Why Numbers Aren’t Enough

Happy Anniversary—Now What?

College Coffee Culture

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He brings to bear a knowledge of Greek, Latin, literary classics and the history of science to illuminate problems in sociology. I’d call him something of a Renaissance intellectual."

Cristiana Olcese, whose research focuses on European social movements, agrees that Franzosi’s “intellectual sensibility” is “genuinely curious, open and generous.” If students have something original to say (“very important to him”) and work hard to accomplish this (“very, very important”), they can be sure of his support.

Franzosi’s colleagues already praise his wide-angle approach to research problems and infectious energy. After only a semester, says Robert Agnew, chair of sociology, “Roberto has quickly come to play a central role in the department. . . . I think everyone in the department has come to appreciate his enthusiasm, fresh ideas and breadth of knowledge.”

Over winter break Franzosi visited his twin daughters in Rome, and he’ll be returning to Oxford soon too, for a summer research fellowship at Nuffield College. Meanwhile his productivity continues unabated. Two new books are in press: a “small one” called Quantitative Narrative Analysis and the larger Trilogy of Rhetoric: Rhetorical Foundations of Social Science Quantitative Work. Their titles provide further evidence of Franzosi’s single-minded pursuit of the multiple perspective—in particular, a happy marriage of statistics and stories.

“Teaching has forced me to learn the connections between things,” Franzosi reflects. “And in the long run, I have found that theory and praxis, teaching and research go hand in hand.” A “critical approach to knowledge” may be at the heart of both his pedagogical and scholarly philosophy, but so is a willingness to be surprised. Sometimes, he says, both in the classroom and in the field, it is useful to see “the tangent as the main road.”

His antique collection may hint at his approach to scholarship: quantitative and qualitative; narrative and numbers. The useful and the beautiful.
So how do we decide how Emory College is doing, if not by rankings?

"Americans love lists. Think of the ritual compilations of top-grossing movies, worst-dressed celebrities, best-selling books. And we're fascinated by the related idea of rankings—sports teams, the Fortune 500, and so on."

All of which can be a source of spirited conversation and debate. But the ranking of colleges and universities, which has garnered a great deal of media attention lately, is rather more serious for those of us interested in improving the quality of our academic institutions. I think it's an issue worth speaking frankly about.

There have been numerous attempts to compare schools, but the 800-pound gorilla is certainly *U.S. News & World Report*'s annual guide to “America’s Best Colleges.” Parents and students (not to mention advertisers) anticipate the issue with breathless interest, college administrators with some mix of hope and dread.

Do we take rankings seriously? The answer has to be yes and no. *U.S. News*’ and other rankings are watched closely by constituents who matter to us —parents of current and prospective students, alumni, donors, peers—so we can only be cheered by the fact that, among thousands of schools, Emory consistently ranks in the top twenty. But do we consider them precise reflections of colleges’ relative value? No.

Twenty-five years ago these rankings didn’t exist; now they seem inescapable. And a basic problem arises when we ask how, precisely, a school residing at, say, twenty-sixth overall is better than one at thirty-three or forty-seven. What is being measured here? U.S. Education Secretary Margaret Spellings has declared that colleges should be as simple to “shop” for as cars, but it is difficult to take this analogy seriously. Colleges’ aims and practices are nowhere near as uniform as wheel base, gas mileage, or resale value—not should they be—so it is unlikely we will ever compare colleges with the “transparency and ease” of which Secretary Spellings speaks.

Critics point out that *U.S. News* and its competitors don’t measure learning but only the potential for it, based on factors like endowment, faculty salaries, or class size. Using inputs to measure outputs, though, as one commentator has remarked, is “a bit like evaluating cakes by looking at their list of ingredients instead of by tasting them.”

And even those ingredients are often measured in roundabout ways. Peer reputation, for example, accounts for fully a quarter of a college’s score, yet how many other schools can an administrator truly know well enough to assess on their merits? Understanding his or her own college is a daunting enough prospect. Peer assessment, then, can quickly become a hall of mirrors in which quality reputations depend on reputations of quality.

So how do we decide how Emory College is doing, if not by rankings? One strategic goal we’ve set for ourselves is to nurture innovative undergraduate research programs like SIRE, SURE, and INSPIRE to “provide a rich intellectual experience that fosters academic growth and community engagement.” Another goal is to enhance our merit scholarships to
attract “smart, curious, creative and socially engaged students, who will grow to become lifelong learners and responsible citizens.” We’re committed, too, to recruiting and retaining superb scholar-teachers and supporting our strong departments and programs.

One measure of our success in these efforts is the National Survey of Students (NSSE), which compiles data on teaching and learning at more than one thousand colleges. The 2006 survey brought some enlightening results: Emory College students report higher levels of faculty interaction, and more academically challenging and enriching course work, than their peers at other schools. They also participate in far more community and volunteer work, study abroad nearly three times as often, and are twice as likely to collaborate with faculty on research outside course requirements.

The comments of external review committees can be another useful yardstick. In the past two years, more than a dozen such committees—composed of faculty and administrators from across the nation—have scrutinized Emory College departments for flaws, virtues and opportunities to improve. Here’s what they said:

“There is far more productive instructional and advising interaction between faculty and departmental majors than at many, if not most, peer research institutions.”

“Students have enormous regard for their professors and see them as offering the best of what a liberal arts institution provides, informed by the scholarly rigor required at research institutions.”

I could quote for pages: “A laudable emphasis on keeping class size limited. . . . Students rave about the attention and care of the professors. . . . A positive orientation toward undergraduate education on a level usually found in small liberal arts colleges.”

We take pride in this kind of feedback, as we do in being recognized as a leader in environmentally friendly “green” facilities and other accolades. Meanwhile we keep an eye, like everyone else, on the annual lists. Maybe what’s needed is more open conversation about what colleges do and about the whole idea of ranking them like lawnmowers or cars. We should consider how much light any list can throw on the wonderful, complicated places where our brightest young people spend four important years. And we should thank all the dedicated researchers, teachers, students, staff and alumni who contribute their manifold talents to making Emory College special. That honor roll grows longer every year, and it’s one list I think we can all agree deserves our unflagging attention and highest regard.

ROBERT A. PAUL, PHD
Dean of Emory College

I hope you’ve enjoyed the first three Quadrangles, and will enjoy this fourth, as much as I’ve liked putting them together. I remain amazed at the bonanza of material Emory offers—the College is full of more good people, places and ideas than a biannual publication can hope to plumb. Selection continues to be the challenge: how to suggest the breadth of teaching and research, innovation and tradition that defines Emory without skipping around like a stone on a pond. It’s a nice problem to have.

This issue offers another range of voices from the ongoing College conversation: Dean Paul on the issue of ranking schools and, with three other College deans, on what they do and why; Emory departments looking back and ahead while marking anniversaries; Hal Jacobs on being a freshman (again); wide-eyed reflections on caffeinated campus culture; and, as always, visits with students and faculty doing what they love.

In my first letter two years ago, I encouraged you to let us know what you think of the magazine, and many of you have. I’ve been grateful for all the letters and comments, both criticism and praise. I hope you’ll continue. This time—in addition to any general remarks—I hope you will take a moment to think about your favorite (or most memorable) College professors, places, classes, events, jobs, rituals or moments. Send them to me by mail or email, short or long, and they might wind up incorporated into a future Quadrangle story.

Thanks for reading.

DAVID RANEY 99PHD
Editor
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Robert Franzosi was born and raised on farmland near Genoa, Italy. When he was nineteen his family sold the property, and Roberto and a friend dug up the ancestral cornerstone, loaded it into a tiny Fiat (“I was afraid it would go through the floor”) and drove it away. That road led eventually to Atlanta, where the stone now stands in his Decatur living room surrounded by antique maps and copper pots, graceful furniture and other relics, united only by a collector’s interest and the rare quality of being both beautiful and useful.

Franzosi, Emory’s new professor of sociology, comes to the College from teaching and research positions at the universities of Reading, Michigan, Wisconsin and Oxford (Trinity College). One ongoing scholarly interest is the study of social protest, which has yielded numerous scholarly articles and two books. The first, The Puzzle of Strikes: Class and State Strategies in Postwar Italy (1995), centers on “the power of numbers,” but Franzosi says he had a revelation late in its composition that has affected all his work since. “I had finished the research that would become Puzzle of Strikes,” he said over lunch recently, “and while I thought the statistics were sound, I suddenly realized all the people had disappeared. There were four groups involved in my study—state, employers, employees and unions—and all I had were regression coefficients.”

He rewrote that book and wrote his next, From Words to Numbers: Narrative, Data, and Social Science (2004), guided by the principle that “one needs to balance analytic rigor with the role of social actors.” Numbers alone, he believes, cannot adequately represent strikes and other complex social phenomena—which, reduced to frequency distributions and variables, often “seem to happen in a vacuum.” Blending econometric analysis with art, linguistics, history and literature (his undergraduate major), Franzosi tries to restore the human dimension. His antique collection may hint at his approach to scholarship: quantitative and qualitative; narrative and numbers. The useful and the beautiful.

Franzosi traces another turning point to a chance remark by an Oxford colleague that the title (From Words to Numbers) suggested a journey. “That,” he says, “is how I spent a rainy summer in the Rhodes Library reading medieval pilgrims’ accounts of their travels to the Holy Land and the conquistadores’ journeys to the new world.” Eventually the journey metaphor became central to the book. Franzosi concedes that “to some readers it may seem like writing flavor, like icing on the cake. But in fact it is integral to the book, its very driving force.”

Another of Franzosi’s interests is cooking, which, he notes, is one of two things at Emory that continually remind him of his time at Oxford. “There’s food at nearly every function here,” he says, recalling the Oxford “high table” that drew together colleagues from different disciplines to dine, drink and debate. The other commonality, he says, is still more vital: “A passionate defense of teaching.”

His own teaching prompts similar passion in students. “Professor Franzosi creates an environment that stimulates and encourages creative thinking,” says Sharon Nieb, a graduate student and program director in the school of medicine. His approach “expands the landscape for creative thought,” echoes Matthew Mathias. “I can’t say enough about Roberto. He has had a profound influence on my first semester here.”

First-year sociology graduate student Kali-Ahset Amen, asked for a defining quality, chooses “Humble erudition.

“Teaching has forced me to learn the connections between things.”
Robbie Brown didn’t always know he wanted to be a journalist. “I didn’t even write for my high school paper,” he points out. “I had lots of ideas, like every kid—I was going to be an architect, a lawyer, an archaeologist.” But during his freshman year at Emory, two events conspired to turn him around. “I read a biography of Washington Post editor Ben Bradlee, and I took a freshman seminar with [Pulitzer Prize winner] Catherine Manegold on the history of Atlanta journalism. That was it. Together, they rewired my brain.”

Now a senior, Robbie has more than made up for his “late start” at nineteen. He became an Emory Wheel staff writer, then its youngest editor, and helped launch the sister publication The Hub. He climbed to news editor, senior editor, and finally editor-in-chief of the Wheel, along the Dayton Daily News, the South Africa Cape Times, and Newsweek.

“At the Times,” Brown says, “I was a general assignment news reporter. I covered anything from shark attacks to house fires to political conferences—whatever the editors decided each morning. It was one of the best experiences of my life.” His months in Dayton involved fewer shark attacks, but he recalls that time, too, as “extraordinary. They let me write a twenty-four-part series called ‘Around the Clock’ in which I profiled one Daytonian with an unusual profession at each hour of the day over the course of twenty-four issues. It was wonderful, but also very tiring.”

A year later at Newsweek, Brown covered politics, technology and education and helped write and edit the Newsweek-Kaplan College Guide—the same edition, it happens, that named Emory one of the “25 New Ivies.” He calls that magazine “the best in America for letting young journalists do real work. I helped with special issues on health and life and women in business, and a couple of times I had the lead story, with a byline, on their website.” Brown still contributes to Current, a Newsweek offspring inserted into dozens of college papers, including the Wheel.

So: you’re a graduating senior with a full and impressive resume. Time to let a little grass grow under your feet? Actually, no. Though a single PE credit stands in the way of his BA this spring (in journalism and history), Robbie has been busy applying for scholarships. In December he received the first Tom Chris Allen Scholarship for senior journalism majors; in February he won a coveted Robert T. Jones Jr. Scholarship to study at St. Andrews University; and now he has his eye on a Luce Foundation Scholarship. “That would be fantastic. I’d spend the latter part of the summer in immersive Asian language and cultural training, then work on a newspaper, possibly in Hong Kong.”

Robbie Brown, Around the Clock

by David Raney
Brown also plans to remain involved with the Wheel, which has a new web design in the works, “to make sure I keep learning about online journalism.” Nonetheless, he does admit to wanting to relax a bit this spring and “spend more time enjoying the things that other students do for the campus. I hate feeling like I’m too busy to watch an Emory soccer game or an Emory play.” Typically, though, one part of his campaign to relax may involve training for a marathon. He comes from a track family: his sister runs at Princeton, both his parents have completed marathons, and Robbie ran track in high school. (But not at Emory—a gratifying acknowledgement of some limit to his time and energy.)

“Without a doubt, Robbie is one of the most energetic and creative students I have come across,” says history professor Joseph Crespino. “I expect him to go on and do great things. The sky is the limit.”

“He never coasted on his talent,” adds journalism instructor Charles Haddad, Robbie’s honors thesis adviser. “He has always responded to a challenge” and in fact was “a challenge to me as a teacher.”

“I covered anything from shark attacks to house fires to political conferences. . . . It was one of the best experiences of my life.”

. . . He almost begged me to push him so he could see what he was really capable of.”

In a class paper last year, Robbie wrote that he’d learned two important lessons about journalism during his Dayton internship, a coffee-fueled six weeks that in some ways perfectly encapsulate his combination of smarts, quiet confidence and risk-taking. “First, most people love to talk about themselves. If you’re genuinely interested in understanding them, they will tell you wonderful things. Second, the best interviews happen in the settings where the interviewees are most comfortable.”

Following these precepts, Brown located and talked to drag queens, news anchors and bagel bakers; asked questions of a tattoo designer and a mother of quadruplets; rode an ice cream truck with a Baptist minister, dug a grave, and chatted with the man who cleans the largest upper-body sculpture of Jesus in the Western Hemisphere. A homeless man showed him a cartwheel.

“I never wanted to spend fifty hours a week sitting in an office,” Brown says over coffee on a sunny winter day in Emory Village. It doesn’t seem particularly likely he’ll ever have to worry about that.
Was there life before lattes? A 1948 article in Emory Alumnus, noting the recent expansion of Emory Village, lists an impressive variety of businesses: "a dance studio, two restaurants, a dentist’s office, a theater, a real estate office, two laundries, two grocery stores, two florist's shops, three service stations, a hardware store, beauty shop, three gift shops . . . a 5- and 10-cent store, lending library and taxi service." A tea room from the late 1920s was long gone. No coffee shops.

Today the ubiquitous Starbucks stands at the center of a dwindling array of businesses in the Village, and until last year a Caribou Coffee competed for java dollars with other outlets not quite so convenient to campus: Chocolatte in North Decatur Plaza, the Snug Mug in Oak Grove, Java Monkey in downtown Decatur . . . and more than eighty other local Starbucks.

If a cuppa joe is your vice of choice, though, you need not stray even that far from library or lab. These days coffee is everywhere. Starbucks is now served at the Bishop's Pantry in the hospital, in Dooley's Den at the Depot, and (as Seattle's Best, an owned subsidiary) at Cox Hall, with another Seattle's Best planned for the new School of Medicine building.

And the national brands have plenty of company, at Emory as on seemingly every street corner nationwide. Einstein’s sells its proprietary coffee blends at two locations, in the Business School and at the Dobbs University Center. Just two and three years old, both have “done very well,” says Patricia Ziegenhorn-Erbach, food liaison for the College. Einstein’s “continues to exceed expectations,” she says. “We feel if we had more space it would continue to grow. But it has not peaked.”

Nor has coffee culture generally. The “Seattleization” of Atlanta follows a national trend that has seen Starbucks alone swell from a few dozen U.S. outlets in 1992 to six thousand today. And Emory’s coffee economy offers still more competition for the Seattle-based colossus. Jazzman’s Café, a trademarked brand of the Sodexo food service giant, opened in both the Woodruff Library and the Math and Science Center in October 2005. In addition to those free-standing locations, Jazzman’s coffee is served in Turman dormitory, in the SAAC building, and at the School of Public Health. “Sales are very brisk,” says Ziegenhorn-Erbach, who adds that the Woodruff shop stays open even on weekends, when all other campus coffee venues close.

So what are Emory’s coffee lovers doing in all these coffee corners and java plazas? Meeting friends, as you might expect, and perhaps making new ones, an opportunity every public watering hole affords. Also (no surprise) studying. A visitor to any campus coffee shop, at virtually any time the doors are open, will discover at least one student surrounded by books, notes, and laptop. “I’m here at least twice a week,” says sophomore Taylor Anderson, a Film Studies major and recent transfer from Tulane, looking up from her work at the Woodruff Jazzman’s. “I can’t study where it’s too quiet; I need just a little background noise.”

Shawn McCauley, an English graduate student and teaching assistant, holds student conferences at Jazzman’s. Soft chairs and background music may be part of the draw, but necessity is another factor. Teaching assistants have some office space in Callaway, McCauley says, but “it’s limited, and shared—so if we need an extended block of time to meet with students, we tend to go here or another coffee shop.”
Professors make use of the comfortable ambience as well, some even posting locations and hours on their syllabi. “I have regular office hours too,” says Eric Reinders, associate professor of religion, who holds coffee shop “Bagel Hours.” “But for some students, such meetings can be intimidating. They feel trapped in a book-lined office. This has a breezier feel.” Reinders adds that he sees many more students this way. “Some come intending to meet with me; others come for the coffee, see me and remember a question they’d meant to ask. We might end up talking for half an hour.”

Even non-coffee drinkers turn up at caffeine hot spots near the quad. “I’m not really a coffee person,” admits C. J. Jones, a security guard at the Candler and Woodruff library buildings. “But I like to get a hot chocolate, maybe every week or two.”

Kafui Dagadu is another one who doesn’t need coffee, in the gotta-have-it sense familiar to more than half the American adult population, who average three cups per day, sixty gallons per year. (One in seven, astonishingly, report downsing ten or more cups daily.) Dagadu, a sophomore, calls himself “not a big coffee drinker, but if I’m at the library I’ll go to the shop there, get a coffee to go.”

He’s sitting in the Math and Science Jazzman’s at the moment, a member of a study group led by Intervarsity Christian Fellowship chaplain Glenn Goldsmith, who says he meets people here “often—or at the Village, the Depot or Einstein’s.”

On a different day in December, Liz Kammel, Zoe Anderson and Laura Eskander pull up chairs in the same spot, not to add to busy schedules but because of them. Despite being roommates, Kammel says, “Our schedules are so different that we never see each other.” She laughs. “So we meet here.” Today the three seniors are planning a spring break trip to Hawaii. Chocolatte is another of their favored places for coming momentarily to rest amid the College whirl of schoolwork, social life and sketching out the future. Apart from the coffee, the shops are congenial, Eskander says, and convenient. “And you always see someone you know.”

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Starbucks Coffee

Jazzman’s Café
On December 5, 2006, Dean of Emory College Robert A. Paul (RP) and three senior associate deans talked informally about one-room schoolhouses, putting people first, and how not to be a drudge. Thomas D. Lancaster (TL) deals with undergraduate education, Cris Levenduski (CL) with faculty, and Kim Loudermilk (KL) with resources and planning. Quadrangle editor David Raney moderated the discussion.

Q: Being a dean is different from being a faculty member, though of course they can overlap. How did you come to be dean?

CL: Accidentally. [Laughter]

RP: Well, we all come from an academic background. But once you’re in it, you realize there’s a whole administrative element without which the place just isn’t going to run right. It’s a little like becoming the owner of a house or a car. You find yourself doing things you may not have imagined at first, like raking the yard, changing the oil, because there’s a sense of responsibility that comes with it. You want things to run well, so you take on certain tasks, maybe director of undergraduate studies or department chair, and you start to have opinions about how the place should run and what are the values you stand by.

Q: Ownership isn’t a bad analogy; a college or university is owned and operated by its faculty.

RP: It’s our home. If we act as if it’s someone else’s business to mind the store, then we’ll just be the ones to complain.

CL: For me, the beginning was the year I went kicking and screaming into a year as interim chair of the English department—and was totally surprised to find out I enjoyed it. Part of what I enjoyed was seeing a whole different picture of the university than you see as a faculty member. Seeing how the pieces fit together was kind of fun.

KL: One of the things that made me think about applying for an administrative position was the opportunity to think about questions about how the university works that I’d become more and more interested in. Not just questions that had to do with my field, but the way fields fit together, how the parts make a whole that, as an institution, is pretty amazing. You get into those inner workings in a way that most faculty members don’t. That was something I wanted to take advantage of.

Q: So we shouldn’t add higher education to the old saw about sausage and politics being things you don’t necessarily want to watch being made? [Laughter]

TL: Emory University is an organization, of course, but it’s also a community. And individuals have to be able to contribute in ways that are important to them, that leave something beyond their time here. As academicians we do our teaching and our research, but beyond this a lot of people understand the centrality of service—and that the elements overlap. I think this is absolutely vital to making Emory not just a destination university but a livable place.

RP: For me the surprise has been, as Kim said, finding out how the place works. I certainly don’t feel I’ve mastered that, but at least some vistas have opened up to me. So much goes on behind the scenes to make the life of a faculty member or a student function. If you thought about it, you’d say sure, someone must worry about these things. But to see the complexity of the organization, the parts that have to function to make it possible for a student to go to class in the morning and for a professor to teach it—that’s both surprising and one of the things that makes it fun. It’s a good, constant learning experience.
Q: How many people work at, or for, Emory College? About 500 faculty, but when you add Facilities, and IT, hundreds of support staff . . .

RP: And think about all the people in cafeteria lines, or communications, or driving trucks to get things from one place to another—we’re a huge employer, with all the concerns about insuring workers and so on that you’d have elsewhere. There are whole dimensions to our life here that you would just never think about. Certainly I never did. There is perhaps some sense of entitlement to being a professor or student in a place like this, and I see it as my job, in a way, to preserve that illusion. The professors can concentrate on their research and their teaching, and the students on going to school. The rest of it should be largely invisible.

TL: We could call it the one-room-schoolhouse mentality. Faculty walk into the classroom, and students are there. They hand out their syllabus, and they teach. But they don’t have to ask, “How did those students get there?” or “What happens when they have health problems?” and so on. We’re far from a one-room schoolhouse, but from a faculty member’s perspective, if we do our jobs well, it feels that way. It should be seamless for them.

CL: There’s a kind of creativity that I’m not sure faculty often think about us needing, in order to implement policies, juggle things, make it possible for them to create new programs, design new classes, or use new technology in their classrooms. It takes some behind-the-scenes creativity.

KL: When I first decided to take an administrative job, one of the ways people reacted—along with “You’re going to the dark side” or “You’re playing for the other team” and that sort of joshing—was with the assumption that any administrative job would be all bureaucratic drudgery. But you can’t do it as an automaton. You have to think creatively, think about various ways to approach a problem and (just as important) ways to communicate, gather information and get people to help you.

CL: And you need to be able to switch from one problem to another and back—instantly, and twenty times a day.

Q: Would that be a candidate for the most difficult thing in your job? I also want to ask about the fun things.

CL: I think it may be both. I actually like that type of switching or juggling, keeping twenty plates in the air.

RP: When I first talked to Rosemary Magee about whether or not I should take the position I’m in now, I said what is it you do? She said she really saw herself as bringing together the pieces of a puzzle, trying to make a coherent picture. And in many ways, that is what we do.

RP: My wife once told me, “Your job is to work against the entropy.”

CL: Another fun part is getting to learn things. This morning I was talking to a job candidate in chemistry who told me a little about what he did, and it’s something I never would have known about.

RP: In the end, it’s about the people. Hiring exciting new people and seeing interesting students flourish is very gratifying. The hardest part, inevitably, is when there are conflicts between people. There are tasks, of course, like getting out a report, that can be hard in the sense that you have to work at them, but not emotionally taxing. Making decisions that affect people’s lives, though—whether a student’s going to graduate, whether someone’s going to have tenure or a job at all—people’s fates are at stake. I think what Kim was saying is quite widespread, the notion that administrators are glorified accountants, essentially dealing with figures on a calculator and figuring out clever ways to say no. That isn’t true. Even the numbers are about people.
Q: If you were to suggest a book to read, either to an incoming freshman or a graduating senior, what would it be?

TL: In my freshman seminar "Comparative Politics and Literature," I have a list of 100 books any educated person should read, and every term students add to the list, which I love. No two people, of course, will ever agree on it, but it's a debate worth having. These are books that you can read as narrative literature but also from a disciplinary perspective, to get at major political science questions. We've read A Tale of Two Cities, for example, and Nadine Gordimer’s My Son’s Story, written prior to the end of apartheid. I look for depictions of the use of power and collective decision making. That, to me, is what an Emory education is about: have that list of great books, and add to it, and when you’re eighty years old, you should still have a list you’re trying to get through.

RP: A book that I’m halfway through right now, which I read years ago and didn’t fully appreciate, is The Education of Henry Adams. I’m not sure I’d press it on undergraduates; it may be a book for later in life. But what a remarkable portrait of a person, and of a mind.

KL: I’ve taught a book in my course on university culture that the students really liked and that I think felt useful to them. It’s Richard Light’s book Making the Most of College. It’s interesting, accessible, and a book that I think would be really great for freshmen to read. Light went out and talked to college students at all kinds of institutions across the country, mainly about what makes students successful. Then he pulled all this advice together. It’s not a professor saying you should do this or that, it’s successful students saying this is what worked for me. Some of it makes instant sense, for example, that the most successful students build relationships with faculty members; but some is counterintuitive—for instance, students like hard classes, courses that make real requirements of them.

Q: I’m wondering about changes. You’ve all been here fifteen, twenty, even thirty years. There have been changes to the physical campus obviously, but also to students, curriculum, faculty. . . Which seem most notable to you, in the sense of changing the way Emory feels or works?

CL: The community feels different. There are more women on the faculty—not enough still, but more than when I came [in 1988]. And most of the women then were untenured, junior faculty. So that feels different.

KL: Certainly the physical campus has changed a great deal, and not just because of new buildings. I think about this building we’re sitting in, which was renovated in 2003. When I taught here years ago, I was in a tiny classroom without quite enough chairs, so we always had at least one student sitting on the floor. There was a window air-conditioner so loud that when it kicked on, you literally could not hold a conversation. People often dismiss physical changes, but I’m teaching in this building again this semester, and the teaching environment is incredibly improved. Whereas before we had to work around it, now it works with us. We can move the chairs around for different configurations, and there’s a computer, a DVD player, a document camera. . . . It’s not just window dressing; it makes a difference in the way you teach.

RP: The one thing that’s been constant is change, the sense of moving onward and upward. I don’t think that’s true of every university. Some places don’t have much ambition to improve, while others feel they’re good and only need to keep from slipping. The commitment here to increasing excellence, to new people, initiatives, buildings, ideas—all of it involves constant change. I don’t think any of us want to be simply caretakers of the place.
Kim mentioned technology. When I was hired, I asked for a computer in my office, and it took two weeks to get an answer back. The English department said they didn’t know if they could do that; they’d never had anyone ask before.

I remember the first time I sent an email. It was on Bitnet, in early 1984. You were connected by hard wire, and you’d sit and watch it on your screen as it traveled, to Georgia Tech or the University of Georgia or wherever. Beep . . . beep . . . beep . . . and a long wait if it went overseas.

Another change that I think has been interesting comes out of my own interests. Twenty years ago when I first said I wanted to go to the ILA and do interdisciplinary work, people said “Why would you want to do that?” The growth of understanding that many questions require an interdisciplinary answer has been remarkable. There’s a growing willingness to see disciplinary boundaries as permeable. So you’ll find a chemist talking to a psychologist and locating common interests—that seems more common than in the past.

Let’s say we’re having this conversation twenty years from now, and we adopt the pleasant fiction that money is no object. . . .

You’re talking to the wrong people. [Laughter]

But if you could inhabit that fantasy and didn’t have to do the balancing acts that fill your days in the real world, what would Emory look like?

To me, that kind of dreaming is not just speculative; it’s based in the past. There’s a trajectory for any organization, country or individual. The changing place of Emory College within a research university, for instance, is one of the healthy tensions we struggle with: maintaining that balance between world-class research and the kind of teaching that goes on in a liberal arts college. Ideally, twenty years from now we’ll have resolved the issue. We’ll still have both tremendous research and terrific teaching, with the College at the core—the way it was twenty years ago.

When people ask me where the College is going, where we were, where we are, I often return to this image: If you stand in the middle of the quad and look around—let’s say you graduated in the 60s—except for the Carlos Museum it’s pretty much the way it was when you were here. Everything else has changed a good deal, but the heart is still there. If we start paving over the quad, that would be the symbolic equivalent of losing our center, the liberal arts and human values that we’re all deeply bonded to. As for looking ahead, I’m reminded that when [Emory President] Jim Laney first received the Woodruff gift he set out a list of achievements that he hoped we would reach by the year 2000. It all sounded like a wild dream, and yet we surpassed every one of them by 2000. So dreaming really isn’t an absurd exercise. It’s how big things get done.
Anthropology—Thirty Years

To appreciate the growing strength of Emory’s department of anthropology, says chair George Armelagos, consider the following:

Of six panels bringing faculty from across the University to work on research related to human experience and new scientific frontiers, anthropology faculty are co-leaders of three. Thus, groundbreaking initiatives in predictive health, race and difference and global health will be led by Michelle Lampi, Armelagos, and Peter Brown, respectively. Another faculty member, Peggy Barlett, is helping lead a campuswide initiative on sustainability.

And on the eve of the department’s thirtieth anniversary, Armelagos points proudly to the caliber of new faculty: David Nugent is president-elect of the American Ethnological Society and North American editor of the journal Critique of Anthropology; Michael Peletz, recipient of several Guggenheims and a Fulbright, spent the 2005–2006 academic year at the Institute for Advanced Study in Princeton; Craig Hadley is a 2005 Robert Wood Johnson Health and Society Scholar.

The department is seeking creative ways to collaborate with other departments and divisions as well. Sally Gouzoules, associate chair of the department and director of undergraduate studies, describes a new joint program with Emory’s nursing school that may begin as early as fall 2007.

“We’re working out the details of a five-year program that should be very appealing to people interested in working in international health,” says Gouzoules. In this innovative 3-2 program (three years in the College, two in nursing), graduating students would earn a BA in anthropology and a BS in nursing.

The boom in undergraduate research provides yet another engine of change. In the last five years Armelagos has worked with almost thirty students to co-author or co-present papers. A newer faculty member, James Rilling, recently presented a paper with Emory undergraduates at a neuroscience conference in Atlanta.

Rilling himself may be the best example of where the department is headed. In 1998 he received his PhD in anthropology from Emory, studying the brains of living primates to provide insights into human evolution. After completing a fellowship in Emory’s Department of Psychiatry and Behavioral Sciences, he spent two years at Princeton’s Center for the Study of Brain, Mind and Behavior.

“Then we hired him back,” says Armelagos, “because there aren’t many people who do what he does.”

Students leaving Emory for employment elsewhere are another feather in the department’s cap. “When a Harvard person and an Emory person apply for a job, and the Emory student gets it,” Armelagos says with a smile, “word gets out.”

Journalism—Ten Years

If one theme emerged from the tenth anniversary reunion of Emory’s journalism program last October, it is that the death of journalism, as journalist Mark Twain might say, has been greatly exaggerated.

“The buzz word today is convergence,” says Sheila Tefft, director of the program. “When you think of storytelling on different media platforms—audio and video with traditional text—the Internet makes that all possible.”

Today’s students are learning to be familiar with all areas. For example, this semester an advanced class on news reporting spent half its time on traditional reporting skills and half on broadcast scriptwriting and podcast production.
But what really separates Emory’s journalism program from countless others is its grounding in the arts and sciences. When the program reopened in 1996 (an earlier journalism division closed in 1953), students were required to have an arts and sciences major. Frequently this expertise in another discipline (science, performing arts, religion, business) has led to courses in specialized reporting.

One of Tefft’s current projects is a campus-wide science writing initiative that would draw faculty and students from across the sciences and the medical school. One course might be modeled on the senior seminar she recently co-taught, which gave students the chance to experiment with a variety of genres from fiction to essays to journalism.

Tefft thinks this fits perfectly with the way today’s young scientists see themselves and their future careers. “They recognize the importance of communicating their research or issues to both a general and an expert audience.”

Claude Sitton, a Pulitzer Prize-winning journalist and alumnus of Emory’s previous program, attended the October reunion and was so impressed with the focus on educating specialist reporters that he wrote a letter to fellow alumni requesting their support. “I’m convinced,” said the former national editor for the New York Times, “that this is journalism education with a difference.”

Tefft is encouraged by the support of both alumni generations. “Our graduates do a good job of staying in touch,” she says. “They are very willing to come back and talk to students and give advice.”

One alumnus who couldn’t make it to the reunion had a good excuse. Ben Shpigel, who covers baseball for the New York Times, was busy with the 2006 World Series. But he dropped by to talk with students while covering a Braves-Mets series in September.

Tefft’s face lights up at the memory. “That kind of networking and contact can make all kinds of difference in students getting a career off the ground.”

**Philosophy—Seventy-Five Years**

“It is a small wonder that the United States, a country that has many fine centers for the history and philosophy of science, and can even afford one for the study of the Belgian endive . . . remains without a single one for the history of philosophy.” So wrote John McCumber of UCLA in 2001, and it would take five years to prove him wrong.

Cynthia Willett, chair of Emory’s philosophy department, contacted McCumber recently to tell him that Emory was creating just such an institute —perhaps the first of its kind in North America. “We thought our department was in the right position to finally bring back the history of philosophy,” says Willett, adding that McCumber was delighted to hear the news.

The Institute for the Study of the History of Philosophy—supported by a five-year sponsorship from the Bill and Bernie Marcus Foundation and cosponsored by Emory’s Department of History and Graduate Institute of the Liberal Arts—will feature a lecture series and summer seminars. It is a fitting anniversary present for a department that is slightly more than seventy-five years old and recently celebrated the fiftieth birthday of its doctoral program.

Leroy Loemker, a member of the faculty from 1929 to 1969, deserves credit for beginning the doctoral program in a tradition centering on the study of philosophy’s history and major figures. At the 2005–2006 Loemker Conference held at Emory in March 2006, Robert Mulvaney 65PhD, a distinguished professor emeritus at the University of South Carolina, noted Loemker’s significant
contributions to the field and hoped that his “spirit continues to feel itself present here, his commitment to the history of thought [and] the traditional disciplines.”

One faculty member who has benefited from Loemker’s legacy is associate professor Ursula Goldenbaum, organizer of the conference, who joined the faculty two years ago after searching for a university where she could study the history of philosophy. Goldenbaum teaches contemporary philosophers in introductory classes but finds that she always uses historical figures “to talk about central problems, ethical positions on issues like abortion and the death penalty, because these problems are still somewhat the same.”

Goldenbaum points out that the history of philosophy bears a resemblance to other disciplines as well. “The first philosophers were the first scientists and mathematicians. The fields were not yet differentiated into various disciplines — science was just natural science, and that was just philosophy.”

Women’s Studies—Twenty Years

How far has Emory women’s studies come in twenty years? Far enough that it no longer makes undergraduate students and their parents nervous, says Carla Freeman, interim chair of the department and associate professor of anthropology and women’s studies.

“I think there is less anxiety in majoring in women’s studies than there once was,” says Freeman. “Medical schools, professional schools, and graduate programs recognize—in a way they might not have twenty years ago—the legitimacy and rigor associated with the field.”

Pamela Hall, associate professor of philosophy and women’s studies, recently served as chair and remembers the early days when one of the big challenges was establishing academic credibility. “One of the things we had to demonstrate was that it wasn’t just consciousness-raising—that it was grounded by a field of information and a set of academic inquiries,” says Hall.

Still, Hall says, she “never wants the tension to go away” between disciplinary solidity and “an uneasy perch on some concept of social activism.” To handle that tension, scholars need “theory, understanding, patience—and lots of training.”

Freeman argues that an interdisciplinary scope is also critical. “We want our scholarship in women’s studies to be engaged by the breadth of the fields,” she says. Emory’s department has always been strengthened by a network of joint appointments throughout the University (currently it has about one hundred associated faculty and thirteen core faculty), which distinguishes Emory from schools with faculty based solely in women’s studies.

At the same time, the department is now hiring tenured women’s studies professors, which says plenty for the department’s increased stature. One recent hire, Lynn Huffer, taught at Yale and Rice before joining Emory’s Women’s Studies faculty in 2005 and will take the reins as chair in the fall.

As for changes in the undergraduates, Hall has seen “an increased level of sophistication in the way they work with and understand different texts—one sign of an educated person. But all along they have been extraordinarily good. What’s striking to me is how diverse they are, not just racially but in terms of their disciplinary and cultural backgrounds.”

Some things, though, have remained the same in the classroom. While students have always displayed the best kind of social consciousness, Hall laughs as she recounts one of her colleagues’ rules for students: “Whatever you do in here, you can’t talk about your mother.”
ENGAGED IN THE FRESHMAN SEMINAR CLASS

by Hal Jacobs

It’s a crisp, gorgeous autumn day and fifteen first-year students and their professor, Dana White, are boarding a shuttle bus parked near White Hall. Given that this freshman seminar class deals with the history of Atlanta and White has hosted a local PBS documentary series on the subject, you might expect the professor to act as tour guide as the shuttle drives through some of Atlanta’s most historic neighborhoods. You might also expect today’s class to visit a distinguished stopping-off place such as the Georgia State Capitol or the Martin Luther King Jr. National Historic Site.

Instead of commandeering their attention, however, White stays in the background and allows the students to relax, talk among themselves or remain quiet and watchful. And today’s destination is none other than Turner Stadium, home of the Atlanta Braves, for a behind-the-scenes tour led by a knowledgeable stadium guide.

Days later, I ask White why he chose the stadium tour over a more conventional historic site. He thinks about it for a moment, then replies, “Because the stadium wasn’t as warm and fuzzy.”

As for not playing the conventional role of the friendly, informative tour guide, there’s another reason for that. If I’ve learned anything this semester, it’s that good teachers know when to keep their mouths shut.

On paper, the basic concept behind Emory’s freshman seminar class is fairly straightforward. First-year students choose one class in the first or second semester from a wide and eclectic assortment of seminars. Professors build the seminars around their scholarly interests, expertise and passion (for example, White is a huge baseball fan). Because of the small class size, usually less than fifteen students, the seminar “creates a special kind of camaraderie,” says Robert Brown, assistant dean for undergraduate education.

“It’s an opportunity for students to get to know a professor in a different way,” Brown explains. “Often, at this stage, they’ve gotten to know their high school teachers. Many want to get to know their college professors in a more substantive way, but they find it difficult as they’re intimidated. So in a freshman seminar, they get that unique opportunity.”

But when you look under the hood, how does it really work? That is, how does a veteran scholar, who might be expected to spend his days with upper-level students and delving deeply into his own research, approach first-year students who are just learning the rules of the game? How does he set the stage for their academic career at Emory, without giving them stage fright?

To obtain a close-up view, I became an embedded journalist for a semester in White’s class on the history of Atlanta. During the last thirty-five years White, now seventy-two, has built a distinguished career and reputation around his work as a teacher, public historian, museum and media consultant, dissertation adviser and administrative leader at Emory’s Graduate Institute of the Liberal Arts (ILA). In the last couple of years, he has decided to focus more on teaching freshmen than on training graduate students.

“People sense a sort of gracious informality about him —something that draws students to him,” says Walter Reed, ILA chair and the William Rand Kenan, Jr. University Professor. “And he has a kind of sincerity and honesty that is not defensive and not aggressive. He’s always good at seeing the sense of the comic in human behavior. I’m not sure if it’s a question of temperament or experience.”
Teaching with your mouth shut

At the first class meeting, White wants to meet privately with students to review the syllabus, as well as see if they have any objections to the embedded-journalist concept. Although several College deans already have signed off on the plan, White wants to give the students an opportunity, as he says, “to vote me off the island.”

A few days later, White hands me a copy of the syllabus and talks about his goals for the class. Basically, he wants to introduce the research process and make students more aware of their contemporary environment. He’s not trying to turn them into experts on Atlanta so much as give them tools to use in other metro areas. He expects the city to be the teacher, and sees himself more as a guide or coach.

In the second class, I join the freshmen—nine young men, six young women—seated with White around a large seminar table in the Callaway Building. By way of introduction, students go around the table and mention significant facts, events or people that they identify with their hometown and with their new home, Atlanta. It’s a comfortable icebreaker: as students reveal a little about themselves, they also reveal flashes of their personality, curiosity and doubts. Instead of lecturing, White listens to them, occasionally asking questions and relating a few stories about his own hometown of New York City.

After the break, White encourages students to talk about their first reading assignment, a book written by a colleague, whom White usually refers to by first name. At one point during a lull in the conversation, he asks, “Is there anything you didn’t believe in Andy’s book?” Judging from their silence, my guess is that they haven’t heard many teachers question the accuracy of a book that was assigned reading.

The rest of the class unfolds around a BBC radio show, “Food Programme,” that was recorded in Atlanta. The voice of the crisp British host contrasts nicely with his interview subjects, whose voices range from genteel to rural to urban to evangelical. “What do you hear?” White asks. With a bit of uncertainty at first, students begin sharing ideas. White nods, without offering opinions or commentary of his own. Because he’s not leading or directing the conversation in Socratic fashion, no one is quite sure what he’s looking for or what he wants to hear—which is exactly the point. He doesn’t tell them, but he chose this particular exercise to give them an unfiltered experience that is quite different from the textbook reading.

Over the course of the semester, White will continue to “teach with his mouth shut.” It’s an interesting approach, especially for those of us who equate the best teachers with those who deliver the most scintillating lectures or engage students in dramatic debate until the students finally reach the correct answer.

I had never heard of this concept until I talked with Reed, a former director of the Center for Teaching and Curriculum. During a conversation about White’s teaching style, Reed walked over to his bookshelf and drew out a slim book by Donald Finkel that takes this precept as its title. (Later, when I asked White about it, he admitted that he hadn’t studied this teaching methodology and was simply doing what came naturally.)

One of the principles behind this teaching approach originated with philosopher and educator John Dewey, who once wrote that
“no thought, no idea, can possibly be conveyed as an idea from one person to another.” Rather, we learn from experience—by creating the conditions in which individuals generate their own ideas, manually switching on their own light bulbs of understanding. And one powerful way to do this is by telling stories.

The Power of Stories

If White’s students have learned anything about the history of Atlanta by the third class, it is that their professor seems to have a personal story about everyone mentioned in their assigned readings or in-class audios or movies. (White is also a classic movie buff.)

When he talks about his early days as a faculty member at Atlanta University—his department chair was a colleague of W. E. B. DuBois and a teacher of Martin Luther King Jr.—he covers quite an influential slice of Atlanta history. When, a few weeks later, students read a short essay by DuBois, they can almost feel a personal connection. Likewise, when White talks about working with Mrs. Ivan Allen on an Atlanta History Center exhibit, or his friendly verbal jousts with Maynard Jackson (his favorite Atlanta mayor), or looking into Henry Aaron’s eyes during an interview and catching verbal jousts with Maynard Jackson (his favorite Atlanta mayor), or getting a job under the Tammany Hall system of government, or simply observing Andy Young at a Hawks basketball game, White tells the story in such a way that he’s not the main character—just the main observer. The moral of the stories is simple. Pay attention to what’s going on around you. Listen closely. Think for yourself.

Getting out of the Classroom

The field trips perfectly illustrate White’s approach to teaching freshmen. Instead of acting as a tour guide as the class visited the Atlanta History Center, Emory Library’s archives and Turner Stadium, White steps back and lets the students learn on their own, or from each other, or from experts other than himself.

At the history center, he sets students loose to meander through the exhibitions with the idea they would select a few exhibits to write about for next week’s class. Afterward, he turns students over to talk with Gordon Jones, the center’s vice president of exhibitions and collections, as well as an Emory doctoral student working with White on his dissertation. Rather than lecturing, Jones holds a conversation with students, giving them an in-depth, personal, behind-the-scenes look at telling the history of a particular place.

Not surprisingly, Jones is a big fan of White’s teaching style. “Kids in most history classes are forced to memorize dates,” he says.
It's All about Process

Early on, White told me that his basic structure for this class is “build slowly, then barge ahead.” In the remaining one-third of the semester, now that students have a comfortable foundation in Atlanta’s history and a growing confidence in themselves, he directs their attention to the rigor and requirements of the research process. Given that they must follow this process to complete their final papers, which represent most of their grade for the semester, he has their full attention.

When White talks about doing research, especially about asking the right questions, it’s as close as he ever gets to preaching sermonettes. Privately, he admits that he’s mindful of talking too passionately about a subject. “If you come on too strong with students, they’re going to have a hard time believing you.”

And if he’s adamant about one thing, he wants them to know that “process is more important than the end result.” His words have the desired effect of reassuring the students as they musings over possibilities and haven’t begun working “in three dimensions.”

After the class is over, White confides cheerfully, “I couldn’t have planned it any better.” He knew in advance that this student’s research was weeks ahead of the others—and was fairly certain that her presentation would make a powerful impression on the others.

With about four classes remaining in the semester, it happens: one of those magical days in the classroom. During the last couple of weeks, the students’ passion, mostly driven by discoveries they have made in the course of their research projects, has been steadily building. On this particular day, a few students talked about their projects with a degree of precision and enthusiasm that set off sparks, making the entire classroom seem charged with a hair-tingling feeling.

Alfred North Whitehead once described how this “atmosphere of excitement . . . transforms knowledge. A fact is no longer a bare fact: it is invested with all its possibilities. It is no

begin their first big Emory research project at the same time that they face midterms in other classes, the “freshman fifteen” extra pounds, a fall fiesta party in the dorm, and the first visit by parents since they left home. (“What do I do with them?” one student implores the others before class begins. “Let them take you out to dinner,” they counsel.)

When it’s time for students to begin pitching their research projects to their classmates, White calls on a student who delivers a presentation that is so meticulously organized and thoroughly grounded in primary documents that her classmates are visibly wowed. At this early stage of the game, most of them are still longer a burden on the memory: it is energising as the poet of our dreams, and as the architect of our purposes.”

And what made this particular classroom experience so impressive, especially to an embedded reporter, is that most of the time the students were talking to each other, as if there were no professor in the room.

The next day, I happened to be crossing the Quad when I saw White approaching from a different direction. As soon as we saw each other, we started grinning, both of us thinking the same thing.

He spoke first. “Wasn’t that a great class yesterday?”
“Bugsy” by Doug Makemson, from Emory’s third-annual Recycled Art Project, October–November 2006
Gyanendra Pandey, Arts and Sciences Distinguished Professor of History, is the author of five books and dozens of articles on the subjects of violence, marginality and citizenship. Born in India, educated there and at Oxford, he joined the Emory faculty in 2005.

**Excerpt:**

There is a violence written into the making and continuation of contemporary political arrangements, and into the production and reproduction of majorities, which I have called *routine violence*. . . . In an important sense, violence remains a premodern category in contemporary usage. It functions also as a residual one. *Premodern* in that it has to do, supposedly, with what happened before rational thought and organization governed society, and what still happens when these are at a discount. *Residual* in that every act of aggression, destruction and intimidation for which we cannot find an approved, scientific name (that links it to the natural, rational human pursuit of progress and development)—war, mutiny, punishment, insurgency and counterinsurgency operations, for instance—can be described with the word. . . .

There are three kinds of indicators that go into our understanding of what constitutes violence, or excess—which may amount to the same thing. The first is organization and scale. (If these are large and developed enough, the acts do not

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**Recent Emory College Faculty Books**

- **Steve Batterson.** *Pursuit of Genius: Flexner, Einstein, and the Early Faculty at the Institute for Advanced Study.*
- **Sandra Blakely.** *Myth, Ritual and Metallurgy in Ancient Greece and Recent Africa.*
- **Marcus Collins.** *Modern Love: An Intimate History of Men and Women in Twentieth-Century Britain.*
- **Linda Craighead.** *The Appetite Awareness Workbook: How to Listen to Your Body and Overcome Bingeing, Overeating, and Obsession with Food.*
- **Cheryl Crowley.** *Haikai Poet Yosa Buson and the Bash Revival.*
- **Lisa Dillman,** trans. *El Zarco, the Blue-eyed Bandit.*
- **Yayoi Uno Everett.** *The Music of Louis Andriessen.*
- **Joyce Burkhalter Flueckiger.** *In Amma’s Healing Room: Gender and Vernacular Islam in South India.*
- **Eric Goldstein.** *The Price of Whiteness: Jews, Race and American Identity.*
- **Jim Grimsley.** *The Last Green Tree.*
Perhaps our apprehension of violence and terror has changed a little over the last couple of decades, as the violence has come home—to Europe and to the suburbs of the elites in the ex-colonial world.

qualify as violence, which is why the state is often exempt.) A second is technology. . . . The third is race, which of course incorporates class, gender, and culture. . . . What remains unacknowledged are two dimensions of modern politics and history. First, the violence of the legitimate state, a state that had the backing of something called a nation and could speak in the name of the people. Secondly, the fact that violence was not merely transitional, a birthmark or a departure, but a much more general and continuous aspect of modern life.

For older writers on the subject, violence was temporary, occasional, even abnormal. For Fanon it was a kind of purge; for Marxist historians more generally, a colonial intermezzo. Similarly, Abu Ghraib and the excess of Vietnam are still widely seen as just that: aberrations, excesses, deviations from the norm. Perhaps our apprehension of violence and terror has changed a little over the last couple of decades, as the violence has come home—to Europe and to the suburbs of the elites in the ex-colonial world. One may still ask, however, whether the understanding of violence as interruption has altered very significantly. . . .

Historians are creatures of their times . . . conditioned by the destruction, genocide and ethnic cleansing that occurred in Rwanda, Bosnia, and Kosovo, not to mention Nazi Germany . . . the savage war between Russian peasants and Bolsheviks in 1920 . . . Cologne and Hamburg and Dresden . . . the incalculable scale of the depopulation of Benin and the Congo, Gabon and other parts of West and Central Africa. . . . Indian historians suggest that in the course of Partition violence anywhere between half a million and one million people were killed, and twelve to fourteen million uprooted and transformed into long-term refugees.

None of this information is altogether surprising or new. Nevertheless, given how short and selective human memory is, it does no harm to rehearse it again and to interrogate the deep-rooted belief that our civilized times have been overwhelmingly benign. The fact is that violence has been endemic to the advance of the modern, it has reappeared in constantly new forms, and it has occurred on all sides. . . .

If we are to appreciate violence as a social fact, we must recognize violence not only in its most spectacular, explosive, visible moments, but also in its more disguised forms—in our day-to-day behavior, the way we construct and respond to neighbors as well as strangers, in the books and magazines we read, the films we see, and the conversations and silences in which we participate. . . .

It is not simply that we become inured to the horror of suicide bombing or mass rape when these become more or less regular features of the political and military landscape; rather, there is a way in which hostile (quotidian) attitudes toward the poor, and toward women and minorities, translate into a tolerance of organized collective violence against them. . . . I hope my study will underline the need for closer investigation of the pervasiveness of the spirit of violence.

Benjamin Hary. *Esoteric and Exoteric Aspects in Judeo-Arabic Culture.*
-induced coed. *Authorizing Marriage? Canon, Tradition, and Critique in the Blessing of Same-Sex Unions.*

Bianca Premo, *Children of the Father King: Youth, Authority, and Legal Minority in Colonial Lima.*
Kevin Young. *For the Confederate Dead.*
For his career “pioneering unprecedented catalysts, pharmaceuticals, and functional materials,” according to the American Association for the Advancement of Science (AAAS), Craig Hill, who came to Emory in 1983, received multiple recognitions in 2006. In November he was elected a fellow of the AAAS, an honor bestowed on scientists by their peers. In particular, the AAAS cited his work on complex molecular clusters called polyoxometalates, or POMs, inorganic catalysts that have found practical application in the paper industry and elsewhere.

Hill was also elected a Distinguished Fellow of the Victorian Institute of Chemical Sciences, which will take him to Australia in June and July to deliver a series of lectures on his work. And his peers elected him to cochair the National Science Foundation Workshop in Inorganic Chemistry for 2007–2009, an appointment that will affect the work of hundreds of scientists.

Hill was drawn to catalysis three decades ago because he could imagine many practical applications for compounds that speed up processes that happen gradually in nature, such as rotting wood. “POMs are metal oxides,” he says. “Most of the elements in the earth’s crust are metal oxides because we live in an oxidizing planet.” Hill developed an environmentally friendly paper-production process that uses POMs to catalyze the oxidation of wood pulp – breaking it down to its constituent parts —discharging not toxic chlorine as a byproduct but harmless carbon dioxide and water.

A few months ago, Goodrich C. White Professor of Chemistry Craig Hill’s research group published the most complicated inorganic molecule in scientific literature. What recently has won him accolades, however, is his achievement in translating such complex molecular structures into basic, practical functions—paper, fabric, medical treatment.

More recently, Hill and his research group have developed giant magnetic clusters with potential application in magnetic resonance imaging (MRI) technology. “The molecules affect the rate at which protons in water relax when they are irradiated in a magnetic field,” he says. “Different protons in different parts of your body will relax back to their starting form at different rates, and that gives you different shades of black and white”—an MRI image. Hill’s magnetic clusters also may serve as catalysts that will use air itself as an agent to remove air pollutants and chemical warfare agents.

Hill is also interested in designing catalytic systems that effectively do what cells in human beings do: repair themselves, giving them the potential to make highly durable synthetic fabrics.

The multilayered, interwoven nature of the structures Hill creates is putting him at the forefront of interdisciplinary conversations about the study of complexity. He hopes to cohost a NATO conference on the topic. “It’s of interest today among research investigators in all areas because everywhere you look you see complexity, in biological systems, in structural organization, in architecture.

“Things have gotten interesting in the last three years,” he adds. “We’ve had some spectacular breakthroughs. It’s a combination of some insight, skilled coworkers, and being lucky in the laboratory.”

by Allison Adams
Notable Faculty Achievements

**Delores Aldridge**, Grace Towns Hamilton Professor of Sociology and African American Studies, received the Southern Sociological Society’s 2005 Charles S. Johnson award in recognition of distinguished scholarly contributions on race and the South. Aldridge also was selected for the twenty-sixth edition of *Who’s Who of American Women*.

**Lawrence Barsalou**, Samuel Candler Dobbs Professor of Psychology, was awarded a 2005 fellowship at the Cognitive Science Society. Fellows are selected for significant contributions to theory and practice in the field of cognitive science, professional integrity and leadership in pioneering programs.

**Arri Eisen**, senior lecturer in biology, and **Hong Li**, senior lecturer in Chinese, each received the Center for Teaching and Curriculum Award for Excellence in Teaching.

**Thomas Flynn**, Samuel Candler Dobbs Professor of Philosophy, was presented a Doctor of Humane Letters, honoris causa, from his alma mater, Carrol College. Flynn also was named to the 2006 *Who’s Who in America* and *Who’s Who among American Teachers*.

**Mark Hallerberg**, associate professor of political science, was cowinner of the 2005 Gregory Luebbert Article Award for the best professional article in comparative politics.

**Julia Kjelgaard**, senior lecturer in visual arts, was awarded a Fulbright Research Scholarship to spend six months in residence at the Chitrakala Parishat Fine Arts College in Bangalore, India, beginning January 2007.

**Howard Kushner**, Nat C. Robertson Distinguished Professor of Science and Society of the Institute of the Liberal Arts, and **Vladimir Oliker**, professor of mathematics and computer science, were named in the most recent version of *Who’s Who in America*. Kushner also was named in the 2006 versions of *Who’s Who in the World*, *Who’s Who in Humanities—Higher Education*, *Who’s Who in Medicine and Healthcare*, *Who’s Who in America*, and *Outstanding Academics of the Twenty-First Century*.

**Jeffrey Lesser**, Winship Distinguished Research Professor of History and director of the Program in Latin American and Caribbean Studies, received the 2005 ICIS Faculty Award for Outstanding Accomplishment in Comparative and International Studies. Lesser is currently serving as the J. William Fulbright Commission Distinguished Chair in the Humanities, Tel Aviv University (2006–2007).

**Bruce Levin**, Samuel C. Dobbs Professor of Biology, is a member of the American Academy of Microbiology, the Royal Swedish Academy of Sciences, the American Academy of Arts and Sciences and the Uppsala Academy of Sciences.

**Donna Maney**, assistant professor of psychology, received the Presidential Early Career Award for Scientists and Engineers. The award recognizes exceptional potential for leadership in scientific knowledge.

**Robert McCauley**, William Rand Kenan Jr. University Professor of Philosophy, and **Joseph Henrich**, assistant professor of anthropology, were invited to speak at the 2007 Distinguished Award Lectures, “The Cognitive Foundation of Science and Religion,” at the Center for Anthropology and Mind at Oxford University.

**William Morris**, lecturer in Theater Studies, received the Fine Award, bestowed annually upon an Emory Theater Studies faculty member who has done the most to influence the development and growth of his or her students.

**Raman Parimala**, Asa Griggs Candler Professor of Mathematics and Computer Science, won the 2006 Srinivasa Ramanujan Medal, awarded once every three years to an eminent scientist for outstanding contributions to the field.

**Laurie Patton**, professor and chair of religion, was elected vice president of the American Society of the Study of Religion, a scholarly society based on innovative work, publication and an interest in comparative study.

**Preetha Ram**, assistant dean for science, Office for Undergraduate Education, and **Phillip Wainwright**, director, Center for International Programs Abroad, are pleased to announce that Emory’s Science Experience Abroad program will receive the 2006 Andrew Heiskell Award for Innovations in International Education from the Institute of International Educators.
More Faculty Achievements

Rachelle Spell, lecturer in biology, received the Phi Beta Kappa Recognition for Excellent Teaching. Phi Beta Kappa, the oldest undergraduate honors society in America, selects professors for outstanding commitment to undergraduate teaching.

Paula Stauf, lecturer in Health, Physical Education and Dance, was named in Who’s Who among America’s Teachers.

Darrell Stokes, professor of biology, won a 2007 Rotary Grant for University Teachers and will spend the spring semester teaching college courses relevant to the needs of the local population in Ecuador. This international teaching fellowship aims to foster international ties and to strengthen higher education in low-income countries.

Natasha Trethewey, associate professor in the Creative Writing Program, won the Emily Clark Balch Prize for Poetry.

Student Honors

Senior Zachary Manfredi was named a 2007 Rhodes Scholar in November, the eighteenth Emory student selected for the honor and this year one of just thirty-two nationwide. A human rights activist and triple major with a 3.99 GPA, Manfredi will pursue a master’s in philosophy while at Oxford and hopes to follow with a joint law degree and doctorate in political philosophy.

![Zachary Manfredi](image)
"Once his student, always his student" is the way Victoria Harden of Bethesda, Maryland, describes James Harvey Young's influence on two generations of Emory graduates.

Harden, recently retired as chief historian of the National Institutes of Health, told the Atlanta Journal-Constitution last fall that Young "wrote me almost every week. He had thirty-seven PhD students, and he wrote them all." When it came to students, another told the paper, "He was absolutely dedicated. . . . An eight-hour day didn't exist in his book." That kind of commitment and connection is rare in any field, and it has been mutual: when former College and graduate students held a reunion with Young in 2004, one traveled from Japan to attend.

Young, age ninety, died July 29 after complications from a stroke, leaving behind sons Harvey Galen Young of Atlanta and James Walter Young of Phoenix, along with two grandchildren. His wife of sixty years, Agnes Scott College classics professor Myrna Goode Young ("My first reader and key critic"), died in 2000. The list of survivors, though, might reasonably be expanded to include all the students who passed through his Emory history classrooms from 1941 until his retirement in 1984.

Some of those students, and other admirers of Young, are returning his legendary generosity in the form of donations to a special J. Harvey Young Fund for the Emory Archives. Jeff Prince, regional director of Arts and Sciences Development, and University Archivist Ginger Cain have organized the fund on behalf of the Young family. Bolstered by the family's offer to match any gift up to $7,500, it has already raised nearly $14,000.

From Pearl Harbor to the Reagan presidency is an amazing span for a historian, as well as an unusual tenure at one university. But by all accounts, Young fit no one's definition of usual. A social historian of American medicine, Young became an internationally recognized authority on health fraud, quackery and the regulation of food and drugs. In two landmark books—The Toadstool Millionaires (1961) and The Medical Messiahs (1967)—and in more than two hundred articles and reviews, Young exposed useless or even dangerous "cures" for everything from obesity to cancer, during the nineteenth-century heyday of traveling medicine shows and in more recent incarnations of what he called "pseudo-medicine" and "nutrition nonsense."

"He hated fraud," says his son Harvey. "But it was the threat to lives that these plausible charlatans posed that really got him worked up." That concern for others, and for the truth, informed every step of Young's long, illustrious career.

For more information about the J. Harvey Young Fund, contact Jeff Prince at jeffrey.prince@emory.edu or 404.727.4494.
Cherry Emerson’s Ninetieth Birthday

“Every time I talk with Cherry Emerson, he inspires me to think more deeply and rigorously. He is endlessly curious about the world and how it works.”
[Rosemary M. Magee, Vice President and Secretary of the University]

In a 2003 interview, Cherry Emerson explained why he felt so at home at Emory. “I don’t feel that way because my name is on a building or a laboratory,” he said. “Emerson Hall and the Emerson Center for Scientific Computation are wonderful, of course. But what makes it meaningful to me are the brilliant people who work and stay here.”

Cherry Emerson knows something about brilliance; his life has been filled with it. Growing up in the Morningside neighborhood of Atlanta, he was surrounded by scientists and artists. His grandfather founded Georgia Tech’s chemistry and chemical engineering programs. His father was dean of Georgia Tech’s School of Engineering. His mother was a gifted pianist.

At the age of thirteen, Cherry began taking piano lessons from acclaimed musician Alfredo Barili, who is credited with laying the roots for Atlanta’s classical music scene in the 1880s.

His connection with Emory began when he enrolled in the College in 1934. Five years later he graduated with bachelor’s and master’s degrees in organic chemistry. “I felt at home with science at Emory,” he once said, “and that hasn’t changed ever since.”

In 1941 he earned a master’s degree in chemical engineering at MIT. While there, he also met his wife, Mary Lewis, a student at Vassar College and daughter of his faculty adviser. They have been married sixty-four years and have three sons, three daughters and eleven grandchildren.

During World War II he worked for the Monsanto Chemical Company. In 1948 he partnered with fellow employee William Cuming to start their own company, Emerson & Cuming. At a time when the government and private industry were hungry to apply discoveries in electronics and applied sciences, the timing was propitious for two young consultants well versed in chemistry and engineering.

The company developed a worldwide presence, employing nearly seven hundred people and manufacturing some four hundred and fifty products. Among the wide range of patents that bear Cherry’s name are equipment for processing human blood, an adhesive system for shoes, an air-roasting system for edible nuts, and a flooring material for anechoic chambers. Other Emerson & Cuming products include a lightweight ceramic particle still used by NASA for its heat shield and several microwave products invented for the U.S. Air Force Stealth program.

During the last twenty years, Emerson’s contributions have considerably raised the profile of Emory’s arts and sciences. He established the Cherry Emerson Lecture Series in the Department of Chemistry and in 1988 made a major gift toward the department’s purchase of the largest nuclear magnetic resonance spectrometer at any U.S. university. He endowed the William Henry Emerson Chair in Chemistry in memory of his grandfather’s pioneering work, then created the Emerson Center for Computational Science for advanced research in chemistry, physics and mathematics.

Recognizing his contributions to scientific research and teaching, Emory dedicated Cherry Logan Emerson Hall in April 2001. In it, classrooms for first-year students adjoin cutting-edge research laboratories.

Music has continued to be one of Emerson’s great passions. A long-standing member of Emory’s Friends of Music, he endowed the Emory Chamber Music Society of Atlanta’s annual Emerson Series as well as the Mary L. Emerson Chair of Piano Studies. In honor of his generous gift and his ongoing investment in the arts, Cherry Logan Emerson Concert Hall opened its doors to the public in 2003.

Emerson once said, “My desire to be intellectually associated with a great university and to make it even greater, if possible, has been a source of real enjoyment and happiness for me.” Thanks to his farsightedness, Emory will continue to shine in the decades ahead.

by Hal Jacobs
Not everyone can affix her name to an entire school, or dedicate a new building in the name of a family member or mentor, but naming needn’t involve head-swimming figures.

It is only natural to want to leave a mark—in work, school and family life, in the community, in the broader world. And for many alumni who feel Emory helped them make a name for themselves, inscribing their own name at the College makes perfect sense.

Emory development staff emphasize that smaller gifts are the lifeblood of an institution, and naming opportunities can be an ideal solution. Not everyone can affix her name to an entire school, or dedicate a new building in the name of a family member or mentor, but naming needn’t involve head-swimming figures.

If music and the arts are your passion, imagine having a permanent seat in one of the more beautiful performing arts centers in the country. The Donna and Marvin Schwartz Center for Performing Arts is Emory’s stunning new home for music, dance and theater—the first central arts space in the University’s history. With an 825-seat concert hall and flexible spaces for class, rehearsal and studio work, the Schwartz Center boasts elegant ambience, stellar acoustics and breathtaking architecture.

Individual seat plaques in the main concert hall compose a kind of donors’ dean’s list, commemorating friends of Emory on permanent brass plates. These are available for a gift of $2,500, which can be pledged over three years.

“Every gift matters,” says Josh Newton, senior associate vice president of Arts and Sciences Development. “The College needs, and is grateful for, support at every level. And it’s important to recognize individuals for their contributions to the College, whether that’s a donor, or perhaps a professor, coach, or colleague. Recognition also encourages others to participate—and everybody wins.”

You can also keep in touch with Emory by saving a seat in the historic William L. Matheson Reading Room in Candler Library. The 2003 renovation of Candler, the College’s first library building, included a glorious restoration of the Matheson Reading Room to reflect the original 1926 design. High graceful windows, hanging lamps and furniture of handcrafted red oak blend with state-of-the-art wireless information technology, utility meeting tradition. Donors can name a chair in the reading room on engraved brass plaques with a gift of $1,000.

Feel strongly about Emory athletics? Sponsor a varsity locker in the Woodruff P.E. Center—or WoodPEC, as it’s been known to Emory denizens since 1983. A gift of $1,000 will engrave your name (or that of someone you wish to honor) in pewter on one of the classic oak lockers in the recently renovated Woodruff, home to more than 100 University Athletic Association and nine national championship teams. You’ll be joining more than seventy-five Academic All-Americans and fifty NCAA Postgraduate Scholars in affirming Emory varsity men and women as the very model of the student-athlete.

“Emory is always proud to link its name to its eminent alumni and friends,” says Newton. And now every time lights dim in the hushed concert hall or brighten to a roar in the arena, or whenever lamps burn late in the library, you can feel a part of the experience.  

For more information, contact Josh Newton at joshua.newton@emory.edu or 404.727.9627.
Today, in too many universities across the country, where the liberal arts have been eclipsed by professionally focused curricula, among the first casualties has been research in the humanities. The human costs of neglecting such research are inestimable. Great works of art can live only if we keep ourselves continually open to them. To fail at any point to engage actively with the humanities is to risk losing them entirely—not only for ourselves but for those who come after us.

Great Works seminars to connect humanists on campus with the extended Emory family, including our alumni, our supporters and all those who care about the humanities.

One of the best portrayals of the scholarly life remains one of the earliest, Geoffrey Chaucer’s description in the Canterbury Tales of his clerk of Oxford. Among Chaucer’s colorful pilgrims, the clerk is one of the least prepossessing. His horse is scrawny; his coat is threadbare; his sole priority is his twenty books of philosophy, which he cherishes.

Shabby on the outside, the clerk’s life dedicated to humane study is inwardly rich beyond measure. Any money he is given, he immediately spends on books. Chaucer emphasizes the clerk’s gratitude to those friends whose gifts enable his studies. We who are similarly devoted to our books, and the lives to which those books have led us, feel the same deep gratitude to all of you who have supported us. Through honoring Bill and Carol Fox, you have insured that the center can continue to sustain future clerks of Oxford, whose research will enrich the intellectual, creative, and moral life of Emory University.

Chaucer’s famous last line summarizing his clerk is particularly relevant: “And gladly wold he lerne and gladly teche.” That is exactly what Bill Fox did in all his positions at Emory and still continues to do—while Carol Fox, as the best spouses always do, supports as well as guides.

Today the CHI is proud to become the FCHI: the Bill and Carol Fox Center for Humanistic Inquiry. We thank all of those whose vision, work and generosity has made possible an honor so befitting the vital missions of the center and the many contributions of the Foxes to Emory University as all of us, together, affirm the enduring power of humanistic study to mold individual lives.

by Martine Watson Brownley

To support the FCHI, contact Josh Newton at 404.727.9627.
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like circus clowns
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The air fills with zany
beauty. No Barnum and Bailey
more spectacular, spring
ejuggles, springs hand
springs, rides a dapple
bareback beneath a tent
of blue, walks a silver
high wire without any net,
waves, teeters, trips,
and plunges through
the summer air straight
toward a hard cold fall.
A new home for Rushdie

Salman Rushdie, internationally celebrated for novels such as the Booker Prize–winning *Midnight's Children*, *The Satanic Verses*, and *The Moor's Last Sigh*, has joined Emory's faculty as Distinguished Writer in Residence. During his five-year appointment, he will teach undergraduate and graduate classes, deliver lectures, advise students and participate in symposia. "Mr. Rushdie brings a wealth of knowledge and experience to help us understand the fault lines between cultures that threaten to rupture societies around the world," said Robert Paul, dean of the College.

Rushdie has also placed his archive at Woodruff Library, including private journals and correspondence, notebooks, manuscripts and unpublished writings. By adding these to the papers of such figures as Seamus Heaney and Ted Hughes, according to Dana Gioia, chair of the National Endowment for the Arts, "Emory has become one of the major literary archives in North America."