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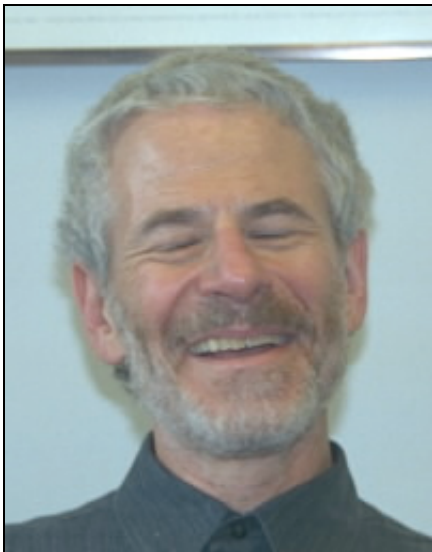
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Theater Emory announces 20th season

[Theater Emory](#) (TE) embarks upon its 20th season with a repertoire that reflects its role as a professional theater company affiliated with a research university. It is a season dedicated to cutting-edge work, the development of new plays and the beginning of a research cycle into the writings of Anton Chekov. According to TE's mission statement, it functions in the best tradition of a research university—posing questions, challenging assumptions, and examining values in search of lasting truths: "A theater company cannot find its voice solely by following preexisting models. We investigate questions about the form and content of our work. We produce theater that evokes ideas that challenge ourselves and our society," wrote Vincent Murphy, artistic producing director. Nowhere is that more evident than in the 200203 season, with highlights including a production of Arthur Kopit's work-in-progress, *Discovery of America*; the biennial Brave New Works marathon; the presentation of *Room* by SITI Company (the Saratoga International Theater Institute); and *Three Sisters*, a production that launches an investigation cycle on classic Russian playwright Anton Chekov.

Murphy has been instrumental for more than a year in the development of *Discovery* by the two-time Tony Award nominee Kopit. The work was commissioned by the 2002 Salt Lake City Olympic Arts Festival and the Pioneer Theatre Company; Murphy directed the first reading in February 2001 at the Pioneer, and most recently worked with Kopit on the play at the Ojai Playwrights Festival last month. *Discovery* is based on the published recollections of 16th century Spanish explorer Cabeza de Vaca's travels in the Americas.



Sidney Perkowitz

Homegrown talent also will be showcased this season. The Science Plays readings Sept. 20 (part one of Brave New Works) will present new plays about two scientists who helped explain the birth and shape of the universe, written by College junior Lauren Gunderson and Candler Professor of [Physics](#) Sidney Perkowitz. A reading also will be done of *Manna*, a new work by frequent Theater Emory collaborator Steve Murray, in preparation for its full production at Actors' Express this spring.

Theater Emory also will be part of celebrations surrounding the opening of the [Donna and Marvin Schwartz Center for Performing Arts](#) in February. Murphy serves as artistic director of "Inter-play," the dedication ceremony and the kickoff to a four-month inaugural festival that showcases Emory dance, music and theater performers. "Inter-play" will be held Feb. 1 in the newly named [Cherry Logan Emerson Concert Hall](#) of the Schwartz Center.

Brave New Works intensifies in February to inaugurate the new [Theater Lab](#) in the Schwartz Center. From Feb. 6-22, an international ensemble of actors and directors playwrights will explore new work and offer two or three public readings each week.

Next, a special David Goldwasser Symposium in Religion and the Arts will take place

March 30. To celebrate the Schwartz Center opening, the long-time [Goldwasser Lectureship](#) is being expanded to a symposium featuring three internationally respected performing arts professionals: Bill Jones, dancer and choreographer; Anne Bogart, director of the SITI Company; and Pauline Oliveros, contemporary composer.

The season rounds out with the April production of Chekov's masterpiece, *Three Sisters*, directed by [theater studies](#) Associate Professor Tim McDonough. The research cycle on Chekov will begin with a course taught by McDonough and Associate Professor Alice Benston this fall.

Faculty and staff interested in participating in the theater season are encouraged to attend the general meeting for theater at Emory at 5 p.m. Thursday, Aug. 29 in the Mary Gray Munroe Theater. Faculty and staff have performed in and worked on Theater Emory productions in the past, and those interested are invited to hear about theater opportunities at Emory. For more information on the season or for tickets, call the Arts at Emory box office at 404-727-5050, or go to [Arts at Emory](#). Tickets go on sale Aug. 19, with the exception of *Room*, on sale now as part of the Candler Series.

For more, see the [Emory Report](#).

New book examines diversity and campus life

"It's very gratifying," said Donna Wong about the feeling of seeing her name on the cover of newly published book. That book, *Making a Difference: University Students of Color Speak Out*, was released earlier this year, and Wong is one of its four coauthors. "Typically in research and literature you hear only about the mainstream experience of the dominant culture," said Wong, associate director of [Multicultural Programs and Services](#). "When people talk about higher education, the administrators are white, the faculty is white and the students are white. This book is unique because we focus on students of color, and they speak for themselves about what it's like to be on a college campus. The intended audience of the fast-reading, 242-page work is university educators and administrators. The term "students of color," as the name implies, covers a lot of ethnicities. And the book's authors took great pains to include as many as possible: Asian American, African American, Hispanic American, Native American and international students all are heard from in the book. "The beauty of the book is that we have lots of representation by students, so there isn't just one experience," said Wong, a second-generation Chinese American. Her parents emigrated to southern California, and Wong was born in Los Angeles. "Even among African Americans, due to being male or female, the experience is different," Wong said. "There was variety among groups as well as within groups."

The first half of *Making a Difference*, literally, is the students speaking out. A number of students of color from the University of Oregon—where Wong worked for 12 years before coming to Emory—comment not only on their school experiences as students of color but also on their places in the wider social structure and the accompanying challenges. The second part is a series of essays that delve deeper into a variety of aspects of diversity. Wong wrote two of them: an overview of diversity in higher education worldwide and a historical look at students of color at Oregon. Wong also

cowrote the book's conclusion. Along with a well-annotated index and list of sources, *Making a Difference* includes two checklists. One helps administrators and educators track how their institutions stand up in the area of diversity planning, and the other lists institutional barriers and negative attitudes that can hamper a university's commitment to diversity. "It's a user-friendly book," Wong said. "For instance, we talk about collaborative efforts where offices [like multicultural programs] work with the admissions office to recruit students of color from the local community." The book came about as an offshoot of a 40-minute video called "In Plain English," which was produced by Julia Lesage, associate professor of English at Oregon and *Making a Difference's* lead author. The video is pretty straightforward. More than a dozen students of color, all of whom also are quoted in the book, tell their stories to an off-camera interviewer. There is no narrator, and just one student appears at a time. What is missing in flash is made up for in substance. With their unfiltered stories, the students' comments carry a great deal of resonance. And they hit home just a bit harder than if someone else was paraphrasing. They certainly made an impression on Abby Ferber and Debbie Storrs who at the time of the video's release in 1992 were graduate students at Oregon. They asked Lesage for a copy of the video and began transcribing the students' responses. Those transcriptions became the basis for the first part of *Making a Difference*. Lesage then asked Wong, who was working in Oregon's Equal Opportunities Program office, to contribute to the work. "We wanted to have a full perspective with multiple voices," said Wong, the only non-professor among the book's authors. Ferber and Storrs now have faculty positions in sociology at the universities of Colorado-Colorado Springs and Idaho, respectively. "I worked with a broad range of students over a long period, so I would see the changes over time as more students of color came to campus," Wong said.

While Wong is enjoying the release of her first book, she also has the excitement of new job responsibilities. Since coming to Emory in 1999, Wong has been coordinator of academic support programs for [Emory College student academic affairs](#). She provided college students with peer tutors and a variety of counseling services ranging from study skills to time management. She coordinated mentor programs in the sciences as well. When the new academic year begins later this month, Wong will be well entrenched in her new position as associate director of Multicultural Programs and Services. She will be responsible for cross-cultural education programming, working with faculty for mentoring, and also helping coordinate Diversity Hall, an office program based in Clifton Towers. Now in its second year, Diversity Hall is an all-volunteer dorm in which its multicultural residents focus on presenting a variety of programming throughout the year to their fellow hallmates aimed at educating them about different cultures. Wong will be assisting the students with programming ideas. "This is a great opportunity because I am just passionate about working with students," Wong said. "They come from a community where they have a certain identity, but then they come here to Emory, where they are exposed to all these different perspectives, and they get to develop their own self-identity." Wong has seen the increasing diversity of American universities (she calls it the "bronzing" of the student body in her book). She graduated from UCLA in 1973 with a bachelor's degree in fine arts. At that time there were few service organizations working toward diversity or many mentors for students of color. After working in various positions in California as well as in Japan and Taiwan, Wong entered the University of Oregon, where she earned a second bachelor's degree—this one in education—and a master's in curriculum and instructional leadership. She taught an ethnic studies class while an instructor at Oregon and also worked in outreach with migrant workers. While there is still a long way to go, Wong said diversity is becoming a driving force in university life—particularly at Emory. "What surprised me was that there are so many Asian

groups here," said Wong, who added that Eugene, Ore., was not a particularly diverse place. Emory's student body has about 30 percent of students of color. "I think that's one of the reasons students come to Emory—because there are already established clubs, combined with academic excellence."

For more, see the [Emory Report](#).

Admission trends emerge for Class of 2006

Nine out of 10 Emory freshmen—an extremely high rate—come from the top 10 percent of their high school class, a long-standing trend that Dean of [Admission](#) Dan Walls expects to continue with the class of 2006. New this year is the rise in applications from the South, including seven percent more from Georgia, perhaps due to economic pressures to keep close to home, or even as an aftermath of Sept. 11. "Other schools also are getting more applicants from their regions, so it appears parents may be trying to reduce travel costs," says Walls. "Anecdotally there is more talk about financial pressures due to the weak economy." Walls speculates that a general population shift from the Northeast to the Southeast may spur long-term growth in applications from the South.

Other ongoing trends are the continued rise in early decision and international applications, the latter up nearly 50 percent in the last three years. On the early decision front, 15 percent more students applied early to Emory College this year than last (Emory has two rounds, allowing students to be certain of their choice). Early decision applicants comprise 42 percent of the 1,225 slots in the class. The combined early-decision applicants have an average SAT of 1318, an average ACT of 33 and a GPA of 3.81.

The geographic distribution of all undergraduate applicants shows shifts in the South and Eastern seaboard: Southeast, 36 percent (Ga., 18 percent); Middle Atlantic, 35 percent; Midwest, 11 percent; New England, 7 percent; Southwest, 4 percent; West, 6 percent; and international, 1.5 percent. On the international side, the dramatic rise in applications from abroad is getting Emory to its goal of five percent international enrollment quite quickly. "We may actually hit 5 percent this fall, and we are just scratching the surface with international recruitment." Walls says Emory's reputation and location, coupled with increased recruiting are the cause of the growth.

Demand for Arabic courses soars at universities in 2002

For American college students, the world has expanded beyond Europe when it comes to foreign language instruction. Interest in learning Arabic has soared since Sept. 11, and America's universities and colleges are rushing to meet the demand. At Emory, enrollment in Arabic 101 has nearly doubled, compared to the previous seven years the language has been offered. In [Arabic](#) courses across the board at Emory, enrollment is nearly at capacity, reflecting a trend universities and colleges across the country are experiencing, says Mahmoud Al-Batal, associate professor of Middle Eastern and South Asian studies at Emory University.

Much of the recent growth at Emory can be attributed to Sept. 11, says Al-Batal, along with the growing strength and reputation of the department. Prior to Sept. 11, there had been a slow, but steady, rise in the number of Arabic programs and students studying the language across the country, says Al-Batal. While just a handful of universities offered Arabic as an option 20 years ago, it is more common now, and more schools are adding Arabic to meet demand. One result of this sudden jump in interest is the need for qualified Arabic instructors, impacting what was already a shortage of talent, he says. "This is an area where instruction falls short, which I think can be blamed in part on a general lack of appreciation in the country's academic culture of the importance of language," Al-Batal says. Emory is working to close the gap. The [Department of Middle Eastern Studies](#) recently won a three-year federal grant under the Department of Education Middle Eastern Studies Resource Center Program (Title VI), resulting in more faculty and course offerings, plus increased outreach to the community and local schools. Emory's Middle Eastern studies faculty, including Al-Batal and Kristin Brustad, literally wrote the book on Arabic language instruction as authors of some of the most widely used Arabic textbooks in the United States.

Students are attracted to the study of Arabic for a variety of reasons, Al-Batal says. Some seek academic careers in religious studies, literature and history; or see themselves working internationally or for security agencies in the United States. Others are motivated for personal reasons to study the language of their cultural and religious heritage, and some just want something different. "There will probably be some leveling off of interest, but it depends always on the political and economic situation both at home and abroad," says Al-Batal.

Psychology professor offers advice for college parents

Every August a ritual is played out on college campuses across the country as parents reluctantly say good-bye to their children, many of whom may be leaving home for the first time. And every August at Emory, [psychology](#) professor Marshall Duke plays a role in this emotional separation process by offering a seminar for standing-room-only crowds of parents during [orientation](#) week. He helps parents anticipate what to expect during their child's college years, and offers advice for adapting to changes at home:

- **Think about your parting words.** "The closing words between parents and children are crucial. Whatever wisdom you have to offer, whether it is 'I love you,' 'I'm behind you,' 'I'm proud of you,' say it. If you can't express yourself verbally, write your thoughts down and mail the letter to your child immediately after you arrive home. Your children will remember your messages and hold on to them."
- **Your lives will change.** "Younger siblings may be quite happy to see the older child leave home. I've heard stories of younger children who usually have stayed in their rooms suddenly appearing at the dinner table. If the college-bound student is your youngest, you'll begin to reestablish a one-on-one relationship with your spouse after years of parenting."
- **You won't be able to wait for them to come home or leave.** "Your child will arrive home with a whole new set of habits, particularly when it comes to food"

and sleep. When my daughter came home from college for the first time she decided to call her friend at 10:30 one evening. When I expressed surprise, she said, 'Oh, I know it's early, but I want to catch her before she makes plans with someone else.'

- **Don't change your child's room.** "The student's room is 'home base'try not to change it very much during his or her first semester away. Freshmen in particular can go through some very difficult times, passing exams, establishing new friendships, surviving in a setting where they are not 'top dog,' and often fearing that admissions has made a mistake—they do not really belong at college. Give them a 'safe haven.'"
- **When a problem arises, "move like your feet are stuck in molasses."** "The temptation is to intervene when a child calls home with a problem. Remember that many resources exist at college to help students cope with various situations. Express support, but give your children time to solve their own problems—it will ultimately benefit them. Colleges have many safety nets, including resident advisers who are trained to identify and handle just about any problem you can imagine."
- **Hold out for junior year.** "As freshmen, students tend to highlight everything in their textbooks because everything seems important. Sophomores highlight several lines on a page as they begin to zero in on the heart of the matter. Juniors just highlight a line here or there. Seniors sometimes highlight nothing—they just write critical comments in the margin and cite other sources of reference. By the child's junior year you will realize you're dealing with an expanded and exciting mind. Be patient in waiting to see the effects of the college experience."

\$1.8 million dollar grant to enhance undergraduate science education

Emory University is one of 44 research universities in the nation to receive a share of \$80 million in grants from the [Howard Hughes Medical Institute](#) (HHMI) that will help address the challenges of a rapidly changing and increasingly complex interdisciplinary science field. Emory received a four-year, \$1.8 million grant that will be used to support ongoing undergraduate research, mentoring and education programs and new program development. This is the fourth consecutive time since 1989 that Emory has received the HHMI grant, one of only a few universities to do so, according to HHMI. The four-year grants to universities in 28 states and the District of Columbia range from \$1.2 million to \$2.2 million each. A panel of scientists and educators reviewed proposals from 189 institutions. "Receiving this grant is critical to the continued development of our undergraduate science program," says Pat Marsteller, director of Emory's [Center for Science Education](#) and the university's Hughes Science Initiative. "With the help of these grants, we are achieving our goals to attract and retain more students in the biological and biomedical sciences, particularly underrepresented minorities and women. We also are better preparing them for careers in science through a research-rich curriculum and enhanced research opportunities."

At Emory, the grant will be used to continue the development of new interdisciplinary courses, including courses or concentrations in bioinformatics, biotechnology, biostatistics, molecular modeling, biophysics and intelligent systems. The university

also plans to develop an internship program for undergraduates, including an emphasis on science writing and teaching, and expand its professional development outreach to local high school teachers. Nationwide, the new grants support programs that can become models for bringing undergraduate teaching and research closer together. The funds help expose undergraduates to emerging fields in [biology](#) and to the increasingly interdisciplinary nature of the life sciences. The grants also support efforts to attract minorities to science and to encourage them to choose scientific careers. "Biology is progressing so rapidly and interfacing with so many other disciplines that undergraduate teaching runs the risk of substituting quantity for quality," says HHMI president Thomas R. Cech, a Nobel Prize-winning biochemist. "Through these grants, the institute is providing resources to help universities bring their undergraduate science teaching up to the level of their research programs."

Concert hall to be named for Emerson

The state-of-the-art concert hall under construction in the [Donna and Marvin Schwartz Center for Performing Arts](#) has received more than \$1 million in support from longtime Emory benefactor Cherry Logan Emerson. Because of this generous contribution, the largest performance space in the soon-to-be-complete Schwartz Center will bear Emerson's name. A strong supporter of the arts and humanities, Emerson's ('38C, '39G) passion for [music at Emory](#) has been expressed in many ways, ranging from active concert-going to the funding of a music professorship. Emerson is a longstanding member of Emory's Friends of Music and he recently endowed the Emory Chamber Music Society of Atlanta's annual Emerson Series as well as the Mary L. Emerson Chair of Piano Studies. **Cherry Logan Emerson Concert Hall will open to the public Feb. 1, 2003 during the building's dedication ceremony, which also marks the start of the four-month-long Schwartz Center Opening Festival.** "For the arts at Emory this gift by Cherry is like an unforgettable encore following a masterful performance," said Senior Associate Dean Rosemary Magee, executive director of Emory's arts center project and arts steering committee. We are so appreciative of his enthusiasm and generosity. It is especially fitting to name this hall after him, since we know he and his wife Mary will attend our concerts every chance they get."

Emerson, whose interest in the arts dates to his childhood, is a third-generation scientist credited with numerous patents and products developed principally by Emerson and Cumming, the chemical engineering firm he co-founded and operated for 35 years. Emerson's generosity toward Emory does not stop with the arts. He has also supported a science professorship, science lecture series and the establishment of a scientific computational center here. The university [golf team](#) has also benefited from his generosity. A year ago, Emory honored Emerson by naming its [new science building](#) after him. "Cherry's commitment to his two lifelong passions, art and science, is a model for Emory students. Our most popular double major happens to be [chemistry](#) and music," Magee said.

Emerson Concert Hall, the largest performance space in the Schwartz Center, will be home to more than a dozen Department of Music ensembles for students and three resident professional ensembles. It also will be the primary venue for Emory's major annual music series, including the Candler Classical Series, Journeys (non-Western music), SoundScapes (contemporary music), Jazz Fest (three-day festival each

February), and Faculty Recital. The hall's design and its acoustical elements are intended to make performance sound quality as perfect as possible. Its stage can seat a 100-member symphony and its choral balcony can expand with risers for a 190-member chorus. Its classic, shoebox [design](#) has proven most effective for instrumental as well as choral music. The 64-by-146-foot hall stands 60 feet tall and has seating for up to 825 guests. The shape of the multifaceted stucco and concrete wall and ceiling panels, based on contemporary acoustic theory, forces correct absorption and deflection of sound waves. The walls range from 12 inches to more than 36 inches thick in order to meet acoustic needs. Fifty-six concrete panels make up the 1.3 million-pound ceiling. Hanging banners and "toasters," which are the fixed panels protruding from the grooves in the ceiling, can be adjusted to provide appropriate acoustics for any level or type of performance. The touch of a button enables the movement of the banners and toasters thereby altering the acoustics depending on the concert. The hall's construction materials have undergone a variety of tests and reviews. Double-paned glass windows, multiple layers of plaster on most walls, an underground ventilation system and air ducts lined with special insulation will buffer environmental sounds. Unlike many halls, the base of the ceiling in Emerson Concert Hall is lined with 30 windows, which makes for a bright and appealing space for academic activities in daytime such as lectures and rehearsals. The selection of the hall's chairs, down to the fabric and wood used, was determined by the materials' ability to provide the correct sound quality no matter what the audience size.

To preview the concert hall interior, visiting the [Schwartz Center](#) website. For more, see [Emory Report](#).

New book examines Jesuit priests and Catholic Church

These are not the best of times for the Catholic Church. Under slow but steady pressure for years to relax its strictures on personal behavior in an increasingly secular world, the Vatican now finds itself playing a central role in the priest child molestation scandal that is haunting the church in America. But the pressures between modernity and convention that only now have claimed the mainstream spotlight have been simmering for decades between the Vatican and what was once one of its most prestigious and well-known religious orders: the Jesuits. At the time of the Second Vatican Council in 1965, the Jesuits—a monastic order of men founded by Ignatius of Loyola in the 16th century—were at their pinnacle, with more than 35,000 members worldwide (8,500 in the United States). Today, less than 40 years later, the Jesuits' numbers have dwindled to 20,000, fewer than 4,000 of them Americans. In fact, there now are more ex-Jesuits than there are practicing members. "That's a tremendous demographic change in the religious order, to have decreased that much," said Eugene Bianchi, professor emeritus of [religion](#). Bianchi's new book, *Passionate Uncertainty: Inside the American Jesuits* (University of California Press, 2002), examines both the order itself and its recent decline. Bianchi cowrote the book with Peter McDonough, professor of [political science](#) at Arizona State University and author of *Men Astutely Trained: A History of the Jesuits in the American Century* (1992).

But Bianchi didn't need anyone's help to grasp the significance of what has happened to the Jesuits; he attended a Jesuit high school and subsequently spent 20 years in

the order, the last seven as an ordained Jesuit priest, before leaving in 1968 to become a professor at Emory. "I left the order to some extent because I didn't see myself living a celibate life well for the rest of my life," Bianchi admitted. "But I also left because I wanted more freedom to make my own decisions." In fact, while researching the book, Bianchi said he heard echoes of his own thoughts from long ago. He and McDonough contacted 430 current and former Jesuits, obtaining long essay responses from all and conducting lengthy personal interviews with nearly a quarter of the sample. To be sure, among those who'd left the order, the authors frequently encountered a desire to lead a more intimate life (Jesuits take monastic vows of poverty, celibacy and obedience), but there also was a larger sense of anxiety regarding Jesuits' relationship to the hierarchy of the Roman Catholic Church. "In the broad sweep of history, the Catholic Church and its hierarchy—bishops and priests—really have not been thoroughly reformed since the Middle Ages," Bianchi said. "Since the 1700s there have been democratic revolutions of all sorts in all aspects of society, and all of that I think is gradually coming to bear on the structure of the church." This pressure concerns not only lifestyle issues—celibacy and the priesthood, contraception, homosexuality—but also those related to the church itself, such as ordination of women and participation of the laity in church governance. The current child molestation scandal is only the latest in a series of strains that eventually could force another revolution on the order of Vatican II in 1965.

In *Passionate Uncertainty*, Bianchi and McDonough examine in detail all of these factors and more, in terms of how they relate to the Jesuits—and through the very words of Jesuits themselves. The authors liberally quote excerpts from subject interviews and essay responses throughout the book. "The only way of really getting more penetrating information was by a qualitative and not a quantitative approach," Bianchi said of the methodology. "Quantitative instruments are fine for what they do, but sometimes they just come up with trivia. For example, there's a whole section in the book on homosexuality in the order; I don't think we could have found that right off the bat with a quantitative instrument." But they found that, given the chance to explain in their own words how they integrate sexuality into their lives, both current and former Jesuits offered up the information freely. It took a sizable amount of time (Bianchi began working on the book in 1995), but eventually the authors were able to produce an honest and comprehensive look at the state of the religious order. In fact, the book was not published until a year after Bianchi himself "retired"—in name only, it seems, since he now spends his days at Emory's Briarcliff Campus, shepherding the nascent [Emeritus College](#) through the second of a two-year pilot program. The college boasts three part-time employees (Bianchi, an administrative assistant and a graduate researcher), and its director said he is preparing a proposal to receive funding from the provost's office for 200304 and beyond. "We had a very good first year," Bianchi said. "We started a number of things, and hopefully we can convince people that this is something that can be beneficial both to retirees and to the University."

For more, see [Emory Report](#).

Summer exhibits at Woodruff Library and Carlos Museum

While the Emory campus may slow down academically this summer, it isn't lacking for cultural activities—thanks to an array of wide-ranging exhibits at the [Woodruff](#)

[Library](#) and the Carlos Museum. On June 10, Woodruff's [Schatten Gallery](#) officially celebrated the opening of its latest exhibit, "Reporting Civil Rights: Media and the Movement in Atlanta." Through drafts of newspaper stories, press releases, reporters' notebooks and other artifacts, "Reporting Civil Rights" examines Atlanta's role as the cradle of the civil rights movement from the unique view of the journalist. Also included in the exhibit is the debut of the Robert Churchwell papers, detailing the life of the first African-American to be hired by a major metropolitan daily paper. A third exhibit, "The South Reconsidered," features cinema posters of African-American films from the 1950s and 1960s, and is a subset of the "Selling Race" exhibit from 2000, and is housed in the Schatten's Corridor Gallery. All Schatten exhibits run through Sept. 30 and are free. "[Reporting Civil Rights'] really showcases not only Emory's collection, but collections in the Atlanta and Athens area," said Linda Matthews, director of Special Collections and Archives. Documents in the exhibit are from the Atlanta History Center, Atlanta University Center, Auburn Avenue Research Library, the Herndon Home and the University of Georgia. Also included is a piece from the private collections of James Allen and John Littlefield, whose collection of lynching photographs make up the "Without Sanctuary" exhibit at the Martin Luther King Jr. National Historic Site.

The exhibits don't stop in the Schatten Gallery. On Woodruff's top floor in [Special Collections](#), selections from the J.M. Edelstein modern poetry library collection are on display through early August. Obtained during the spring semester, this collection represents one of the most significant collections of modern American poetry, containing more than 2,000 volumes, with a substantial number of fine press works and rare editions. Matthews noted that the library's exhibits were planned in part to showcase Special Collections and area archival holdings to the participants of the annual meeting of the Rare Book and Manuscripts section of the American Library Association, which met at Emory June 12-14. Exhibits in the Schatten Gallery are open during all scheduled Woodruff Library hours, while exhibits in Special Collections are open Monday through Friday, 8:30 a.m.-5:30 p.m., and on Saturdays from 10 a.m.-4 p.m.

Down the Quad at the [Carlos Museum](#), an ongoing show featuring works by the late artist Andor Weininger will run through July 1. The 15 pieces in "Andor Weininger: Beyond the Bauhaus" are part of the museum's collection of 25 watercolors and drawings donated by Weininger's widow, Eva Fernbach Weininger. Weininger, who died in 1986, was a student and associate of the Bauhaus, the influential German art and design school. His work ranged from theater stage designs to furniture and lamps, to geometric abstraction and surrealist-themed paintings. The exhibit is in the John Howett Works on Paper Study Room. Opening Aug. 24 in the same gallery will be "Mel Bochner: If the Color Changes." Bochner is a conceptual artist who began exhibiting his works in the 1960s. Several of the pieces to be shown are part of the Carlos permanent collection, and others are on loan from other institutions. Also running through the summer is, "The Arts of India and the Himalayas: Recent Acquisitions." Featured works include a late first-to-second century seated Buddha, and an 11th-to-12th century relief sculpture of an 18-armed Vishnu. Admission to the Carlos is free for students, faculty and staff, as well as museum members. A \$5 donation per person is suggested for nonmembers. The museum is open from 10 a.m.-5 p.m. on Tuesday, Wednesday, Friday and Saturday; on Thursdays from 10 a.m.-9 p.m.; and on Sundays from noon-5 p.m. It is closed on Mondays.

For more, see the [Emory Report](#).

African American Studies celebrates 30th anniversary

A two-day symposium marked the thirtieth year of Emory's [Program of African American Studies](#). On February 21, **Delores Aldridge** of Emory University, **William Nelson** of Ohio State University, **James Stewart** of Pennsylvania State University, **James Turner** of Cornell University, and **Carlene Young** of San Jose State University assembled for the "Founders of African American Studies" panel. Through a series of impassioned speeches, panelists examined the history and mission of "this very important but often controversial discipline," as described by Aldridge, Grace T. Hamilton Professor of Sociology and African American Studies, who served nineteen years as the program's founding director.



The "Founders of African American Studies" panel.
(L to R) Delores Aldridge, James Stewart, Carlene Young, William Nelson, and James Turner.

Panelists emphasized the ongoing struggle of African Americans—for opportunity, acceptance, education, reward, power, community—and the responsibility of African American studies programs to provide the current generation with the highest quality of teaching and scholarship. The panel was followed by a book-signing reception for Aldridge and Young, editors of *Out of the Revolution: The Development of African Studies*.

On February 22, **Leah Creque-Harris '91G**, **Tracy Evans '97C**, **Dr. Debra King '92G**, and **Chi Chi Okezie '98OC & '00C** convened the "Black Alumni and African American Studies" panel, followed by a banquet and a Jazz Vespers concert featuring Associate Professor of [Music](#) History and Jazz History **Dwight Andrews**. Emory was the first major university in the Southeast to offer an undergraduate degree in African American studies.

Rewarding students who exemplify the qualities of Bobby Jones

By India Stanley

This May, three College graduates and one from the [Goizueta Business School](#) received this year's [Robert T. Jones, Jr. Scholarship](#). A University-wide opportunity, the scholarship was established in 1976 to honor the late Robert Tyre "Bobby" Jones, Jr., an internationally renowned golfer and an Emory alumnus remembered as an extraordinary individual of rare loyalty, compassion, and integrity. Providing a fully paid year of study at the [University of St. Andrews](#) in Scotland and a travel stipend, the scholarship recognizes individuals who best exemplify Jones' qualities.

A Robert W. Woodruff Scholar, **Elizabeth Barchas** explored her interest in journalism by serving as an editor on the student newspaper, [The Emory Wheel](#), and as an intern for CNN, the Austin American-Statesman, and The Boston Globe. Her community outreach experience includes speaking engagements as Miss Idaho USA 2001, tutoring her peers in writing skills, and teaching reading skills to children. After majoring in both [Russian Language & Culture](#) and [English](#), Barchas looks forward to continuing her Russian studies at St. Andrews before entering law school. "The Cultural Identity Studies program will allow me to focus on issues of Russian identity and the political and social organizations affecting it. My particular interest is to examine Russian media freedom and its links to culture and identity," says Barchas.

Emory Scholar **William Leasure** majored in [religion](#) with a pre-medical concentration and a particular interest in holistic health care. In a project for the Emergency Medicine Research Center, Leasure educated medical residents and students on appropriate procedure for informing individuals of a family member's death. Before attending medical school, possibly to specialize in pediatrics, Leasure will continue examining the connection between spirituality and health. "St. Andrews offers a number of interdisciplinary courses dealing with health care, such as the Behavior and Health classes in the psychology department," Leasure comments. "Given my interest in religion and ministry, I would love to take a pastoral care class. And outside of class, I am interested in studying the nationalized health care system of Scotland first hand."

Two-time University Athletic Association Champion **Lauren Mayros** started all four years on the varsity [women's soccer team](#), gaining conference and regional honors for academic performance as well as outstanding play. Mayros plans to deepen her understanding of her major, International Studies, at St. Andrews. "The program's greatest asset to my studies is its link to the Center for the Study of Terrorism and Political Violence," asserts Mayros. "In this center, St. Andrews has created an invaluable academic forum to research such aims as investigating the causes of political violence and recommending policies that will help governments better predict, respond, and alleviate conflicts." After St. Andrews, Mayros plans to enter a Ph.D. program in political science, focusing on international security, conflict resolution, and peace processes.

Majoring in Business Administration at Goizueta, Emory Scholar **David Roemer** was president of the [Apple Student Core @ Emory](#), co-captain of the [men's golf team](#), and best known for originating the now annual iMovieFest, an innovative project where residential halls collaborated on short digital films (iMovies) that were then subjected to Academy Awards style judging and presentation of awards. The films have been viewed online over 200,000 times by people around the world, and [Campus Life](#) named [iMovieFest](#) Program of the Year. While at St. Andrews, Roemer will focus his studies on the impact of technology on society through the university's management and ethics program. "I have always been fascinated by the ways in which technology can enhance learning and communication," explains Roemer. "I've spent three summers working at Apple Computer exploring how communities use technology, and a year of exploring similar topics internationally will undoubtedly be a tremendous asset." Future plans include either returning to Apple or starting his own company.

Three faculty receive Winship Professorships

The Winship Distinguished Professorship program recognizes faculty who have demonstrated singular accomplishments in research. The three-year awards include an annual salary supplement of \$5,000 and an annual research fund of \$3,000. Rotating in a staggered grant cycle of nine awards, three new members are named each year. The recipients of this year's Winship Distinguished Research Professorship are **Lawrence Barsalou** of [psychology](#), **Cathy Caruth** of [English](#), and **Frank McDonald** of [chemistry](#).

Oxford geology professor collaborates with Emory faculty on worldwide projects

[Steve Henderson's](#) field trips would make a travel agent green with envy. Over the past two years, Henderson has escorted students to the Rocky Mountains, Big Bend National Park in Texas, the Scottish highlands and the Bahamas. All in the name of ... geology. Making connections is what Henderson, associate professor of geology at [Oxford College](#), calls his work. While the study of geology is central to all of Henderson's journeys, geology's relationship to the world around it is perhaps even more important. "I can show students the connections between geology and everything," Henderson said. "In Texas, we do a lot of connections between geology and ecology and, to a certain extent, culture. With the dinosaurs in Colorado and Utah, it's geology and paleontology. I think that's intriguing. So many students wouldn't think of these connections. Students will come here and take an English course or a chemistry course, and put them in these little compartments. I want them to change their way of thinking and not put classes in compartments, but to integrate them. That's so much fun. It's a higher level of intellectual thinking."

Soft-spoken and laid back, Henderson's passion for his work and for teaching is still easily apparent. In all of his classes, he stresses the importance of hands-on activity. Sure, he lectures like every other professor, but he also is point man for several hikes in which he leads students across all manner of terrain. For 10 days in May, Henderson, **Anthony Martin**, senior lecturer in [environmental studies](#), and nine students ventured about Colorado and Utah, visiting museums, hiking in national parks and checking out a variety of fossil sites. The highlights of the class, "Dinosaurs in Their World," Henderson said, were trips to see fossilized dinosaur tracks, which make the creatures more real for the students, and sites where dinosaur bones were still embedded in rock. "You can take students to a museum and show them a mounted dinosaur skeleton," Henderson said. "That's all well and good. But the students don't appreciate the fact that the bones came out of the earth. Once they see the rocks with bones in them, it's different." Henderson's Texas course, which he has taught every other year since 1987, grew out of a class entitled Desert Geology. The first couple times he led it, he called it Desert Geology and Biology, but Henderson eventually dropped the latter designation since it wasn't his specialty. But that doesn't mean he narrowed the curriculum. "What I try to do with the course," Henderson said, speaking specifically about Texas, but the thought can be applied to all his classes, "is to put a little variety in it every time." So he may take students down different trails or perhaps show them to different sets of dinosaur tracks. One time, he took his desert geology class not to Big Bend but to the Sonoran Desert in Arizona. The course will be taught once again next year.

Henderson's travels aren't limited to the United States. He traveled to Scotland last summer with [anthropology](#) assistant professor **Mark Auslander**. Their course, Geology and Culture of Scotland, explored how the land affected life in Scotland. Fifteen Oxford students spent two weeks there and the class was a great success. Next year Henderson plans to change up the course a bit. Joining him will be Oxford Assistant Professor of English **Christine Loflin**. They will lead the course on geology and English literature. "The thought is that we would read some of the works in advance," he said. "Works that are related to the place. The story is set in Scotland, and the Scottish place has a distinctive role in the story." In the Bahamas, students in Martin's and Henderson's Modern and Ancient Tropical Environments (the course is listed under environmental studies—Martin is the lead professor) spent time not only comparing the island chain's rocks from different time periods, but also snorkeling and a lot of hiking. Previous classes were responsible for hacking trails through the Bahamian jungle, and those trails are used frequently today. Henderson's current paper sprung from his Bahamian work. He and Martin, a frequent collaborator, are collaborating on a piece investigating how hurricanes have transported shells throughout the island, sometimes depositing them hundreds of meters from their starting points.

For more, see [Emory Report](#).

Political science twins chronicle the rise of Southern Republicans

Once upon a time, and not so very long ago, general elections didn't matter in the South. There was never any suspense on the first Tuesday in November about who would become the next congressperson from North Carolina, the next senator from Alabama or the next governor of Georgia. But it was not apathy that rendered general elections meaningless; it was instead the simple Southern fact of life that candidates' fates were decided not on Election Day, but on Primary Day. Because—once upon a time—the Democratic primary was the election, and that whole business in November was just a formality.

Times sure have changed. And *The Rise of Southern Republicans*, published in May by Belknap Press (a unit of Harvard University Press), documents just how much they've changed. Written by the "Black Brothers"—Asa G. Candler Professor of [Political Science](#) **Merle Black** and his twin brother, **Earl Black**, Herbert S. Autrey Professor of Political Science at Rice University—the book illustrates how the Grand Old Party's inroads into Southern precincts have transformed American politics and given the United States its first national two-party system since the heyday of the Whigs in the 19th century. "The Democratic party has always been a national enterprise, commanding durable strength in both the South and the North," the brothers wrote. "Traditionally, the Republican party's geographic reach was quite different. Apart from the short-lived Reconstruction era, for many generations southern Republicanism 'scarcely deserve[d] the name of party. It waver[ed] somewhat between an esoteric cult on the order of a lodge and a conspiracy for plunder in accord with the accepted customs of politics.'"

But beginning with the advent of the civil rights movement in the 1950s, white Southerners slowly began to identify themselves more and more with the Republican party, and when Ronald Reagan was elected president in 1980, that movement

gained steam. "It's one of the most startling cases of party realignment I've ever seen," Merle Black told a gathering of Atlanta political reporters in May, saying the shift reached its peak with the 2000 election, as Southern white conservatives migrated in droves to the Republican ticket. "For white moderates, there's been a 'dealignment': the breakdown of the Democratic majority without another majority taking its place." Citing survey and exit poll data, the Blacks show that fully 70 percent of white conservatives identified themselves as Republicans in 2000; just 32 years ago, barely 20 percent of white conservatives identified with the GOP. Over the same period, the percentage of white moderates identifying themselves as Democrats has dropped from nearly 60 percent to just over 30 percent. What all this means for national politics is that, to win national elections, the Republicans no longer are forced to draw massive majorities in Northern states to offset their equally large deficits in South. With more than 84 million people already and more arriving each day, the South is largest region of the country; three out of every 10 Americans live in the 11 states of the Confederacy. "What's going on here in the South is important [regionally], but it has tremendous implications for national politics," Earl Black said. "The Republican party was invented as a party of the North—to unite the North to fight against the South—but now, for the first time since the 1830s and 1840s, we have a national two-party system."

For more, see [Emory Report](#).

Student-athletes combine athletic success with academic excellence

By India Stanley

The numbers are fantastic. In the past year, the achievements of Emory University's National Collegiate Athletic Association Division III program include:

- 12 Verizon Academic All-Americans—more than any other NCAA school
- 7 NCAA postgraduate scholarship recipients—more than any other school in the nation
- 4 Top-10 finishes and 10 top-25 finishes at the NCAA team championships
- 4 NCAA individual championship winners
- Dean's List honors for 27% of its student-athletes
- A 3.31 or higher grade point average (GPA) for 56% of its student-athletes—marking the 23rd time in the last 24 semesters that at least 40% made a 3.31 GPA or higher
- A cumulative GPA of 3.0 or higher for all 16 varsity athletics teams—the top four teams being [women's soccer](#) (3.48), [men's golf](#) (3.47), [men's track and field](#)



Andrea Pawliczek

(3.41), and [men's swimming and diving](#) (3.36)

To top it off, according to two rankings, Emory University is one of just five schools in the nation to place in the top 20 for academics and athletics. Judged the 18th best university in the 2001 U.S. News & World Report survey of 249 national universities, Emory University also finished fourth nationally among 395 NCAA Division III schools in the final 2001 Sears Directors' Cup standings for best all-around athletics program. "For a combination of academics and athletics, this was about as perfect a year as we could hope for," says **Chuck Gordon**, director of athletics and recreation. "When it comes to the dual success of our student-athletes, we continue to raise the bar every year."

How do they do it?

Although it takes many hours every week of studying and training to achieve excellence in both academics and athletics, the student-athletes I spoke with are able to combine their obligations into a complementary schedule. Co-captain of the men's varsity swimming team, Senior **Thomas Shane** says that he has no problem keeping up with his studies despite a twenty- to twenty-five-hour training commitment six days a week beginning at six a.m. "The swimming season does not limit what you can do. It focuses you," explains Shane. "Once you're done with practice, you have to go on to the other things that you've committed to. There's no time to dawdle in between." Shane also found time for yearly medical internships as well as extensive volunteer work, earning him this year's Brittain Award.

Four-year member of the women's varsity soccer team, Senior **Lauren Mayros** says that, even on weekend road trips to away games, her teammates are a positive influence on each other academically. "There's a good environment on our team," says Mayros. "We have a lot of fun on road trips, but we also realize that there is school stuff that needs to be done even when we're in great cities like New York and Chicago. So there are girls with their faces in books, or there's a quiet room where everyone's studying. Everyone on the team is a pretty devoted student."

Part of what may help these student-athletes balance their busy schedules is their remarkably mature understanding of the benefits of delayed gratification and of giving a hundred percent to the task at hand. "One of my coaches once said, 'If you're going to spend your time doing something, you might as well do it right.' And that's what I try to do, no matter what I do or wherever I am," says Senior **Andrea Pawliczek**, CO-captain of both the women's varsity soccer and [basketball](#) teams.

Emory coaches and professors also do their part in helping student-athletes juggle their commitments. "The athletics program always puts academics first," says Shane. "So if I say I need to miss practice for a test or a class or I need to go and present my research and miss a meet—there are no problems with that. And then, on the academic side, if I need to come late to class some days, reschedule an exam because I have a swim meet—there's no problem with that either. They really mesh well together." A few professors even go the extra mile to support their student-athletes. An [economics](#) and [chemistry](#) double major, Pawliczek describes chemistry professors **Ronald Johnson** and **Myron Kaufman** as "our two biggest fans." "They are out there every game, soccer and basketball. I think Dr. Johnson has missed two whole games in four years," she says.

Making choices

When asked whether she made sacrifices to her college social life in order to participate year-round on two athletic teams, Pawliczek doesn't see it that way. "You definitely have to make some choices," she says. "If you have a game on Sunday, you know you're not going to a party on Saturday night. But in terms of a social atmosphere, the team is a really great one."

Athletes like Mayros, Pawliczek, and Shane were offered competitive athletic scholarships to Division I and II schools. Why did they choose to come to a Division III school where no athletic scholarships are offered? Shane notes that because Division III student-athletes do not receive money to play, it makes participation voluntary and gives the players a different outlook. "The whole attitude of Division III swimming is that you're here to learn, and then you get to do this wonderful sport and competition. Emory is a very competitive Division III school. Lots of our teams are doing really well because of the great job our coaching staff does and our athletic department does and our admission department does attracting smart athletes. And I knew Emory would give me the tools I needed to get into the best medical schools," says Shane. Mayros agrees, "All of us are out there because we love the game. We're not on scholarship—we love playing. I feel like here we get the best of both worlds: the best athletics and the best academics."

And for Mayros, Pawliczek, and Shane, their choices and their hard work have paid off. After winning a [Robert T. Jones Scholarship](#), Mayros will continue her focus on international studies next year at the University of St. Andrews and looks forward to playing for their women's "football" club. Pawliczek received highest honors for her economics honors thesis and will join a pharmaceutical consulting firm in Boston where she will play soccer in a competitive post-collegiate league. For his [neuroscience and behavioral biology](#) thesis, Shane also graduated with highest honors and will attend medical school this fall.

For more information on Emory University athletics, see their [website](#).

Trio of College faculty receive CTC awards



Joel Bowman, one of three winners of the CTC awards

By Eric Rangus

[Chemistry](#)'s **Joel Bowman**, [Italian studies](#)' **Judy Raggi Moore**, and **Matthew Payne** of [history](#) were honored at Commencement with the 200102 [Center for Teaching and Curriculum](#) (CTC) Awards for Excellence in Teaching. Each year since 1997, the CTC has handed out awards to college faculty members in honor of their teaching excellence. Winners are chosen from three areas: natural sciences, social sciences and humanities. Both peer assessments and student evaluations are considered in the award process, and this year's honorees are clearly qualified.

Bowman, Samuel Candler Dobbs Professor of Physical Chemistry, already has co-written nine articles for publication this year, and he is working on three research grants in the lab. But that

hasn't detracted from his work in the classroom. In the fall, Bowman will teach a class he helped create: Introduction to Computational Chemistry. When he first taught it four years ago, all of his students created web pages on which they completed their assignments. To present their work in class, students would project their web pages on a screen for the entire class to view. "A lot of the students outdistanced me with what they were doing in HTML," Bowman said. "Some of them had some really cool stuff." All class assignments could be retrieved from the web. Bowman's class was one of the first at Emory to dig in with such a strong web presence. With new computer facilities to work with in Emerson Hall, Bowman plans to build on what he created four years ago. "I think the approach is going to be different pedagogically," he said. "I'm going to try and run it more like a seminar instead of [just] me up there lecturing and demonstrating things." A lot of the work will be hands-on, Bowman said. And the second half of the semester will be student run. He plans to let students explore their own projects, and he will give them a lot of freedom to search.

Raggi Moore, senior lecturer in French and Italian and director of Italian studies, is the first foreign-language professor to receive a CTC award, but being a groundbreaker is hardly new to her. She received a Crystal Apple teaching award in 1999—the first year they were given out. Earlier this year, she was presented with the first Emory College Language Center Excellence in Language Teaching Award. "If you want to be an effective teacher, you have to be on top of what you're teaching," she said. "That requires a lot of work, a lot of research and a lot of reading." Raggi Moore estimated that for every hour she spends in the classroom, she spends about four hours preparing for it. Not one to take much of a break, three days after Commencement Raggi Moore, along with more than 40 students, took off for Italy and her annual summer study abroad class, which will run through July.

Like Raggi Moore, Payne also has received a Crystal Apple. He won his last month—only he wasn't around to pick it up. He was in Kazakhstan researching an upcoming book, and his wife, Jackie Hutter, collected the award—which now sits on his desk. Receiving a CTC award, and being on stage at Commencement to accept it, was a new experience. "I don't really think of myself as the world's greatest teacher," said Payne, assistant professor of history. "So when a bunch of people say, 'You're not bad,' it makes you feel like you're doing OK." A Russian historian by training, Payne has spent much of his time recently in the former Soviet central Asian republic of Kazakhstan. His first book, *Stalin's Railroad: Turksib and the Building of Socialism*, as the title implies, dealt with the construction of not only a railroad but of the new socialist civilization built in Kazakhstan during Stalin's first five-year plan in the 1920s and 1930s. Payne's current research grew out of that work. He is poring over documents dealing with a failed Soviet program to resettle Kazakh nomads. Of the 4 million that were alive when Stalin began the program, just 1.5 million remained when it was over. "It was one of the great, bloody incidents of the 20th century, and nobody knows about it," Payne said. "The Soviets did not go out to destroy this nation, but things went horribly wrong."

Environmental studies professor helps design new math & science center



John Wegner certainly looks the part of an environmentalist. His hair is long. So is his beard.



John Wegner

University has changed dramatically since I've been here," said Wenger, who came to Emory in fall 1998. "We've gotten a lot better and a lot more environmentally conscious, particularly in the way we build buildings.

Wegner should know. He's had a hand in several campus building projects over the past few years. Wegner's place at Emory is unique. Not only is he a faculty member, but he also holds a staff position as an environmental consultant in [Facilities Management](#). During the school year, Wegner is at FM (he has an office in Building C) one day a week. Over the summer, he is at FM full-time. Prior to this year, his work at FM was simply as a consultant, but this year it is a paid position. "Having an office there is very important," he said. "I'm more like a colleague and less an external threat. You could imagine that relations between a person who has environmental concerns [and FM] could be adversarial." Wegner sat on the building committee for the Mathematics & Science Center (formerly known as Science 2000, Phase II), which will be completed this summer. In fact, he and the rest of the environmental studies department will be all settled in their new home come the fall. Through the [Committee on the Environment](#), an arm of University Senate, Wegner also has participated in debates on projects ranging from the University Apartments parking deck, to the Lullwater shuttle road, Whitehead Research Building and now a parking deck and road expansion at Yerkes. While in most every case there has been vocal opposition to Emory's building, development and expansion—as is most often the case outside the Emory campus—won out. However, with Wegner's voice, along with several others, as part of the discussion, those planning that development took into account its effect on the environment and adjusted accordingly. For instance, the path of the shuttle road was changed in order to minimize the impact on the forest. And the Mathematics & Science Center has an atrium that will look out on the stand of trees between the building and Oxford Road. "We stood out on the site and said, 'Couldn't we use the trees for their amenity value?'" Wegner said. "People get a lot of pleasure from looking at a forest."

An ecosystem and landscape ecologist/conservation biologist by training, Wegner teaches four classes in environmental studies, each of which he created. "Ecosystems of the Southeastern United States" is part lecture, part field trip. Each year, Wegner and his students take weekend trips to visit a variety of ecosystems. This year, they went to Sapelo Island, the Okefenokee Swamp, the rolling hills of Highlands, N.C., the Piedmont National Wildlife Refuge near Forsyth, and the Joyce Kilmer National Forest in North Carolina. Each experience, from swamp to old growth forest, was

unique. "The field portion was almost show and tell," Wegner said. "What is this? How does it survive? Is this a native or nonnative species?" Wegner's "Ecology of Emory" course grew out of the work he does for FM. "I can learn about things in Facilities Management, then I can teach them to my students," he said. While students perform some lab work in class, their labor also helps the University. For instance, Wegner and James Johnson, project manager in Campus Planning, have been constructing a vegetation map of the campus, and students assist in that effort. Recently, that project has climbed to another level. Wegner's students are mapping and identifying individual trees on campus and studying their characteristics such as age and health. Students who sign up for the course also perform environmental audits, looking at criteria such as energy and water use and recycling frequency. Not only do students learn practical environmental skills, but Wegner can pass the data they collect over to FM so that Emory's environmental policies and practices can be adjusted, if necessary. Wegner's other classes are "Ecosystem Ecology" and "Service Learning," a title the professor himself described as "opaque." "It's less a course and more a job," he continued. His students perform practical studies—most frequently with waterways—and try to identify pollutants as well as how to control or stop their release. "This is their opportunity to apply what they have learned throughout their undergraduate career to [solve] some practical problem," Wegner said.

For more, see [Emory Report](#).

Benjamin Hary teaches first on-campus Israeli society class

Before this spring, Benjamin Hary had not taught a course in contemporary Israeli society on Emory's campus. He picked a heckuva time to start. Beginning early this year with a string of Palestinian suicide bombings, followed by armed incursions into the occupied territories by the Israeli Defense Force, contemporary Israeli society has been on the front page of world newspapers for the whole semester, and suddenly Hary (whose scholarly expertise is in Near Eastern language and dialect) was manning the lectern for perhaps the most topical class on campus.



Benjamin Hary

But at least, apart from the occasional exchange of rhetorical artillery, teaching this class is less dangerous than it would be had it taken place where Hary usually [teaches contemporary Israeli politics—in Israel](#), where the associate professor of [Middle Eastern studies](#) directs an in-depth, six-week summer immersion in the culture. "That, in some ways, is the beauty of the class, that it's so much connected to real life," Hary said of this semester's MES/JS 370, which met for three hours each Tuesday afternoon. "You have to be connected to what's going on." And many of the students were connected, often personally, to both sides of the Israeli-Palestinian

conflict. Hary said in-class debates always remained intellectual and civil, but from just one visit, it was clear many of the students felt quite passionately about what's going in the Middle East. "What I find good is that I think I've managed to create a safe environment, where every opinion—as long as it is not coupled with hatred or something like that—is welcomed," Hary said. "So if we have someone who really feels strongly that the Israeli government action is correct and good and should continue, then they have a place. If the other side feels the Israeli government is not doing the right thing, they have a place to say that, as well."

To help students put the course in its proper context, Hary began by handing out a political timeline of the land on which rests the modern state of Israel, from biblical times until the February 2001 election of Ariel Sharon as prime minister. Among the required reading were Jerusalem Report (a semimonthly news magazine) and the online English version of HaAretz Daily. Needless to say, students also were expected to follow mainstream media for the latest on the violence that has racked the region in recent months. But the course was about more than just the Israeli-Palestinian conflict; Hary also examined the role of women in Israeli society; the ideological divisions among Jews themselves; political structures, immigration and many of the kinds of issues pertinent to any society, Israeli or otherwise. "Everything fits together," said Jordan Rosenblum, a graduate student in [Jewish studies](#) and Hary's teaching assistant for the class. "There are [historical] issues the students learned at the beginning of the semester that are still being argued about today, so they need to reinterpret it as new information."

For more, see the [Emory Report](#).

2002-03 Candler Series: Jazz & classical music, contemporary theater & dance

[Arts at Emory](#)'s 2002-2003 Flora Glenn Candler Series will include four concerts by internationally renowned classical artists and additional special events featuring critically-acclaimed jazz, theater and dance performers. The Candler Classical Concert Series, a four-concert subscription package, will feature Dawn Upshaw, Sarah Chang, Tokyo String Quartet and Sao Paulo Orchestra. The Candler Special Events are: a night with the legendary Dave Brubeck Quartet; two performances by New York's physically-daring dance troupe, Doug Varone and Dancers; and three performances of The SITI Company's "Room," a play based on the writings of Virginia Woolf. Candler Classical Concert Series subscriptions and Candler Special Events are on sale now to the public. To order the classical music subscription, single special event tickets and Friends' memberships, call 404-727-5050.

The Candler Series was formally created in 1966 when Flora Glenn Candler created an endowment for the fine arts activities she had long supported at Emory. The 2002-2003 season will be the 35th full season presented through the endowment and coincides with the February 2003 opening of the [Donna and Marvin Schwartz Center for Performing Arts at Emory](#). The new center's dance studio will play host to Doug Varone and Dancers while the first classical series concert in the center's concert hall will be violinist Sarah Chang. "The 2002-2003 Candler Series is one of the most diverse Emory has ever presented," says Schwartz Center Managing Director Bob McKay. "The series has featured four to six classical performances for

many years. Next year, arts lovers can once again take in four stellar classical concerts but also experience some new surprises of international renown. The recent increase in resources for the arts at Emory, including the Schwartz Center, enabled us to add jazz, modern dance, and a major theatrical work to our Candler offerings." Performance descriptions, dates, and pricing information follows:

Candler Classical Concert Series

The four-concert classical subscription includes a 20 percent discount and ranges from \$96 to \$128 depending on seating zone. Classical concert single tickets are available Aug. 19 and single tickets to Candler Special Events are available now. The schedule follows:

- **Dawn Upshaw, soprano**

Sept. 14, 2002 8 p.m., \$35-45 Glenn Memorial Auditorium, 1652 N. Decatur Rd., Emory

Among the preeminent singers of our era, Dawn Upshaw stands out as an artist of uncommon gifts and imagination. Applauded in the opera houses of the world for her stellar portrayals, Upshaw also is renowned for her work in modern song repertoire. She is a favored collaborator of today's leading musicians and stage directors, including Richard Goode, the Kronos Quartet, James Levine and Peter Sellars.

- **Tokyo String Quartet with Max Levinson, piano**

Oct. 19, 2002, 8 p.m., \$20-30 Glenn Memorial Auditorium

This Grammy-nominated ensemble has captivated audiences and critics alike since its 1969 founding at The Juilliard School. Its repertoire ranges from classics by Mozart, Brahms and Mendelssohn to works by Shostakovich, Webern and Ravel. The members serve as quartet-in-residence at Yale. "Sesame Street," "CBS Sunday Morning" and PBS's "Great Performances" have featured the quartet. Twenty-nine-year-old pianist Max Levinson will appear along with the quartet for their Emory performance. Levinson was named 1997's "Best Debut Artist" by The Boston Globe and has performed as soloist with most major American symphonies.

- **Sao Paulo Orchestra**

Nov. 13, 2002, 8 p.m., \$30-40 Glenn Memorial Auditorium

Founded in 1953, the Sao Paulo Orchestra performs major symphonic works and is at the forefront of classical music in South America. Since the orchestra's auditions for new members in 1997, it has featured Brazilian musicians who had long been living and performing abroad, as well as other musicians of diverse origins. Its repertoire includes classical European works as well as thrilling pieces by important Brazilian composers such as Carlos Gomes and Heitor Villa-Lobos. The orchestra has recently toured internationally and made a series of recordings of Brazilian composers.

- **Sarah Chang, violin, and Lars Vogt, piano**

March 4, 2003, 8 p.m., \$35-45 Donna and Marvin Schwartz Center for Performing Arts, Concert Hall, 1700 N. Decatur Rd. Emory

Violinist Sarah Chang began violin study at age four and by age eight, she performed with such orchestras as the New York Philharmonic and the Philadelphia Orchestra. Now in her 20s, Chang has received an Avery Fisher Prize and Career Grant, a special Gramophone award as "Young Artist of the

Year," and "Newcomer of the Year" honors at the International Classical Music Awards in London. She has appeared in the music capitals of Asia, Europe and the Americas with esteemed conductors, including Daniel Barenboim, Bernard Haitink, James Levine, Lorin Maazel, Zubin Mehta and Andre Previn. Chang will be joined by noted German pianist Lars Vogt.

Candler Special Events

Ticket pricing and seating varies for Candler Special Events. Single tickets are on sale now for Candler Special Events:

- **Dave Brubeck Quartet**

Presented as part of Emory's Dave Brubeck Festival Weekend Oct. 4, 2002, 8 p.m., \$25-\$35 (special discounts for Emory students, faculty and staff), zoned seating Glenn Memorial Auditorium

The Dave Brubeck Quartet is presented in collaboration with the Emory University Speaker Series. The world famous jazz pianist and American music pioneer Dave Brubeck will lead his acclaimed quartet in a sizzling night of jazz. Brubeck launched what is known as "West Coast" or "cool" jazz and has been entertaining audiences since 1945. He has performed with such legends as Duke Ellington, Charlie Parker and Dizzy Gillespie. Highlights of Brubeck's vast career include his performances for eight U.S. presidents, his appearance on the cover of Time, and a star on the Hollywood Walk of Fame.

- **Doug Varone and Dancers**

Feb. 28 and March 1, 2003, 8 p.m., \$20 general admission Donna and Marvin Schwartz Center for Performing Arts, Dance Studio

This is the Atlanta debut for the international touring company that dazzled audiences in 50 cities, with return engagements to more than 20 cities and festivals. Honored with five New York Dance and Performance Awards (Bessies), the company has been singled out for its extraordinary physical daring, vivid musicality, and genius for capturing through movement the nuances of human interaction.

- **"Room"**

March 21-22 at 8 p.m. and March 23 at 3 p.m., \$25 general admission Mary Gray Munroe Theater, Dobbs University Center, 3rd Floor, 605 Asbury Circle, Emory

"Room" was created by the SITI Company (Saratoga International Theater Institute) and is directed by Anne Bogart. The SITI Company, internationally recognized for its innovative and kinetic theater, created "Room" from a sampling of the writings of the late English writer Virginia Woolf. Actress Ellen Lauren, in a tour de force performance, guides the audience into the mind and experience of this extraordinary writer who wrote with delicacy, humor, anger and passion in the first half of the 20th century.

For more information, call 404-727-5050 or see [Arts at Emory](#).

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