strikes

Lightning struck for German studies professor McBride when she and her class were working on montages that merged object and text by combining visual elements. They were examining a work by a Dadaist (an adherent of an early 20th century absurdist movement), when a student suddenly pointed out that part of the image formed a word McBride had never noticed. “The student was able to define something that opened up a whole different reading of this image. This is what makes teaching so thrilling,” she says.

Fundamentally, says Ivan Salinas ’14, “the humanities is not a try and fail environment, it’s more of an open-minded, critical environment that helps teachers with their research and students with their critical thinking.

“The things we learn in humanities classes stay with you for the rest of your life. In 30 years I might forget the quantity of an astronomical unit, but I will never forget what it means to apologize well.”

Linda B. Glaser is a staff writer for the College of Arts and Sciences.

Creative space: Faculty arts projects engage through connection of research and performance

Associate professor of music and pianist Xak Bjerken has organized major festivals and symposiums on campus over the past decade, exploring music from behind the Iron Curtain, 20th-century performance practice, and the works of Stravinsky and Messiaen.



Xak Bjerken

Participants and audiences have enjoyed events such as “Schoenberg’s Playlist” – a four-day festival in January 2011 with lectures by musicologists and

Bjerken’s students and guest artists performing early 20th-century piano works.

“Special projects provide opportunities to view known works in a new light, partly because of the context we create, but also in the preparatory research done for the events,” Bjerken says. “There is the possibility for research and performance to shine a light on each other.”

Bjerken is among a number of faculty who connect their creative endeavors in the arts with collaborative research, classroom work and student participation.

Cornell enables cross-disciplinary collaboration on such projects, stressing theory and practice as part of a liberal arts education. The Cornell Council for the Arts also provides support for some projects.

Professor of theater Beth Milles brings her research interests in performance practices to the classroom and to her creative work. Her latest projects will involve nontraditional performance spaces, including an outdoor production of Chekhov’s “The Cherry Orchard” on campus in September.

“I was very inspired by the Society for the Humanities focal theme this year and the exploration of sound,” Milles says. “I love directing outdoor theater, because I can’t control it – the periphery, the natural sounds and rhythms of people walking to class, and yelling, and the ebb and flow of distraction and focus. I’m interested in how the students will engage the intersection of the audience, the peripheral and performance.”

She also is developing a “Russian clown piece” with her longtime collaborator, Cirque du Soleil clown Daniel Passer,

who has “led several workshops with our students over the years,” Milles says. There will be opportunities for students to be involved as actors in the collaboration, she says.

“We’re planning to go to Russia next fall to perform the piece, [which is] inspired by the work of Charlie Chaplin and the physical desperation – and pathos – of silent films,” Milles says. “A lot of my work is hybridization – *commedia dell’arte* is very physical. It’s not just acrobatics, it’s also theater, and apocalypse, and installation. There’s a mystical power in moment-to-moment comedy that is created from objects. In this piece, the actual empty theater is the object.”

Milles previously worked in television and film in Los Angeles, and is now in the early stages of developing a television show with a writer/collaborator in Los Angeles.

Senior lecturer in film and filmmaker Marilyn Rivchin says she has “done an enormous amount of collaborative work with colleagues, dancers and composers” at Cornell, and has produced documentaries for the Cornell Prison Education Program, Southern Tier AIDS Project and other agencies.

She also has worked with scientists. For a 2005 research collaboration with physicist Jane Wang, Rivchin filmed dragonflies on her pond and incorporated laboratory footage shot at 1,000 to 2,000 frames per second and Wang’s simulations.

“They’ve been around for millions of years – they’ve survived because of how they can move,” Rivchin says. “Jane was making some interesting breakthroughs and that’s what interested me.”



Beth Milles

Students in her documentary workshop class last spring produced short films and contributed to the Cornell Genetic Ancestry Project, a collaboration with Professor Charles Aquadro and visiting professor Spencer Wells.

Rivchin spent 18 months creating a triple projection for a 2009 Cornell production at



Theater professor Beth Milles rehearses an outdoor production of Chekhov's "The Cherry Orchard" on campus with students during the summer.

the Schwartz Center of Leonard Bernstein's "Mass," co-directed by Professor (and then-Schwartz Center artistic director) David Feldshuh and Scott Tucker, director of choral music; and, inspired by paintings and drawings by former landscape architecture professor Amaechi Okigbo, contributed to "Planes," a dance choreographed by senior lecturer Jumay Chu.

"He let me create animated multiple projections with his imagery, synched with four moving screens and dancers," Rivchin says. "That was a wonderful collaboration."

Department of Theatre, Film and Dance design staff and alumna dancer Nadia Drake participated in Rivchin's 2008 art installation "Chute," with images projected onto a parachute suspended in the Schwartz Center lobby.

This fall, Rivchin will co-teach Synergies of Audio and Video, a digital media studies course that ties in with the Society for the Humanities' 2011-12 focal theme, "Sound: Culture, Theory, Practice, Politics," and is creating work for director Melanie Dreyer-Lude's staging next spring of the experimental play "Long Ago in May."

"One of the advantages of the diversity of expertise in our

and other departments is it is very exciting to be able to create new work," Rivchin says. "People who are experts in different fields don't often get the chance to work together so directly."

Bjerken says his projects provide him and his colleagues with "a forum to get together in a looser context than is possible in our usual day-to-day teaching and lonely research lives. And there is a social aspect ... bringing people together to make connections both intellectually and in experiencing something really exceptional."

His next venture, "Look and Listen," will showcase Cornell's composition program in a series of musical installations celebrating the Oct. 30 opening of the Johnson Museum's new wing. Music performance faculty and graduate student musicians will premiere compositions written for the occasion by Cornell composers, "reflecting specific works [and] areas of the museum, wrapping up with a group improv on the fifth floor," Bjerken says.

Growing the 'technology ecosystem' of the future in

New York City

On July 19, Cornell announced it would respond to a request for proposals from New York City Mayor Michael Bloomberg for an applied sciences and technology campus in the city. Proposals are due to the city Oct. 28, and the city will award the contract in late December. Cornell Provost Kent Fuchs; Lance Collins, dean of the College of Engineering; and Daniel Huttenlocher, dean of Computing and Information Science, recently answered questions about why Cornell is the right choice for the project.

Q: How committed is Cornell to the New York City tech campus initiative?

Kent Fuchs: 100 percent. Cornell is the world leader in areas critical for New York City's future tech sector, and we are committed to the city itself. We have programs and initiatives in the city already, and technology and applied sciences are exactly the areas in which we are committed to growing. The urban environment gives us the opportunity to create technology transfer and significantly contribute to the state of New York, specifically New York City's economy.

Q: Will the proposed New York City tech campus compete with the Ithaca campus in terms of resources, faculty and students?

Fuchs: Our goal for this new campus is to have no negative impact at all on the Ithaca campus in terms of funding or competition for programs and, in fact, to enhance the opportunities for those on the Ithaca campus to participate in new programs in the New York City urban environment. We will hire new full-time faculty, and in addition, faculty and students from

Ithaca will spend time at the New York City campus either over summers or away on sabbatical.

Our expectation is that the operating budget will be funded through a number of sources including research grants; contracts with the government, companies and foundations; graduate tuition; as well as philanthropy. Additionally, there will be some income from the development on the physical site, as we are proposing that some companies and others lease space relevant to programs there.

Q: What types of students will populate the new campus?

Fuchs: Given the goal of leading-edge research resulting in new businesses and innovation, the campus will be focused on graduate education. We anticipate attracting 1,000 or more Ph.D. and master's students to earn their degrees on this campus.

We are not proposing to grow Cornell's undergraduate program through this initiative. However, we would expect a significant number of Ithaca undergraduates having summer or semester-long internships there, or being involved in research projects as interns.

Q: How will research programs on the new campus be organized?

Fuchs: The focus of this initiative from the city's perspective is to create new high-technology jobs by supporting intellectual property and knowledge, resulting in economic development for the city. As a result, we decided not to organize the campus in a traditional way with colleges, schools and departments, but rather to have this new campus focus on very broad application domains, which we are calling research "hubs," that are relevant to new and existing companies and are applicable to the industries that matter to NYC. We wanted to focus on applications more than fundamental academic disciplines.

We expect that faculty and students from all kinds of areas can be involved in these hubs, which we also see changing over time. This gives us an agility that a traditional academic environment does not have, while still maintaining academic excellence because the disciplines are tied back to academic homes in Ithaca.

Q: What is a "technology ecosystem," and how is Cornell going to support one in New York City?

Daniel Huttenlocher: By this we mean a collection of companies at different stages of development – [from] very early startups tying back to things going on in research labs and universities [to] larger corporations that might be customers or potential acquirers for what those smaller companies are doing. The pace of developing new companies is getting faster and faster, and the key factor is getting the right people into an environment where they can focus on and solve the most relevant technology problems. Cornell alumni already play a leading role in the New York City tech startup ecosystem, and this campus

will increase that manifold. We envision an environment that encourages our students to start companies in New York City over any other area of the country.

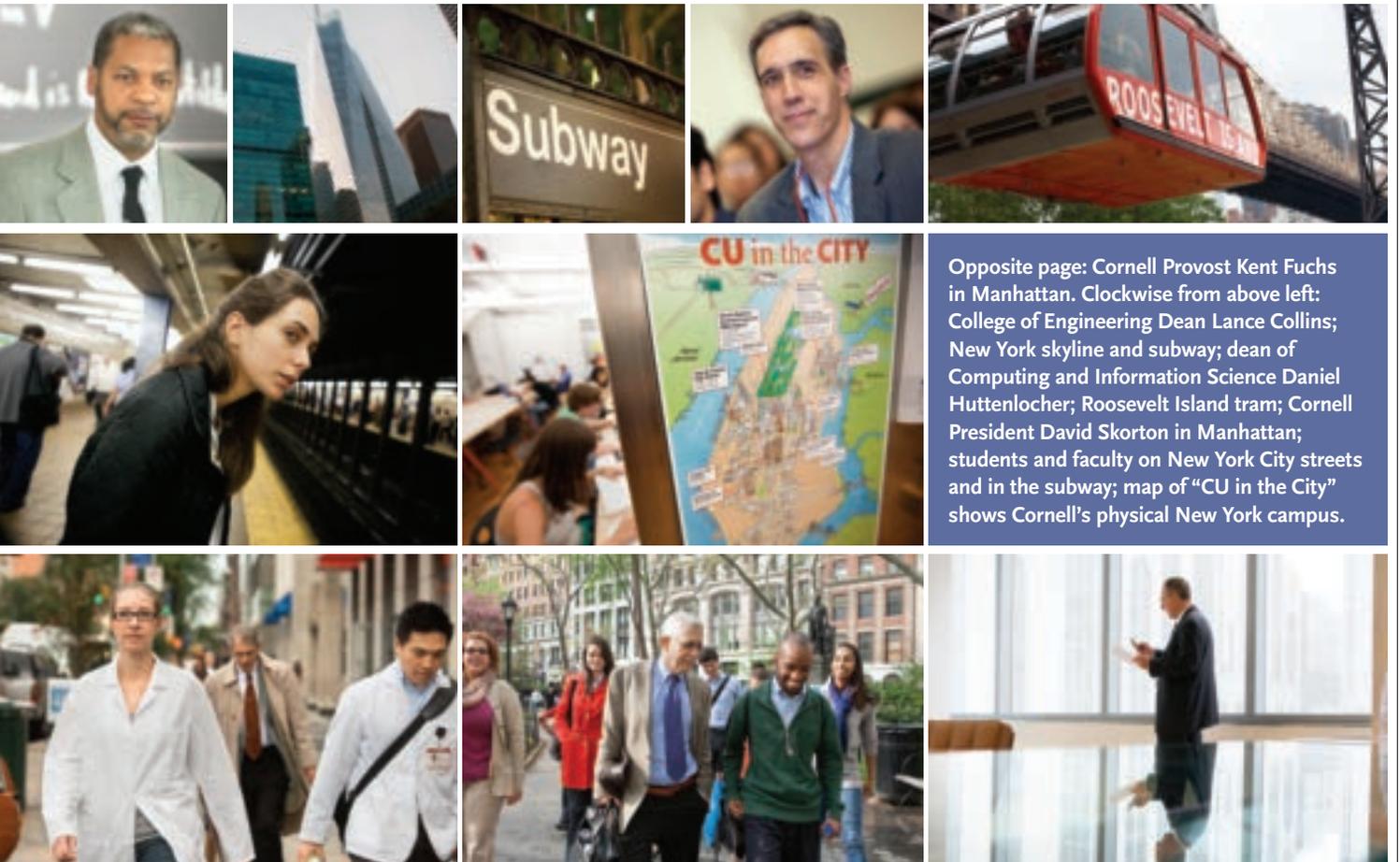
Q: How is Cornell poised academically to lead the New York City tech campus initiative?

Lance Collins: We have a top-rated College of Engineering, a top-rated Computing and Information Science program, an outstanding electrical and computer engineering department, expertise in advanced materials, and in nanotechnology we are one of the premier universities in the country. It's important to have strengths in all these areas, particularly those aligned with New York City's tech industries, to create new technologies that will be commercially viable. Also, we have a culture for interdisciplinary research that we will replicate in New York City. This culture has developed over decades and involves a combination of an administrative setup and a campus personality that allows us to interact in ways that cannot be found at most universities.

Q: What kind of experience does Cornell have in developing and running a remote campus?

Fuchs: Cornell has a history of developing programs in New York City, where we have our Weill Cornell Medical College – now engaged in a \$1 billion capital project that includes a new medical research facility – and each of our colleges has academic and research programs in the city. We also have experience overseas – for example, our highly successful medical school in Qatar, which we launched 10 years ago.

For more information, visit www.cornell.edu/nyc/.



What's in a name?

The stories behind the buildings and byways of Cornell

To the thousands of students and alumni who traverse campus every semester, many of the names on buildings are just that – names. But for those who look beyond the names as mere labels on a map, every location tells a story.

Campus names immortalize generous alumni, honor beloved faculty and staff, and recognize individuals who helped shape Cornell into the university it is today. While some may be familiar to the average Cornellian, like White Hall or Lincoln Hall (named for Cornell co-founder Andrew Dickson White and U.S. President Abraham Lincoln), others are likely more obscure.

When Cornell University opened its doors to students in 1868, the two buildings on what would become the Arts Quad were simply called South University and North University. But the next building to join them was McGraw Hall, a gift of trustee John McGraw that set the precedent for naming buildings after benefactors. It wasn't until 1883 that the Cornell Board of Trustees voted to rename the two original buildings to honor two men who had helped create Cornell: U.S. Congressman Justin Morrill, who sponsored the Morrill Land Grant College Act, and President Andrew Dickson White. Buildings like Morrill Hall and Lincoln Hall recognize national figures who, although not directly associated with Cornell, played a role in its founding. It was Lincoln who signed the Morrill Act in 1862, paving the way for Cornell's founding.

Those who take a closer look at Tjaden Hall, the Department of Art building in the northwest corner of the Arts Quad, might wonder why the names and faces of famous scientists adorn the brick walls, from Ampere and Bunsen to Galileo and Newton. Opened in 1883, this structure was once home of the country's first Department of Electrical Engineering and was appropriately named Benjamin Franklin Hall to honor "America's first electrician." In 1980, nearly a century later, the trustees voted to rename it in honor of

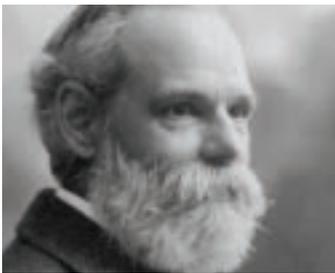


Olive Tjaden Van Sickle '25, a pioneering woman architect with more than 2,000 buildings to her credit who generously funded the building's renovation.

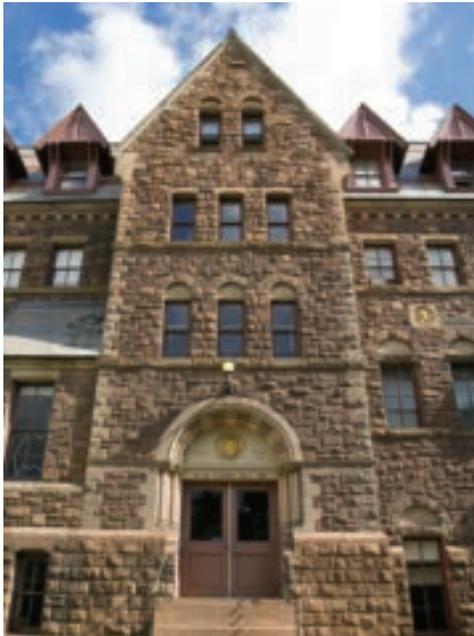
Like many campuses around the world, Cornell is plagued by the problem of many buildings sharing the same name. Every fall, stories abound of bewildered new students who find themselves in the McGraw clock tower searching for a room in McGraw Hall, or searching through Uris Library looking for an economics class in Uris Hall, or wondering why there's a business school in the Johnson Museum of Art. Thanks to one particular family of notable alumni, Cornell is home to four Olin buildings: John M. Olin Library, Franklin W. Olin Jr. Hall for Chemical Engineering and Spencer T. Olin Research Laboratory – as well as Franklin W. Olin Hall, a residence for students at Weill Cornell Medical College in New York City.

The donors, a father and his two sons, were all Cornellians and university trustees, and the family name adorns buildings across the country, thanks to their philanthropy and trio of personal foundations. A third son, Franklin Jr., died shortly after graduating and was the first to be memorialized with a building given by his father. Family patriarch Franklin W. Olin, Class of 1886, played baseball professionally for two seasons before founding the ammunition manufacturing business that would become the Olin Corp. as it expanded into chemicals, paper products, mining and more.

On West Campus, a quintet of legendary faculty members are recognized by the new house system: labor activist Alice Cook, historian Carl Becker, physicist Hans Bethe, biologist William Keeton and home economist Flora Rose.



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Top row, from left: Cornell home economist Flora Rose, mechanical engineering professor and dean Robert H. Thurston, sign marking George Jessup Road on North Campus, Goldwin Smith and Andrew Dickson White at the opening of Goldwin Smith Hall in 1906. At left and above: Olive Tjaden Hall and details of the faces of scientists who appear around the building's façade. Tjaden Hall originally opened in 1883 as Benjamin Franklin Hall (opposite page) and housed the Department of Electrical Engineering.

Goldwin Smith Hall is another example of a building named after a particularly notable professor. Smith, an expert on English history, was recruited to Ithaca from Oxford by President White shortly after Cornell's founding to add legitimacy and prestige to the fledging university. Similarly, the Ag Quad is almost entirely filled with buildings honoring early faculty and administrators, from the first dean of the College of Agriculture, Isaac Roberts, to the first Cornell provost, Albert Mann, Class of 1904.

But it's not just buildings on campus that honor Cornellians. A trip through North Campus takes visitors along Thurston Avenue, named for Robert H. Thurston, the first president of the American Society of Mechanical Engineers, who was recruited to Cornell in 1885 to be director of the Sibley School of Mechanical Engineering. Jessup Road – which goes past Mary Donlon Hall (named for the Class of 1920 federal judge and trustee) and Robert Purcell Community Center (named for the Class of 1932 businessman and trustee chairman) – is one of the few campus locations named for a nonacademic staff member. George Jessup, Class of 1908, had a successful career as a dam engineer; in his "retirement" he joined the Cornell staff, where he was project engineer on university construction projects, including many of the North Campus residence halls.

In the last decade, Cornell's most generous alumni and friends have continued to give their names to structures, with the opening of Duffield Hall (David Duffield '62), Weill Hall (Joan and Sanford I. Weill '55) and Milstein Hall (Paul, Irma and Howard Milstein '73).

The next time you pass through campus, take a moment to contemplate the people behind the names all around you, for behind every named building there was a person who loved Cornell or was critical in helping it to prosper.

Corey Ryan Earle '07, the 13th Cornellian in his family and a Cornell history buff, is associate director of student programs in the Office of Alumni Affairs.



Olin Library, soon after it opened, in the early 1960s.

Jim and Becky Morgan's \$10 million gift supports top priorities



A recent gift of \$10 million from Jim Morgan '60, MBA '63, and Becky Quinn Morgan '60 has only one stipulation: that it be used to support Cornell where it will have the most impact.

As entrepreneurs and committed philanthropists, the Morgans have a long history of giving to Cornell. Before retiring as president and CEO of Joint Venture: Silicon Valley, Becky Morgan was a teacher and California state senator. Jim Morgan is a retired CEO of Applied Materials, the world's leading supplier of equipment for the manufacture of semiconductors, solar panels and flat-screen displays. In 1993, with their adult children and their spouses, the couple started the Morgan Family Foundation, which advances philanthropic causes from education to environmental conservation.

"The university has excellent leadership in the president, the provost and the set of deans we have now," Jim Morgan says. "We gave a \$10 million unrestricted gift to be utilized as the provost thought would provide the most leverage to the university."

The Morgans' gift supports faculty renewal (\$4 million), "One Cornell" undergraduate student learning initiatives (\$2.1 million), the New York City applied science and engineering campus initiative (\$1 million) and future initiatives (\$2.9 million).

The gift provides a snapshot of a few of the university's

top priorities, and it is no accident that faculty renewal is receiving the largest allocation. "There is urgency behind this initiative as other top universities are moving quickly to make strategic hires as they recover from the economic downturn," explains Provost Kent Fuchs. "Our ability to compete for the next generation of 'star' faculty will depend on the resources we have available now."

Under the Cornell Faculty Renewal Initiative – which matches gifts for faculty recruitment on a dollar-per-dollar basis – the Morgans' \$4 million gift harnesses another \$4 million from university funds. The provost has directed \$5 million to the College of Engineering and \$3 million to the College of Human Ecology, Jim and Becky Morgan's respective schools.

"This unbelievably generous faculty renewal gift from the Morgans comes at a critical time for the college, as we are planning for the turnover of nearly one-third of the faculty over the next five years," says Lance Collins, dean of the College of Engineering. "This will allow us to hire aggressively in strategic areas, while taking advantage of the amazing talent pool out there that has resulted from the diminished hiring of faculty nationwide caused by the economic downturn."

Demonstrating the gift's immediate impact, Alan Mathios, the Rebecca Q. and James C. Morgan Dean of the College of Human Ecology, has hired two distinguished faculty members – Nathan Spreng, formerly a postdoctoral fellow at Harvard, and Jintu Fan, a world-renowned textile researcher from Hong Kong's Polytechnic University – who will be known as Rebecca Q. and James C. Morgan Sesquicentennial Faculty Fellows. A third hire in neuroscience is under way. According to Mathios, with the help of the soon-be-completed MRI center in Martha Van Rensselaer Hall, Spreng will contribute his neuroscience expertise to "advancing the college's mission to extend the depth of research in the areas of biological and social sciences ranging from childhood and adolescent behaviors to aging." He adds that "bringing Jintu Fan to our college is a major step toward bridging the technical interface of fiber science and apparel design in an increasingly competitive field."

For Jim Morgan, trust in the strengths of the university is what motivated the couple's gift: "Cornell has a really powerful capability to have a huge influence on the world over the next decades. We just want to accelerate this process."

Cornell economists unite within new universitywide department



Donald C. Opatrny '74

The formation of Cornell's first universitywide economics department will leverage the university's considerable strengths in the field, according to the faculty members who will lead the merged department.

"Combining the arts college's Department of Economics with the ILR School's Department of Labor Economics and additional extraordinary scholars from around campus is going to help us improve training for our undergraduates and graduate students, expand the type of research that we can do, and broaden the type of outstanding scholars we can attract in coming years," says Kevin Hallock, professor of labor economics and director of ILR's Institute for Compensation Studies. "Doing this – and with the enthusiasm being generated and the synergies that will be created – will make it easier to attract people to Cornell."

The merger was announced in late July by Provost Kent Fuchs. It will comprise all economics faculty from the College of Arts and Sciences and all labor economists from the School of Industrial and Labor Relations. A small number of senior distinguished professors from the Samuel Curtis Johnson Graduate School of Management, the Charles H. Dyson School of Applied Economics and Management in the College of Agriculture and Life Sciences, and the College of Human Ecology's Department of Policy Analysis and Management also will hold joint appointments in the new department.

The merged department's first chair is David Easley, the Scarborough Professor of Social Science and the Donald C. Opatrny '74 Chair of the Department of Economics. Hallock, associate chair, will become department chair in July 2012. When Hallock becomes chair, Easley will serve as vice chair.

The merger follows six years of work by several committees and task forces that included prominent alumni and economics faculty from peer institutions. The transition

'I THINK THAT THE MERGER IS A TREMENDOUS OPPORTUNITY FOR CORNELL TO BRING TOGETHER THE DISPARATE DISCIPLINES OF ECONOMICS THAT EXIST BROADLY AT THE UNIVERSITY.'

– DONALD C. OPATRNY '74

team appointed by Fuchs included Easley; Hallock; Francine Blau, the Frances Perkins Professor of Industrial and Labor Relations and Labor Economics; and Ted O'Donoghue, professor of economics.

"I think that the merger is a tremendous opportunity for Cornell to bring together the disparate disciplines of economics that exist broadly at the university," says Opatrny, a university trustee who endowed the chair held by Easley in 2007. "Bringing them together makes the whole much greater than the sum of its parts."

The new department will offer a wider range of economic perspectives, bringing the empirical approach and policy focus of the ILR School together with the theoretical approach of the College of Arts and Sciences, says Harry Katz, the Kenneth F. Kahn Dean of the ILR School.

"We'll be able to continue providing outstanding training while improving research experiences and classroom opportunities for our students," Easley says.

The department will report jointly to the deans of the ILR School and the College of Arts and Sciences. For now, faculty will remain in their current offices.

"We have a lot to offer each other, and a lot to learn from each other," Hallock said. "We come from a position of strength, and this new structure will make us better immediately and going forward."



Professor David Easley, left, is the first chair of Cornell's universitywide Department of Economics. Professor Kevin Hallock, right, is associate chair and will become the department's chair in July 2012.

Citizen science group builds a field of study and buoys projects across the nation

From projects on butterflies, pollen outbreaks and light pollution to mountain goats, Cornell's Citizen Science Central supports a growing network of citizen science projects around the country, offering resources and support to project leaders and inviting the public to post targeted observations.



PHOTOS PROVIDED

Above, left and center: Participants with binoculars in the annual Great Backyard Bird Count, one of Citizen Science Central's projects. Above right: A citizen scientist searches for mountain goats in Glacier National Park.

For example, with an increasingly warmer climate, people around the world are monitoring monarch butterfly migration, the first calls of frogs and the budding and blooming of trees and flowers.

"Most of what we know about the impact of climate change on organisms comes from citizen science projects," says Rick Bonney, co-founder of the Citizen Science program at Cornell and director of program development and evaluation at the Cornell Lab of Ornithology.

The Citizen Science Central website aims to bring together experts across disciplines, building the field of citizen science and sharing best practices. The site also helps people design and implement volunteer monitoring projects. Researchers post their projects online, providing numerous examples of successful ongoing projects.

For example, the Lab of Ornithology sponsors many projects involving birds and collaborates with Ithaca's Sciencenter to get middle school students involved in monitoring. Through NestWatch, students record information including location, species of birds, the number of eggs laid and the number of birds that hatch from these eggs for each nest.

In citizen science projects at the lab like eBird and Project FeederWatch, volunteers record bird sightings and count the number of birds of varying species that come to a set location.

The Internet, Bonney notes, has allowed citizens to record their data directly on the Web. Filters built into the data entry system can double-check entries, and "advanced methodology helps ensure accurate data analysis, which requires a real

understanding of complex data sets that result when you have thousands of people sending you information," Bonney says.

Successful projects build upon activities or hobbies that people are already doing. Bonney explains, "When people are already collecting information about birds and keeping bird lists, it's not hard to get them to contribute that information to a database."

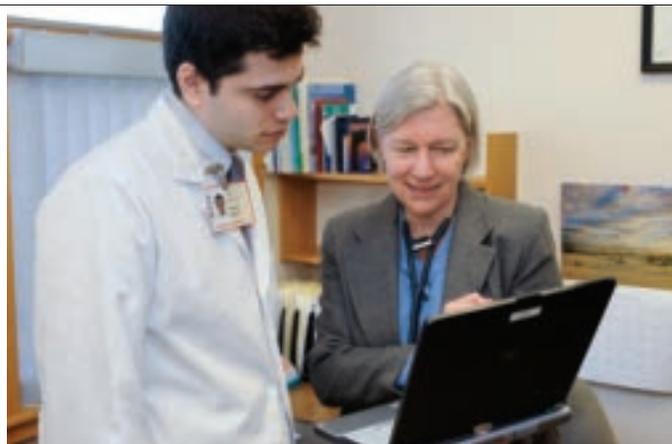
The website includes links to such projects as: Project BudBurst to monitor the appearance of buds in spring and other seasonal plant phases; operation Ruby Throat to observe the migratory behavior of hummingbirds; Monarch Watch to observe the migratory behavior of monarch butterflies; GLOBE at Night to monitor light pollution and its effects on various species; TemperatureBlast to promote climate change awareness, involving 12 science centers across the nation, including Ithaca's Sciencenter; and BioBlitzes, which organize and analyze data to help specialists with intensive biological surveys.

Increasingly, smartphone apps will contribute immensely, Bonney notes, allowing new and innovative forms of data collection. "There are a lot of apps that are being built now by different groups and organizations to collect data, but a lot of the data are not going into databases yet."

If he has anything to say about it, that will change soon.

Citizen Science Central is supported by the National Science Foundation. Visit www.birds.cornell.edu/citscitoolkit/.

Weill Cornell medical students see primary care, rural medicine at Ithaca hospital



Former Weill Cornell Medical College resident Dr. David Hyman speaks with Dr. Suzanne Anderson, a local practitioner, during his primary care clerkship in Ithaca.

During their hospital rotations, students at Weill Cornell Medical College in Manhattan see their fair share of patients with serious medical concerns – the types of things that land people in hospitals. What they don't see as much are the mundane conditions that bring people to doctors' offices or student health centers, ranging from pinkeye to the common cold.

An ongoing collaboration between Weill Cornell, Cayuga Medical Center (CMC) and about a dozen Ithaca doctors, however, gives third- or fourth-year medical students the opportunity to spend a six-week primary care clerkship – a required part of medical training – in Ithaca.

The partnership, now in its third year, was hatched by Dr. Adam Law, an Ithaca family doctor, endocrinologist and president of CMC's medical staff during 2009. That year he noticed that CMC letterhead claimed an affiliation with Weill Cornell. Law decided to take a loose affiliation and “turn it into something real.”

Meetings with the medical school's Office of Affiliations and with Dr. Andrew Schafer, director of Weill Cornell's Department of Medicine, netted the first group of three medical students who, in September 2009, spent their six-week primary care rotation shadowing doctors in Ithaca.

“In Ithaca we have richly different types of practice styles,” Law says. “We have family medicine here, which they don't have at Weill, and we have outstanding family practitioners.”

The clerkship's first two weeks in Ithaca take place at Gannett Health Services, where students get the rare chance to observe how a university health center serves students.

David Slottje, a third-year medical student, just finished his rotation at Gannett, where he learned, for example, how mononucleosis, a common concern on college campuses, is managed.

He also spent time at Law's office learning how primary care and endocrinology work in a community – a valuable experience, given that most doctors end up working in such settings, rather than in hospitals.

“It gives us an opportunity to see things we wouldn't see otherwise,”

Slottje says. “Either to see serious disease being managed over time, or to see less serious diseases that would never show up in the hospital.”

Schafer says that the students' experiences with Ithaca doctors also gives them an opportunity to observe the practice of rural medicine, an important dimension to medical training that is unavailable in Manhattan.

“In some cases, students have reported that their experiences have been nothing less than transformative in choosing careers,” Schafer says.

Before the Ithaca clerkships, medical students were a rare sight in Ithaca. Now they have a year-round presence at Cayuga Medical Center and Ithaca. In fact, Weill Cornell officials are exploring how CMC can launch its own small-scale accredited residency program in internal medicine, which they anticipate will be linked to the Weill Cornell residency, according to Schafer.

Beyond the clerkship, Law sees further benefits of bringing local doctors and Weill Cornell clinicians closer together. Doctors in Ithaca can apply for clinical faculty positions at Weill Cornell and participate in activities at the medical school. In turn, Ithaca doctors can solicit consultation or collaboration with Weill Cornell doctors in their everyday practices.

“There is immediate collegiality to be gained,” Law says.



BY EMILY SANDERS HOPKINS

\$15 million gift supports financial aid for Cornell Tradition fellows



Fellow Rebecca Zuckerman in Ecuador.

Like most Cornell undergraduates, Cornell Tradition fellows are hardworking, smart and ambitious. What sets them apart is how they spend their free time. During the 2010–11 academic year, the 500 fellows worked more than 60,000 hours and completed 45,000 hours of campus and community service.

They cleaned trash off the Ithaca Commons and out of the gorges. They tutored elementary and middle school students in reading and math, staffed Ithaca Youth Bureau events, visited senior citizens, planted trees and rooftop vegetable gardens, packed groceries for the needy, built houses in Guatemala and fed monkeys on a wildlife preserve in Ecuador.

This June, The Atlantic Philanthropies, one of the world's largest charitable foundations, announced that it would give Cornell \$15 million for the financial aid costs of Cornell Tradition scholars, 75 percent of whom qualify for aid. Since financial aid to Tradition scholars amounts to

more than \$12 million per year, Atlantic's gift will cover more than one-third of the cost between now and 2014.

The Cornell Tradition, along with the Meinig Family Cornell National Scholars and the Hunter R. Rawlings III Cornell Presidential Research Scholars, is part of The Cornell Commitment. The three programs are largely funded by alumni gifts and recognize, reward and encourage a select group of promising or accomplished students.

For Tradition fellows, hard work is encouraged. All fellows work 100-150 hours per academic year at paying jobs and donate their time to help others through 100-150 hours of campus and community service per academic year.

In a June 15 letter to President David Skorton, Jeff Lamontagne '91 credited the Cornell Tradition with instilling a habit of public service in him that has lasted 20 years: "The Tradition left no room for excuses. I *had* to integrate service into my college life; at first, this was difficult, but after a semester or two, it seemed natural."

In 2002, after four suicides at a high school near Lamontagne's home in Colorado, he and a friend organized a fundraiser to help pay for counseling services for students at the school. Lamontagne later founded Second Wind Fund, a nonprofit that has grown under his leadership to be one of the largest providers of counseling services for youth in the state; it has served 2,800 children, none of whom have been lost to suicide.

"I can draw a direct line from the Cornell Tradition to the formation and growth of Second Wind Fund," Lamontagne wrote to Skorton. "With my busy life, new child and lack of experience in this field, I don't think I would have put energy into this endeavor unless I had truly, fully integrated community service into my life at Cornell."

Kristine M. DeLuca, director of The Cornell Commitment, hears many such stories. "Our research, as well as our informal contacts with our alumni, demonstrate that this infusion of service into our graduates' lives is taking hold."

According to a 2005 survey, Tradition alumni are more likely to lead political campaigns, community organizations, and professional and religious associations than non-Tradition alumni peers.

Shanna K. Johnson '13 of Houston wouldn't be at Cornell if it weren't for her Tradition fellowship. "My senior year of high school, there was talk in my family of me not being able to go to college at all," Johnson says. But when the university



Tradition fellows sell 50/50 raffle tickets at a Cornell Big Red men's hockey game.



During the spring 2011 semester, Cornell Tradition fellows teamed up with Cornell Plantations staff to clean up trails and other accessible locations in Cascadilla Gorge. From left, fellows Neesha Schnepf, Elizabeth Martens, Roberta Gomez, Nia Hall, Vincent Cusma and Candice Hilliard.

offered her a generous aid package that included the Tradition fellowship, “Cornell ended up even cheaper than my state school.”

Johnson has held as many as four jobs at once, including usher, veterinary science class coordinator and lab technician. She also volunteers hundreds of hours at the Tompkins County SPCA. “I’ve been pre-vet my entire life,” says Johnson. “When I finish treating elephants,” she explains, “I want to go into teaching.”

Tradition fellow Jamie Lynn Roden ’12, a biology major in the College of Agriculture and Life Sciences from the Albany, N.Y., area, spent her sophomore winter on a Guatemala coffee bean farm helping a family of 10 harvest their crop, dropping coffee cherries into a basket strapped to her waist. Roden works at the library and as curriculum support specialist for Cornell’s Upward Bound program, which provides college-readiness training to low-income and first-generation college students in the Ithaca area. Like Johnson, Roden hopes to become a teacher.

“There’s a ripple effect of requiring students to be active,” explains Jacob Sneva, Cornell Tradition director. “We want to connect them to the university and to the habit of reaching

out and making a difference in communities, whether it’s the campus community or one far away in another country.”

The Tradition’s ideals mirror those of Atlantic, which aims “to bring about lasting changes in the lives of disadvantaged and vulnerable people.” In fact, the Cornell Tradition was established through a gift from Atlantic in 1983. All told, Atlantic has awarded \$600 million to Cornell and \$5.4 billion in grants worldwide since it was created by Chuck Feeney ’56, co-founder of Duty Free Shoppers Group and inventor of duty-free shopping at airports.

By 2020, Atlantic will give away the remainder of its wealth, making it the largest foundation in history to spend all its endowment. Last May, at a gathering of billionaires who have signed on to Bill and Melinda Gates’ and Warren Buffett’s “Giving Pledge” – a promise to give away the majority of their personal wealth – Buffett called Feeney the “spiritual leader” of the movement, adding, “He wants his last check to bounce.”

Alum's collaboration with professor results in book on medieval vengeance



Above: Susanna Throop '00. Left: A battle scene from the 11th century Bayeux tapestry, from a facsimile in "The Book of the Bayeux Tapestry."



Left: Professor Paul Hyams

In July 2005, Susanna Throop '00 looked out over a session she'd organized at the International Medieval Congress in the United Kingdom to find the room overflowing with people. "Gosh, maybe there's something here," she thought.

Five years later, that "something" became "Vengeance in the Middle Ages: Emotion, Religion and Feud" (Ashgate Publishing), a book she co-edited with Cornell professor of history Paul Hyams.

The collaboration between the two editors has a special poignancy since Throop, an assistant professor of history at Ursinus College, became a medievalist because of Hyams. She had been planning to double major in English and biology when she took a survey class with Hyams. "I was just totally gripped. And that was that," she says.

Hyams' approach to teaching history intrigued her – especially the way he emphasized the unanswered questions and the role of the historian as investigator, not just someone recording the past or commenting on facts. And she liked that there were so many unanswered questions still to be examined in the Middle Ages.

"My time at Cornell shaped my life. Having professors like Paul made me want to teach and support young people in the same way I was supported," she says.

Throop says the book project wouldn't have happened without Hyams' input. Hyams tells the story a little differently. "The book project was all her," he says. "And she had the good sense to draw in a number of younger scholars from the U.S., England and France."

According to Throop, her relationship to Hyams changed irrevocably from mentee to colleague when he asked for feedback on the chapter he'd written for their book – and she gave it to

him. Suddenly, she wasn't a student anymore, but an equal.

While the book is aimed at medieval scholars, its exploration of the history of emotion and the justification of human conflict make it accessible to a wide audience. Essays in

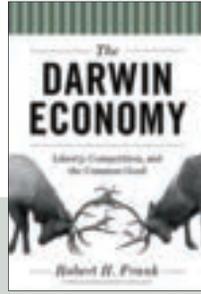
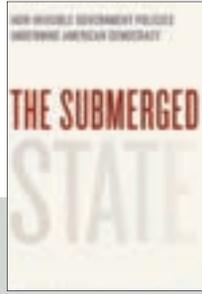
the book cover such themes as the heroic cultures of vengeance, Christian justification and expression of vengeance, and vengeance as a legal and political tool. The book is unusual, says Hyams, for its cosmopolitan, trans-Atlantic mix of historians and literary scholars.

When Hyams spoke recently to Throop's students at Ursinus, "It was like a love fest," he says with obvious pride. "The students adore her. That happens with young teachers, but the faculty seemed to really like her as well."

For Throop, studying the Middle Ages is like a distorted mirror that shows you looking back at yourself. "One of the things that I always have in mind with the Crusades is that a lot of people thought they were doing something good," she says. "I still remember when I was an undergrad and it hit me: People can have good intentions, be motivated by their consciences and do horrible things. That's the conundrum that continues to be relevant. And the more we deal with the complexity of human relationships in the past, it becomes easier – or at least more obvious – to see it in the present."

Throop received a Ph.D. in history in 2006 from the University of Cambridge, where she was a Gates Cambridge Scholar from 2001 to 2005. Her first monograph, "Crusading as an Act of Vengeance," is forthcoming.

Linda B. Glaser is a staff writer for the College of Arts and Sciences.



MORE BOOKS OF INTEREST

NORTH COUNTRY BLOOD LIBEL

Shirley Vernick's new young-adult novel, "The Blood Lie" (Cinco Puntos Press), began as a Cornell term paper assignment about a community conflict in her hometown.

In her sophomore year, Vernick '83 was taking policy analysis and management professor Alan Hahn's course on community decision making. An assignment over fall break was to identify a community conflict, past or present, and write a paper about it.

While Vernick thought that "no juicy controversies ever happened in my dinky little hometown of Massena, N.Y.," her father told her about the first (and until very recently, the only) blood libel ever reported in the Western Hemisphere. In Massena, just before Yom Kippur in 1928, a small girl disappeared. Jews were promptly accused of kidnapping and planning to murder the girl to bake her blood in their "holiday foods." In the novel, Vernick retells the story through the eyes of several teenagers whose lives, friendships and worldviews are profoundly challenged by the events.

METTLER GOES DEEP INTO 'THE SUBMERGED STATE'

Suzanne Mettler, professor of government, has turned her study on why many Americans are unaware of

government social benefits they receive and are therefore hostile to them into a book, "The Submerged State: How Invisible Government Policies Undermine American Democracy" (University of Chicago Press).

Mettler, Cornell's Clinton Rossiter Professor of American Institutions, argues that this perception is not merely a failure of communication; it is endemic to the "submerged state."

In recent decades, federal policymakers have increasingly shunned the outright disbursing of benefits to individuals and families, and favored less visible, indirect incentives and subsidies, from tax breaks to payments for services to private companies. These "submerged" policies, Mettler shows, obscure the role of government and exaggerate that of the market. As a result, citizens are unaware not only of the benefits they receive, but of the massive advantages given to powerful interests, such as insurance companies and the financial industry.

DARWIN: ECONOMIC NATURALIST

Who was the greater economist – Adam Smith or Charles Darwin? The question seems absurd. Darwin, after all, was a naturalist. But in a new book, "The Darwin Economy: Liberty, Competition and the Common Good" (Princeton University Press), Robert Frank, the H.J. Louis Professor of Management

and professor of economics, predicts that within the next century Darwin will unseat Smith as the intellectual founder of economics.

The reason, Frank argues, is that Darwin's understanding of competition describes economic reality far more accurately than Smith's – and that the failure to recognize that we live in Darwin's world rather than Smith's prevents us from seeing that competition alone will not solve our problems.

Frank, who also is an economics columnist for The New York Times and author of "The Economic Naturalist," rests his case on Darwin's insight that individual and group interests often diverge sharply.

UPS AND DOWNS OF MAGNETIC LEVITATION

"Rising Force: The Magic of Magnetic Levitation" (Harvard University Press) is a popular introduction to "maglev" – the use of magnetic forces to overcome gravity and friction. Author James Livingston '52 takes lay readers on a journey of discovery, from maglev nanotechnology to Chinese trains that travel at 250 mph without touching the tracks. He finds magic in "fighting friction by fighting gravity."

Livingston begins with examples of our historical fascination with levitation, real and fake. He then introduces the components of maglev: gravitational and magnetic forces in the universe,

force fields, diamagnetism and stabilization, superdiamagnetism and supercurrents, maglev nanotechnology and more. He explores the development of superconductors that are making large-scale levitation devices possible and the use of magnetic bearings in products ranging from implanted blood pumps to wind turbines, integrated circuit fabrication and centrifuges to enrich uranium.

BOSTEELS TRACKS ALAIN BADIOU

In "Badiou and Politics (Post-Contemporary Interventions)" (Duke University Press), Bruno Bosteels, professor of Romance studies, interprets the work of influential French philosopher Alain Badiou. Bosteels draws on Badiou's writings from the 1960s to the present and Badiou's exchanges with such eminences as Jacques Lacan, Jacques Derrida and Judith Butler. Bosteels tracks Badiou's political activities from May 1968 through his embrace of Maoism and his work to mobilize France's illegal immigrants.

This is Bosteels' third book in the past few months. In June, his "The Actuality of Communism" was published, as well as his translation of Badiou's "Wittgenstein's Anti-Philosophy."

BY JULIE GRECO

Track coaches and Big Red runners help students excel in East Africa



Above: Big Red assistant track and field coach Kevin Thompson speaks to Kamobo Secondary School students in Kamobo, Kenya, about staying committed to their education. Inset: Thompson, left, and Andy Arnold '12, right, present a soccer ball to children of Kamobo's primary school.



During the indoor and outdoor track seasons, Cornell assistant track and field coach Kevin Thompson, MRP '83, helps Big Red student-athletes reach their potential. In his spare time, he not only helps local disadvantaged youth prepare for the SATs through the Ithaca-based Let's Get Ready program but also helps African youth succeed through Cross World Africa (CWA), a nonprofit organization he co-founded with his wife, Michelle Thompson, MRP '84, Ph.D. '01.

CWA's mission is to provide African youth with educational opportunities in the United States; to support cross-cultural exchange and athletic opportunities for collegiate athletes; identify microenterprise opportunities; and expand medical service options and provide education on population control, HIV/AIDS and sports medicine.

"It's overwhelming sometimes, but whatever we can do over there is met with such gratitude," Thompson says. "It doesn't matter if you're doing something major or something small, as long as you're giving back. That's always been my mission, not only in coaching but in life."

In early June, Thompson led a group of 10 on CWA's "Big Red Tour II" to East Africa. Among the travelers were fellow Cornell track and field assistant coach Robert Johnson and a

'IT DOESN'T MATTER IF YOU'RE DOING SOMETHING MAJOR OR SOMETHING SMALL, AS LONG AS YOU'RE GIVING BACK.'

– COACH KEVIN THOMPSON

pair of the track team's mid-distance runners, William McFall '12 and Andy Arnold '12. The tour marks the second time that Thompson has taken Big Red runners to Africa – Aaron Merrill '08 and Adam Seabrook '08 joined him in summer 2009.

Thompson started the 10-day tour by taking the group to Nairobi to visit one of the largest squatter settlements in the country.

"That was moving for a lot of people to see," says Thompson. "To go to a place where people have no sewage, no running water, and there are a million people living there."

From there, the group headed to Eldoret, where they followed up with CWA's ongoing Cow Project. Started in

2008 by Michelle Thompson, the Cow Project provided five non-indigenous cows to five families in the small village of Kamobo. The cows provide milk, which the women sell to finance their children's education. CWA also paid to have ongoing veterinary care and each of those cows inseminated; the offspring were given to another family in need. On this last trip, Thompson and the group bought four new cows and gave them to members of the community with the agreement to give future offspring to other women in the village.

Also in Eldoret, Kevin Thompson presented sports equipment from Cornell Athletics, a monetary donation from the Cornell men's track and field team and an iPad from CWA to Phyllis Keino, executive director of the Lewa Children's Home (orphanage).

Thompson also visited St. Patrick's High School in Iten, Kenya, where he hopes to begin a pilot program for SAT prep based on the Let's Get Ready program. The school has many promising students and also has produced many world-class long-distance runners over the years. He hopes to get Cornell students and students at other Ivy League institutions to travel to Kenya during the intercession and summer break to run a two-week intensive SAT prep program.

While Thompson and most of those traveling with him returned to Ithaca, McFall and Arnold stayed behind



to participate in a six-week internship with the KenSAP Organization, which helps high school students who have scored high on the Kenya national exam with college preparation. McFall and Arnold assisted 13 students with SAT prep, helped them with the college admission process and served as mentors for another 13 students who had been accepted to colleges in the United States to prepare them for their future in America.

"I'm a kid from Harlem," says Thompson, who lost both his parents at a young age. "I lived my last two years of high school on my own, and I had to fend for myself, but I always cared about other people. I think as long as you try and do good in the world, that's the best you can do."



Top right: Thompson shows Phyllis Keino, executive director of the Lewa Children's Home orphanage, the iPad that was one of the gifts CWA presented to her. Above: Seniors Andy Arnold and Will McFall with high school students at St. Patrick's School in Iten, Kenya.

The latest talent on campus

Introducing five new members of the university's faculty



Aaron Bodoh-Creed

**assistant professor,
economics**

College: Arts and Sciences

Academic focus: Microeconomics, industrial organization, behavioral economics and political economics.

Previous positions: Research assistant, Stanford University Graduate School of Business, 2007-09; physicist, Johns Hopkins University, Applied Physics Laboratory, 2001-05.

Academic background: B.S., mathematics and physics, University of Maryland, 2001; Ph.D., economics, Stanford University, 2010.

Last book read: "Consider the Lobster and Other Essays" by David Foster Wallace.

In his own time: Hiking and cooking.

Gustavo Flores-Macias

**assistant professor,
government**

College: Arts and Sciences

Academic focus: Politics of economic reform, state building and state capacity, and the effects of migration in labor-exporting countries.

Previous positions: Postdoctoral fellow, Cornell, 2008-10; teaching fellow, Harvard University, 2007-08; instructor, Georgetown University, 2005-07; teaching assistant, Duke University, 2001-03.

Academic background: B.A., international relations, Tecnológico de Monterrey (Mexico City, Mexico), 2000; M.A., global public policy, Duke University, 2003; Ph.D., comparative government, Georgetown University, 2008.

Last book read: "Violent Entrepreneurs: The Use of Force in the Making of Russian Capitalism" by Vadim Volkov.

In his own time: Traveling and spending time with his wife and son.

Roger Moseley

**assistant professor,
musicology**

College: Arts and Sciences

Academic focus: The music of Brahms; ludomusicology (the study of music as play); improvisation in 18th and 19th century European idioms; collaborative pianism; technologies and ideologies of musical transcription.

Previous positions: Lecturer, University of Chicago, 2009-10; postdoctoral research fellow, University of Chicago, 2007-09; junior research fellow, University College, Oxford, 2004-07.

Academic background: B.A., music, St. Peter's College, Oxford, 1996; M.St., musicology, New College, Oxford, 1997; Ph.D., musicology, University of California-Berkeley, 2004; M.Mus., collaborative piano, Guildhall School of Music and Drama, 2007.

Last book read: "Shop Class as Soulcraft: An Inquiry Into the Value of Work" by Matthew B. Crawford.

In his own time: Playing music, squash and video games.

Karen Pinkus

**professor,
Romance studies**

College: Arts and Sciences

Academic focus: Italian, literary theory, cinema, visual theory and cultural studies.

Previous positions: Professor of Italian, French and comparative literature, University of Southern California, 1996-2010; assistant professor of Italian and comparative literary studies, Northwestern University, 1990-96.

Academic background: B.A., College Scholar Interdisciplinary Honors Program, Cornell, 1984; Ph.D., comparative literature, Italian specialization, City University of New York, 1990.

Last book read: "2066" by Roberto Bolano.

In her own time: "I play drums in a rock band, and I'm interested in all aspects of analog recording. I will probably also get into gardening now that I'm living in the country."

Joerg Stoye

**associate professor,
economics**

College: Arts and Sciences

Academic focus: Econometrics and (mostly statistical) decision theory.

Previous positions: Assistant professor, New York University, 2005-10; visiting research fellow, Yale University, 2009.

Academic background: Diplom Volkswirt, Universität zu Köln, Germany, 1999; M.Sc., economics and philosophy, London School of Economics, United Kingdom, 2000; and M.A., 2001, and Ph.D., 2005, both in economics from Northwestern University.

Last book read: "The Brief Wondrous Life of Oscar Wao" by Junot Diaz.

In his own time: "I listen to music."

Why Cornell is the right fit for a new Big Apple tech campus

Fostering technology entrepreneurship has been one of my key priorities since I was appointed dean of Computing and Information Science a little more than two years ago. I am proud of the great entrepreneurship education that Cornell offers across its schools and colleges. Today's students can go beyond learning about entrepreneurship in the tech sector to become entrepreneurs at a much earlier stage. The cost – and hence the risk – of starting a technology business has never been lower.

In a world where ideas can quickly become highly useful technology products and services (and where investors' expectations have similarly been tuned to speed), there is increased opportunity for students to bring their ideas to market either by starting their own companies or by joining existing companies that are hungry for their vision and skills.

Many Cornellians are at the center of this new generation of tech companies. The companies they have founded or have funded have created thousands of jobs and billions of dollars of market value during what has been the deepest recession in most of our lives. I have had the privilege of working with some of these people, who are passionate about helping encourage Cornell students and alumni to get their ideas out into the world (such as the hosts of some recent, truly insightful events about tech entrepreneurship: Paul Graham '86 at Y Combinator, Steve Conine '95 and Niraj Shah '95 at CSN Stores, and John Zimmer '06 at Zimride).

My goal is for Cornell to be as good as any school in the country at preparing our students to create and grow tech startups – as founders, key employees and early stage investors. Beyond the excellent technical and entrepreneurship education that we already provide, this involves having strong connections to seasoned entrepreneurs and investors. To that end, we already have several powerful networks, including the Cornell Venture Capital Directory with nearly 200 Cornell investors; the Cornell Entrepreneurship Network and Cornell Silicon Valley, which offer a host of networking and educational events; and the new Startup Career Fair that will be held next February. Cornell is working actively with these groups to create more opportunities to bring people together who can get great new tech products and services into the marketplace.

When New York City Mayor Michael Bloomberg's administration announced last December that it was seeking a school

to develop an engineering and applied sciences campus in the city, we saw this as a unique opportunity to accelerate Cornell's development of tech startups by creating a place for faculty, researchers, students, entrepreneurs and established firms to work more closely together on creating commercial value. This new campus would complement Cornell's more basic technology research focus on the Ithaca campus, much in the way that the translational medical research at Weill Cornell Medical College complements basic research in the biological sciences in Ithaca.

The new campus would also focus and concentrate our efforts in a single location, whereas now Cornell entrepreneurs are quickly drawn to the existing U.S. tech centers including not only New York, but also the Bay Area, Boston and Seattle.

What is most exciting to me about this initiative is the powerful alignment of Cornell's approach to technology with the strengths of tech startups in New York City, which are generally not pure technology plays, but rather are about grounding technology in other sectors like media, advertising, health, hospitality, real estate and finance.

Cornell has been the national leader in fusing technology with other disciplines. In 1999 we created Computing and Information Science, a college-level unit that spans traditional college boundaries with the mission of bringing computing technology into every discipline. CIS now comprises the three departments of computer science, information science and statistics, all of which offer degrees

in multiple colleges. CIS has become emblematic of the broad ties between technological and non-technological disciplines at Cornell.

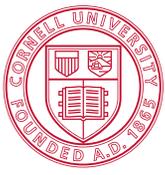
Final proposals for the New York City tech campus are due Oct. 28, with the selection to be made by the end of the year. During these next few months, many Cornell faculty, staff, students and alumni will be doing everything they can to ensure that the city understands what we already know – that Cornell not only brings unsurpassed academic quality in the technology arena, but also has the strongest technology business network in New York and the strongest commitment of any institution to the city's technology sector.

Daniel Huttenlocher is dean of Computing and Information Science.



Daniel Huttenlocher, dean of Computing and Information Science, speaks at Cornell Silicon Valley's "Startup Stories: The Good, Bad and Ugly" at Zimride headquarters in San Francisco Aug. 10.

SAM FONTEJON PHOTOGRAPHY



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