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I took a trip to India recently. It is a beautiful, fascinating, challenging, often overwhelming country with, we were reminded frequently, a quickly growing economy. However, we met with several leaders in government and industry who expressed concerns about the sustainability of that growth. Their economic resurgence has rested largely on their ability to provide low-cost support in the high-tech industry (such as call centers and software development), but there is general awareness that one cannot become an economic superpower by being a low-cost alternative. They must find ways to justify raising their prices, and that requires increased quality and innovation. They were turning to us—I was traveling with Steve Bowen, Dean of Emory College, and Earl Lewis, Provost at Emory University—for answers, because US universities are leading the world in producing graduates who are able to think creatively and effectively about new and complicated problems—in short, to innovate. Our explanation: this is the result of our commitment to the liberal arts.

This might not seem obvious, so let me dwell just a moment on why I think it’s so. A liberal arts education is often described as focusing on breadth, rather than depth—but that’s not really it. A liberal arts education does rest on a demanding and rigorous introduction to all of the ways in which we engage with and understand the world and each other—ranging from the social and natural sciences to the arts and humanities. However, the point of a liberal arts education is not the breadth of the information you have been exposed to, it is about the breadth of the perspectives you can bring to bear, the breadth of insights you can add, the breadth of experiences and challenges you are prepared for, and the breadth of the sources of joy and inspiration that you can draw upon. But it is more than even that. Aside from any matters of breadth, a liberal arts education represents an approach to learning, to thinking, to sharing ideas in a way that allows them to continue to grow and expand. To illustrate this point, let me ask you a question: Why is biology considered a liberal art while medicine, typically, is not? Why economics but not business? Why is applied math often in the liberal arts, while engineering usually is not? The answer, or at least my answer, is that there is nothing at all intrinsic to those disciplines that distinguishes them from the liberal arts. However, in their typical presupposition setting they are often taught in a different way, a manner that emphasizes getting the right answer. That, by the way, is a good thing—we want doctors to be able to reach the correct diagnoses and engineers to calculate the lift drag and thrust on an airplane. In the liberal arts, we certainly have nothing against getting the right answer, but the emphasis is much more on the journey than the destination. The emphasis is on the questions, on the seeking, on the exploration, on being open to new possibilities. And the value of an answer is often measured by how many new and interesting questions it leads to.

This is especially so at Emory, where the notion of questioning is hard-wired into the DNA of the institution. In our vision statement, we say that we strive to be an “inquiry-driven community.” In our strategic plan, we say that Emory is “where courageous inquiry leads.” This is a wonderful phrase, which deserves greater emphasis. Above and beyond all else, we want our students to be courageous inquirers. This has many meanings, but to just emphasize a few, our students should develop:

— The courage to ask hard questions, questions that may not be answerable in our lifetime, questions that may literally be unanswerable—because those issues that have the most powerful impact on the human experience are typically the most challenging, and anyway, there are already enough people asking the easy questions.
— The courage to engage with, and listen to and learn from, others from different perspectives, cultures and beliefs—because the most pressing issues facing our communities are increasingly multinational, multicultural, and multidisciplinary in nature.
— The courage to ask new questions, their own questions—because that is the key to creativity, discovery and innovation.
— And the courage to reach the right answers, even if they are inconvenient or unpopular.

It is through such courageous inquiry that we really learn how to learn, to think critically about new information, to bring a broad and creative perspective that transcends the limitations of one-dimensional thinking, and to adapt to new and changing circumstances, which is essential as the challenges and opportunities our students will face in life are beyond the imagination of our faculty today. A liberal arts education has been demonstrated to be a uniquely powerful way to develop our students’ ability to address challenging problems, embracing them in their full complexity, to find their way to a thoughtful conclusion, and then to communicate their findings clearly and effectively. All essential skills, as our students prepare to make their mark in whatever professions and personal communities in which they find themselves.

And Emory is the perfect place to do it—a small college community with faculty who are prominent scholars as well as gifted and dedicated teachers and mentors, alongside a few thousand of the smartest, most talented, creative, ambitious, interesting young men and women in the world, with access to all of the resources and opportunities associated with being one of the world’s great research universities. The emphasis is on the questions, on the seeking, on the exploration, on being open to new possibilities. And the value of an answer is often measured by how many new and interesting questions it leads to.

Welcome to our lucky 13th issue of Quadrangle. I’d like to thank you, as always, for reading. I know you have plenty of demands on your time, so I keep an eye out for the most interesting people, places and projects at the College in hopes of making it worth your while to browse. Fortunately I have lots of help—talented writers, designers, photographers and production staff who keep Quadrangle looking and sounding its best.

Two moments we wouldn’t at our best came in the Spring issue. On page 8, in Marshall Duke’s wonderful “Emory Are Here,” I let stand a statement that Canterbury, England, is west of London. Those of you with handy atlases or encyclopedic memories will know that Canterbury in fact lies east-southeast, as a helpful reader pointed out. Just a few pages earlier, in a profile of Judith Evans-Grubbs, I managed to rearrange Roman history as well, naming Justinian the first Christian emperor. That distinction goes to Constantine, as Professor Evans-Grubbs of course knows, and as I expect more College-alumnae to know, wrote to tell me so. I apologize your discretion, but I do welcome all mail regarding Quadrangle, even if it concerns boneheaded errors by its editor.

One thing we’re doing right is printing Quadrangle on purely recycled paper. By using post-consumer content rather than “virgin” paper we saved this year (according to a calculator at the Environmental Defense Fund website) sixteen tons of wood, 463 million BTUs, five tons of carbon dioxide, 51,000 gallons of water and 1½ tons of waste—the equivalent of 111 untouched trees and one fewer home, car, swimming pool and garbage truck. Finally, I want to draw your attention to Quadrangle on the web, for those of you who like to browse electronically too. The magazine’s digital home is on the College web page under “News & Events” at http://college.emory.edu/home/news/quadrangle/index.html.

Thanks again, and enjoy.

David Raney
99PhD, Editor
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Free press, hot topics, cold cases
by Hal Jacobs

“Hank was a great intellectual resource,” says professor of music Steve Everett, who is also the new director of the Center for Faculty Development and Excellence. “His broad journalism experience and contacts in China were extremely helpful to all of us in examining issues around freedom of speech—and several of the most valuable meetings and discussions on the trip were a result of Hank’s efforts around this issue.”

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Thanks to Klibanoff and trip organizer Holli Semetko, a professor of political science and director of the Office of International Affairs and The Claus M. Halle Institute for Global Learning, the faculty met with the students. A few years ago Klibanoff was visiting Hong Kong and talked with Cliff Buddle, an in-depth examination of the news media’s impact on the civil rights movement, showing how the efforts of the black press, the northern press, television reporters and photographers provoked the nation’s conscience on race discrimination. In the words of one book reviewer: “Their stories, and the fateful choices of a not-so-distant past, are worth pondering in an imperfect democracy still grappling with both the burdens of race and the responsibilities of a free press.”

It’s a sensitive subject that resonates strongly with Chinese students. A few years ago Klibanoff was visiting Hong Kong Baptist University and talking to journalists who had only recently left mainland China to study. While talking about his book, they brought up the possibility of investigating unsolved murders and crimes that had occurred over the past several decades in China.

Klibanoff says he can hardly imagine the challenges those students will face. “As difficult as it is to access federal and state documents about unsolved murders in the South, it’s lights years easier than what students in China will face as they pursue their civil liberties and interests in uncovering what has happened in their country.”

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Eduardo Hazera

It's a safe bet that Eduardo Hazera is the only person you know who's sustained injuries from both a sitar and a skateboard. If by some chance you've met two, the smart money says the other one doesn't play the gamelan.

Eddie Hazera is not your average smart, busy College student next door. He's three of them. By the time he came to Emory last year as a junior, he had already studied rat ecology in Hawaii and ciclid fish in Costa Rica, packrafted in Utah and northern Mexico (where he made the first descent of an unnamed tributary), and conducted art workshops for the homeless in San Francisco.

Since then he's slowed down somewhat, if that's the way to describe doubling majoring in biology and music, taking Korean percussion lessons, and dabbling in choreography. Last January he won first prize in the Emory Arts Showcase for original music with a finger-picking guitar performance.

Asked recently if he's always been this way, he laughs and says, “When I was very young we moved to the house I grew up in and my dad broke the TV in the move. So I didn’t have TV until I was eight or nine. I’m sure it was a good thing.”

Dee McGraw, director of Emory’s National Scholarships and Fellowships Program, met Eduardo when he came by her office to work on an award application. She says she knew immediately that “this was a student I wanted to know better. A whitewater enthusiast who composes for the sitar, a biologist who climbs trees. A whitewater enthusiast who composes for the sitar, a biologist who climbs trees.”

Eduardo says, “Of course in graduate school I will have to specialize, but if I do that in something that is itself interdisciplinary, it’ll help me stay passionate about things I not only want to have fun, but make what I’m doing relevant.”

And despite the low-key demeanor—“I don’t think I’ve ever blown up anyone’s head, calling Hazera “a man of uncommon kindness, calm and music and medicine. He’s a talented musician, involved in dance, ethnography, behavioral ecology, all of which he would like to combine in his work.”

“The idea of getting extremely specialized in one thing doesn’t really appeal to me,” Eduardo says. “If you can’t do it well, it’s not worth doing. If you can do it really well, then you should use it to do something else.”

Academic research requires some of the same energy, both solo and collaborative, as Gouzoules points out. “Eddie stands out in many ways,” he says, “but his passion to have a meaningful research career is prominent in my mind. He’s eager to do work that promotes conservation and indigenous rights.”

So at some point in my life when things are getting a bit too dull and mundane, who knows, maybe I’ll join the Turkish military. “It’s interesting to think about—but I doubt that’ll happen.”

Talk about your safe bets.

“Nothing much” might fill the day for the rest of us, but in any case the injury hasn’t impeded him appreciably, nor has the sitar incident. “That one, I just hurt my hand from practicing too much. The sitar is an interesting instrument. There are 25 or 30 strings on it, but you only fret and play a few. The others are there for resonance, to produce overtones.”

“I originally wanted to sound like Bob Dylan, that was my whole reason for playing guitar. I started with trumpet very young, moved to trombone and euphonium, then my Dylan phase—I had the harmonica around my neck, the whole thing—which progressed to finger picking, and then I started playing Balinese and Javanese gamelan, then sitar.”

It seems fitting that Eddie’s birth certificate shows his full name as Eduardo Iskender Hazera Safyurtlu. A couple of mundane monikers wouldn’t really suffice. “My father’s from Costa Rica,” he explains, “and my mother’s from Turkey, so my name incorporates both. I have a dual American and Turkish citizenship. One caveat of that is if I keep both, I have to do mandatory military service at age 30.

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And speaking of falling, those injuries?

“When I was young I was really into skateboarding,” Eddie says. “I had one bad fall, jumping down a set of stairs. I hurt my knee and really could do nothing much for about eight months.”

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You’re Majoring in What?
Liberal Arts in the Game of Life
by David Raney

Five years ago we ran a piece called “Humanities in the Rearview” detailing some interesting or unusual career choices made by Emory College graduates in fields like philosophy, art history, and English. This issue we thought we’d revisit the idea and expand it to include social science disciplines. Read on and get to know four College alumni whose degrees have taken them to interesting places, doing fascinating things—none of which include the phrase “Fries with that?”

The Community Mobilizer

As a freshman, Gillian Locascio 09C was one of the very first students in Emory’s interdisciplinary INSPIRE program. As one component of the course, she and her classmates were challenged in a class called ORDER to “choose your own adventure”—a phrase that serves as well as any to describe Gillian’s next four years, as well as the path she’s blazed since.

“In one semester, Gillian became the intellectual center of the entire experiment,” says David Lynn, professor and chair of chemistry and co-founder of INSPIRE. “She wrote a proposal to fund a trip to northeast Alabama and Little River Canyon, home to the greatest salamander diversity in North America. Where she works as a “community mobilizer” for an organization called Health Empowering Humanity (HEH), “I coordinate with a group of communities,” she says, “helping them evaluate their health care and other priorities, and trying to connect them with external expertise and support.”

HEH also addresses issues like education, housing and sanitation, all in one of Panama’s poorest, most hard-to-reach areas. “None of these tasks are easy,” she admits, “but you have to have big dreams even as you take small steps.”

If idle hands are truly the devil’s workshop, Locascio won’t be spending much time in that establishment. During and after her years at the College she helped found Emory’s Culinary Club, led inner-city middle school kids on wilderness trips in Arizona, Georgia and Washington, and staffed a health clinic and a wetlands restoration project in post-Katrina New Orleans. In Panama, she’s found time to lend a hand to Engineers Without Borders, co-direct Few for Change (a scholarship fund for indigenous students founded by Emory student Tim Soo), and volunteer as an English teacher in the new middle school that opened in April. And she’s raising two chickens.

“My friends tease me that I like to hold down many ‘trabajitos’ (small jobs) at the same time.” This isn’t fueled by boredom or nervous energy, though. “Gillian has always had the ability to find connections,” according to Tracy Scott, senior lecturer in sociology. “To find the essence of something and apply it to real-world problems. She’s deeply interested in fairness and social justice, and she’s good at finding ways to get things done.”

Scott Lacy puts it even more simply: “She has the talent and determination to change the world.”

The Teacher Ambassador

She arrived at Emory thinking she might major in English—she loved her English classes in high school—and that’s the way it worked out. Though she’s open to unexpected road signs and fresh starts, when Karen Gordon 07C decides to do something, she generally makes it happen.

As a freshman Gordon was a John Emory Scholar, an award given to incoming students who show special leadership potential as well as academic promise. John Emory certainly got that one right. While excelling in her studies, Gordon got involved in all kinds of campus activities: serving on the Scholars advisory board and as co-leader of the Scholarship and Service summer program, mentoring freshmen in the FAME program. “She seemed to make the juggling look so easy,” says Maureen Sweatman, associate director of the Emory Scholars Program.

Vialla Hartfield-Mendez, Director of Engaged Learning in the Office of University-Community Partnerships, directed the Scholars Program that year and calls herself “extremely fortunate” that Gordon applied. “Being co-leader of the summer program is really almost a year-long leadership position,” she says, and “I could not have navigated the whirlpools of that first summer without her. Karen was wise, inspiring, patient and insightful.”
and chicken. There were plenty of sheep, so we ate a lot of
they could leave the village if they chose, they could pursue aca-
wrong, but I could show my female students by example that
And that was OK. It wasn’t my job to tell people their ways are
was just being visible in the village. For a lot of people I was the
a recent swing through Atlanta, “the most important job for me
”I think even more than teaching English,” she says on
teachers as well.
est. She taught English to sixth-to-eleventh graders in Choptal,
part of the world,” Gordon says of the two years she spent in
This focus on service, and on the world beyond her own
windows, has carried into Gordon’s post-College life. An intern-
shop with MedShare International led to a position as marketing coordinator for that nonprofit, which distributes excess medi-
cal supplies in ninety-five countries. And then the Peace Corps
came calling.
“It was a great way for me to experience an expected part of
the world,” Gordon says of the two years she spent in
Kyrgyzstan, a mountainous Turkic state bordered by China to the
east. She taught English to sixth-to-eleventh graders in Choptal,
you're going through and wonder what it would be like to go
into one of those houses and see what the family's doing, what
they're eating, hear what they think.
“I got to live that for two years. And not just to see what
they're doing, but to get to know so many of them, and hope-
fully make an impact that lasts.”

The Denizen of the Arts

If Ben Hutto 68C wore any more hats, he'd be in a Dr. Seuss
book. His official title is director of performing arts at the St.
Alban's School (for boys) and National Cathedral School (for
girls) on the grounds of Washington, D.C.'s magnificent National
Cathedral. But that barely hints at what his Day Planner must
look like.
“‘There's an administrative part of the job, of course—aud-
tions and rehearsals to plan, coordinating things so three groups
don't get scheduled for the same time and space. And as cho-
ral director I have an upper school group of about 140, plus
a middle school group. I'm school organist as well.'
That seems like enough, but Hutto also has what he calls his
‘weekend job’ at Episcopal Cathedral, where he's been
orchestra and choir director for thirteen years. And if pressed
he'll admit to more: organist and director of music at St. John's
Church Lafayette Square; artistic director of the Cathedral Choral
Society, the oldest choral group in Washington.
The society sponsors a festival for high school kids from all
over the city,” Hutto notes, “both public and private schools.
Rinne is director of WaterCredit, an initiative of the non-profit Water.org co-founded by actor Matt Damon. She helps puts the tools of microfinance, in which tiny loans are targeted to needy areas and populations (the idea won Muhammad Yunus a Nobel Peace Prize in 2006), at the disposal of third world countries needing safe, clean water.

Her road has been a winding one, but you couldn’t call it boring. “I changed my major probably seven times,” she laughs in a phone call from her home base of San Francisco. “I entered Emory pre-med, but that lasted only until I realized I’d have to spend decades in a lab before a ‘doctors without borders’ opportunity would allow me to travel.” And though she earned top grades in pre-med chemistry, the kind of course infamous for revising students’ career goals, she knew she didn’t feel “the calling” of medicine. “I needed to start exploring elsewhere.” And that’s what she’s done, in spades. Rinne studied at Oxford during her junior year, double-majored in international relations and Italian (with a minor in art history), spent the year after graduation on a Fulbright in Italy, and has ever since amassed degrees, adventures and miles at a rate few can match. But more impressive than the diplomas on the wall is what she’s done with it all.

“I’m one of those people who think, cliché or not, that the world is your classroom,” says Rinne. In her early twenties she guided hiking and bike tours all over the world, taking time off to travel solo from, as she puts it, “the African Sahara to the Nordic tundra to the Andean cordillera.” She lived with families in Poland and Laos. She was held up at gunpoint in Bolivia.

When he talks about the kids, Hutto’s excitement comes through as clearly as a high note in a hushed church.

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Raggi Moore, a trait she attributes to her father, who inculcated a love of geography. When both parents were killed in a car wreck—she got the terrible news on her last day at Oxford—Rinne say that “in some ways, that set me on the path I’ve been on since. It changed my life, of course. It changed everything. But finally I just said to myself, ‘Don’t hide in the corner. Get up and try something.’”

On the way to becoming a lawyer and international relations specialist, and then gradually a force in microfinance, Rinne has visited forty-nine states and some eighty countries. She sits on the board of the World Wide Web Foundation among other groups, and in January she learned she had been named a Young Global Leader by the World Economic Forum.

“This is a world in which people can have not just three or four jobs, but five or six careers,” she says. “You have to leave yourself open. I do water, law, finance, marketing—and they’re not exactly parallel, but they’re not contradictory either. You could think of it as a bumblebee, I guess, pollinating here and there, gathering and sharing information. I like to think of it as a conversation.

“Maybe it’s another cliché,” says Rinne, “but we just don’t know how long we’re going to be here, and I think we might as well live each day. And Emory played a role in that. I’ll always be a huge fan of Emory because the people there gave me the tools to deal with the outside world, and lots of flexibility.

“The way my life has unfolded makes sense to me now, but it certainly wasn’t logical or linear at the time. It only looks like a path when you look back at it.”
Following a few steps behind a Secret Service agent, former President Jimmy Carter, a University Distinguished Professor at Emory, strolled into the classroom greeting students with his megawatt smile and piercing blue eyes. At 86 years old (he turned 87 October 1st), Carter is still a human dynamo. "The way he wove together the personal and political issues was just terrific," says Idler a week later in her office. She acknowledges that aging isn’t the most sexy topic. "Most students don’t believe they’re ever going to get old or that old people were ever young."
I love older people and think they’re great, but I just wasn’t sure I could handle it,” says Plys.

“It’s amazing,” he says. “At all ages, people who are flourishing are protected from premature morbidity.” He wants people and clinicians—especially the pre-med and public health students who fill his classes—to stop focusing so much on preventing problems from occurring, and start focusing more on promoting and protecting good health, especially mental health.

He also believes that how one starts life will have a great impact later on. “What we’re finding is young people breaking down at alarming rates between the ages of 15 and 24—depression, panic disorder and substance abuse, all these come online between those ages. Once you have it, you’re wounded, scarred for the rest of your life. The risk of it returning is greater as well—we see an upswing of suicide at the end of life.”

“So instead of waiting for a cure, we want to treat this by focusing on what it is you really want in your life.” Purpose, meaning, relationships—these are just a few of the things expressed by Carter as well that add up to flourishing.

DEVELOPING NEW PROGRAMS

Idler’s background in sociology and public health has made her a valuable asset at Emory. After 25 years at Rutgers, she arrived in 2009 with a joint appointment in the College and Rollins School of Public Health; she was also named director of the Religion and Public Health Collaborative, which draws together religion and theology faculty with others in the School of Public Health, the Nursing School, the Medical School and the Ethics Center.

“The recruitment of Ellen Idler to Emory marks an important milestone for aging inquiry at Emory,” says Ted Johnson, MD, MPH, a professor of medicine and epidemiology and director of the Emory Center for Health in Aging. “It’s not simply her own impeccable scholarly credentials, but also her ability to create excitement, lead students to choose aging as a focus of their study, and help develop whole new programs.”

For her spring class, Idler developed partnerships with three centers in the Emory community, giving students an option to perform 20-25 hours of volunteer work instead of writing the traditional research paper. Even she was amazed by the contributions her students made.

Evan Plys created a “Reminiscence and Relaxation” program at the A. G. Rhodes—Idler. Emory should be the top school for gerontology.”

“Mary Red, a rising junior in the Nursing School, volunteered at Clairmont Place, a full-service, independent living retirement community, where she hosted special events and recorded one woman’s oral history. She’s now thinking about going into a geriatric specialty in nursing. She says she learned a lot about resilience from the older people she met. “It got me thinking about what I want my aging experience to be like,” she says. The class also made her think more about new services, inventions, laws and public policies that are needed for an aging population—something Idler hoped students would take away from the class.

There really isn’t any professional school that shouldn’t be thinking of aging,” says Idler. To show her she has met “pockets of research and people” from across campus interested in the area. Now it may be a matter of pulling the threads closer together.

But Carter may have changed the students’ future. “He delved into how people could live healthier and more successful lives, not just longer ones. He began seeing health as something more, something more than just the absence of disease or infirmity. He created a scale related to flourishing (see Wikipedia for more) that measures a person’s sense of well-being and purpose.

As a graduate student in the early 1990s, Keyes sensed that things were coming to a head—that the Baby Boomers were going to be living longer, but society wasn’t prepared for it. So he delved into how people could live healthier and more successful lives, not just longer ones. He began seeing health as something more, something more than just the absence of disease or infirmity. He created a scale related to flourishing (see Wikipedia for more) that measures a person’s sense of well-being and purpose.

“I saw it less about him being old than about him talking about how to live your life to the fullest,” says Kruse.
Everett Bryant passes to Courtlandt Perkins at the Emory Invitational in March.
How you perceive something is not simply a product of what your eyes or ears transmit to your brain. More than the physical reality of photons or sound waves, perception is a product of the brain. Perception lies at the heart of iconoclasm. Iconoclasts see things differently than other people. Literally. They see things differently because their brains do not fall into efficiency traps as much as the average person’s brain. Iconoclasts, either because they were born that way or because they learned how to do it, have found ways to work around the perceptual shortcuts that plague most people. . . . To see things differently than other people, the most effective solution is to bombard the brain with things it has never encountered before. Novelty releases the perceptual process from the shackles of past experience and forces the brain to make new judgments. As we shall see in the following chapters, there are many ways to accomplish this. Iconoclasts, at least successful ones, have a preternatural affinity for new experiences. Where most people shy away from things that are different, the iconoclast embraces novelty.

The problem with novelty, however, is that, for most people, novelty triggers the fear system of the brain. Fear is the second major impediment to thinking like an iconoclast and stops the average person dead in his tracks. . . . Finally (assuming one has conquered perception and fear), to make the transition to successful iconoclast, the individual must sell his ideas to other people. This is where social intelligence comes in. . . . if you think about it, almost every decision we make must be considered in the context of how it might affect the other people in our lives. The true iconoclast does not live in a cabin in the woods [but] navigates a dynamic social network and elicits change that begins with altered perception and ends with effecting change in other people (or dying a failure). Recent neuroscience experiments have revealed which circuits in the brain are responsible for functions like understanding what other people think, fairness, and social identity. These brain regions play key roles in whether an individual convinces other people of her ideas. . . .

The overarching theme of this book is that iconoclasts are able to do things that others say can’t be done, because iconoclasts perceive things differently than other people. This difference in perception plays out in the initial stages of an idea. It plays out in how they manage their fears, and it manifests in how they pitch their ideas to the masses of noniconoclasts. It is an exceedingly rare individual who possesses all three of these traits. In the following chapters, the stories of iconoclasts provide lessons in how their brains, to varying degrees, implement the three key functions. Each story was chosen to exemplify one of these functions. Roll them all together, and you would have the ultimate iconoclast’s brain. . . .
Diane Kempler

In Atlanta, Visual Arts senior lecturer Diane Kempler may be known best for “New Endings,” the striking multipart bronze fountain commissioned by the city for the 1996 Olympics and recently moved to Freedom Park, a few miles from its original location in the heart of downtown.

What many don’t know is that the ceramicist has been a force in Atlanta art for more than three decades, and representing Atlanta on the global stage for much of her career. Kempler’s “global perspective,” as visual arts chair Julia Kjellgaard calls it, has helped win her a laundry list of local and international awards, including a 2009 residency at Denmark’s International Ceramic Studio and public commissions from Bosnia. Kempler’s work has recently netted her most important award yet, a 2011 Fulbright Scholarship to continue her work in India, living with and learning from families of artists.

Awarded specifically for international study, the Fulbright is one of the most prestigious merit-based grants in the world; alumni include some 78 Pulitzer Prize-winners, and three have taken home the Nobel Prize. For Kempler, it means the chance to continue her work with indigenous artists in India, a country she’s returned to just outside New Delhi as a home base.

“(though she may stay longer), using the Sanskriti artists’ residence as a group of Edgewood middle school students to create art for her recent campus-community project, teaming up her ceramics class with a group of Edgewood middle school students to create art for the school’s “Edible Garden,” is in part an exercise in boundary-crossing. “It allowed [my ceramics students] to experience what it’s like to serve and interact with an unfamiliar community.”

Visual arts chair Kjellgaard called Kempler’s investigation of native artisans a valuable part of her work in the classroom, exposing students to artisans’ “whose works are important to regional, religious, or national cultures,” a strange concept for Western artists accustomed to toiling in relative anonymity.

Kempler is excited for her next journey, and takes the pressure that comes with a Fulbright in stride. “You are instructed to be an ambassador for our country.” Kempler said, “so there is that aspect.” Looking at her record as an artist-ambassador for the country, and the Fulbright, will be well represented.

by Marc Schultz

The expansive time-frame will give Kempler the chance to “investigate more villages in more places,” and maybe even some time “to do some ceramic work related to my findings.”

Kempler considers the Fulbright validation of the global perspective she works to instill in her students. Even her recent campus-community project, teaming up her ceramics class with a group of Edgewood middle school students to create art for the school’s “Edible Garden,” is in part an exercise in boundary-crossing. “It allowed [my ceramics students] to experience what it’s like to serve and interact with an unfamiliar community.”

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Kempler said. “Last time I travelled with a videographer. This time I will be doing my own [filming] and also traveling alone.”
Laura Namy, psychology, became a research fellow of the American Psychological Association.

Catherine Nickerson, Institute of the Liberal Arts, won the George Dove Award for contributions to the study of crime fiction.

Bobbi Patterson won Teacher of the Year from the American Academy of Religion.

Dan Reiter, political science, received a best Book Award from the American Political Science Association for *How Wars End*, which was also named an Outstanding Academic Title by Choice.

James Rilling, anthropology, received the Templeton Positive Neuroscience Award.

Judith Rohrer, art history, was elected a lifetime corresponding member of the Royal Catalan Academy of Fine Arts of Saint George.

Joseph Skibell, creative writing, won the Sami Rohr Prize for Jewish Literature (Choice Award) and Georgia Author of the Year for his novel *A Curable Romantic*, which was also named Atlanta magazine’s best novel of 2010.

Natasha Trethewey, creative writing, was an Eleanor Bateman Alumni scholar in residence at the University of Massachusetts and received the Mississippi Institute of Arts and Letters Book Prize for Beyond Katrina.

Alessandro Veneziani, mathematics and computer science, won a grant for excellence in brain aneurysm research from the Brain Aneurysm Foundation.

Kim Wallen, psychology, was named a fellow of the Association for Psychological Science.

Nagueyalti Warren, African American studies, won the Violet Reed Hais Poetry Award.

Drew Westen, psychology, was named a strategic advisor to the Democratic Caucus of the U.S. Senate and House of Representatives.

Li Xiong, mathematics and computer science, won an IBM Smarter Planet Innovation Award and a Cisco Research Award.

Kevin Young, creative writing, received an Artist Fellowship in Poetry from the Massachusetts Cultural Council.

Tao Zha, economics, has been named a research associate at the National Bureau of Economics Research.

A NEW WAY TO TEACH SCIENCE
A new chemistry addition will strengthen education for students at all levels and fuel scientific research. (page 26)

OPENING DOORS
Gifts to the Emory College Fund for Excellence create new opportunities for students. (page 26)

Compassion and Gratitude Inspire a Major Gift

James E. Varner Jr.’s estate gift of $15.4 million moves Emory College closer to its $110 million Campaign Emory goal. (page 27)
Fund for Excellence Opens
New Doors for Emory Students

Considering a career in medical research, sophomore Yaseen Jamal of Glen Ellyn, Illinois, spent six weeks in Italy this summer as part of a joint study program with Emory School of Medicine and Italian Studies.

The course, “Medicine and Compassion,” took Jamal and about 30 other students through Rome, Naples, Venice, and other cities to investigate modern and Renaissance art, literature, and architecture—and through them some of the deeper meanings of compassion and healing. He was able to go because of a grant from the Emory College Fund for Excellence. Alumni and friends who support the Fund for Excellence create a learning experience like no other, and they help Emory offer that experience to every qualified student.

Yaseen Jamal 13C of Glen Ellyn, Illinois, studied in Italy this summer with support from the Emory College Fund for Excellence.

A New Way to Teach Science

The traditional approach to science education long has been to divide students into two categories and teach them separately. Undergraduates take notes in packed lecture halls, graduate students conduct laboratory research, and the two groups rarely interact in meaningful ways. Recent research shows this division is counterproductive, says David Lynn, chair of the Department of Chemistry.

“We now know that the most powerful teaching tool we have is collaboration,” he says. This finding is sparking a shift in the way Emory teaches science and has inspired the creation of a new chemistry addition now planned for the center of the campus. Part new construction, part renovation, and wholly innovative, the building will combine technology and design to increase interaction among students at all levels, enable problem-based learning, and connect undergraduates to the real work of science in the lab.

Lynn expects the facility, along with the new teaching approach, to enliven the communities, fuel research discoveries, and attract more students to careers in science. To introduce our newest board members.

Thanis Bauris BBC chairs the Appalachian Studies Program at Radford University in Radford, Virginia.

Dawn Francis-Chewning 79C is a librarian in Houston, Texas.

Shannon Smith 90C is a regional volunteer and...
ON A VISIT TO EMORY as a high school senior, David Alvarez ’64C thought the campus was the most beautiful place he’d ever seen.

When his family moved from Nashville to San Francisco after his freshman year at Emory College, he chose to commute across the country rather than transfer.

“Several extended family members who are alumni of Berkeley thought I was crazy not to transfer. All these years I have been singing the praises of Emory, watching it improve and grow into an internationally known research university,” says Alvarez. He and his wife, Carole Ann, serve on the Emory College Alumni Board and have created a charitable gift annuity to help the college continue to excel.

Learn about charitable gift annuities, which provide income for life while supporting programs you choose, by calling 404.727.8875 or visiting www.emory.edu/giftplanning.

Plan to strengthen what you love.