What a difference 50 years can make.

Last December, when Emory College alumnae visited the campus to celebrate the fiftieth anniversary of women being admitted to the College, they found an academic program that has changed significantly in all but one important respect.

They found a College where the 2003 freshmen class of 1,256 students is made up of 55 percent women.

This provides a stark contrast with 1953, when 508 women students enrolled in the University as a whole (76 of them in Emory College), making up 13 percent of the University student body.

They learned that the women's studies program, one of the first of its kind in the U.S. to offer a Ph.D. in 1992, had been named an official department of the College only months earlier. The Department now features ten core faculty and approximately 65 associated faculty, with connections across the entire University.

This, too, provides a stark contrast. From the 1950s through the '70s, the College offered quite a different environment. For the most part, women students were taught by male professors and guided by male administra-

"Women" continued on next page
The Women’s Center is estab-
lished under the auspices of the Graduate Institute of the Liberal Arts.

1987. Choices, a student-led organization, is founded to serve as a forum for feminist concerns.

1992. The Women’s Center is established.

1992. Institute for Women’s Studies begins accepting students for its Ph.D. program.

2003. Women’s Studies program receives departmental status in the College.

Women at Emory: Timeline

1953. Board of Trustees, by a 13-6 vote, passes official policy of admitting women into Emory College.

1971. Delores Aldridge is hired, becoming the first woman in a tenure-track faculty position in Emory College.

1974. Women’s Caucus is founded as a focus for women’s issues.

1976. The President’s Commission on the Status of Women is established as an advisory body to the President on issues related to women of Emory University.

1986. Women’s studies emerges as an interdisciplinary program under the auspices of the Graduate Institute of the Liberal Arts.

1987. Choices, a student-led organization, is founded to serve as a forum for feminist concerns.

1992. The Women’s Center is established.

1992. Institute for Women’s Studies begins accepting students for its Ph.D. program.

2003. Women’s Studies program receives departmental status in the College.
such as Elizabeth Fox-Genovese in history and women’s studies, who arrived in 1986 to organize the program in women’s studies (see separate article on page 7), Lore Metzger and Martine Brownley in English, Emilia Navarro in Spanish, Eleanor Main and Carole Hahn in educational studies, Peggy Bartlett in anthropology, and Delores Aldridge, who came to Emory in 1971 as the first woman in a tenure-track position in the College (and as the first faculty member in a brand new African-American studies program—which was also named a College department in the fall of 2003).

In addition to this impressive list of faculty, Hall would add women staff members who made tremendous contributions to the College. In particular, she cites Jo Taylor, who was the long-time executive administrative assistant to the dean of the College and “an amazingly gifted staff member.” As for women who are currently setting a high standard in the College, Hall points to senior associate deans Rosemary Magee and Cristine Levenduski.

Hall also shares an opinion that many College alumnae have expressed since their Emory reunion last fall. She and others are simply amazed at the sophistication of today’s generation of College women. Hall marvels at “the talent and professionalism” they bring to women’s studies, which offers rigorous training across many disciplines and departments.

Jaye Smith, who enrolled two years after women were first admitted in 1953, says that she, too, is very impressed with the current generation of women students. But she does not seem surprised.

“As a woman at Emory, we always felt we were different,” says Smith. “We were smarter. We didn’t go along with everything. Emory was a different environment for women—and a very successful one.”

And in the hopes of making the University an even better destination for women, President James Wagner recently created a committee to examine how women are faring at Emory in positions of power and influence. “To change the culture, we really have to see changes at the top,” says Crown, a member of the committee. “With more women on the Board of Trustees and more women at higher levels, the culture almost changes organically.”

Mary Robinson, former president of Ireland, addressed a similar issue when she talked about women’s leadership abilities at an Emory lecture held the night before the “50 Years of Women at Emory College” anniversary event.

“There are many insights, problem-solving capabilities, and particular leadership qualities that women can bring,” Robinson said. “Women must find new ways, new methods of leading and solving problems.”

Later, she borrowed a phrase from Eleanor Roosevelt, saying that “Women are like tea bags—you don’t know how strong they are until they get in hot water.”

At the Emory College alumnae event the next day, Dean Rosemary Magee altered the phrasing a little more, saying, “Women don’t know how strong they are until they are gathered together.”

To make a gift to the Emory College Scholarship Fund in honor of “50 Years of Women at Emory College,” please contact Lacey Harrison at (404) 727-1521 or lacey.harrison@emory.edu.

—Hal Jacobs
From the Dean

In the last issue of Quadrangle, I wrote about the excitement of new beginnings—new leadership, new spaces, and a new planning process that will guide us as we look to the future. Over the past several months, we have plunged into planning in earnest and have developed a vision that will help Emory College to achieve the next level of excellence. “The Arts and Sciences at Emory University combine the best qualities of a liberal arts college with the finest aspects of a research university.”

What does this mean? It means that students learn in an atmosphere of great intellectual energy. They work closely and build relationships with leading scholars. They attend classes taught by faculty who are not only excellent educators, but who also bring the exhilaration of new discoveries into the classroom. It means that students become a part of a scholarly community committed to ethical inquiry and volunteer service.

As part of this community, students and faculty work together on projects that create new knowledge, improve the community, and solve complex problems. Because Emory College is situated in the midst of a great research university, students can take courses in a broad array of fields and interact with others studying medicine, law, nursing, business, theology, and many other fields. And faculty have the time and resources they need for the discovery of ideas that have the potential to transform the world—circumstances only possible at a research institution. Nonetheless, we must commit to changing and evolving in some dramatic ways if we are to become the pioneering institution we have the capacity to be.

As the strategic planning process continues, we will confront this challenge directly, determining the best paths to reaching our goal. We hope that you share our vision and will help us reach our goal of becoming one of the nation’s best liberal arts colleges within a research university.

Robert A. Paul
Dean of Emory College
Faculty of Arts and Sciences

Emory College Facts: Did you know...?

Emory College was founded in 1836 in Oxford, Georgia and is the oldest college of the university.

1259 freshmen entered Emory College in fall 2003. The College experienced a record number of 10,384 applicants for the class of 2007.

Emory College offers 51 majors, 13 joint concentrations, and 10 interdisciplinary programs.

100% of Emory’s full-time faculty hold the Ph.D. or the highest terminal degree in their field.

9 out of 10 Emory freshmen come from the top 10% of their high school class.


Emory provides 79 study abroad programs in 26 countries on five continents. Emory now ranks among the top 15 U.S. research universities in the percentage of students who study abroad during their undergraduate years.

Nearly 70% of undergraduates pursue independent research or work with faculty or graduate students on research projects.

50% of Emory undergraduates volunteer in the Atlanta community by graduation.

Emory was the only NCAA school to finish in the top five for all three areas of excellence including all around athletics, athletic scholars, and postgraduate scholarships.
Emory College congratulates its faculty, students, and staff who were recognized this year for their outstanding achievements.

**National Awards**

**Faculty**
- American Academy of Arts and Sciences, New Fellow
  - Bruce Levin of biology
- American Council of Learned Societies Fellowship
  - Robert McCauley of philosophy
- Fellow in the Black Woman in Church and Society Womanist Scholars Program at the Interdenominational Theological Center
  - Frances Smith Foster of English
- Choice Outstanding Academic Title of 2003
  - Jack Zupko of philosophy
- Collier Prize for Still Photography, Society for Visual Anthropology & National Endowment for the Humanities Fellowship at the School of American Research in Santa Fe
  - Corinne Kratz of African studies and anthropology
- Festschrift presented by the Society of Biblical Literature
  - Vernor Robbins of religion
- Guggenheim Fellowship & Fellow at the Institute for Advanced Study in Princeton, New Jersey
  - Sarah McPhee of art history
- National Academy of Sciences, Foreign Associate
  - Frans de Waal of psychology
- National Humanities Medal
  - Elizabeth Fox-Genovese of history
- V.O. Key Award for the Best Book on Southern Politics
  - Merle Black of political science

**Students**
- Beinecke Brothers Scholarship
  - Melanie Clouser
- Barry M. Goldwater Scholarship
  - Tanya Williams
- Fulbright Teaching Assistantship (Germany)
  - Alina Polyakov
- Marshall Scholarship & National Science Foundation Graduate Fellowship
  - Nicholas Llewellyn (see page 9)
- Rockefeller Brothers Scholarship
  - Michelle Refuge
- Rotary Foundation Scholarship
  - Rachel Loftspring

**State Awards**

**Students**
- 2004 Essential Theatre Playwriting Award
  - Lauren Gunderson

**University Awards**

**Faculty**
- Marison Luther Brittain Service Award
  - Hugo Javier Aparicio
- Sonny Carter Scholarship
  - Euler Bropleh
- Boisfeuillet Jones Medal
  - Nathan Tobey
- Robert T. Jones Jr. Scholarship
  - Euler Bropleh, Emily Hunter, Joshua McCaleb, and Peter Sherlock
- Mellon Mays Undergraduate Fellowship
  - Jamie Lee, Sara Madavo, and Miel Mason

**Students**
- 2004 Essential Theatre Playwriting Award
  - Lauren Gunderson
- Louis Sudler Prize in the Arts
  - Brian Crawford and Lauren Gunderson
- Lucius Lamar McMullan Award
  - Meg Elizabeth Rithmire
- Louis Sudler Prize in the Arts
  - Brian Crawford and Lauren Gunderson
- Class Orator
  - Louis George Graff V
Does the general public understand the work of humanists?

The American Academy of Arts & Sciences doesn’t believe so. That’s why members are looking for new approaches to promote public understanding of the humanities. According to the academy, “humanities reporting” has a long way to go to catch up with “science writing,” which receives considerable resources (from the media and science organizations) and has been quite successful at capturing the public imagination.

As science and technology continue to advance at such an exhilarating pace, as global pressures increase, Emory scholars believe the humanities have an even greater role to play.

“The implications for human life—quality of life and ethical judgments—are raised to an even higher pitch,” says Robert Paul, dean of Emory College.

“As we can now penetrate to the heart of the genome, clone animals, and manipulate stem cells, the basic value of humanity is heightened for us,” he says. “And only through the study of humanities—not the sciences themselves, which leave us with these problems—do we get a sense of who we are and what part we play in this rapidly transforming environment.”

James Melton, professor of history, also sees a vital role for humanists in the midst of “an information revolution where everyone is online and tied to vast amounts of information.”

“It’s being able to assess this information critically that’s important,” he said recently at a luncheon gathering of Emory humanists. “The humanities makes it possible to maintain standards in the literary field when bombarded by so much that is written and produced.”

And in a world in which traditions and cultures are rapidly colliding, the humanities provide an invaluable lesson in how to appreciate the diversity of human beings.

Robert McCauley, professor of philosophy and director of the Center for Teaching and Curriculum, says the humanities “enhance people’s willingness to question, to consider alternatives, to imagine better possibilities.” He adds, “It’s fair to say that in any of the manifestations of fundamentalism that I know of anywhere in the world, those aren’t typically the highest priorities.”

In the community, humanist perspectives inform major issues such as civil rights, segregation, discrimination, immigration, and human rights.

“Humanities identifies these concerns and helps adjudicate them with other events and times,” Walt Reed, professor of English and director of Emory’s Graduate Institute of the Liberal Arts, said at a luncheon.

Moreover, Emory humanists describe an approach that is a far cry from the public conception of an academic field that remains firmly rooted in the past—and the back shelves of library holdings.

For example, the Center for Humanistic Inquiry (CHI) has for the past three years hosted a series of response forums focusing on a subject of current concern—from terror to ownership of the arts to responsibility in general—that engages faculty from across the campus. Martine Watson Brownley, Goodrich C. White Professor of English and director of CHI, cites high turnouts among faculty.

“There’s a lot of interest in talking to each other on subjects that matter,” says Brownley.

Jim Grimsley, senior resident fellow and director of the Creative Writing Program in the English department, sees the vitality of the humanities being rooted in the dynamic interplay between past and present.

“Humanists are commentators,” he writes. “They are teachers of languages and students of literature in all tongues. They are historians of the moment and revisers of past history. They are students of knowledge itself. Humanists are memory for society, caretakers of past stories and histories, past creations of art and culture. Humanists explain the values of the
When Elizabeth ("Betsey") Fox-Genovese heard that she was to receive the 2003 National Humanities Medal from President Bush in a special Oval Office ceremony, she was incredulous.

"The award was a bolt out of the blue, an act of grace," says the Eléonore Raoul Professor of the Humanities and professor of history. "It never occurred to me that anyone would see me that way. In that respect, it was more humbling than anything else—and somewhat improbable."

What made it even more improbable was that Fox-Genovese sits on the Governing Council of the National Endowment for the Humanities. She even participated in discussions over who should be nominated for the award. No sitting member of the governing council had ever received the honor. In fact, she had nominated someone else. Needless to say, her candidate wasn’t chosen.

As she recalls the White House ceremony last November, her voice lowers, still registering the excitement of the moment. "This was days before we went into Baghdad. The President was between two meetings. And yet he was completely focused on the event and extremely gracious."

The medal citation recognizes her "for illuminating women’s history and bravely exploring the culture of America’s past and present. A defender of reason and servant of faith, she has uncovered hidden truths and spoken with courage in every line and chapter of her life."

Dean of Emory College Robert Paul says the award recognizes her scholarly achievements in Southern history, Jewish history, and women’s studies, and her tremendous contributions to Emory as the founding director of women’s studies, which is now one of the premier women’s studies’ departments in the nation.

The award also heightens the value and visibility of Emory scholarship. Over the last several years, Emory College faculty have reaped three Guggenheim awards, a Carnegie Scholar award, a Howard Hughes award, several fellowships from the American Council of Learned Societies, and, most recently, a membership in the National Academy of Sciences.

As Paul says, "These are the currency by which academic excellence is judged in the humanities."

Of course, those who have benefited the most from Fox-Genovese’s contributions over the years have been her students. She has trained graduate students in English, women’s studies, comparative literature, and history.

"Caring about teaching means that you care about clarity and meaning and significance," she says. "My students come first, and they know it."

—Hal Jacobs

present and the past, and since our attitudes toward both present and past are constantly shifting, the study of these values is also dynamic, changeable, and exacting."

Today’s humanists are looking at different subjects, as well as rapidly changing methods and strategies. Grimsley points to social changes leading to the emergence of women’s studies and African-American studies over the last decade. He writes:

"Since what the Humanities studies is, in essence, the whole of the world, the conversations, department lines, and inter-relationships all change as the world changes. This can be seen at Emory in the growth of Humanities departments in number to over thirty, a reflection of the changes in patterns of knowledge that have taken place as the world has changed."

In addition to providing critical analysis and interpretation, Dean Paul would add that the humanities provide rich sources of satisfaction.

"The citizen of the world who knows something of art, literature, architecture, music, dance, philosophy becomes that much more of an active, affective, and satisfied participant in life around us," he says. "Emory College aims to not only fill students’ heads with facts and information but to provide an environment in which students become responsible young adults capable of entering the world, finding their way in it, and drawing from it the rewards it has to offer. Without the humanities, they’re impoverished in that respect."

—Hal Jacobs
What makes Emory’s Department of Anthropology one of the nation’s best?

According to Robert Paul, dean of Emory College and former chair of anthropology, the twenty-five-year-old department takes a holistic approach that makes it stand apart. As Paul says, “The anthropology department was established with the aim of avoiding the chasm that has developed elsewhere between biological and cultural approaches.”

“This is especially evident in our tremendous strength in medical anthropology, which obviously has a biological side in the sense that disease and medicine are biological facts,” says Paul. “But at same time, medical anthropology at Emory recognizes that all diseases and healing systems take place within a vast and rich climate—cultural, sociological, economic, and political—that needs to be understood.”

As a result of this approach, anthropology students at Emory receive a valuable education that emphasizes the cross-fertilization of ideas in addition to a basic understanding of the forces that shape human thoughts, actions, and physiology. Obviously, Emory’s anthropologists have heeded Ralph Waldo Emerson’s 1830 warning that “we have had enough of fingers and thumbs, what we need is a whole hand.”

For those who need further evidence that the department’s approach is successful, Paul points out that Emory Ph.D.s “who were trained in this rather unique way have been walking off with all the top jobs in the country.” He also points to the number of exciting, young scholars who are transforming the department, and the number of senior faculty who are receiving national awards and acclaim.

For example, in the former category, assistant professor Joseph Henrich recently received two grants from the National Science Foundation: a research grant as well as a career development grant that covers five years. The career grant will enable Henrich, who joined the faculty two years ago, and his students to build a program at Emory that explores the interactions between mind and culture. They will also be able to conduct more research at his field site in Fiji, where he studies how children and adults acquire knowledge related to cultural learning.

Henrich says combining cultural and biological approaches is vital to his research and is definitely one of Emory’s great strengths.

“The special thing about Emory is the bio-cultural approach, which most universities have actually split so that the ‘bios’ and ‘culturals’ aren’t even in the same building and often not in the same administrative unit,” he says.

Among the most recent achievements of senior faculty, George Armelagos, chair of the department, points to the following:

- The Alfred P. Sloan Foundation’s Program on Dual-Career Working Middle Class Families renewed a $3 million grant for Emory’s Center on Myth and Ritual in American Life (MARIAL), directed by Bradd Shore, Goodrich C. White Professor of Anthropology.
- The Russell Sage Foundation, the principal social sciences research center in the U.S., selected Carol Worthman, Samuel Candler Dobbs Professor of Anthropology, to be a visiting scholar.
- The David C. Driscoll Center for the Study of the African Diaspora at the University of Maryland awarded a residential fellowship to assistant professor Hudita Mustafa.

In addition, Armelagos describes the remarkable success of two books recently published by Mel Konner, Samuel Candler Dobbs Professor of Anthropology: Taken together, The Tangled Wing: Biological Constraints on the Human Spirit (2001) and Unsettled: An Anthropology of the Jews (2003) are emblematic of the department’s holistic approach.

Armelagos says, “Here’s a situation where you have an anthropologist who’s written a biological book, The Tangled Wing, and a cultural book, Unsettled. Both are important books, so that’s quite an amazing achievement.”

—Hal Jacobs

Joseph Henrich takes a break with his friends Lilieta (at right) and Mere after a long day of spear fishing, interviews, and experimental protocols at his field site in the village of Teci on Yasawa Island, Fiji. (Photo by Yame Tuidama)
Organic chemistry is a subject likely to elicit shudders from most college students. But if they heard Nicholas Llewellyn describe it, they just might give it chance. "Organic chemistry is difficult, it's mentally challenging," says Llewellyn, "but it really has a nice logic and beauty to it. What attracted me to chemistry was how much sense it made, how things flowed, and how elegantly it all worked out. And I like trying to share that."

For the past three years, Llewellyn has shared his love of chemistry with fellow students as a "ChemMentor" for the Department of Chemistry. As a ChemMentor, Llewellyn met weekly with a group of students to lead problem-solving sessions in organic chemistry. Llewellyn enjoyed his experience so much he discovered his vocation. "I really want to be involved in teaching," he says. "The best day of the week for me is Sunday when I get to teach my mentoring session. I love explaining how I see things to the students, receiving their questions, and trying to answer them. It's a fun challenge for me, and it's also gratifying to see these students who are pursuing a very hard subject actually get it. Some of them even go on to enjoy it."

Llewellyn credits Matthew Weinschenk, lecturer of organic chemistry and recipient of two 2004 teaching awards, as his teaching and mentoring role model. He describes Weinschenk as "the sort of teacher that I really want to be someday."

Graduating with high honors, Llewellyn received two degrees this year, a M.S. in chemistry and a B.S. in chemistry and political science, as well as two national awards, a Marshall Scholarship and a National Science Foundation Graduate Fellowship.

The prestigious Marshall Scholarship finances two years of study in the United Kingdom. Competition is rigorous with more than 800 candidates interviewed each year. One of 40 recipients, Llewellyn is the first Emory student to receive the scholarship in 11 years and the tenth overall from the University.

After a full summer schedule which includes a trip to Hong Kong, marriage to alumna Nicole Loveless '03C, a Disney cruise honeymoon, and a chemistry study abroad program in Italy, Llewellyn and Loveless will head to their new home at Cambridge University in England where he will pursue his doctorate in chemistry.

Llewellyn admits to getting a little choked up in a recent speech to young Emory Scholars. "I told them that the biggest factor in helping me to succeed at Emory is that the best of Emory's professors really care about undergraduate education. It's not an afterthought," Llewellyn states.

"Studying at Emory, I've had the best access to the most brilliant and enthusiastic people," he says. "People who are concerned with what I'm getting out of their classes and out of my work and with helping me to succeed. Students at Emory have the resources available to them, and they have brilliant people who are willing to help them open doors."

— India Herndon

Retiring Faculty

The College bids farewell and acknowledges the exemplary service of Professor of Psychology Eugene Winograd who will retire this year after 36 years of service.

"Dr. Winograd joined the faculty of Emory University in 1968. He has had a highly productive career as a researcher, teacher, and outstanding citizen of the University community. Dr. Winograd's research on cognition, in particular, factors that influence human memory, has changed the field. He is recognized for his research contributions throughout the world. During his career at Emory, Dr. Winograd has mentored many outstanding undergraduate and graduate students."

— Elaine Walker, Department of Psychology

Correction

All historical photographs in the Winter 2003 issue of Quadrangle should have been credited to Emory University Archives. To learn more about their collections, please visit their website at http://specialcollections.library.emory.edu/. 
"Twelve Fluid Ounces" begins with a student (performed by rising senior Koshlan Mayer-Blackwell) tossing a soda can into the garbage. The can flies back at him. When he tries again, a puppet pops up from the garbage bin and reprimands him for not recycling the can.

When he throws the can into the adjacent recycling bin, he is swallowed by the bin, crawls through a tunnel, and lands—splash—in a sea of empty soda cans in the Emory University Recycling Center. Created mostly from recycled materials themselves by rising junior Erik Fyfe, a variety of puppets educate the student on the wonders of recycling and dispel a campus myth that recycled materials at Emory just get “thrown away.”

“Twelve Fluid Ounces” won first place in Emory’s university-wide competition for Delta Campus MovieFest, a statewide student film festival. The film was created by Emory’s Chapter of the Student Environmental Action Coalition (ECOSEAC). Mayer-Blackwell, ECOSEAC co-president, says group members decided competing in the popular Campus MovieFest would be a good way to “reach a far greater number of students than we ever would otherwise” to teach them about environmental issues.

“Our hope was to be in the ‘Top 12’ and have our movie shown during the awards night so students could be simultaneously entertained and educated,” says ECOSEAC member and rising senior Kathleen Donovan. “The movie’s message is that a) we have a recycling program on campus and b) it’s effective and easy to participate in. It’s frustrating to see your fellow students throwing away plastic bottles when a recycling bin is five feet away.”

For creating the winning film, ECOSEAC members each received free roundtrip airfare anywhere in the continental United States from sponsor Delta Airlines.

Officially the world’s largest student film festival, Campus MovieFest began at Emory. In 2001, four undergraduates, Dan Costa ’01B, David Roemer ’02B, Ajay Pillarisetti ’02C, and Vijay Makar ’02B, along with student technology group Apple Student Core, created a film festival competition for the freshman class. Each freshman hall received training and created a movie using an Apple laptop computer and digital video camera. The films were screened during a wildly popular awards show, originally called iMovieNite, held in Glenn Memorial Auditorium, which has since become a yearly tradition.

After graduation, Costa, Roemer, Pillarisetti, and Makar formed their own company, Ideas United, LLC, and turned their undergraduate passion into a full-time job. This year, their student film festival tradition expanded across Georgia and culminated in an awards night at the Fox Theater in Atlanta that celebrated over 300 films created by 10,000 students from eight Georgia colleges and universities. Campus MovieFest began expanding internationally in 2003 with a festival held at St. Andrews University in Scotland.

Although “Twelve Fluid Ounces” did not go on to win the statewide competition, another Emory film, “Library Staff Notice,” won second place. To view the winning movies and to learn more about Ideas United, go to http://www.campusmoviefest.com.

—India Herndon
Internationally acclaimed author Salman Rushdie will be the featured speaker for the Richard Ellmann Lectures in Modern Literature to be held in Glenn Memorial Auditorium at Emory, October 3-5.

A Bombay native born in 1947, Rushdie received the prestigious Booker Prize for Fiction in 1981 for his novel, Midnight's Children, which tracks the history of modern India through the eyes of a young factory worker. In 1993, the book was awarded the “Booker of Bookers,” the best novel to have received the Booker Prize in its 25-year history. Literary critic Malcolm Bradbury called Midnight's Children “a new start for the late-20th-century novel.”

Rushdie's subsequent works, which included a novel, Shame, an allegory of politics in Pakistan, which won the Prix du Meilleur Livre Etranger; a non-fiction work, Jaguar Smile: A Nicaraguan Journey; and a documentary film, The Riddle of Midnight, drew some attention but failed to elevate his status in the literary world the way his next novel did.

The Satanic Verses, published in 1988, was a sensation. It tells the story of two Indian actors who survive an airline explosion and fall to earth in Britain. The book aroused the ire of some orthodox Muslims who alleged that it blasphemed Islam. The book was banned in India, touched off protests around the world, and Rushdie and his wife were forced into hiding. The Iranian revolution leader Ayatollah Khomeini declared a fatwa, a religious edict, calling for Rushdie's death and placed a bounty in excess of $1 million on the author's head. Rushdie retreated and sought protection from the British government. The fatwa was not withdrawn for nearly a decade.


Rushdie is Honorary Professor in the Humanities at the Massachusetts Institute of Technology and a fellow in the Royal Society of Literature.

For up-to-date information on the Ellmann Lectures, please visit the English department's website at http://www.emory.edu/ENGLISH/events/.

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College Alumni News and Events

Alumni musicians showcased during Emory Weekend

On Friday, May 7th, a remarkable group of alumni gave a concert in the stunning new Emerson Concert Hall at the Schwartz Center for Performing Arts as part of Emory Weekend. Classical singers, pianists, wind players, and a composer were all featured in what has become an annual showcase for graduates who have gone on to work professionally in music performance.

As emcee, Emerson Professor of Piano William Ransom noted in his comments, “Emory's music department has been turning out incredible talent for decades now and has been one of the University's best kept secrets. With the Schwartz Center now drawing regional and national attention, more people are becoming aware that the music program at Emory is truly, in the words of the National Association of Schools of Music, ‘a model for a music program in a liberal arts setting.’”

The concert program also included a tribute to Trustee Laura Hardman and Emory College Senior Associate Dean Rosemary Magee for their work in building the new Center for Performing Arts. Their efforts to bring to fruition the long-awaited dream of an Emory home for music, theater, and dance will be permanently recognized in plaques to be hung in the building.

—Kristina Hudson

continued on next page
2004 Concert Participants
Jane Potter Baumer ’87C, mezzo-soprano
Katherine Blumenthal ’01C, soprano
Daniel Cole ’93C, bass
Laura Gordy, faculty, piano
Yi-Ching Lin ’96C, piano
Kimberly Lorch ’03C, oboe
Ken Metz ’76C, composer
Eric Nelson, faculty, director of choral activities
Todd Qualls ’94C, piano
Elizabeth Davis Racheva ’97C, soprano
William Ransom, faculty, piano
Leo Sguiguit ’87C, saxophone
Wanda Yang Temko ’92C, soprano
Laura Ziegler ’95C, piano

Laura Ziegler ’95C on piano and soprano Wanda Yang Temko ’92C performing during the Emory Weekend concert

http://www.emory.edu/COLLEGE college@emory.edu

Emory College
Emory University
Atlanta, GA 30322