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No one reading this needs a reminder that these are difficult times. The daily news and workplace word of mouth tell us plenty on that score every day. But as we come to the end of another academic year, I thought perhaps a quick word might be in order about the way Emory is facing the current economic landscape.

We in the College are constantly focused on the undergraduate experience and always trying to improve. That hasn’t changed while I’ve been at Emory, and it won’t change now. In fact, extraordinary circumstances—in this case, increased costs, falling endowment income and a rising need for financial aid—tend to return a person or family or organization to core beliefs and principles. The crucible of tough times forces us to ask the hardest questions, which are often the most important: What are our highest priorities? What is of most value?

We’ve all been doing a lot of thinking along those lines, and I want to share some of our early answers. Even under the strictures of an economic downturn, we are confident we can not only maintain but enhance the Emory experience. Consider a few of the changes awaiting first-year students this fall:

Even before our stellar students arrive, we’ve devised a way to get them acclimated to university life, so they can jump in with both feet when they get here. It’s called the Pre-College Program, and it gives college-bound high school seniors a summertime glimpse of life at a top-ranked national university, taking classes (for credit or not) taught by our world-class faculty. You can find more information at http://college.emory.edu/program/precollege/.

Once on campus, first-year students can move into two brand-new, innovative residence halls. Few Hall, for example, is home to a First Year at Emory themed community called Living Green: Sustainability in the 21st Century. It offers single and double rooms, large windows, air conditioning, and ample community space as well as such amenities as bike storage, high-speed ethernet and cable service. Green living comes in the form of recycling bins, efficient use of energy and construction materials, rainwater-enhanced waste removal, solar-powered pumps, and a host of other good ideas.

Few Hall also embodies a different way of integrating the elements of the College community. Living quarters share space with freshman seminar classrooms and a branch of the Writing Center. Jason Breyan, assistant dean for undergraduate education and dean of the first-year class, has his office right in the building. “It’s great,” he reports. “Students don’t have to seek us out for help. We’re right here.” The College encourages close interaction between all its elements, so that student, staff and faculty ideas can circulate freely.
We’ve revamped our course distribution, too, revising the general education requirements (GER) to add flexibility without losing rigor or range. Faculty from all departments studied the curriculum thoroughly last year and voted to reduce required courses, reorganize the categories, and expand the number of courses that meet each requirement. As always, we have kept the best traditions, such as our hugely successful freshman seminars. The new requirements will take effect in fall 2009.

To improve first-year advising, this year our faculty considered a number of approaches—a permanent cadre of faculty advisors, a rotating percentage with advising duties, small teams—before deciding that advising is important enough that all members should participate. So beginning in fall 2009 every faculty member will advise three freshmen, guiding them through that crucial first year of their formative four at Emory.

Much of the talk during the financial crisis that still stretches unpredictably ahead of us has been about investments. This makes sense, with large Wall Street firms collapsing and retirement funds dwindling and Ponzi schemes in the news. But I don’t think it’s too fanciful to view our drive to improve Emory, even during rocky economic times, as another sort of investment—in the kind of people who might eventually solve these kinds of problems. College faculty and staff want our students to enter the adult world of work and family and learning and service prepared to be razor-sharp critical thinkers, careful decision makers, part of an active, informed citizenry. If they do that (and year after year they do), all the hard work and hard questions will be fully justified.

ROBERT A. PAUL, PhD
Dean of Emory College of Arts and Sciences

You’re holding the eighth issue of Quadrangle, the result—like the first seven—of many talented people’s work. Writers, designers, photographers, printers, it takes a village. Please let us know what you think when you have a moment, either by mail (back cover) or email (below). One specific question: Which story from the last few issues sticks in your mind the most?

There’s another reason I hope you’ll write. But first, a correction. In the spring 2008 Quadrangle Corners (“New Stories in an Old Forest”), we mistakenly listed Georgia Power as the founding force behind the Hahn Woods reclamation project rather than its true benefactor, Georgia Pacific, the company T. Marshall Hahn, Jr. served for many years as director, chair and CEO. I regret the error, which arose from a transcribing slip due, in the final analysis, to my hieroglyphic handwriting. The wages of poor penmanship. Better news: the park is coming along splendidly, with the Friends of Emory Forest planting an additional 100-plus native trees and shrubs last November near the dam and bridge.

The other reason I’d like to hear from you involves your time here. I’m curious who your favorite professors were, your favorite spots on campus (to study, party, avoid your roommate), the best concert you went to as an undergrad. Did you meet your mate here? How? Were you the originator or victim of an inspired practical joke? I hope you’ll tell me about it, in third person if necessary—if, for instance, the statute of limitations hasn’t expired.

I’m compiling your responses for future stories. So add your voice to the mix, and please let me know the year you graduated.

As always, thanks for reading.

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HARRY RUSCHE AMONG THE CLASSICS
by David Raney

It’s all about teaching for Harry Rusche. He’s a Renaissance scholar and accomplished writing teacher, with influential websites and articles to his credit and decades of service to Emory. But teaching is what drives him.

It’s not for nothing that Rusche received the Emory Williams Distinguished Teaching Award in 1987 and has held the Arthur M. Blank Distinguished Teaching Professorship since 1992. He’s always spent much of his energy instilling in undergraduates his love for the art of literature, the craft of writing. And the effects are long-lasting.

Rick Brown took a class from Rusche in the fall of 1962, the first semester that either spent at Emory, and they still keep in touch. Now an attorney and non-profit board chair, Brown started out “premed, but I chose to major in English. He opened new worlds of interest to me and helped unleash communications talents I didn’t know I had.”

“Dr. Rusche is the kind of professor you dream of having as an incoming freshman,” says Andy Shoenig, a senior majoring in German studies and history. “You want someone with a sincere interest in his own passions but also in the passions of his students. And with Blackboard, iMovie, and classroom blogs, he pushes students to collaborate and present their ideas in new ways.”

“By far the best professor I’ve had in college,” agrees senior Jared Thoma. For a final project in Rusche’s poetry seminar, Thoma and Shoenig gathered famous speeches from Shakespeare, Whitman and others and filmed them being declaimed, first in Dead Poets Society mode by game strangers “standing on things,” then by Thoma and Shoenig themselves wearing kilts but no shirts in 30-degree weather, lathered in blue Braveheart war paint.

The aim was “an emotional powerhouse of words,” Shoenig explains. And though “I wasn’t even on camera,” he says, “I knew Dr. Rusche would understand why I had to dress up too. It was poetry.”

So how do you get 18-year-olds excited about poetry and plays—or anything created centuries before YouTube? Good teachers find ways, and the best always look to improve. The method in Rusche’s madness is a combination of old- and new-school, high- and low-tech.

“He provides an environment that embraces creativity,” says Thomson Halley, a nursing student who took a Rusche poetry class in 2005. “Some days we would be reading Longfellow, others we’d be listening to Blackalicious.” A class might equally feature slam poetry and John Ashbery, Andrew Marvell and homemade rap. “He gave us a taste of everything,” Halley says. “I never knew what he had in store, but I was always excited.”

The perpetual new, in the wrong hands, can be a fetish or gimmick. But fresh material for Rusche doesn’t replace the classics; it frames and updates them. So while Hamlet and Macbeth grapple with wickedness, not wikis—computer programs that let students create web pages and cross-link and comment in an expanding conversation—Rusche doesn’t consider the wiki an anarchonism in a Shakespeare class. He says wikis can help students think their way through a play’s enduring questions and imagine themselves into the melancholy Dane or the Scot who would be king.

“A lot of it is done in class,” Rusche points out, “writing on a specific question. They’re all reading each other’s work, and discussing it. I never come in and say ‘What do you think about Romeo & Juliet?’ I’ve been thinking about Romeo & Juliet for hours getting ready for class, and they just sat down. I say ‘Go to the computer, answer this question for me.’ It might take five or ten minutes, and it’s well worth it. They have things to say.”

And they say plenty. “The beauty of the wiki is they can go back if they have some confusion,” Rusche says, “and when they want to write more. Some of them revisit their essays seven, eight times.” In his most recent Shakespeare class students did “twenty-nine writing assignments in fourteen weeks, plus a final project. See, they don’t have trouble writing; they have trouble writing what we ask them to write.”

Face time is as important as screen time for Rusche, legendary for his open door and ready ear. “When I always imagined what it would be like to go to college,” says Matt Kappus ’05C, “Dr. Rusche was the kind of teacher I imagined: innovative in the classroom but with time for long conversations among dusty books and piles of papers. And of course the latest Mac machine.”

Those machines have proliferated since the cyber-Stone Age of 1989, when Rusche like everyone else had to boot up with two floppy disks. Today he owns half a dozen computers. Rusche was instrumental in instituting both Writing Across the Curriculum (WAC) and computer-assisted instruction (CAI) at Emory, the latter after a stroll across campus with Jim Johnson, then vice provost for information technology. Rusche recalls the conversation: “I said ‘Jim, I want twenty computers in a room, to teach writing.’ He said ‘What’re you going to do with them?’ And I said ‘I don’t know yet—that’s why I want them.’”
It was “a time of real excitement for me,” Rusche says, “as I rethought the ways I had been teaching writing.” A plaque in Callaway 203 now marks where the first shot was fired in Emory’s CAI revolution.

Back to the future: Rusche created, hosts and annotates the research website Shakespeare’s World, as well as a World War I site and a third linking art and poetry. Together they receive thousands of hits every year. “I wanted more of an outreach,” Rusche explains. “At least once a week now I’m in touch with some director, actor, student or researcher with a question.”

Still, before his Shakespeare classes dive into the brave new world of wiki and web, the first thing they do is “read the entire play aloud. And they keep changing parts. Then we start with the oldest productions and move up to today.”

Thus by the end of a term, students will have encountered John Garrick’s legendary eighteenth-century Hamlet, plus Sarah Bernhardt (“They’re always surprised to learn women used to play the role”) and Gielgud and Olivier and Branagh. Possibly, too, Hamlet Goes Business, a 1987 Finnish film, or Kurosawa’s Throne of Blood, which drops Macbeth into feudal Japan. Maybe a Maori Merchant of Venice.

“What’s interesting to me is not so much what Elizabethans saw in a Shakespeare play but what we see in it,” says Rusche. “What is it about Shakespeare that translates so easily from culture to culture? What makes a director set Macbeth in a Madagascar fishing village?”

He continues to transmit that fascination to undergraduates. And in 2003, to ensure that still more of them thrive here, Rusche established a merit scholarship for rising juniors and seniors lacking financial aid. It’s one more example of putting students first.

“I got into this profession to teach,” Rusche said years ago when offered an administrative position. And he feels exactly the same now. “I love it, I love talking to young people.”

The perpetual new, in the wrong hands, can be a fetish or gimmick. But fresh material for Rusche doesn’t replace the classics; it frames and updates them.
Though roughly the size of a tennis court, it hides in plain sight, easy to miss amid Emory's sprawling new Clairmont Campus. On a wooded rise between a child care center, a dormitory and an 1,800-car parking deck some call “Garaj Mahal” lies a small cemetery that holds the remains of some of the area's first residents of European descent. Hardman Cemetery has occupied this land since before there was a Clairmont Road (then called Shallowford Trail) or an Atlanta (founded 1837), or an Emory College, chartered at Oxford a decade after the first body was laid to rest here. Emory's main campus, just two miles distant, was still almost a century away.

The spot is both eerie and peaceful in the way of such places, particularly on a fall day with crisp leaves scraping the ground and flattening against ornate ironwork. Graves have been dated from 1825 to 1909, with markers ranging from full headstones with perfectly chiseled script to half-buried fragments bearing partial names (“Mc”) to mute, rain-dissolved stones, either never inscribed or entirely erased.

A surprisingly deep history swirls around this quiet little enclave. In 1825, Naman Hardman acquired the property under a treaty that had recently opened Creek and Cherokee land to white settlers. A year later he deeded two acres for a cemetery and meeting house, which served the Primitive Baptist Church until that congregation relocated in 1852.

The upheavals of the 1860s marked America forever, and Atlanta's fiery role in that conflict has been well documented in history and film. Less well known, except to true Civil War buffs, is that General William Tecumseh Sherman headquartered near this cemetery for a single night before the Battle of Atlanta in a house owned by James Oliver Powell—and then burned Hardman's meeting house to the ground when he left on the infamous March to the Sea.

Dr. Richard Sams 57C, a geologist and historian, is related to both Powell and Hardman and has studied the area's history extensively. (His novel Atlanta Is Ours plays out the what-if premise that Confederate forces captured Sherman that night.) Sams thinks Sherman may have torched the meeting house not out of spite but for sanitary reasons. His men had used the building as a barracks and field hospital, and fear of disease was paramount during a conflict in which many more soldiers died of smallpox and dysentery than by musket or minie ball.

Some of those soldiers almost certainly remain here in unmarked graves, as do two, possibly four, slaves. No one is quite sure. Atlanta historian Franklin Garrett surveyed the site in
1930 and listed twenty-two marked graves among numerous others. A 1985 survey raised the number of sites to twenty-seven, and more recently Sams has tentatively identified an additional fourteen with only “uninscribed, almost buried, headstones and footstones.”

Upkeep of the cemetery was sporadic, left to volunteers, for many years before Emory purchased the surrounding property in 1986 for graduate student housing. The land had passed from the Hardmans to the Powells to the Houston family in the late nineteenth century and was maintained by descendants well into the twentieth, but by the 1970s it had fallen into disrepair, victim of vandals and time. Two Eagle Scout clean-up projects, and periodic visits from local residents, descendants and the DeKalb Historical Society have since removed weeds and dying trees and added temporary crosses and a sign. When the Emory campus opened in 2003 with apartments, classrooms and a sparkling new student center, the cemetery took its incongruous place among the glass walls and passing buses and landscaped grounds.

It can be a continuous source of amazement to think how few generations link epochal events in our still-young country. When Naman Hardman was born in 1784, America had just finished separating bloodily from Britain and did not yet have a Constitution. When the youngest of his thirteen children died in 1920, the world had survived a Great War and Ronald Reagan was nine years old.

There’s another way to see Hardman Cemetery as emblematic of America’s history as well as Emory’s. In 1905 Major Washington J. Houston and his wife Amanda, whose name survives in nearby Houston Mill (Quadrangle Spring 08), built a chapel near the cemetery to replace Hardman’s church. After 1928 it became home to their grandson’s caretaker, a Baptist minister named Ernest Moore, who was given the simple structure to live in until his death. By the time Rev. Moore passed in his mid-nineties, Emory had begun the planning process for the Clairmont facility, with a shuttle route to the main campus that would pave over the “springs west of the Meeting House” (used for baptisms) that Naman Hardman included in his original deed. But as Richard Sams pointed out recently, those springs still flow. Unseen beneath the shuttle road, they empty finally into Lullwater Pond, neatly symbolizing, along the way, the kind of permanence that can underlie even great change.∞
Students beginning their college careers at Emory this year bring to mind a collection of letters in the archives written by a student who began his own career a century ago last fall, September 1908.

Students entering the College that year paid tuition of $30 per term. Board, consisting of “good and wholesome food,” cost $9 per month, and room, including fuel and light, cost $11. Freshmen were required to study biblical literature, European history, rhetoric and composition, Latin, Greek, French or German, algebra, geometry, trigonometry, botany, and physical education, then known as “physical culture.”

The freshman class consisted of seventy students, all men since Emory College did not become coeducational until 1953. Sixty-six of them hailed from the state of Georgia, with two from Alabama and one each from Florida and Louisiana.

William Lyle Bryan, known as Lyle to his family and friends, was born in Dalton, Georgia, and wrote home regularly during his four years in the College. He was interested in all the usual things that concern college students: grades, sports, roommates, social life, friendship. Throughout his freshman year Lyle was worried about his grades, and in April he revealed his strategy for helping keep those grades up:
Dear Mamma,  
[1909—before Apr 18]  
I send you my composition which I want you please to correct and return at your earliest convenience.

The following week he confessed his growing obsession about making not just good grades, but the best possible:

Dear Mamma,  
[1909 Apr 18]  
I got my composition alright and send many thanks for the corrections of same. I copied it again and handed it in. I hope it will get a good mark. Marks are my fetish.

When he was a junior, Lyle developed a sudden and nearly all-consuming interest in campus activities:

Dear Mamma,  
[1911 Mar 19]  
The student body has gotten up a new system of government. They are to have a student body government and have a president and everything done by committees . . . I am anxious to get into politics and be a leader of men. I crave power . . . I am going to use that same degree of skill to land what I want in politics that I have used to lead my class in marks. Sometimes I get so wrapped up [with] ambition that I [can] hardly sit still. I just feel I have got to do something.

So far, our student of 100 years ago has revealed that grades are his fetish and that he craves political power. He also writes occasionally of his social life, or lack thereof:

Dear Mamma  
[1908 Nov 15]  
Tell Papa that I said that college life wasn’t what it was made out to be. It is a great deal of hard work and very little pleasure. I haven’t been to anything since I have been here and haven’t spoken to a lady except the [college] matron since I have been here. One has to study out of self defense from loneliness.

In perhaps the most poignant series of letters, Lyle reflects on the larger meaning of his college experience:

Dear Mamma,  
[1909 May 17]  
What do you think of this question. . . . Do you think that to win [the highest honors] it [is] worth it to relinquish all hopes of debating honors [and] athletic honors and confine oneself to that one pursuit. I contend that it is and I believe that I would make nearly any sacrifice to get it and be the fourth man to ever make it, but lots of the boys say that it is better to make a lower grade and take part in everything. . . . My ambition [and] pride tell me to sacrifice all and make first honor while the boys say to be more of an all-round man. But I believe that there is nothing to equal the idea of graduating with [highest honors] written on your diploma and to have all the underclassmen during your senior year to look upon you as one grand [fellow].

By his junior year, perhaps because he had those high marks well in hand and perhaps because he was beginning to realize that he was indeed missing something, he wrote:

Dear Mamma,  
[1911 Mar 19]  
There is something else in college life besides marks and that something I have missed to a large degree. I am finding it a hard row to try for highest honors. I made the mistake that a fellow [doesn’t] need many friends . . . but this year I have been trying to become more popular. Boys like a fellow better who takes more interest in their sports [and] now that I have time, I want to do it.

William Lyle Bryan compiled quite a college record. He was a member of the Few Literary Society, its champion debater and president; a member of the Alpha Epsilon Upsilon honor society and on the Honor Roll every year; a commencement speaker as a junior and senior; winner of the physics medal as a sophomore and the mathematics medal as a junior; editor-in-chief of the Emory Campus yearbook as a senior; a basketball team member every year and a relay race team member for two years.

It is reassuring to know that he did seem to find some meaningful balance in his college experience, making excellent grades while also excelling in sports, debate, and campus life. Lyle Bryan graduated from Emory College in 1912, taught school, served in the military, attended law school, practiced law, and founded a life insurance company.

Though his letters are a century old, many of the things he wrote about must be similar to what today’s students communicate by email, text message, Facebook, and cell phone. Lyle’s recognition that there must be something to college life besides grades points to the transformative nature of his four years here. His letters link our time at Emory to his own and reinforce the idea that the college experience is not just about school but also about service, not just about intellect but also about imagination, not just about the mind but also about the heart.

Ginger Cain is Emory University archivist.
Make no mistake about it, small classes are desirable for many reasons. Research shows that students learn and retain more when they take an active role in class discussions, group activities or other interactive teaching approaches, says Joanne Brzinski, interim senior associate dean for undergraduate education. “Small classes also improve the likelihood that faculty will get to know their students as individuals and be prepared to write strong letters of reference.”

She notes that Emory College has worked to decrease the student-faculty ratio in order to boost the percentage of small courses. The current numbers attest to that: a 9.4:1 ratio in the College and 68 percent of classes with fewer than twenty students.

But the large introductory class is here to stay, and it has a few benefits of its own. These courses, ranging from 60 to 150 students, ensure that introductory courses are taught by great lecturers, while freeing up excellent small-scale teachers to lead seminar classes. In the process they give students a core set of skills that can be used later in those seminars and discussions.

The large size offers another benefit by guaranteeing a healthy diversity and range of opinion, says Alexander Escobar, a senior lecturer in biology. In fact, he uses his introductory biology class as an example of biodiversity. “I ask students to look around the room. Then I talk about how diverse populations are stronger, how they’re able to meet different challenges because of their diversity.”

Some students even prefer large classes, and not just because freshmen and sophomores might want to feel anonymous and fly below the radar. Monique Osigbome, a chemistry major, likes the freedom and independence of a large class. “You get to do what you want, when you want,” she says.

Nami Kim, an economics and art history major, points out another oft-heard benefit: “The lecturer is able to tell all he wants to tell,” she says. “Because some students tend to babble on in small discussion groups, a lot of time can be wasted.”

Yet another plus is that some Emory faculty put on, in the words of Ed Sullivan, a really great show. They have years of experience, an assortment of tricks up their sleeves, and some wonderful resources and technology to make their students feel more involved, engaged and sometimes—though it’s counterintuitive—more on edge.
I’M THE TEACHER, YOU’RE THE STUDENT

A few years ago, Allitt wrote a book called I’m the Teacher, You’re the Student: A Semester in the University Classroom, in which he turned his dry British wit and twenty years experience of teaching history at Emory into a tour de force about the challenges instructors face in the lecture hall. Among the nuggets of wisdom and critical brickbats Allitt dispenses, he helpfully describes a few techniques that add oomph to his big classes.

First, he memorizes the names of all his students and calls on them directly (so much for anonymity). He’s also known for putting students on the spot by asking them to step up to the whiteboard at the front of the class and draw something from memory, say, a bicycle or train or a simple sketch of the U.S. with the Great Lakes and major rivers. Not surprisingly, most students are terrible at it.

A few get indignant,” he says. “But most laugh at themselves. It’s a nice ice-breaking thing.”

It also raises anxiety levels in the classroom, one of Allitt’s goals. “Learning is difficult,” he says. “If you’re comfortable, you’re going to relax and your learning faculties aren’t as sharp as they could be.”

He realizes that this approach may not suit everyone. As director of Emory’s Center for Teaching and Curriculum, he helps to coordinate regular lunchtime workshops and discussions in which instructors talk about styles and techniques that work for them.

The Department of Art History, for example, takes an ensemble approach to its large introductory classes. Dorothy Fletcher, senior lecturer and director of undergraduate studies, recruits faculty in a range of specialties—Greek, Roman, Medieval, Renaissance, Baroque, African, African American, the Americas—to present several lectures each semester. It’s a “Whitman’s Sampler” of art history.

“This has incredible benefits,” says Fletcher. “The students have the advantage of seeing professors who are compressing all their enthusiasm in an area to three or four lectures. And it showcases our faculty to students who might want to go into art history.”
"EVERY COURSE, EVERY SEMESTER, IS A COMMUNITY."

In addition, students meet once a week in smaller sections with graduate teaching assistants (TAs) to go over concepts and questions from the lecture class. Fletcher works closely with the TAs, who also receive extensive training through Emory’s Teaching Assistant and Teaching Training Opportunity (TATTO) program.

SHRINKING THE CLASS WITH TECHNOLOGY
It’s a good thing Matthew Weinschenk and Daphne Norton, lecturers in chemistry, say they feel called to teach large classes. Weinschenk teaches some of Emory’s biggest: the introduction to organic chemistry can top out at around 150 students in each of two sections. This fall Norton is overseeing 18 sections of introductory lab classes, each headed by a graduate and undergraduate TA, who meet weekly with her to review lab work and lectures.

Technology allows both instructors to connect with their students, although Weinschenk also takes a page from Allitt’s playbook by memorizing each of his students’ names within the first couple weeks of classes. (“It’s a bit of a skill,” he says.)

Norton stays connected with students on LearnLink, the Emory-only online network (Quadrangle Spring 2008), and by overseeing Blackboard sites, which allow instructors to build course materials online.

Weinschenk uses a variety of media to reach his students. He records lectures and posts them online so that students can listen again (and again). He posts videos of himself building molecular models or working through lessons at the whiteboard or on his computer, so that students can follow along.

One of his favorite in-class gadgets is the clicker, or personal response system, now de rigueur for students in several science classes. The clickers resemble TV remote controls, but instead of switching channels, students use them to respond to questions posed by the instructor. Their answers are instantly compiled for the class and projected on the screen at the front of class.

“It keeps them engaged,” says Weinschenk. “They’re fascinated by seeing their responses right away. And they’ll laugh if there’s a multiple choice question and their answers are spread out by 25 percent. When nobody knows the answer, that’s a good teaching moment.”

“Every student I’ve talked to likes the clickers,” says Kevin O’Halloran, an undergraduate TA who helps out in Norton’s lab. “They force you to learn the material right then and give you insight into the types of questions your teacher might ask on the exam. The only negative thing I’ve heard from students is if the professor uses them for participation points and the student forgets his clicker or the batteries go dead.”

“I love the clickers,” says Nancy Bliwise, a senior lecturer in psychology. She teaches two large psychology classes, applied statistics and research methods (“I think it’s safe to say they are not students’ favorite classes”), which range from 75 to 115 students.

But she didn’t start using the clickers regularly until she calculated that with the two classes and daily class exercises, tests and papers, she was grading by hand more than 7,000 assignments a semester. “After I knew that number, I couldn’t do it any more. That’s when I learned about the clicker technology and started using it.”

With the clickers, everyone responds and makes a contribution to class. Instructors are able to keep track of group and individual scores. Bliwise says she can quickly identify students who may be struggling with certain concepts.

“I love that part of it,” she says. “If I have a student who’s regularly having a problem, I’ll send an email and say come in and see me.”

THE CLASSROOM COMMUNITY
Whatever the class size, Matthew Bernstein, chair of the Department of Film Studies, reminds his students at the beginning of each semester that it all comes down to the choices they make.

“Every course, every semester, is a community that is artificially created and somewhat arbitrary, but it is a community, large or small,” he tells them. “You are not window shopping. You are not sitting down to watch the parade. You will get more out of it if you are participating in some way.”

For their part, Emory faculty are finding new ways to bring active learning strategies to the large class, structuring opportunities for students to engage with the teacher and each other, and using technology to promote more personal interaction.

“Emory is great,” says Bliwise. “I’ve never worked anywhere else that had so many resources to support our teaching.” In addition to the TATTO program for graduate students, she cites the availability of undergraduate TAs, supplemental instruction weekly review sessions, and individual tutors through the Office for Undergraduate Education.

The chemistry department is taking active learning to heart in the design of its new classrooms. Instead of a large lecture hall, its planned new building will have rooms optimized for group interaction. Students will sit at tables and work through assignments while the instructor, rather than stand behind a lectern, circulates through the room.

Whether the instructor chooses to raise anxiety levels while she does so is, of course, entirely up to her.
Sophomore Zachary Simon is one of the lucky few whose life story has included an unwitting stumble upon the makings of history. The summer before he entered Emory as a freshman, he was looking for a job in his hometown of Chicago. He found something called Camp Obama, a crash-course in campaign strategy for people interested in volunteering for then-Senator Barack Obama, who had announced his run for the presidency only a few months before.

Simon had heard the Illinois senator speak at his high school, but he wasn’t quite sure what to make of him. He started reading Obama’s policy papers and “quickly decided that this man needed to be our next president.” After completing training, he was offered an internship on the campaign’s national phone bank, which was bombarding Iowa with calls in advance of the caucuses.

And so it was that Zachary Simon arrived at Obama’s volunteer headquarters, the nexus of what would become one of the most significant presidential campaigns in U.S. history. The scene is one he’ll never forget: a nearly empty office space, with only a few tables and chairs and volunteers sitting on the floor, working furiously on laptops.
"We were starting with nothing. But there was enormous optimism," he says. "No one in that office ever felt we couldn't win, even though we were twenty to thirty points down in the polls. I wasn't surprised when we won Iowa, because we had an army of volunteers working across the state. Everyone who did little things—like making phone calls or going door to door—gradually tipped the scale in Obama's favor."

In the months since the 2008 presidential election, Americans have weeded their lawns of campaign signs, interred election buttons in junk drawers, and bought up the November 5 edition of newspapers around the country. But for Emory College students who worked on the campaigns, what remains is perhaps the most intangible but valuable memento of all: a newfound sense of civic empowerment.

The impressive voter turnout among youth has been well documented. On Election Day, 23 million young people showed up at the polls, the largest number since 1972 and 3.4 million more than in the 2004 race. But those numbers tell only part of the story. They don't capture the enthusiasm of a legion of young volunteers who, like hundreds of Emory students, spent the better part of two years dedicated to getting their candidate elected.

**Campus Campaign**

Campaigning activities on campus began in full force when students returned in the fall. At Wonderful Wednesdays, a biweekly community event held on Asbury Circle, members of the organizations Students for Barack Obama and Students for McCain set up tables and fielded questions about their candidates' policies. They roamed the campus with clipboards, encouraging their fellow students to register to vote. Facebook pages built a community of support and kept students informed about campaign events such as phone banks and debate-watch parties.

The Obama campaigners had an established loyalty on their side. In an atmosphere of overwhelming youth enthusiasm for Obama, students campaigning for John McCain reported experiences one might imagine a Pepsi salesman would face on the Emory campus. "It's not easy," says sophomore Savan Shah, president of Students for McCain. "Sometimes people refused to hear me out. Even if someone supported McCain, it was difficult to get them involved. I think there are many closet Republicans."

Looking back, Shah wonders whether he could have offered more volunteer opportunities for those students who stood behind McCain. He points to another factor that contributed to low Republican activism on campus: in contrast to the Obama campaign, McCain had no official presence in Georgia, no staff to organize teams of volunteers. Though there were plenty of opportunities for students to work with county GOP offices, those mostly focused on local races.

"It could feel futile at times, campaigning your heart out for McCain when the majority of the students on campus are liberal," says freshman Jordan Krenz, who worked the Students for McCain...
booth at every Wonderful Wednesday. “But that didn’t mean we weren’t going to try.” Krenz relished the challenge of answering the tough questions posed to her, which she says honed her understanding of McCain’s platform. By representing the less popular view, she feels she provided an important civic service for the campus.

“To be an informed voter, you have to be aware of all sides of an issue,” she says. “Our main goal was to get McCain’s voice out there so that the student body would know there was another side before they made their decision.”

But even though their guy didn’t win (“this time,” Shah hastens to add), both students say they were inspired by the civic energy they saw on campus.

Knocking on America’s Door
“I wondered, why are they doing this?” Simon says, describing one of his first days of training with the Obama camp. He had been asked to call registered Republicans in Indiana. “But it wasn’t long before I realized it was exactly the right thing for me to be doing. You learn more about yourself and how to explain your views in a concise way when you’re forced to talk to people with totally opposing ideas.”

Students who worked the phones, or spent time on foot canvassing neighborhoods, recall this direct contact with voters as one of their most valuable experiences. The exchanges took place across a wide geographic and socioeconomic landscape, from rural South Carolina and Iowa to Atlanta’s affluent suburbs and public housing developments. They often reached well beyond politics into people’s private lives and fears. Together, they amounted to an intimate conversation with the nation.

“When you’re at Emory, it’s sometimes hard to see what people are going through across America,” says Jonathan Beam 08C, who spent his 2007–08 winter break knocking on doors in Iowa and encouraging people to get out to the caucuses in support of Hillary Clinton. “I heard stories about people getting in a car wreck and then having to file for bankruptcy because they couldn’t pay their health care bills. Or people who’d lost their pensions after factories closed. You hear these stories and you think, this is not the country I want to live in.”

“It allowed me to get out of the Emory bubble,” says junior Rafael Davis about his time canvassing for Obama in South Carolina. “It’s humanizing to hear people tell their personal stories and relate to them on a one-on-one basis, rather than thinking of them as potential votes.”

And there were the surprising moments, too, such as when Davis knocked on a door in Columbia, South Carolina, during primary season. “The guy who lived there was John Edwards’ cousin—and he was an Obama supporter!”

Because of Obama’s unprecedented grassroots network, students who supported him had an abundance of opportunities for fieldwork. Junior Cole Youngner took fall semester off after winning a paid position with the campaign as regional field director and Get Out the Vote lead for DeKalb, Rockdale, and Newton counties. In the months leading up to the November election, he clocked nearly 100 hours per week recruiting, training and managing volunteer teams.

“It was a radical task, he says, something that had not been tried in Georgia before. While traditional campaign strategy relies on candidate visibility and advertising, he explains, “What we were doing was completely different. We put all our energy into talking to people and voter registration drives. And it worked.” He proudly points to the numbers as proof of the power of collective action: Obama won both Rockdale and Newton counties, both of which had gone to Bush in 2004 by a margin of 20 percent. “It feels unbelievable to know that if you want to make a difference, and you’re willing to work hard and get people to work with you, it really will happen,” Youngner says. “It’s not just a cliché.”
“We wanted to make certain that each student’s vote counted.”

**The Thousand-Vote Surprise**

Generating support for their candidate wasn’t a problem for Students for Barack Obama. But converting that fervor into electoral currency—votes—was a different matter. “It’s tough to get students to vote,” laments sophomore Brett Henson, president of the organization.

Henson, who had gained community-organizing skills in his hometown of Elko, Nevada, where he canvassed for Obama before the caucuses, had one overriding goal in mind: to register as many students to vote as possible. And not just to vote, but to vote in Georgia, even if that meant unregistering in their home states. “We knew Georgia had the potential to be competitive,” he says. “So we wanted to make sure that each student’s vote counted. Also, because the absentee ballot process can be complicated in many states, registering them to vote in person made it much more likely that they’d vote at all.”

Registration coordinator Zachary Simon led a campuswide effort to make it happen. Volunteers could be found at Wonderful Wednesdays, at booths in the DUC, and at every major event, helping students begin the process. Dorm coordinators Rafael Davis and Ashley Flint worked to build a group of volunteers responsible for registering students in each residence hall. Even so, Simon says, it wasn’t always easy to cut through the apathy and convince students to register.

In the end, the results surprised everyone: nearly one thousand registered new voters on campus.

The next step was to physically place students at the polling stations on November 4. During advance voting, Students for Barack Obama organized buses to shuttle nearly 300 student voters to the polls. Yet up until the very end, Henson was worried about turnout. “I was very happily proven wrong on election day,” he says, and is proud that his organization’s efforts contributed to cutting the margin of McCain’s Georgia victory.

**Breaking the Myth of a Generation’s Apathy**

It’s clear that working with the campaigns left an indelible mark on these students’ undergraduate education. But now that the excitement is over, will the call to civic action fade?

Not according to them.

Senior Ashley Flint, one of the dorm coordinators for Students for Barack Obama, says she never had much interest in politics before the election. Her experience campaigning on campus and interning in Obama’s D.C. senate office over the summer has changed all that. “It was the first time I felt that my opinion mattered, and that my help was needed,” she says. “The campaign stands as a testament to what we can do if we work together.”

Savan Shah looks forward to a Republican revival. “I feel more excited now about the future of the Republican Party and conservatism than I did before,” he says. “I honestly feel that at this point we can only move forward.”

Zachary Simon went on to become president of Students for Jim Martin, leading an (unsuccessful) effort to beat Georgia Republican Saxby Chambliss in the December U.S. Senate runoff.

Rafael Davis says his experience has convinced him to work as a community organizer after graduation.

And Jonathan Beam was so inspired by his experience that he moved to California following graduation to work on Democratic Congressman Jerry McNerney’s re-election campaign. He has since relocated to D.C. to continue working in politics.

Beam describes a sentiment common to many of the students when he talks about his emotions on election night, after all the hard work, the phone calling, canvassing, emailing, and organizing was finally over. “I looked across the room at people my parents’ age, and they were all crying. No one was talking,” he says. “One day, I’ll hopefully be able to tell my grandchildren that I was a part of this, this moment when we all came together and made history.”
Lorin Maazel leads the New York Philharmonic in a sold-out College Campaign concert at the Schwartz Center February 21st.
Patricia Bauer is Asa Griggs Candler Professor of Psychology and senior associate dean for research in Emory College. Her research focuses on the development of memory from infancy through childhood. She joined the Emory faculty in 2007.

Excerpt:
“The horror of that moment,” the King went on, “I shall never, never forget!”
“You will, though,” the Queen said, “if you don’t make a memorandum of it.”
—Lewis Carroll
Through the Looking Glass and What Alice Found There

In his brief dialogue between the King and the Queen—two of the chess piece sovereigns of the Looking Glass House—Lewis Carroll captured the complementary sides of the coin we term memory. The King...expresses absolute faith in the durability of memory. The Queen, in contrast, presents a less flattering view of the capacity: that without some intervention...
(a memorandum), even a salient event will be forgotten . . . Memory is at times seemingly indelible and at other times frustratingly fallible. What is more, in true looking glass fashion, the same past experience can at one moment impinge on consciousness unbidden and at another elude deliberate attempts to recollect it.

The phenomenon of memory—in its mercurial splendor—is the subject of this book. That said, on the first page of this volume, I have misled you (just as Alice is often misled). To say that this book is about memory is to imply that there is a single entity called memory. In fact, there are many different types of memory and many ways that it can be divided. One common division is along a temporal dimension—some memories are short-term: they last only seconds. Other memories are of the sort anticipated by Lewis Carroll’s King: memories that are long-term and may even last a lifetime. . . .

Because time is not infinite, this book is not about all types of memory. Instead, it is about a particular type of memory, one near and dear to all of us—namely, autobiographical memory or personal memory, the memories of events and experiences that make up one’s life story or personal past. They are the events that we share as we get to know new people, as we reconnect with loved ones after long absences, or as we greet coworkers on Monday morning. . . . They are the stories that we use to convey to others the person we want them to see. Indeed it is not an overstatement to say [with psychologist Richard White] that “Recall of events is a phenomenon of crucial importance to humans. It is the basis of individuality: we are our memories. . . .”

To get to autobiographical memory requires that we consider the two major subtypes of declarative memory: semantic memory and episodic memory. Semantic memory supports general knowledge about the world. We are consulting semantic memory when we retrieve the fact that the capital of North Carolina is Raleigh, that the largest city in the state is Charlotte, and that in the month of August it is very hot in North Carolina. . . . Semantic memory is not tied to a specific event or time. We know that (a) birds fly; (b) elephants are a type of pachyderm; (c) despite their resemblance to fish, whales are mammals; and (d) the heart and the lungs work together. However, in most cases, we do not know when and where we learned this information. . . .

Episodic memory, in contrast, supports retention of information about unique events. Episodic memory is what permits us to remember that, earlier in the day, a downy woodpecker flew to the feeder, extracted a peanut, and flew off. . . . It supports memory for the time we went whale watching off the coast of San Diego. It is episodic memory that permits me to remember that I learned that “the heart and lungs work together” from Mr. Lakes, my fifth-grade science teacher at MacArthur Elementary School. . . .

I learned many other things in the fifth grade, yet I have a vivid memory of learning this particular fact and not others. This episode has stuck with me because of the reaction of Mr. Lakes to a challenge I put to him when he imparted to the class this fact. My challenge was, “If the heart and lungs work together, why doesn’t my heart stop when I hold my breath?” Mr. Lakes’ response was to the effect that I had asked a really good question and that I should become a scientist and find out why. This episode frequently comes to mind when I think about the forces that shaped my educational and career choices. In this regard, the episode is highly personal and autobiographical. It is this particular kind of episodic memory—namely, autobiographical memory—that is the primary subject of this volume. . . .
Recent Emory College Faculty Books (continued)

**Stefan Lutz** and Uwe Theo Bornscheuer, eds. *Protein Engineering Handbook.*


**Keiji Morokuma** and **Djamaladdin Musaev,** eds. *Computational Modeling for Homogenous and Enzymatic Catalysis.*


**Gyanendra Pandey.** *The Gyanendra Pandey Omnibus.*

**Laurie L. Patton,** trans. and ed. *The Bhagavad Gita.*

**Clark V. Poling.** *André Masson and the Surrealist Self.*

**Leslie A. Real.** *Time and Silence.*


****. *Sea Voyages and Beyond: Developments in Socio-Rhetorical Interpretation.*

****. *Socio-Rhetorical Commentary on Luke 1-14, Vol. I.*

**Marina Rustow.** *Heresy and the Politics of Community: The Jews of the Fatimid Caliphate.*

****. *Toward a History of Jewish Heresy: Rabbanites and Karaïtes in the Middle Ages.*

**Caroline Schaumann.** *Memory Matters: Generational Responses to Germany’s Nazi Past in Recent Women’s Literature.*


**Donald Verene.** *Hegel’s Absolute.*

**Ofra S. Yeglin.** *Love and Gold Poems: The Sonnets of Lea Goldberg.*
It's been quite a year for George Armelagos, Goodrich C. White Professor and chair of anthropology. He traveled to San Francisco last November to receive the 2008 Franz Boas Award for Exemplary Service to Anthropology from the American Anthropological Association, and in Chicago this month he accepted the 2008 Charles R. Darwin Lifetime Achievement Award from the American Association of Physical Anthropologists. Added to a trophy case that already includes the 2005 Viking Fund Medal for outstanding achievement in the field, they complete a trifecta of the highest awards in his discipline—honors previously bestowed on such household names as Margaret Mead, Louis Leakey, and Claude Levi-Strauss.

"It's been great," Armelagos says of his anno mirabilis. But he's more interested in talking about his research and his protégés, offering brief descriptions of projects old and new and lauding the students who have passed through his classes but remain in his Rolodex. Even a short conversation with Armelagos is enough to suggest the sort of energy and curiosity that have garnered him an international reputation and the admiration of generations of students. And they tend to stay in touch. Dennis Van Gerven, for example, a student from his early days at the University of Utah. Van Gerven is now a celebrated teacher and researcher, but in the 1960s he was lost in college and about to drop out when he took "one last course": an anthropology survey. Armelagos found him sitting outside the classroom one morning, Van Gerven remembers, and said, "Why don’t you drop by my lab and see what some other students are working on?" A class project led to an honors thesis, then to an article in a prestigious journal, and now, says Armelagos, "We've published together in five different decades." While he admits it's "unusual" to have a relationship with a student that continues throughout your career, Armelagos adds that, as teachers, "That's one of the things we do: encourage them, and also give them credit."

He's done this with Emory students since 1993, not just igniting interest in anthropology but sometimes launching careers in it. This year Armelagos is pleased to have "four undergraduates who are going to give papers at the national paleopathology meetings." In fact, more than thirty College students have published or given papers arising from a single Armelagos course, an introduction to skeletal biology. "It's something I'm really proud of," he says.

Armelagos's chief scholarly contributions have been in paleopathology and the study of human diet, but his expertise is wide and includes skeletal biology and infectious diseases. His preference for using multiple scholarly tools has been a hallmark from the start. While still a graduate student, Armelagos worked on a dig in Sudanese Nubia, and his application of epidemiologic and demographic techniques to standard paleopathology began a flood of published research that has made the Sudanese Nubians the most studied archaeological population in the world.

This commitment to a varied perspective makes Armelagos seem a sort of living embodiment of the "four fields" approach, which unites cultural and physical anthropology, archaeology and linguistics under a big disciplinary umbrella. "I'm a biological anthropologist interested in cultural systems," he explains. "Really it's looking at the same things with different systems. At one time you had a real separation in departments" (here he mentions a famous program that dropped archaeology, then boasted it wouldn't be doing "stones and bones" any more), "but now I think it's moved back to this sort of broader perspective. And I think that's why our students are doing so well."
**Notable Faculty Achievements**

**Eugene Agichtein**, assistant professor of mathematics and computer science, won a Microsoft "Beyond Research" award.  
**Christopher Beck**, senior lecturer in biology, **Patricia Brennan**, associate professor of psychology, and **Michael Sullivan**, associate professor of philosophy, each received the Center for Teaching and Curriculum Award for Excellence in Teaching.  
**Hashem Dezhbakhsh**, professor of economics, received the George P. Cuttino Award for Excellence in Faculty Mentoring.  
**Michael Elliott**, associate professor of English, **Frank McDonald**, professor of chemistry, and **Regina Werum**, associate professor of sociology, received the 2008 Emory Williams Award for Distinguished Teaching.

**Justin Gallivan**, associate professor of chemistry, was appointed an Alfred P. Sloan Fellow for 2008-10.  
**James Taylor**, assistant professor of biology, has been named one of 2008's top young investigators ("Tomorrow's PI's") by Genome Technology magazine.  
**Cynthia Willett**, professor of philosophy, was elected to a three-year term as co-director of the Society for Phenomenology and Existential Philosophy.  
**Kevin Young**, Atticus Haygood Professor of English and Creative Writing, was named curator of literary collections for Emory’s Manuscript, Archives and Rare Book Library (MARBL).

**Recent Faculty Grants**

- **Peggy Barlett**, anthropology—Georgia Department of Agriculture  
- **Lawrence Barsalou**, psychology—Boston College, National Science Foundation  
- **Patricia Bauer**, psychology—National Institutes of Health, Northshore University HealthSystem  
- **Michele Benzi**, math and computer science, **Keith Berland**, physics, **Simon Blakey**, chemistry, **Stefan Boettcher**, physics, **John Boli**, sociology, **Irene Brown**, sociology, **Tim Dowd**, sociology, **George Jones**, biology, **James Nagy**, math and computer science, **Ojas Parekh**, math and computer science, **Ivan Rasnak**, physics—National Science Foundation  
- **Rong Cai**, Russian and East Asian Languages and Culture—Chinese Consultate General  
- **Monica Capra**, economics—Georgia Research Alliance  
- **Huw Davies**, chemistry—Wake Forest University, Georgia Research Alliance, Health Research, Inc.  
- **David Frisvold**, economics—University of Wisconsin, Yale University  
- **Craig Hill**, chemistry—Office of Naval Research, TDA Research, Inc.  
- **Uriel Kitron**, environmental studies, **Leslie Real**, biology, **James Rilling**, anthropology, **Elaine Walker**, psychology—National Institutes of Health  
- **Gary Laderman**, religion—Arcus Foundation, E. Rhodes and Leona B. Carpenter Foundation  
- **Debra Lipstadt**, Jewish studies—Jewish Community Endowment Fund  
- **David Lynn**, chemistry—University of Pennsylvania  
- **Cora Macbeth**, chemistry—American Chemical Society  
- **Sara McClintock**, religion—Shelley and Donald Rubin Foundation  
- **Michael Rich**, political science—Fulton County, United Way of Metro Atlanta  
- **Niall Slater**, classics—Getty Foundation  
- **Eric Weeks**, physics—American Chemical Society, National Science Foundation  
- **Carol Worthman**, anthropology—Duke University

**Student Honors**

- **Crystal Azu** has won a prestigious UNCF-Merck Undergraduate Science Research Scholarship funding two summer science internships.  
- **Stephen Deaderick, Jeffrey Schram** and **Ramone Williams** each received Emory’s 2009 Humanitarian Award recognizing the spirit of volunteerism and a sense of community.  
- **Alexandra Kamins** is one of just thirty-seven winners of the Gates Scholarships nationwide—and roughly 100 worldwide—for graduate study at the University of Cambridge.  
- **Kevin Kelly, Afeef Nessouli, Katherine Sheehan** and **Marie Walters** have been awarded the Robert T. Jones Sr. Scholarship for study at the University of St. Andrews in Scotland.
Are you connected?

The Emory community has gone virtual.

This isn’t a new thing, of course. The Emory Alumni Association (EAA) and many other alumni groups have had a strong presence on a variety of social networking sites—Facebook, LinkedIn, MySpace, and many others—for some time. What is new is a recently launched online social network, exclusive to the Emory community, which connects alumni from all Emory’s schools with current students, and even Emory faculty, in ways that strengthen bonds both professional and social.

It’s pretty popular, too.

Emory E-Connection (found at www.alumni.emory.edu/econnection) launched on December 15, 2008, and in the first two weeks more than 1,500 alumni signed up. The alumni numbers continue to grow, and the community at large will get a boost soon, once students and faculty are invited to join in early 2009.

“We are excited by the immediate response to this new online network,” says Sarah Cook 95C, senior director for EAA initiatives and technology and one of E-Connection’s charter members. “It has some great new features. For instance, users can immediately see all the fellow alumni who have worked at a specific company. Alumni and students can quickly find one another and help each other open doors. It’s what alumni have been asking for and we’re excited to see it in action.”

Through E-Connection, alumni can view customized job postings from Fortune 500 companies; browse resumes, recruit Emory talent to work or intern at a company, or forward a resume to thousands of fellow alumni; network with alumni and students who share personal and professional interests; meet new friends and business contacts and reconnect with former classmates and professors; learn about alumni-exclusive events; and much more. E-Connection opens doors to literally thousands of new Emory contacts.

Registering for E-Connection is easy. All you need is an email address (the address on file with the University—that’s one of the ways alumni membership is verified) and a little bit of personal information, also related to alumni verification. After that, you’re in!

“E-Connection is a powerful new tool for expanding your network in your industry or field and for being available to others—alumni and students—who share your passions and interests,” says Carolyn Bregman 82L, the EAA’s director of alumni career services and one of the leads in the E-Connection implementation.

One of E-Connection’s aims is to connect the Emory community socially, but perhaps even more importantly, E-Connection serves as a professional network. So many people get new jobs or switch careers with the help of personal contacts. Who better to be a personal contact than a fellow Emory graduate?

“By reaching across class years and geography, alumni can form groups with others in their professions, get advice as they contemplate career transitions, or provide advice to students who want to follow in their footsteps,” Bregman continues. “In such challenging economic times, all Emory alumni, regardless of school, can enhance a profoundly powerful network by being available to share advice, suggestions and connections with each other and with students.”

— Eric Rangus is director of communications for the Emory Alumni Association

The Campaign for Emory College reached a milestone this month

Learn more at:
http://campaign.emory.edu/schools-and-units/Emory-College/index.php
Each year, Emory College honors distinguished alumni and faculty emeriti for their outstanding service to Emory and their communities, and for their professional achievements. In fall 2008, Mark Kasman 84C, president of the Emory College Alumni Board, presided over an evening that included a dinner, musical performance by Emory’s a cappella group No Strings Attached, and the presentation of awards to four worthy individuals.

After remarks by Emory College Dean Robert Paul in which he acknowledged the work of the Alumni Board and the College’s Faculty Development Committee, Dana White, a professor in Emory’s Graduate Institute of the Liberal Arts, presented his longtime friend and the evening’s first honoree, Richard Long, with the Distinguished Faculty Emeritus Award.

White began his remarks by quoting from Maya Angelou’s essay “Loving Learning”: “There are smart alecks who feel comfortable speaking long and loudly about a multiplicity of subjects with no evidence that they know what they are talking about. Then there are those who do know a little about a lot of things and speak judiciously about what they know. And finally, that rarity, the polymath who knows a great deal about everything. I have met only three such persons in my life. One... is Dr. Richard Long... at Emory University.”

Long’s contributions are many and varied. They range over the fields of art history, biography, linguistics, theater history, museology, musical history, pedagogy, literary criticism and history, modern and traditional dance, as well as varied topics in African, Caribbean, and African American studies. Prior to joining Emory’s Graduate Institute of the Liberal Arts in 1973, he received his bachelor’s and master’s degrees from Temple University and pursued postgraduate study at the University of Pennsylvania, Oxford University and the Universities of Paris and Poitiers, where he received his doctorate. Among his notable works are Grown Deep: Essays on the Harlem Renaissance (1998), Black Tradition in American Dance (1995) and Black Americana (1985). In 2008, he was honored at Howard University for his visual arts scholarship and named an honorary fellow of the Society of Dance History Scholars for his work in dance studies.

The evening’s next presentation involved Jonathan Sandler 00C, who currently practices law in Los Angeles, as he introduced the Young Alumni Service Award honoree, Ross Donaldson 98C. In a short amount of time Donaldson has covered a great deal of ground. After leaving Emory, he attended the UCLA School of Medicine, then deferred his clinical training to pursue a public health degree at the London School of Hygiene & Tropical Medicine in Britain, focusing on international health and the control of communicable diseases.

Donaldson has worked as a virus-hunter in Africa and Asia, served as the team physician on a NASA scientific expedition to one of the world’s highest lakes—Mt. Licancabur in Bolivia, at 20,000 feet—and most recently worked in Iraq to strengthen the emergency medical system. He has also written eloquently about some of his trials by fire. His forthcoming book, Lassa Ward:
Life, Death, and My Time in Sierra Leone, details his time as a medical student battling the spread of a highly contagious virus against the backdrop of a civil war.

He currently works at one of Los Angeles’ main trauma centers, specializing in emergency medicine and global health and teaching UCLA medical students, interns and residents. He speaks Spanish and Mandarin Chinese and is the author of an upcoming medical translation book that helps health care workers communicate with foreign language patients in more than fifteen languages.

Holli A. Semetko, vice provost for International Affairs and director of the Office of International Affairs and The Claus M. Halle Institute for Global Learning, lent her international perspective as she presented the Distinguished Alumni Award to Robert Appleton 85C. In her remarks, she quoted from a recent Washington Post article that referred to Appleton as “a senior U.N. crime fighter [who] has pursued corruption from New Delhi to Manhattan’s swank W Hotel.” Head of the U.N. Procurement Task Force, Appleton oversees a twenty-seven member special anticorruption unit that has identified more than $610 million in tainted contracts and $25 million in misappropriated funds, according to the Post article. “Quite frankly, it’s just fun work,” he said at a recent news conference.

He first joined the U.N. as special counsel and then deputy chief legal counsel for the Independent Inquiry Committee Investigation into the United Nations Iraqi Oil for Food Programme. His current task force was established in the wake of the oil for food scandal and inquiry. Prior to joining the U.N., he served as a supervisory assistant U.S. attorney and as an assistant U.S. attorney in the Department of Justice in Connecticut. For thirteen years he prosecuted a wide variety of federal criminal offenses, including fraud, public corruption, and racketeering offenses. In 2003 Appleton led a highly publicized investigation of a Fortune 50 company for alleged accounting fraud. A year later he was recognized by the U.S. attorney general for distinguished and extraordinary service in connection with the prosecution of a notorious urban street gang responsible for several murders and other shootings.

Ben Shapiro 64C 67L, a partner in the Atlanta law firm of Shapiro Fussell, presented the final Distinguished Alumni Award of the evening. In his introduction of Stephen Krant 65C, he highlighted Krant’s accomplishments in the field of reconstructive surgery over the course of thirty-two years of practice and 10,000 plastic and reconstructive procedures. Specializing in breast reconstructive surgery, Krant is also devoted to breast cancer education and prevention, and has served on the boards of the American Cancer Society, Y-Me Breast Support Group, and the Sidney Kimmel Cancer Center. In 2001 Krant and his wife, Lyn, formed SK Institute, Inc., a not-for-profit corporation dedicated to raising awareness and funds to provide education and support to those who live with disease, as well as funding other support and research organizations focused on prevention and cures. Their SK Sanctuary closes one night a month to the public to offer cancer survivors complimentary spa treatments, food and wine as well as guest presentations and seminars. SK has treated more than 2,200 survivors of melanoma, prostate and breast cancer to date.

After graduating from Emory in 1965, Krant attended the Yale School of Medicine, then completed his general surgery residency at Rush-Presbyterian-St. Luke’s Medical Center in Chicago. From there he returned to Yale New Haven Hospital for a residency in reconstructive and aesthetic surgery. He has been medical director at SK Clinic in La Jolla, California, for the last thirty-two years and is a Fellow of the American College of Surgeons.
For Rhoda Barnett Bernstein 76C, more than thirty years have passed since she ventured to New York City with about a dozen other Emory students on a trip led by art history professors John Howett and Clark Poling. The group hit museums, studios and galleries, talking with artists and curators, experiencing art in every conceivable way at a burgeoning time in New York’s modern art scene.

“That trip to New York changed so many things—how I thought about art, how I looked at art, what it meant to me, and where it led me in my life just in terms of participation,” Bernstein said during a recent visit to Emory. “That all-encompassing view of contemporary art made me think about how artists produce, how critics look at art, and the whole process. You can’t find it in a slideshow.”

On a January afternoon in the lobby of Carlos Hall, she was happily reliving memories of the trip with Howett, who retired in 1996; Judith Rohrer, chair of the Art History Department; and senior director of development Jeff Prince.

Bernstein and her former professor were reuniting to celebrate a special gift: Bernstein and her husband Howard had recently donated $50,000 to establish the John Howett Travel Fund for Advanced Undergraduate Seminars in Art History. The gift will be based within the Department of Art History and will support group travel experiences in connection with undergraduate art history courses and seminars.

“It’s humbling,” said Howett of having a gift named after him. “Teachers only live on in the memories of their students. So it’s very gratifying when someone comes back and says maybe you were worthy. That’s exciting for a teacher.”

Rohrer said the gift will provide the department with valuable, assured funding so that faculty can plan courses in advance of a major show in another city. An expert in architectural history, she looks forward to the day when she can take a group of Emory students to Chicago for a weekend to see early skyscrapers.

Bernstein hopes the travel fund will help lead other students to realize how important art is in their lives. Over the years, her New York experience has served her well as a member of museum boards in Fort Worth, Texas, and as an art collector with her husband. “We don’t agree about movies or music, but when it comes to aesthetics we can walk into a gallery and go to the same piece of art. It’s the only thing we ever agree on,” she said with a laugh.

She believes that in the current economic climate, more than ever, success for students means finding an outlet or interest—perhaps art or music—outside their main academic concentrations. “For me, art became a lifelong enrichment. It started right here at Emory and it continued.”

Editor’s Note—John Howett passed away on April 8th, just as Quadrangle was going to press.
Inquiries and donations to the Howett Travel Fund may be directed to Jeff Prince at (404) 727-4494 or jprince@emory.edu.
Linda Armstrong, senior lecturer in art history and director of the Visual Arts Program, captured these delicate bark and mushroom patterns by casting them in bronze. An avid hiker and collector of organic specimens, she calls herself a “sculptor/backdoor environmentalist.”

The sculptures and molds appeared in an installation called “Collecting Excursions” at Emory’s Visual Arts Gallery last March.
JOSE DE RIVERA’S CONSTRUCTION #200, A GIFT OF DONNA AND MARVIN SCHWARTZ