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“To the extent they think about it at all, people may think mathematicians mostly multiply big numbers in their heads.”
As many of you will know, in mid-September I announced a series of changes to reorganize the College—a plan that will provide the necessary funds to ensure a sustainable financial path, and a vibrant intellectual future for the College—including the phasing out of four academic departments and programs, a dramatic reimagining of another, and the suspension of admissions to two graduate programs. This plan will be implemented over the next five years. All tenured faculty will be retained, with their tenure relocated to another department if necessary, and all faculty in the impacted departments will remain in their current positions for at least two academic years. (See the Emory Report story for the details: http://news.emory.edu/stories/2012/09/EmoryCollegePlan/campus.html.) The funds freed up by these steps will be reinvested in the academic mission of the College, so that we can better achieve our intellectual ambitions as a thriving College of Arts and Sciences. This announcement followed three years of work by an advisory committee of faculty formally appointed by the College’s Faculty Governance Committee, including work by the advisory committee with my predecessor, Dean Robert Paul.

In this letter, I do not want to revisit the details of that announcement, although there is much that could be said. Rather, I want to speak about the community response. For many months before my arrival, both President Wagner and Dean Paul spoke about the need to make hard choices about the allocation of resources on our campus. The creation of the advisory committee was publicized in the minutes of the Governance Committee meetings, in annual letters to the faculty seeking nominations for the committee, and in my monthly meetings with the department chairs and program directors from all across the College. And last spring, in one of my meetings with the chairs and directors, after reviewing the process with them, I told them that things were moving toward an announcement in September that would include such steps as the closing of multiple departments. The impending announcement, and the form it would likely take, was not a secret, but nor was it well known or understood, especially beyond the faculty. Indeed, those of us involved with these decisions continue to explore how we might have communicated more effectively and more broadly while still preserving the integrity of the process.

Understandably, after the announcement of these changes many on campus responded with surprise, and some with anger. I understand these responses. In fact, I share the deep sense of loss. Each of these programs has made important contributions to Emory College, and has played a valuable role in shaping the institution in which we feel so much pride. There were no easy decisions, but this painful reorganization is, in my view, essential to create a more exciting future for the College.

While I received numerous expressions of support following the announcement, some of our faculty and students organized rallies in the academic quad—protest the cuts, and submitted letters to The Wheel making their case. The point I wish to emphasize is that, strange as it might seem, I am supportive of these rallies and the expressions of dissent.

Some have expressed the view that the fact that so many were upset by the announcement is compelling evidence that there was a problem with the process. While I would not argue that the process was perfect, I do not agree with this logic. First, it is hard to imagine any process that resulted in the conclusion that four programs would be phased out that would not lead to a similar response. Perhaps more significantly, though, we should not be afraid of disagreement and dissent—such a view would be tantamount to a commitment to avoid difficult and controversial decisions. Far from being a sign of weakness or a cause for embarrassment, such outpourings of passionate support for the institution should be viewed as a great strength of our community, and a source of pride.

Our university works best when our disagreements can be aired publicly, without fear of recrimination, and when those who disagree—including with me—have the opportunity to be heard, not just by me, but by each other and everyone else. This is true when the question concerns the labor practices of our contracted food service, the presence of controversial companies on campus, or decisions about our academic programs. At our best, expressions of dissent are well informed and respectful, and allow for a further exchange of views.

To take one brilliant example, the announcement of last year’s commencement speaker, Ben Carson, sparked some controversy when our faculty became aware of his skepticism about evolution. In an eloquent and moving letter to the Emory community, printed in The Wheel, several members of our faculty emphasized the centrality of evolution in our understanding of the world. They also praised Dr. Carson for his accomplishments as a neurosurgeon and a leader of philanthropy, and they expressed confidence that he would give a meaningful commencement address. They did not encourage any active demonstration or disruption of his speech, but rather sought to provide additional context. As you listen to Dr. Carson’s remarks, they wrote, “we ask you to also consider the enormous positive impact of science on our lives and how that science rests squarely on the shoulders of evolution.”

In other words, not every issue requires rallies and protests—that would certainly be exhausting. However, the option for those more aggressive forms of expression helps to protect our campus from straying too far off-course from our shared sense of mission. Administrators and faculty alike understand that their decisions—or sometimes their lack of a decision—could result in students taking to the quad. A university must be a place where dissent is not only tolerated but encouraged, welcomed and engaged. It is wonderful to be part of a community in which its members feel strongly enough, and care enough, to fight for what they believe. Even if what they believe is that I am wrong...
Early to the Feast

As with 99.9% of students in the western world, my undergraduate education at the University of Texas consisted mainly of textbooks, lectures, labs, tests, and assigned-topic papers. Junior and senior assignments required occasional library visits, but I could not, when asked, direct an inquirer to Special Collections, that remote, exclusive preserve of professors and postgraduates that played no part in our learning or in the formation of our intellectual lives. When I returned later to graduate school in English, on only one occasion during the first three years did a professor take the seminar to what had become the famous Ransom Center, and then only for purposes of a demonstrated lecture on bibliography and methods of research: the only primary materials present were under glass cases, untouchable. Not until I began writing my doctoral dissertation was I finally admitted to the treasure troves of manuscripts, letters, and rare editions. As I prepared my first classes in anticipation of arriving at Emory in September 1969, I had no thought of exposing my students to such transformative riches. In any event, Special Collections in the new Woodruff Library, which opened on my first day here, had no archival materials in my field. The undergraduate educational experience continued as I had known it.

Relationships Happen

Of all the people from whom I asked for help in writing this message, perhaps the best advice came from my grandson Soren, aged 6. “Pappa,” he said, “tell your students that what’s important is to be kind to people, eat healthy food, and make good poopies.” It’s difficult to improve on that advice, but let me try.

My main point is there is nothing more important in the university experience, and dare I say in life itself, than our relationships. And of our relationships, few are more important than those formed in college between students and their professors. They provide the basic building blocks from which a university is built.

Remove the buildings, but if you have professors willing to teach and students willing to learn, you still have a college. Remove the students but keep the professors, and you may have a research institute but you will not have a college. Likewise, if you remove the professors but keep the students, you may have one great party, but you will not have a college.

It is easy to say what is good for the college: it is anything that supports the student-professor relationship. From this perspective, being an effective teacher depends on building those relationships. Having nice classrooms to teach in and smart technology available to use are delightful additions to this process, but they are neither necessary nor sufficient for good teaching to take place.

I have one more bit of advice. As you value your relationships, pay special attention to their endings. While beginning and deepening relationships are important, it is the endings that provide the richest source of learning. It is only then that you can look back to find out what you did well and what you did poorly, so that you can apply that knowledge to your next relationships.

Think about how you ended your time at Emory. Remember the people to whom you were going to say special things before you ended. Evaluate how you did. If you are like most of us, you didn’t end very well. You didn’t tell many of the people that meant something to you during your time at Emory that they were important and appreciated. You got busy and maybe irritated as you ended, the two major ways that we soften the pain of ending—especially when we are ending something good.

But it is not too late. Many of those people are still around, be they former peers or professors. You have time to contact them and tell them they meant something to you. You have no idea how important that might be, to them and to you.

So, a take-home message? Give your relationships the attention they deserve, and especially how you have ended them. Beginning and ending relationships are the rhythm track of our lives, but we get no formal education about how to do it well. So you are going to have to do some home schooling.

And of course, remember that it is always good to be kind to others, eat healthy food and … well, you know.

Stephen Nowicki
Charles Howard Candler Professor of Psychology

We asked five newly or recently retired professors to reflect on what they’ve learned, what they enjoy or regret, and what they might do differently. Here are their answers.

Things I Know Now

RELATIONSHIPS HAPPEN

We asked five newly or recently retired professors to reflect on what they’ve learned, what they enjoy or regret, and what they might do differently. Here are their answers.
It was during this period that I received a phone call from Leon.

"How do you get here from there?" is a question often asked of one who has achieved what passes for success. That question assumes there is a rational explanation which, once understood, can help others become successful. However, the most truthful response to this question is simply, "The randomness of life is primarily responsible for change.

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"Undergr...
I retired from the College in August 2011, attached myself as a consultant to the fledgling African Americans and Sports Collections in the Library’s Manuscript, Archives, and Rare Book Library (MARBL) in September, and signed on as Senior Faculty Curator (part-time) this past February. Unlike my three fellow curators ("legal guardians," according to my vintage American Heritage Dictionary) who oversee the African American Collections, the Literary Collections and Raymond Danowski Poetry Library, and the Modern Political and Historical Collections, I am without a collection to call my own—most definitely it is not the "Senior Faculty"—and serve as a sort of Ambassador without Portfolio across the three designated collections. We four, with a fifth who joined us in August, convene monthly for some of the liveliest two-hour sessions that I can recall attending during my four-plus decades in academe. Explanation and examples follow but, first, back to the sky bridge, the wizard’s room, and some other magical places.

Between them, the Woodruff and Candler libraries boast many spaces to delight the eye and rest the soul, but my own digs fail to register among them. My modest quarters in Woodruff fall more under the category of Economy Class, although upgrades are readily at hand. These include the aforementioned Hogwarts Hall and Portmanesque floating bridge, the "Quiet Floors" of Woodruff Library—3rd, 4th, 5th, and 8th, and its 10th floor atria (a "nest of an eagle or other predatory bird," according to my AHD), where buzzards were recently photographed by a MARBLer and where visitors, students, staff, and scholars perch in the "porch" to gain a panoramic perspective on far-flung Atlanta, the full 360 degrees of it. All offer space and light, areas for enjoyment and repose.

During my 45+ years in the College, by way of contrast, I too often felt distant from my colleagues’ scholarship, the progress of geographers, anthropologists, and planners. Now, four decades later and as Senior Faculty Curator (part-time), I have the good fortune to be able to pack-me-up, move-me-out. (Perhaps, after all, Economy Class best defines my territorial limits.)

I also taught classes in all three buildings, as well as here and there across (and off) campus. Most of these structures were rigorously utilitarian: often rectilinear, defined by long corridors, illuminated by artificial light. Functional enough for the most part, yet anything but aesthetically pleasing. Almost all were wanting in space and light, that never mind beauty. Now that I operate in an environment that offers all three, I sense how much was missing in my daily rounds during my tenure in the College. Back then, I should have recast the trite-but-true injunction to "think outside the box" as something along the lines of "venture outside," beyond the narrow boundaries I had so thoughtlessly inhabited.

But back to the 10th floor of the Library, where we curators meet in reports, their month-by-month staging, keeps them fresh in memory and provides narrative coherence, a story line to be maintained, recalled, updated. The sense that these sessions convey is less committee meeting than faculty seminar.

In years as a faculty member, I participated in only two such efforts. One, at Emory, was really a discussion group, a "proseminar" for sharing ideas and perspectives across the curricular boundaries, interesting, at times provocative, but in the long run rather unmemorable. The other, before I came to Emory, was a full-fledged research-based seminar in urban studies, in which each participant presented and defended work in progress. I still recall specific debates, some of them turning into arguments, over matters of method and definition, as well as shifting alliances between (and among) humanists, social scientists, and design professionals. I hailed myself then with geographers, anthropologists, and planners. Now, four decades later, I feel more in touch.

During my "departmental years," by contrast, I too often felt distant from my colleagues’ scholarship, the progress of their work. Even as chair, when I reviewed their updated CVs each year, I wished their articles and books, I often found it difficult to measure the long-term direction of their research efforts. The end products, the completed works, were of value, but the narrative of their development was often obscure—something was missing. Something like a departmental research seminar, a periodic sharing of work-in-progress, might have helped then, might be in order now.

"Two cultures: Library and College," I offered as an opener. How wide a gap between the two, how deep a divide? On a C. P. Snow scale from one to ten, I’d grade it fairly low: let’s say, one point something. And of course there’s always that airborne bridge between Library and College, symbolic but real, a two-way street connecting my two cultures.
As if that’s not enough, Andrade adds one other characteristic that sets Kang apart: humility. “People like and trust him,” says Andrade. “He’s remarkably good at forging relationships with others.”

Perhaps that comes naturally to a “third-culture kid.” Kang has spent his life navigating different cultures. He was born in Korea, then moved with his family to China at the age of 11 and to Guatemala during his high school years. His father is in the shipping business, and his mother manages a small academy that teaches Korean to second-generation Korean-Guatemalans.

When he arrived at Emory as a Kemp Malone Scholar (attracted to “Emory’s environmental-friendly atmosphere and amazing faculty”), he admits he was a self-doubter at first and vacillated about what to concentrate on.

“I came to Emory thinking that I would major in environmental studies and business, and make a living as a green businessman,” says Kang. But during his freshman year, he started exploring other fields such as economics, political science and East Asian studies. Then, he met his “life-long mentors,” Andrade and Tong Soon Lee, associate professor of music, and realized that his real passion was for both music and history.

That summer he won a SIRE (Scholarly Inquiry and Research at Emory) summer research grant for a project titled “Aesthetics of Haegum Performance: Multi-Faceted Analysis of Korean Cultural Heritage.” That took him to Seoul, Korea, where he spent a few months learning to play the haegum, a Korean fiddle, from traditional musicians, as well as interviewing performers and transcribing music. This first research project also yielded a conference paper that he presented last year at a Southeast regional meeting of the Society for Ethnomusicology at Vanderbilt University.

“In hindsight, my first research project in Korea was a soul-searching journey,” he says. When he returned to Emory that fall, he composed his own fusion music that combined free jazz with Korean traditional music, which he then performed at the Emory Arts Showcase. (He won third place in the Original Music category.) The composition and performance represented a big step for him—a public declaration of his “hybrid identity.”

During his sophomore year, Kang joined a SIRE program that connects undergraduates with faculty members pursuing focused research topics, and became associated with Andrade’s group. The project looked at the question of European expansion, beginning in the 1400s, as part of broader trends in world history rather than as a fait accompli. Kang became intrigued by the extent to which Europeans enjoyed a technological advantage in warfare vis-à-vis other Eurasians, and according to Andrade he was soon doing “stunningly original research.”

“Working with Korean and Chinese sources,” Andrade goes on, “Kang began researching East Asian military technologies, and what he’s found so far promises to provide a significant contribution to the field: that Korean military specialists were developing technologies and techniques that were strikingly similar to those being developed contemporaneously in Europe.”

While at Emory, Kang has also found time to use his Spanish fluency and familiarity with Latin America to work on global health initiatives. He contributed first to Emory Global Brigades and recently to Global HEED (Health Education and Economic Development), which he co-founded. HEED now offers blood-pressure screening tests through the Atlanta Latin American Association and recruits summer interns for volunteer trips to Guatemala.

Music continues to be a big part of his life. He sings in AHANA A Cappella, known for its focus on R&B (his personal favorites are Stevie Wonder, John Legend and Boyz II Men), and in the Emory Concert Choir. He has been part of ensembles playing Chinese and Tibetan music, Korean percussion, and the Japanese gamelan, working with Lee for the past three years in organizing the annual Echoes of Asia concert.

In fall 2013, he plans to apply to PhD programs in East Asian history and eventually join academics as a Korean historian. But he doesn’t intend to leave music behind. He says his experiences at Emory have inspired him to continue being a “double agent,” doing research at the intersection of music and history.
**Skyping Shakespeare**

Halfway through the first class meeting of “International Shakespeare in a New Media World,” students must have realized this wasn’t going to be a typical English course.

They had already been tipped off when they met their co-instructors:

Sheila Cavanagh, professor of English, who was in the classroom located in Woodruff Library; and Kevin Quarmby, now an assistant professor of English at Oxford College, who joined them from his hotel room in Casablanca, Morocco.

Quarmby was present via Skype, the popular real-time video conferencing tool.

To provide a behind-the-scenes look at how the Internet is literally strung together (transmission is through wires and cables, not by satellite as most people assume), students and instructors went on a field trip to a cable closet located a short walk away. And rather than leave Quarmby out, Cavanagh escorted him courtesy of her iPad, which she held carefully in front of her so that he could see every step of the way.

It was an unusual moment. In a library that has morphed from a book repository to a digital commons, a course on Shakespeare is moving out of the traditional classroom to explore the frontiers of the digital-global learning experience.

**Wanna Skype?**

As pioneers of this approach, Cavanagh and Quarmby have made considerable progress in the two years they’ve been collaborating. A chance remark by Quarmby started the ball rolling while they were both attending an international Shakespeare conference in Kolkata, India. Cavanagh had been teaching and lecturing in eastern India for many years, working with both major universities and remote tribal colleges. Quarmby was a longtime actor in London, appearing on stage, film, and TV for over 30 years (he was strangled by Peter O’Toole in the 1980 Old Vic production of Macbeth) before migrating to academia and becoming a Shakespeare scholar. They were saying their goodbyes at the conference, with Quarmby headed off to Skype his wife and Cavanagh to Skype her son, when Quarmby remarked, “You know, I could Skype into your classes.” Cue lightbulbs in both their heads.

Cavanagh took the idea back to Emory and, with the support of Emory’s Center for Interactive Teaching (ECIT), the Center for Faculty Development and Excellence, and the Halle Institute for Global Learning, was soon introducing Quarmby to her “Shakespeare in Performance” class.

“I had no idea how it was going to work, what it was going to look like, or if it would be just a one-time deal,” says Cavanagh. But one Skype session turned into two, then more, as Quarmby excelled in helping students analyze different readings and stagings of Shakespeare’s work, even acting out live scenes with them.

The first classes taught them some valuable lessons. In the beginning, students sat at their desks and stared at Quarmby as if they were watching television. The first time a student read a Shakespeare scene with Quarmby, he stayed in his seat. But when they tried the scene again, Cavanagh suggested he stand up and face Quarmby on the monitor. It was only when Quarmby leaned into the camera and, gesturing with his hand, said, “Come hither,” and the student took a step forward, that everyone in the class understood the real-time physical nature of the connection.

“That was a galvanizing moment in what we do because we realized how important it is to establish early on that our connection is fully interactive,” says Cavanagh. Since then, they have incorporated an “on your feet” segment where students stand up in front of the Skype camera and have face-to-face interactions with Quarmby.

They’ve also learned that educational technologists must be brought in early—and often—to help design and deliver the class. If Cavanagh and Quarmby are pioneers, the technologists are the cavalry. They hold biweekly meetings with the tech people in advance of the class, meet in a fully equipped ECIT classroom, and intentionally expose the students to the process behind the monitors and cameras so that they understand the technology behind the delivery. They believe it’s important for students to see how instructors and technologists improvise solutions when connections crash—say when “large-screen Quarmby” goes away and must be replaced by “iPad Quarmby” or “instant messaging Quarmby.” In the process, students are learning nearly as much about communicating in a videoconferencing environment that may one day become the norm as they are with the writings of one of the world’s greatest creators of human comedy and tragedy.

“That was a galvanizing moment in what we do because we realized how important it is to establish early on that our connection is fully interactive.”
Shakespeare as a Delivery Device?

Anna Dobben 13C, a student in the “International Shakespeare in a New Media World” class, says she was struck by how people from different cultures adapted Shakespeare, “something that is so inherently English.” In one of the classes, Emory students interacted with a class from Hassan II University in Casablanca. The conversation ranged from topics such as food and superstitions (do people still believe in witches?) to friendships (do Emory students have any Muslim friends—the answer being an enthusiastic yes). For Dobben’s final project she interviewed several generations of a family in Argentina, then created an e-book version of *Taming of the Shrew* set in the Carnival of Argentina.

“I feel like I’ve learned how to make international connections and I feel spurred on to read more Shakespeare plays,” she says. Both Cavanagh and Quarmby understand that today’s generation of students is far more comfortable with social media than with the writings of the Bard of Avon. But they’ve crafted a curriculum that uses blogging, new media and written analysis to play to the strengths of both. Their ultimate goal, says Cavanagh, is to “use Shakespeare as a medium to bring the world together, not just to take Shakespeare to the world.”

They also emphasize that they want to connect diverse groups of students. “Some of our international connections are urban, some rural, some with students who’ve never been out of their village, many whose parents are not educated at all,” says Cavanagh. “Because of technology we can bring groups of students together who would never otherwise have communicated.”

Quarmby cites a recent conversation with an educational technologist at Hassan II University that demonstrates the momentum that’s starting to build. The staff member was “bubbling over,” he says. Since the university’s initial contact with the World Shakespeare Project, Quarmby reports, “everybody was throwing money at his department for the first time ever. He was screaming at the camera, ‘Thank you, thank you.’”

By the end of the first semester, it was obvious that Cavanagh and Quarmby had all the ingredients for a long-running show: a mutual passion for Shakespeare, easygoing personalities from both sides of the Atlantic that could handle the occasional bump or flat tire on the information highway, and perhaps most importantly the support and resources at Emory to pull off this high-tech balancing act. They are also committed to using the course as a scalable model for others, proselytizing about their experience at major academic conferences.

From that first class they have consolidated their repertoire into the World Shakespeare Project. They have ventured into cross-cultural Shakespearean dialogues in West Bengal, London and Morocco, with plans under way to collaborate with American Indian Tribal colleges. This fall they are co-teaching a class between the Emory campus and Oxford College, the first time the two campuses have been linked in a semester-long class with instructors on both campuses teaching simultaneously.

An upcoming TV documentary called *Shakespeare Now* will feature their work in its ten-hour series. The Goizueta Business School is taking notes to see how faculty and staff might incorporate the videoconferencing process and collaboration into its curriculum. And the Center for Faculty Development and Excellence (CFDE) is holding up the project as a model for all faculty. “I really hope the success of the venture will encourage other Emory faculty to consider adding a live video conferencing dimension to their courses,” says CFDE director Steve Everett.

“What’s most interesting about this project is the way the love of teaching and the love of learning transcend boundaries,” says Rosemary Magee, Emory University Vice President and Secretary, who has followed the project since its inception. “It reconfirms the power of literature across time, place, culture, and nationality.”
If you’re like many people, when someone says “math,” you think “problem.” A head-scratching homework assignment maybe, or an equation on a whiteboard (or blackboard, depending on your age). Possibly a problem with a required course, if mathematics didn’t happen to be your forte.

Mathematicians think about such things a little differently. And the problems they think about might surprise you.
Someone once asked the philosopher Alfred North Whitehead at a dinner party what he did for a living, then responded, "Oh, but we're all philosophers, aren't we?" To which Whitehead is supposed to have replied, "Yes, but some of us spend all day at it!" Mathematicians—those who spend all day at it—are certainly familiar with equations, and the ones at Emory are also accomplished teachers. But they turn their talents to a wider world than whiteboards.

Take Michele Benzi, for example. As Samuel Candler Dobbs Professor of Mathematics and Computer Science, his research areas sound abstract enough: numerical linear algebra, complex networks, Markov chains. But dig deeper. In studying mathematical models of networks, his work ranges as far afield as terrorists and Facebook.

Or take Professor James Nagy, who investigates, among other things, x-ray machines and space telescopes. As different as those topics might seem, both present image problems, and not the kind that celebrities hire PR firms to fix. X-rays and CT scans rely on the interpretation of a great deal of data, and like a telescopic image they can be distorted by movement, whether in the atmosphere, a patient, or the machine itself. Sophisticated mathematical models of the process can sort out "noise" from useful data and thus stabilize the image, helping doctors and astronomers make sense of what they're seeing.

"How does that work?" "Say you have an x-ray." Nagy says, "and you know how much radiation it's emitting, and how much gets to the other side. It's going to lose energy, but how much depends on what it hits when it goes through you—flesh, bone, and so forth. A mathematical model that describes that process can help tell you what's in between.

"It's very interesting work. You don't have to be an engineer, but you have to work with the engineer, or the chemist or biologist, so they can give you some idea how these equations come about. And Emory can be very good at that kind of crossover. Most people know they don't know everything, and some of these problems are extremely complicated. So you need to seek out collaborations—even if there might be different research goals involved."

Allesandro Veneziani, an associate professor in the department, agrees that Emory makes it easy for disciplines to cross-pollinate this way. He's currently working with doctors at Emory Hospital who are interested in cardiovascular disease. That may seem like a stretch for a mathematician, but consider that Veneziani has also worked on Olympic swimsuits and the brakes on a Ducati motorbike. The connection? Blood or brakes, hearts or Harleys, all fluid is ruled by fluid dynamics, which can be modeled mathematically—the advantage being that you can try out options beforehand, without bikes (or bypasses) crashing.

Veneziani explains some of this with the help of charts and diagrams, including one titled Even Math Has a Heart. "I've been working on these models for 15 years or so now. With the doctors I'm computing the geometry of blood vessels and how they stretch. When you do a coronary bypass, for instance, because of plaques the blood flows faster here, slower there, creating different pressures like a river curving around bends. The idea is to simulate this mathematically, and create software so we can do virtual operations, try to predict the best outcomes.

"At the end of the day, it's about making the patient happy, not about publishing a paper."

Ask them what people think mathematicians do, and the professors' answers vary (a little). "To the extent they think about it at all," says Ken Ono, Asa Griggs Candler Professor, "people may think mathematicians mostly multiply big numbers in their heads." Ono does work with big numbers on occasion but says his area, pure or theoretical mathematics, isn't really about calculation. "We're talking about ideas," he says. "Not just book work, or doing a calculation borrowed from someone else. We have to learn to think deeply before we have the right to come up with something others haven't found. That's how you train people to become theoretical mathematicians."

Watching him do just that, with three summer program students in his office and at a graduate colloquium down the hall, it's easy to see what he means. Prof. Ono and his students are tossing around terms that may sound like Martian to most of us—Möbius inversions, supersingular $J$ values, nonholomorphic modular functions—but as Ono challenges them to push through difficult spots or attack the problem from a different angle, even a nonmathematician can just about visualize the concepts twisting and turning in the air, balancing deftly, locking into place.

Much of math is visual for him, Ono says. " Ninety to ninety-five percent, probably. If you were to go to my house, you'd never believe I was a mathematician. There are no math books there. I can't speak for everyone, but I do a lot of my work working out, riding my bike or running. What we do in pure mathematics I like to describe as the stuff of the mind."

Prof. Ono, too, has heard the myth that higher math means being a human calculator. He thinks it's a shame, because to him math is no party trick. "And it isn't boring. So many people think so. Coming through immigration I'm always asked what I do, and then I get 'Oh no, I don't like math.' It's scary, and I'm no good at it. I always think probably he didn't have a good instructor.

"But I'm having a good experience with the undergraduates here. It's fun letting them know what we do. They come to my class on, say, partial differential equations, and they may think we're going to do some boring stuff. Then I start talking about traffic jams, and how to describe the dynamics of that. We start with a real problem and try to find a mathematical representation. And often they end up saying 'Wow—that's really cool.'"

James Nagy feels much the same about the importance of teaching. "Most mathematicians will tell you that when they mention what they do,
As Ono challenges students to push through a difficult spot or attack the problem from a different angle, even a nonmathematician can just about visualize the concepts twisting and turning in the air, balancing delicately, locking into place.

Through a difficult spot or can just about visualize the concepts twisting a different angle, even balancing delicately, locking into place. As Ono challenges students to push forward with "computational biology," which two math professors defined in the New York Times recently as "the ability to make quantitative connections whenever life requires (as when we are confronted with conflicting medical results but need to decide whether to undergo a further procedure) . . . to move practically between everyday problems and mathematical formulations (as when we decide whether it is better to buy or lease a new car)."

Another writer in Scientific American notes that algebra, for example, isn't as abstract and esoteric as people think. "It underlies technology and science that we use every day," from smart phones to cars. Limiting its teaching to prospective engineers "will only serve to increase the disparity between those who 'get it' and those who don't."

For those who "get it," quantitative thinking in its all forms does more than enhance job prospects. Like the other liberal arts, it renders the mind more disciplined and more elastic, teaching both logic and creativity. Also beauty—which, if you don't think fondly of your own encounters with math, might not be the first word you'd reach for. James Nagy asserts that while applied and theoretical mathematicians may be motivated by different kinds of problems, "They both see beauty in them. That's one of the great things about mathematics, there's room for lots of different questions and answers."
Theater Emory fools around with *Comic Mysteries (Mistero Buffo)* by Dario Fo.
Excerpt:

...of the Georgia Coast and in July...

"Life Traces of the Georgia Coast"

Anthony J. Martin is a Professor of the Practice in the environmental studies department. He joined the Emory faculty in 1990.

This expectation of discovery also reinvented one of the many reasons why I insist on being in front whenever taking students along this path. In my experience, feet tell better to the Georgia coast than do the eyes. It is not just that one is able to notice much of what is afoot among them, hurrying along such routes in a needless race against time. As a result, small and otherwise subtle tracks are missed. Narrow dune trails cutting across our path, snapped with the gelatinous footfall of a dune mouse, veined with dragonfly tracks, or the scratchings of a sandpiper along the dune face, are now hard to see. All of these trails could be viewed as an asset, as student conversations turn toward favorite topics, that deal with places and situations other than the here and now.

Safety was another consideration, as I wanted to make sure that my novice students did not accidentally stumble onto something that presented them with unforeseen challenges. For example, although I had readily identified this snake as a harmless corn or run snake—some species of Elaphe—I knew that the much larger and venomous eastern diamondback rattlesnake (Crotalus adamanteus) was common along parts of the Nature Trail.

Although I had not seen a rattlesnake on Sapelo, I had observed their presence many times along the same pathways. These felines were detectable at wide, measuring displacements of leaves and stones on the forest floor, sometimes tunneled underground the debris, which neatly distinguished them from similar disturbances made by armadillos. These snakes were not tiny; I remember being frightened, being a big, fat, huge size of some individuals; some of which were more than 20 cm (8 in) wide. These traces also spoke of how they moved in and through the leaf litter of the forest floor while hunting for small reptiles. Other snake trails were also detectable on sandy surfaces of well-maintained dune trails and coastal dunes. In fact, during a solo visit to Sapelo the following year, I saw such a sinuous pattern on top of a footpath that I had left earlier in the afternoon.

Deborah Lipstadt, Dorot Professor of Modern Jewish and Holocaust Studies, has never been one to let grass grow under her feet. Or kudzu. Bamboo, even. You have to be sprightly to keep up with her, walking or talking. This spring Dr. Lipstadt published her fourth book, The Eichmann Trial, and in July she traveled to Rwanda for an international conference on “Genocide and Denial.” On the August day we spoke, she had recently returned from a week’s teaching at the Wexner Foundation in Aspen. She was leaving that evening for Ireland to lead an intensive seminar for teachers at Trinity College on the subject of genocide and the Holocaust.

Professor Lipstadt’s trophy case, if she had one, would be packed. She’s received numerous lecturing awards and honorary doctorates, the 2010 James Walston Johnson Medal for Humanities service, and requests to serve presidential administrations on both sides of the aisle. She was appointed by Condoleezza Rice to the US delegation to Romania, by Presidents Clinton and Obama to the US Holocaust Memorial Council, and by Georgia W. Busch as his representative at a ceremony marking the 60th anniversary of the liberation of Auschwitz.

Now she has added to all these recognitions of her work the Raphael Lemkin Prize, given by the Auschwitz Institute for Peace and Reconciliation (AIPR) and named for the Polish lawyer who coined the word “genocide” in 1943. She shares the honor with retired US Army General Wesley Clark. Announcing the award, for contributions to the cause of preventing genocide, the AIPR said that “Professor Lipstadt is one of two Holocaust scholars invited. For political purposes, she says, “I had the most heartbreakingly tiring thing from a Tutsi survivor: ‘When they said ‘Never again’ after World War II, we thought it was for everyone for everyone.’”

Four years before, as Emory’s Commencement speaker, Lipstadt put the same point another way, telling graduating students and their families, “While you cannot fight every injustice you encounter, there will be wrongs you simply cannot ignore.”

In 2000 she managed to right another wrong in the case of David Irving, a British author and Holocaust denier who sued her for libel in 1995 (and lost, resoundingly). Lipstadt received international attention for that case, and wrote a bestselling book about it, The Eichmann Trial, and to have played a role in fighting genocide and its handmaidens, ignorance and historical amnesia. She peremptorily described it as “a journey that was nearly too much for me.” But while the Irving trial “changed my life,” she says now, “I didn’t change me. The voice I’ve had, that I’ve always had—it’s just that more hear it now, that’s all.”

She feels fortunate to have had the University’s backing in the Irving trial, and to have played a role in fighting genocide and its handmaidens, ignorance and historical amnesia. “I’ve been lucky,” she says. “This has been a great life. And there’s more to come.”
How to Recruit the Best Students

Keep Emory Strong

Many families have traditions: a favorite vacation spot, for example, or a special holiday dinner. The Tucker/Goldstein family has begun a tradition of attending Emory, having earned six Emory degrees with two more on the way.

Laura Tucker ’81C ’85B ’85L volunteers with the Emory College Alumni Interviewing Program in Baltimore, and both of her children are Emory students as are her brother Marc Goldstein ’84C ’87L and sister-in-law Elaine Goldstein ’86C.

Through the interviewing program, alumni in selected cities can help with admission efforts by talking with local students as part of the application process. The program gives students the opportunity to learn about Emory and helps ensure that Emory admits the most promising students from across the nation.

It’s a fun but effective way alumni can help keep Emory College strong. Working as a class representative or serving on the Emory College Alumni Board are two more. This summer we welcomed 12 new board members and thanked 17 outgoing ones.

I hope you will consider how you might get involved with Emory College.

Casey Gendason ’00C
President
Emory College Alumni Board

Volunteer to Connect

Former Emory College classmates Miles Alexander ’52C and Frazer Durrett ’52C have been friends for more than 60 years. Both were on the Emory debate team, studied law at Harvard, and settled into successful Atlanta practices. Alexander is a partner in Kilpatrick Townsend and Stockton; Durrett is retired from Alston & Byrd.

Today they maintain their connection to Emory—and to each other—as volunteer representatives of the class of 1952. During their term they are contributing to a quarterly class newsletter and encouraging classmates to send news, support Emory College, and serve as career resources.

Class representatives Miles Alexander ’52C and Frazer Durrett ’52C.

String Quartet Residency Pursues $1 Million Match

The Abraham J. and Phyllis Katz Foundation will donate $1 million to the Emory String Quartet in Residence if the Emory Chamber Music Society of Atlanta (ECMSA) can raise another $1 million in private gifts in the next four years.

The funding will create an endowment to make the residency a permanent part of the cultural life of Emory and the Atlanta area. To encourage audiences to support the endowment, ECMSA is waiving ticket fees during its 20th anniversary season, which continues through May 2013.

“We want to give back to the community, which has been so good to us in our development, so all concerts will be free of charge this season,” says Artistic Director William Ransom, Mary Emerson Professor of Piano and Emory’s director of piano studies. “We hope the community will reciprocate during our ‘season of giving’ by contributing to the fund drive for the residency.”

Held by the award-winning Vega String Quartet, the String Quartet in Residence is central to Emory’s mission of educating heart and mind. The late Cherry Emerson 38C ’39G initiated the residency as a pilot program in 2006 with a three-year gift, and the Katz Foundation is supporting it temporarily with annual gifts.

To invest in the residency endowment, contact Rhonda Davidson at 404.727.8002 or rhonda.davidson@emory.edu.


Friends Share Volunteer Role

Frazer Durrett ’52C and Miles Alexander ’52C maintain their long-term connection as class representatives.

Emory College Goal $110 Million

$110.1 Million

Progress as of November 30, 2012

How to Recruit the Best Students (page 28)
How to Recruit the Best Students
Selecting a university can be an overwhelming choice for prospective students, one that can be influenced by scholarship support.

When Emory College junior Claire Bailey 14C began researching universities, she knew she wanted to play a sport because athletics were a big part of her life throughout high school. After receiving a recruitment letter from Emory University, she visited the campus, sitting in on classes, talking to members of the softball team, and meeting current students.

“Everyone was very welcoming. There was a whole different vibe on campus from anywhere else I’d visited. It felt like the right fit,” she says.

Bailey was thrilled to receive an invitation to play for the Emory Eagles softball team, but it was scholarship support—she is both a John Emory Scholar and a National Merit Scholar—that sealed her decision to enroll at Emory.

One of the most important elements of Emory’s success is the quality of its undergraduate students. While Emory is competitive with most peers in terms of the high quality of academic programs and the campus environment, a major challenge in attracting students is improving Emory’s ability to offer competitive scholarship programs.

Emory’s tuition and expenses are similar to those of its peers, but Emory lags in scholarship support. Private philanthropy can help provide need- and merit-based support that enables students to enroll in Emory College and, once here, focus their attention on academics, leadership, athletics, community service, and other interests and activities rather than on struggling to pay for their education.

For Emory College alumnus Pace Austin 10B, it was choosing not to play a sport that brought him to Emory. A football star on his high school team in St. Petersburg, Florida, Austin was recruited to play for two Ivy League teams but was offered no scholarship support.

“I really loved football, but I was deciding between playing football and paying my full way or getting scholarship assistance,” he says. Because his father and grandfather—Edward Robert Austin 69C and the late Edward U. Austin 44D—both attended Emory University, he applied and was accepted to the Emory Scholars program.

“Amy loved the school as an institution. My family history there, the feel of the campus, everything felt better to me,” says Austin, who graduated with a double major in history from Emory College and business from Goizueta Business School. He now works for financial industry research firm AlphaSights in New York after spending two years with Bloomberg LP.

“Emory prepared me, not just academically, but to handle myself, to be someone who people respect and admire,” he says. “I don’t think I would have gotten where I am without Emory.”

To learn how to support scholarships at Emory College, contact Senior Director of Development Melissa Kontaridis at mkontar@emory.edu or 404.727.6181.

Emory’s tuition and expenses are similar to those of its peers, but Emory lags in scholarship support.

Have a plan.

A PSYCHIATRIST with a California nonprofit mental health organization, Curley Bonds 87C embraced the Emory charge to do well and to do good.

“At Emory I learned about figuring out who you are as a person and what your contribution to the world will be,” he says.

Bonds was able to attend Emory only because he qualified for merit scholarships. He appreciates the support he received to help him achieve his dreams. In return, he has made a bequest to support deserving students for whom an Emory education might not otherwise be possible. “I felt very fortunate to be getting a world-class education, and I want to give back at least as much as I took away.”

For information on ways you can support Emory with a planned gift, call 404.727.8875 or visit www.emory.edu/giftplanning.
Students in Emory's summer Pre-College 101 class investigate healthy eating at Few Hall.