

Freshman Seminar AMST 190: News Coverage of Ethnic Minorities

FACULTY CV: Nathan McCall is a senior lecturer in the Department of African American Studies. He received his bachelor's degree in journalism from Norfolk State University in Virginia. In 2008, he received an honorary doctorate of humane letters at Martin University. McCall has worked as a reporter and editor for newspapers including the *Washington Post*, the *Atlanta Journal-Constitution*, and the *Virginian-Pilot Ledger-Star*. McCall's research interests center on constructions of racial identities and the impact of those constructions on African Americans and other ethnic groups. He also explores media representations of ethnic minorities and trends in popular culture that reflect and promote social constructions of race. He has published three books, including his autobiography, *Makes Me Wanna Holler: A Young Black Man in America*; *What's Going On*, a book of essays exploring politics, race, and culture; and *Them*, a novel that captures the tension between blacks and whites in today's urban neighborhoods.

TODAY'S LECTURE: An examination of newspaper coverage of Native Americans dating back to the American colonial period and how newspaper representations led to the entrenchment of negative stereotypes. McCall demonstrates through lecture and discussion how public institutions including schools,

churches, government, business, and media perpetuated negative stereotypes about Native Americans in order to justify displacing them from their land. The class discussed how the perception gap about ethnic minorities that emerged in colonial times is still recognizable in media coverage today.

QUOTES TO NOTE: "As a journalist, I have had the experience of interviewing people who hate the media because reporters so often overlook the cultural nuances in issues and events they cover. Your ability to grasp the cultural context in a situation is so important. One reason I enjoy teaching courses such as this is that they help equip students with the tools they'll need to navigate—with cultural sensitivity—in an increasingly diverse society."

"The media is very influential in shaping public perceptions. I try to encourage students to transform from passive consumers of news to being engaged, critical thinkers. This generation of college students, which is so immersed in segmented news, has got to step up and think more broadly and critically about information so that they don't repeat the same racial mistakes as their predecessors."

—NATHAN MCCALL

TYPE CAST: Students study historical and current news coverage and examine how it has contributed to public stereotypes, attitudes, behavior, and policy directed at ethnic minorities.

STUDENTS SAY:

"We talked about the idea of omission and how not saying something can play as big a role in perpetuating stereotypes as saying something negative. I never really thought about how the things we don't say can lead to racism as much as the things we do say about people."—RIVER

BUNKLEY 18C, BROOKLYN, NEW YORK

"Racism is so deeply entrenched in our society that we shouldn't avoid talking about it. In here, not only is it OK to talk about it, but we can do so without fear of what others will think. It is both comforting and important to have a place where we can do that."

—HANNAH CONWAY 18C, STUDIO CITY, CALIFORNIA

"I never thought racism would be perpetuated through newspapers like it is. I did not realize race was such a determining factor in how news was covered and how that is shaping people's perceptions of race." —ZAHRA PUNJA 18C, LAWRENCEVILLE—M.M.L. ■





AAS 100 INTRODUCTION TO AFRICAN AMERICAN STUDIES, BALTIMORE RIOTS

COURSE DESCRIPTION: This course takes as its point of departure the unrest in Baltimore City in April and May 2015 after the death of Freddie Gray. Using the exceptionally rich heuristic device of the African American studies discipline—an investigative tool that places at its center Africa, black people, and the black experience in the Western hemisphere—we will conduct an examination of a contemporary explosion in an American city. Drawing from the methods and resources of history, legal theory, sociology, political science, journalism, creative writing, and digital media, the course gives a broad overview to the topics and debates of disciplinary import. Students will participate fully as researchers and analysts in four broad areas as they investigate the causes and solutions to the widespread civil unrest: education, health care, residential segregation, and mass incarceration. The course also asks the questions: What is the modern intellectual role played by American students at a premier research institution? What is the relationship between academic research and active social movements, particularly one that has exploded into mass violence and civil unrest?

FACULTY CV: Lawrence Jackson is professor of African American studies and English. He is the author of the 2012 historical memoir *My Father's Name: A Black Virginia Family after the Civil War*. In 2010, Jackson completed *The Indignant Generation: A Narrative History of African American Writers and Critics, 1934–1960*, the winner of four national awards, including the William Sanders Scarborough Prize from the Modern Language Association and the Black Caucus of the American Library Association prize for nonfiction. He also is the author of the 2002 biography *Ralph Ellison: Emergence of Genius*, and he publishes essays and creative nonfiction in *N+1*, *American Literary History*, *Antioch Review*, *New England Quarterly*, and *Black Renaissance Noire*. Jackson earned a PhD at Stanford University in 1997 and is the recipient of fellowships from the W.E.B. Du Bois Institute at Harvard University, the Stanford Humanities Center, the Ford Foundation, and the National Humanities Center.

TODAY'S LECTURE: David Miller, cofounder of the Urban Leadership Institute, has traveled from Baltimore to serve as today's guest speaker. A Baltimore native who, like Jackson, grew up in a rough neighborhood, Miller tells the students about watching a friend die in his arms after being gunned down by gang members outside a nightclub, and nearly ruining his own life by seeking revenge. He describes how he took his firsthand experience with urban street culture and channeled

it to help young people—first as an educator, and now as founder of the Urban Leadership Institute, an organization that supports youth development and success through a range of educational programs. Miller and Jackson will be guiding the Emory students when they visit Baltimore in December for an active learning component and critical assessment that includes meetings with elected officials, city bureau commissioners, and community activists.

QUOTES TO NOTE: "I had already been arrested twice by the time I turned eighteen. The only reason I didn't go to prison, and the only reason Dr. Jackson didn't go to prison, is because we grew up in what you would call a community, with a two-parent household and a network of support. I have dedicated most of my professional adult life to helping young men like the ones we grew up with."

"I think one thing a lot of people don't realize is the speed at which a young African American male can go from elementary school to what we call baby booking. Within walking distance of a Baltimore elementary school is a juvenile detention facility that starts processing people at the age of eight, at a cost of \$64 million a year. A lot of times the first time these families can get their children the resources they need is when they get arrested and enter the system."

STUDENTS SAY: "I think what primarily makes this course powerful is that we are really living and doing what we talk about in class. The fact that everything we learn culminates in our trip to Baltimore, during which we'll actually be meeting members of the community, is what motivates me to really understand our coursework, so that it can be tangibly applied." — **Noah Cole 18C**

"We are engaging in issues that the academy has effectively insulated itself from and by working directly with persons invested in dismantling the systems that have led to the underdevelopment of black America, we are attempting to bridge the gap. Our collective task is an onerous one and, for me, it is personal." — **Deandre Miles 18C ■**



"I want to go into medicine and I thought Biological Anthropology would fit in with my interests. I've never learned about the origins of humankind before, so it was really cool."

EMORY 101

PRE-COLLEGE PROGRAM IS A PREVIEW OF THE REAL THING



EVERY SUMMER, HUNDREDS of rising high school juniors and seniors move into Dobbs Hall on Emory's main campus.

Participants in Emory's Pre-College Program, now in its ninth year, come from across the country and around the world to take credit and noncredit courses, get a preview of college life, and gain an advantage in learning what colleges are looking for in an applicant.

For two to six weeks, high-school students take college classes taught by Emory faculty, eat in the dining halls, live together with current Emory students who serve as resident assistants, and experience campus life and the city. They also learn how best to prepare to apply to colleges and choose the one that is right for them, whether that is Emory or not, says Sally Gouzoules, associate dean for international and summer programs.

"Students who have the opportunity to 'test out' Emory with the Pre-College Program have a dramatically increased likelihood of attending Emory if they are accepted," says Sara Jackson

Wade, associate director of summer school and pre-college programs.

This year, 375 participants in the program took classes including Biological Anthropology, examining the origins of humanity; A Guide to Election 2016 with Associate Professor of Political Science Andra Gillespie; Law and Litigation with Emory School of Law instructor Aaron Kirk; Psychology and Fiction with Charles Howard Candler Professor of Psychology Marshall Duke; Forensics: Violence and Crime with Associate Professor of Nursing Angela Amar; and Medical Images, Visualization, and 3D Modeling, among dozens of others.

Each afternoon the students attend "College 101" sessions designed to introduce them to the college application process, how to write a great application essay, how to select the right college, and what to expect once they arrive on a college campus. In September, College Choice ranked Emory's Pre-College Program the best in the nation.

TICKER

SON dean named national nursing fellow

Angela Amar, assistant dean of the School of Nursing, was made a fellow of the National League for Nursing's Academy of Nursing Education. Her research on forensic nursing and mental health responses to trauma has been funded by the NIH, the Robert Wood Johnson Foundation, and the national institutes of mental health and nursing research.



Billops-Hatch exhibit open

The exhibit *Still Raising Hell: The Art, Activism, and Archives of Camille Billops and James V. Hatch* is on view at the Stuart A. Rose Manuscript, Archives, and Rare Book Library through May 2017, showcasing highlights from the extensive collection of two leading stewards of African American history.

IN CLASS: KAY HINTON; BILLOPS-HATCH: COURTESY OF ROSE LIBRARY



BIOL 190:

DELICIOUS! HOW THE BRAIN CREATES FLAVOR

COURSE DESCRIPTION: This course explores the biology of deliciousness, focusing on the brain systems that allow us to taste and smell, and how the chemical, physical, and cultural properties of different foods affect our experience of eating.

FACULTY CV: Sam Sober is assistant professor of neurobiology at Emory College. Kathryn MacPherson is a fifth-year PhD student in neuroscience.

TODAY'S CLASS: In the Few Hall Demonstration Kitchen, Sober shows how freezing different foods—including bacon, blue cheese, and prosciutto—with liquid nitrogen, then pulverizing them in a coffee grinder, profoundly influenced students' perceptions of the food by removing the expected texture. MacPherson mixed agar, a seaweed extract, with liquids—including tomato soup and apple juice—to demonstrate how food textures can be manip-

ulated to change how they are experienced. Sober also discussed the concept of umami—a category of taste in food (besides sweet, sour, salt, and bitter), corresponding to the flavor of glutamic acid, or glutamate, a naturally occurring amino acid that produces flavor in some foods.

STUDENTS SAY: “Ever since I was little I have wanted to become a chef. In middle school I became fascinated by the human brain’s capacity to control everything. This class is a really good way to combine those to learn about food and science.”—*Laura Franco, freshman pre-nursing major*

“As a science major, I appreciate the science behind how we experience food. And the food is an added bonus. It is interesting to try new things I haven’t been exposed to eating.”—*Samuel Zinga, freshman*

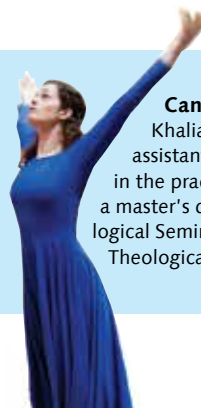
TICKER

Alumni, faculty among top '40 under 40'

Goizueta Business School alumni Willie Choi 11PhD and Marcus Kirk 09PhD and Erika Hall, assistant professor of organization and management, were named to the prestigious *Poets and Quants's* “40 under 40” professors for 2016. Hall also was named to the *Atlanta Business Chronicle's* “30 under 30.”

Candler welcomes new assistant dean

Khalia J. Williams will join Candler School of Theology as assistant dean of worship and music and assistant professor in the practice of worship in summer 2016. Williams earned a master's degree in theological studies from Columbia Theological Seminary and a PhD in liturgical studies from Graduate Theological Union in Berkeley, California.





FOOD FOR THE SOUL: Freshmen prepared and shared a meal with cancer patients and their families, listening to how each has faced the challenges of living with the disease.



Seeing the Big Picture of the ‘Big C’

COURSE LOOKS AT KEY TOPICS ACROSS DISCIPLINES, PERSPECTIVES

COURSE DESCRIPTION: Drawing on the expertise of six Emory graduate students in the natural sciences, social sciences, and humanities, this freshman seminar class covers a mash-up of subjects—including social cognition in primates, the history of railroads, memory and the brain, and new approaches to cancer treatment. Selected as one of two ORDER (On Recent Discoveries by Emory Researchers) courses offered at Emory last fall, this course exposed freshmen to an array of interdisciplinary perspectives and graduate research currently under way at Emory, with lectures ranging from the origins and treatment of cancer and how drug therapies are developed to data analysis, creative cognition, and neurobiology and memory. The graduate students merged scholarly interests to develop this course under the supervision of David Lynn, Asa Griggs Candler Professor of Chemistry and Biology, and Leslie Taylor, professor of theater studies.

FACULTY CV: David Lynn is an internationally recognized researcher in biomolecular chemistry, molecular evolution and chemical biology, the evolution of biological order, and the origins of life. Lynn joined Emory in 2000 as the Asa Griggs Candler Professor in Chemistry and

Biology. In 2002, he was named one of twenty inaugural Howard Hughes Medical Institute Professors, receiving \$1 million to translate his passion for science to the undergraduate classroom. Leslie Taylor has served for the past ten years as chair of the Department of Theater and Dance. She also is executive director for Emory’s Center for Creativity & Arts.

TODAY’S CLASS: Led by doctoral candidates **MaKendra Umstead 16PhD** and **Jasmine Miller-Kleinhenz 16PhD**, students cooked dinner for some sixty cancer patients and their families at the American Cancer Society’s Hope Lodge, a residential center on the Clairmont Campus for patients receiving care at Emory’s Winship Cancer Institute and other area treatment centers. Students then sat and talked with them, borrowing from all they’ve learned about the disease, its treatment, and the arduous process of developing new drugs to help fight it.

QUOTES TO NOTE: “That’s what my lab does—helps identify new targets for cancer therapy. We do that by thinking about the cancer cell as a network, a complicated, nonlinear, messy network. Mutations deregulate cell signaling within those protein-to-protein inter-

action networks. . . . We use high throughput screening and molecular biology to pinpoint what interactions contribute to that.”

—MAKENDRA UMSTEAD 19PHD, COINSTRUCTOR

“Jasmine and MaKendra have done a marvelous job helping students understand the concept of cancer, but they’ve put such a human touch on it—particularly for freshmen. For many, it’s an experience they might have never had.”

—DAVID LYNN, ASA GRIGGS CANDLER PROFESSOR OF CHEMISTRY AND BIOLOGY

STUDENTS SAY: “These contributions to my education, particularly introducing me to cervical cancer research . . . have changed the course of my scholastic career.”

—EBONI FREEMAN 18C



“As a freshman, who gets to do anything like this? I went home over Thanksgiving break and, honestly, all I could talk about was this class.”

—DIANA BENDER-BIER 18C (LEFT)

SOC 352

THE SOCIOLOGY OF HAPPINESS

COURSE DESCRIPTION: This course introduces students to the study and pursuit of happiness, integrating findings from positive psychology, psychiatry, behavioral genetics, neuroscience, economics, and sociology. Most famously formulated in the American Declaration of Independence as an unalienable right, “the pursuit of happiness” theme is an ancient and enduring ideal grounded in various Eastern, Hebrew, Greco-Roman, and Christian sources. This course seeks to introduce students to the new science of happiness through the engagement and connection of it to these ancient and enduring ideals embodied in the institutions of politics, policy, education, law, and religion.

FACULTY CV: Corey Keyes is Winship Distinguished Research Professor of Sociology in the Emory College Department of Sociology. His research focuses on positive mental health. Keyes is the author of more than one hundred peer-reviewed journal articles on flourishing, well-being, and mental health. He’s also a frequent speaker at gatherings around the world regarding his teaching and research on happiness, culture, and quality of life.

Keyes says he was initially reluctant to teach a course (which typically fills up within thirty minutes of registration) on happiness, but developing the course has shifted his teaching philosophy and career. “I want students to learn about this in a way that they can use it,” he explains. “I have them write personal questions that relate to that week’s classes. It is a contemplative concept in which they experience the class then write up that experience in a way that draws on what they learned. It is a challenge to teach things that can actually have an impact on their lives. For me, it has been personally restorative.”

TODAY’S LECTURE: In an open forum, Keyes and the students discussed the pursuit of happiness through curiosity, creativity, and play. Keyes opened the class by asking for a show of hands of those in the class who consider themselves creative. When very few students



raised their hands, he responded, “Everyone should have their hands up. We were all born artists and creative.” Students who had pursued different artistic, musical, or athletic pursuits when they were younger expressed remorse that the structure and competitiveness of artistic or athletic pursuits exclude those who don’t excel at the highest levels.

QUOTES TO NOTE: “Students have come of age in a time where society has started to think of them as students and potential employees instead of individuals—if you can’t make a living at something, you have to put it away. Capitalism has killed creativity a little bit. If it won’t sell, if it doesn’t fit into a category, if it doesn’t fit a mold, it isn’t of value.”

“I hope you choose a path that in and of itself is enjoyable to you, without regard to outcome. I’d rather you fail at something you

love than succeed at something you don’t love.” —Corey Keyes

STUDENTS SAY: “The great thing about this is that the conversations we have in class bleed over into my life after class. If I find something interesting, I talk about it with my friends and it leads to new viewpoints. A lot of classes I take are very focused on learning something, then you take the test and that’s it. This class helps me analyze my life.” —Neal Bhatia Jr., neuroscience and religion major

“This class has made me realize how we put something like happiness on the back burner. When we got into the content of this class, I realized that I never thought being happy was really a goal. Do you think about being happy? It is not something that people focus on.” —Lauren McNaughton, sociology major—*M.M.L.* ■



HMM... THESE STUDENTS LOOK A LITTLE SLEEPY. I WILL ENLIVEN THEM WITH MY INSIGHTS ABOUT THE JAPANESE MANGA SERIES, GENKAKU PICASSO.

THEY WILL NOT BE ABLE TO RESIST THE ALLURE OF THESE BRILLIANT WORKS COMBINED WITH MY ANALYSIS. JUST WAIT...

I WAS FEELING A LITTLE SLEEPY, BUT NOW I FIND MYSELF LISTENING... I CAN'T SEEM TO STOP IT. I AM AWAKENING TO THE DISCUSSION... I'M LOSING CONTROL... I MIGHT MAKE A COMMENT SOON.

AM I LISTENING? OR DO I JUST APPEAR TO BE LISTENING? NO ONE IN THE ROOM KNOWS. EVEN OUR ESTEEMED PROFESSOR CANNOT GUESS! AND YET... I AM LISTENING. WHO IS WINNING THIS EPIC BATTLE? YES. I AM.

DESPITE THE PRESENCE OF A MOBILE PHONE... NOTES ARE BEING HAND-WRITTEN...

I AM STARVING. WE ALL ARE STARVING, BECAUSE NO ONE HERE GOT UP IN TIME FOR BREAKFAST. BUT... THESE GRAPHIC NOVELS HELP US FORGET OUR HUNGER, BECAUSE THEY CONNECT US WITH UNIVERSAL HUMAN STRUGGLES. I WILL GIVE THIS UNIQUE ART FORM MY FULL ATTENTION... AND THEN I WILL EAT LUNCH.

IN CLASS

Graphic Material

COURSE TITLE

English 389RW: Comics and Visual Literacy

COURSE DESCRIPTION

This course explores American comic books and Japanese manga from cultural, aesthetic, literary, and ethical perspectives. Students study sequential art as a medium with its own standards of artistic quality that require a high level of visual literacy on the part of informed readers.

PROFESSOR CV

A lecturer in English at Oxford College since 2005, Brad Hawley received a BA

in English from Presbyterian College, an MA in English literature from Clemson University, and a PhD in English literature from the University of Oregon. Areas of specialty include contemporary fiction and ethics as well as first-year composition and rhetoric.

TODAY'S CLASS

A wide-ranging discussion centers on *Genkaku Picasso*, a three-volume Japanese manga series by Usamuru Furuya. The protagonist is a high-school introvert nicknamed Picasso because of his artistic talent. The loss of his only friend drives him to help others by drawing their "hearts"—an epic creative endeavor that uses art and allegory to explore the psyche of classmates who are struggling with their own personal challenges.

QUOTES TO NOTE

"Manga, like comics in the US, are not a genre; they are an art form like fiction or film or drama, all of which present narratives. In a manga periodical, there can be an endless variety of genres represented—from mysteries, horror, and science fiction to coming-of-age and daily life stories."—*Professor Hawley*

STUDENTS SAY

"As a college student, one of the most important things is learning to help yourself. That's what this book made me think about. Picasso never really recognizes his grief. I remember in RA training, we talked about how everyone comes to campus thinking they have to wear a mask. It's important to recognize your emotions and let yourself feel." —*Renie George 170x 19C*



PSYCH 341: The Psychology of Evil

COURSE DESCRIPTION: This Maymester course offered an in-depth exploration of the psychological research relevant to the study of “evil” behavior. On the first day of class, students discussed evil and came up with a group definition that they referred to throughout the course. Specific topics covered included psychopathological conditions and diagnoses relevant to evil behavior; epidemiological and etiological evidence concerning psychopathology; and a critical analysis of the distinctions between normal human behavior, moral depravity, and psychopathology. In addition to individual acts of evil, the class studied incidents of genocide, terrorism, and torture. At the end of each class, to balance the heavy topic, students shared “antidotes to evil,” including uplifting stories, anecdotes, and videos, and offered ways individuals can combat evil. Students also were asked to perform a personal antidote to evil during the term—a good deed completed without expectation of recognition or reward—to share with classmates at the end of the term.

FACULTY CV: Patricia Brennan, professor of psychology in Emory College, received a bachelor’s degree in psychology from the University of Massachusetts, Amherst, in 1986, and a PhD in psychology from the University of Southern California in 1992. She has been a member of Emory’s Department of Psychology since 1996.

TODAY’S LECTURE: One week into the class, students made presentations on notorious evildoers including serial killers Peter Kurten and Ted Bundy; mass murderer Charles Manson; cult leader David Koresh; and Columbine High School shooters Eric Harris and Dylan Klebold. In addition to examining their crimes, students presented likely psychological disorder diagnoses for each subject. On the final day of class, groups of students debated two topics: “Are the primary causes of evil internal or external?” and “Can evil be prevented in our society?”

QUOTES TO NOTE: “Evil is defined as a selfish human act that defies situational expectations, is intended to harm, and is accompanied by a lack of remorse for actions.” —DEFINITION OF EVIL AS DEVISED BY THE 2014 MAYMESTER CLASS

“I was on the receiving end of an evil act; the person who committed it had no concern for my feelings. This was not something I had experienced before, and it made me want to do research to get to the root of evil behavior. That was my inspiration for this course.”

—PATRICIA BRENNAN, PROFESSOR OF PSYCHOLOGY

“There are plenty of successful psychopaths, but having that tendency makes them capable of doing terrible things.” —JACOB GOWLER 14OX 16C

SEE, HEAR, SPEAK EVIL: No one was covering their eyes, ears, or mouths during this psychology course; the subject was way too interesting.

STUDENTS SAY:

“This class was a life-changer. I want to base my career on criminal behavior and what precedes it, so I was completely and utterly immersed in the material. This has helped me take a deeper look at how we classify people and a deeper understanding of how people work.” —ADAM KASSEM 15C, PSYCHOLOGY MAJOR

“This is a totally unique class that isn’t offered anywhere else. It is very relevant in the world because there is evil all around us, whether we choose to observe it or not. How we defined evil, and how we can prevent it, molded my perception of evil and how we can take it on as a societal issue.” —AMRITA CHATTERJEE 15C, BUSINESS MAJOR

—M.M.L.



IN CLASS

FILM 380: VIDEO GAMES

COURSE DESCRIPTION: What is a video game? Is it best described as an interactive narrative that can be analyzed according to the conventions of literature and film? Or should it be thought of as a playful activity standing in a long line of human games, from make-believe to chess to Monopoly? This course serves as an introduction to the history, theory, form, function, and culture of video games. Students perform theoretical and formal analysis of the various genres of video games over the course of their history, from the first arcades in the 1970s, to the home consoles (like Atari) and home computers of the 1980s and 1990s, to the networked,

She earned a PhD in English with certificates in film studies and cultural studies from the University of Pittsburgh in 2010, and she is working on a book revision of her dissertation, "Screen Combat: Recreating World War II in American Film and Media," which reevaluates the World War II combat genre by looking at it through the lens of the digital. Allison developed the class as a fellow at Emory and has taught it twice during regular semesters. This is the first time the course has been offered in the Maymester format. Daniel Reynolds, who cotaught the class during Maymester, will teach the class in fall 2015. He received a PhD in the Department of Film and Media Studies at the University of California Santa Barbara. Reynolds is developing a book project on the relationships between media and the embodied mind.

and contrast any two video games to draw a conclusion about the history of video games—use of genre, ease of game play, game space, visual style, and gameplay mechanics.

QUOTES TO NOTE: "We are hoping to show students that there is a whole lot more to it than just playing games. Video games can be appreciated as aesthetic and cultural objects that have meaning within the games and in what is created for players that reflects and influences culture." —TANINE ALLISON, ASSISTANT PROFESSOR OF FILM AND MEDIA STUDIES

"We are getting people to think about how games are getting to be part of the fabric of everyday life and to help them think critically about video games, and about media in general—film, TV, the things we sort of do mindlessly—to get them to ask questions about whatever they spend their time doing." —DANIEL REYNOLDS, ASSISTANT PROFESSOR OF FILM AND MEDIA STUDIES

STUDENTS SAY: "This class has given me a better understanding of the narrative and culture of video games. They are often criticized in society as isolating players, but I've discovered there is a whole culture and community around gaming." —JORDAN MARCUS 15C, ECONOMICS MAJOR

"Unlike other media, video games provide a fluid filter of experience for each player. Players can have experiences that are both similar and radically different from other media." —MATT CASSEDAY 16C, CREATIVE WRITING AND ENGLISH MAJOR ■



multiplayer, online, and mobile games of today. The focus is on the aesthetic strategies video games use to activate various pleasures—corporeal, intellectual, narrative, competitive. Discussions also cover the relation of video games to society, exploring gamer/fan communities, video game regulation, the social effects of gaming, and avatar identities.

FACULTY CV: Tanine Allison joined Emory in 2013 as assistant professor in film and media studies after a two-year American Council of Learned Societies New Faculty Fellowship in Film and Media Studies with the department.

TODAY'S LECTURE: Allison and Reynolds led class discussion on the topic of narrative and space in video games. Students discussed two articles, Henry Jenkins's "Game Design as Narrative Architecture" and Reynold's essay titled "Letters and the Unseen Woman: Epistolary Architecture in Three Recent Video Games." Students played two games in class, The Sims, a life-simulation game; and Gone Home, a first-person interactive story adventure game, and were assigned a paper to compare



IN CLASS

The Room Where It Happens

COURSE TITLE

LAW 842: Advanced International Negotiations

COURSE DESCRIPTION

What really takes place when leaders from different countries gather around a table to work through a shared problem? This high-level School of Law seminar course explores complex international negotiations, including decades-long disputes over borders, territories, and rights to natural resources. Using live documents and reams of relevant articles, students are required to research an international conflict or business transaction and develop real-world, creative solutions to the inevitable legal and practical challenges. Ultimately, in-class simulations guided by the expert faculty and frequent guests from The Carter Center help future leaders develop critical negotiation and mediation skills—including strategy planning, communication style, and breaking the dreaded deadlock.

PROFESSORS' CV

Emory Professor of Law Paul Zwier is director of the Program for International Advocacy and Dispute Resolution and a nationally recognized expert in advocacy and skills training. Adjunct professors include Hrair Balian, director of the Conflict



Hrair Balian

Resolution Program at The Carter Center, who has worked on elections, human rights, and dispute resolution in countries around the world. Associate director Tom Crick helped facilitate the Carter Center-brokered 1995 Guinea worm cease-fire in Sudan, the Great Lakes peace initiative from 1995 to 1997, and the center's mediation between Sudan and Uganda.

TODAY'S CLASS

Third-year law student Anne Jun 18L presents her project examining a centuries-old stalemate between South Korea and Japan over the Liancourt Rocks, a nearly uninhabitable island located almost exactly between the countries. As early as the seventeenth century, South Korea laid claim to the small island in the East Japan Sea. Japan claims they annexed the territory in 1905, which South Korea denies. For Japan, the island represents an important military and economic territory, giving them fishing rights, access to shipping lanes and oil reserves, and serving as a militarily strategic position. For South Korea, it represents a philosophical stand not to yield to Japan, with whom they've shared a historically adversarial relationship. Jun's task is to lead the class in an exploration of the conflict and suggest potential solutions that could conceivably lead to a real-life resolution.

QUOTES TO NOTE

"We have had a Chinese student thinking it better for China to negotiate between Israel and Palestine, a Korean student who served in the Korean Navy in Southeast Asia and her views of North Korea, and a US anthropology student who worked with the Hadzas in Tanzania. A student from India had strong views on Nepal, and another Chinese student had experience with the recent Hong Kong election. A Cuban student struggled with US negotiations with Cuba in light of his family's immigration experience, and Nigerian students struggle to understand the curse of oil on Nigeria. The scenarios vary from semester to semester so that they are as close to 'live' as possible. This helps to make the challenges more realistic." —Paul Zwier

STUDENTS SAY

"Both sides are very adamant on this; there are public campaigns in each country, and people are very passionate about this issue in part because of nationalism. Considering the struggles between the nations between 1905 and the end of WWII, the Koreans view this as another move against their sovereignty and nation. Both countries should want to resolve this because Korea and Japan could be strategic allies, especially in light of the surge in Chinese power." —Anne Jun 17L



“
**THE ROLE OF AN
 ARTIST AND AN
 ACTIVIST IS TO
 TRANSLATE
 THE LONGING
 OF THE HEARTS
 OF THE PEOPLE.**”

IN CLASS

Turning Art into Action

COURSE TITLE

ARTVIS 333: Multidiscipline Design Studio

COURSE DESCRIPTION

In this class, students work with selected Atlanta-area artists to plan, research, develop, and produce an art project highlighting the mission of a local nonprofit working in human services, the environment, or arts and culture. Cotaught by Carlton Mackey, assistant director of the Ethics and Servant Leadership (EASL) program and director of the Ethics and the Arts program at Emory’s Center for Ethics, and Edward Queen, director of EASL, class sessions unpack and examine the role of art in social change. Initially funded by a grant from Southwest Airlines, Mackey developed the class as a way to engage students in work that challenges them “to use their work

to influence the issues that plague our society.” Last semester, the class worked with nonprofits Global Growers, the Alliance Theatre, and Emory’s Urban Health Initiative. The artists for the semester were photographer Ross Oscar Knight and filmmakers Laura Asherman 100X 12C and William Feagins.

TODAY’S CLASS

In a discussion class examining W. E. B. DuBois’s 1926 lecture before the NAACP, Queen challenges students to explore how the perspectives they bring to their work can influence its messages.

QUOTES TO NOTE

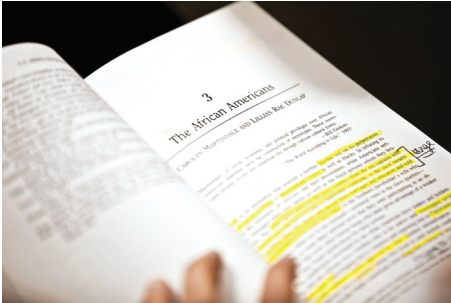
“We are in the height of the intersection of media and activism. Social media and activism led to a literal revolution in the Middle East. The role of an artist and an activist is to translate the longing of the hearts of the people, and that is what we hope our students and artists are able to do, to make that translation and to make it universal. Even if it is not your story or experience, you are able to identify and align with it.”—**Carlton Mackey**

SAY ‘CHANGE’ Students document the stories of women working with Global Growers, which connects refugees and immigrants who were farmers in their home countries to local agriculture.

STUDENTS SAY

“I am really interested in this concept for environmental science. There is a big gap between scientists and making change happen through policy and community action. It is difficult for people to understand biodiversity and climate change, and I am interested in the concept of using art as a medium to inspire social change especially through environmental action.”—**Aspen Ono, junior environmental science and international studies major**

“True art, good art, sends a message. That is relevant to what we are doing because art as social activism always has to send a message. Bringing awareness to something is the first step, then you can go on to influence people to take part in the change you are trying to achieve.”—**Sarah Loftus, junior media studies and sociology major**—*Maria M. Lameiras*



Freshman Seminar AMST 190: News Coverage of Ethnic Minorities

FACULTY CV: Nathan McCall is a senior lecturer in the Department of African American Studies. He received his bachelor's degree in journalism from Norfolk State University in Virginia. In 2008, he received an honorary doctorate of humane letters at Martin University. McCall has worked as a reporter and editor for newspapers including the *Washington Post*, the *Atlanta Journal-Constitution*, and the *Virginian-Pilot Ledger-Star*. McCall's research interests center on constructions of racial identities and the impact of those constructions on African Americans and other ethnic groups. He also explores media representations of ethnic minorities and trends in popular culture that reflect and promote social constructions of race. He has published three books, including his autobiography, *Makes Me Wanna Holler: A Young Black Man in America*; *What's Going On*, a book of essays exploring politics, race, and culture; and *Them*, a novel that captures the tension between blacks and whites in today's urban neighborhoods.

TODAY'S LECTURE: An examination of newspaper coverage of Native Americans dating back to the American colonial period and how newspaper representations led to the entrenchment of negative stereotypes. McCall demonstrates through lecture and discussion how public institutions including schools,

churches, government, business, and media perpetuated negative stereotypes about Native Americans in order to justify displacing them from their land. The class discussed how the perception gap about ethnic minorities that emerged in colonial times is still recognizable in media coverage today.

QUOTES TO NOTE: "As a journalist, I have had the experience of interviewing people who hate the media because reporters so often overlook the cultural nuances in issues and events they cover. Your ability to grasp the cultural context in a situation is so important. One reason I enjoy teaching courses such as this is that they help equip students with the tools they'll need to navigate—with cultural sensitivity—in an increasingly diverse society."

"The media is very influential in shaping public perceptions. I try to encourage students to transform from passive consumers of news to being engaged, critical thinkers. This generation of college students, which is so immersed in segmented news, has got to step up and think more broadly and critically about information so that they don't repeat the same racial mistakes as their predecessors."

—NATHAN MCCALL

TYPE CAST: Students study historical and current news coverage and examine how it has contributed to public stereotypes, attitudes, behavior, and policy directed at ethnic minorities.

STUDENTS SAY:

"We talked about the idea of omission and how not saying something can play a big role in perpetuating stereotypes as saying something negative. I never really thought about how the things we don't say can lead to racism as much as the things we do say about people." —RIVER

BUNKLEY 18C, BROOKLYN, NEW YORK

"Racism is so deeply entrenched in our society that we shouldn't avoid talking about it. In here, not only is it OK to talk about it, but we can do so without fear of what others will think. It is both comforting and important to have a place where we can do that."

—HANNAH CONWAY 18C, STUDIO CITY, CALIFORNIA

"I never thought racism would be perpetuated through newspapers like it is. I did not realize race was such a determining factor in how news was covered and how that is shaping people's perceptions of race." —ZAHRA PUNJA 18C, LAWRENCEVILLE —M.M.L. ■





OUTBREAK:
Students learn how to handle a crisis as public health leaders.

GHCS300R: Health in Humanitarian Emergencies

COURSE DESCRIPTION: This course covers the technical and management principles that undergird planning, implementing, and evaluating health programs for displaced populations in developing countries. Initially a graduate-level course, this course introduces undergraduate students to public health and trains graduate students in teaching.

FACULTY CV: Dabney Evans is an assistant research professor in the Hubert Department of Global Health at Rollins School of Public Health and faculty lead in the Center for Humanitarian Emergencies. She received a doctoral degree in law in 2010 from the University of Aberdeen in Aberdeen, Scotland, a master of public health degree from Rollins in 1998, and a bachelor's degree in psychology at Arizona State University in 1996. Graduate coinstructors are **Katie Hatfield 15MPH**, **Evelyn Howatt 15MPH**, **Samantha Perkins 15MPH**, **Meaghan Novi 15MPH**, **Kelcie Landon 15MPH**, and **Michelle Leisner 15MPH**.

TODAY'S CLASS: A *Walking Dead*-style risk exercise that challenges students to take on the role of civic leaders and health officials responding to a new outbreak of a "zombie virus" that wiped out 85 percent of the world's population a hundred years earlier. In this

scenario, it is about seventy-five years since the last case of the infection was recorded—a period marked by paranoia over the perceived threat of the virus reemerging. When a possible new outbreak occurs, students have to decide what information civic and public health leaders should release and discuss key threats to effective risk communication.

QUOTES TO NOTE: "In emergency situations, people want to focus on surface things, but you have to look deeper. If you start focusing on the surface things you won't get down to the root causes of an emergency, and many of the most successful interventions are the ones that empower people in the communities to get at those root causes." — **MEAGHAN NOVI 15MPH, COINSTRUCTOR**

STUDENTS SAY: "Public health is where the policies need to change and where we can make the greatest changes." — **ALICE KIM 15C**

"Having six mentors in the graduate coinstructors, plus the professor, has been helpful for us in answering questions and getting advice about career opportunities. It has opened doors for us to get connected to Rollins and the CDC and learn from people who've been there." — **ANDREW MITCHELL 16C—M.M.L.**

The Fragile X Factor

THE NATIONAL INSTITUTES OF health (NIH) has awarded a five-year grant of more than \$9 million to Emory researchers to study Fragile X syndrome-associated disorders and work toward developing effective treatments.

The grant is one of three nationally to support the Centers for Collaborative Research in Fragile X, and a renewal of Emory's National Fragile X Syndrome Research Center that has been continuously funded by NIH since the inception of such centers ten years ago.

Fragile X syndrome is the most common form of inherited intellectual and developmental disabilities and often results in emotional and behavioral problems; as many as 30 to 50 percent of people with Fragile X syndrome also have features of autism spectrum disorders.

Fragile X syndrome, fragile X-associated tremor/ataxia syndrome (FXTAS), and fragile X-associated primary ovarian insufficiency (FXPOI) result from a variety of mutations in the *FMR1* gene.

FMR1 normally makes a protein that helps create and maintain connections among cells in the brain and nervous system.

The Emory research team plans to perform whole genome sequencing on six hundred patients to find modifier genes that predispose people with mutations in the *FMR1* gene to epilepsy, FXTAS, or FXPOI.

"By identifying genome variants that trigger another disease or increase the severity of the associated medical outcome among carriers of a *FMR1* gene mutation, we will gain insight into the mechanisms of disease and potentially be able to develop a diagnostic test that can predict those at risk prior to clinical onset," says principal investigator Stephen T. Warren, William P. Timmie Professor of Human Genetics and Charles Howard Candler Chair of Human Genetics at the School of Medicine.

"We also expect the genes we identify in the affected systems will provide insight into other forms of epilepsy, ovarian dysfunction, and neurodegenerative disorders." ■

IN CLASS

GRAD 700R SICK: HEALTH CARE IN THE MODERN ERA

COURSE DESCRIPTION: A university course open to all undergraduate, graduate, and professional students exploring the many aspects of the health care system with a focus on historical context, the operation of health care delivery, and its evolution. In this course, more than two dozen professors and experts from multiple disciplines and perspectives at Emory and other institutions discuss public policy, governmental and legal regulation, access to care, insurance, and the payer structure, as well as examining ethical and social aspects of health care including equity, social justice, spirituality, outreach, and international care.

FACULTY CV:

Coconveners Pearce Korb, adjunct professor of neurology at the School of Medicine, and Jaffar Khan, associate professor of neurology at the School of Medicine, worked with faculty across the university to develop a curriculum that would cover all aspects of health care. Korb received his undergraduate degree in business administration, with a concentration in chemistry, from the University of Florida. He graduated from Emory's medical school in 2007 and served as a resident, chief resident, and fellow in the Department of Neurology before joining the faculty in 2012 as a clinical instructor.

Khan earned his undergraduate degree in zoology from Louisiana State University (LSU) and his medical degree from Louisiana State University Medical Center. After an internship at LSU, he did his residency in neurology at University of Iowa Hospitals and Clinic, joining Emory

in 1997 as a fellow in clinical neurophysiology. He joined the faculty in Emory's Department of Neurology in 1998.

TODAY'S LECTURE: Faculty experts discuss barriers to care among at-risk patients including children; the poor; the elderly; and lesbian, gay, bisexual, and transgender populations.

QUOTES TO NOTE: "Historically, we have treated the vulnerable very differently than other members of the population. We need to design a health care system that is equally accessible and in which everyone is treated exactly the same



PERSPECTIVES:

Today's class convenes five experts on at-risk groups from across and outside Emory.

regardless of who they are. We need one world that is accessible to everyone, one world where everyone is equally invited to participate and be a member."—TED JOHNSON, PROFESSOR AND DIRECTOR OF THE DIVISION OF GERIATRIC MEDICINE AND GERONTOLOGY AND DIRECTOR FOR THE EMORY CENTER FOR HEALTH IN AGING

"We work in a massively complex field, dealing with providers, pharmaceutical reps, chaplains, patients, and people who have to navigate the system. This course covers many things I wish I'd known as a medical student."—PEARCE KORB, ADJUNCT PROFESSOR OF NEUROLOGY

STUDENTS SAY: "As a premed major, learning about the overall health care system is really valuable. I think a lot of undergraduates overlook that important factor of working in medicine. It is good to know what you are getting into."—NEIL CHOKSHI 15C

—M.M.L.

HEALTH

Listening to Women's Hearts

EMORY HEALTHCARE IS launching the Emory Women's Heart Center (EWHC), a new program dedicated to the screening, prevention, and treatment of heart disease in women.

With five locations in the Atlanta area, one of the main goals of the center is to raise awareness among women of the dangers of heart disease. According to the American Heart Association, heart disease is the number one killer of women and is more deadly than all forms of cancer combined.

"Most heart disease is preventable, so we want to reach these women before sixty years old and evaluate their individual risks and educate them on risk reduction," says EWHC clinical director Gina Lundberg, assistant professor of medicine.

The EWHC offers comprehensive cardiac assessments for women at risk for heart disease as well as treatment options for those already diagnosed. "Our diverse team will counsel patients on weight loss, exercise programs, diet, and other lifestyle changes, as well as help them understand how stress, obesity, depression, and menopause may impact their hearts," explains Lundberg.

The EWHC also is conducting research in women to determine the best diagnostic tests and treatments specific to them. Leslee Shaw, professor of cardiology at the School of Medicine, is leading this effort as the research director for the EWHC. ■



NEXT STEPS

To learn more, visit www.emoryhealthcare.org or call 404.778.7777.