Now in its 18th year, the Celtic Christmas Concert delighted audiences at the Schwartz Center December 19th, 24th, and 25th.
FEATURE

14–17 Flow
Water runs into every corner of campus
(and that’s a good thing)

DEPARTMENTS

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Jaap De Roode on why butterflies are like elephants; Willie Reaves tries on hats

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Right smack dab in the middle of town . . .
Up on the green roof

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25–28 Impact
committed to meet the full needs of every incoming freshman, whatever his or her economic background might be.

In our search for the most accomplished and promising students, we are need-blind:

Emory rose by about 4.5 percent this year, public universities somewhat more. And all these numbers outpaced inflation, as they’ve done since the 1980s.

Many factors are at play here, at Emory and at every other institution of higher learning. For one thing, we’ve reaped the limit of efficiencies that new technology can bring: the many virtues of smart classrooms don’t reduce the need for small ones and a low student-faculty ratio. That kind of engaged, personal teaching is part and parcel of the Emory experience and can’t be replaced, only maintained—in the size and quality of our faculty.

Beyond technology we also offer, like all top-tier schools, amenities and support that are similarly state-of-the-art. The level of present-day career centers, recreation centers, counseling programs, food services and housing is well above what I recall from my own undergraduate days, and students now rightly expect these things from a top-20 university.

Students and their parents are also right to expect a full range of academic programming, and this is yet another factor in increased costs. Many departments now represented on every college campus, many entire disciplines that didn’t even exist 25 or 30 years ago. It isn’t an option to eliminate one essential program to make room for another—to eradicate, say, biology or economics or philosophy because human knowledge and inquiry has expanded and reorganized itself to include computer science, or film studies, or African American studies. We could of course add students (and thus tuition), but not past the point at which Emory loses its identity as a smallish liberal arts community.

If there’s an elephant in higher education’s living room at the moment, it must be the question: “Why does college cost so much?” There isn’t a single, simple answer, but I think it’s urgent. Congressional hearings and national commissions over the last three administrations have done the same. This isn’t (or isn’t all) political posturing. The concerns are real. Whether you count just tuition and fees or total expenses—including, for example, room and board—the price of attending a four-year school has nearly tripled during the last three decades. Private, nonprofit colleges such as Emory did the same.

And all these numbers outpaced inflation, as they’ve done since the 1980s.

What do butterflies and crime have in common, or waterhens and human rights, or religion and bees? An odd question promising an even odder punch line, but they’re all touched on in this issue, a few of the improbably varied research and teaching topics of Emory’s gifted students and faculty. If it happens in the world, or might happen, or did, somebody here probably knows as much about it as anyone alive. That’s the life of the College.

What is our responsibility to continue to be efficient stewards of the tuition paid by our students and their parents? This includes making hard choices about the value provided by every element of the Emory experience, and trimming where needed—always keeping in mind that the quality of learning is paramount, that giving students the very best of everything is our responsibility to continue to be efficient stewards of the tuition paid by our students and their parents. This includes making hard choices about the value provided by every element of the Emory experience, and trimming where needed—always keeping in mind that the quality of learning is paramount, that...
Imagine you’re on a quiz show, and the category is monarch butterflies. Unless you happen to be competing against an entomologist, you’ll probably do OK. You know they have beautiful black and orange stained-glass wings, delicate antennae and legs. Maybe you’ve seen photos of them congregating by the millions in Mexico, draping trees like Spanish moss after migrating there from Canada. You might even dredge up the fact that they’re partial to milkweed—or that a different butterfly (extra points for “viceroy”) looks enough like the poisonous monarch to get some sneaky protection from predators.

An expert would be able to supply the insect’s scientific name (Danaus plexippus), and much else besides. But until about a year ago, both of you would have gotten the next question wrong: “Can monarchs use medicine?”
“I was really interested in parasite evolution,” says De Roode, a native of the Netherlands. “I had worked with malaria in mice, but got frustrated with the artificial laboratory system and wanted to study such systems in the wild.” So in 2005 he began working with monarchs. And after a while he became bored. “Monarchs are very picky,” he explains. The caterpillars refuse to eat anything but milkweed, and they have prodigious appetites, growing to more than 2,500 times their original size in just two weeks. “That first year I spent so much time raising the plants, and making sure they were pest-free, and watering and fertilizing, that finally I wanted to do something else. Just for fun I decided to raise a different species of milkweed, to see if that affected the parasites.”

It did. The monarchs reared on tropical instead of swamp milkweed (there are some 140 varieties) had fewer parasites, and they also “lived longer, could fly better, had a longer egg-laying span, lots of good things. I immediately thought Wow, what if monarchs can use this?” So De Roode posed that question in the discussion section of his first paper on the topic: Do monarchs lay their eggs preferentially on medicinal milkweed?

“I had to take it out,” he says. “The editors said absolutely not, that’s impossible.” Then he adds, smiling, “There’s nothing as motivating as a disagreeing scientist. And we proved them wrong. Which is fun.”

It turns out they can. And Emory’s own Jaap De Roode, assistant professor of biology, is the first to prove it.

The idea, which has received plenty of media attention and prompted Popular Science to name De Roode one of its “Brilliant 10” top scientists under 40, seems odd enough to the layman. It suggests New Yorker-cartoon images of bleary butterflies standing at medicine cabinets. But it may be even odder to scientists. The ability to selectively eat or drink natural substances in order to treat some disease or condition was long thought to be the exclusive province of a few animals with very high cognitive skills: basically, elephants, apes and us.

But the work of De Roode and his colleagues, published in Ecology Letters in December 2010, has upset that particular apple cart. His experiments show that adult female monarchs prefer to lay their eggs on a certain kind of milkweed that confers protection from a parasite called Ophryocystis elektroscirrha. “It’s a really cool parasite,” De Roode said recently. This may be the first and last time you’ll ever hear that sentence; unless you’re one of his lucky students, but it was the parasite that drew De Roode to the butterfly, not the other way around. In a conversation in his sunlit Emory office last December he described how he came to this surprising result, and why it matters.

The ability to selectively eat or drink natural substances in order to treat some disease or condition was long thought to be the exclusive province of a few animals with very high cognitive skills: basically, elephants, apes and us.
put that resin on a bacterial plate and you’ll find it has antimicrobial properties. So basically they’re using it to keep down bacterial growth in their nests.

“And there are lots of other studies where people are looking at insects, especially those that feed on plants, because we know that while plants offer nutrition they also have all these biologically active compounds, including ones that we extract for our own drugs. I’m absolutely convinced research will show that a lot of other species exhibit these sorts of behaviors. I think it’s starting.”

So what’s next? “What we’re doing now is looking at populations in south Florida, where the parasite risk is very high—up to 90 percent of monarchs are infected—to find out if this changes how the insects behave. There’s a chance that under higher parasite pressure they use plants prophylactically, to avoid getting sick, rather than just therapeutically.

“The other thing we’d really like to do is find out what makes these plants medicinal in the first place. Because the parasite we’re studying is quite close to one that causes malaria, as well as the toxoplasma parasite, and cryptosporidium, which causes lots of disease in immune-weakened patients, including HIV patients. Evolutionarily speaking they’re very closely related, so we’re interested in identifying the chemicals in these plants, and the way insects use them, and possibly applying them to human health down the line.

Remarkable findings like this make it fun to teach evolution, De Roode says. “Everyone finds it interesting. These nature programs, with David Attenborough and so forth, are extremely popular. People want to know how things work. Because you always have to ask the question: OK, something crazy is happening here, but why? It’s one thing to describe it, but to try to explain how it came to be, that’s exciting.

“Nature is very cool. I do this because it’s just interesting. But I would be happy if it resulted in something beyond that.”
As it happens, a volcano erupted in Iceland the day before Reaves left for Europe, and then another in Chile just before he was to leave for South America—where he found himself in the middle of a soccer riot in Buenos Aires. And while no one is officially pinning any of this on Willie, he does seem to gather and dispense more energy than most people.

“I think,” he says, “oscillating between all kinds of experiences really helps you gain a clearer picture of what drives you, what you care about.”

And why human rights? That too he arrived at in roundabout fashion. “It started as a sort of nebulous idea about helping people. In Argentina I was basically a computer teacher and the resident expert in English. And while that doesn’t seem directly related to law school, it actually affirmed my interest in human rights. All the kids at this center where I worked came from very disadvantaged backgrounds. In Argentina, disadvantaged means something very different than in most of the U.S. Many of them have been abused, often they didn’t have enough food—so our center was partly an afterschool day care, where we served meals and held workshops in English and computers and cooking.”

The language tools for this kind of life come easily to Reaves, who’s learning Korean for his upcoming adventure. “I’m a language nerd,” he admits. “I grew up with Spanish, I’ve always been okay with being mobile.”

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He smiles. “There just wasn’t a whole lot to do when I was growing up in Muskogee, Oklahoma.”

Maybe, but just a few minutes with Willie and you get the impression he wouldn’t let many summers (or hours) slip by unprofitively anywhere. He acknowledges as much. “Sixth grade was when I started doing different kinds of summer programs,” he says, “and it just kind of continued. But I don’t feel pressured. I enjoy what I do.”

And Emory’s professors enjoy having him. Certain words and phrases recur when you ask for descriptions of Reaves: sharp, original, wide-ranging. “Outstanding student,” says Sean Meighoo, assistant professor in the Institute of Liberal Arts (ILA). “He’s the kind of student teachers are glad and even relieved to see when we enter the classroom, not only because he actively responds to our teaching, but because he involves other students. He has the knack for asking all the right questions.”

Both in written work and in class, says philosophy instructor Kent Still, “Willie is not merely driven by intellectual curiosity but by an attention to practical effects. He embodies what I find so impressive about the current students at Emory.” Peter Wakefield, senior lecturer in the ILA, is co-directing Reaves’s senior honors thesis with Professor Tom Lancaster of political science and calls him “a great spirit to have in any classroom. He’s also a model interdisciplinary studies student. He’s investigating politics, literature, history, memory and law” in his thesis on post-Franco Spain.

Asked about his apparently endless list of interests, Willie says, “I feel like my life is a big interdisciplinary mosaic. I do all these seemingly random stuff, but actually it ties together pretty well in the end.”

“If I have two paths,” he adds after a moment, “I usually choose the one that will challenge me more. I like to do things that aren’t easy. I’ve always been that way, as long as I can remember.”
“About twenty to thirty thousand,” Berry Brosi tells me one day last December. That’s roughly five for every College student, but unlike humans they come and go without much fuss, so they’re easy to miss. That goes equally for the other science projects in this open-air laboratory, an odd-angled corner of flat roof projecting from the fifth floor opposite Environmental Studies, where Brosi is an assistant professor.

Even for an unconventional building (see Q Corners Spring 2005), this is a quirky space, and an unexpected one. You leave the elevator prepared for a typical interior view—fluorescent lighting, painted plaster—and are greeted instead by glass and air and sun.

“This just came out of the design of the building,” says environmental studies senior lecturer John Wegner. “A flat-roof section came up in the design process as a possibility and we pressed for it. It just made sense to capture and use it.”

There used to be a butterfly garden here, 40 feet up, and bird feeders for a faculty member who studied house finches. Right now there are plants. To reach the beehive standing unobtrusively in one corner, you go past dozens of black plastic flats, arrayed on the floor like a miniature nursery. They hold several varieties of spurge, a compact, cactus-like succulent. There are many species, one of which, for you trivia fans, has been known for its laxative properties since ancient times and thus gave the entire group its name (from French espurge, to purge).

But come closer—that’s not the job of these unassuming little plants. They clean storm water, as Wegner explains, and add oxygen to the air, and even help moderate surface temperatures. He once measured the floor on a hot day at 140 degrees and the plant trays at a mere 90, a remarkable gradient provided by just a few inches of organic material.

“It’s the first green roof on campus,” Wegner says, noting that the University’s Storm Water Plan has recommended more. In fact, it would be the only flat roof in the College if not for the railed balcony outside Woodruff Library’s top floor, which houses Special Collections.

Parasites are only one suspect in this decline, other culprits being pesticides, habitat destruction, and even climate change: variations in day length and temperature can cause missteps in the delicate dance of bee and blossom. So Emory faculty are seeking answers in this limited place to some large and complex questions.

“We weren’t sure what would go on here when the building first went up, but we knew it had potential,” remarks Wegner. Senior lecturer Woody Hickcox, he says, has meteorology students test for carbon dioxide out here, and for relative humidity with something called a sling psychrometer. “Over on the physics side they have telescopes, and over here we do all kinds of things. So it’s really intended as a research and teaching space. And it’s building into that.”

High on the side of Emory’s Math and Science Center is one of the more interesting pieces of real estate on campus. At just over 500 square feet, the size of a small classroom, it isn’t clear how many students and faculty know about it. But a great many honeybees do.

And all those bees? They don’t know it, but they’re helping Emory faculty study three Ps: pollination, population, and parasites. The latter in this case are varroa mites, and they specifically target honeybees. Originating in the Far East and unknown in America until 1987, they’ve now spread to every continent except Australia and are thought to be implicated in colony collapse disorder, a baffling recent phenomenon of weakened and disappearing bee populations.

Emory’s hive, as Berry Brosi points out, is by contrast full of “very healthy, happy bees.” Brosi and his colleagues are using the colony for genetic tests, to set lab standards for the field, in a USDA-funded collaboration with the University of Georgia. They’re studying how colony management may affect the virulence of these mites. Travis Dynes, a researcher working with Brosi, explains that parasites in an industrial setting can afford to be more virulent, to kill so wantonly, because they can’t exhaust their food supply by this tactic as they might in the wild.

The stakes are high, and not just for insects and entomologists. There are more species of bees than of birds and mammals combined—twenty to thirty thousand, as many as bees in that hive—and the honeybees among them produce a lot more than honey.
That chandelier hanging from the tree canopy on the quad, splintering the light . . . those delicate new reeds rising from the lake in Lullwater. There’s something very familiar about them, isn’t there? You might have witnessed the procession of students, faculty and staff, all carrying vessels of water, winding from the Carlos Museum to Henry Hornbostel Creek (in front of Cox Hall) to Antoinette Candler Creek in Baker Woodlands. Or heard the College music students composing pieces around watery subjects, from ocean waves to human tears, soon to be performed by Emory’s full-time quartet in residence, the Vega String Quartet. What’s going on here?

Welcome to Emory’s water theme, which brings together new and established academic currents flowing through the world’s most precious—and generally taken for granted—resource of all.

Emory’s Center for Creativity & Arts (CCA) launched the theme in fall 2011 to find new ways for “science and art to overlap and inform each other,” says Leslie Taylor, professor and chair of the department of theater studies and dance. The thematic programming idea was a big hit a few years back when the CCA encouraged collaborations around the theme of evolution, which led to several new works developed at Emory and moving on to bigger stages in New York and Europe.

When the CCA and arts faculty started considering a new theme for 2011–2012, “Water kept rising to the top,” says Taylor. Continuing into fall 2012, water-related programming is now rippling through many College departments and neighbors, including the Rollins School of Public Health and the Centers for Disease Control and Prevention. The Center for Women is offering a “Women and Water” lecture series as part of Women’s History Month, and elsewhere films, plays, creative writing, and student video competitions—even a middle-school art contest—all embrace the liquidity theme.

At the heart of these projects and collaborations, dangling overhead on the quadrangle and rising from Candler Lake, is the Piedmont Divide sculpture by Seattle-based environmental artist John Grade. Grade collaborated with Emory students, faculty, and staff (with superhuman scheduling by the Visual Arts Gallery) in terms of both concept and hands-on production.

The project has inspired thoughts and conversations about the role of water in the community and the world. It’s part talisman, part water cooler.

Early on, when Uriel Kitron, chair of environmental studies, walked by one of the public art pieces in process, he was struck by the connection with mosquitoes, malaria and West Nile virus—ideas he shared with Grade during his first campus visit and which the artist incorporated into his work: each little plastic strip has a scooped end that can hold droplets of water, suggesting a prime breeding spot for mosquitoes.

When Kitron saw the finished pieces, his mosquito thoughts took a turn toward metamorphosis rather than hatching. The lake piece reminded him of the water phase, in which larvae are swimmers, the quad piece of the aerial phase in which they fly.

To Christine Moe, associate professor in the school of public health, the artwork raised other issues, especially related to the ubiquitous plastic drink bottle—thousands of which were fished out of Emory’s recycling containers and washed and heat-gunned to make the delicate plastic shapes glittering in the sunlight. “We really undervalue tap water,” she said, adding ruefully, “We really undervalue water in general.”

Her concerns arise from her research as well as her role as director of the Center for Global Safe Water, where she studies ways to improve conditions for the approximately 884 million people worldwide who have no access to clean drinking water and the 2.6 billion without access to toilets or sanitation facilities.

Lori Teague, as director and associate professor in the dance program, works not to supply bodies with water but to portray them, in a sense, as water. Referring to herself as a “flow-based mover,” Teague has been tapping into the spirit of the water-themed pieces to create “movement rituals” that involve people carrying water across the campus.

One involves a different sort of flash mob, with women from all areas of the campus moving on the quad in a “structured improvisation,” constantly “merging, connecting, leading, and following inside the dynamics of flow.” The other,
he says he chose this program to approach situations from multiple disciplines. That’s also a reason he enjoyed Hall’s Sustainable Water Resources course, citing the multidisciplinary approach to water resources, as well as her contagious enthusiasm.

As for the students involved in building the Piedmont Divide sculpture, they too learned important lessons about complex interactions, collaboration and, at times, being able to go with the flow. Daneka Stryker ’14C, a pre-med student with strong visual arts leanings, says the process was rewarding in many ways, in particular the chance to see how professional artists are unfazed by the nagging everyday problems that inevitably crop up. (Example: plastic strips falling off the structure during high winds. Solution: glue guns.) Her reward wasn’t a class grade or extra credit, but simply the chance to return to the sculpture again and again. “It’s a contemplative place for me,” she said. “I love going back and sitting there with a cup of coffee, lying down under it and just thinking about life. It brings me simple joy.”

Many agree that “water is the new oil”... a source of conflict due to increasing scarcity

in collaboration with Grade himself, will involve the disassembly of the sculptures in April. Peggy Barlett, Goodrich C. White Professor of Anthropology, participated in Teague’s fall movement ritual and has been leading efforts for many years to raise awareness—in and out of the classroom—of the importance of streams, watersheds and sustainability. For the last ten years she has been a coordinator for the Piedmont Project at Emory, which helps faculty “become more creative around sustainability.” Barlett says. About 200 faculty have participated in the program, leading to new courses and collaborations. For her role in developing this project at Emory and offering Sustainability in the Curriculum workshops throughout the US, Barlett was recently awarded the inaugural Faculty Sustainability Leadership Award by the Association for the Advancement of Sustainability in Higher Education.

Another major proponent about water on campus is Anne Hall, director of undergraduate studies and lecturer in the department of environmental studies. Hall, who has been teaching about geology and water-related issues at Emory since 1995, finds the subject “a wonderful interdisciplinary topic” and has co-taught courses with Arni Eisen (biology) and Tong Soon Lee (music), among others. She believes there is a new urgency about introducing water issues in the classroom. “Many agree that ‘water is the new oil’ in reference to water as a source of conflict due to increasing scarcity,” she said. “Surface freshwater is very scarce, and human impact is making some of the existing sources unusable.

She drives the point home with some numbers: 97.5 percent of water on earth is salt water, just 2.5 percent fresh. And almost three-quarters of that fresh water is frozen in ice caps or glaciers, with virtually all the rest stored as groundwater. So a mere 0.4 percent of fresh water is available to us in the form of lakes, rivers, soil moisture and the atmosphere. Stark figures such as these suggest we might think again before using perfectly good drinking water, instead of greywater, to flush away human waste.

Hall’s students visit drinking water facilities, wastewater facilities, and stream restoration projects. They even spend a class visiting ancient water-related objects in the Carlos Museum. Two of her recent students, Sumayya Allen ’13C and Kevin Zhu ’13C, worked on water sampling for the US Geological Survey last summer.

Allen, an environmental studies major, says she definitely expects her future career to involve water issues. “I intend to work in sustainable agriculture research—and with agriculture being the top consumer of water resources (70 percent) worldwide, researching and implementing sustainable and water-efficient agricultural methods, such as permaculture, will be of high priority,” she writes in an email.

Zhu is participating in an Emory dual degree program with Georgia Tech and plans to obtain a BS in environmental studies from Emory and a BS in civil engineering from Tech. Because environmental issues tend to involve complex interactions,
Detail from a 16th-century, 8-foot Buddhist cosmological scroll on view in the Carlos Museum’s special exhibition “Mandala: Sacred Circle in Tibetan Buddhism” portraying the structural correspondence between the Kalachakra mandala and the human body.

photo: Rubin Museum of Art, New York
Nothing in this book is intended to provide an exhaustive theory either of religion or of science or of cognition. On the latter front, for example, I discuss important approaches in cognitive science concerning the embodied (thus, among other things, the emotion-laden) and the physically and culturally embedded character of human perception, thought, and action. Because I do not take either approach up systematically or at length it does not follow that I am either uninterested or unfriendly to these approaches. (Careful reading will disclose more than one place in this book where I do take up findings such approaches inspire.) I have no doubt that current and future discoveries from those quarters will only enrich our understanding of the issues this book addresses. It does follow directly that nothing I say in this book is intended to provide an exhaustive account even of the cognitive dimensions of religion or of science. Over our species’ history, the division of labor has mostly worked to our advantage. Since the comparison is unprecedented, this is only a beginning.

Excerpt:

After more than a hundred years of books comparing religion and science, an author owes readers some justification for adding one more to the heap. Here is mine. This book compares science and religion in a way that has never been done before. And it has a surprise ending. Actually, there are many surprises touching on cognitive themes, but, at least so far as I know, none makes cognition the focus of its comparisons.

I will offer a comparison of the cognitive foundations of religion and science, as opposed to their metaphysical or epistemological foundations. Some books comparing religion and science touch on cognitive themes, but, at least so far as I know, none makes cognition the focus of its comparisons. My thesis, in short, is that religion is cognitively natural and that science is not. After clarifying both what I mean by cognitively natural and the type of cognitive naturalness that I have in mind, I will make the case for the cognitive unnaturalness of science and the cognitive naturalness of (popular) religion. Then I will draw out some of the far-reaching implications of this argument.

I use the term cognitive (and its cognates) in the sense that it is employed in the contemporary cognitive sciences. The focus is on how human minds/brains represent and process information in perception, thought, and action.

Cognitive scientists have advanced plenty of proposals about what thought is and what it is like. More to the point, nearly everyone working in the cognitive sciences presumes that thought comes in at least two varieties. I will capture the relevant distinction by contrasting what I describe as “natural” cognition over against the sort of slower, conscious, controlled, effortful, reflective thought that I will call “unnatural” cognition (largely by default). Natural cognition concerns the subterranean parts of our mental lives that constitute our fast, (mostly) unconscious, automatic, effortless, intuitive thought—the contents and origins of which can, not infrequently, prove a struggle for us to articulate.

... So what if religion is natural and science is not? What are the implications for religion, for science, and for society as a whole? The seven conclusions that I draw from this unprecedented cognitive comparison of science and religion may not match the surprise endings of O. Henry’s short stories, but they do aim to shatter some conventional wisdom. Perhaps not all seven will astonish every reader, but I am confident that most readers will find some to be surprising. At the risk of undoing the suspense, here are those seven conclusions, unadorned and unelaborated:

• Traditional comparisons of science and religion are cognitively misbegotten.
• Theological incorrectness is inevitable.
• Science poses no threat to the persistence of religion.
• Relevant disabilities will render religion baffling.
• Science is inherently social.
• Science depends more fundamentally on institutional support than religion does.
• Science’s continued existence is fragile.

Robert N. McCauley is William Rand Kenan Jr. University Professor of Philosophy and director of the Center for Mind, Brain and Culture. He joined the Emory College faculty in 1983.
When most people think about global warming, they envision rising temperatures and sea levels. Robert Agnew, a professor of sociology and one of Emory’s few criminologists, thinks about rising crime rates.

It was in the early 1990s, while focusing on the causes of crime and delinquency, that he began to see that certain strains, or stressors, increase the likelihood of crime—including economic deprivation, discrimination, criminal victimization, harsh or erratic discipline, child abuse, and neglect. These strains can foster a range of negative emotions such as anger, frustration, and depression that put people under pressure to take corrective action. Some of those actions are criminal.

During the last few decades, Agnew’s research on general strain theory has become one of the leading explanations for crime, and he has become its chief architect. In 2010, an entire issue of the Journal of Contemporary Criminal Justice was devoted to the theory; a few years earlier, he was identified as among the most frequently cited criminologists the world. He has authored or edited seven books, most recently The Foundation for a Unified Criminology: Assumptions about the Nature of Crime, People, Society, and Reality (2011). In recognition of his achievements in the field, he was recently elected president of the American Society of Criminologists, the leading organization for academic and research criminologists.

When Agnew links global warming with rising crime rates, people listen. He believes the pressures caused by climate change will become “one of the major forces—if not the major force—driving change as the century progresses.”

His interest in the connection between climate change and crime stems partly from his involvement in Emory’s Piedmont Project, a faculty development program aimed at global issues and local sustainability.

He believes the pressures caused by climate change will become “one of the major forces—if not the major force—driving change as the century progresses.”

Some Notable Faculty Achievements

Aaron Abrams and Skip Garibaldi, math and computer science, received the 2011 Lester R. Ford Award from the Mathematical Association of America.

Eugene Agichtein, math and computer science, was awarded an Alfred P. Sloan Research Fellowship and shared the Best Paper Award at the Association for Computing Machinery conference. James Flannery, Arts Foundation, was named to the Global Irish Network by the prime minister of Ireland and an International Associate Artist at the Abbey Theatre, as well as visiting professor at University College, Dublin.

Lynne Huffer, women’s, gender, and sexuality studies, received the Modern Language Association’s Florence Howe Award for feminist scholarship in English.


Suresh Venapally, math and computer science, was elected Fellow of the American Physical Society.

Carrol Worthman, anthropology, was named a Fellow of the American Association for the Advancement of Science.

Some of these achievements and more are described in the Piedmont Project’s newsletter, The Piedmont Project. For more information, visit piedmont.emory.edu.
Recent Faculty Grants

Eugene Agichtein, math and computer science—National Institutes of Health, DARPA
Tanine Allison, film studies, Tonio Andrade, history—American Council of Learned Societies
Asher Avel, Michele Benzi, Dwight Duffus, James Nagy, Ken Ono, Andrej Burcinski, Vaidy Sunderam, and Li Xiong, math and computer science, Irene Brown, sociology, Clifford Carrubba, political science, Patricia Marstel Narr, Center for Science Education, Rachelle Spell, biology, Tao Zhan, economics—National Science Foundation
Peggy Barrett, anthropology—Georgia Department of Agriculture
Gregory Berns, economics—National Institutes of Health, US Department of the Interior
Joel Bowman, chemistry, Lance Gunderson, environmental studies—US Army
Berry Brost, environmental studies—US Department of Agriculture, National Science Foundation
Joanne Brzinski, Office of Undergraduate Education—Henry Luce Foundation
Mei-Lin Chang, educational studies—American Psychological Association
Moyukh Chatterjee, Claire-Marie Hefner, and Bruce Knauf, anthropology—Wenner Gren Foundation
Vincent Conticello, chemistry—Beth Israel Deaconess Medical Center
Huw Davies, chemistry—SUNY Upstate Medical University, National Institutes of Health
John Dunne and Sara McClintock, religion—Hershey Family Foundation
Astrid Eckert, history—American Academy in Berlin
Laura Finzi, physics—University of Adelaide
Jim Flannery,lene Foundation—Georgia Humanities Council
David Frisvold, economics—National Institutes of Health, Robert Wood Johnson Foundation
Skip Garibaldi, math and computer science—National Security Agency
Nicole Gerardo, biology—US Department of Agriculture
Thomas Gillespie, environmental studies—Lincoln Park Zoo, University of Texas-San Antonio
Craig Hill, chemistry—University of Glasgow, US Department of Energy, National Science Foundation
Dieter Jaeger, Steven L’Hernault, Kathryn Shepard, and Shozo Yokoyama, biology, David Bass and Lauren McDonough, psychology—National Institutes of Health
Cathryn Johnson, sociology—Spencer Foundation
Gary Laderman, religion—Ford Foundation, Social Science Research Council
Tong-Soon Lee, music—Chang Chingkue Foundation
Deborah Lipstadt, Jewish studies—Jim Joseph Foundation, Marcus Foundation, Council on Jewish Material Claims
Stefan Lutz, chemistry, Sergei Urashdin, physics—Research Corporation
David Lynn, chemistry—Georgia Institute of Technology
Cora MacBeth, chemistry—Georgia Research Alliance
Kristin Mano, history—National Endowment for the Humanities
Keiji Morokuma, chemistry—US Air Force
Ilya Nemenman, physics—US Army, International Human Frontier Science Program, University of New Mexico
Vladimir Oliker, math and computer science—US Israel Binational Science Foundation
Ivan Rasnik, physics—Mayo Clinic
James Rilling, anthropology—John Templeton Foundation and Bowdoin College
Susanna Weaver, chemistry—NASA
Carol Worthman, anthropology—Duke University

CAMPAIGN UPDATE Spring 2012

UNDERSTANDING HUMAN HEALTH
Anthropologist Michelle Lampl’s new research center is expected to become a national model. (page 26)

PHILANTHROPISTS IN TRAINING
Led by Evan Rapkin 13C, the student giving program Dooley’s PAL works to develop a culture of generosity. (page 26)

Gifts of Inspiration
Adopt-a-Scholar program cultivates lifelong learning and friendship (page 27)
New Center Designed to Narrow the Health Gap

Emory College of Arts and Sciences launched a predictive health minor in fall 2011, as well as a new, required course in which juniors and seniors mentor first-year students to promote a personalized approach to healthy living. Both programs are part of a strategic plan to study health stability and predictability under Emory’s new Center for the Study of Human Health.

“In a time when we enjoy the greatest knowledge of health in human history, we find that individuals in our society are, in many ways, trending toward poorer health,” says Michelle Lamp, center director and Samuel Candler Dobbs Professor of Anthropology. “The Center for the Study of Human Health will help close that gap by expanding and developing the use of health knowledge in all aspects of life.”

Center faculty members will reach across disciplines to conduct research, develop new courses and programs, and provide an undergraduate focus on health outside of a strict medical school pathway. Students and faculty will engage in community outreach, and the center is expected to become a national model for an education-based, student-life focus on health and well-being.

To support the work of the center, call 404.727.6181 or email mkontar@emory.edu.

Student Group Creates a Culture of Philanthropy

Emory’s new student giving program, Dooley’s Philanthropists-at-Large (PAL), is promoting the value of philanthropy at Emory College.

Guided by an advisory board of student leaders, Dooley’s PAL inspires students to strengthen the undergraduate experience for current and incoming classes through giving. The program is named for Emory University’s unofficial mascot and school “spirit,” an anatomy class skeleton immortalized in 1899 by a letter in the student publication the Emory Phoenix.

Economics student Evan Rapkin 13C is leading the new Dooley’s Philanthropists-at-Large program.

PAL will partner with other student groups, coordinate a philanthropy panel of alumni leaders who contribute in unique ways to their communities, and encourage students to create a culture of giving back, says Evan Rapkin 13C, PAL president.

“Joining Dooley’s PAL is a great way to give back to Emory; gain experience in fundraising, public relations, and marketing; and educate other students about the importance of philanthropy,” he says.

Connect with Students through Scholarships

Pamela Pryor is a successful business leader and a former Emory Alumni Board member who graduated from Emory College in 1969. Sareena Gillani is a bright young student considering what she’d like to do with her life after graduation next year. Meeting for the first time through the Adopt-a-Scholar program three years ago, they clicked immediately.

“Before we met, I already knew Pam was wonderful because she was donating money to help someone she didn’t even know,” says Gillani 13C. “I was delighted to see just how wonderful she is and how much we have in common. We’re both outgoing, and we both have a passion about life and what we want to pursue.”

Says Pryor, “I was delighted to see just how wonderful she is and how much we have in common.”

SAREENA GILLANI

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Who’s YOUR Class Representative?

Emory College alumni are active, dedicated individuals who care as much about the Emory experience today as they did when they were students. A number of alumni choose to help the college keep their classmates engaged by serving as class representatives. The college is grateful to the following class representatives for their enthusiasm, service, commitment, and support.

Emory Williams Sr. 32C
Bert Roper 44C
Miles Alexander 52C
Frazer Durrett 52C
Mary Emma Welch McConaughey 56C
Warren Quillian II 58C 61M 63MR
Moses Bond 59C
Nancy King Scoggins 59C
Betty Chamberlain Tuller 61C
Marge Anderson 62C 80A
Paul McLarty Jr. 63C 66L
David Alvarez 64C
Tina Hall Elliott 64C
Harvey Young 65C
Cathleen Morrow McKinney 66C
Ray McKinney 66C
Sandy Mayo 67C
Bob Vassey 68C 78D
Bob Austin 69C
Nick Lott 71C
Tom Boone 72C
Cordelia Flowers Boone 74C
Beth Valin 75C
Gary Wainer 75C
Larry Belkoff 78C
Eric Rothchild 79C
Linda Chovin Salzman 80C
Vicki Kaplan Haberman 81C
Lark Will 81C
Ken Baron 82C
Victoria Pepe Erat 83C
Woody Wood 83C
Amy Silberman Blow 84C
Dusty Porter 85C
Curly Bonds 87C
Caroline Lande Esses 87C
Brant Brooks 88C
Eve Berley Brooks 89C
Molly Kook James 89C
Tom Prov 89OX 91C 93PH
Tina Rizack 91C 93PH 98M
Richard Gottlieb 92C
Audra Wells 93OX 92C
Emily Klein Elwyn 93C
Tash Elwyn 93C
Lauren Cooler 94C
Crystal Edmonson 95C
Emily Stern-Weitz 95C
Jeremy Weitz 95C
Laurie Speed-Dalton 96C 99M 04MR
Corey Hartman 97C
Matthew Ammerman 98C
Lauren Katz 99C
Casey Genderson 00C
Moses Kim 01C
Angela Orange 02C 06T
Sarah Hendrickson Stair 03C
Perry Rahbar 04C
Leigh Friedman 05C
Charles Zimmer 06C
Jonathan Baum 06OX 08C
Helen Ngo 06OX 09C

For more information about college alumni activities, contact Kate Lawlor 01C 10B at kate.lawlor@emory.edu or 404.712.0464.

Emory College of Arts and Sciences

THE QUINTESSENTIAL EMORY COUPLE, attorney Laurie Speed-Dalton 96C 99M 04MR, and surgeon John Dalton 95C 99M 04MR, appreciate the role their alma mater has played in their lives.

“Emory positioned me for the rest of my life. It gave me my wife, my education, my occupation, my training,” he says. She adds, “Emory is still a huge part of our lives.”

When making estate plans, Emory was in both of their minds. “Our parents gave a lot to send us here. They created a foundation by investing in our futures, and we want to continue that. It is to our benefit for Emory students to succeed,” she says. The couple’s bequest will help make that happen.

For information on ways you can support Emory with a planned gift, call 404.727.8873 or visit www.emory.edu/giftplanning.

Plan to share your success.