Rushdie on the leap from page to stage

By KIM URQUHART

“It was the eve of Oscar Night, just hours before “Slumdog Millionaire” won Best Picture. Rushdie treated the audience to witty — and in the case of “Slumdog” — provocative critiques of the Academy Award-nominated films adapted from print.

On the Oscar-nominated films:

On one end is “The Curious Case of Benjamin Button,” inspired by a short story by F. Scott Fitzgerald. “To call the movie an adaptation is to strain to the limit the meaning of the word adaptation,” said Rushdie. Despite fine acting performances by Brad Pitt and Cate Blanchett, the film doesn’t finally have anything to say” — quite unlike Fitzgerald’s satirical social commentary on turn-of-the-century America, he said.

On the opposite end of the adaptation spectrum stands “The Reader,” a film he said be described as “extremely faithful” to Bernhard Schlink’s 1995 novel. In fact, a little too faithful for Rushdie’s taste. He opined that the film made possible a “fairly lifeless and leaden movie killed by respectability.”

He then moved on to his much-publicized comments about “Slumdog.” A film based on a “corny and dreadfully written pop novel” with an impossible plot “faithfully preserved by the filmmakers.”

On what he’s teaching:

Rushdie’s graduate English seminars are examining four great novels made into great films: Edith Wharton’s “The Age of Innocence,” Giovanni Di Lampedusa’s “The Leopard,” Flannery O’Connor’s “Wise Blood” and Charles Dickens’ “Great Expectations.”

He told the audience about trying to find films for his class that disprove the argument all films made from books are worse movies. But not all is lost in translation: The performance was dedicated to her family, with proceeds supporting the Tiana Angelique Notice Emory benefit production of “Monologues” is particularly poignant for the Center for Women this year: On Valentine’s Day, Assistant Director Sasha Smith lost her sister to intimate partner violence.

There is a growing national conversation about quality and accountability in higher education. How do we know what students are learning? How can we identify areas that need improvement? And how can we recognize great teaching?

Emory is taking steps to address these questions by developing a new student learning outcomes program. This effort will help faculty to document what students are learning and identify areas that faculty see need in improvement.

Led by Provost Karl Lewis, the initiative will develop a student learning outcomes program this spring for all undergraduate programs for implementation this fall. Student learning outcome assessment.

Please see SAC/ page 5

Bright spots in dismal job market

By BEVERLY CLARK

The economy may be down, but the mood was upbeat in the Miller-Ward Alumni House during a stormy night in February for a networking event that brought together alumni, employers and students. MBA students and liberal arts majors alike met and mingled during the packed Career Center event.

“In this economy, it’s essential that students take advantage of all the contacts available to them,” says Emory senior Ed Shoner, a psychology major who attended the event. So far his job search has yielded two internship offers.

The Career Center has seen high attendance at such events all year, and increased traffic through its doors as Emory seniors prepare to hit one of the worst job markets in recent
NEW ONLINE AT EMORY.EDU
www.whsc.emory.edu/ soundscience

Psychiatrist oncologist Michael Burke is featured in the latest episode of “Sound Science,” a podcast series from the Woodruff Health Sciences Center. Clinical director of psychiatric oncology at Emory’s Winship Cancer Institute, Burke has conducted studies focused on the effects of cancer’s emotional burden on patients and families and whether easing that burden can improve patients’ treatment and coping skills. Tune in to listen to Burke talk about the emotional effects of cancer.

http://sustainability.emory.edu

Visit sustainability.emory.edu to learn practical ways to reduce your energy use in your residence hall or office campus wide. During the winter holidays, Emory saved approximately 3.2 billion BTUs of energy in 14 buildings. That energy reduction prevented 294 tons of CO2 emissions into the atmosphere and saved the University approximately $20,000. With your help, we can achieve even greater reductions over spring break and in the weeks ahead to help Emory reach its goal of reducing energy use by 25 percent per square foot by 2015.

NEXT ER IS MARCH 16

Emory Report does not publish an issue during spring break. Weekly publication resumes March 16. Students have a happy and safe spring break!

EMORY REPORT MARCH 2, 2009

NEW ONLINE AT EMORY.EDU

Christopher Uher

Project Compass director sets course for financial change

By KIM URQUHART

Christopher Uher always admired Crimson Tide Coach Nick Saban. Sanderson’s ability to mold his athletes into a team. Uher, who was a manager in college for the University of Alabama basketball team, is now doing much the same at Emory as director of Project Compass.

Uher is leading a team of 75 full-time employees and consultants in a two-year project to unite Emory’s financial systems. On Sept. 1, Emory and Emory Healthcare will transition to the new PeopleSoft Financial accounting system. The initiative, named “Project Compass,” is one of the University’s largest ever in terms of people and dollars, says Uher. His charge: “To make sure all the pieces of the puzzle align come Sept. 1.”

“With a great crew. They come to work every day with a very positive mindset, which makes my job so much easier,” he says. Many team members left other posts at Emory to join the project. “They’ve done a very good job of going from a work-based to a project-based mindset,” he notes, and most importantly, “they care about Emory as a whole.”

The goal of the new system is to improve efficiency and functionality and ensure continuity in financial accounting across Emory. Uher describes PeopleSoft as “a one-stop shop of financial information.” The Project Compass team is currently out in the community, educating faculty and staff about the benefits of a standardized and automated financial management process and how the transition will affect them — whether it be a travel expense, grant, or departmental purchase.

Change management, communications, and training activities will help facilitate the individual and organizational sides of change. Joining the change management team under Uher’s charge are project managers, a technical team and others, all of whom Uher counts among “the most knowledgeable people on campus.”

“We have a great crew. They come to work every day with a very positive mindset, which makes my job so much easier,” he says. Many team members left other posts at Emory to join the project. “They’ve done a very good job of going from a work-based to a project-based mindset,” he notes, and most importantly, “they care about Emory as a whole.”

“Consistent with Emory’s Strategic Plan, Project Compass is guiding the way to “One Emory.” Creating business processes that are consistent across all units can be a challenge, he says. The University and Emory Healthcare are like “two different vehicles moving at two different speeds that need to be at the finish line at the same time.”

Uher’s job: “To push the gas pedal.”

Driving a project that is often “running at 1,000 miles an hour” comes naturally to Uher, a dedicated athlete who hits the gym daily and logs well over 100 miles a week on his Klein Quantum Race road bike.

September will mark another big event. Uher will ride 150 miles over two days in support of multiple sclerosis in the MS 150 at Callaway Gardens. He’s raised $14,000 in the past three years he has participated.

To train, Uher rides along the old railroad on the Silver Comet Trail and the Vining/ Buckhead area, for hills, on a weekly basis. “To me, cycling is freedom,” he explains.

He is also an avid golfer and former caddy who grew up in the golf course. In addition to cycling and golfing, Uher spends his free time with his sons, 19-month-old Murphy and 12-week-old Crosby, the newest member of the family.

It was the birth of Murphy that changed the pace of his previous life as a consultant constantly on the road. Before joining Emory in 2007, Uher spent 10 years with Big Five firms like Arthur Andersen and Deloitte Consulting. With experience in PeopleSoft implementation in health care and higher education, he was a good fit to drive Emory’s project.

“I love the world of higher ed,” he says, “it’s a whole different mindset, a different challenge.” Out of the 15-plus projects Uher has worked on, he says Project Compass is among the best-supported from an administrative standpoint. “That’s what excites and motivates me — knowing every day that I have trust and I have the backing to do what I think is right. I have to prove that I earn that, of course. From my perspective that’s all you can ever ask for.”

Uher urges every employee to learn about Project Compass. “Please read about us or attend whatever information sessions you can. That transition is something we need to do, it’s not glamorous and it’s going to cause disruption,” Uher acknowledges. “We are here to support you and try to make it as seamless as possible. If you have any questions please reach out to us. We are here for you.”

To learn how Project Compass will set a new direction for Emory, visitwww.compass.emory.edu.
JOBS: Career Center doing brisk business in tough market

Continued from the cover

Since taking over leadership of the Career Center last August, Fowler has focused on increasing recruitment and tapping more heavily in Emory’s alumni network in order to find more available jobs.

Despite the national trends, the Career Center has actually witnessed an increase in job prospects for both internships and full-time positions. “At the beginning of the year, we established an ambitious goal in employer development, and while we did not hit the mark, we are fortunately well ahead in employer development, and in supporting the events and programs of DAR through his positive influence, his financial contributions, his leadership, and volunteer spirit.”

McQuaide says he had “no earthly idea” the award was coming. “It’s really, really tickled me.”

He noted that Oxford’s size and the fact that its student body is still largely drawn from the Southeast puts a lot of work in reaching out to “a lot of groups” that are interested in Oxford.

“We have the best development and alumni relations team we’ve ever had in place,” he says, noting it is “much more proactive” today.

Students honor excellent teachers with Crystal Apple awards

By LESLIE KING

Eight Emory professors, cited by their students as going above and beyond in their search for knowledge and involvement in the Emory community, earned the 10th annual Crystal Apple Awards in a Feb. 23 ceremony. The annual awards for excellence in teaching are sponsored by the Residence Hall Association.

By CAROL CLARK

Fredric Menger asks why are humans so smart? — BRYAN NOZICT

---Staff Reports

Gunn on arms and religion

By MARY LOFTUS

When President Barack Obama said during his campaign that “the United States must maintain a military that is second to none,” he was echoing what has become a common refrain of American foreign policy.

The United States should have a military second to none in peace time.

Government officials should adopt laws praising God, and "Capitalism means freedom."

Gunn says the trinity was forged by the Cold War and arose in reaction to both the imagined and real dangers posed by the Soviet Union and communism.

For four years, as part of a political consulting firm. "My original intent was to study arms and religion," says Gunn, who also directs the American Civil Liberties Union Program on Freedom of Religion and Belief.

The battle between "good" and "evil" (the Soviet Union and communism) became cast as "a battle of faith against atheism, and religious liberty against religious persecution," Gunn writes.

Chernets takes on evolution in book

Fredric Menger, the Charles Howard Candler Professor of Organic Chemistry, will be published in March by Imperial College Press. The book is primarily about evolution, says Menger, the Charles Howard Candler Professor of Organic Chemistry. He read more than 50 books on evolution from a variety of perspectives to research the book.

The central question he explores in the book is: Why are humans so smart? In non-technical language, Menger investigates the origins of human intelligence, starting with the classical Darwinian concepts.

He concludes with a speculative epigenetic theory of intelligence that does not require DNA mutations as a source of evolution.

What’s a chemist doing writing about evolution? “I’ve always been interested in nature and natural history, so maybe my interest in evolution comes from that,” Menger says. The book title was inspired by a line from a poem by Robinson Jeffers: “Here is the skull of a man: a man’s thoughts and emotions have moved under the thin bone vault like clouds under the blue one…”

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Oxford’s McQuaide is first DAR STAR

By LESLIE KING

Oxford College alumni relations director Mike McQuaide was presented with the first Development and Alumni Relations (DAR) STAR award on Feb. 17.

McQuaide received the award, an etched crystal star, for his continued support of the work in development. It was presented by Kevin Smyrl, Oxford’s assistant dean of development, who praised McQuaide’s outstanding service in bridging relationships among faculty, staff, students and alumni, and in supporting the events and programs of DAR through his positive influence, his financial contributions, his leadership, and volunteer spirit.

McQuaide says he had “no earthly idea” the award was coming. “It’s really, really tickled me.”

He noted that Oxford’s size and the fact that its student body is still largely drawn from the Southeast puts a lot of work in reaching out to “a lot of groups” that are interested in Oxford.

“We have the best development and alumni relations team we’ve ever had in place,” he says, noting it is “much more proactive” today.

---Staff Reports

---Staff Reports

---Staff Reports

---Staff Reports
Contemporary Poets will honor Beckett

By ELAINE JUSTICE

When Pulitzer Prize-winning playwright Edward Albee and Emory Distinguished Writer in Residence Salman Rushdie take the stage on St. Patrick’s Day to give readings of some of the early letters of Samuel Beckett, they’ll be paying tribute to the publication of the first volume of the Irish-born writer’s letters, a milestone in literary circles worldwide.

Albee and Rushdie will be joined by actors Brenda Bynum and Robert Shaw-Smith for “Fundamental Sounds: The Early Letters of Samuel Beckett,” at 8 p.m. Tuesday, March 17 in Glenn Memorial Auditorium. Admission is free.

“The Letters of Samuel Beckett, 1928–1940,” published recently by Cambridge University Press, is the first volume in the first comprehensive edition of the Nobel laureate’s letters. The road to the volume’s publication began in 1985 when Beckett himself authorized Martha Dow Fehsenfeld and Lois More Overbeck as editors. They gathered the author’s voluminous correspondence — more than 15,000 letters — in public and private collections.

The project became affiliated with Emory’s Graduate School in 1990, and with its support, received funding from the National Endowment for the Humanities (1991–97, 2009–10) and the Florence Gould Foundation (1992–94, 1995–97, 1998–00). The project also has served as a laboratory for humanities research by involving students in the work.

Translated into more than 50 languages, Beckett’s work is held in highest esteem by a large, diverse and international audience. Beckett extended the limits of fiction, drama, poetry and criticism and explored questions.

For stays, radio, television and stage. Close associations with theatre artists, painters and musicians resulted in much collaboration during his lifetime, just as his texts have continued to inspire artists, composers and other writers to create new work.

As playwright Tom Stoppard has said, “the prospect of reading Beckett’s letters quickens the blood like none other’s and one must hope to stay alive until the fourth volume is safely delivered.”

Albee, called “the world’s greatest living playwright,” must share Stoppard’s enthusiasm. As part of the Beckett celebration, Albee will participate in “A Creativity Conversation” with Rosemary Magge, vice president and secretary of the University, at 3 p.m. Wednesday, March 18 at the Center for Ethics, Room 102.

Related Beckett celebration events include:

• Beckett Film Marathon, 4–10 p.m. Thursday, March 19 in White Hall, Room 110. Admission is free.

• Vocal sextet Lionheart with Vega String Quartet, featuring Phil Kline’s composition, “John the Revelator,” which sets passages from Beckett’s novel, “The Unnamable,” to music, 8 p.m. Friday, March 20, part of the Flora Glenn Candler Concert Series, Schwartz Center Emerson Concert Hall.

For information and tickets, contact Arts at Emory Box Office: 404-727-5050 or boxoffice@emory.edu.

To learn more about the project, including an inside look at the editing process, visit www.graduateschool.emory.edu/beckettletters, soon to be launched by the Graduate School.

RUSHDIE: ‘We are constant adapters’

Continued from the cover

inferior. For example: “No Country for Old Men,” he said, is “a film that keeps astonishingly close to Cormac McCarthy’s novel.”

But his novels have yet to be made into film. "Aborticive attempts" to film “Midnight’s Children” taught him much about the challenge of preserving the essence of a novel, he said. He’s currently at work on a promising project with director Deepa Mehta.

On what makes a quality adaption:

“We can learn much from the filmmakers who turn words on the page into images on the screen, and from all those who want to use one image to inspire another story, be said.”

Adaptation works best when it is a genuine transgression between the old and the new, when the essence of what is being adapted — whether a book crossing the frontier between print and cinema, or a human being migrating from one world to another — “can leap the gulf and shine again in a different light,” he said.

As individuals, as communities, as nations, we are the constant adapters of ourselves,” Rushdie said. Like artistic adaptation, he said, the process of social, cultural and individual adaptation must be free if it is to succeed.

At the movies

The Office of the Provost and the Department of Film Studies are hosting screenings through March of four films made from great novels. At each screening, Rushdie will briefly introduce the film.

The series will wrap up with a campus forum on film and literature with Rushdie and Film Studies Chair Matthew Bernstein March 19 at 4 p.m. in Cannon Chapel. For details, visit www.filmsudies.emory.edu.
REPORT FROM: Health Sciences

In worst of times, WHSC is best place to be

Recently I had the honor of presenting my first annual report to the board of the Woodruff Health Sciences Center, which in 1990 Emory acquired from Emory University. The report is due in March 2010, and Emory must assess its teaching outcomes since SACS last accredited the university. How has that been going? What are the key issues that SACS will look at?

Emory's accreditation reaffirmit for assessing teaching outcomes since SACS, the Southern Association of Colleges and Schools (SACS), the accrediting body for the accreditation of Emory University, has added emphasis on assessing teaching outcomes since Emory's last accreditation affirmation in 2005. In the SACS fifth year interim report due in March 2010, Emory must document that assessment of student learning takes place in all educational programs, and then demonstrate the establishment of assessment initiatives in both educational programs and administrative and educational support services for its full SACS review in 2014. Therefore, the assessment initiative at Emory will dovetail with the timeline for the SACS accreditation process.

As President Jim Wagner notes, however, the new SACS emphasis on assessment should not be simply seen as a new requirement, but as an opportunity for Emory to develop processes to advance its teaching. "Of course the reaffirmation of Emory's accreditation by SACS is critical to our mission, because that certification is essential for many of our students to enter the next phase of their careers," says Wagner. "But more than earning a seal of approval, we hope to learn the best practices for assessing the difference Emory makes in preparing engaged scholars for the work of positive transformation in the world."

Concurring on this critical point, Emory College Dean Robert Paul adds: "We see the upcoming SACS review as an opportunity to decide for ourselves on an assessment process that we feel comfortable with and from which we will get real value. We all want to deliver the best education we can, and we have the opportunity to design a process that tells us things we genuinely want to know and that can enhance our information to continue to improve and enhance our curricula."

Please see the March 16 issue of Emory Report for how the new assessment initiative will proceed.

—Staff Reports

DANCE PERFORMANCE

Full Radius expands art of movement

A unique dance performance takes the art of movement to a whole new level, described as employing breathtaking speeds, groundbreaking technique and inventive partnering. Works that celebrate the diversity of the human experience will be on display when Full Radius Dance performs at Emory.

Full Radius Dance is unique in that it incorporates dancers of all physical abilities into its performances. Founded in 1990 in Atlanta, Full Radius is said to be one of only a handful of physically integrated dance companies in the United States.

The event will take place Wednesday, March 4, at 7 p.m. in the Emory Performing Arts Center.

Catherine Cole, a professor in the Department of Theatre, Dance and Performance Studies at the University of California, Berkeley, will introduce the performance. This event is part of Graduate Institute of Liberal Arts’ Health Sciences Humanities Program Series and is co-sponsored by the Institute of African Studies.

—Leslie King

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RENOVATION: Woodruff Health Sciences Center
Laura Quaynor is studying how schools in non-Western democracies prepare students for civic roles. Much of her work centers on Ghana, where an indigenous tongue is Twi (pronounced “two”). “English is the official language, but Twi is what the students speak to each other,” says Quaynor, a Ph.D. candidate. “As a Western researcher, I’m already at a disadvantage, when it comes to getting a complete picture. It’s important for me to understand the unofficial dialogue that’s going on.”

She applied to the Structured Independent Language Study Program (SILS), and was accepted. SILS is designed for students who need to study languages that are not on Emory’s curriculum. The program is run by the Emory College Language Center, with the support of the Race and Difference Initiative.

SILS debuted last fall with nine students studying five languages, and has now expanded to 26 students and nine languages: American Sign Language, Amharic, Bengali, Nepali, Serbo-Croatian, Swahili, Thai, Turkish and Twi.

“I was very excited about the program, I think the demand is going to go through the roof,” says Marjorie Pak, SILS director and a lecturer in linguistics. “SILS is flexible — the language taught depends upon the changing needs of students.”

Any full-time student throughout the University may apply, although preference is given to students who met a language they didn’t love, although preference is giving to any one as their favorite. “That’s like asking a mother who her favorite child is,” Pak says. “I couldn’t answer that question because it would make all the other languages feel bad.”

The preliminary deadline to apply for next fall’s SILS program is April 29. Applications will also be accepted just before the fall semester, but Pak wants to receive as many requests as possible. “It’s possible for me to line up language partners and arrange confidential information,” visit http://cet.emory.edu/cecl/sils.cfm.

Graduate School gets grant to foster integrity

By BEVERLY CLARK

Research ethics and integrity will be the focus of a new program in development at Emory Graduate School. The program is one of five projects nationwide to receive a Project for Scholarly Integrity grant as part of a federal initiative to advance the scope and quality of graduate education in the ethical and responsible conduct of research.

The grants were awarded by the Council of Graduate Schools, with funding from the U.S. Office of Research Integrity. Amid heightened concerns about academic research misconduct, CGS’s Project for Scholarly Integrity seeks to better inform students, researchers, and faculty about the ethical responsibilities and complexities of research in the 21st century.

One of the challenges in graduate education is to prepare students with the skills in ethical reasoning to deal with never-before-encountered situations, says Dean Lina Tedesco. “We have responsibilities to educate our doctoral students in the most up-to-date ways about the complexities in their research environment,” says Tedesco. “Our program will seek to harness the critical thinking and analysis skills that they use every day in their research to engage more deeply into research ethics and the responsible conduct of research.”

Tedesco says critical reflection will be a major component of the program, including learning various “approaches to asking challenging questions and getting people comfortable with those difficult conversations.”

The Graduate School’s proposal-oriented program seeks to build contexts in which ethical dilemmas can be candidly discussed, and will focus on a student’s development as a responsible researcher.

Detect symptoms raises risk for women after heart attack

By JULIETTE MERCHANT

Women have unexplained worse outcomes after heart attack compared to men. Because depression is common among patients recovering from heart attack, Emory researchers explored whether depressive symptoms account for the increased risk in women.

“Our study findings showed that depressive symptoms are common, adversely affect prognosis and can be effectively recognized and treated in cardiac patients,” says principal investigator Sumita Parashar, a member of the cardiology division at Emory University School of Medicine who treats patients at Grady Memorial Hospital.

Myocardial infarction (MI), often referred to as a heart attack, occurs when the blood supply to part of the heart is interrupted. This decreased blood supply is commonly due to blockage of a coronary artery and if left untreated can cause damage and or death of heart muscle tissue. Heart disease claims the lives of more than half million women every year in the United States.

Between January 2003 and June 2004, 2,411 patients (807 women, 1,604 men) from 19 U.S. hospitals participated in the PREMIER study (Prospective Registry Evaluating Outcomes After Myocardial Infarction: Events and Recovery). Parashar and her team assessed depressive symptoms using the Patient Health Questionnaire. Outcomes included one-year rehospitalization, angina characterized by the Seattle Angina Questionnaire and two-year mortality.

Initially, researchers noted depressive symptoms were more prevalent in women compared with men: 29 percent versus 18.8 percent. After adjusting for demographic factors, medical condition, MI severity and quality of care, women had only a slightly higher risk of re-hospitalization compared to men. While researchers noted an increased risk of mortality between the two groups, women had a 10 percent greater risk of angina compared to men.

“We found depressive symptoms contributed 10 percent higher absolute risk of angina in women,” says Parashar. “This is clinically important because the presence of depression affects women’s survival rates, functional status, and quality of life and health-related costs.”

The study was published in the Journal of the American College of Cardiology: Cardiovascular Quality and Outcomes. Parashar says it supports recent recommendations to improve recognition of depressive symptoms after heart attack.
Nitya Jacob & Andrea Heisel
Science-library partnership a successful surprise

When students are given the opportunity to work as scientists in the laboratory, they automatically become more engaged in learning about science. Critical thinking and information literacy are essential for being a successful scientist. How can one accomplish teaching students to be scientists with these key qualities in an introductory biology curriculum? Effective partnerships make this possible.

A collaboration between the Oxford College library and the biology department began several years ago blending the teaching of research methods to facilitate experiential learning for students in the introductory biology curriculum. We recently published a report of our collaboration in the March/April 2008 issue of the Journal of College Science Teaching showing evidence that a layered approach enables students to build on experiences during a semester, internalize research skills, and thereby transfer their knowledge into a sequential course requiring the application of the same skills.

What have we achieved and learned from this experience?

By NITYA JACOB

When I was a college student one of my work-study jobs was to serve as a library assistant. I was unaware that it was just the beginning of a lifelong connection that I would have with libraries. I was pleased to join an ongoing collaboration in my first year as a faculty member at Oxford College with my biology colleagues and the librarians. As our efforts progressed over the years, I had the opportunity to work closely with Andrea to further expand our program from one course (Biology 141) to two sequential courses (Biology 141 and 142).

My teaching philosophy is that instructors and students learn best when working in partnership with each other. Our project combining the work of faculty, students and librarians has illustrated how such collaborations enrich the learning experience for all involved.

In Biology 141 and 142, students learn to become scientists when they have thoroughly examined the research process, and its link to published works. Literature resources are needed to begin a scientific investigation in the first place. References also come in handy when planning the design for a particular experiment. Finally, convincing the scientific community of the credibility of one's research requires a solid argument of the experimental evidence and its link to published works. I've learned that students emerge from this experience with products that have exceeded my expectations. I am blown away by the level of detail and thought my freshmen and sophomore students put into their laboratory research projects when they have thoroughly examined literature resources.

The process has also taught me to be a more resourceful scientist with the help of my colleagues in the library. It is extremely rewarding to know that this collaboration has inspired unexpected motivation for learning on the part of students, faculty and librarians.

By ANDREA HEISEL

It is no secret that librarians love to help people. It is an essential element of our profession. In 2005, I was asked to continue a faculty partnership of 10 years with the Oxford biology faculty teaching research skills in the Biology 141 and 142 student. I was excited to continue the tradition started by my colleagues Kitty McNeill and Beth Hames.

What I discovered, along with Nitya, was that the library-biology department collaboration demonstrates how much more effective student research becomes as a result of faculty and librarian partnerships both in and outside of the traditional classroom. Instead of providing just the one-shot library research instruction session, I found myself immersed along with the students in laboratory experiments while helping them craft search strategies and being invited to see their final presentations on their research.

We found that co-leading one library-specific research-topic instruction session with the biology faculty and returning at regular intervals at testing points throughout the semester worked well in our context. Using this format, collaboration is defined as the idea that the professor and the librarian are co-teaching the instruction session. We worked together to discuss the class needs and also shared in the presentation of material and answering questions in the library-instruction session, laboratory consultation, and the open-forum session.

As a result of our collaboration, students became more comfortable with asking for help in the research process, and librarians were able to anticipate and understand student questions better after visiting the laboratory. From the library perspective, what we hope for is that faculty are not only present but active partners in our planning of the library research instruction session, including full faculty participation in discussing with the students what makes good research and, conversely, research good.

Based on our results, our partnership was essential in helping students change their way of thinking. When they moved on to Biology 142, students were able to transfer their knowledge and skills to succes-sive writing assignments and develop improved research ques-tions. Finally, we found that our collaboration helped these students build on their framework of research skills in successive courses and establish stronger connections between the library resources and librarians.

SOUNDBITES

Sexual terrorism in the Congo

"Vagina Monologues" author and activist Eve Ensler interviewed Congolese gynecologist and 2008 Human Rights Prize winner Denis Mukwege to kick off Emory’s V-Day campaign to raise awareness and stop violence against women. Often commented publicly using anything from bayo-nets to broomsticks, men use rape as a weapon of war. “It is not something done with sexual desire.” Mukwege said. For the victim, “this is complete psychosocial genocide.”

Mukwege told the Ethics Center audience he is hopeful for the future. “Today I see a great transformation of people willing to help.”

—Kim Upton

U.S. Constitution allows for change

It’s hard to believe today that any congressman would oppose the Violence Against Women Act. “It’s not in their interest,” said Victoria Nourse, L. Q. C. Lamar Professor of Law, during her recent Life of the Mind lecture. Nourse described working for Joe Biden, when he was a senator pushing for the act, which passed in 1994. “The victory belonged to women’s groups who fought long and hard for it, she said. “Constitutional power comes from the bottom up.”

Nourse shared the structure of the Constitution has allowed the country to change from a place where races were segregated and women could not vote into a place of greater equality.

Nourse shared the fact that we have farther to go.

—Carol Clark

Octuplets mom's repercussions

“I think there is a clear responsibility to protect the welfare of a potential child,” said Kathy Korzaz, associate director of Emory’s Center for Ethics, in a panel discussing the Suleman octuplets case. “So, how do you weigh those interests against the interests of a particu-lar woman who wishes to have children and does not need to think carefully about.”

The panel discussed issues such as the right to have chil-dren, assessing a parent’s child rearing ability and evaluating the number of embryos transferred during fertility services.

This panel was part of the “Motherhood at the Intersection of Race and Class” series.

—Liz Chilla
ADVANCE
NOTICE
Life of Mind: All about epigenetics
“Beyond the Genome: DNA and the Emergent Life of the Mind” is the title of the Life of the Mind lecture Monday, March 16, at 4 p.m. in the Woodruff Library’s Jones Room.

The lecture will be presented by Victor Corces, Arts and Sciences Distinguished Professor, Howard Hughes Medical Institute Professor, and chair of biology. A native of Spain, Corces is an epigeneticist, whose research holds implications for the study of many kinds of genetic diseases.

Corces plans to talk a little bit about why he became a scientist, and give a non-technical overview of epigenetics, and explain why the field is important.

Visual Arts

Now Showing

“Wonderful Things: The Harry Burton Photographs and the Discovery of the Tomb of Tutankhamun.” Carlos Museum. $7 donation; Free Emory students, faculty and staff. 404-727-4282. Thru May 25.


Workshops

Thursday, March 5

Sunday, March 8
Divine Beasts: Two-part Egyptian Animals Drawing and Painting Workshop. 2 p.m. Zoo Atlanta. $15; $12 museum members. 404-727-0519. Registration required. For ages 8-12. Also March 15.

Athletics

Friday, March 6
Men’s Baseball v. University of South Carolina. 2 p.m. Chappell Park. * 

Saturday, March 7
Women’s Tennis v. Savannah HS College. 10 a.m. Woodruff P.E. Center. * 

Men’s Baseball v. Haverford College. 1 p.m. Chappell Park. *

Sunday, March 8
Men’s Baseball v. Case Western Reserve University. 1 p.m. Chappell Park. *

*Free. 404-727-6447

Film

Tuesday, March 3
ETHICS AT THE MOVIES: “Yesterday.” 6 p.m. 102 Ethics Center. Free. ethics@emory.edu

Wednesday, March 4


Performing Arts

Monday, March 2
Valerie Novarina: The Sacrificing Actor.” 5:30 p.m. Theater Lab, Schwartz Center. Free. aera@emory.edu

READING: Alyce Miller. 6 p.m. 311 Woodruff Library. Free. 404-727-5050. Book signing to follow.

ISRAELI APARTEID WEEK: “Understanding Apartheid: From South Africa to Israel.” 7 p.m. Kehal and Science Center Auditorium. Free. eapcc.gmail.com

Tuesday, March 3
*From the Noble to the Contemporary: The Situation of Dancer. 7 p.m. Dance Studio, Schwartz Center. Free. 404-727-5050.

Guarneri String Quartet. 8 p.m. Emerson Hall, Schwartz Center. $52; $39, discount categories; $5, students. 404-727-5050

Wednesday, March 4

Thursday, March 5
“Candidate pH Sensor Systems in the Kidney.” Thomas DuBois, Wake Forest University, presenting. 9 a.m. 603 Whitted Center Building. Free. kathy.cobb@emory.edu

TERI FIBROID EMBOLIZATION SEMINARS: 2 p.m. Full Hospital Auditorium. Free. 404-727-4283.

SURGICAL GRAND ROUNDS: “Portal Hypertension.” Alexander Rosemurgy, surgery, presenting. 7 a.m. Emory Hospital Auditorium. Free. sean.moor@emory.edu

Special

Monday, March 2
PRE-APRIL RECEPTION: 6:30 p.m. Miller-Ward Alumni House. Free. lgbt@emory.edu

Tuesday, March 3

Wednesday, March 4

OPEN HOUSE: Wound Clinic at Wesley Woods. 4 p.m. Wesley Woods Center.

Seminars

Monday, March 2

EUROPEAN STUDIES SEMINAR: “The Exiled Self at Rome: From Musonius to Valerius Latin and Greek, presenting. Not to Be Other Than One Thing: Cosmopolitians and the Body in Parts.” Shamecca McGauley, English, presenting. 4:30 p.m. 323 Bowden Hall. Free. histjam@emory.edu.

Tuesday, March 3

RICKETTS: Understanding Apartheid: From South Africa to Israel.” 7 p.m. Kehal and Science Center Auditorium. Free. eapcc.gmail.com

Wednesday, March 4
RONDODULE: Valerie Novarina, La Théâtre du Rêve. 7:30 p.m. Dance Studio, Schwartz Center. Free. 404-727-5050

“Rural, Modern Conflict in the Santa Fe Fiesta.” Ron Grimes, Radboud University Nijmegen, the Netherlands, presenting. 4 p.m. MARRIAL Conference Room, Brennan Campus (4th Floor, Building A). Free. dmas@emory.edu

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Artist explores ‘divine chaos’ of India

Diane Solomon Kempler is a seasoned world traveler who has frequently incorporated images and impressions from her journeys into her own art, but it was her recent experi- ence with the chaotic yet mys- terious state of daily life in India that inspired her to take her ceramic art in a completely new direction.

Combining film, photo- graphs and writing with clay sculptures, her upcom- ing exhibition “Divine Chaos: A Journey into India,” which opens with a free reception on Friday, March 6 from 5:30–7:30 p.m., will explore the duality of exis- tence that permeates modern-day India, where the sacred and the spiritual amalgamate with the frenetic energy of daily life.

Kempler will give an artist’s talk on April 17 at 7 p.m. The exhibition closes April 24. For details, visit www.visu- alarts.emory.edu.

—Mary Catherine Johnson