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Here in the College we try to give students every possible advantage: a truly remarkable faculty and staff, top-notch facilities and equipment, amenities, opportunities, support. And we try to raise the bar for ourselves every year on all these fronts. The better we get, the better our students get, and the more everyone benefits.

The one advantage we don’t want to require of an Emory undergradate, though, is financial comfort. Our students come from all manner of backgrounds, economic along with racial, social and geographic, and we welcome this diversity. The College feeds off it, is energized by it. But college these days is an expensive proposition, and we have been increasingly concerned that even with scholarships and loans some extremely deserving, high-achieving students might slip through the cracks. The specter of long-term debt might deter some; others might simply think “I could never go to Emory” and investigate no further.

The loss of potential here—for who can say what wonders these students, nurtured and challenged at Emory, might bring about—is sobering. So we’ve taken a dramatic step to increase the accessibility of the Emory experience. In January we launched Emory Advantage, an innovative financial aid program aimed directly at lower- and middle-income students.

We’re all excited about this, and I want to explain it briefly. Under Emory Advantage, which began this academic year, incoming students from families with assessed incomes between $50,000 and $100,000 will have their four-year loans capped at $15,000. Those with family incomes below that mark will graduate with no need-based loans whatsoever.
It’s that simple. Every Emory-caliber student can now contemplate the very best liberal arts education available, regardless of family circumstance. Make no mistake, our undergraduates must prove themselves before their College years, and again during them; enrolling and graduating will be as stiff a test as ever. But Emory Advantage removes a very real obstacle. It makes Emory affordable for families with the lowest incomes and for those who, as President Jim Wagner has said, might be unable to afford four years of college without substantial debt but “ironically make too much money to qualify for many types of financial aid.”

Today more than ever a college education is the gateway to a successful career, and this leads to a less obvious but crucial point. Emory Advantage will offer many promising young people not only a better future but a greater choice of which future. With their student debt reduced or eliminated, graduates can choose a career based on their talents and enthusiasms rather than on the looming pressure to repay loans. Emory Advantage will change not only financial realities but the very arc and shape of our students’ lives.

Emory Advantage dovetails perfectly with another program you should know about. This summer Emory joined a small consortium of schools working to ensure that an outstanding education is attainable for every excellent student. QuestBridge, a national non-profit company, has partnered with nineteen fine universities and liberal arts college—among them Stanford, Yale, Princeton, Oberlin and Wellesley—to provide high-achieving, low-income students with full four-year scholarships.

These are also the kind of students we’re aiming for with Emory Advantage. Nearly 80 percent of this year’s incoming class were the first in their families to attend college; 40 percent have family incomes under $20,000. Yet some 90 percent of them graduated in the top 10 percent of their high school classes, and nearly a quarter ranked first.

From these long-term efforts we can expect many more success stories like Hannah McLaughlin 97C. She won the McMullan Award as well as a Beinecke Scholarship (one of twenty nationwide) and a Rotary Ambassadorial Scholarship, so she knows something about hard work and achievement. So do her parents, who with the help of financial aid sent their daughter here despite economic hardships.

“I have a working class background,” McLaughlin wrote to President Bill Chace the year she graduated, “but a world class education.” Now an English professor at the University of Pittsburgh, she wrote then, “My Emory education is already opening doors of opportunity for me—I am rapidly entering a larger world in which I feel that I have a voice and the power to make changes.”

As educators we can be proud of helping students of modest means but limitless potential, and we are happy to enroll every future Hannah McLaughlin, confident that in so doing we’ll be improving our common future in ways that numbers, and especially dollar signs, tend to miss.

ROBERT A. PAUL, PhD
Dean of Emory College
Elizabth Fox-Genovese, Eleonore Raoul Professor of the Humanities, died on January 2, 2007, at Emory University Hospital as a result of complications from October surgery. She is remembered as a devoted teacher, prolific scholar and fierce advocate for women’s intellectual development.

Fox-Genovese came to Emory in 1986 as professor of history and founding director of Emory’s pioneering Institute for Women’s Studies, the first in the nation to offer a doctorate in the field. Chair Carla Freeman described Fox-Genovese recently as “committed to women’s education in the broadest sense: education as learning and the development of independent thought; education as self-confidence and the ability to deal with the world on equal terms; education as the advancement of scholarship and the arts.”

“Caring about teaching means that you care about clarity and meaning and significance. Why is this worth devoting your life to? What’s it for? I feel pretty strongly about these things.”

Generations of Emory students and colleagues can testify to this, and at an April 14 memorial service in Cannon Chapel they did. Ann Chirhart, now an associate professor of history at Indiana State University, recalled meeting Fox-Genovese as a first-year graduate student: “In my usual haste to combine eating on the run with my short time on campus, I dashed into the Women’s Studies office eating crackers to make an appointment to see her…. Before I finished my request, here she was walking out of her office. She extended her hand to me, the hand wrapped with glistening bracelets, and smiled that broad smile. ‘Hi, I’m Betsey.’ There I stood, my mouth full of cracker crumbs, face to face with one of the greatest intellectuals I have ever met.”

That inauspicious encounter led to many more substantial ones, for Chirhart as for legions of others: in the classroom and office, on the Quad (where Fox-Genovese and her dog Josef were a familiar duo), and in less formal environs. “Betsey’s great love, her husband Gene, joined her to welcome us to their home for memorable conversations that ranged from her beloved New York Yankees to mystery novels to scholarship, combined with wonderful food and, of course, the cats and dogs,” Chirhart said.

Fox-Genovese’s accomplishments were recognized well outside of Emory. Her groundbreaking books, from 1988’s *Within the Plantation Household: Black and White Women of the Old South* to the three-volume *The Mind of the Master Class* (2005), set the parameters for studying southern slave-holding in its intellectual and moral framework. But as Mary Odem, associate professor of history and women’s studies,
notes, “Betsey made significant contributions to women’s history, but also to European history, U.S. southern history, literature and religious studies. The breadth and depth of her body of scholarship is truly amazing.”

Odem too remembers the first time she met Fox-Genovese—an event few seem to forget. After a 1990 breakfast at which “I was struck by her elegance, her graciousness and her intellectual insight and passion,” Odem was greeted in the car by the “long-haired, long-legged Josef, who occupied almost the entire back seat of the car. When we got to campus, I hurried to keep up with Betsey and Josef striding across the Quad, and thought to myself, ‘This is going to be a very interesting interview.’ As indeed it was.”

As gratifying as this national honor must have been, Fox-Genovese likely took even more pleasure in the delights (and occasional constructive discomfort) of debate with students and colleagues. Isa D. Williams, now an assistant professor of women’s studies at Agnes Scott College, remembers her “deeply felt and compassionate smile” as something one earned: “I think she only smiled when she truly felt a measure of joy and care.” Tom Burns, Fox-Genovese’s colleague in the history department, agrees: “Her smile was always genuine, and her frowns could penetrate your heart.” A discussion with Betsey, he says, “was an education in itself, no matter the subject at hand. Everybody engaged instinctively tightened their arguments and took a deep breath. Our community of scholars does not accord such respect to many.”

“Betsey took us seriously,” adds Chirhart. “We are all grateful for the opportunity to know her.” Followed by a tribute any teacher would cherish: “She knew what we were capable of doing before we knew it.”

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In 2003 President George W. Bush awarded Fox-Genovese the National Humanities Medal in a White House ceremony 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.”
Talking to Monique Dorsainvil makes your life seem pretty quiet and yet feel, somehow, a little more interesting. Now a junior, she's done more in two years of college than many people do in four (or more). But she doesn't seem frenetic, a dilettante or resume-padder. She isn't out to impress. That just happens.

Born and raised in Los Angeles, Dorsainvil says she has never felt home to be any one location. Her family, her experiences, the people touching her life—these constitute home. “I've always felt the world was calling me to so many different places,” she says. And she hasn’t been shy about answering.

Dorsainvil’s mother is Haitian, and she attended a French school from the age of five. At sixteen she moved to New Mexico to finish high school at the United World College, which has campuses all over the world. “Each has roughly 200 students,” she explains, “with about a quarter of the students from the home country and the rest from elsewhere. My school had ninety countries represented. My best friends are still from those years.”

The real travel began even before she arrived at Emory. Dorsainvil took a year off between high school and college, but she didn't spend it navel gazing. Instead, six days after graduation she was in India at a human rights workshop run—in Kenya, first at a Schools Without Borders leadership workshop, then with the Mathari Youth Sports Association teaching photography to slum children. “They also reach kids through theater and sports,” she says. “Many of the national soccer team members started there.”

Her time in Kenya included three weeks in the mountains with a group of six U.S./Canadian and six Kenyan students, the latter from Nairobi’s slums, as she learned on returning there. “They were living on $1 a day,” Dorsainvil says. “I had no idea. I could read that in U.N. statistics, or see it on the news, but that brought home what it means. That was really transforming.”

Back in the states, Dorsainvil wasted no time getting involved in other transforming experiences. During her first semester at Emory, a time when many students are just getting their bearings, she entered a work-study program at the Center for Women; a year later she was on its advisory board. She also joined the Transforming Community Project, a five-year initiative aimed at getting the Emory community to talk about race. In conjunction with SIRE (Scholarly Inquiry and Research at Emory) she has been collecting oral histories from alumni before and after integration, and she hopes to produce a documentary on the subject.

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—implausibly enough—by two Norwegian professors at the Tibetan Children's Village, whose director, Jetsun Pema, is the Dalai Lama’s sister. Two months in India were followed by two in Kenya, first at a Schools Without Borders leadership workshop, then with the Mathari Youth Sports Association teaching photography to slum children. “They also reach kids through theater and sports,” she says. “Many of the national soccer team members started there.”

By the end of her sophomore year Dorsainvil had found time to be resident assistant for the Spanish House and a member of the President's Commission on the Status of Women,
and to show her Kenyan and Indian photographs [this page] in the Schatten Gallery's ten-week exhibit “The Art of a Woman: Women in the Arts.”

“Taking Women's Studies 100 with Kimberly Wallace-Sanders and Alyssa Levy inspired me to do a lot of this,” Dorsainvil says. “Learning about race, class and gender and how they interact—it articulated things I didn't even know I'd been thinking about. I found myself saying 'wow' a lot. It literally changed my world.”

She prompts a similar reaction in friends and teachers. “The great thing about Monique is that she inspires people to get out and do something they're not used to,” says Carolyn Cole, a junior and founder of the multiculturalist club All Mixed Up. “She's constantly working on a new project, but she always finds time to help others. She finds beauty in everyone and anything. She's my role model.”

Regine Jackson, assistant professor of American studies, points out that for all her extracurricular activity, Dorsainvil compiled a 3.9 GPA in her freshman year and was inducted into Phi Eta Sigma, a national freshman honor society. “She has the potential to become an outstanding young scholar,” Jackson says. “She has a genuine intellectual curiosity and a commitment to social justice that set her apart from her peers.”

Want to catch up with Monique? She's easy to find and talk to, but set your camera shutter fast. This summer she studied with Jackson as a Mellon Mays Undergraduate Fellow, learning research methods as preparation for doctoral work, then returned to India to volunteer at the Ashraya Institute for Children, an orphanage run by Emory alumna Elizabeth Sholtys 06C. And this year she serves as resident assistant for the SPICE House, Emory’s first international theme hall.

By almost any measure Dorsainvil is, for a twenty-year-old, unusually at home in the world. She speaks French, will admit to “tourist Spanish,” and last year decided to study Mandarin. “It’s hard,” she says, “with multiple meanings attached to subtly different brushstrokes. But it’s so beautiful.”

Such stretching is typical, according to those who know her. Carolyn Cole says simply, “Monique is in love with learning.” Our increasingly complex, interconnected world calls for just that kind of energetic curiosity—and Monique should have no trouble finding her place in it.
Both Wide and Deep

Putting Down Roots at Emory

by Shawn McCauley

It’s tough to be a transplant, even at a place as welcoming as Emory.

Uprooted from the native soil that’s nurtured you for years, you’re suddenly whisked away to foreign climes, far from those who have tended you since your days in the nursery. In all likelihood this is the first time you’ve been away from them for very long. Out on your own now, in surroundings as unfamiliar as the faces that inhabit them, it’s a strange new world—quite unlike the place you’ve known as home.

This abrupt change of scenery can be stressful. No matter how mature you are, it takes time to get adjusted. At first it can be easy to feel overwhelmed, as if the next strong breeze would blow you over. But in the end you’ll find you’re stronger than you think. And should you ever sway or droop, there will be helping hands to prop you up. You’re never as alone as you might feel, because you’re part of Emory’s campus now, where a host of folks will do their best to guide your growth. Sometimes it may seem that no one knows your name, but the students, faculty and staff of Emory are dedicated to seeing that you thrive.

Before you know it, fall and winter have passed and this new place feels a lot like home; you plan to stay a while. By spring everyone, including yourself, will be surprised how much you’ve grown. Eventually that “transplant” tag no longer seems to fit. You’re as much a part of the Emory landscape as all who came before you, and you know deep down that this is where you belong.
Six Emory trees now embody a tradition that began, for students, many years ago but for one leafy cohort just in 2001. At the conclusion of freshman convocation that fall, members of the future class of 2005 gathered around a small plot of earth near the Quadrangle for a ceremonial planting. Following some brief words, then-President Bill Chace and Emory College Dean Bobby Paul spread the first shovelfuls of soil around its base, and other faculty and administrators read poems. To the freshmen watching, the whole affair might have seemed a rather odd way to begin their college experience. In retrospect, though, few acts could be more fitting.

A testament to their connection to the College, the campus and each other, that sugar maple stands today on the Quadrangle near the Callaway Building. Its five counterparts are nearby. Though nearly all the students present that day in 2001 have graduated, they’ve left this living legacy behind. And while it may not seem like much to some, each tree will only grow stronger and more vibrant with time. Future generations of Emory students will seek relief in their shade, find shelter from a sudden cloudburst beneath their boughs, and use their branches to support them as they climb. The class of 2005 will miss out on most of this—their tree, like them, is still young—but they know the maple was never precisely theirs. It belongs, in their name, to us all.

This recent tradition is particularly apt given Emory’s leafy grounds and its longstanding custom of dedicating individual trees. An environmental study in the 1970s found some eighty species of trees gracing Emory’s campus. Like people, they’ve come for different reasons, and some have stayed much longer than others. The massive Calhoun Oak (photo at left), for example, has spread its limbs near the hospital entrance for more than a century. Named for F. Phinizy Calhoun, an Emory ophthalmologist and ardent preservationist who spearheaded a movement to spare it from construction work in the 1940s, the white oak survived hurricanes Opal in 1995 (which felled nearly 100 campus trees) and Frances in 2004 (which took down a 90-foot white oak by the law school) as well as high winds in February 2004 that toppled a 75-foot oak near the Carlos Museum and a Lullwater magnolia.

Over the years, trees have been ceremonially added to the Quadrangle in honor of presidents, favorite professors, deceased or retiring colleagues, friends and family members. At least one of these Emory tree traditions is as old as Dr. Calhoun’s oak. An Arbor Day celebration dating to the 1890s featured songs, poems and addresses and culminated in a class tree planting by seniors—who first had to guard all night against an equally traditional attempt by other classes to steal their tree.

A particularly symbolic tree features in the traditional gifts to Emory presidents, who at inauguration receive, along with keys to the campus and a century-old gavel, a sprig from the “Wesley holly.” Bishop Warren Candler’s wife Antoinette brought the holly from Frederica, Georgia, where she’d found it growing in the fork of a live oak under which John Wesley preached, and planted it near the Quadrangle flagpole. Though it was uprooted in 1983, cuttings planted at the School of Theology and Oxford College still thrive and provide incoming presidents with a reminder of Emory’s Methodist roots.

In October 1964, just as Emory was dedicating the Calhoun Oak to its benefactor, President Lyndon B. Johnson spoke over two laurel and willow oaks being planted on the White House grounds. Johnson quoted the Scottish poet Alexander Smith, who exactly a century earlier had remarked, “My oaks are but saplings; but what undreamed-of English kings will they not outlive? A man does not plant a tree for himself; he plants it for posterity.”
A chill November evening. Long folding work tables cross each other center stage in the Mary Gray Munroe Theater. House lights at full. The stage manager barks out directions to crew, to actors filing into the theater in street clothes, some eating, some gossiping about the day’s events, before taking their places at the table and opening thick binders stuffed with the marked-up pages of their scripts. The chatter dies down, and the cast of nineteen launches into the first scene of *King Lear*—still seated at tables, still staring at scripts. It is opening night, and all this time audience members have watched from a full bleacher of padded seats, hoping to get their $20 worth of Shakespeare.

What is going on here?
Theater Emory’s 2005 production of the Bard’s greatest tragedy was almost certainly the most singular Lear staging ever witnessed by those who saw it. But for anyone familiar with the company’s work, it was not particularly surprising. The production simply brought to life what has become Theater Emory’s core mission: to focus on the process of creating theater, and by so doing to plunge energetically and relentlessly into questions the serious artist must ask (and ideally answer) in order to make art that matters.

Most college- and university-level theater departments exist to teach students their subject by making good theater. It’s not that Theater Emory (TE) and the department of theater studies (TS) don’t share this perfectly admirable goal, but in playing out their joint role in one of the world’s top research universities, these synergistic outfits and the people who run them are even more concerned with what makes theater good.

“Years ago I had a conversation with [former provost] Billy Frye, and I started talking about knowing from the inside, research from the inside,” says Tim McDonough, associate professor and TE artistic director, who both directed the 2005 Lear production and played the title role. “Our research and our practice are aimed at positioning both ourselves and our audience so that they can experience human events, circumstances and pressures from the inside.

“Other disciplines, for the most part, are aiming at objectivity. We’re not just in the business of telling stories, but living stories.”

Artistic combustion

Nowhere is this spirit more evident than in the biennial Brave New Works festival, administered by the Playwriting Center at Emory, which takes nascent scripts or even ideas and uses both student and professional talent to help nudge the work toward realization through workshops and readings. Since 1998 Brave New Works has helped develop some 130 plays for playwrights at every stage, from undergraduate student to Pulitzer Prize winner, and many have gone on to full productions at Emory or elsewhere, including the award-winning Humana Festival in Louisville, Kentucky.

“It’s easier for people outside the arts to see how what we do is research, because it advances new work,” says Lisa Paulsen, lecturer and director of the Playwriting Center. “Every play adds to the intellectual understanding of that play, so every production is like a publication, but playwriting itself is pretty direct. We really have two products: the individual plays we work on, and our ability to be active researchers in this process.”

Paulsen also played a central role in the national “365 Days/365 Plays” project, in which theatrical groups in seventeen communities worldwide each day performed a different work by Pulitzer winner Suzan-Lori Parks (who five years ago devoted herself to writing 365 plays) in the title role of Ubu and the Truth Commission, which dealt with the experiences of the South African Truth and Reconciliation Commission, formed in the wake of that country’s official end to apartheid.

On campus that spring were two Nobel Prize winners: South African Archbishop Desmond Tutu and Nigerian writer Wole Soyinka, both serving as visiting Woodruff Professors. Murphy worked with Atlanta’s 7 Stages Theatre to stage the reading with a cast including playwright Robert Schenkkan, author of the Pulitzer Prize-winning The Kentucky Cycle, in the title role of Ubu and former Spelman College president and Emory faculty member Johnnetta Cole, among others. Award-winning Irish playwright Sebastian Barry was in attendance. Following the play, Tutu and Soyinka debated the concept of reconciliation.

“In your lifetime you’re never going to get two Nobel guys to walk out of the audience and start arguing with each other onstage,” Murphy recalls. “This combustion happened. They really went at it. Sebastian Barry exploded, just got up and started crying and talking about what was possible in Ireland, and Robert Schenkkan proceeded to do the most amazing rewrite of a play I’ve ever seen in three days, and that’s how [Schenkkan’s play] Handler happened.

“That convergence, in terms of our being a research university where you can position things like this—it was the brightest combustion that created the most extraordinary artistic fire.”

Theater in the laboratory

Murphy has seen quite a few sparks since coming to Emory in 1989. After teaching in Boston at universities whose disciplinary walls were more fortified, he likens the environment even then at Emory to a “wild, wild west” where anything was possible. Many universities aspire to breaking down departmental barriers; faculty at Emory were actually doing it.
At the time, TE and TS were both practically brand new, launched just seven years previously. But it was already evident that a different kind of model was in the making. In addition to a collaborative attitude across campus, there was the presence of TE itself. To this day, only a few universities boast a professional theater company working in such close partnership with an academic theater department.

“It has some parallels, but in terms of student contributions, nothing as comprehensive,” says Leslie Taylor, associate professor and TS chair since 2003. “As far as we can figure out, we’re the only ones doing it like this.”

This departmental synergy, at an institution that offers no performance-centered degree, allows students to tackle significant roles in important plays, working alongside professional actors, directors, playwrights and technicians. And just as critically it offers faculty the chance to continue their development as artists and researchers. Historically, not only Emory but all universities with academic departments and programs in the creative arts have labored to find ways to measure faculty productivity. In the social and physical sciences, and in some humanities departments, it’s easy enough to count up an assistant professor’s peer-reviewed articles and book chapters. But what about an academic theater professional, whose field is not necessarily advanced by a library shelf full of scholarly journals?

For the performance faculty, other measures and equivalencies have been developed. Both the TS department and Emory College administration have been open to allowing theater faculty time off to act or direct in outside professional companies, a well-established measure of productivity. But TE’s presence brings such an opportunity to their back door, offering a laboratory in which the boundaries of art can be bumped, stretched or broken.

“It creates a research environment, a lab in the same way that chemistry or biology have their labs,” Taylor says. “TE exposes students to a different kind of rigor. For faculty, we can do stuff that’s kind of out there, more edgy than what you can do in commercial theater. The biggest draw is being able to experiment and do what you want to do in theater at a place that has the resources and support to make it happen.”

Brave new worlds

As for the success of Emory theater as a whole, there are several measures—the latest of which is the emergence of the term “theater at Emory” (T@E), coined to acknowledge not only the close relationship of TE and TS but also the contributions of the University’s several student theater groups. These include Starving Artists Productions, Ad Hoc Productions (which skews toward musicals) and Rathskeller, which bills itself as one of the oldest collegiate improv comedy troupes in the country.

By whatever acronym, Emory’s twenty-five-year-old theater program is sending forth well-trained and successful alumni. In the past seven years, five Emory alums have gone on to the Yale School of Drama, considered the most competitive...
graduate program in the country. Many more have established or begun careers in theater and performing arts, several founding their own theater companies right in Atlanta. Of these perhaps the best known is Synchronicity Performance Group, co-founded in 2000 by Hope Mirlis 93C. A newcomer making headlines is Out of Hand Theater, co-founded by a pair of Emory alumnae, Maia Knispel 98C and Ariel de Man 98C. The latter credits her undergraduate focus on process with leading her in her current direction.

“I don’t think I’d be developing new work if I’d gone to a [bachelor of fine arts] program because I would’ve been trained to act, speak, sing and dance, but not trained to think,” de Man says. “I was challenged to figure out why specific theater was made in specific times and places in history, and that makes you think about the kinds of theater you want to make in your own life.”

Steve Westdahl, a 2000 TS graduate, feels similarly fortunate. “I still run into people who ask me, ‘How did you luck into a program that has both an [Actors Equity Association] company and a Renaissance theater space?’”

Back on campus, T@E is growing. It has added faculty in recent years to help teach the vocational skills of theater, and McDonough says there now are roughly seventy-five theater majors and minors in Emory College. That has complicated his job as artistic director because now, in addition to picking plays that can work in Emory’s collection of black-box theater spaces, he must also look for those with larger casts, so more students can play significant roles.

Things are likely to keep changing. Discussions are under way to offer some kind of master’s of fine arts degree, and though TE has made the most of its protean performance spaces—it’s likely the black boxes have contributed to the company’s artistic exploration and focus on new-play development—a bona fide theater space is on everyone’s wish list. “If you’re doing Elizabethan theater, you really need trap doors,” Murphy says. “They work that way.”

In the meantime, T@E will continue making its audiences think by making do with what they have. “I’m very supportive of them and have been since the beginning,” says Emory College Dean Bobby Paul, who was on the committee that set up Emory’s theater program. “One of the productions that sticks out in my mind is King Lear, [which] struck me as asking a lot of undergraduates, and they did a great job.”

By the end of those Lear performances the long work tables were gone, along with the actors’ scripts. At some point, perhaps hard for the audience to discern, the house lights had faded. Set pieces and props appeared; actors walked the stage in costume rather than street clothes. And by the time Lear began tearing his robes to tatters on the English moor, the audience was right there with him.

In the program, McDonough wrote that the ending should seem “like the last day before moving to the theater.” In other words: almost there, but still in development. Theater at Emory’s audiences have been watching things work this way for 25 years, and they like what they’ve seen.
"One of the really interesting things about doing research these days is how interdisciplinary it has become. A few years ago, I never thought that I would be collaborating with psychologists."—Cell biologist Elizabeth Blackburn of the University of California, San Francisco, one of Time magazine’s “100 Most Influential People in the World,” July 3, 2007
As faculty in the Psychology Department watch the construction process begin on their new building, they are justifiably excited about the prospect of new office spaces, labs and classrooms. They outgrew their current location on Kilgo Circle years ago and are situated in so many different buildings on campus, and even in former residences off-campus, that it would take a map and a good pair of walking shoes to locate everyone. Casual conversations around the water cooler among neuroscientists, animal behaviorists, and clinical, cognitive and developmental psychologists have long been a thing of the past.

But as they contemplate their Big Move, they have already begun speculating on ways their new location next to the chemistry building—just yards from mathematics, physics and computational sciences—could help draw new intellectual connections that might just lead to the next Big Idea.

“Psychology is at a critical juncture now,” says Robyn Fivush, Samuel Candler Dobbs Professor of Psychology and chair of the department. “New technologies and sophisticated methodologies are allowing us to learn things about the human brain that were just unimaginable even a decade ago.”

As a developmental psychologist, Fivush studies the behavior of families, particularly the way parents and children share family history and how this affects a child’s sense of identity. She recognizes the importance of casting a wide intellectual net.

“Every experience we have changes our brain, and our brain sets the stage for every new action we take in the world,” says Fivush. “There’s no way we can understand human behavior without having some familiarity with biology, anthropology, sociology and chemistry—and understanding how we are fully biological organisms in a culturally mediated world.

“Often the most interesting and amazing things emerge from serendipitous pairings.”

David Lynn, Asa Griggs Candler Professor of Chemistry and Biology and department chair of chemistry, agrees. “The interface between two seemingly divergent fields is where new discoveries are found.”

He points to the kinds of problems that a merger between sciences might tackle. “We’re facing a situation in which it’s not clear where the energy and resources for the future are going to come from,” says Lynn. “We’re facing issues of how we make moral choices about using technology. What do we do about stem cells? How do we think about evolution? How do we worry about the way life starts or the effect of global warming on diversity? How important is that for our own sustainability?”

“These are big issues that are going to take more than just the chemists or the psychologists to think about. It’s going to take some convergence between the two. That’s where we are right now. We’re at a point where that convergence can be very powerful.”

The Convergence

When you talk to Emory psychologists, chemists and others about what future collaborations might look like, they almost always say “Neill and Justice.”

Over the course of some twenty years and thirty papers, psychologist Darryl Neill and chemist Jay Justice worked together on projects that combined Neill’s interest in the effects of drugs on the behavior of rats and Justice’s analytic chemistry background.

“It was a very effective collaboration,” says Justice, who recalls looking around Emory when he arrived in 1975 and discovering the work Neill was doing on the dopamine system in the brain involving reward and reinforcement.

Neill refers to himself and his colleague as “brave but foolish pioneers” because they were doing interdisciplinary research at a time when it wasn’t always appreciated or understood, especially by tenure review committees.

But over the years their work was more than validated by steady funding from the National Science Foundation and the National Institutes of Health, and by the successful careers of students who worked in their labs.

Both Neill and Justice believe the current climate for collaboration among psychologists, chemists, physicists and computational scientists is promising.

“What I’ve seen happen is the progressive invasion of the biological outlook in psychology, where it is now standard,” says Neill. “If you look at the young faculty we’ve hired, they are aware of the biochemical side even if it’s not part of their research. A good example is Drew Westen with his new book about politics and the brain that is making such a big splash. Drew isn’t a neuroscientist, but he knows enough about the field, and he got funding to do fMRI studies.” (See the Fall 2006 Quadrangle for more on functional magnetic resonance imaging and Westen’s research.)

Justice believes Emory’s initiatives in computational and life sciences, predictive health, and neuroscience will provide the sort of forum in which chemists, psychologists and others can find each other and collaborate on mutual interests.

It Takes a Team

One researcher actively involved in such interdisciplinary collaborations across campus is Elaine Walker, Dobbs Professor of Psychology and Neuroscience. A clinical psychologist, Walker looks at both behavior and biology to understand the causes and prevention of major mental illnesses such as schizophrenia and bipolar disorder.

The challenge she faces is akin to a detective trying to solve a crime before it’s committed. Most serious mental illnesses strike in the late teens or early twenties. Prior to that, most people at risk for these disorders have a relatively normal childhood. Then as college approaches they gradually deteriorate, and after the clinical onset of illness many never attain healthy adult functioning.

Walker is teaming up with others to identify the behavioral and biological precursors of mental illness so that people can be helped early. She
compares this approach to the way doctors try to identify those at risk for heart disease. “To the extent we can identify people who are at risk before they break down, we’ll be better able to prevent the onset of mental illness.”

She is currently involved with a national research team conducting studies of the changes in behavior and brain function that precede the onset of mental illness in early adulthood. The project uses magnetic resonance imaging (MRI) to closely examine brain development in youth at risk.

When Walker was in graduate school, she estimates that only about a third of the psychology faculty involved in research on mental disorders looked at biological factors. Now, she says, virtually all faculty conduct interdisciplinary research, and many collaborate with neuroscientists, psychiatrists, biologists and chemists.

“My collaborations span just about every science discipline and many medical specializations, including chemistry, biology, genetics, psychiatry, neurology and endocrinology,” she says. “That’s just the way research is done now.”

She’s particularly excited about the prospect of the College establishing an MRI center in the new Psychology building, which broke ground in September. With this facility Emory would join the rapidly increasing number of universities with MRI centers dedicated to research in the arts and sciences.

Walker says that kind of access would facilitate her research and that of many other investigators at Emory. For example, fMRI is helping Walker and her co-researchers study how stress hormones affect brain function in healthy young adults. Early findings indicate that elevated levels of stress hormones change patterns of brain activity and interfere with memories for certain kinds of information, such as the identity of human faces. This line of research is important enough that the National Institute of Mental Health recently invited Walker and her colleagues to join a handful of other experts at a workshop to set a national research agenda on stress and cognition.

The stress studies also point to the great potential for more collaboration among Emory scientists in this new “science neighborhood.” There are many unanswered questions about the neurochemistry underlying the changes measured by fMRI, the sorts of questions best addressed by psychologists, computational scientists, chemists and physicists together.

“It’s one thing to discover that fMRI is showing more activity in a specific area of the brain, but it’s another to understand what this means at the molecular level,” Walker says. “Increased activity could reflect inhibitory rather than excitatory effects of neurons. There’s a lot of complexity to interpreting the meaning of imaging data, and chemists play a major role in helping investigators understand the processes involved.”

New Psychology Building Breaks Ground
Construction on the psychology department’s new building will begin in fall 2007 and is scheduled to be completed in 2009. The five-story building (119,000 square feet) will be adjacent to Atwood Hall (chemistry) and a stone’s throw from the Mathematics and Science Center.

Darryl Neill of Psychology and Jay Justice of Chemistry
Elaine Walker with graduate students

The Leap towards Consilience
At a psychology-chemistry roundtable held in spring 2007, faculty from both departments gathered to discuss possible synergies. Marshall Duke, Candler Professor of Psychology, expressed the view that the two departments may be taking a step closer to Edward Wilson’s idea of consilience, the “leaping together” of the disciplines.

“I think what we’re going to find is that as people in psychology and chemistry begin working together, this is going to become a place that draws other disciplines together as well,” said Duke.

“The brain processes everything,” he continued. “Across the university people are interested in how the brain responds to music, art and literature. Now it’s possible to address those questions at very different levels. This is definitely something to build on.”
"We really do drink from the firehose here," remarks Karen Falkenberg, lecturer in educational studies. She’s watching dozens of excited middle-schoolers pass her temporary office on Emory’s Clairmont campus, a sea of milling t-shirts and backpacks interrupted here and there by Emory students two heads taller. The rising 6th–8th graders are between classes at Challenge & Champions (C&C), a summer program that teaches learning skills and health awareness—and one that doesn’t seem to suffer any of the connotations of duty or punishment that the phrase “summer school” might carry for a twelve-year-old.

At the moment Falkenberg is referring to her Master of Arts in Teaching students, whose intensive three weeks of observation, counseling and training at C&C will be bracketed by double “micromester” sessions, with classes morning and evening. But the firehose image isn’t a bad one for Emory’s involvement with local schools as a whole. Not trickle or drip, but full on. College faculty and students spanning disciplines as varied as Spanish and biology, mathematics and dance are bringing Emory’s emphasis on liberal arts excellence to area communities and schools.
Learning About Learning

This year more than sixty students attended C&C, from all over the Atlanta metro area. “We send out flyers to public school principals,” explains Falkenberg, who directs the program, now in its fourth year at Emory after being developed at North Carolina State in the 1990s. “And we also work with homeless shelters. That’s one of the beauties of it: some children are supported on grants for the homeless, others need partial tuition remission, and some can pay in full. Our teachers and counselors have no way of knowing which is which. Everyone is just here to learn.”

The desire, and the delight, are palpable. A visit one morning yields the arresting sight of twenty kids at an eminently distractible age focused intently on the tables in front of them, trying to work out with partners how to connect batteries and bulbs in a circuit. Another room holds (barely) a class called “The Secret Lives of Mathematicians,” a dozen hands straining to be called on to solve an equation. Soon they’ll go outside and throw tennis balls as high as they can, timing the return to earth with a stopwatch in a hands-on gravity experiment. “This is so cool,” one of them says in passing. “I wish school was always like this.”

Joseph Cadray, senior lecturer in the division, feels the same way. As coordinator of preservice teaching, Cadray is in charge of directing field experiences for his students. To him, learning about learning should be open and reflective, and it should happen on both sides of the desk. “Teaching can be a solitary activity,” he says. “That may seem incongruous, given a classroom full of students, but without intentional, guided reflection it really can be. And that doesn’t produce the best teaching. So we put a lot of emphasis on not only theory but sociology: knowing student backgrounds, knowing the community.”

And into the community they go. To prepare for certification in middle and secondary education, students in Emory coursework teach, tutor and observe in dozens of area schools, in nearby Decatur and DeKalb or farther afield in Clayton or Cobb—ten city and county systems all told. The schools get tutoring and faculty consultation; Emory students get practical experience in curriculum development and pedagogy. Everybody wins.

Talk to just a few of the people putting their scholarship to work outside Emory’s green borders, and you quickly begin to think differently about the “public” in “public schools.” Carole Hahn, Candler Professor of Education Studies, for instance, takes seriously the familiar injunction to “think globally, act locally.” Her course in comparative education aims, she says, to “prepare people to be global citizens, and to understand that ‘global’ doesn’t mean ‘over there.’” While EDS 312 requires all the readings, essays and exams you’d expect of an Emory College class, students must also tutor a local international student and interview someone educated in another country, keeping “learning logs” to reflect on the way this challenges their preconceptions of education and place.

Allison Bladon, now a junior, chose to tutor at the International Community School (ICS). “I spent two hours every Monday with a fourth-grader named Ella,” she reports. “We bonded over the fact that we both had parents from the Caribbean.” And while they worked together to conquer multiplication tables and spelling lists, they also learned about areas beyond their common experience. “Students there hail from all over the world, including war-torn areas like Sudan and Kosovo,” Bladon goes on. “Perhaps if more students had access to this we might see a decrease in prejudice.

“I learned just as much, if not more, from the students as they learned from me.”

Hahn points out that this mutual learning can also occur in locales that “aren’t schools in the traditional sense, but are clearly education sites.” So while some of her students tutor at Cary Reynolds Elementary, others volunteer at Refugee Family Services (RFS), a facility for women and children north of Atlanta. “Many tell me afterward it was the best part of their week,” she says. Jill Ford, a graduate student, was so taken by the experience as an EDS 312 instructor that she is now writing her dissertation on teaching refugees in the public schools.

Ford describes her RFS involvement as “eye-opening and humbling. I’ve met and worked with children who’ve seen the worst life has to offer, yet are able to survive in miraculous ways.” The College students she now supervises “talk to me of having learned an incredible amount about lives very different than their own . . . but also about a shared humanity.”

Science Matters

At Marsteller, senior lecturer in biology and director of the Center for Science Education (CSE), knows something about crossing the lines between higher education and the public schools, and about the rewards involved. She laughs at the proposed title Director of Acronyms, but it might be appropriate. With funding from the Howard Hughes Medical Institute, and with the help of Emory College science and administration colleagues, she oversees programs called STEP, PREP, GIFT, CREDIT and PRISM, among others, all geared toward getting public school teachers and students ready for higher achievement and greater opportunity. Hughes/CSE initiatives have improved the curriculum of schools across the Atlanta area and as far away as Alabama, affecting thousands of students annually.

Both the programs and the people get high marks. Joseph Lichter, a chemistry graduate student, calls Marsteller and the CSE’s Jordan Rose “two of the most helpful and encouraging
mentors I have encountered here at Emory” and the PRISM program “fantastic.” PRISM (Problems and Research to Integrate Science and Mathematics) teams undergraduate and graduate fellows for a full year with middle and high school teachers, engaging younger students with “real world” math and science via “problem-based learning.”

How does it work? “Take the periodic table,” Lichter says. “We tried to teach them the relevance of the organization of elements. That’s how Dmitri Mendeleev designed it: elements in rows and columns based on their chemical properties. We told them to imagine they were in Mendeleev’s apartment the night he was about to finish, when suddenly a big wind surges through the window and blows his carefully arranged note cards into a random mess.

“We gave the students that random pile of cards and asked them to put it together again.”

A more conventional approach might have been to teach methodically about “atomic radii, electronegativity and other properties,” says Lichter, “by just showing them the textbook figures.” But this way, he points out, calls upon intuition as well as memory. He quotes Einstein for support: “The value of an education in a liberal arts college is not the learning of many facts but the training of the mind to think something that cannot be learned from textbooks.”

Emory PREP (Preparatory Research Education Program) tries to keep this in mind too. A summer residential program for public school students, PREP adds cultural activities to advanced instruction in math, science and literature. The 2006 theme was “Unmask Your Potential,” and it seems to have worked: six students last year were finalists for the prestigious Martin Luther King Jr. full merit scholarship, and three more won other scholarships. About twenty percent earn admission to Emory.

One of these was Morgan Dooley, who got involved in PREP as a rising high school senior and calls it “an awesome experience. It gave me my first taste of college life—the freedom, the responsibility, the limitless intellectual horizons. It was the reason I chose Emory.” Dooley, now at the Johns Hopkins School of Medicine, was enthused enough to work for PREP as a resident adviser and biology instructor once she arrived. “It was like going back into a time capsule,” she says. “I can remember what a critical period it was for me. . . . These programs give students the foundation to be successful for a lifetime.”

Emory Science Outreach (ESO) takes aim at the same target, but with an important difference: it’s run not only for but by students. Zain Ahmed, a College senior and president of ESO, started the organization last year after tutoring at a local high school and witnessing “the multifaceted issues faced by at-risk and disadvantaged students.” ESO volunteers offer themselves as career day speakers and guest lecturers, after-school and weekend assistants, tutors, mentors, science fair judges—basically “in any capacity requested by local schools and teachers,” he said. Ahmed can point to some impressive results. At Avondale High School, where he started a tutoring program, the passing rate on the Georgia High School Graduation Test improved from below 50% to almost 70% in barely a year.

Nithya Mani got involved with ESO early. As a freshman this spring she led a campus science fair for local public school students called Emory Science Olympiad, and she also tutors and mentors. With one class she even learned judo. “It really broke the ice,” she says. “They were teaching me the moves. It started to redefine the tutor/student roles a bit.” In ESO, Mani says, “We were able to form relationships
Above: The José Limon Dance Company holds a class.
Right: Violinist Joshua Bell talks with students.
with the students. In many tutoring programs you just help a student one time, without any follow-through. But they remembered us. I really loved doing this.”

Junior Alexandra Kamins also helped with the Science Olympiad last year, then organized a weekly science club at Harper-Archer Middle School. With the CSE’s Jordan Rose she formed a “core group” of half a dozen seventh-graders and then “yanked other kids in from the hall.” Kamins says she was “surprised how little science they had been exposed to. But their glee when we exploded pipettes with dry ice to explore phase changes, or one girl’s simple comment after our circuit lab (‘No one’s ever explained electricity to me before’) brought me back every Thursday.”

Se habla Emory aquí

aving my own kids in the public schools—that’s part of the reason I got into this,” says Karen Stolley, associate professor and chair of Spanish, of her department’s deep involvement in Atlanta schools. “When I came here in 1992, we were just starting to see a need.” But with recent demographic changes, she says, “some schools are now 80 percent Hispanic/Latino. And there’s been increasing attention to the connection between K-12 and higher education.”

Stolley and senior lecturer Vialla Hartfield-Mendez, director of the Emory Scholars program, recently described some of the responses to this felt need. “I want our students to understand the Latino presence here in Atlanta,” Hartfield-Mendez says, so with grants from the Office of University-Community Partnerships (OUCP), the Institute for Comparative and International Studies and other sponsors, she has led efforts to strengthen the College’s ties to that community.

As with Emory’s other outreach initiatives, the results have been imaginative and varied. In a program called SHINE, which forges connections with older immigrants, and in service-learning courses such as “Writing, Context and Community” and “The Hispanic World: Culture, Society, Language,” College students do more than learn the speech and mores of far-off cultures. They translate in parent-teacher conferences, help with school newsletters and tutor as a way of creating “locally grounded global citizenship,” as Hartfield-Mendez puts it. Some work with young students on bilingual literacy; others help in a local program addressing domestic violence in Hispanic families. One program brought area elementary school kids together with teachers from Mexico and Emory undergraduates for a three-week summer “cultural immersion” in Mexican art and popular culture.

Some College students take these experiences into internships, directed studies, or honors theses. And some go further. “A student of mine moved to North Carolina and began a bilingual reading program,” Hartfield-Mendez says with pride. Other graduates are studying public health or medicine with an eye toward working in Latino communities.

Rachel Kotler, who took one of these courses as a senior, went on to teach “bridge” classes (parts of each day in two languages) at an inner-city school in Brooklyn. “I taught everything,” she says: “Spanish, Math, Social Studies. It was really rewarding, and very challenging.” In the process Kotler became interested in the policy aspects of multicultural education, and this fall she begins work toward a doctorate in education at Harvard. She has high praise for Hartfield-Mendez and the department: “Sometimes it only takes one professor, one class, to shape a path and a career.”

New Steps in a New Dance

r it might take a single visit from a musician, painter or dancer, or an invitation to the magic of museums and books, to turn some young person’s mind in a new and unsuspected direction. Julie Green, who manages school programs for Emory’s Michael C. Carlos Museum, uses a grant from OUCP to provide transportation and tours for students from five local elementary, middle and high schools. A similar grant for reading enrichment helps the Institute for Reading Development reach nearly 2,000 local students in a typical summer.

Artists in the Emory Coca-Cola Artists in Residence Program reach out in their own ways, drawing area school kids to Emory (or visiting them at their schools) for programs as varied as the artists themselves. The program, in place since 2004, specializes in music but also includes theater, visual arts and dance. Consider a few snapshots: members of Urban Bush Women and the Jose Limon Dance Company conducting high school dance classes; the Zagreb Saxophone Quartet fielding questions about music careers at a middle school assembly; internationally renowned classical guitarist Eliot Fisk in an interactive performance with elementary students.

“So some of these students have never been to a college campus,” remarks Tracy Clark, assistant director for programming at Emory’s Schwartz Center for Performing Arts. “So it helps make the possibility of a college education more tangible for them. And the residence program gives them an amazing arts experience that, hopefully, they’ll remember for a lifetime.”
From “Dreaming Cows,” works by Betty LaDuke, in the Robert W. Woodruff Library, Schatten Gallery from March 19–August 15
Joseph Crespino, assistant professor of history, is editing a volume on postwar southern history and plans a book on the rise of private schools in the South after the Supreme Court’s 1954 *Brown* decision. He joined the Emory faculty in 2003.

**Excerpt:**

On August 4, 1964, Federal Bureau of Investigation agents recovered the mangled bodies of three civil rights workers beneath an earthen dam near Philadelphia, Mississippi. Reports of the men’s disappearance in rural Neshoba County and the federal manhunt that ensued occupied the nation’s attention throughout Freedom Summer 1964, when hundreds...

**Recent Emory College Faculty Books**

*Timothy Albrecht*. *Timothy Albrecht Performs Bach Live!* (CD)

*Tonio Andrade*. *Fu’ermosha ruhe bian cheng Taiwan fu.*

-----. *How Taiwan Became Chinese: Dutch, Spanish and Han Colonization in the Seventeenth Century.*


*Philippe Bonnefis*. *Bleu: Metamorphoses d’une couleur dans la poesie moderne allemande (Amelia Valtolina).*

-----. *Maupassant. Sur des galets d’Etretat.*

-----. *Pascal Quignard, figures d’un lettre.*

-----. *Valerio Adami. Galilée.*


*William M. Chace*. *100 Semesters: My Adventures as Student, Professor and University President, and What I Learned along the Way.*


*Clifton Crais* and *Pamela Scully*. *Sara: A Biography and Ghost Story.*
of college-age volunteers flooded Mississippi to help run voter registration drives and “freedom schools.” The almost daily reports of violence and harassment over the summer revealed a white population in Mississippi that seemed dramatically out of step with the rest of the nation. . . .

The sixteen years separating the civil rights murders and Ronald Reagan’s [1980] campaign stop in Neshoba County represented a sea change in the political fortunes of both white Mississippians and American conservatives more generally. In 1964, Mississippi whites were a derided minority in a nation that at long last had acted legislatively to end the legacies of slavery and racial discrimination. Conservatism seemed as discredited as a political philosophy as white Mississippians were as democratic citizens. Many Americans saw it, as Richard Hofstadter famously wrote, as part of a “paranoid style” in American politics, the viewpoint of crackpots and extremists. Only sixteen years later, however, American conservatives were triumphant. Ronald Reagan’s election was the crowning achievement of a newly ascendant, ideologically honed conservative wing within the Republican Party. This faction would set the political agenda for the GOP and the nation for decades to come. And among conservative Republicans, Mississippians—and other Deep South whites like them—were a carefully courted constituency. . . .

Many white Mississippians were, to be sure, among the most hardened opponents to basic advances for African Americans in the 1960s. Certainly, not every self-identified conservative shared their racial views. But too often Mississippi has served as an icon of southern intransigence, the key setting for what has become the modern American melodrama in which the nation finally dealt with anomalous Deep South racists and made good on its promise of equality for all its citizens. It is important not to take American redemption and gothic southern racism as the story of the civil rights era. Doing so reduces history to a morality tale, it ignores ongoing struggles for racial justice, and it oversimplifies white reaction to the civil rights struggle both inside and outside of the South. Most crucially, it obscures important connections between how conservative white southerners and conservative white Americans responded to the civil rights revolution. . . .

Those who posit the continuity of white racial attitudes must be mindful of Barbara Fields’s warning: “A historian looking for continuity in attitudes is likely to find it regardless of the set of attitudes selected, provided he is sufficiently imaginative in his construction of what constitutes evidence for the existence of an attitude.” Undoubtedly, the protection of white privilege has remained a part of modern conservative politics in the South. Even today, race remains the central division in Mississippi, politically, culturally, spatially. The challenge for scholars, however, is to reconcile the continuity of white racism with both the evolution of its expression and the dramatic changes that have swept the state and the region. It is not an easy task, but in failing to do so, scholars attribute to white racism a mystical, ahistorical quality that explains everything and, thus, explains nothing very well. . .

Lisa Dillman, translator. Zigzag (a Jose Carlos Somoza novel).
Mikhail Epstein. Filosofia tela (Philosophy of the Body).
-----. Slovo i molchanie. Metafizika russkoi literature (Word and Silence: The Metaphysics of Russian Literature).
-----. Velikaia Sov’. Sovetskaia mifologiia (Great Owland. Soviet Mythology).
-----. Race and Contemporary Medicine: Biological Facts and Fictions.
Jim Grimsley. Forgiveness.
Barbara Ladd. Resisting History: Gender, Modernity and Authorship in William Faulkner, Zora Neale Hurston and Eudora Welty.
John Anthony Lennon. Player’s Fair. (CD)
Anthony J. Martin. Trace Fossils of San Salvador.
Katherine Mitchell. An Artist’s View.
Laura Otis. Müller’s Lab.
Gyanendra Pandey and Yunas Samad. Faultlines of Nationhood: India and Pakistan.
Gyanendra Pandey. The Construction of Communalism in Colonial North India.

Christine Perkell. Reading Vergil’s Aeneid: An Interpretive Guide.
Hossein Samei and Mohammad Tabatab’i. Dastur-e Zaban-e Farsi [Persian Grammar].
Pamela Scully. Race and Ethnicity in Women’s and Gender History in Global Perspective.
Donald Verene. Hegel’s Absolute: An Introduction to Reading the Phenomenology of Spirit.
“I screamed,” Trethewey says. “The class cheered. It was a little crazy for a minute.”

It’s been that way ever since for Trethewey, associate professor of creative writing, who won for her collection Native Guard. She has been interviewed and quoted everywhere from her home state (Mississippi) Clarion-Ledger to the New York Times, from NPR to the Hindu News Service.

Trethewey isn’t new to awards. Her work has garnered fellowships from the Guggenheim and Rockefeller foundations and the National Endowment for the Arts, and all three of her books have won the Mississippi Institute of Arts and Letters Book Prize. Domestic Work (2000) took home the Cave Canem Prize and the Lillian Smith Award for Poetry. Bellocq’s Ophelia (2002) was named a Notable Book by the American Library Association. Individual poems have appeared in an enviable list of prestigious journals, won Grolier and Pushcart prizes and twice been selected for the annual Best American Poetry series.

The Pulitzer, though, raises the bar. “I’m absolutely honored,” says Trethewey, adding “delight” and (at first) “disbelief” to her range of reactions. The fourth African-American poet to win, and the daughter of an interracial marriage that was still illegal in Mississippi in 1965, she follows some of the intertwinings of color, family and place in Native Guard.

At a May 8 reading on campus she dedicated the award, as she does the book, to her late mother, Gwendolyn Ann Turnbough, a prominent presence in Native Guard. The volume takes its title from an African-American regiment that fought for the Union in the Civil War, stationed just off the Mississippi coast on Ship Island near her hometown of Gulfport. Trethewey learned of the unit during annual summer visits but noticed that, unlike their Confederate counterparts, there was no memorial to the regiment.

As she researched this history she was also writing elegies for her mother, who in 1985 was murdered by her second husband. “I didn’t see at first that they belonged together,” Trethewey says, but then “it hit me pretty hard that while I was trying to erect a monument to these soldiers, I hadn’t erected one to my mother.” Native Guard’s poems are meant “to cultivate and nurture and tend to her memory” but also “to think about how my personal history intersects with the public history of my native homeland.”

Trethewey has described poetry as “a way to articulate those things that seem hardest to say.” Asked about this, she says “It is hard. But it’s the hardest thing I love to do. It’s not going to happen just because I’m strolling across campus with my scarves flowing behind me, but when it’s working, a poem coming together, everything finally clicking into place, I get euphoric. Then it starts to go away, and the only thing that’s going to get it back is to write another poem.”

Native Guard’s topics—memory and erasure, loss and a kind of bruised self-knowledge—might suggest a grim or somber tone, but the volume offers many moments of pleasure in the immediate physical world. This is not really a contradiction, Trethewey says. “Even if a poem is deeply grief-filled, the making of the poem itself, the shaping of it, can be a triumph over some traumatic event. Making a poem is when I’m at my happiest.”
Notable Faculty Achievements

Jan Akers, lecturer in theater studies, Thomas Burns, Samuel Candler Dobbs Professor of History, David Edwards, Charles Howard Candler Professor of Psychology, and Tim McDonough, associate professor of theater studies, received Emory’s Crystal Apple Award for Excellence in Undergraduate Education.

Peter Brown, professor of anthropology, received the University Scholar/Teacher Award, which recognizes both excellence as a classroom teacher and contributions to the scholarly life of the University.

Robert Chirinko, Winship Distinguished Research Professor of Economics, was awarded a Houblon-Norman/George Research Fellowship from the Bank of England.

Gray Crouse, professor of biology, and Elizabeth Pastan, associate professor of art history, won the Emory Williams Award for Distinguished Teaching.

Frans de Waal, Charles Howard Candler Professor of Psychology and Director of the Living Links Center, was named one of Time’s “100 Most Influential People in the World.”

Timothy Dowd, associate professor of sociology, was awarded the Erasmus Chair for the Humanities at Erasmus University, Rotterdam, for 2007-2008.

Arri Eisen, senior lecturer in biology, received the Laura Jones Hardman Crystal Apple Award for Excellence in Service to the Emory Community.

Joyce Flueckiger, professor of religion, won the Georgia Writer’s Association “Gaya” Award for Biography for her book, In Amma’s Healing Room.

Rosemarie Garland-Thomson, associate professor of women’s studies, will spend academic year 2007–2008 as the Dabney Adams Hart Distinguished Visiting Humanities Professor at Agnes Scott College.

Elizabeth Goodstein, associate professor in the ILA, received the German Studies Association/DAAD Book Prize for her book Experience without Qualities: Boredom and Modernity. Goldstein was also appointed to the American Academy in Berlin in the fall.

Jim Grimsley, senior writer in residence, received the first Mid-Career Author Award from the Saints and Sinners Literary Festival, presented in May in New Orleans.

Joseph Henrich, assistant professor of anthropology, and Robert McCauley, William Rand Kenan Jr. University Professor of Philosophy, were invited speakers at the 2007 Distinguished Award Lectures on the Cognitive Foundation of Science and Religion at Oxford University.

Harvey Klehr, Andrew W. Mellon Professor of Politics and History, Judith Miller, associate professor of art history, Laurie Patton, professor and chair of religion, and Rebecca Stone, associate professor of art history, will be senior fellows at the Fox Center for Humanistic Inquiry in 2007–2008.

Deborah Lipstadt, Dorot Professor of Jewish Studies, has been appointed by Secretary of State Condoleezza Rice as a member of a U.S. delegation to a conference in Bucharest, Romania, on combating discrimination and promoting mutual respect and understanding, sponsored by the Organization for Security and Cooperation in Europe. Lipstadt was also awarded the Doctor of Humane Letters degree in May from both Hebrew Union College and the John Jay College of Criminal Justice.

Pat Marstellar, senior lecturer in biology, won the 2007 George P. Cuttino Award for Excellence in Faculty Mentoring.

Anthony Martin, senior lecturer in environmental studies, Daphne Norton, lecturer in chemistry, and Erdmann Waniek, associate professor of German studies, received Excellence in Teaching Awards from the Center for Teaching and Curriculum.

Richard Martin, professor of religion, will serve a three-year term as President of the American Research Council in Egypt.

James Nagy, associate professor of mathematics and computer science, received a Crystal Apple Award for Excellence in Graduate Education.

Michael Rich, associate professor of political science and director of OUPC, was inducted into the Morehouse College Board of Preachers and Sponsors and Collegium of Scholars.
Student Honors

Lindsey Baker, Jamie Lawler, Mary Parker and Haley Rosengarten won 2007 University Humanitarian Awards.

Robbie Brown received the Lucius Lamar McMullan Award, given annually to an Emory College graduate demonstrating promise of becoming a future leader and serving the global community. He also received a 2007–2008 Robert T. Jones Scholarship to study for a year at St. Andrews University.

Steven Haag, Caitlin Lyman and Andrew McCrary received 2007–2008 Robert T. Jones Scholarships to study for a year at St. Andrews University.

Aimi Hamraie, a senior, and Julie Hoehn, a junior, were the first all-female team in the sixty-one-year history of the National Debate Tournament to win the title. They were crowned national champions at the Dallas, Texas tournament March 28–April 2.

Five undergraduates received Fulbright Scholarships for study and work abroad: Charles Harrison, a comparative literature and Spanish major; Whitney Hostetter, an international studies and German major; Stephanie Malak, a Spanish and international studies major; Nathan Meeks, a business and Spanish major; and Ryan Plocher, an English and German studies major.

Elizabeth Sholtys won a 2007 University Humanitarian Award and an Unsung Heroine Award from the Center for Women at Emory.  

Robbie Brown 07C won the prestigious Lucius Lamar McMullan scholarship, then donated the $20,000 prize to classmate Elizabeth Sholtys’s home for street children in Pune, India.
When most alumni talk about their Emory experience, they tend to look back and reminisce about the way things were. **J. Davidson “Dusty” Porter 85C** looks both back and forward. Porter, the incoming president of the Emory Alumni Board, says Emory means as much to him now that he’s in his forties as it did when he was a young man.

“It involves a shared sense of priorities,” said Porter during a recent phone conversation from his office at the Maryland Institute College of Art in Baltimore, where he serves as vice president for student affairs.

“I’ve watched the programs and centers that I really believe in continue to flourish. I’ve seen how campus life has focused on leadership development efforts and worked with students on differences and diversity. And I’ve been proud of the fact that Emory has taken specific steps to support students of different sexual orientation on campus.”

Porter first became involved in campus life as an undergraduate—he learned the ropes of working with students by being an active member of several student organizations, including the Chi Phi fraternity, and as a resident advisor in his dorm. In fact, he believes that his RA experience formed the cornerstone of his career in student affairs because it was so positive. Besides, he added with a laugh, “Once you’ve been an RA in Dobbs Pit [the bottom floor of Dobbs] you have nowhere to go but up . . . so to speak.”

Other activities that shaped his future included being a “senior interviewer” in the Admission Office (a select group of seniors actually interviewed applicants back then), working in the AMUC (now the DUC) as a building manager, and directing or acting in many of the shows put on by Ad Hoc Productions.

In the classroom, his moment of epiphany came while taking psychology courses that focused on why people behave the way they do, particularly within organizations. “It was amazing to me that I could study something in classes that interested me in life,” he said.

While working on his doctorate in college student personnel from the University of Maryland, College Park, he reignited his Emory experience by joining the Washington, D.C., alumni chapter. “I reconnected with alumni I knew and met new alumni who were moving into the area,” said Porter. “It was a nice way of enjoying cultural and social events, restaurants and museums while connecting with people.”

These days, he considers himself lucky to have an affinity with the College as a student and as a member of the alumni board. To show his appreciation and his support of Emory during its current capital campaign, he recently made the decision to make a bequest to Emory in his will, albeit with the understanding that “hopefully it will take a long time before that gift is bequeathed.”

Even his gift involves looking back and forward. As a young man, Emory made a difference in his life. Now he sees “how important it is for other students to receive the Emory experience so they can make a difference in the world through their gifts.”

—Hal Jacobs

A bequest such as Porter’s is an attractive giving option for many donors. By including Emory in their estate plans, donors can fulfill their philanthropic goals, reduce or eliminate potential federal estate tax, and reduce the cost of estate settlement—all without decreasing available assets during lifetime. Bequests are recognized as campaign gifts and are also revocable, which provides donors maximum flexibility.

Other gift options include life income gifts, such as charitable gift annuities or charitable remainder trusts that pay income to a donor or other income beneficiaries for their lifetimes.

For more information about bequest and life income gifts, please contact the Office of Gift Planning at 404.727.8346 or giftplanning@emory.edu.
Wendy Rosenberg-Nadel 82C seems to have a natural instinct for volunteerism. While only a sophomore at Emory she launched Volunteer Emory with Debbie Genzer 82C, creating one of the University's signature organizations that still spreads the spirit of volunteerism more than twenty-five years later.

Since graduation she has continued to pursue her interests in the nonprofit field and public service. She worked for the National Multiple Sclerosis Society and the March of Dimes Foundation (while earning a master's of education in counseling psychology from Teachers College, Columbia University) before starting a consulting business that focuses on communications, strategic planning and board management for nonprofits. As chairman of the Byram Hills Education Foundation, she has raised funds to support local schools; she also lent her skills as communications director for a local political campaign. Several years ago she was deeply involved with issues surrounding child poverty in the United States for the organization Save the Children. Her work resulted both in a book (The Web of Support, 2000) and in testimony before Congress on the subject.

David Bray 01C 04PH has rung up an impressive list of accomplishments since graduating six years ago. Within months of receiving his diploma, he found himself thrust into a leadership role at the CDC due to the events of September 11. As information technology chief for the CDC’s Bioterrorism Preparedness & Response Program, he worked days and nights during the national emergency. He also helped to coordinate responses to the anthrax attacks, the emergence of SARS, a national outbreak of monkeypox, and other emergencies. During much of this time, he was pursuing an MSPH at the Rollins School of Public Health. Never one to sit still, he is now pursing a PhD in information systems at Goizueta Business School.

To friends and colleagues, what makes Bray’s achievements even more special is his humanitarianism, especially his ability to put people and collaboration before technology. As a student in Emory College, he received the Humanitarian Award. He regularly volunteers with Habitat for Humanity locally and has served as a crew leader and EMT on Habitat International trips to the Philippines, Romania, Nepal, Ghana, South Korea and Thailand. In fact, he and his wife were in Thailand during the tsunami response and spent their holidays helping to construct new homes after the disaster. More recently, during the summer of 2007 he was a guest lecturer at Oxford University, courtesy of a Rotary International Ambassadorial Scholarship.
Thanks to the “Emory Cares” program, in which alumni participate in service projects around the world, Nadel became involved with a newly revived New York City alumni chapter, leading her to reconnect to Emory in other ways. Over the last few years she has dedicated herself to Emory in many capacities, including as founding chair of the Westchester County Alumni Chapter, Emory Alumni Board member, chair for the Student-to-Alumni Experience Committee, Class of 1982 Reunion Committee member and class gift chairman.

No history of the College is complete without a mention of Judson C. “Jake” Ward Jr. 33C 36G. Born on the same weekend in 1912 that the Titanic sank, Ward began his studies at Emory in 1929 a few months ahead of another milestone, the beginning of the Great Depression. In hindsight, it seems little wonder that Ward chose history over law as a career. Almost eighty years later, Ward is still at Emory as dean of alumni and works in a building that honors his legacy, the Miller-Ward Alumni House.

His fifty-plus year career in education spans teaching at several colleges, including West Point during a stint in the army. In 1947, at Georgia Teachers College at Statesboro, he became the youngest college president in Georgia, a post he held until promotion to assistant chancellor of the state university system. Fifteen years after graduating from Emory, he returned as dean of the College, where he proceeded to establish a more rigorous admission process and help build Emory’s early doctoral programs. Under his leadership women entered the College as residential students for the first time in 1953. Four years later he was promoted to vice president and dean of faculties of the University. In 1970 was named executive vice president, a position from which he retired in 1979 before rejoining the University as alumni dean in 1985.

In addition to serving Emory throughout his life, Ward has been a long-time financial supporter, with a record thirty-nine consecutive years of giving—as far back as records were kept. The Judson C. Ward Consecutive Giving Society was established in 2006 to honor him and all other individuals who support Emory University through sustained annual giving.

Frequently cited for his intellect, humor, charm, and wisdom, Ward has received the Award of Honor of the Association of Emory Alumni (AEA), the Thomas Jefferson Award, and the Freedom Foundation Award. He is famous in some circles for teaching a “Couples Class” for more than thirty years at Glenn Memorial, and in others for hosting “Jake’s Open House,” an annual Halloween party open to the Emory community.

—Hal Jacobs
Dalai Lama Joins Emory Faculty

In February, His Holiness the XIV Dalai Lama was named Emory Presidential Distinguished Professor. This is the first university appointment accepted by the worldwide spiritual leader and head of the Tibetan government in exile, recipient of the 1989 Nobel Peace Prize and the 2006 Congressional Gold Medal, America’s highest civilian honor.

“To have a colleague of the Dalai Lama’s stature in our community will be a constant source of inspiration and encouragement for our faculty, staff and students as we strive to realize the vision of educating both the heart and mind,” said President James Wagner.

The Dalai Lama first visited Emory in 1987, co-founding the Mind and Life Institute to explore intersections between scientific and spiritual traditions. He received the first Emory President’s Medal in 1995 and an honorary Doctor of Divinity degree in 1998, when he delivered Emory’s commencement address.

From October 20–22 the Dalai Lama will deliver his inaugural lecture, attend a Mind and Life conference, participate in an interfaith summit on religion and peacebuilding, and give a public address in Centennial Olympic Park. Details at www.dalailama.emory.edu/events.
Dead Sea Scrolls on Exhibit

From June 16 to October 14 the Michael C. Carlos Museum hosted “Cradle of Christianity: Jewish and Christian Treasures from the Holy Land.” Emory was one of only three U.S. venues for the exhibition, which traces the roots of Christian and Jewish beliefs through biblical archaeology. Included are pieces of the Dead Sea Scrolls, some 800 texts discovered in caves near the Dead Sea from 1947–1956. The Temple Scroll (above), dating from the first century BC to the first century AD, outlines rules for purity and directions for rebuilding the temple at Jerusalem.