ROBIN FORMAN Arrives at Emory

MEET THE DEAN

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Rushdie in the Classroom
MovieFest Winner
Hidden in Plain Sight
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EMORY | quadrangle

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If Emory College’s new dean were to fill out a Facebook profile, it’d certainly include something about math—especially topology and combinatorial methods, his specialties—and about serving as Rice University’s dean of undergraduates. He might also say space for baseball, chess and stand-up comedy.

Robin Forman accepted the position of dean of the College of Arts and Sciences this summer after a nationwide search. A professor and chair of math at Rice, he will also hold the Asa Griggs Candler Professorship in Mathematics.

Dubbing it “a home run” served Forman well in overseeing both the academic and the social sides of Rice undergraduate life. And a sense of humor couldn’t hurt in his new role.

At Emory, his responsibilities include strategic, academic and financial planning for nearly fifty departments and programs, as well as promotion and tenure decisions.

Chess, like comedy, is a longtime hobby. “I don’t get the chance to play in clubs or tournaments any longer,” Forman says, “but I still enjoy studying the game, keeping up with the progress of the top grandmasters, and I’ll occasionally head to a chess website for a quick game over the Internet.” When he’s at home, the dean also enjoys reading, with tastes that run toward “literary fiction, with the occasional spy novel thrown in. But I’ve recently found myself drawn more to nonfiction.”

And baseball? That’s a family affair. Dean Forman is joined in Atlanta by his wife and son, Saul, age 13. “Saul is passionate about baseball,” he says, “both as a fan and a player, and Ann and I have enthusiastically joined him on his journey. We enjoy watching baseball, sports, college, minor and major leagues—and all our recent family vacations have been baseball-themed. Of course my most joyful and most stressful baseball moments involve watching Saul play. When we’re not cheering on his teams, we can often be found exploring the wonderful restaurant options in Atlanta. We’ve already learned that this is a great city for anyone who appreciates food.”

No one who knows Forman will be surprised that he places a strong emphasis on the student experience at Emory. He served as master of a residential college at Rice, and he remembers his own undergraduate experience as “a thrilling intellectual journey, and great fun. I made some wonderful lifelong friends, among both students and faculty. I also took full advantage of the opportunities to participate in extra-curricular activities. I played intramural sports, played in rock and roll bands, and, of course, joined the chess club.”

At Emory, says Forman, “The aim of our undergraduate program is to take in high school students and graduate young adults. This requires that they develop in many ways beyond the intellectual growth that forms the core of the College experience. We have to make sure that the entire campus is look forward to working with the Campus Life team to create a student experience, in the classrooms and out, that helps our remarkable students achieve their potential.”

An important part of this, he says, is community service. “There’s a great passion for community service among the students here, and a wonderful collection of opportunities available to them—especially through the Office of University-Community Partnerships and Volunteer Emory. Our goal should be to continually support opportunities that provide both benefit for the community and educational value for our students.”

Faculty play a crucial role in Formans view of a thriving Emory College. As a veteran teacher and scholar, he calls the dual mission of teaching and research “one of the defining features of the College,” adding, “I have had numerous opportunities to chat with Emory faculty, and many of them spoke of their passionate commitment to this ideal. Many in fact came to Emory precisely because they believe in that mission. And it’s been a wonderful experience to walk down the halls of the departments and see the spectacular work that’s taking place in every building on campus.”

“The university is at its best when these aspects overlap—when students have the opportunity to learn by participating in our research mission. The College does this very well,” he says. Forman notes too that he has been impressed by all the “ambitious and creative approaches to interdisciplinary work” at Emory.

Asked to pick the most pressing issue facing higher education today, he answers, “The financial crisis. We had all gotten used to continuous expansion, and this was especially true at Emory, which experienced three decades of quite dramatic growth. This mission driven growth, with exciting new opportunities for scholarship and student programs. But the last two years required a pause, and even a slight contraction. The positive side is that it has given us a chance to regroup, and to build in new efficiencies.”

Other effects of the recession ought to be resisted, Forman says. “In times of financial stress, there can be a tendency to look at higher education as purely vocational terms. It becomes even more important to educate students, parents, employers, political leaders, and others about the value of a liberal arts education, the role it plays in preparing our students to be successful adults. I’m not speaking just of professional success, but of success as happy, healthy, fulfilled adults.”

“New Dean in Town”

Robin Forman Arrives at Emory

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Arrives at Emory fall 2010

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New Dean in Town

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EMORY ( readFile ): fall 2010

Q
When Matt Ryckman 11B was in tenth grade, he made short goofy videos and brought them to school, hoping to make friends laugh. He and a crew of Emory friends made a short movie this year, but the audience it has attracted wouldn’t fit in your high school hallway. The Gerstein Report, about a conscience-stricken Nazi scientist, was named Best Drama at the Campus MovieFest (CMF) International Grande Finale in Las Vegas in June. Matthew Fennell 11C, who directed the five-minute film with Ryckman (they’re “the Matts” in Emory film circles) says, “It was a challenge to inhabit the character, but one he relished. Kurt Gerstein, a member of the dreaded Waffen-SS, developed techniques for vermin control—including the infamous Zyklon B gas—then became consumed by guilt once he realized his role in the killings at death camps like Belzec and Treblinka.

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Fennell estimates. The team had access to some CMF equipment and rented additional gear from Emory’s filmmaking program, but beyond that—sets, props, cast, crew—it was strictly seat-of-the-pants. Most of Gerstein’s interiors were shot in the house where Fennell and Blinder lived. “The scene where I meet the general,” Blinder notes, “is our dining room. When we weren’t shooting, I wondered how the neighbors felt about seeing Nazi flags on the wall.” Even the flags had to be hand-sewn, minutes before the cameras rolled, so director Jason Vigdor 10C after a Nazi paraphernalia website failed to deliver flags in time. There are no remote sets on this sort of budget. Gerstein buries gas canisters in a park near Emory. He argues with a colleague along train tracks nearby; his prison cell can be found on Briarcliff Campus. And for the pivotal scene in which Blinder peers through a peephole at the horrors of the Final Solution, a cinder-block corner of their basement (cleared of hockey sticks and posters) stands in for a Third Reich bunker with a private view of Hell.

If space was in short supply, so was time. “We had a different script we’d been working on for maybe eight months,” Ryckman says, “then I was home for winter break and ran across the Gerstein story. I drafted a quick script, and Matt and I worked to get it down around five minutes.” In doing so, adds Fennell, “We realized how deeply we cared about this story, and how excited we were to make this film. It became our CMF film, though that was a little crazy at that point.”

Then they had another idea: Let’s do it in German. That decision seems calculated to absorb time they didn’t have, but “we really didn’t go back and forth about it,” Ryckman recalls. “We thought it made the best possible mix: a foreign film, a period piece, and a very strong story.” A German graduate teaching assistant named Katharina Babczyk translated the script and coached the actors on their accents, and Fennell was gratified when a German department screening audience told him they’d hit the mark.

The team credits Eddy Von Mueller, senior lecturer in film studies, as an invaluable advisor. All three took his Narrative Filmmaking class, and for Gerstein “he gave us notes on the script,” Fennell says, “and technical advice, and he had conversations with Ari about the character. He was unbelievably helpful.”

“riff on you, and I would’ve been fine,” Von Mueller says. “When I first heard about this picture I thought, Are you nuts? You’re going to make a five-minute Holocaust drama. With twenty-year-olds. These are things you supposedly can’t do on a low budget, with a student cast. But the decisions they made were so smart. The film is sincere, technically very competent, and ambitious without being overwhelming. They took it right to the limit of what they could do well.”

And thanks to the movie magic arising from sound technique, it works. The Gerstein Report (readily available on YouTube) doesn’t look or feel amateurish. All three principals attribute this to luck, hard work, and more than a little help from their friends. The parts of General Wirth and Baron Von Otter, for example, were played by Derek Long 10G and Joey Shea 13C. (The French ambassador is film studies professor Bill Brown.) Giacomo Waller 12C did the sound, Stephen Vogt 10C the score, and the cinematographer and line producer were Chris Knific 10B and Stephen Beefer 10B. It takes a village.

So what’s next after the MovieFest triumph? All three spent the summer in Los Angeles as interns—Ryckman in script development, Ryckman in finance and development, Fennell in cinematography—and they want to give Hollywood a try after graduation. It’s an exciting place, they say, fast-paced and competitive, and it turns out the clichés are true: every wailer is an actor, every bartender has a script. “I can’t say it doesn’t intimidate me a little,” Blinder says, “but that’s why I want to do it. I don’t want to look back later and wish I’d tried. And I figure if you’ve got a dream, you have to chase it.”
Gary Hauk calls it “the grotto.” The vice president and deputy to the president has been a member of the Emory community for years, but even among longtime Emory staffers he’s in the minority for knowing this place. An informal, completely unscientific survey suggests that most people on campus have no idea it’s there.

Step through the gap and you descend toward Nettie’s Creek, which burbles out of one stone culvert and into another, disappearing under the Center for Library and Information Resources (CLAIR), the Woodruff addition built in 1996-98. Sunlight filters through the canopy and reflects off the windows of Jazzman’s Café on the first floor. But even a distracted student in search of diversion at the café would be hard pressed to make out the walkway from his seat.

University architect Jen Fabrick knows the grotto. She arrived at Emory in early 1998 as the library addition was being completed, and remembers the ravine then as recently graded and planted. “I never did find out who laid out the path, but I’ve enjoyed its offered moments of peace at various times over the years. I’d be interested to know.”

Before 1996 there was a pedestrian bridge on this spot, spanning the creek from one corner of the quadrangle to the library plaza entrance. Charles Forrest, Woodruff facilities director and project manager for CLAIR, says the path was “intended to be an amenity for the community, to provide access to the remnant ravine on the upstream side of the addition.” Though the new construction bisected the ravine, Nettie’s Creek flowed on, as water will, from this upstream portion—now Asbury Ravine—beneath the library and into Baker Woodlands, passing under Mizell Bridge behind the Carlos Museum (see “Place Apart,” Spring 2006).

The walkway and plantings were an effort, says Hauk, to alleviate “some consternation” about the construction “intruding into the greenery of that part of the ravine.” Forrest confirms this recollection. To minimize the environmental impact on the green space spanned by the pedestrian bridge, he says, “the project team committed resources to restore the area with native plantings appropriate for a piedmont ravine.”

To do this, landscape architects conducted a pre-construction inventory of species in the ravine, matched this to a list of plants associated with piedmont forests, then planted accordingly. Today more than sixty species thrive here, including roughly fifteen canopy or understory trees and dozens of flower, shrub, and herbaceous varieties.

Let your eyes adjust, and look around. Familiar leaves of oak, maple, laurel and holly mix with a profusion of others with less common names: doll’s eyes, trumpet flower, spangle grass, snowdrop tree. Others are more fanciful still. Arrive armed with a plant guide and you might find dog hobble, cranebill, wood vamp, creeping lilypad, and the barely credible “heartleaf foamflower.”

The path has no official name. Librarian Tim Bryson calls it “the trail” and provides helpful information on its planning and design, as well as on subsequent plant inventories and tours. Christopher Beck knows it too, though he wasn’t yet at Emory in 1998. A senior lecturer in biology, Beck was chair of the Committee on the Environment from 2006-09 and considers the ravine plan an upgrade. “My understanding is that the area the path cuts through was covered in English ivy at one point, and volunteers from the library removed it and native plants were restored to the area.” Those ivy pulls continue periodically.

Keep walking past more greenery and stacked stone, and with a few last steps you emerge on a cobbled terrace, a few feet from the statue of Robert Woodruff near the library’s entrance. Be prepared to startle anyone sitting on the benches there. Odds are they don’t know the path exists; you might as well have walked out of a wall.

If landscaping, stonework, and a drop in noise and temperature aren’t appealing enough, you’re also likely to be escorted on your visit by chipmunks rustling in the foliage and mockingbirds overhead. There’s plenty to see here, without looking all that hard.
A bioethicist in *Nature* said the discovery was “likely to prove as momentous to our view of ourselves and our place in the universe as the discoveries of Galileo, Copernicus, Darwin, and Einstein.”

As a result of the attention, President Obama asked the Presidential Commission for the Study of Bioethical Issues, with Emory President James Wagner as vice chair, to focus on synthetic biology. Among the first experts to speak at a commission hearing was Paul Wolpe, director of the Emory Center for Ethics, who delivered a thoughtful talk on science, religion and the ways they inform one another.

It’s only fitting that Emory have a seat at the table for such an important conversation.

Chemists and biologists here are recognized nationally for their research and work with students. Informed by collaborations with ethicists, social scientists, artists and others, Emory scientists are at the forefront of a field that is rapidly making advances into uncharted territory.

**Not Your Grandfather’s Molecules**

From where David Lynn sits, Venter’s discovery was more of a technological feat than a major turning point in history. “The press picked it up because it involved synthetic life,” says Lynn, Asa Griggs Candler Professor of Chemistry and Biology. “But scientists have been moving genes from one organism to another for decades. What Venter did was make a whole genome, with all the components and all the information, and then move it into an existing bacterium.” Lynn smiles. “It was a testosterone-based show of technology.”

Because of the discovery and the work that Lynn and others are doing, however, we can expect to see the pace of evolution accelerate. What might have taken thousands of years to change in the ecosystem may take months in the laboratory.

Lynn’s research group looks at the mechanics of how life works: the structures and forces that enable molecules to assemble, and how chemical information can be stored and translated into new molecular entities. His lab is one of fifteen sharing a $20 million grant from the National Science Foundation and the National Aeronautics and Space Administration to see how the forces of evolution can be harnessed to new structures and functions.

Lynn collaborates with other leading researchers at Emory like Ichiro Matsumo, associate professor of biochemistry, whose group applies the new tools of synthetic biology to longstanding questions about how complex systems such as proteins and cells originate and evolve.

Thousands of years ago, humans selectively bred horses and dogs in order to benefit from certain traits they found useful.
New scientists like Matsumura are studying how we can manipulate proteins and cells—he calls them “sophisticated nano-scale machines”—to benefit humans by, say, creating cost-effective, environmentally friendly biofuels.

Or by re-tooling bacteria so that it can be turned loose in a cornfield to clean up toxic herbicides.

That's exactly what Justin Gallivan, associate professor of biomolecular chemistry, has done. He leads a research group that is reprogramming existing bacteria to chase down atrazine and render it nontoxic. He's also working on bacteria that can function like smoke detectors in tracking down "bad stuff" in drinking water or in buildings. In the near future, research like Gallivan's may lead to an oil-eating microbe that could be used to combat the kind of spill we saw in the Gulf of Mexico this summer.

Thanks to Venter's technological tour de force, Gallivan believes it may not be long before it will be cost-effective for his group and others to use synthetic genomes rather than reprogramming existing organisms.

The modern pharmaceutical industry testifies to the power of chemistry to synthesize drugs rather than produce everything from nature. Chemists Dennis Liotta and Hwe Davies have made substantial contributions in this area while coming at it from different directions.

Liotta, a professor of organic chemistry at Emory for more than thirty years, has worked on several important antiviral drugs, including emtrixin, which made headlines in 2005 when it brought $540 million in royalty sales to Emory and its inventors. He is currently testing a synthetic equivalent of curcumin, which is found in turmeric and gives curry its yellow coloring.

Liotta first became intrigued by turmeric after hearing stories of its long history as a folk medicine in India. He heard stories from friends whose mothers gave it to them in their milk for an ubiquitous stomach ailment. After closer study, he found that curcumin has properties that make it effective as an antioxidant and anti-inflammatory. The only downside is that for it to be really effective, you would need to take an enormous amount. “Imagine twelve horse pills a day,” Liotta says. With a synthetic version, Liotta can fine-tune it for better absorption. "The traditional approach is not cost-effective," Liotta says. "But for translational medicine, we have a role to play, and with synthetic chemistry we're doing it."

Liotta's research in drug discovery is complemented by the drug development program at Emory directed by Davies, who joined Emory in 2008 as Asa Griggs Candler Professor of Organic Chemistry.

Davies' group uses chemical synthesis to create the tools necessary to develop cost-effective medications. Students and postdoctoral fellows in his lab are speeding up and simplifying the synthesis of new classes of pharmaceuticals, bringing down the costs.

One of their most promising designs. Earlier this year he and several colleagues identified a protein from NASA and the latest generation of high-tech observatories) molecules located in other galaxies. She and her students create new ways to make "little unstable molecules that you can't buy in a bottle," then look for those molecules in space. It's like trying to match fingerprints from millions of miles away.

"The group is at the far end of the spectrum from the other Emory chemists. While they look at large, complex molecules, she looks at the building blocks that went into forming those molecules on earth. "We're trying to get an idea what could've been around our neighborhood in the solar system when earth was forming, and what might've been delivered to earth from comets and other forces.""

New techniques as underpinning future technology and economic development. The National Science Foundation agrees: last year it awarded him $1.5 million to lead a team of scientists from four universities to develop a Center for Chemical Innovation.

The next source for new molecules might be the next galaxy. Susanna Wickus Weaver, assistant professor of chemistry, heads one of the few labs in the world that can identify (with a little help from NASA and the latest generation of high-tech observatories) molecules located in other galaxies. She and her students create new ways to make "little unstable molecules that you can't buy in a bottle," then look for those molecules in space. It's like trying to match fingerprints from millions of miles away.

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Liotta says. What does it mean to be human? If life is sacred or defined by the rules of science as the Buddhists believe, then what happens when that life is created by man in the laboratory instead of by nature or God?

"This technology will force us to ask basic questions that humans have always dealt with, and that's not a bad thing," Eisen says. "What does it mean to be human? If life is sacred or defined by the rules of science as the Buddhists believe, then what happens when that life is created by man in the laboratory instead of by nature or God?"

"You can't put restrictions on gaining new knowledge. The only concerns and problems are sure to arise. When David Lynn is asked how to address these issues, he is quiet for a moment, then says, "We are going to make mistakes. But the more we educate others the better we'll be able to deal with mistakes."

"Rather than developing the technology first, and then seeing how the non-traditional stakeholders react, this model takes the bioethical implications of synthetic biology before the field takes off, not after."

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Did you expect at some point to be asked for your collected papers?
No. I had truthfully never given a day’s thought to having this work (archived), and certainly not in my lifetime. I must have thought about it a bit, because I didn’t throw everything away. But the idea that I would do it while I was still a functioning individual just had never crossed my mind.

And of course collecting and note-taking aren’t the same thing—you can be something of a pack rat without thinking of archives. No, it’s not the same thing. And certainly, I must say, even at the point at which I agreed to do it, it still didn’t occur to me that there’d be an exhibition. It’d be an archive, and if people wanted to study stuff, they could come and study it in a kind of book-stack private way. Never occurred to me that it would be under glass.

I don’t know which would be more alarming to me, my own scribblings writ large, or my face at six by six feet.

Well, the thing is, I’m used to seeing my face—the face doesn’t bother me—but I’m not used to seeing my scribblings. These other things were never supposed to be seen by anyone. Of course what is even odder is that I have virtually no memory of them. As you said at the archive’s opening, they were “things on the way to other things.” You don’t remember your notes. In the Times article today, the journalist quotes some passage and I have absolutely no memory of writing that. People could tell me I said anything. I want to talk about teaching a bit. I saw you and Vice President Rosemary Magee talking about it during a “Creativity and the Arts” event a couple of years ago.

That was very enjoyable. She asked you about teaching and what rules you had, and you said something along the lines of “Abandon all theory, ye who enter here.” Well that’s the thing that I feel has happened in the teaching of literature, that a kind of pseudo-science of critical theory has been imposed upon it. And it gets away from why people read books. We read books for joy. The old-fashioned idea of close reading is much closer to that. Really it’s just me saying there’s no point in my pretending to be a literature professor in the ordinary way, because it’s not my training. And what I bring to the reading of books has to do with the practice of writing and how that makes me think about what other people do.

Are the students surprised by this?
Either they’ve gotten more used to me, or they’ve heard what it’s like from each other, because the first year I did it, there was a sort of genuine shock when I said that they ought to park their theory at the door. Then there was a sort of unburdening, and they seemed to enjoy it. The last couple of years that sense of shock hasn’t been there. So I think they’ve heard from other people coming in that it’s going to be like this.

Are you teaching graduate students as well as undergraduates?
It’s been some of both. Contemporary World Literature is sort of a grand title for the seminars. And so far I’ve not repeated myself. The first year I took modern classic novels, including Günter Grass and Gabriel García Márquez, and taught those. Last year I tried something that was so successful I think I might do it again next year, which was to talk about turning books into film. The conventional wisdom is that films are less good than the masterpieces they’re based on. And often very great films are made out of second-rate books. But what I wanted to look at was the phenomenon of the great book turning into a great film—the sort of best-case scenario. And so we did a few of those. We did Great Expectations, for example, the David Lean film along with the novel.

Did any work less well than you hoped?
We also had Scorsese’s Age of Innocence along with the Wharton novel, and Lampedusa’s The Leopard along with Visconti’s film. The one that didn’t work was John Huston’s film of Wise Blood, which in my memory had been very good, but when we saw it again we thought it was rather weak. It just misses it—misses the darkness, with a lot of hillbilly music which makes it all seem jokey. It removes completely the essence of the book. A certain amount depends on what you can find good quality prints of. Still, it was clear that there were many more than one could do in a single seminar.

So I think I might do it again next year with different movies. I think I want to do the first of Ray’s Apu Trilogy, Pather Panchali [Song of the Little Road], which is the film that I would choose when asked for the greatest film ever made. In my view Citizen Kane would probably come second.
Because what's great about teaching stories is there's such

ing for me, actually, to spend this time reading so many stories. It's been very interest-

tication of reality that happens in a story, that it pushes itself

stories, if they're not actually surrealist, go somewhere very

seminar are more sophisticated, but these kids all seemed to

wonderfully zany book. Of early magical realism, it's about a traveler in a valley full of

Polish classic rather more wordily called Manuscript

There's also a very rare film that I'd be interested in teach-

Also I remember in my final year at university, being really ready
to stay on for graduate work. I remember thinking in my final term that I'd had a really good time, and really liked being

I had already begun to harbor the dream of becoming a writer, but I was very worried that I wasn't temperamentally suited for teaching.

I thought, you know, you've got to get into the world if you're going to write about it. I had already begun to harbor the dream of becoming a writer, but I was very worried that I wasn't temperamentally suited for teaching.

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The Class of 2014 does it by the numbers on the quad.
In August 1915, in the woods outside Marietta, Georgia, a mob of angry white southerners lynched a man for rape and murder. Neither the event—a well-planned act of vigilante violence—not the inspiration—the alleged violation and murder of a white woman—was particularly unusual at that time and place in American history. What was unusual was the race of the man at the end of the rope. He was white. Stranger still, his fate was sealed not by his crime but by his religion. He was Jewish.

The victims—I overtly use the plural here—were Leo Frank and Mary Phagan. As the title of Menne Lefroy’s 1937 film Phagan put it, the matter prefigured all those who learn of the case, “They won’t forget.” And indeed, few have. In some ways, though, the better question is: Why do so many still remember? Mary Phagan “won’t forget.” And indeed, few have. In some ways, though, the better question is: Why do so many still remember? Mary Phagan came from a family of tenant farmers forced to move into the city and Frank from a family of tenant farmers forced to move into the city to seek factory and mill work. The working conditions she and others found were what we today would call sweatshops. Such circumstances inflamed southern populists’ resentment of industrialization, modernization, and child labor.

Gender played a role as well. The unfounded charge that Frank had attempted to rape Phagan played on commonly held fears about what vulnerable daughters faced when they left the safety of the family for the viper’s nest of the city and factory.

What befell Atlanta’s Jews in the trial’s aftermath is certainly not in doubt. Jewish schoolchildren were诅咒和遭受暴力。其他发现是今天我们所说的“sweatshops”。这样的条件激起了支持者们对工业的怨恨。女权主义和现代性，以及儿童劳动。

What befell Atlanta’s Jews in the trial’s aftermath is certainly not in doubt. Jewish schoolchildren were cursed and stoned as evidence of their unsafe living conditions in the city. And Frank’s attempts to rape Phagan played on commonly held fears about what children faced when they left the safety of the family for the city’s“viper’s nest.”

For many Americans, the Phagan-Frank case has been an obsession out of proportion to its status as a discrete historical event in a rough-and-tumble time. All manner of artists—songwriters, novelists, journalists, playwrights, and filmmakers—have considered it worthy subject matter. This volume looks at the two surviving theatrical films and the two television programs (shot on 35 mm film) depicting what befell Phagan and Frank. Why do filmmakers return to this ground? Has the passing of decades done anything to rewrite the moral ledger recording victims and perpetrators? The fullest answer resides in the case itself.

The Phagan-Frank case reflected and was shaped by many interlocking cultural tensions of the period. Mary Phagan came from a family of tenant farmers forced to move into the city to seek factory and mill work. The working conditions she and others found were what we today would call sweatshops. Such circumstances inflamed southern populists’ resentment of industrialization, modernization, and child labor.

So why do filmmakers return to this ground? Has the passing of decades done anything to rewrite the moral ledger recording victims and perpetrators? The fullest answer resides in the case itself.
Delores Aldridge

Notable Faculty Achievements


Jose Boigues-Lopez, senior lecturer in Spanish, received the Winship Award for Senior Lecturers.

Herbert Bonario, Professor Emeritus of Classics, received a Special Service Award from the Classical Association of the Middle West and South.

Joel Bowman, professor of chemistry, was a Visiting Fellow at Magdalene College, Oxford University.

Patricia Brennan, professor of psychology, was made a fellow of the Association for Psychological Science.

Rudolph Byrd, Goodrich C. White Professor of American Studies, received the 2010 Governor's Award in the Humanities, Emory's Thomas Jefferson Award recognizing service to the University, and the Dick Bathrick Award from the group Men Stopping Violence against Women.

Ronald Calabrese, Samuel C. Dobbs Professor of Biology, and Paul Lennard, director of the Neuroscience and Behavioral Biology program, received "Courage to Inspire" awards from the Neuroscience Initiative.

Monica Capra, assistant professor of economics, received the Phi Beta Kappa Award for excellence in teaching.

Cathy Caruth was named Samuel C. Dobbs Professor of Comparative Literature and English and appointed M. H. Abrams Distinguished Visiting Professor at Cornell University.

Tom Clark, assistant professor of political science, won the Best Paper Congressional Quarterly Press Award, an Emerging Scholar Award from the Midwest Political Science Association, and the Carl Albert Dissertation Award from the American Political Science Association.

Vincent Conticello, professor of chemistry, Carla Freeman, Winship Distinguished Professor of Anthropology and Women's Studies, Skip Garibalidi, associate professor of mathematics and computer science, and Alexander Hicks, Winship Distinguished Professor of Sociology, have received the Winship Distinguished Research Award.

Frans B. M. de Waal, C. H. Candler Professor of Primates Behavior, received an honorary degree from the University of Humanities, Utrecht, the Netherlands, a medal from the Society of Medicine and Natural Science, Parma, Italy, and the C. U. Ariens Kappers Award from the Royal Netherlands Academy of Sciences.


Richard Doner, professor of political science, James Nagy, professor of mathematics and computer science, and Deborah Elise White, associate professor of English and comparative literature, received the 2010 Emory Williams Award for Distinguished Teaching.

Timothy Dowd, associate professor of sociology, was named co-editor of Poetics: Journal of Empirical Research on Culture, the Media and the Arts.

Astrid Eckert, assistant professor of history, won the Berlin Prize of the American Academy in Berlin, where she will be a fellow in spring 2011.

George Engelhard, professor of educational measurement, became a fellow of the American Educational Research Association and associate editor of Applied Measurement in Education.

Yayoú Uno Everett, associate professor of music theory, was named a senior fellow at the Fox Center for Humanistic Inquiry for 2010-11.


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Frances Smith Foster, Charles Howard Candler Professor of English and women’s studies, received the Jay B. Hubbell Medal for eminence in American literary scholarship, the Francis Andrew March Award for contributions to the profession of English, the College Language Association Creative Scholarship Award, and an honorary degree from the State University of New York—Geneseo, where she delivered the commencement address.

Justin Gallivan, associate professor of chemistry, was made a Kavli Frontiers of Science Fellow by the National Academy of Sciences.

Jennifer Gandhi, associate professor of political science, received the Award for Conceptual Innovation in Comparative Politics from the International Political Science Association.

Rosemarie Garland-Thomson, professor of women’s studies, received the Senior Scholar Award from the Society for the Study of Race and Ethnicity.

Sander Gilman, Distinguished Professor of the Liberal Arts and Sciences, was named a fellow of the American Academy of Arts and Sciences.

Eric Goldstein, professor of philosophy, has been invited to translate Heidegger.

Esther Gerber, assistant professor of psychology, was elected to the Royal Netherlands Academy of Arts and Sciences.

William P. Timme Professor of Chemistry, was named the Pearson Education Professor, and Visiting Professor at Northwest A&F University, People’s Republic of China.

Visiting Professor at the International Ceramic Center in Denmark.

Karen Hegtvedt, associate professor of history, was named a fellow of the American Association for the Advancement of Science and was #5 on the list of most prolific authors.

Michael Rich, associate professor of psychology, is president-elect of the Behavior Genetics Association.

Beth Reingold, associate professor of political science, received a fellowship to the Hoover Institution at Stanford University and the National Endowment for the Humanities for a pilot course, following a 2009 NEH fellowship to translate Heidegger.

Irwin Waldman, associate professor of psychology, is president-elect of the Behavior Genetics Association.

Kristin Wendland, senior lecturer in music theory, was named a Community-Engaged Learning Faculty Fellow by Emory’s Office of University-Community Partnerships.

Regina Werum, associate professor of sociology, was Fox Center for Humanistic Inquiry Senior Fellow for 2009-10 and has accepted a two-year appointment as Sociology Program Director at the National Science Foundation.

Li Xiong, assistant professor of mathematics and computer science, was awarded a Women’s Institute Summer Enrichment Fellowship, one of twenty nationally.

Kevin Young, Atticus Haygood Professor of English and Creative Writing, was a James Baldwin Fellow for 2009, won the Graywolf Nonfiction Prize for 2010, and had his poem “Lime Light Blues” selected for Best American Poetry 2010.

Kathryn Yousef, associate professor of sociology, was a University Research Board Visiting Scholar at the American University in Beirut.
The Gift of Travel: Jonathan and Sheryl Layne

While Jonathan and Sheryl Layne were equally committed to establishing the Adopt-a-Traveler program, they had different reasons. For Sheryl, the fund was another way to “pay it forward.” She and her family had been fortunate enough to travel extensively, and she saw the program as a way to help give amazing opportunities to deserving students. Sheryl’s participation in the program reflected her belief that traveling helps students grow and enhances their educational experience beyond classroom walls.

For Jonathan, the value of studying abroad was something he understood firsthand. As an undergraduate he spent a year studying abroad at universities in England and Poland. The experience, he says, was deep, meaningful, and nothing short of “life-altering.” Knowing how
The Gift of Travel: Jonathan and Sheryl Layne

In the world.

their lives and was making a difference

a place that had made a difference in

was the experience of

and positive experiences they felt Emory

had provided them. When the opportu-

nity arose years later to design a giving

program, the Laynes wanted their gift to

include one essential component: travel-

abroad opportunities for students.

Working with a development

team, the Laynes established a unique

“Adopt-a-Traveller” scholarship for

undergraduates at Emory. The new pro-

gram created a mechanism to support

students who want to study outside

of the United States during the summer,

who otherwise might not be able to

make a difference for one lucky student

like myself, just dying to have a life-alter-

ing experience.”

As seasoned philanthropists, the

Laynes had committed resources to

Emory and other community organiza-

tions for years. But the experience of

funding students through the Adopt-a-

Traveler program brought unexpected

levels of satisfaction. As Sheryl explains,

“Just I don’t think I realized the extent

to which this would change a life—and

how happy it makes John and me to

know that. You have touched someo-

eone’s life in a meaningful way.

You have made an impact on her, but you’ve

changed too. She is one of the students

at Emory who want to go out there and

change the world. And I am convinced that

they will.”

Gratitude for opportunities extended

thirty years ago is benefitting students at

Emory today, thanks to alumni like Sheryl

and Jonathan Layne. Through this pro-

gram the Laynes are not only thanking an

institution but investing in students who

want to do good and to make a differ-

ence in the world.

—Tiffany Worboy

Like its sister program Adopt-a-

Scholar, Adopt-a-Traveller pairs a gener-

ous benefactor with an academically

gifted student and sends the donor a

profile of the scholar. As is often true of

these types of programs, strong

bonds are forged between recipients

and donors. In the case of the Laynes’

gift, the impact—and the experience of

studying abroad—went far beyond either

side’s expectations.

Victoria Bell was the student with

whom the Laynes were paired. A double

major in biology and environmental

studies with an impressive record of

University service and extracurricular

activities, Victoria was the type of

engaged scholar that Emory is proud to

educate. The support provided by the

Laynes enabled Victoria to backpack

through Namibia and Botswana, track-

ing the desert elephants of Africa for a

research project. She had dreams of a

career in medicine and wrote to the

Laynes about her work in a genetics

laboratory at Emory and her interest in

resource management.

To thank the Laynes, Victoria created

a scrapbook of her experiences during

her summer abroad. She wanted her

photos and correspondence to show

them that they were, in fact, right there

with her as trekked through the African

countryside. In her initial letter, she

wrote: “Hopefully, this scrapbook can

be a window into what I experienced

and learned while I was abroad—and

reassure you that your donation... will

make a difference for one lucky student

like myself, just dying to have a life-alter-

ing experience.”

This fall, Victoria’s senior year came to

an end, and she wrote to the Laynes

that “I just don’t think I realized the extent

to which this would change a life—and

how happy it makes John and me to

know that. You have touched someo-

eone’s life in a meaningful way.

You have made an impact on her, but you’ve

changed too. She is one of the students

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ence in the world.

—Tiffany Worboy

For more information about how you

can help provide life-altering experiences

for exceptional students like Victoria

Bell, please contact the Emory College

Development Office at artsandsciences@

emory.edu or 866-MY-EMORY.

Darcy Levit 90C

President, Emory College Alumni Board

We’re excited to welcome seven new

Alumni Board members in 2010-11

Natascha French 02C (right) received a BA in journalism and international

studies from Emory and is the president and co-founder of the company “envy2 the 9.” She has been very involved in professional and student committees

and as a member of the Emory Alumni in Washington, D.C., Chicago and Los

Angeles. She lives in Beverly Hills.

Leigh Friedman 05C graduated with a BA in journalism and theater stud-

ies. She was a member of several Emory honor societies and was president of

Alpha Delta Pi executive editor of the Wheel. A regional marketing manager for

ESPN, she resides in Baltimore and volunteers with numerous local charities

and groups.

Carlos Gonzalez 97C (right) received his BA in political science and Near

Eastern studies before graduating from Northwestern University School of Law.

He is a partner in the firm Diaz, Roux & Targ with a specialty in litigation and

international law. While at Emory, Carlos was honored with awards for debate

and academic excellence. A member of the British American Business Council

and the Greater Miami Chamber of Commerce, he lives in Miami.

Darcy Levit is the newly elected president of the Emory College Alumni

Board. With more than twenty years of experience coordinating volunteers

and working in nonprofit organizations, Darcy believes in the impact of volunteer

and philanthropic leadership. She served as president of Volunteer Emory dur-

ing her senior year at Emory and earned an MS in policy studies from Georgia

State University, positioning her for a career in the nonprofit arena.

Most recently, Darcy has served as director of development at the Potomac

Conservancy and executive director of the Audubon Society of Northern

Virginia. Before that she was chief development officer at the National

Museum of Women in the Arts. Darcy has also volunteered in fundraising and
corporate development for Zoo Atlanta and the Atlanta Humane Society.

Darcy lives in Northern Virginia, where with her children and standard

poodle she frequents local parks to hike, bike and observe the natural beauty
of the area. She enjoys meeting Emory alumni in Washington, D.C., for vis-

its to art museums, theaters, live music and ballet performances. Her local
volunteer commitments have included park clean-up initiatives and hunger-

prevention programs.
Theron Jones 94C (left) received his BA in chemistry from Emory in 1994, a master’s of public policy from UCLA in 2000 and his doctorate of dental medicine in 2004 from the Medical College of Georgia. The owner of Sandtown Family Dentistry in Atlanta, Dr. Jones has volunteered with the Atlanta Youth Council, the American Cancer Society, Leadership in Diverse Communities, The Carter Center, the Voting Rights Institute, and UCLA’s Minority Outreach Program.

Jane Goodman Preiser 81C graduated with a BA in psychology from Emory and received a master’s of health services administration from George Washington University. Her community involvement includes fundraising for Greens Farms Academy, the Westport Playhouse, a Near and Far outreach for the homeless, and the United Way Campaign. Her daughter Alexandra is a freshman at Emory. Jane lives in Westport, Connecticut.

Sanjiv Reej 95C earned his BA in English from Emory and a master’s of healthcare administration and MBA from Georgia State University. He currently works in sales and marketing for Pfizer Pharmaceuticals. A member of the Emory Wind Ensemble, Sanjiv has participated in Emory Career Network, Boston Emory Cares, and resides in Longmeadow, Maryland.

Joshua Teplitzky 82C 86B 86L received his BA in political science, as well as business and law degrees, from Emory. He is an attorney with Teplitzky and Company specializing in tax law. Joshua is a member of the Emory Parent Association and the New York/Connecticut Alumni Association, and is vice president of the Hygeia Foundation. His daughter Taylor is a student at Emory. Joshua resides in Woodbridge, Connecticut.

GROWING UP in the small-town South, Jane Gatewood 98C set her sights on the world. As a high school student in Phenix City, Alabama, she served as a summer ambassador to Russia. At Emory College, she thrived among the diverse student body and studied abroad at Oxford University in England.

Now she travels the globe for the Office of International Education at the University of Georgia. Grateful to Emory for helping prepare the way, she has designated a percentage of her estate to Emory College. That way, no matter where life takes her, she’ll be able to strengthen the college she loves.

Learn how you can support Emory with a planned gift, which offers tax and income benefits. Visit www.emory.edu/giftplanning or call 404.727.8875. Plan to share your journey.