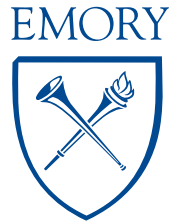


Emory Report



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www.emory.edu/EMORY_REPORT



Jon Rou

Employee Council President Louis Burton welcomed a healthy (and hungry) lunchtime crowd to Tull Auditorium for the council's second annual Spring Town Hall, Jan. 31. After helping themselves to a lunch buffet, the audience settled in to listen to five of Emory's top administrators—President Jim Wagner, Provost Earl Lewis, Executive Vice President Mike Mandl, Vice President Robert Ethridge and University Secretary Rosemary Magee—talk about "Leadership From Every Angle," the event's theme. Questions also originated from every angle: from Burton, from the audience, from prepared notes, and from the panelists themselves.

EMPLOYEE COUNCIL

Leaders talk leadership at Spring Town Hall

BY MICHAEL TERRAZAS

For a panel comprising five of Emory's top leaders, it was only appropriate that the Employee Council Spring Town Hall, held Jan. 31 in Tull Auditorium, focused on the qualities of leadership—and why they are central to the University's aspirations.

Council President Louis Burton handled introductions of the panelists after thanking School of Law interim Dean Frank Alexander for hosting the noontime event, which drew a few hundred people to Tull to enjoy a food buffet and listen to the discussion.

"In my 25 years at Emory," Alexander said, "I've never been so excited about the University as I've been under the leadership of the last three years."

Three springs ago, more than half the panelists on stage were at other institutions: President Jim Wagner, Provost Earl Lewis and Executive Vice

President Mike Mandl. A fourth, University Secretary Rosemary Magee, ascended to her post in 2005 after many years as an associate dean in Emory College. The fifth was Robert Ethridge, vice president and head of the Office of Equal Opportunity Programs.

After reading inspirational quotations about leadership from the likes of Peter Drucker and John F. Kennedy, Burton began the Town Hall by reading prepared questions individually to the panelists and asking them to comment.

For example, in response to a question about what he has asked himself about leadership and what makes him a leader, Ethridge said, "The short answer is: Why me? But then, the longer answer is: Why not me?"

Lewis, upon being asked whether leadership can be taught, began by saying "there are a thousand books out there saying it can."

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PERFORMING ARTS

'Warmdaddy' to blow cool blues at Jazz Fest

BY SALLY CORBETT

Louisiana saxophonist Wess "Warmdaddy" Anderson, a beloved musician from Baton Rouge nicknamed for his warmth, will join the Gary Motley Trio for an evening of jazz and blues in the Schwartz Center's Emerson Concert Hall as the highlight of the 2006 Emory Jazz Festival, held on campus Feb. 9-11.

On Thursday, Feb. 9, the public is invited to Schwartz to observe a jazz improvisation class (10 a.m.) and "Perspectives on Performance" saxophone masterclass (2:30 p.m.) with Anderson, an Emory Coca-Cola Artist in Residence. The festival ends Saturday, Feb. 11, in its traditional way with a free 8 p.m. concert by the Emory Big Band. With the exception of the Anderson/Gary Motley Trio concert on Friday, Feb. 10, all festival events are free.

Motley, lecturer, pianist and director of jazz studies at Emory, and Schwartz Center Director Bob McKay collaborated in booking Anderson to headline the festival. Motley met "Warmdaddy" in Birmingham in the mid-1980s, and the two maintain a friendship and working relation-

ship. Their collaborations include performances for a CD release and on stage with Motley's trio, and as members of Wynton Marsalis' septet, performing Marsalis' "Bitter Sweet Saga of Sugar Cane" and "Sweetie Pie" with the Augusta Ballet.

Blues fans take note: "Wess tries to find the blues in everything that he plays," Motley said. "He's really soulful, like Cannonball [Adderley]. His music is so accessible that sometimes his virtuosity might escape you. But when you realize it, look out—I don't know any other alto saxophonist that gets around the horn with the ease and facility that Wess does. That was Cannonball's trademark. It's nice to see the torch being carried on."

Anderson, the son of a jazz drummer, got his musical start while growing up in Brooklyn. He taught, and is now a clinician, at the Juilliard Institute for Jazz Studies and is alto saxophonist for Marsalis' Lincoln Center Jazz Orchestra.

"Wess is one of the funniest people I know; his quick wit and humor will keep you laughing," Motley said. "He is also very grounded. That's why he's known as 'Warmdaddy.'



Special

Wess "Warmdaddy" Anderson will bring his saxophone to the 2006 Jazz Festival, Feb. 9-11. "Wess tries to find the blues in everything he plays," says jazz studies Director Gary Motley.

I was very nervous about meeting Marsalis, let alone playing with him. With 'Warmdaddy' on the bandstand, I was so busy laughing and having fun that I didn't have time to be nervous.

"Mind you, the music was serious business," Motley continued, "but we always had fun in the process. That has become our mantra: Have fun, make sure the music is swinging—and be sure to play the blues."

Completing Motley's trio for the Feb. 10 gig are special guest musicians from Michigan, bassist Paul Keller and drummer Peter Siers. Both Keller and Siers lead

and are members of multiple ensembles for contemporary and traditional jazz. Motley, Siers and Keller were the rhythm section for Russell Malone's *Black Butterfly* CD and worked together for a year with Malone touring the United States and Europe.

The Feb. 11 Emory Big Band concert marks the second anniversary of the ensemble that was re-organized under Motley and now plays with the maturity of more seasoned and estab-

See **JAZZ FEST** on page 5

CAMPUS NEWS

Policy clears up signature authorities

BY MICHAEL TERRAZAS

Emory has formalized a policy specifying which University officers may enter into contractual agreements with vendors and other third parties, with the goal of standardizing such processes and eliminating any areas of ambiguity regarding who is and is not empowered to authorize such agreements.

Called the Signature Authority and Contracting Policy, the new guidelines codify what had been an unwritten interpretation of University bylaws, according to President Jim Wagner, and was created by a 19-person committee representing all corners of the University.

"Since we are a large and complex organization," Wagner wrote in Jan. 15 memo, "Emory needs a clearly written and uniformly followed policy that will address questions such as this fundamental one: 'Who can sign agreements, contracts and offer letters with external parties, as well as similar documents that commit University resources?'"

The new policy, which became effective Jan. 1, fits under the University's continuing efforts to comply voluntarily with the applicable provisions of the

See **SIGNATURE POLICY** on page 5

AROUNDCAMPUS

Levy Award deadlines approaching

Nominations for the Albert Levy Award, which recognizes outstanding scientific contributions by Emory faculty, are now being accepted. The nomination deadline is Feb. 15, and all applications and supporting materials are due by March 15 to the University Research Committee Office.

The award honors faculty members for published research of superior quality. Final decisions will be announced in May, and recipients will be invited to a Levy Awards Seminar, where they will give a speech highlighting their work, and also will receive a monetary award and a commemorative plaque.

Applications can be obtained from the University Research Committee website (www.urc.emory.edu) or from the URC Office, G65 Rollins Research Building, 404-727-7503.

PCSW to hold open forum, Feb. 15

On Feb. 15, the President's Commission on the Status of Women (PCSW) will host an open forum in the Jones Room of Woodruff Library at 4 p.m.

President Jim Wagner will be present at the event, and PCSW encourages all members of the Emory community to attend and voice their concerns about issues affecting women and, in turn, help the commission understand which it should address.

Potential topics of discussion include professional advancement, leadership opportunities, work-life balance, sexual assault, diversity and the campus climate. For more information, visit www.pcsw.emory.edu.

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FIRSTPERSON FRANK ALEXANDER

Of families & housing laws



Frank S. Alexander is professor and interim dean of the School of Law.

In recent years, and especially in the last state, local and national political campaigns, two topics seem to be at the top of our cultural agenda: families and housing.

Everyone seems to be speaking of families: the advancement of "family values," the preservation of the autonomy and sanctity of the family, the relationships that count as creating a family. There is also a great emphasis on housing, and pride in the fact that the rate of homeownership in America is now at a record high, with roughly 68 percent of Americans now owning the home in which they live.

What is both intriguing and puzzling about the dual emphasis on families and housing is not the importance of each, but rather the manner in which they have been tied together. Housing laws should focus on the production, maintenance and ownership of residential units. Concerns with our families, our lives together, our relationships and commitments to one another, seem oddly out of place as we look at housing laws. But upon examination of the variety of our housing laws of the past 150 years, one sees something quite different, quite surprising—and quite troubling.

Our housing laws have been used, directly and indirectly, consciously and unconsciously, as vehicles for the definition and control of families, of what relationships count in determining what is a family. If you have three sons, and they all happen to share one large bedroom, you may well be in violation of a local building code. If you have a basement or garage apartment that is occupied by the grandparents as they become advanced in their years, there is a good chance that you are also in violation of the law. If you elect to share a house with four college roommates, or one or two professional friends, you may find yourself facing the wrath of your neighbors and fighting eviction.

Housing laws have been used, and are being used, in ways that simply do not make sense. Instead of focusing on the creation of decent housing, some laws have been used to discriminate and deny. Instead of creating places of hospitality, they breed hostility. Instead of providing support, they serve to segregate. It is much easier to build houses; it is much tougher to build families.

Professor Ellen Pader, an anthropologist at the University of Massachusetts-Amherst,

recently offered a profound critique of the very way in which our culture has chosen to interpret the goal of "safe and decent" housing for every American family. She related the story of two women sharing a room during their first night at college. Neither could fall asleep. Realizing that her roommate was still awake, the first student said, "I'm lonely and can't sleep—I have never slept alone in a bed." To this the other student responded, "I can't sleep either—I've never shared a room before."

This story illustrates Professor Pader's core argument: that the minimum room sizes and overcrowding standards of our building codes explicitly derive from "upper-class, English and Anglo-American definitions of "reasonable" which are inconsistent with a broader conception of cultures and subcultures.

In 1949, anthropologist George Murdock created the term "nuclear family," characterized by a married man and woman with their offspring. The emergence of this definition occurred at the same time that our housing laws shifted away from a functional definition of a household unit to a definition of the family as persons related by blood, marriage or adoption.

We can only surmise the reasons for the profound shift in housing laws by the adoption of this narrow definition. Perhaps it was a reaction to judicial decisions that permitted groups of individuals (whether fraternities or religious orders) to live in single-family neighborhoods. Perhaps it was a mirror of cultural acceptance, as a normative proposition, of Murdock's nuclear family. Perhaps, as some have suggested, it was a reaction to the open emergence in the 1960s of collectivist and communal lifestyles in which marriage was absent or incidental.

Whatever the motivation or justification, the consequences were profound. Four, five, six or more individuals not related by blood, marriage or adoption simply could not qualify as a "family" or live in a "single family" area, regardless of their personal, emotional, religious or cultural commitments to one to another.

From a brief review of housing laws in the United States, we may conclude first that such laws carry tremendous normative assumptions, resulting in tremendous normative consequences. Second, housing laws are not capable of bearing the weight of such profound social judgments. Third, housing laws should focus on function and use, not on relationships. Fourth, if there is to be a social and cultural judgment—enforced by laws—as to the relationships that "count" in deciding who lives in our neighborhoods, then let us present these moral convictions openly for debate, and not hide them in our various housing laws.

Residential restrictive covenants may have arisen first out of a desire to separate homes and apartments from hotels and boarding houses, but they quickly emerged as tools to segregate by wealth and race. Occupancy standards were first created to

address health concerns of inner city tenements, but they have remained on the books without empirical validation for more than a 100 years. For the past 60 years, zoning has been the dominant tool with which we've defined and controlled "single families," and these laws have embraced the rubric of "blood, marriage and adoption" as the talisman for that which constitutes the family.

The vision of the American family, at least in housing laws, increasingly narrowed during the second half of the 20th century. Conceptions of extended families, of friends taken in because they had no other place to go, of housing as sustenance to be shared, have been replaced by conceptions of exclusion, control, rejection and denial. Reliance on a narrow concept of the nuclear family has come at great cost to the society at large, and to specific subcultures in particular.

From the birth of this country and its first census in 1790, until the census in 1950, we did not count "families"; we counted households—groups of individuals living as a dependent single housekeeping unit. It was not until the 1950 census that we saw for the very first time the definition of a family as persons related by "blood, marriage or adoption." As we rely upon this narrow definition, consider the fact that the most recent census data disclosed that, for the first time in American history, traditional families—husband, wife and children—make up less than one-fourth of all households.

The preservation of the family and the relationships which lie at the core of familial bonds is not to be achieved by trying to do indirectly what we are uncomfortable doing directly, or unable to do with accuracy. In the context of housing laws, the task should be to provide housing—housing that is described and defined according to use and activity, not according to genetics or custody. Living arrangements premised on the bonds we cherish, the commitments between persons to care and to nurture, will allow our society to affirm the presence of such bonds in relationships of blood, marriage and adoption, as well as to accept such bonds in relationships borne of simple commitment one to another.

It is in this much broader vision that we may indeed pursue the ideal of safe, decent and affordable housing for every family, and treasure our lives together. The houses we inhabit are not solely the fruits of our labors, and the houses we build are not for us alone. As we work towards a dream of affordable housing for all families, let us always recall that we are given "...flourishing cities you did not build, houses filled with all kinds of good things you did not provide, wells you did not dig, and vineyards and olive groves you did not plant..." [Deut. 6:10-12].

This essay is excerpted and adapted from Alexander's 2005 Distinguished Faculty Lecture.

EMORYVOICES

What are the top qualities of a good leader?



The ability to know when you're wrong and what to do next.

Linda Erhard
business analyst
Academic and Administrative
Information Technology



Having standards, character and values. The ability to follow through, to delegate, and have compassion.

Sally Pamplin
hospital visitor and
alumna, '65C



Rationality, passion and selflessness.

Lucky Polavarapu
sophomore
Philosophy



The ability to understand the group's needs and to put that group before her/himself.

Simon Stokes
senior
International Studies



The ability also to be a good follower at times.

Venetia Butler
hospital visitor

All photos by Kay Hinton

EMORYPROFILE MAISHA FISHER

The Power of Words

By Rachel Robertson

I scream on the pages knowing / They can't talk back / Writing to escape my world

Pearl Quick, a high school student from the Bronx, found power in the words above. She wrote them.

It's a power that Maisha Fisher, assistant professor of educational studies, wants other young people to experience—and it motivates Fisher's research on using spoken word poetry to improve literacy in urban high schools.

Her quest began when, as a high school teacher in the Sacramento City Unified school district, she realized that she needed to make writing relevant to her 10th grade English students, despite the inequity of resources provided to different students in the school. She had the unique experience of teaching at her alma mater in the same magnet program—Humanities and International Studies Program (HISP)—in which she herself had participated as a student.

"When I was teaching two classes in the magnet program and two classes outside [it], it struck me that students were being tracked," Fisher said. "[HISP students] were being told, 'You have access to all this literature,' while [non-HISP students] did not. It was mind-boggling to me."

She worked to overcome this by trying to infuse every student with a love of language. By bringing the energy and excitement of all kinds of writers—journalists, poets, lawyers—to them, Fisher gave her students role models who could demonstrate that writing was relevant outside the classroom.

At the end of the year, Fisher invited all the studied writers together for a conversation and asked if her students could participate, even if it

meant missing one of their other classes. A turning point came in the form of an anonymous note from a fellow teacher. The note-writer wanted to exclude one of Fisher's students from attending, reasoning that the student was not performing well enough academically.

"I had colleagues who didn't really understand what it was I was trying to do, and I thought, if I could link this to some larger phenomenon, maybe I could make other educators understand why it was important," Fisher said.

As the child of African American parents who started a community school in addition to their careers as a nurse and a history professor, Fisher grew up with a sense of entitlement and the sense that she was an active participant in her education.

"I had two parents who were at the school banging on the door when anything went wrong, checking in and seeing if my homework was rigorous enough, and asking lots of questions—however, my parents learned to do this by watching [other] middle-class parents," she said, adding that both her mother and father were first-generation college students.

In the Bronx "Power Writing" class attended by Quick (whose poem opened this story), teacher Joseph Ubiles works with students—those whom "sadly, some educators throw away," Fisher said—to give them that sense of entitlement. The challenge is their living environment, as described in Quick's poem (continued from above):

I live in a world filled with drug dealers and crack-heads / And I'd rather create a new world / Better than my own / I feel free

to write / And make up a world far better in comparison to my reality.

This class and another in Brooklyn were the focus of Fisher's postdoctoral research at Teacher College, Columbia University. Inspired by "participatory literacy communities" (the topic of her doctoral thesis at the University of California at Berkeley) such as spoken word poetry venues and black bookstores holding author events, it occurred to Fisher that there could be a way to transport that environment inside school walls. When she learned of teachers in Brooklyn and the Bronx who were doing just that, Fisher started a dialogue with them and was invited to visit their classrooms.

Her intensive data collection involved videotaping, ethnographic field notes and qualitative interviews, but also participating as a co-teacher in the classes and becoming part of the students' lives.

"Literacy researchers refer to this as a sociocultural approach to literacy learning," Fisher said. "We want to get all of the information—we want to know about the whole person—before we move forward." Although her postdoc ended, her commitment to the class continues and she remains close with the teachers and students.

Similar to a coffeehouse poetry reading, Ubiles' technique is a process he calls "read and feed" in which students share their work out loud, then three peers give feedback. He creates an environment Fisher terms "literocracy," where "everybody learns he or she has something important to say and that their ideas deserve an attentive and respectful audience," she said.

Critical to Ubiles' method, Fisher believes, is that he is a practitioner of the craft he is

teaching. As an artist-in-residence funded by the nonprofit Early Stages theater program, he and co-teachers Amy Sultan and Roland Legardi-Laura (executive director and artist-in-residence, respectively, at Early Stages) participate fully in the class.

"They are not just saying, 'Here is your essay assignment—do it,'" Fisher said. "They're also writing. They're sharing their work out loud; they're making themselves vulnerable in the same way we are asking the students to make themselves vulnerable. And the students are giving them feedback—imagine that!"

Likewise, Fisher did not hide behind her role as researcher; she also shared her own poetry in class. "When young people see teachers engaged in the process, then they believe in it, too," she said.

On Saturdays the class traveled to the city, touring museums, watching films, visiting botanical gardens. "The purpose is to have the students understand that New York belongs to them," Fisher said. Additionally, the trips brought them into contact with people outside their usual world.

"We want students to have access to what [education scholar] Lisa Delpit refers to as 'the culture of power,'" Fisher said. "We want them to have access to 'standard English,' and I feel there is a way we can do that without isolating the world that they come from. That is also what this class is about."

This is where I live and breathe / And for me to write another world / So inciting that when you stop / you swear you were just watching a movie / Then / That's why I write. / Desire is

the heat that makes your hair stand on end. / That's what I feel when I write about the world I live in. / I live in a harsh reality and / It's hard for me to talk about it so / I write about the 'hood because / The character I make up / Has to go through it and for one moment... or 212 moments I don't have to,* concludes Quick's poem. (*note: 212 is a New York City area code).

As a final step, the students sound their voices in the outside world. At the Aprilia Motorcycle Showroom in Manhattan, students gave a public reading of their poetry, published in the anthology from their class, *Rebel Voices from the Heights*. "It was fabulous," Fisher said of the large crowd and their generosity in supporting the group by buying the book and giving donations.

The students of both classes Fisher studied have achieved improvements in their coursework outside of English and have received such accolades as the Posse Scholarship and the Gates Scholarship. And Fisher sounds her own voice, as well, speaking at conferences to teachers of English and sharing the methods that have transformed students' lives, in the hopes that others will adopt these practices.

"It's always good to have something extra beyond school, but I think it is young peoples' right to have a space within the existing school structure where they're able to feel as invested in learning as they do in these alternative spaces," Fisher said. "And that is why I'm doing this research."



Jon Rou

The child of parents who checked in constantly on her education, Maisha Fisher knows the importance of being invested in one's schooling. The assistant professor of educational studies tries to foster such investment in high school students by using the power of poetry to spark a love of words—and a passion for learning.

UNIVERSITY GOVERNANCE

University Senate hears update on IT progress

President Jim Wagner opened the Jan. 31 University Senate meeting, held in the Woodruff Library's Jones Room, by repeating a question he'd posed to Faculty Council a week earlier: How can the University community enhance the value of Emory to its various constituencies.

"I'm worried that we could accomplish all the details of our various plans and still not become the great university we aspire to be," Wagner said. As an example of what he's talking about, the president suggested that Emory's name-recognition in the New York area is quite high—making an Emory degree valuable there—but that value may not be as high in, say, San Francisco. He wondered aloud how the value of the "Emory experience" could be increased not only for graduates but for current students, faculty, staff, patients and all other groups.

In response to a question from psychiatry Professor Nadine Kaslow, Wagner and Executive Vice President Mike Mandl talked about a study of Emory's Office of Sponsored Programs that has revealed "serious, systemic" problems with the office and how the University signs off on grant proposals, according to Mandl. That study is due to conclude in February, and Mandl said addressing the office's problems is "probably the administration's highest operational priority."

Rich Mendola, vice president for information technology (IT) and chief information officer, updated the Senate on the progress of various IT initiatives. Addition of wireless capability in Emory residence halls should be complete by Feb. 3, he said, and the next phase will add wireless to various Emory Healthcare facilities. On the network side, Mendola said the University has doubled its bandwidth and may go even higher since bandwidth costs have decreased significantly. He said Emory's new network core is in place, and migration will begin over Spring Break, starting with the academic network.

Mendola's next big project will be streamlining Emory's e-mailing capabilities, and he outlined a preliminary strategy that preserves the Learnlink environment so favored by students and many faculty; that provides an enterprise-wide e-mail and scheduling solution for the University's administrative functions; and that preserves freedom of choice in e-mail clients for faculty.

To provide information about these and other IT projects, as well as a "one-stop shop" for IT services, Mendola said a new, customer-friendly website will soon debut. From the user's perspective, the site will eliminate the distinction between Network Communications and Academic and Administrative Information Technology, providing a single portal through which Emory community members can get their IT questions answered.

Next, Peggy Barlett presented a draft report prepared by a committee on sustainability she co-chairs with Mandl, and asked Senate members to provide feedback. Sustainability is one of the cross-cutting initiatives identified in the strategic plan, and the committee was charged by Wagner last spring to develop a "sustainability vision" for the University.

Kaslow and Allison Dykes, who co-chair the President's Commission on the Status of Women, described the commission's work to the Senate, saying that its current focus is work-life integration. The commission has advocated creating a task force on work-life balance; Wagner agreed and recently appointed University Secretary Rosemary Magee and Vice President for Human Resources Peter Barnes to co-chair such a task force.

In his remarks, Provost Earl Lewis reminded the Senate of the ongoing searches for senior administrative positions and spoke briefly about possible uses for Briarcliff Campus suggested by a committee convened last semester. Lewis said one idea is to establish different functional zones on the property, such as a residential zone, an academic/research zone and even a quiet, "contemplative" zone. Lewis also said Emory should begin to explore ways to connect its various locations into a kind of "continuous campus," providing easier access to and public transit between all its geographically distinct centers.

The next University Senate meeting will be held Feb. 28 at 3:15 p.m. in the Jones Room—*Michael Terrazas*

If you have a question or concern for University Senate, send e-mail to President Michael Rogers at rogers@learnlink.emory.edu.

GUESTSPEAKER

Stephen Mitchell to bring *Gilgamesh* alive at symposium

BY ROBYN MOHR

Best-selling author Stephen Mitchell will be the featured speaker at Emory's Symposium on Religion and Literature, to be held Feb. 15. Mitchell, a renowned poet, translator and interpreter of [the world's] great religious texts, will deliver the keynote address at a noon luncheon in Cox Hall Ballroom, focusing on his new translated version of *Gilgamesh* and its relation to Genesis.

Mitchell will also speak at a 7:30 p.m. interfaith service in Cannon Chapel. The topic of the evening will be "Enduring the Voice of Spirit," and Mitchell will share insights gained through his scholarly work. The program also will include music by the Meridian Chorale, led by Steven Darsey, a former faculty member of the Candler School of Theology.

The Meridian Herald, of which Darsey is also president, along with Emory's Walter Candler Lectureship is sponsoring the Symposium on Religion and Literature. This event will be the seventh in an annual series

of symposia on religion in the academy.

"We chose Steven Mitchell because his work spans many traditions," said Vice President and Deputy to the President Gary Hauk, a member of Meridian Herald's board. "His translations are vivid, and his introductions to his various works provide rich and provocative insights into the call of the human spirit by something greater than itself." Hauk, who also has an academic background in religion, agreed to sponsor the program at Emory.

The epic tale of *Gilgamesh* chronicles the adventures of literature's first hero, the King of Uruk, in ancient Sumeria (present-day Iraq). Uruk, said to be two-thirds god and one-third man, was blessed with beauty, strength and wisdom.

Mitchell, known for his talent in making ancient masterpieces remarkably new through translation, is being praised for his version of *Gilgamesh*. The story dates back to early 1700 BCE—almost a thousand years before *The Iliad*—making it the oldest written human narrative in existence. The 12 clay

tablets on which the story was inscribed were lost for nearly two millennia.

In 1853, the tablets were discovered in present-day Mosul, once the great city of Nineveh. The story is believed to have been recorded by someone named Shin-eqi-unninni, making him the oldest known human author. Written in cuneiform script, *Gilgamesh* was not fully deciphered until the latter part of the 19th century. The original translator chose to exclude the contents of the 12th tablet, which allegedly read as more of a sequel to the first 11.

Mitchell's translation of *Gilgamesh* was published in 2004 and is due out in paperback this month. Critics and artists, including biblical scholar Elaine Pagels, literary critic Harold Bloom and this year's Nobel Prize winner, Harold Pinter, have hailed Mitchell's new version. Mitchell's other best-selling titles include: *The Gospel According to Jesus*, *Tao Te Ching*, *The Bhagavad Gita*, *Genesis* and *The Selected Poetry of Rainer and Maria Rilke*.



Gathered on the dais for the Jan. 31 Employee Council Spring Town Hall were (from left) President Jim Wagner, Provost Earl Lewis, University Secretary Rosemary Magee, Vice President Robert Ethridge, Executive Vice President Mike Mandl and council President Louis Burton.

TOWN HALL from page 1

"To me, the key quality of leadership is a good sense of humor," the provost continued. "On any given day, there are at least one or two items that can send you over the deep end [if you don't have a sense of humor]."

Magee talked of the importance of "collaborative imaginings" in leadership and cited Atlanta Mayor Shirley Franklin as a highly effective leader and inspirational role model, especially for the prospective women leaders on Emory's campus.

In talking about ways to incorporate good leadership into one's day-to-day responsibilities, Mandl suggested people think about how they spend some of the less-busy moments of their day. "Try to spend your time on things that will make a substantive difference and are sustainable," he said.

The president suggested people internalize Emory's aspirations and try to apply them to their everyday tasks. "Make

decisions informed by the vision statement—which is what we want to be as a University," Wagner said.

The afternoon contained its share of levity, as Burton also asked a couple panelists to pose questions to each other. Responding to Magee's question about what mistakes he'd made as a leader and how he corrected them, Ethridge said, "Let me turn the question around." After the crowd stopped laughing, he added, "That's called leadership."

But it also had its serious moments. Responding to a question from an audience member about Emory's 2002 decision to reduce contributions to retiree health benefits—and how that decision jibed with Emory's vision to be a destination university—Mandl said first that he was not on campus during that time but that he still agreed in principle with the decision.

"At the end of the day, there are hard decisions," he said. "In the short term, it can be painful for some people. In the long term, [the decision] was consistent with

the lay of land [in health care nationally]."

Wagner said Emory still is fine-tuning its model for leadership, searching for the correct balance between central and decentralized decision-making. He drew a continuum between, on the one hand, the "command and control" model associated with military-style chains of command, and on the other the concept of "emergent" leadership, in which no individual holds authority over another. Somewhere along that continuum lies a good model for Emory, he said.

Events like the Employee Council Town Halls may be one way to find it. As Burton said, closing the event with a quote from California Sen. Dianne Feinstein, "Ninety percent of leadership is the ability to communicate something people want."

To view the event in its entirety, visit www.employeecouncil.emory.edu.

HEALTHSCIENCES

Transplant center gets \$8.5M JDRF grant for islet research

BY HOLLY KORSCHUN

Emory's Juvenile Diabetes Research Foundation (JDRF) Center for Islet Transplantation has received new five-year funding from JDRF of nearly \$8.5 million, with the goal of advancing islet transplantation to a mainstream therapy for Type 1 diabetes.

Created and funded through a \$4.1 million grant from JDRF in 2002, Emory's center addresses the problem of rejection of donor islets by a patient's immune system. Although islet transplantation from a donor's pancreas can restore normal insulin production in people with Type 1 diabetes, several problems still exist with current immunosuppressive protocols. The Emory center will continue to research new strategies leading toward the goal of insulin independence for these patients, without long-term immunosuppression.

Emory physician/scientists have been working for the past several years to refine the islet transplant procedure and to develop immunosuppressive compounds that are equally effective but less toxic to transplant recipients. The Emory JDRF Center's first clinical trial of islet transplantation recently concluded after 15 islet transplants were successfully performed in eight patients with Type 1 diabetes. A new islet transplant clinical

trial, testing a new drug not previously used in transplantation, began in January.

The new funding will be applied to four specific projects. Project 1 will study the safety and effectiveness of Efalizumab (a drug from a new class of therapeutic agents) as part of a four-part drug regimen for human islet transplant recipients. In Project 2, scientists at Yerkes National Primate Research Center will explore methods of inducing tolerance to allogeneic islet transplants (islets from the same species) in nonhuman primates.

Project 3 will focus on anti-inflammatory strategies for islet engraftment, the process by which islets become incorporated into the patient's own system. Project 4, also at Yerkes, will use nonhuman primates to explore xenotransplantation, or transplantation from other species.

Christian Larsen, director of the Emory Transplant Center, is director of the clinical islet transplantation program and of Emory's JDRF Center for Islet Transplantation. Larsen is internationally recognized for his work in devising novel strategies to achieve transplantation tolerance. Center co-principal investigator Collin Weber's career has spanned 25 years of investigations and contributions to the field of diabetes research.

"The JDRF center has

made it possible for us to make significant progress in advancing the field of islet transplantation," Larsen said. "This new funding will allow us to continue our quest to find innovative ways of allowing patients to receive islet transplants without the toxicities associated with conventional immunosuppressant drugs."

The Emory Transplant Center is one of the most comprehensive transplant centers in the Southeast, encompassing programs in heart, lung, liver, kidney and kidney-pancreas transplants and fostering cutting-edge basic, translational and clinical research to improve the effectiveness of transplantation and to establish true immune tolerance. In 2003 the center established the first clinical islet cell transplant program in Georgia and has since conducted 15 successful islet transplant procedures in eight patients.

JDRF, the world's leading nonprofit, nongovernmental funder of diabetes research, was founded in 1970 by the parents of children with juvenile diabetes. The disease strikes children suddenly, makes them insulin dependent for life, and carries the constant threat of devastating complications. Since inception, JDRF has provided more than \$900 million to diabetes research worldwide.

SIGNATURE POLICY from page 1

Sarbanes-Oxley Act of 2002, a piece of federal legislation mandating certain governance practices in publicly traded companies. Specifically, the signature authority policy goes toward satisfying Sarbanes-Oxley's requirement that entities establish uniform practices regarding the execution of contractual agreements with third parties.

"Continually improving our already strong governance standards is a high priority for Emory, whether the law requires us to comply with Sarbanes-Oxley or not," according to Kent Alexander, senior vice president and general counsel, whose office has been instrumental in crafting the signature policy.

Emory's bylaws—along with those of Emory Healthcare, The Emory Clinic, Wesley Woods, Emory Children's Center and the Emory Medical Care Foundation, all of which are acknowledged in the new policy—explicitly grant signature authority to the president, the three executive vice presidents and other vice presidential positions. The new policy recognizes those empowerments while stat-

ing that the aforementioned officers also may delegate signature authority to others as they see fit (though the delegating officer retains ultimate responsibility for the actions of subordinates and any contracts they sign on behalf of the University). Officers who do not have signature authority, either explicitly through the policy or through a written delegation from their superiors, may not sign contracts with outside parties. Each dean of Emory's schools and colleges has received a delegation letter from the appropriate executive vice president and will create sub-delegation letters as appropriate for the unique nature of his or her academic unit.

The policy also describes specific instances in which explicit signature authority is required regardless of prior delegations. For example, it states: "All contracts whose obligations or related financial exposure in excess of \$250,000 ... must be signed by the president or appropriate executive vice president(s) depending on the nature of the proposed transaction ... unless otherwise delegated."

Finally, the policy outlines a specific procedure

through which signature authority may be delegated, including a sample form (such delegations must be made in writing), and stipulates that all University officers should review their delegations once a year (e.g., on Sept. 1) to ensure they are current, accurate and consistent with Emory's needs.

"The University's bylaws are quite broad; in some areas, they're not very specific, and we were getting some questions from the field about what authorities people did or did not have concerning their ability to enter the University into contracts with outside parties," said Mike Mandl, executive vice president for finance and administration. "This is meant to protect both individuals—by clearly delineating the authorities they have and the process by which they may delegate those authorities—and the entire institution."

The signature authority policy was drafted by and is administered through the Office of the General Counsel. Anyone with questions regarding the policy should contact the office at 404-727-6011.

FOCUS: EAGLEUPDATE

Men, women swim for 8th straight UAA titles

Emory once again will play host to the University Athletic Association (UAA) men's and women's swimming and diving championships, Feb. 8–11, at the Woodruff P.E. Center.

This marks the second time in three seasons Emory has hosted the event, the last being in 2003. The meet opens on the afternoon of Wednesday, Feb. 8, at 4:30 p.m. with the diving portion of the competition. Thursday through Saturday will begin with swimming preliminaries at 10 a.m. with diving to follow. Both swimming and diving finals begin each evening at 6 p.m.

Emory has dominated the UAA championships in recent years, with both the men's and women's squads winning the past seven titles. Last season the women posted a convincing victory with 1098.5 points, a nearly 460-point victory over second-place Washington University, which finished with 639.

The men also dominated last season, scoring 882.5 points to distance themselves from second-place Carnegie Mellon's 613 points.

Of all UAA schools, Emory's women have won the most conference swimming championships with 13, including titles from 1991–93, 1995–97 and an ongoing string that began in 1999. The men have claimed all seven of the program's championships, from 1999 to the present.

With head coach Jon Howell at the helm of both squads, Emory also has competed well on the Div. III national stage, with the women winning the program's first national championship last season and the men finishing second the past two seasons.

Leading the way for this year's women's team will be seniors Samantha White, Holly Hinz and Samantha Gillen, as well as junior Ellen Flader and freshman Tess Pasternak. White and Hinz are three-year All America performers, while Gardiner has earned the honor the past two years. Gillen and Flader were named All America this past season.

On the men's side, watch for seniors Brandon Burke, Justin Hake and Mike Klein, as well as junior Andrew Callam and sophomore Nick Lake. Burke and Hake each have garnered All America honors since their freshman seasons, while Callam is a two-year honoree. Klein and Lake were named All America for the first time last season.

This week, both Emory's men and women will look to claim their eighth straight conference championships, and then to carry that momentum into the Div. III national championships in Minneapolis, Minn., March 16–18.

For more information on the UAA championships, please visit the official home of Emory Eagle athletics at www.go.emory.edu.



Swim coach Jon Howell

Jon Rou

Douglas Blair is Emory sports information director.

JAZZ FEST from page 1

lished bands. The band members are students, alumni and others affiliated with Emory. Motley set the big band's mission: pay homage to the tradition while acknowledging the work of contemporary composers.

"The students are very open to learning about the traditional literature while being allowed to contribute their own ideas to the newer compositions," Motley said.

The excitement surrounding this year's festival reflects a jazz program at Emory that is taking off. Plans are being made to include more jazz

courses and increase interaction with industry professionals. Emory now has four jazz combos, in addition to the big band. Those combos will perform later in the semester, beginning with a free show on March 30 at 8 p.m. in the Schwartz Center. Trumpeter Phillip Harper will perform with the band on April 25, also free, in the Schwartz Center.

Tickets for the Friday night show with Anderson and Motley's trio are \$5 for Emory faculty and staff; free for Emory students with ID; and \$10 general admission. For more information, visit www.arts.emory.edu or call 404-727-5050.

SCHOLARSHIP&RESEARCH

Gordon: 'Familylects' help households define identity



Kay Hinton

MARIAL Center postdoctoral fellow Cynthia Gordon knows her buppies from her brush choppers after a study that focused on unique family words and languages, or "familylects."

BY RACHEL ROBERTSON

Buppie!" "That's a yuck-yuck." "Brush choppers." Confused yet? These specialized words and phrases, not easily understood by outsiders, are examples of private family language, or "familylects." The word "buppie," for instance, was coined by a 3-year-old to signal an imminent temper tantrum.

Cynthia Gordon, postdoctoral fellow at the MARIAL Center, found in a study of families around Washington that family members often incorpo-

rate such child-invented words into their vocabulary. In this case, the father—alerted to his daughter's discontent—muttered to himself, "Please, no buppie."

Gordon took advantage of some unusual data to expand on the definition of familylect, a term mentioned previously but not clearly defined in the academic literature. In the study (designed by her graduate adviser at Georgetown University, Deborah Tannen, and collaborator Shari Kendall from Texas A&M University), four families participated by

continuously recording daily conversations of both parents for a week. Although a week may not seem a long time in the span of a person's life, it is considerably longer than a typical linguistic study, which may record only a single dinnertime conversation. Gordon, then a graduate research assistant, helped with data collection and linguistic transcription—which involves not only typing every spoken word from the recordings, but also marking important features such as intonation and loudness.

During the painstaking transcription process, Gordon began to notice several types of repetition, including family-specific words. Listening to a week's worth of conversations allowed her to uncover other, more subtle familylect components by comparing different conversations across time and location with different participants.

For example, in one family, the 2000 presidential election was a major event (both parents had jobs that would be affected by the outcome). Gordon took note of repeated phrases and topics of conversation related to the candidates. Al Gore was referred to as "Daddy's friend," while George W. Bush was "the man Daddy doesn't like." The family also talked often about other negative aspects of Bush's campaign

and personal history. In a recently published paper, Gordon argued that these and other "linguistic strategies" helped the family to create its unique identity.

"It might seem that [the families] would be the same," Gordon said, explaining that all four families were white, middle class and with dual incomes. "They were, in fact, quite different in terms of their familylects; each family used language differently to create a different family culture."

Another family's identity was shaped by the parents' careers as actors. "[The parents] would take on pretend voices to play with [their daughter]," Gordon said. "They would also take on pretend voices at times when communicating with each other, which rarely happened in the other families. So, that's something that—in this group of families, at least—was unique to this family and helped define them as a family."

She also recognized routines and rituals as important in creating a family culture. One husband and wife repeated an interaction in which the first would say, "Yes, my love," and the other returned, "Yes, my dove." Gordon noticed this routine could take on special meaning (such as serving as an apology or a request for favor) but, importantly, it also affirmed their relationship. To create a consistent environ-

ment, families often have daily rituals, like the bed-time routine one family called "rock and rubs," in which a parent rocked the child and then put her in bed and rubbed her back.

"These smaller rituals are important," Gordon said. "Maybe you don't recognize them as being as important as big events, like weddings, but they have symbolic significance for the families in their everyday lives. So I think they have certain similarities with the bigger rituals."

What is the importance of all these repetitions? Although she's still working on that answer, Gordon said, "My hypothesis is that it binds family members together and works to create a shared sense of family identity."

She also hopes that her work will speak to the theoretical paradigms of "framing" (how people construct meaning in conversation) and "intertextuality," or the idea that all conversations and texts are related to things that came before.

With more than a million transcribed words, Gordon possesses a wealth of data she will continue to explore—as long as she herself does not tire of the repetition.

"That week," she said, "which the families lived once, I have lived many times."

\$2M grant will let PRISM program shine through 2011

BY BEVERLY COX CLARK

Emore has been awarded nearly \$2 million from the National Science Foundation (NSF) to continue an innovative science education program that pairs graduate students in the sciences with K-12 teachers. Known as PRISM (Problems and Research to Integrate Science and Mathematics), the program engages K-12 students in science studies and provides opportunities for graduate students to develop as teachers and communicators.

PRISM was initially funded by the NSF in 2003, and the new grant will support the program through 2011. Since its inception, PRISM has partnered with 39 teachers in 13 middle and high schools around the metro Atlanta area. More than 100 new curriculum units, using real-world applications to teach science basics, have been developed and taught to more than 2000 K-12 students.

"We're working to create a 'compelling need to know' within students by actively bringing the excitement of science to them through hands-on experiments and instruction," said Jordan Rose, PRISM program coordinator for Emory's Center for Science Education (CSE).

The faculty who developed PRISM—chemistry Professor Jay Justice, Center for Science Education Director Pat Marsteller, and Preetha Ram, Emory's assistant dean for science education—say they are convinced it has a positive effect on graduate students, teachers and schoolchildren.

"Problem- and investigative case-based learning is an important trend in education because it helps students make a strong connection with science concepts by demonstrating how real and integrated it is in our lives," Marsteller said. "In the process, students also gain critical thinking and research skills."

For example, one sixth grade class learned concepts in chemistry and biology through an investigation of air and water quality in Atlanta. The experience even prompted the students to write to Georgia legislators and the governor about the relationship between air pollution and asthma, and request stronger regulation.

Eighteen teachers are participating this year, developing diverse lesson plans with their graduate-student partners. Case studies include an investigation of infection control that involves swabbing surfaces at the school to find and identify different types of bacteria. Another lesson teaches students



Ann Borden

From left, PRISM (Problems and Research to Integrate Science and Mathematics) founders Pat Marsteller, Preetha Ram and Jay Justice say the program not only is helping K-12 students learn science through real-world applications, it's also honing their teachers' pedagogy and giving experience to grad students.

basic principles of engineering by having them build model planes.

PRISM recently launched a Web site called CASES Online (www.cse.emory.edu/cases) that is a collection of the inquiry-based lessons for use in K-12, undergraduate and graduate science education. Educators can search CASES Online for a varied sample of cases appropriate to different grade levels, subjects and topics of interest, as well as download materials for use

in the classroom. The cases address a variety of learning objectives across the sciences and meet state and national K-12 science education standards.

PRISM graduate fellows come from a variety of mathematics and science doctoral programs at Emory and Clark Atlanta University. "Our graduate fellows overwhelmingly report that they are more confident teachers, improved communicators, better team players and more committed partners with K-12 educators,"

Rose said.

The CSE is in the midst of doing a comparison study of recent science test scores, and preliminary results from one school show some improvement. Anecdotally, many teachers have reported that students who previously were flunking or struggling with science are now making Cs and Bs.

For more information on PRISM, go to www.cse.emory.edu/prism/index.html.

FOUNDERSWEEK

Birthday cake for the brain: Week to feature slate of lectures

BY KATHERINE BAUST LUKENS

Emory's ongoing Feb. 5–12 Founders Week celebration promises a robust schedule of academic, social and cultural events to celebrate Emory's founding. The week kicked off on Sunday, Feb. 5, with a Glenn Auditorium address by Georgia Rep. John Lewis, but the intellectual fare continues this week with distinguished lectures from scholars from Emory and beyond.

Some established University events have been brought into the Founders Week calendar, like the annual Tenenbaum Family Lecture. Internationally renowned author and scholar Ruth Wisse, professor of Yiddish and comparative literature at Harvard, will present "Yiddish at the Center; English at the Margins," on Wednesday, Feb. 8, at 7:30 p.m. in the Carlos Museum Reception Hall.

Another highlight is the Friday, Feb. 10, lecture by Brown University President Ruth Simmons, who will give her insight on "The University Between Past and Future," at 4 p.m. in Cannon Chapel. Simmons comes from an experienced background in university administration; prior to becoming the first African American president of an Ivy League institution, she served as president of Smith College, vice provost at Princeton University, provost at Spelman College and associate graduate dean at the University of Southern California.

Another annual lecture rolled into Founders Week is the Distinguished Faculty Lecture, sponsored by Faculty Council. This year's speaker will be Dennis Liotta, professor of chemistry and one of the faculty members involved in last summer's landmark Emtriva drug sale that brought some



Brown University President Ruth Simmons will discuss "The University Between Past and Future" during her Feb. 10 lecture, just one of Founders Week's academic offerings.

\$540 million in royalty sales to Emory and the inventors. Liotta's lecture is titled "New Therapies for Treating Viral Infections and Cancers," and will be held on Mon. Feb. 6 at 4 p.m. in the Rita Rollins Room, School of Public Health.

"Part of my goal, since it is a mixed audience, is to try and present concepts to those who aren't technically trained to understand the process of drug discovery and how to take it to the finish line," Liotta said. "Most people's lives have been touched by someone who has died from metastatic cancer. I will talk about the problems and leads—compounds that have a promising profile but haven't yet gone to clinical trial—that we have."

The School of Law's John Witte, recently named the visiting Alonzo L. McDonald Family Professor on the Life and Teachings of Jesus and Their Impact on Culture, will deliver a lecture named for the chair on Thursday, Feb. 9.

His lecture, "Freedom of a Christian: The Protestant Contributions to Modern Religious Liberty and Human Rights," will be held at 4:30 p.m. in Cannon Chapel.

As McDonald Professor, Witte will deliver a series of lectures on the life and teachings of Jesus. He also will teach a course on religious liberty open to students in Emory's law and theology schools, and to graduate and undergraduate students in the arts and sciences.

Founders Week is framed around the first meeting of the Emory College Board of Trustees, which occurred Feb. 6, 1837 (the college itself was founded a year earlier in Oxford). Other events include a 24-hour arts festival, a film festival and numerous concerts. Founders Week events are open to the public, and most are free. For more information, call 404-727-5039 or go to www.emory.edu/events.

UNIVERSITY GOVERNANCE

LGBT commission eyes possible gay-adoption law

President Jim Wagner appeared at the President's Commission on the Status of LGBT Concerns meeting Jan. 24, held in 400 Administration, and spoke with the commission about issues such as, gay adoption, civil liberties and Emory's strategic plan.

Chair Paul Towne opened the meeting, and reported that the commission is preparing for possible Georgia legislation banning gay adoption. Towne listed some of the commission's tactics, such as keeping the Office of the President informed, working with lobbyists and the Atlanta community, and continuing to build awareness on campus.

Director of the Office of LGBT Life and ex-officio member Saralyn Chesnut continued the discussion presenting findings from a Georgia Equality poll. The poll shows that most Georgians don't want an across-the-board ban on gay adoption, and, concerns for child welfare seem to overshadow gay issues.

"In the realm of gay adoption legislation, I suggest letting sleeping dogs lie. Although being prepared for such legislation is important," Wagner said. "We have an enlightening job to do, and we need to get it right on campus first."

Wagner advised building partnerships with other universities on the issue of gay adoption. One member suggested that such a plan could be a strategic model for how to approach other LGBT issues, giving Emory the potential to lead in LGBT activism.

"We are in a different place politically than other Emory commissions right now," said co-chair-elect Andy Wilson. "[Adopting] progressive policies sets Emory apart from other universities."

Emory is the only university in Georgia that has a domestic-partner benefits program and the only school to have a body like the LGBT commission.

"To me, the issue isn't about gay adoption—it's about having a welcoming environment," Wagner said. Adding that the commission should contact other Atlanta Regional Council for High Education (ARCHE) schools to start a dialogue on human rights.

Wagner then talked about how the commission can help implement the strategic plan. "One of the simplest ways to communicate the strategic plan is to link LGBT issues to some element of the vision statement," he said.

In other business, nominations are now being accepted for new commission members. The deadline for applications is March 1, and new members will be invited to the commission's last meeting of the semester on April 18 and the its spring retreat on April 21. For more information, visit www.emory.edu/PCLGBTC/membership.htm, or contact Cathi Wentworth at 770-784-4631 or cwentwo@learnlink.emory.edu.

Upcoming events:

The commission and the Office of LGBT Life are hosting Intersex Transgendered Awareness Week, to be held around campus Feb. 20–24. For more information, contact Jaclyn Barbarow at jbarbar@learnlink.emory.edu or visit www.emory.edu/CAMPUS_LIFE/LGBTOFFICE/calendar/index.html.

The 14th Annual Pride Banquet will be held March 2 at 6:30 p.m. in Miller-Ward Alumni House. This event is co-sponsored by the commission, the Office of LGBT Life and the Emory Gay and Lesbian Alumni.

The next LGBT meeting will be held Tuesday, March 21, at 5:15 p.m. in 400 Administration.—Christi Gray



Five students take home 2006 Humanitarian Awards. Clockwise from top left, College senior Laurie Gorham, Oxford sophomore Amanda McCullough, College senior Beatrice Lindstrom, Goizueta MBA student Robert Brawner and College senior Dianna Myles were recognized for their exceptional commitment to helping people in need at Emory's 2006 Humanitarian Awards, Jan. 25.

If you have a question or comment for the LGBT commission, send e-mail to Chair Paul Towne at paul_towne@bus.emory.edu.

For online event information, visit www.events.emory.edu.

Events for the Emory Community

PERFORMING ARTS

MONDAY, FEB. 6
Heritage Month Concert
 “Modern Rhythms and the West African Drum.” Ibrahim Dioubate, percussion, presenting. 5:30 p.m. 206 White Hall. Free. 404-727-6754.

TUESDAY, FEB. 7
Concert
 Evelyn Glennie, percussion, performing. 8 p.m. Emerson Concert Hall, Schwartz Center. \$48 general public; faculty; \$36 faculty/staff; \$5 students. 404-727-5050.

WEDNESDAY, FEB. 8
Concert/Class
 Evelyn Glennie, percussion, presenting. 11 a.m. Emerson Concert Hall, Schwartz Center. Free. 404-727-5050.

THURSDAY, FEB. 9
Jazz Improvisation Class
 Wess ‘Warmdaddy’ Anderson, alto sax, presenting. 10 a.m. Tharp Rehearsal Hall, Schwartz Center. Free. 404-727-5050.

Concert/Class
 Wess ‘Warmdaddy’ Anderson. 2:30 p.m. Emerson Concert Hall, Schwartz Center. Free. 404-727-5050.

Film
Darfur Diaries. Aisha Bain, Jen Marlowe and Adam Shapiro, directors. 6 p.m. 101 White Hall. Free. 404-727-6402.

Campus MovieNite
 7 p.m. Glenn Auditorium. Free. 678-613-7370.

Concert
 Emory Baroque Orchestra, performing. 8 p.m. Cannon Chapel. Free. 404-727-5050.

FRIDAY, FEB. 10
Concert
 “Emory Annual Jazz Festival.” Wess ‘Warmdaddy’ Anderson, alto sax, and the Gary Motley Trio, performing. 8 p.m. Emerson Concert Hall, Schwartz Center. \$10 faculty/staff; \$5 students; free general admission. 404-727-5050.

SATURDAY, FEB. 11
Concert
 “Emory Annual Jazz Festival.” Emory Big Band and Wess ‘Warmdaddy’ Anderson, alto sax, performing. 8 p.m. Emerson Concert Hall, Schwartz Center. Free. 404-727-5050.

MONDAY, FEB. 13
Film
Bon Voyage. Rappeneau, director. 8 p.m. 101 White Hall. Free. 404-727-6431.

VISUAL ARTS

THURSDAY, FEB. 9
Photography Exhibit Opening Reception
 Angela West, photographer, presenting. 5 p.m. Gallery, Visual Arts Building. Free. 404-727-6315.
Through March 11.

MARBL Exhibit
 “Imposing Reason for Life on Life: African American Women as Creators and Preservers of the Arts.” MARBL, Woodruff Library. Free. 404-727-6887.
Through March 20.

Carlos Museum Exhibit
 “Greek and Roman Art.” Carlos Museum. Students, faculty, staff and members free; \$7 suggested donation. 404-727-4282.

Carlos Museum Exhibit
 “From Pharaohs to Emperors: New Egyptian, Near Eastern and Classical Antiquities at Emory.” Carlos Museum. Students, faculty, staff and members free; \$7 suggested donation. 404-727-4282.
Through April 2.

LECTURES

MONDAY, FEB. 6
Middle Eastern Studies Lecture
 “Every Ruin She Brings To Life: Ibn al-‘Arabi’s Interpreter of Desires.” Michael Sells, University of Chicago, presenting. 4:30 p.m. Jones Room, Woodruff Library. Free. 404-727-2297.

European Studies Seminar
 “Comparative Iconographies: Britannia and Durga in the Making of Britain and India in the Early 19th Century.” Hubert Tworzecki, political science, presenting. 4:30 p.m. 323 Bowden Hall. Free. 404-727-6577.

Middle Eastern Studies Lecture
 “Iraq.” Devin Stewart, Arabic and Islamic studies, presenting. 7 p.m. Tarbuton Hall. Free. 770-784-8888.

Distinguished Faculty Lecture
 “New Therapies for Treating Viral Infections and Cancers.” Dennis Liotta, chemistry, presenting. 4 p.m. Rita Ann Rollins Room, School of Public Health. Free. 404-712-8932.

TUESDAY, FEB. 7
Physiology Lecture
 “Mechanisms of G Protein-Induced Trafficking of Calcium Channels.” Maria Diverse-Pierluissi, Mt. Sinai

School of Medicine, presenting. 9 a.m. 600 Whitehead Research Building. Free. 404-727-7401.

Poetry Lecture
 “Improvisation and Process in Poetry.” Lyn Hejinian, poet, presenting. 4 p.m. N301 Callaway Center. Free. 404-727-7162.

Arts & Culture Lecture
 “Hidden Forms and Mysterious Caverns: Reflections on an Egyptian Funerary Papyrus.” Richard Jasnow, Johns Hopkins, presenting. 7 p.m. Reception Hall, Carlos Museum. Free. 404-727-4291.

WEDNESDAY, FEB. 8
History Seminar
 “Shadows: To and Through the Revolution.” Jonathan Prude, history, presenting. 11:30 a.m. 323 Bowden Hall. Free. 404-727-6555.

Jewish Studies Lecture
 “Yiddish at the Center; English at the Margins.” Ruth Wisse, Harvard University, presenting. 7:30 p.m. Reception Hall, Carlos Museum. Free. 404-727-6301.

THURSDAY, FEB. 9
Surgical Grand Rounds
 “The Brain as a Target Tissue of Sex Steroids.” Sarah Berga, medicine, presenting. 7 a.m. Emory Hospital Auditorium. Free. 404-712-2196.

Physiology Lecture
 “Normal and Aberrant Activities of C. Elegans Ion Channels Involved in Sensory Perception.” Laura Bianchi, Rutgers University, presenting. 9 a.m. 600 Whitehead Research Building. Free. 404-727-7401.

Environmental Studies Lecture
 “Value of the Landscape of the Southeast Prior to 1850.” Mart Stewart, Western Washington University, presenting. 4 p.m. N306 Math and Science Center. 404-727-4253.

McDonald Lecture
 “Freedom of a Christian: Protestant Contributions to Modern Religious Liberty and Human Rights.” John Witte, law, presenting. 4:30 p.m. Cannon Chapel. Free. 404-727-4481.

Carlos Museum Lecture
 “Big Men, Little Women: Art and Society in Early Greece.” Susan Langdon, University of Missouri-Columbia, presenting. 7 p.m. Reception Hall, Carlos Museum. Free. 404-727-4291.

FRIDAY, FEB. 10
Heritage Month Lecture
 “The University Between Past and Future.” Ruth Simmons, Brown University president, presenting. 4 p.m. Cannon Chapel. Free. 404-727-0674.

SUNDAY, FEB. 12
Carlos Museum Lecture
 “Beautiful Beasts: Monsters in the Carlos Collection of Greek Art.” Bonna Wescoat, classical art and archaeology, presenting. 4 p.m. Reception Hall, Carlos Museum. Free. 404-727-4291.

RELIGION

TUESDAY, FEB. 7
AME Founder’s Day Celebration
 Bishop John Bryant, preaching. 11 a.m. Cannon Chapel. Free. 404-727-4180.

WEDNESDAY, FEB. 8
Tindley Songbook Introduction
 11 a.m. Cannon Chapel. Free. 404-727-4602.

SUNDAY, FEB. 12
University Worship
 11 a.m. Cannon Chapel. Free. 404-727-6225.

SPECIAL

WEDNESDAYS
Toastmasters
 8 a.m. Dental School Building. Free. 404-727-4192.

MONDAY, FEB. 6
Financial Planning Workshop
 “Blueprint for Financial Success.” 6:30 p.m. Briarcliff Campus. \$80.75. 404-712-4352.

MiniTheology School
 “Religion and Conflict.” 7 p.m. \$106.25. 404-712-4352.

GRE Math Preparation
 7 p.m. Candler Library. \$114.75. 404-712-4352.

PRAXIS I Math Review
 7:35 p.m. Briarcliff Campus. \$140.25. 404-712-4352.

TUESDAY, FEB. 7
EndNote Literature Workshop
 10 a.m. 310 Woodruff Library. Free. 404-727-0147.

Library Workshop
 “Redlightgreen.” 2:30 p.m. 310 Woodruff Library. Free. 404-727-0178.

Discussion Group
 “Meeting of the Minds.” 7 p.m. Callaway Center. \$80.75. 404-712-4352.

GRE Verbal Preparation
 7 p.m. Candler Library. \$89.25. 404-712-4352.

WEDNESDAY, FEB. 8
Wireless Clinic
 9:35 a.m. 310 Woodruff Library. Free. 404-727-0300.

Religion Workshop
 “Advanced Bibleworks.” Noon. 304 Bishops Hall. Free. 404-727-1218.

Political Topics Research Workshop
 4 p.m. 310 Woodruff Library. Free. 404-727-0143.

Evening MBA Open House
 7 p.m. W300 Goizueta Business School. Free. 404-727-8124.

Emory in Perspective Debate Series
 “The Future of Liberal Arts Education in America: The GERS at Emory.” Patrick Allitt, history; Judy Raggi-Moore, Italian studies; Devin Murphy and Amrit Dhir, students, presenting. 6 p.m. 208 White Hall. Free. 404-727-3794.

THURSDAY, FEB. 9
EndNote for Chemistry and Physics Workshop
 11:30 a.m. 310 Woodruff Library. Free. 404-727-6863.

GRE Math Preparation
 7 p.m. Candler Library. \$114.75. 404-712-4352.

SATURDAY, FEB. 11
Founders Week Valentine Ball
 8 p.m. Ballroom, Emory Hotel and Conference Center. \$10. 404-727-0674.

***Please recycle this newspaper.

For sports information, visit www.go.emory.edu.

To submit an entry for the *Emory Report* calendar, enter your event on the University’s web events calendar, Events@Emory, which is located at <http://events.cc.emory.edu/> (also accessible via the “Calendar” link from the Emory homepage), at least three weeks prior to the publication date. Dates, times and locations may change without advance notice. Due to space limitations, *Emory Report* may not be able to include all events submitted.