EQUAL OPPORTUNITY POLICY
Emory University does not discriminate in admissions, educational programs, or employment on the basis of race, color, religion, sex, sexual orientation, national origin, age, disability, or veteran’s status and prohibits such discrimination by its students, faculty, and staff. Students, faculty, and staff are assured of participation in university programs and in use of facilities without such discrimination. The University also complies with all applicable federal and Georgia statutes and regulations prohibiting unlawful discrimination. All members of the student body, faculty, and staff are expected to assist in making this policy valid in fact. Any inquiries regarding this policy should be directed to the Emory University Office of Equal Opportunity Programs, 1599 Clifton Road, Atlanta, Georgia 30322. Telephone: 404.727.9867. TDD: 404.712.2049.

AFFIRMATIVE ACTION POLICY
Emory University has an approved Affirmative Action Plan and complies with Executive Order 11246, as amended, Section 503 of the Rehabilitation Act Of 1973, the Vietnam Era Veteran’s Readjustment Assistance Act, and applicable regulations thereunder. Any inquiries should be directed to the Emory University Office of Equal Opportunity Programs.

AMERICANS WITH DISABILITIES ACT
If you are an individual with a disability and wish to acquire this publication in an alternative format, please contact Emory Graduate School, 209 Administration Building, Mailstop 1000-001-1AF, 201 Dowman Drive, Atlanta, Georgia 30322. Telephone: 404.727.6028, Fax: 404.727.4990.

Emory University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097); Telephone number 404.679.4501) to award degrees at the associate, bachelor’s, master’s, and doctoral levels.
THE UNIVERSITY RESERVES THE RIGHT TO REVISE PROGRAMS, INFORMATION, REQUIREMENTS, REGULATIONS, OR FINANCIAL CHARGES AT ANY TIME. WHENEVER CHANGES OCCUR, AN EFFORT WILL BE MADE TO NOTIFY PERSONS WHO MAY BE AFFECTED.

Emory University Student Communication Policy

Email is the primary medium for official communication with students at Emory University. Each registered student is assigned an official email address by the University. All University communications sent via email will be sent to this address. Students are expected to maintain their accounts and check their email regularly so that new mail will be properly received and read. Certain communications may be time-critical. While students may redirect email from their official University email address to another address (e.g., @hotmail.com, @aol.com), the University is not responsible for the delivery of email by other service providers.

This policy has been approved by the Council of Deans and the President’s Cabinet of Emory University. (2004)

The information in this catalog is subject to change. For the most current information, please see the Graduate School website, www.graduateschool.emory.edu.
Today’s graduate students are tomorrow’s intellectual leaders—the men and women who will pursue answers to the most pressing problems of our time and who will advance the frontiers of culture and science in new and unanticipated ways. At the Emory Graduate School, we are committed to graduate education that provides students with deep expertise in their chosen fields, creativity to cross disciplinary boundaries, and courage to take on the most important and complex problems of our time.

Our graduate faculty is a group of distinguished researchers and teachers, dedicated both to advancing inquiry and to teaching the next generation of scholars. Our student-faculty ratio allows for close mentoring relations. We support visits from renowned scholars, seminars on research in progress, and other opportunities for students to immerse themselves in their fields.

At Emory, interdisciplinary training and research is not an occasional event—it is part of the very fabric of graduate education, reflected in the structure and commitments of the Graduate School. The Graduate School brings together faculty from seven schools—Emory College, Goizueta Business School, the School of Law, the School of Medicine, the Nell Hodgson Woodruff School of Nursing, Rollins School of Public Health, and Candler School of Theology—into more than forty graduate programs spanning the humanities, social sciences, and natural sciences. Emory is a genuine community of scholars—a University of manageable size located on a compact and intimate campus. It is a special and creative contiguity where faculty and students from diverse fields really do meet each other with ample opportunity to cross boundaries and exchange ideas.

Graduate education at Emory is not only about rigorous and creative training, but also about the courage to engage with pressing public problems. Emory has a proud tradition of scholarship that reaches outside the University to make a difference in the world.

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graduate students the pedagogical skills and practical experience to enter teaching professions. An extensive grant writing program builds the professional skills needed to compete with peers for research funding. We support and encourage students who need to acquire specialized research skills by traveling to other locations, and who seek to present their research at significant professional conferences.

Graduate education at Emory is about setting the course for a brighter, more enlightened future for one’s self, one’s field of study, and society. I hope you choose Emory as the point from which you set the course for your future.

With best regards,

Lisa A. Tedesco
Vice Provost for Academic Affairs, Graduate Studies
Dean, Graduate School
The Graduate School is located on the main campus of Emory University, in suburban northeast Atlanta, Georgia. Organized as a distinct division of the University in 1919, the Graduate School awards the master of arts, master of science, master of music, master of sacred music, and doctor of philosophy. Professional degrees awarded are the master of education and the master of arts in teaching. A diploma for advanced study beyond the master’s level is offered in teaching. The Graduate School’s student body is diverse in both interest and cultural and regional background. International students comprise approximately 20 percent of graduate enrollment. Of domestic students, 45 percent have come to Emory from beyond the Southeast, while 15 percent are of African American or Hispanic origin. Of the 1,761 students enrolled in the Graduate School in the fall of 2007, 46 percent were in the sciences, 25 percent in the social sciences, and 29 percent in the humanities. Students and professors find that Emory affords the resources of a major research university while remaining small enough to promote collegial exchange and community.

MISSION
The mission of the Graduate School is to ensure the growth of knowledge by educating scholars who will be capable of continual inquiry into fundamental questions in their fields and who will be articulate in sharing their findings through scholarship, publication, and teaching. The educational philosophy of the Graduate School is based upon commitment to the ethical pursuit of knowledge in a context of freedom of inquiry and expression.

PURPOSE
The Graduate School prepares students to become scholars, that is, to discover, integrate, apply, communicate, and disseminate knowledge. In close collaboration with faculty, students develop the critical skills necessary to evaluate and interpret issues and problems of knowledge, as well as to make new discoveries. These skills may lead to careers in the academy, social organizations, government, business, and industry. More than 90 percent of the students in the Graduate School are enrolled in doctoral programs. Those students enrolled in terminal master’s programs receive professional training grounded in an arts and sciences curriculum. Graduate students train through course work, seminars, and collaborative and independent research projects. In order to demonstrate the ability to address intellectual problems through research and to make original contributions to knowledge, a doctoral student’s work culminates in completion of a dissertation. Appreciating the richness that a diverse student body and professorate contributes to education and scholarship as well as recognizing the need for future scholars from many backgrounds, the Graduate School emphasizes the recruitment, retention, and education of a diverse student population. Underscoring the essential relationship between teaching and scholarship, the Graduate School has instituted the Teaching Assistant Training and Teaching Opportunity (TATTO) program. All doctoral students receive comprehensive and discipline-specific training in teaching and are given the opportunity to acquire graduate teaching experiences.

The Graduate School values the positive function of debate and discourse in a scholarly community. To this end, the Graduate School sponsors colloquia, forums, and conferences, which address questions and issues of the academy itself, as well as its role in the larger society.
EMORY UNIVERSITY

Emory University is an inquiry-driven, ethically engaged, and diverse community whose members work collaboratively for positive transformation in the world through courageous leadership in teaching, research, scholarship, health care, and social action. The University is recognized internationally for its outstanding liberal arts college, superb professional schools, and one of the leading health care systems in the Southeast.

Emory is enriched by the legacy and energy of Atlanta, whose downtown area is just fifteen minutes away. Through collaboration among its schools, units, and centers, as well as with affiliated institutions such as The Carter Center and the U.S. Centers for Disease Control and Prevention, Emory is committed to working for positive transformation in the world.

Emory’s future is being guided by an ambitious strategic plan, “Where Courageous Inquiry Leads.” Within this plan, the University has committed its unique combination of resources to address some of the world’s toughest challenges and greatest opportunities—from religion, conflict, and peace building, to race and social difference, to issues of global health and new understandings of what makes us human. Implementation of Emory’s strategic plan will transform its campus and positively influence local and global communities.

One of Emory’s most compelling features is its location in the vibrant, international city of Atlanta. The University’s campus master plan outlines a bold vision for campus development, while retaining its distinctive sense of place and a commitment to sustainability. This commitment is evident through the Clifton Community Partnership, which provides a framework for building and enhancing a vibrant living-learning-working environment in and around Emory’s Druid Hills campus. In recognition of its connection to the community, Emory was one of sixty schools in the U.S. recognized as an “Engaged Institution” by the Carnegie Foundation for the Advancement of Teaching.

Emory maintains an uncommon balance: it generates more research funding than any other university in Georgia, while maintaining a rich tradition of outstanding teaching. Acclaimed novelist Salman Rushdie and His Holiness the XIV Dalai Lama have recently joined the faculty ranks. Rushdie placed his archives in the University’s Woodruff Library and began a five-year appointment as Distinguished Writer in Residence. The Dalai Lama has been named Presidential Distinguished Professor.

SCHOOLS AND COLLEGES

Emory College of Arts and Sciences (founded 1836)

Emory College offers a distinctive combination: the close interaction and commitment to teaching of a small liberal arts college and the challenging resources of a major research university. The college offers more than sixty majors, plus numerous joint concentrations and interdepartmental programs. Nearly forty percent of college students have some international experience by graduation. The college had 15,366 applicants for the 2007 first-year class, which numbered 1,269. Students enjoy a vibrant campus life, selecting from an array of arts, civic and preprofessional student organizations. More than one-quarter of the Emory College student body participates in Volunteer Emory, which provides services to Atlanta-area communities.

Oxford College (founded 1836)

Oxford College, with a student body of around 700, is located thirty-eight miles east of Atlanta on the site of the original Emory campus in Oxford, Georgia. It is one of four undergraduate options at
Emory. Students choose to attend Oxford because of its emphasis on teaching, personal interaction with professors, community setting, leadership opportunities, and connection to Emory University. Most Oxford graduates continue to the Atlanta campus to complete their baccalaureate degrees.

**School of Medicine (founded 1854)**

One of the nation’s finest teaching and research institutions, the medical school had forty-nine applications for each of its first-year positions in 2006. The school offers MD, MD/PhD, and MD/MPH programs. The medical school also trains more than 1,000 residents and fellows and has 390 students in five top-ranking allied health programs. Faculty include 1,800 full-time and about 1,000 volunteer members. In 2006 the medical school received $292 million in research funding, including funds received by medical faculty based at Yerkes National Primate Research Center. The school is known for its research programs in cancer, neuroscience, vaccine development, transplantation biology, cardiology, biomedical engineering, and genetics. Faculty clinicians in Emory’s own or affiliated teaching hospitals are responsible for more than 3.5 million patient visits annually.

**Nell Hodgson Woodruff School of Nursing (founded 1905)**

Producing national and international leaders in nursing practice and research, the Nell Hodgson Woodruff School of Nursing offers baccalaureate, master’s and doctoral degrees. Graduates go on to become national and international leaders in patient care, public health, government, and education. Master’s graduates are qualified to seek certification as nurse practitioners, nurse midwives, and/or clinical nurse specialists. The doctoral program focuses on clinical research, with emphasis on health policy, health outcomes, and ethics. In 2006, the school received $5.2 million in research funding.

**Candler School of Theology (founded 1914)**

Candler stands out among seminaries with strong educational programs, a superb faculty with an impressive record of research and publication, and a diverse student body representing some fifty denominations. The Pitts Theology Library is the second-largest theological library in North America, with more than 530,000 volumes. One of thirteen United Methodist-related seminaries, Candler’s mission is to educate faithful and creative leaders for the church’s ministries in the world. Candler students can pursue one of three master’s degrees and one doctoral degree. The innovative master of divinity program gives students a broad and contextualized theological education, while requiring students to do concentrated work in a particular area of study. Joint degree programs with law and business further provide an extraordinary context for theological education.

**School of Law (founded 1916)**

The School of Law is nationally and internationally recognized for its commitment to the legal profession as a service profession, for its emphasis on teaching the practice of law as well as the study of law, and for its premier centers of excellence. The School of Law celebrates its intellectual life, while reflecting the essential role of service through providing opportunities for students to work in the public sector or private nonprofit sectors, a loan repayment assistance program and scholarship assistance, and instruction in the practice of law through outstanding clinical programs. The School of Law inspires and supports interdisciplinary, integrative and international centers of excellence that include Law and Religion, International Law, Feminist Jurisprudence, and Legal Theory.
**Roberto C. Goizueta Business School (founded 1919)**

Goizueta Business School teaches students to become principled leaders for global enterprise who not only create value for their organizations but also improve society. The school is home to an undergraduate degree program, a full-time (two-year) MBA, a one-year MBA, an evening MBA, the W. Cliff Oxford Executive MBA (weekend and modular formats), a PhD program, and a portfolio of innovative nondegree executive education programs. The Executive MBA Program and our Undergraduate (BBA) Program are consistently ranked in the top ten among their respective programs in the country, while our Full-time and Evening MBA Programs are ranked in the top twenty-five.

**Graduate School (founded 1919)**

The Graduate School offers more than forty degree programs across the humanities, social sciences, and sciences. These competitive programs prepare graduates for careers ranging from college and university teaching to policy-making, research, administration, and service in the public and private sectors. The Teaching Assistant Training and Teaching Opportunity Program, a core requirement for the PhD, prepares graduate students to balance the demands of teaching and research in a university setting. Emory’s graduate programs encourage interdisciplinary study and cross-disciplinary exchange within the context of excellent training in core disciplines. Among the graduate school’s interdisciplinary programs are the Graduate Division of Biological and Biomedical Sciences, the Graduate Institute of the Liberal Arts, the Graduate Division of Religion, and Women’s Studies. In addition, the Graduate School offers joint degrees with Emory School of Law, the School of Medicine, and the Georgia Institute of Technology.
Rollins School of Public Health (founded 1990)
The Rollins School of Public Health comprises six academic departments: behavioral sciences and health education, biostatistics, global health, epidemiology, environmental and occupational health, and health policy and management. Research funding recorded in 2006 totaled $37.7 million. The school offers dual degrees with medical, nursing, business, and law as well as the distance-based career MPH degree. The school has more than 160 full-time faculty. Through its collaborations with the CDC, The Carter Center, the American Cancer Society, CARE, the Arthritis Foundation, the Task Force for Child Survival and Development, and state and local public health agencies, and in its role as a center for international health research and training, the school helps make Atlanta a worldwide destination for public health.

ACADEMIC SUPPORT
Holdings of the five Emory Libraries* total approximately 3.1 million volumes. The libraries also provide access to thousands of electronic information resources, including more than 20,000 e-journal titles. The Woodruff Library’s Center for Library and Information Resources (CLAIR), provides an integrated service environment. It brings together technology specialists and librarians in a facility that includes an information commons, e-classrooms, a distance learning classroom, Emory’s Center for Interactive Teaching, the Heilbrun Music and Media Library, the Electronic Data Center, group study rooms, comfortable study space with data connections, and Jazzman’s Cafe. Wireless access is available throughout the building and in the Matheson Reading Room in Candler Library. The Manuscript, Archives, and Rare Book Library contains modern literary manuscript archives, notable African American collections, University archives, and other major manuscript and rare book holdings acquired for research and teaching.


University Technology Services (UTS)
University Technology Services (UTS) serves the information technology needs of Emory’s academic, administrative, and research communities, with tools such as technology-enriched classrooms; course management software; administrative systems for financial, human resources, and student services; information security; and help desk and 24/7 enterprise data center operations. UTS’s computing centers and labs include Emory’s award-winning Center for Interactive Teaching (ECIT). Collaborative work and group study is enriched for students and faculty in the Computing Center at Cox Hall. UTS’sNetwork Communications delivers telephone, physical, and wireless data networking, paging, cable television, and radio and video services to Emory University and Emory Healthcare.

Emory Healthcare
Emory Healthcare is the largest, most comprehensive health care system in Georgia and comprises the following components: Emory University Hospital, Emory Crawford Long Hospital, Wesley Woods Center, The Emory Clinic (the largest, most comprehensive group practice in Georgia with approximately nine hundred Emory faculty physicians and health centers throughout metro Atlanta), and the Emory Children’s Center, (the state’s largest pediatric multispecialty group practice with 105 physicians). In addition, Emory Healthcare has partnered with HCA to open Emory Johns Creek Hospital
in North Fulton in February 2007. With these facilities and its other joint ventures with HCA and the Adventist Health System, Emory Healthcare’s total portfolio of inpatient operations includes more than 1,500 licensed beds. Emory Healthcare also has hospital and physician affiliates throughout Georgia, Alabama, North Carolina, and South Carolina. In addition, Emory has long-standing relationships in patient care, teaching, and research with Grady Memorial Hospital, the Atlanta Veterans Affairs Medical Center, and Children’s Healthcare of Atlanta at Egleston.

OTHER UNIVERSITY RESOURCES

The Carter Center
The not-for-profit Carter Center advances peace and health in neighborhoods and nations around the world in partnership with Emory. Guided by a fundamental commitment to human rights, the center works to prevent and resolve conflicts, enhance freedom and democracy, and improve health. Center projects have helped to improve the quality of life for people in more than sixty-five nations.

Yerkes National Primate Research Center
For more than seven decades, the Yerkes National Primate Research Center of Emory University has been dedicated to advancing scientific understanding of primate biology, behavior, veterinary care and conservation, and to improving human health and well-being. Today, the center, as one of only eight National Institutes of Health–funded national primate research centers, provides specialized scientific resources, expertise, and training opportunities.

Recognized as a multidisciplinary research institute, the Yerkes Research Center is making landmark discoveries in the fields of microbiology and immunology, neuroscience, psychobiology, and sensory-motor systems. Research programs are seeking ways to: develop vaccines for infectious and noninfectious diseases; treat cocaine addiction; interpret brain activity through imaging; increase understanding of progressive illnesses such as Parkinson’s and Alzheimer’s; pioneer organ transplant procedures; unlock the secrets of memory; determine behavioral effects of hormone replacement therapy; address vision disorders; and advance knowledge about the evolutionary links between biology and behavior.

Michael C. Carlos Museum
With the completion of a 35,000-square-foot expansion in the spring of 1993, the Michael C. Carlos Museum is set in both one of the oldest and one of the newest buildings on campus. Its 1916 Beaux-Arts design by Henry Hornbostel placed it on the National Register of Historic Places. The interior renovation was designed by postmodernist architect Michael Graves, who also designed the new expansion. In 1987, the building received an honor award from the American Institute of Architects.

The museum’s extensive archaeological holdings from the ancient Mediterranean and the Middle East, unique in the Southeast, include: Egyptian mummies and artifacts from ancient Palestine, excavated at Jericho, Jerusalem, and Caesarea; a large cuneiform tablet collection from Mesopotamia; the newly formed Carlos Collection of Ancient Greek Art; the Thibadeau Collection of Pre-Columbian Art; African and Asian art; and early Native American artifacts. The collection also includes illuminated manuscript pages, drawings, and prints from the Middle Ages and the Renaissance to the present; nineteenth- and twentieth-century photography; and painting and sculpture from the twentieth century. Durer, Goya, Daumier, Manet, Cassatt, Matisse, Picasso, and Rauschenberg are among the
major artists included in the print collection. In addition to its own collections, the museum works with Emory faculty to develop unique special exhibitions that draw on collections from around the world. The museum also hosts traveling exhibitions developed by other institutions and makes them available to the Emory community.

Office of University-Community Partnerships (OUCP)
Through academic courses, research programs, and service projects, the Office of University-Community Partnerships facilitates the connection of community groups, organizations, and agencies to Emory faculty, staff, and students who can best assist them in addressing a specific issue or need. With financial support from the Graduate School, the OUCP funds the Community Partnership Graduate Fellows program. Through this program students have the opportunity to combine research with service to the local community and gain firsthand experience with applying research findings to real life issues. Graduate fellows work with faculty interested in adding a service/experiential learning component into their course. In addition, fellows partner with Emory faculty, staff, and community organizations and agencies on short-term or pilot research projects that provide tangible direct benefit to the community. For more information about the OUCP or the Community Partnerships Graduate Fellows program visit the OUCP website at www.oucp.emory.edu.

EmTech Biosciences
EmTech Biosciences is an incubator partnership formed by Emory University, the Georgia Institute of Technology, the Georgia Research Alliance, and the Advanced Technology Development Center.
**Center for Health Culture and Society (CHCS)**

The Center for Health Culture and Society serves as a meeting ground for social and health scientists, humanists, and health professionals interested in the interplay of health, culture, and society. It provides an intellectual environment that encourages the discussion of interdisciplinary and comparative approaches to problems of broad public health importance that transcend disciplinary, institutional, and national boundaries. With funding from the Office of the Provost, the Graduate School, and the Rollins School of Public Health, CHCS sponsor the Health, Culture, and Society Fellowship program. This program supports individualized interdisciplinary training programs for graduate students interested in the intersection of public health, culture, and society. Fellowships are for one year and include a stipend and tuition. The center awards four fellowships each academic year. Two are for current PhD students in the graduate school to study public health and two fellowships allow current public health students to study complementary disciplines in one or more of the graduate school’s PhD programs. For more information about the center and the Health, Culture, and Society Fellowship program, please see the CHCS website at www.emory.edu/CHCS.

**The MARIAL Center**

Emory University’s Center on Myth and Ritual in American Life (MARIAL) focuses its research on the functions and significance of ritual and myth in dual wage-earner, middle-class families in the American South. It is one of five Sloan Centers on Working Families, supported by the Alfred P. Sloan Foundation’s Program on Dual Career Working Middle Class Families. The center has four basic purposes: (1) to promote scholarly studies of myth and ritual among working families in the southeastern United States; (2) to train the next generation of scholars to focus attention on American middle class families; (3) to publicize our findings through scholarly channels and more broadly through the media; and (4) to find ways to use the insights gained from our research to encourage and foster positive social change. For more information about the MARIAL Center visit www.marial.emory.edu.

**The Bill and Carol Fox Center for Humanistic Inquiry (FCHI)**

The Bill and Carol Fox Center for Humanistic Inquiry (FCHI) was established from a long-term initiative sparked by grassroots advocacy of faculty members, forwarded by the Humanities Council, and concluded by a Planning Committee appointed in fall 2000 by the College and Graduate School Deans. The originators envisioned a center that promotes individual research, while also increasing the impact of the humanities across the University and ultimately on Atlanta, the region, and the nation.

The FCHI capitalizes on two of Emory’s strengths: excellent humanities departments and programs, and longstanding institutional commitments to interdisciplinary research and teaching. Programmatic activities at the center combine Emory’s disciplinary and interdisciplinary strengths to better serve all of the humanities. With our encouragement of the best scholarship and teaching, along with our emphasis on a broad and liberating conception of the humanities as a whole as well as specialized research in diverse fields, the FCHI stands for the central role of the humanities in the life of Emory University and beyond.

**Center for the Study of Public Scholarship**

The Center for the Study of Public Scholarship (CSPS) at Emory University promotes and examines scholarly work that crosses the boundary between the academy and the public. Established in 1995, it is guided by the assumption that a great deal of academic scholarship has the potential to address
and engage across a broad range of communities. The CSPS explores the public nature of this scholarship and the diverse forms it can take. It brings together academic and community-based scholars whose work exhibits the potential to relate to one another and provides a space where models can be developed for collaborative scholarship that connects knowledge produced inside and outside the academy. The center is located within Emory College and is supported by the Rockefeller Foundation, the Graduate School, and the Office of the Provost.

FOR MORE INFORMATION
For up-to-date information about graduate student life at Emory, degree programs, research opportunities and resources, and much more, please visit our website, www.graduateschool.emory.edu, and follow the link for Prospective Students.
UNIVERSITY POLICIES

Students are expected to be aware of and abide by specific policies formulated by Emory University concerning confidentiality, discrimination and harassment, and sexual assault.

Emory University recognizes the student’s right of privacy and is committed to protecting students from improper disclosure of private information. Regarding the confidentiality of the information that becomes a part of the student’s permanent records and the conditions of its disclosure, the University has adopted a policy that reflects a reasonable balance between its obligations for the protection of the rights and privacy of the students and its responsibility to society.

It is the policy of Emory University that all employees and students should be able to enjoy and work in an educational environment free from discriminatory harassment. Harassment of any person or group of persons on the basis of race, color, national origin, religion, sex, age, disability, or veteran’s status is a form of discrimination specifically prohibited in the Emory University community. Any employee, student, student organization, or person privileged to work or study in the Emory University community who violates this policy will be subject to disciplinary action up to and including permanent exclusion from the University.

The scholarly, educational, or artistic content of any written, oral, or other presentation or inquiry shall not be limited by this policy. The preceding provision is liberally construed with the intent that academic freedom shall be allowed to all members of the academic community; however, this provision shall not be used as a pretextual basis for violation of the policy.

The Emory University community expects all of its members to treat other persons with respect and dignity and will not tolerate any form of sexual assault. Sexual activity should be explicitly agreed upon by both parties. The University shall proceed with disciplinary and/or remedial actions as needed when it appears that the University’s prohibition against any form of sexual abuse has been violated. A student charged with sexual assault may be disciplined under the University’s code of student conduct as well as prosecuted under Georgia’s criminal statutes. The University also has in place procedures to provide emotional and medical support to a victim of sexual assault within the Emory community.

Current versions of University-wide policies can be found at http://policies.emory.edu/.

GRADUATE SCHOOL POLICIES

In addition to University policies, students in the Graduate School are expected to abide by Graduate School policies. These include and Honor Code, a Conduct Code, and other policies. These policies are collected in the Graduate School Handbook, available on the Graduate School website (www.graduateschool.emory.edu).

The information in this catalog is a summary only, and policies and procedures change. For current information, visit our website and follow the link for Prospective Students. You should also visit the websites of all programs you are interested in applying to, since programs may have their own admission requirements and deadlines.
APPLICATION PROCESS
All applicants are required to provide basic demographic and educational information, a statement of purpose, one set of official transcripts (to go directly to the department), three letters of recommendation, and official standardized test scores. In addition international applicants are required to submit certification of financial resources. For more information, visit our website.

Applicants who are unable to use the online application may obtain an application in PDF format, and print the application and mail it to the program(s) as directed on the application itself.

The Graduate School application deadline is January 3. However, some programs set earlier deadlines.

ADMISSIONS REQUIREMENTS

Transcripts
All applicants are required to submit one official copy of transcripts from each postsecondary institution attended, present school included. If you are currently enrolled, and your degree is not yet conferred, you must submit an additional, final transcript following graduation before you will be permitted to enroll. International transcripts must be translated and notarized.

Standardized Test Scores
The Educational Testing Service (ETS) sends the Graduate School official Graduate Record Examination (GRE) scores of all applicants who request that Emory (institution code 5187) receive test results. The following three scores are reported:
1. verbal score reported on a 200–800 score scale,
2. quantitative score reported on 200–800 score scale, and
3. analytical writing score reported on a 0–6 scale with half point increments.

The Graduate School will not accept scores more than five years old.

In exceptional circumstances a student with an advanced degree may have the GRE requirement waived if the department to which the student is applying so recommends, and the dean of the Graduate School approves the department’s recommendation. To request a waiver, contact your department of interest.

Only applicants to the PhD program in business have the option of submitting Graduate Management Admissions Test (GMAT) in lieu of the GRE.

Statement of Purpose
Applicants are required to provide a Statement of Purpose to be considered for admission to the Graduate School.

The Statement of Purpose should incorporate the following:
1. Brief intellectual autobiography describing the formation of your academic interests and present concerns.
2. The special area of interest or particular problems, theories, movements, periods, etc., upon which your study would focus.
3. A description of tentative plans for research, either specific problems or general areas in which you hope to work.
4. If appropriate, include in your Statement of Purpose any ways in which you as a student at Emory would contribute to the diversity of the program to which you are applying.

**Letters of Recommendation**

All applicants must submit three letters of recommendation from faculty members most familiar with their academic performance. Teachers applying to the Division of Educational Studies may be recommended by a school principal. Make sure recommenders are able to meet the application deadline.

Federal legislation provides applicants with a right of access to recommendations, which may be waived. No school or person can require the applicant to waive this right.

If you waive your right of access, the letters of recommendation, except as used by Emory University, will be held in confidence from you and all other parties. If you do not waive your right and you matriculate, or if you do not sign the waiver statement at all and you matriculate, you will be permitted to see the recommendations on request.

**Evidence of Language Proficiency**

All international applicants whose native language is other than English must show evidence of command of the English language as specified by the program they are applying to. Generally, this is done by means of satisfactory scores on the Test of English as a Foreign Language (TOEFL) or evaluation of a writing sample. Contact all programs you are interested in and ask about their specific requirements.

**Transfer of Credits from Other Institutions**

Up to 12 semester hours of course work completed at another graduate institution may be transferred to the degree at Emory. Any amount over 12 hours must be approved by the dean of the Graduate School with strong support from the department. In no case will more than 24 total hours be transferred. Additionally, no course work accepted for transfer credit can have been applied toward another conferred degree.

**Enrollment Status**

In accordance with general Graduate School policy, programs determine the enrollment status or standing into which an applicant is admitted. Programs may require additional course work and hours beyond the Graduate School’s established minimum requirements.

**Full Standing**

Students who have completed a bachelor’s degree and who are in their first year of graduate work pursuing studies leading to a master’s degree or the PhD are admitted in full standing.

**Advanced Standing**

**MOVING TO ADVANCED STANDING**

Students admitted to PhD programs in full standing move to advanced standing after completing 24 hours of graduate level coursework in good standing, unless their programs require additional course work or other work for advanced standing. If that is the case, the program must notify the Graduate School when the student subsequently meets program requirements for advanced standing.

The 24 credit hours may include 12 hours of transfer credit.
Upon recommendation of the program and approval of the Graduate School, applicants to PhD programs with master’s degrees or equivalent in the same or a closely related field of study may be admitted in advanced standing.

**CREDITS IN ADVANCED STANDING**
The Graduate School requires a minimum accumulated credit of 48 semester hours in advanced standing for the PhD degree.

**Special Standing**
Individuals with at least a bachelor’s degree who wish to take courses at Emory but do not wish to earn a degree may apply for admission in special standing. Applicants must have an overall undergraduate grade point average of C or better. The application and supporting academic credentials (official transcript) must be received thirty days before the semester begins. A one-time, nonrefundable $50 application fee must accompany the application.

Special standing students must obtain written permission from course instructors before enrolling. Some programs require additional signatures. Special standing students should check with programs to determine specific restrictions on course enrollment.
Students in special standing usually do not receive merit awards. Emory employees should consult Human Resources for information about courtesy scholarships at least sixty days prior to registration. Application for a courtesy scholarship is independent of application for admission.

A student in special standing who later wishes to enroll in a degree program must submit a formal application for admission, including GRE scores, transcripts, letters of recommendation, and a non-refundable $50 application fee. Students admitted in special standing are not guaranteed subsequent admission to degree programs and should not expect preference in admission. Programs enrolling special standing students in courses are not obligated to offer those students special consideration in admission to degree programs. Up to 12 semester hours of course work completed in special standing may be applied towards degree and residence requirements with the program’s recommendation and the dean’s approval.

**Visiting Students**

Students enrolled in graduate programs at other universities who wish to earn graduate credit for transfer are admitted as students in special standing. Students should contact appropriate officials at their home schools to confirm that the Emory course credit(s) will transfer. The special standing application is required along with a letter from the director of graduate studies at their home institution verifying that they are in good standing. Transcripts are not required for consideration.

**English Language Assessment and English as a Second Language (ESL) for International Students**

The English as a Second Language Program provides language assessment and support classes to students admitted to the Graduate School. All students whose first language is other than English are required to take an Emory-specific English language assessment or be screened by the ESL testing director before registering for classes. Results of the assessment are used to place students who need English-language support in one or more classes for the academic year. The assessment has two components, speaking and writing. Based on the speaking score attained, a student will be recommended for full participation in the TATTO program or be required to take ESL oral communication support during his or her first year at Emory. Based on the writing score attained, the student may be required to take ESL composition support courses during his or her first year at Emory. The cost of attending Emory University includes three major items: academic charges (tuition and fees), living expenses, and incidentals such as the purchase of textbooks and supplies. All Emory University tuition and fees are determined by the Board of Trustees and are subject to change without notice.
COSTS

For 2008–2009, nine and twelve-month expenses are estimated below. A married student planning to bring his or her family will need an additional $700 per month ($8,400 per year) for the spouse and $250 per month ($3,000 per year) for each child.

<table>
<thead>
<tr>
<th></th>
<th>9-month</th>
<th>12-month</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition and Fees</td>
<td>$33,216</td>
<td>$35,734</td>
</tr>
<tr>
<td>Room</td>
<td>$7,290</td>
<td>$9,720</td>
</tr>
<tr>
<td>Board</td>
<td>$3,780</td>
<td>$5,040</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Miscellaneous living expenses</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td>Textbooks and supplies</td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
<tr>
<td>Initial Costs</td>
<td>$1,250</td>
<td>$1,250</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$51,536</strong></td>
<td><strong>$57,744</strong></td>
</tr>
</tbody>
</table>

Except for tuition and fees, these numbers are estimates.

Mandatory Health Insurance

Effective fall semester 2007, Emory University has a mandatory health insurance requirement for all degree-seeking Emory University students (domestic and international). Under this requirement, students must either purchase the Emory Student Health Insurance Plan or show evidence of enrollment in a comparable United States–domiciled health insurance plan.

Financial Support

The Graduate School generally awards two types of support to students: tuition scholarships and stipends. In addition, the Graduate School awards several special fellowships to outstanding first year students. For more information about these special fellowships, please refer to the Special Fellowships page on our website.

In most programs, students receive support for five years of study; in some programs, the period is four years. All support awards are made on the basis of merit and are renewed annually contingent upon satisfactory academic performance.

Tuition Scholarships

Tuition scholarships may cover partial or full tuition. These scholarships are awards for tuition credits only. They are not cash and cannot be awarded as stipend dollars. Students cannot be required to work for tuition scholarships unless this work is required of all students in the department as part of the degree requirements.

Stipends

In 2008–2009, the minimum stipend is $16,500. This actual amount can vary between programs, and many students receive more than the base stipend.

Health Insurance Subsidy

Students who receive stipend support also receive subsidies towards the cost of their health insurance. Generally, the subsidy covers 75 percent of the health insurance cost, and in some cases it covers 100 percent.
**Special Fellowships**

The Graduate School offers three types of special fellowships on a competitive basis to outstanding first-year students. These fellowships either supplement the base stipend provided by the Graduate School or provide full stipend support at a higher stipend level than the base stipends.

Applicants do not apply directly for these fellowships: faculty in programs nominate students for these fellowships based on their qualifications, and nominees are reviewed by faculty committees. Awards are announced to students at the time they are accepted for admission.

**The George W. Woodruff Fellowship**, the most prestigious of the Graduate School fellowships and awarded to entering students in all programs of doctoral study, covers all tuition and fees and provides a $2,500 to $5,000 supplement to the standard stipend for up to five years.

**The Emory Graduate Diversity Fellowship (EGDF)**, awarded to applicants who have demonstrated outstanding academic achievement and who will contribute to the development of a richly diverse student body, covers all tuition and fees for five years and provides a minimum annual stipend of $19,500. Awards are given solely on the basis of merit and are renewed annually contingent upon satisfactory academic performance. To be considered for the EGDF, applicants must be U.S. citizens or permanent residents who plan to pursue a program of doctoral study.

**The Arts and Sciences Fellowship**, awarded to entering doctoral students in humanities or social sciences programs, covers tuition up to five years and provides a $4,000 supplement to the base stipend. Awards are given solely on the basis of merit and are renewed annually contingent upon satisfactory academic performance.

**Student Tax Liability**

Unless exempt under Internal Revenue Code (IRS) Section 117, scholarships, fellowships, grants, stipends, and awards are generally considered taxable income. Students are required to report these amounts on federal and state income tax returns and are advised to consult tax advisers or the IRS and state revenue authorities for additional information.

**Employment Restrictions**

The terms of a merit award made by the graduate school may prevent a graduate student from gaining employment. A student should consult with his/her director of graduate studies and obtain the permission of the dean of the Graduate School before accepting employment concurrently with the receipt of a merit award.

**Tuition-paid Status**

All students will be assessed full tuition charges until they have completed 48 semester hours in advanced standing. Coursework taken at another university will not count toward tuition paid hours. Thereafter, a student moves into tuition-paid status, and a $1,250 academic fee and $50 computing fee are charged each semester. Students who wish to use university facilities in any semester, including summer, must register.
Audit Course Tuition
The charge for audit courses is the same as for credit courses. Courses audited may not be established for credit by examination, nor may they be changed to credit courses after the end of the drop/add period. These hours may be counted toward tuition-paid status, but not toward candidacy. Audit hours do not count toward eligibility for federal financial aid.

Financial Responsibility to the University
Students are responsible for maintaining good financial standing with the University, including timely payment of tuition, rent, board, emergency loans, and other fees as well as fines that may be incurred from the libraries or parking office. Penalties for past due accounts include but are not limited to: cancellation of registration, refusal to approve continued registration, refusal to release transcripts, and withholding of diplomas.

Courtesy Scholarships
Emory employees must contact Human Resources for information about eligibility for courtesy scholarships. Application fees and tuition for audited courses are not covered by courtesy scholarships.

Student Loans
The Emory Office of Financial Aid (OFA) assists eligible students with applying for and obtaining student loans. Among the factors you should consider before obtaining a loan are your total indebtedness, including undergraduate student loans; mean time to degree in your department/program; and estimated starting salaries in your field. There is no magic formula, but there are reliable calculators that can help master’s and doctoral students make informed decisions about the timing and the amount of student loans.

For general information about student loans, consult Emory’s Office of Financial Aid, the U.S. Department of Education, and FinAid. All students, even those who receive stipend support, are advised to submit the forms that would determine financial need. The process usually requires information from the previous year’s tax return. The national clearing agency usually takes about four to six weeks to process. Loan eligibility, based on the needs assessment, is established by the OFA.

You may not anticipate the need for a loan and therefore may never discuss the form with an OFA counselor. However, if some unforeseen emergency affecting your finances arises, and you must find out quickly about loan eligibility, the OFA can do an assessment in a few days, instead of weeks, if you have a current needs assessment on file.

Advanced Students
The Graduate School offers a number of fellowships for advanced students, as well as extensive support for students to compete for support from external funding agencies. For information about these, please visit our website.
The following is a summary of the Graduate School degree requirements. For details and up-to-date information, visit the Graduate School website and go to the Graduate School Handbook.

The Graduate School degree requirements are minimum requirements, and programs may add their own requirements. These are available on program websites or from program directors of graduate studies.

In graduate education the quality of work is of greater importance than the mere fulfillment of formal requirements. The essential requirements for a student's program of study are that it possesses coherence and unity of purpose, and that it consists of advanced work appropriate to the individual program. All work counted toward satisfaction of degree requirements must be relevant to a student’s program of study. Graduate work may consist of lecture courses, seminars, laboratory courses, directed study, and research. The student’s program of study must be planned in consultation with an appointed adviser or advisory committee.

The Graduate School expects that, barring exceptional circumstances, graduate work will be finished in sequence and as expeditiously as possible. Generally students are permitted to fulfill degree requirements under the rules in effect at the time of first admission to the Graduate School.

**RESIDENCE REQUIREMENT**

Full residence in any semester requires satisfactory completion of a minimum of 12 semester hours of course work, research, or directed study acceptable for graduate credit. If a student is registered for a terminal master’s degree at Emory, meaning the student has not been admitted to a PhD program, a student may have permission from the director of graduate studies to pursue the degree on a part-time basis and obtain partial residence credit.

While a normal course load may be greater than 12 hours per semester in some programs, residence credit is computed on the basis of 12 hours per semester. In any semester, a student may earn no more than 12 hours of credit toward residency requirements regardless of the number of hours taken in that semester.

**THE DOCTOR OF PHILOSOPHY DEGREE**

The program leading to a doctor of philosophy degree provides training for a career of creative scholarship. The degree is not conferred upon a candidate merely on condition of fulfilling a specific number of requirements. The highest scholastic degree is awarded only to the student who has demonstrated capability of productive scholarship and who gives promise of qualifying as an authority in a chosen field. Specific requirements for the degree include a program of study covering a body of coherently related fields and investigation of a research problem in the major field of study.

**Residence Credit Requirements**

Students who enter with a bachelor’s degree or its equivalent are generally admitted in “full standing.” After one full year, or 24 hours of residence credit, students enter “advanced standing.”

Students who have done graduate work beyond the bachelor’s degree may be admitted in advanced standing. Students must successfully complete 48 hours of residence credits—two full years—in advanced standing.
Requirements for Candidacy

LANGUAGE AND/OR METHODOLOGY REQUIREMENTS
Many programs require foreign languages or other research skills, such as computer technology and statistics. Such program requirements must be met before formal admission to PhD candidacy.

TEACHING ASSISTANT TRAINING AND TEACHING OPPORTUNITY (TATTO) PROGRAM
The Teaching Assistant Training and Teaching Opportunity (TATTO) program prepares students to be competent and confident teachers. Participation in the program is required of all students pursuing the Emory PhD. For more specific information, please see page 26.

General Doctoral Examinations
General doctoral examinations determine the student’s qualifications for advanced study and mastery of the field of specialization. They are generally given after at least two semesters in advanced standing. The examinations are usually prepared and administered by the program or division of specialization, and the individual program or division determines the schedule for the general doctoral examinations.

Admission to Candidacy
Application for admission to candidacy should be made when all PhD degree requirements, except completion of the dissertation, have been met and after a dissertation committee chair has been designated and a dissertation research plan approved. Students should apply for candidacy as soon as they complete these preliminary degree requirements.

Supervision of Programs and the Dissertation Committee
The adviser or advisers most directly concerned with the student’s scholarly aims supervise each student’s program. Dissertation research is conducted under the specific direction of a faculty member in association with a faculty committee. In order to promote quality research, the advisory committee regularly reviews graduate research and its progress.

The Graduate School recognizes the value of involving faculty who possess expertise relevant to the interest of PhD candidates, but who are located outside the candidates’ home program, and therefore encourages programs to identify, where appropriate, readers of PhD dissertations drawn from across Emory University or from outside Emory. Readers from outside the university need approval from the dean of the Graduate School. The Graduate School expects that, with rare exceptions, at least three members of the committee will be Emory Graduate School faculty.

Doctoral Dissertation
As a fundamental requirement for a PhD degree, the student must demonstrate mastery of methods and tools of research, potential for productive scholarship, and promise as an authority in a special subject. This demonstration is embodied in a dissertation setting forth the results of the student’s original investigations. The dissertation must make an actual contribution to existing knowledge or be a fresh and significant critical interpretation of existing knowledge. It serves as the most important, concrete proof of the candidate’s scholarly abilities.

Final Oral Examination
Most programs require a final oral examination or defense of the dissertation. Students should consult program regulations and advisers about program-specific requirements.
THE MASTER’S DEGREE
The master’s degree is conferred upon a candidate who has completed all requirements in any one of the fields of humanistic studies and social sciences. Candidates in mathematics, the natural sciences, and the physical sciences may elect to receive a master of science or the master of arts degree. A few programs accept applicants solely for master’s study. Students admitted to terminal master’s degree programs at Emory may not subsequently pursue a doctoral program without submitting a complete application to the PhD program.

Fields of Study
A terminal master’s degree is offered in clinical research, computer science, educational studies (MA as well as MAT), film studies, Jewish studies, mathematics, and music (MM as well as MSM). Some, but not all, PhD programs allow students to earn the master’s degree on the basis of admission to candidacy.
Minimum Degree Requirements
The Graduate School sets minimum requirements for the master’s degree. Some programs, especially those offering terminal master’s degrees, require considerably more course work than the minimum listed below, and many have substituted other requirements for the examination, foreign language, and thesis. Please consult the website or the director of graduate studies in the program you are interested in.

The fulfillment of course work alone does not lead to a master’s degree.

Course Credit Hours
All students must complete at least 24 credit hours of course work. No undergraduate courses may count towards this requirement.

Language and/or Methodology Requirements
Many programs have requirement of foreign languages or other research skills, such as computer technology and statistics.

Thesis
The student must submit an acceptable thesis demonstrating an ability to use the methods of advanced investigation or research. The nature of the thesis, as well as its form, varies among the different fields. Students must be registered in the semester in which they receive the degree.

Maximum Time to Complete the Degree
A student must complete all requirements for a terminal master’s degree within five years of admission. Extensions beyond this period will be granted only under extraordinary circumstances.

PROFESSIONAL MASTER’S DEGREES
In the Division of Educational Studies, the degrees of master of education (MEd) and master of arts in teaching (MAT) allow greater freedom for professional preparation than the master of arts and master of science degrees. Although these are not research degrees, attention is generally given to research methods, and the student may be required to demonstrate the ability to use research techniques. For more information about these degrees, see the program listing in this catalog (page 113), and visit the Division of Educational Studies website.

Graduate Certificate Programs
Graduate certificate programs provide students with interdisciplinary experience and expertise through a structured sequence of courses leading to a graduate certificate. Students enrolled in the Graduate School are eligible to participate. Certificate programs are currently offered in comparative literature, English, film studies, human rights, medieval studies, psychoanalytic studies, philosophy, Russian, and women’s studies.
TATTO

The four stages of the TATTO program provide students with credible training and optimal teaching experience, while ensuring that they are not overtaxed with teaching responsibilities during pursuit of the doctorate. With few exceptions, no student may serve more than a total of four semesters in any combination of teaching assistant and associates positions during his or her first four years at Emory.

1. The first stage of TATTO is a short course offered in late summer, before the fall semester begins. It should be taken immediately prior to a student’s first teaching experience, usually before the second year of study. Faculty for this course is drawn from among the best teachers across the University. The syllabus covers general topics of importance to all students.

2. In the second stage, programs provide training that addresses intellectual problems and teaching strategies from the perspective of particular disciplines. Optimally, students enroll in this course at the same time they participate in their first teaching opportunity, the teaching assistantship.

3. The teaching assistantship, the third stage of the TATTO program, varies from program to program. The defining characteristic of the teaching assistantship across all programs is a controlled, carefully monitored initial teaching opportunity. A faculty member who provides continuing guidance and evaluation closely supervises the teaching assistant.

4. The teaching associate position, the fourth stage of the TATTO program, advances the student to a teaching opportunity with greater responsibilities. The Graduate School favors a co-teaching model for this stage, one in which the student and a faculty member collaborate in all aspects of a course, from syllabus design to final grading. In many programs, graduate teaching associates are largely responsible for teaching a course of their own design. In all cases, teaching associates can expect attentive mentoring and evaluation.

   Students who demonstrate exceptional teaching ability may be eligible to apply for appointment as dean’s teaching fellows. To be eligible for consideration, a student must have completed all Graduate School and program requirements except the dissertation and must have been admitted to PhD candidacy. Dean’s teaching fellows have complete responsibility for the course or courses they teach.

TATTO Credit

The registrar notes TATTO credit on student transcripts. TATTO credits document fulfillment of the degree requirement. The Graduate School TATTO summer course, the teaching assistant, and the teaching associate positions do not count toward the total number of credit hours required for the PhD. The credit hours for the program course are counted toward the total number of credit hours required for the PhD.

   In rare circumstances, students with significant prior college teaching experience may request exemption from some TATTO requirements through their directors of graduate study. However the first stage, the Graduate School TATTO summer course, is required of all students who teach at Emory, without exception.
Anthropology  

Art History  

Behavioral Sciences and Health Education  

Graduate Division of Biological and Biomedical Sciences  
- Biochemistry, Cell and Developmental Biology  
- Genetics and Molecular Biology  
- Immunology and Molecular Pathogenesis  
- Microbiology and Molecular Genetics  
- Molecular and Systems Pharmacology  
- Neuroscience  
- Nutrition and Health Sciences  
- Population Biology, Ecology, and Evolution  

Biomedical Engineering  

Biostatistics  

Business  

Chemistry  

Clinical Research  

Comparative Literature  

Economics  

Education  

English  

Epidemiology  

Film Studies  

French  

Health Services Research and Health Policy  

History  

Graduate Institute of the Liberal Arts  

Jewish Studies  

Mathematics and Computer Science  

MD/PhD Program (see page 44)  

Music  

Nursing  

Philosophy  

Physics  

Political Science  

Psychology  
- Clinical Psychology  
- Cognitive and Developmental Psychology  
- Neuroscience and Animal Behavior  

Graduate Division of Religion  
- American Religious Cultures  
- Comparative Literature and Religion  
- Ethics and Society  
- Hebrew Bible  
- Historical Studies in Theology and Religion  
- New Testament  
- Person, Community and Religious Life  
- Theological Studies  
- West and South Asian Religions  

Sociology  

Spanish  

Women’s Studies
Designed to be intense and demanding for students and faculty alike, Emory’s graduate program in anthropology balances rigorous core courses with a tutorial approach to advanced subjects. The core program is a series of courses and seminars that give advanced training in cultural and biological anthropology. As a whole, the educational program provides students with a graduate-level grounding in cultural and biological anthropology that is both sophisticated and unique. The program encourages specialization within cultural or biological subfields, as well as combinations and creative dialogues between them. Interdisciplinary linkages are encouraged where applicable. It is anticipated that graduate students will become important participants in a range of evolving theoretical and topical discussions with faculty members and other students.

The program requires three years of full-time course work, followed by dissertation research and write-up. Students in good standing receive full tuition and stipend support for four and a half years. Students apply for funding for the actual dissertation research and fieldwork and have been very successful with receiving funding. Students must successfully complete Year 1 before registering for Year 2. Students are required to register for 12 credit hours each semester and graduate residency during the summer to be eligible for a stipend. Particularly in their second and third years of study, graduate students intensify their individual research agendas and formulate in-depth research proposals. The small cohort size allows for great attention to be given to the research interests and needs of each student. Yearly review by faculty and careful monitoring of students’ developing proposals for departmental review exposes students to the dynamic of constructive collegial criticism, and enhances the probability of obtaining extramural research funding. Doctoral research, dissertation, and a dissertation defense complete the program. We emphasize attentiveness to students’ research and professional goals at each stage in their education, including help in the process of finding postdoctoral funding and employment.

The traditional dichotomy between culture and biology, and the polemics that attempt to merge them into one another, are being superseded by research that seriously reconsiders the value of cultural and biological perspectives. We encourage a diversity of doctoral research agendas across the entire range of cultural and biological anthropology, from the postmodern to the sociobiological. It is the exposure to alternative explanatory paradigms, rather than a monolithic theoretical orientation, that we think will prove both intellectually important and professionally successful in the anthropology of the future.

Departmental Requirements
To be admitted into the PhD program, a student must have completed all requirements specified by the Graduate School, as well as maintained an overall academic average of B or better for the four undergraduate years. Scores from the Graduate Record Examination are required for both domestic and foreign applicants. The statement of purpose and recommendations from undergraduate faculty are important components of the application. Work done at another university may, with the approval of the department, be counted equivalent to some of the departmental requirements. In order to be placed in advanced standing in the PhD program, a student must complete the departmental core courses with a B+ average and complete the methodology requirement (see below). Upon be-
ing placed in advanced standing, a student emphasizing cultural anthropology will declare a topical specialty and a geographic area. Students concentrating in biological anthropology must declare two topical specialties.

Before qualifying for admission to candidacy for the PhD, the student must (a) complete all TATTO teaching requirements; (b) present a dissertation prospectus in a department seminar; (c) pass a written qualifying examination and oral defense; and (d) fulfill a methodology requirement that must be approved by the dissertation committee.

**Financial Assistance**

Graduate student support is available in the form of full tuition scholarships and stipends. The number of awards is limited and the department fully supports all students enrolled in the program; therefore, the number of students admitted is highly restricted. These awards are renewed annually for four and a half years (three years pre-field and one-and-a-half years post-dissertation research) depending on satisfactory faculty review. In addition, students may apply for funds for summer field research, language or laboratory training, and travel to scientific conferences.

**Facilities**

Emory University has outstanding facilities in support of anthropological research. A wide range of affiliated institutions and University departments, programs, and divisions provide anthropology graduate students with a unique, interdisciplinary experience.

Anthropology offers graduate training in the biological and cultural subdisciplines. Biological anthropology students may participate in five fully equipped research laboratories housed within the anthropology department: the Laboratory of Reproductive Ecology and Environmental Toxicology, the Laboratory for Comparative Human Biology, the Human Osteology Laboratory, the Laboratory for Darwinian Neuroscience, and the Laboratory of Biogeochemical Anthropology. Additional resources are available outside of the department. Cultural students may also participate in the Media Publics and Critical Discourse Laboratory. The Center for Behavioral Neuroscience (CBN) fosters innovative research in behavioral neuroscience with a focus on the neurobiology of social behavior. CBN offers graduate fellowships for research in behavioral neuroscience and career development workshops and internships in biotechnology, science policy, and science journalism. Another potential research affiliation for students is the Yerkes National Primate Research Center, which maintains a facility on the Emory campus and also a field station just outside of Atlanta near Lawrenceville, Georgia.

Resources are equally rich for students interested in cultural anthropology. The Center for Myth and Ritual in American Life (MARIAL) focuses its research on the functions and significance of ritual and myth in dual wage-earner, middle-class families in the American South. The MARIAL Center offers graduate fellowships for doctoral research on some aspect of ritual, narrative, or mythology in middle-class American family life. The Institute for International Studies (ICIS) coordinates and promotes area studies and comparative and international scholarship. The U.S. Centers for Disease Control and Prevention (CDC), located near campus, provides important collaborative opportunities in medical anthropology. Anthropology faculty also have close ties to the Rollins School of Public Health at Emory. In addition, the Center for the Study of Health, Culture, and Society offers fellowships and conducts seminars of interest to anthropologists.

The anthropology department also has strong affiliations with the following institutes and programs: African Studies, African American Studies, Asian Studies, Latin American and Caribbean Studies, the Post-Colonial Studies group, as well as the Graduate Institute of Liberal Arts, the history
department, and the psychology department. Emory faculty associated with the University’s Institute of African Studies comprise one of the largest groups of Africanist anthropologists in the United States, and Emory’s Department of Women’s Studies offers one of the only PhD programs in women’s studies in the country. Annual themes at Emory’s Center for the Study of Public Scholarship (CSPSP) are often topics of anthropological relevance. The CSPS also offers summer fellowships in conjunction with the Smithsonian Institution.

The Woodruff Library includes more than two million volumes, major journals, the Human Relations Area Files, CD-ROM databases, a highly efficient interlibrary loan system, and online catalog services. The Pitts Theological Library houses excellent collections on issues of colonialism and religion. The Carter Center of Emory University, affiliated with the Jimmy Carter Presidential Library, also offers potential research resources.

A wide range of computing systems, software, and services is provided by the University Computing Center, including electronic library resources, access to the World Wide Web, electronic mail, and LearnLink, a sophisticated online course conferencing and communication system.

Special Topics Courses (determined annually)

512r. Special Topics in Discourse and Communication.

585. Special Topics. Courses offered recently: Biological Perspectives on Childhood and Adolescence; Disease and Human Behavior; Field and Analytical Methods in Anthropology; Religion and Therapy; Writing Culture: From Fieldnotes to Ethnography; Brazil: Race and Ethnicity; Food and Taboo: The History of Dieting; Issues in Visual Anthropology; Making Ethnographic Documentary; Ritual Theory and Practice: Critical Interventions: Visual Anthropology; Biocultural Perspectives on Food and Nutrition.

797r. Directed Study.

798r. Advanced Research.

799r. Dissertation Research.

Professors

George Armelagos (PhD, University of Colorado, 1968). Goodrich C. White Professor and Chair. Biological anthropology; skeletal biology; evolution of diet; Mediterranean; Africa.

Peggy F. Barlett (PhD, Columbia University, 1975). Economic anthropology; agricultural systems; gender; sustainable development; Latin America; United States.

Peter J. Brown (PhD, State University of New York at Stony Brook, 1979). Medical anthropology; disease eradication and development; infectious disease; obesity; Alzheimer’s disease; Mediterranean Europe.

Bruce M. Knauft (PhD, University of Michigan, 1983). Samuel Candler Dobbs Professor. Sociocultural and critical theory; power and representation; gender and sexuality; modernity, history, and ethnography; violence; Melanesia.

Melvin J. Konner (PhD, Harvard University, 1973; MD, 1985). Samuel Candler Dobbs Professor. Biological anthropology; behavioral biology; growth and development; Africa.

Corrinne Kratz (PhD, University of Texas at Austin, 1988). Joint appointment with African Studies. Communication and culture; ceremony and performance; gender; culture history; museums and cultural displays; visual anthropology.
Michelle Lampl (MD, University of Pennsylvania, 1989; PhD, 1983). Biological anthropology; human growth and development; biocultural aspects and socialization; medical anthropology; United States.

Peter Little (PhD, Indiana, 1983). Economic anthropology, development anthropology, ecological anthropology, political economy, agrarian change, pastoralism; sub-Saharan Africa.

David Nugent (PhD, Columbia University, 1988). Sociocultural anthropology; politics and power; underdevelopment; history; critical theory; Latin America.

Bradd Shore (PhD, University of Chicago, 1977). Emory College Distinguished Teaching Professor in the Sciences and Social Sciences. Symbolic and psychological anthropology; Polynesia; Oceania; United States.

Michael Peletz (PhD, University of Michigan, 1983). Social and cultural theory, gender, sexuality, kinship, law, religion (especially Islam), social history, and modernity; Malaysia, Indonesia, and other parts of Southeast Asia and the Pacific Rim.

Patricia Whitten (PhD, Harvard University, 1982). Director of Graduate Studies. Biological anthropology; reproductive ecology; primate behavior; phytochemistry; field endocrinology.

Carol Worthman (PhD, Harvard University, 1978). Samuel Candler Dobbs Professor, Chair. Biological anthropology; human reproduction; human development; biocultural and life history theory.

Associate Professors

Carla Freeman (PhD, Temple University, 1993). Joint appointment with Women’s Studies. Gender; feminist anthropology; modernity and development; transnational culture and economy; labor and consumption; Caribbean.

John Kingston (PhD, Harvard University, 1992). Paleoanthropology; early hominid evolution; East Africa; paleoecology; evolutionary processes; stable isotope biogeochemistry; paleodietary reconstructions; Africa.

Debra Spitulnik (PhD, University of Chicago, 1994). Linguistic/sociocultural anthropology; mass media; transnational culture; national identity; critical theory; semiotics; sociolinguistics; discourse analysis; Africa.

Assistant Professors

Chikako Ozawa-de Silva (PhD, University of Oxford, 2001). Medical anthropology; anthropology of body and mind; discourse of selfhood; therapies and healing practices; suicide; psychiatric disorders and meditation; religious practices; religious experience; spirituality; Japan.

Jim Rilling (PhD, Emory University, 1998). Neurobiological basis of social cognition, comparative primate neuroanatomy, functional neuroimaging, primate brain evolution, evolutionary theory.

Senior Lecturers

Sarah M. Gouzoules (PhD, University of Chicago, 1981). Senior Lecturer and Director of Undergraduate Studies. Primate vocal communication; macaque social behavior.

Adjunct Faculty

Katharine Sieck Barrett (PhD, Emory University, 2004; Nell Hodgson Woodruff School of Nursing, Visiting Scholar). American culture, adolescence, family, motherhood, institutional care environments, child abuse and maltreatment, and ethnographic research methods.

James W. Carey (MPH, Emory University, 1994; PhD, University of Massachusetts, 1988). Research Scientist, CDC. Epidemiology; tuberculosis; HIV-AIDS prevention; qualitative and statistical methods.
Jennifer W. Foster (PhD, University of Massachusetts Amherst, 2003; Nell Hodgson Woodruff School of Nursing, Visiting Scholar) Reproductive health, midwifery and health care, social inequality, medical anthropology, gender relations; Latin America and Latino populations in the US.

David G. Gantt (PhD, Washington University; Georgia Campus Philadelphia College of Osteopathic Medicine, Professor and Director of Anatomy) Craniofacial growth and development, oral biology, structure and ultrastructure of dental hard tissues, human and primate dental evolution, high resolution CT, digital imaging and scanning electron microscopy.


Kathryn Kozaitis (PhD, University of Michigan, 1993). Associate Professor, Georgia State University. Diversity and multiculturalism in North America.

Christopher Krupa (PhD, University of California, Davis, 2005; Institute for Comparative and International Studies (ICIS) Postdoctoral Fellow, Adjunct Lecturer) Social and cultural anthropology, capitalism, race and race politics, state and state proxies, dialectics, history, historiography, ethnography, collective violence; Latin America, the Andes.

Leandris Liburd (PhD, Emory University, 2006; CDC, Chief, Community Health and Program Services Branch) Medical anthropology, intersection theory, race and ethnicity, the social construction of class, gender and health, chronic disease prevention and management, Black feminist thought, obesity, type 2 diabetes, and health disparities.

Daniel Sellen (PhD, University of California, Davis, 1995; University of Toronto, Associate Professor) Human ecology, evolutionary biology and global health consequences of young child feeding and care-giving practices.

Liv Nilsson Stutz (PhD archaeology, Lund University 2004; researcher affiliated with Lund University, Sweden) Burial archaeology, ritual theory, body theory, biological anthropology and excavation methodology, Mesolithic Europe, Epipalaeolithic and Neolithic Middle East, repatriation, ethics, public archaeology.

Associated Faculty

Joyce B. Flueckiger (PhD, University of Wisconsin, 1984). Associate Professor, Emory Department of Religion. Performance studies in religion; religions of South Asia.

Anna Grimshaw (PhD, University of Cambridge, 1984). Associate Professor, Graduate Institute of Liberal Arts. Visual anthropology; documentary cinema; experimental ethnography.

Ivan Karp (PhD, University of Virginia, 1974). National Endowment for the Humanities Professor, Graduate Institute of the Liberal Arts and Department of African Studies. Anthropology and comparative culture studies; museums and cultural displays, African social organization, religion and systems of thought, culture and power, social and cultural theory.

Sidney L. Kasfir (PhD, University of London, 1979). Associate Professor, Department of Art History. Idoma masquerade and sacred kinship (Nigeria); Samburu blacksmiths (Kenya); contemporary urban and tourist art (Kenya, Uganda); museum representation (USA, Uganda, Zimbabwe, South Africa).

Tong Soon Lee (PhD, University of Pittsburgh, 1998). Assistant Professor, Department of Music. Ethnomusicology.

Kristin Mann (PhD, Stanford University, 1977). Associate Professor, Institute of African Studies. Social history, gender, law, marriage and kinship, slavery and emancipation, economic transformation, historical anthropology, West Africa.

Reynoldo Martorell (PhD, Washington University, 1973). Robert W. Woodruff Professor and Chair, Rollins School of Public Health, Global Health Department. Nutrition; food; human biology.
Robert McCauley (PhD, Yale University, 1990). William Rand Kenan Jr. University Professor, Department of Philosophy. Philosophy of science (especially philosophy of psychology); cognitive science of religion; naturalized epistemology.

Gyanendra Pandey (PhD, Oxford University, 1975). Asa Griggs Candler Profess of History, Department of History. South Asian history; violence; citizenship and marginality.

Lisa A. Parr (PhD, Emory University, 2000; Emory University Department of Psychiatry and Behavioral Sciences, Assistant Research Professor; Yerkes Chimpanzee Cognition Laboratory, Assistant Research Professor and Director; Center for Behavioral Neuroscience) Neurobiology of autism, neuropsychology of social cognition, consequences of maternal separation in monkeys, emotional cognition and social recognition in chimpanzees.

Robert A. Paul (PhD, University of Chicago, 1970; Candler Professor and Dean of Emory College) Psychological anthropology, symbolic anthropology, religion; Nepal, Tibet.

Todd Preuss (PhD, Yale University, 1990; Associate Research Professor, Division of Neuroscience and Center for Behavioral Neuroscience, Yerkes National Primate Research Center) Human brain evolution, based on comparative studies of humans, chimpanzees, and other nonhuman primates; human specializations of the molecular biology, histology, and anatomy of cerebral cortex; comparative neuroimaging.

Mark Risjord (PhD, University of North Carolina, 1990). Associate Professor, Department of Philosophy. Philosophy of science; philosophy of anthropology; philosophy of language; logic; philosophy of mathematics.

Lore M. Ruttan (PhD, University of California at Davis, 1999). Assistant Professor, Department of Environmental Studies. Human ecology; cooperation/collective action; common pool resource management; fisheries; United States and Southeast Asia.

Don Seeman (PhD, Harvard University, 1997). Assistant Professor, Department of Religion and the Rabbi Donald A. Tam Institute for Jewish Studies. Medical anthropology; anthropology of experience; Ethiopian-Israelis; anthropological approaches to the Hebrew Bible; Judaism and Hasidism; violence and extremism in Israel.

Lynn Sibley (PhD, University of Colorado, 1993). Associate Professor, School of Nursing, Lillian Carter Center for International Nursing. Medical anthropology; international health; women in health and development; Belize; India.

Valerie Singer (PhD, Syracuse University, 2003). Visiting Assistant Professor, Department of Anthropology, Oxford College. Environmentalism in Brazil.

Alan Sokoloff (PhD, Harvard University, 1989). Research Assistant Professor. Department of Physiology. Evolution and neuromuscular organization of the primate tongue and larynx; anatomical, molecular, and physiological investigation of neural strategies for posture and movement.

Claire E. Sterk (PhD, Erasmus University, 1990). Candler Professor and Associate Dean for Research, Rollins School of Public Health, Department of Behavioral Science and Health Education. Addiction; mental health; women’s health’ community-based prevention/intervention; infectious diseases.

Aaron Stutz (PhD, University of Michigan, 2002; Oxford College of Emory, Assistant Professor of Anthropology) Biocultural perspectives on human population and economic development, bioarchaeology, Paleolithic and Neolithic periods of the Near East, prehistoric transitions to agriculture.

Susan Tamasi (PhD, University of Georgia, 2003; Lecturer, Program in Linguistics) Language variation, perceptual dialectology, sociolinguistics, American English, language attitudes.
ART HISTORY

Michael C. Carlos Hall

Address inquiries to the director of graduate studies.

The Department of Art History offers a graduate program that explores cultural, formal, and theoretical concerns central to the visual arts over time. Incoming classes are small, ensuring a close working relationship between students and professors. Every incoming student is awarded financial support to provide tuition costs and a competitive stipend for five years (subject to yearly review). The program’s offerings reflect the wide range of faculty members’ research interests, include the art and architecture of ancient Egypt, Greece, Rome, and the Americas; Medieval, Renaissance, and Baroque Europe; modern and contemporary Europe and the United States and Africa and the African diaspora. Students can readily incorporate an interdisciplinary aspect to their studies by taking advantage of the department’s ties to Classics, African Studies, African American Studies, History, Women’s Studies, Film Studies, and Comparative Literature, among others. Structured guidance in developing superior teaching skills exists for students through Emory’s innovative Teaching Assistant Training and Teaching Opportunity (TATTO).

Requirements
Students entering the program with a BA complete three years of course work (six semesters of three courses each semester or 72 hours). Students entering in advanced standing complete two years of course work. In the first term all students participate in the departmental seminar in theory and methodology. All students are required to pass exams that demonstrate proficiency in reading two research-related languages. During the first year in which they serve as teaching assistants, all students participate in a three-and-a-half day teacher training workshop conducted by the Graduate School and a departmental teaching tutorial (2 credits per semester). During the second year of formal course work, students entering with a BA are required to expand a seminar paper into a qualifying paper. In order to be advanced to candidacy all students must pass written and oral examinations covering a major and minor field in art history. Students who are advanced to candidacy and have a dissertation prospectus approved by the department will be awarded a PhD upon successful completion and defense of a dissertation. Please see the department’s website www.arthistory.emory.edu/programs/graduate.html for current details.

Facilities for Study and Research
The department is located in Carlos Hall, a building of considerable architectural distinction on the main Quadrangle. For use in teaching and student presentations, the department maintains approximately 200,000 images, currently being changed from slide to digital format. Within Carlos Hall, graduate students have their own study room. Emory’s Woodruff Library and Pitts Theological Library house substantial holdings of books and periodicals for the study of art history. These collections are expanded by a regional interlibrary exchange and membership in the Research Libraries Group with access to more than thirty million volumes nationwide. The Michael C. Carlos Museum and the High Museum of Art also provide research resources as well as internship and curatorial opportunities for graduate students. Summer funding, available on a competitive basis, facilitates travel to major museum collections, libraries, and archives, as well as sites for art historical, archaeological, and ethnographic fieldwork.
Courses

519R. Special Studies in Ancient Egyptian and Near Eastern Art and Architecture. Lacovara, Robins; variable credit.


535R. Special Studies in Pre-Columbian Art and Architecture. Stone; variable credit.

539R. Special Studies in Medieval Art and Architecture. Pastan; variable credit.

549R. Special Studies in Renaissance Art and Architecture. Campbell; variable credit.


569R. Special Studies in Nineteenth- and Twentieth-Century Art and Architecture. Rohrer; variable credit.

575R. Special Studies in Modern Art and Architecture. Meyer, Rohrer; variable credit.

579R. Special Studies in American Art and Architecture. Evans; variable credit.


590. Seminar in Methods of Art Historical Research. Faculty; credit, 4 hrs.

592. Special Studies in the History of Art and Architecture. Faculty; variable credit.

596R. Internship in Art History. May be repeated with permission from the director of internships. Interns must be nominated by the department for internships at the Michael C. Carlos Museum, the High Museum of Art, and elsewhere. Variable credit.

597R. Directed Study. Faculty; variable credit.

598R. Seminar in Art and Architecture in America and Abroad. Faculty; variable credit.

599R. Thesis Research. Faculty; variable credit.

719R. Advanced Seminar in Ancient Egyptian and Near Eastern Art and Architecture. Lacovara, Robins; credit, 4 hrs.


735R. Advanced Seminar in Ancient American Art and Architecture. Stone; credit, 4 hrs.

739R. Advanced Seminar in Medieval Art and Architecture. Pastan; credit, 4 hrs.

749R. Advanced Seminar in Renaissance Art and Architecture. Campbell; credit, 4 hrs.


769R. Advanced Seminar in Nineteenth- and Twentieth-Century Art and Architecture. Rohrer; credit, 4 hrs.

775R. Advanced Seminar in Modern Art and Architecture. Meyer, Rohrer; credit, 4 hrs.

779R. Advanced Seminar in American Art and Architecture. Evans; credit, 4 hrs.

789R. Advanced Seminar in African Art and Architecture. Kasfir; credit, 4 hrs.

792R. Advanced Seminar in the History of Art and Architecture. Faculty; credit, 4 hrs.

797R. Directed Study. Faculty; variable credit.

799R. Dissertation Research. Faculty; variable credit.

Professors

C. Jean Campbell (PhD, Johns Hopkins University, 1992). Art and poetry in Early Renaissance Italy; vernacular poetics and urban culture in the fourteenth century; courtly culture in late medieval and early modern Europe; Renaissance portraiture.

Sidney Littlefield Kasfir (PhD, School of Oriental and African Studies, University of London, 1979). Faculty Curator of African Arts. Contemporary art and the global market (Kenya, Uganda); “Warrior Theatre” and the ritualized body; Samburu blacksmiths (Kenya); Idoma masquerade and sacred kingship (Nigeria).

Walter S. Melion (PhD, University of California, Berkeley, 1988). Asa Griggs Candler Professor of Art History. Northern Renaissance and Baroque art, with an emphasis on Netherlandish art and art theory; early modern printmaking; meditative and mnemonic imagery; Jesuitica.

Associate Professors
Sarah C. McPhee (PhD, Columbia University, 1997). Seventeenth- and eighteenth-century Italian architecture, urbanism, and drawing; Italian Baroque sculpture; artistic biography.
James S. Meyer (PhD, Johns Hopkins University, 1995). American and European art since 1945, especially minimalism, conceptualism, institutional critique and site-oriented installation.
Elizabeth Carson Pastan (PhD, Brown University, 1986). Medieval art and architecture; stained glass; bestiary illuminations; medievalism.
Judith C. Rohrer (PhD, Columbia University, 1984). European architecture; modern and contemporary architectural history and theory with emphasis on the architecture of Barcelona, Spain; space and gender theory.
Rebecca Stone (PhD, Yale University, 1987). Faculty Curator of Art of the Ancient Americas. Andean art and architecture (with an emphasis on textiles); Costa Rican sculpture; museology; art and shamanism.
Bonna D. Wescoat (DPhil, Oxford University, 1983). Ancient Greek art architecture. Archaic architecture and architectural sculpture; Hellenistic sacred architecture; Greek iconography; field research, Sanctuary of the Great Gods, Samothrace. Faculty consultant for Classical Art, Michael C. Carlos Museum.
Eric R. Varner (PhD, Yale University, 1993). Faculty Consultant for Roman Art. Roman sculpture (especially portraits); imperial iconography; Roman women; monuments and topography of ancient Rome.

Senior Lecturer
Dorothy Fletcher (MA, University of Wisconsin-Madison, 1971). Director of Undergraduate Studies. Fifteenth- and sixteenth-century Northern European art and German expressionist art of the early twentieth century.

Associated Faculty
Sandra Blakely (PhD, University of Southern California, 1998). Associate Professor, Department of Classics. Greek religion; archaeometallurgy; comparative anthropology and classics.

Adjunct Faculty
The Department of Behavioral Sciences and Health Education in the Rollins School of Public Health offers a program of study leading to the Doctor of Philosophy (PhD) degree, granted through the Graduate School at Emory University. The program is designed to train students to conduct original research on the identification of individual and societal determinants of health behaviors, illness and disease; design, implement, and evaluate behavioral and structural interventions to prevent disease, reduce health risks, and improve the quality of life; and, translate knowledge derived from research to promote public health.

The faculty members of the Department of Behavioral Sciences and Health Education (BSHE) share a commitment to research, teaching and the translation of their work into public health applications. The Department’s faculty members are highly interdisciplinary and committed to collaborative approaches to problem solving. The faculty—in partnership with BSHE students and staff—conduct their work at the local, state, national and international levels. Many faculty members have served at the U.S. Centers for Disease Control and Prevention, in state or local health departments, or in international public health organizations. The interdisciplinary nature of their work is enhanced by the Department’s collaborations with those in other scientific areas (including clinical medicine) as well as with the arts and humanities throughout the University and across the globe. Faculty and students collaborate with social and behavioral scientists in Emory College and at neighboring health institutions such as the Centers for Disease Control and Prevention and the American Cancer Society, many holding joint or adjunct faculty appointments in the School.

Admission Requirements
For admission to the PhD program in BSHE, Emory University seeks highly qualified applicants with a master’s degree. In selecting the entering cohort, the department considers performance in undergraduate and graduate courses, standardized exam performance (Graduate Record Examination scores taken within the previous five years), letters of recommendation, research or published papers, other relevant experience, and fit with departmental areas of scientific strength. International students whose native language is other than English must attain a score of 560 or more on the paper Test of English as a Foreign Language (TOEFL) or 220 or higher score on the computer-based TOEFL. Please see our website for additional information: www.sph.emory.edu/bshe/bshephd.php.

Tuition and Stipend Awards
Tuition for doctoral students is paid by the Graduate School. Doctoral students receive annual stipends for the initial two years and in following years are supported on research projects by faculty investigators or other grant funding. Students may earn additional income during the summer months. Students are responsible for paying most fees.
The Program

Students entering the program will enroll in courses and collaborate with faculty on programs of research during the first two years of study. In addition to the required curriculum, students are encouraged to enroll in courses across the School of Public Health, and in courses offered by social and behavioral science departments throughout the university.

The third and the fourth year of study are devoted primarily to dissertation research and some teaching. Doctoral students will collaborate with faculty in a research-intensive environment and may learn from applied social and behavioral scientists practicing in nearby public health agencies.

The curriculum is designed to allow students some flexibility in pursuing their own academic interests. Those with a master’s degree outside of public health may need to take additional public health courses beyond the core doctoral curriculum. Although a prior concentration in the area of behavioral or social sciences, or health education and promotion is preferred, it is not required.

Course Offerings

Please note that not all of these courses are offered every semester or even every academic year. This is a listing of all the courses that have been taught through the BSHE department, not necessarily ones that will be taught in upcoming semesters.

BSHE 504. Social Behavior in Public Health. Credit, 2 hrs.
BSHE 506. Communications for Health Professionals. Credit, 2 hrs.
BSHE 512. Medical Sociology. Credit, 3 hrs.
BSHE 514. Medical Anthropology. Credit, 2 hrs.
BSHE 516. Behavioral Epidemiology. Credit, 3 hrs.
BSHE 517. Adolescent Health. Credit, 2 hrs.
BSHE 520. Theory in Behavioral Science and Health Education. Credit, 3 hrs.
BSHE 522. Principles of Curriculum and Instruction in Health Education. Credit, 3 hrs.
BSHE 530. Conduct of Evaluation Research. Credit, 2 hrs.
BSHE 538. Qualitative Research Methods. Credit, 3 hrs.
BSHE 542. Measurement in Health Behavior Research. Credit, 2 hrs.
BSHE 544. Survey Methods. Credit, 3 hrs.
BSHE 545. Introduction to Population Dynamics. Credit, 2 hrs.
BSHE 560R. Health Education Seminar. Credit, 1 hr.
BSHE 561. Rural Health Issues. Credit, 1 hr.
BSHE 562. Substance Abuse. Credit, 1 hr.
BSHE 563. AIDS: Public Health Implications. Credit, 2 hrs.
BSHE 565. Violence as a Public Health Problem. Credit, 1 hr.
BSHE 566. Violence and Injuries. Credit, 2 hrs.
BSHE 571. Issues in Women’s Health. Credit, 2 hrs.
BSHE 572. Health Care Issues in Minority Populations. Credit, 1 hr.
BSHE 577. The Role of Faith Communities in Health Care. Credit, 2 hrs.
BSHE 578. Ethics in Public Health. Credit, 2 hrs.


BSHE 580R. Women’s and Children’s Health Seminar. Credit, variable.

BSHE 591D. Demographic Methods for Health and Health Care. Credit, 3 hrs.

BSHE 591E. Maternal and Child Health Demography. Credit, 3 hrs. Prerequisite or corequisite: knowledge of Epi Info computer program for data analysis.

BSHE 591F. Mental Illness, Public Health, and American Culture in Interdisciplinary Perspective. Credit, 2 hrs.

BSHE 591I. Translating Research into Public Health Programs. Credit, 2 hrs.


BSHE 597R. Directed Study. Credit, variable.

BSHE 721. Applying Theory to Public Health Research and Practice. Credit, 4 hrs.

BSHE 725. Health Promotion Interventions. Credit, 4 hrs.

BSHE 728. Advanced Research Design and Analysis. Credit, 4 hrs.

BSHE 760R. Professional Seminars. Credit, variable.

BSHE 799R. Research Hours. Credit, variable.

RES 999. PhD Graduate in Residence.

BSHE 760R. Professional Seminars: Teaching in Public Health. Credit, 1 hr.


TATT 605. Teaching Assistant Assignment. Credit, 2 hrs.

TATT 610. Teaching Associate Assignment. Credit, 2 hrs.

Graduate Faculty

Kimberly R. Jacob Arriola (PhD, Northeastern University, 1998; MPH, Emory University, 2001). Assistant Professor. HIV/AIDS among African Americans; violence and abuse towards women; organ and tissue donation in the black community.


Ralph J. DiClemente (PhD, University of California, San Francisco, 1984). Candler Professor; Associate Director, Prevention Science, Emory/Atlanta Center for AIDS Research (CFAR) for Behavioral Science. Design and evaluation of STD and HIV prevention interventions tailored for adolescents and women.

Colleen K. DiIorio (PhD, New York University, 1981). Professor. HIV/AIDS medication adherence; HIV prevention with parents and children; epilepsy self-management; prostate cancer, measurement of health behavior.

Karen Glanz (PhD, University of Michigan, 1979. MPH, University of Michigan, 1977). Professor and Georgia Cancer Coalition Distinguished Research Scholar. Theories of health behavior; research on determinants and change processes; cancer prevention and control; ethnic differences in health behavior and determinants; nutrition education and behavior; program evaluation and evaluation research.

Michelle C. Kegler (DrPH, University of North Carolina at Chapel Hill, 1995). Associate Professor and Director of Graduate Studies. Evaluation of community interventions; environmental justice; tobacco use prevention and control.

Corey Lee M. Keyes (PhD, University of Wisconsin, Madison, 1995). Associate Professor. Emory University Department of Sociology. Mental health; subjective well-being; quality of life; aging; social psychology.

Howard Kushnern (PhD, Cornell University, 1970). Nat C. Robertson Professor, Graduate Institute of Liberal Arts. Historical and clinical aspects of addiction; history and etiology of Kawasaki’s disease.
Richard M. Levinson (PhD, University of Wisconsin, 1975). Candler Professor and Executive Associate Dean for Academic Affairs. Social determinants of health risk behavior; access to and utilization of health services.

Kathleen R. Miner (PhD, Georgia State University, 1984). Associate Professor and Associate Dean for Applied Public Health. Design and evaluation of domestic and international community-based interventions; public health workforce development; distance education; tobacco prevention and control; cancer education; and bioterrorism.

Claire E. Sterk (PhD, University of Utrecht, 1983; PhD, Erasmus University Rotterdam, 1990). Candler Professor and Senior Vice Provost. Women’s and adolescent health; HIV/AIDS; addiction; mental health.

Jo Ellen Stryker (PhD, University of Pennsylvania, 2001). Assistant Professor. Health campaigns; mass media and public health; communication and health behavior.

Lisa A. Tedesco (PhD, University of Buffalo-SUNY, 1981). Professor; Dean for Graduate School; Vice Provost for Academic Affairs, Graduate Studies. Health disparities; health education; curriculum reform; and workforce diversity.

Nancy J. Thompson (PhD, Georgia State University, 1989). Associate Professor. Behavioral and psychiatric epidemiology; mental health; violence and injury prevention and control; aging; applications of psychological theory to public health.

Michael Windle (PhD, Pennsylvania State University, 1984). Rollins Professor and Chair. Psychiatric dysfunction (depression and anxiety disorders); risk and protective factors for multiple child and adolescent health behaviors, including tobacco use, alcohol and other drug abuse, violence and sexual behavior.

Gina M. Wingood (ScD, Harvard University School of Public Health, 1995). Associate Professor. Agnes Moore Endowed Faculty in HIV/AIDS Research; Director, Social and Behavioral Sciences Core, Center for AIDS Research (CFAR). Examination of social factors influencing women’s risk of HIV and other STDs; design and evaluation of primary and secondary prevention interventions for women.

Other Cooperating Graduate Faculty


Ann M. DiGirolamo (PhD, Indiana University, 1994; MPH, Emory University, 2001). Assistant Professor, Department of Global Health. International maternal and child health and nutrition; breastfeeding.

Carol J. Rowland Hogue (PhD, University of North Carolina at Chapel Hill, 1973). Terry Professor of Maternal and Child Health; Professor of Epidemiology. Women’s health; reproductive and perinatal health; health disparities.

Kathryn M. Yount (PhD, Johns Hopkins University, 1999). Assistant Professor, Departments of Global Health and Sociology. International social demography; gender, health, and use of health care over the lifespan; traditional practices and women’s reproductive health; family demography; domestic violence and maternal and child health.

Jointly Appointed Faculty

Benjamin Druss (BA, Swarthmore College, 1985; MD, New York University, 1989; MPH, Yale University, 1995). Associate Professor.


Kara Jacobson (BA, Emory University, 1991; MPH, Emory University, 1993). Adjunct Associate Professor.
Barbara O. Rothbaum (BA, University of North Carolina at Chapel Hill, 1982; MSc, University of Georgia, 1984; PhD, University of Georgia, 1986). Professor.

Kathryn Yount (BA, University of North Carolina, Chapel Hill, 1991; MHS, Johns Hopkins Bloomberg School of Public Health, 1994; PhD, Johns Hopkins Bloomberg School of Public Health, 1999). Associate Professor.

Adjunct Faculty

Youngmee Kim (BA, Yonsei University, 1988; MA, Yonsei University, 1990; MA, University of Rochester, 1995; PhD, University of Rochester, 1998.) Adjunct Associate Professor.

Carol Koplan (BA, Brandeis University, 1964; MD, Tufts University, 1968.) Adjunct Assistant Professor.

Michelle J. Staples-Horn (BS, Clark Atlanta University, 1976; MD, Morehouse School of Medicine, 1990; MPH, Emory University Rollins School of Public Health, 1993). Adjunct Associate Professor.

Kevin Stein (BS, University of Florida, 1990; MA, University of South Florida, 1994; PhD, University of South Florida, 1996.) Adjunct Assistant Professor.

Melissa Taylor (BA, York College; MA, University of Maryland.) Adjunct Instructor.
GRADUATE DIVISION OF BIOLOGICAL AND BIOMEDICAL SCIENCES

To obtain detailed information about Graduate Division program requirements and faculty research interests, visit our website at www.biomed.emory.edu or address inquiries to the director, Graduate Division of Biological and Biomedical Sciences, Emory University, 1462 Clifton Road, 314 Dental Building, Atlanta, Georgia 30322, 404.727.2545.

The Division

The Graduate Division provides our students with unique opportunities to work with world-renowned researchers who are located on, or near, the Emory campus. Graduate Division students can choose to work with more than 310 faculty members who may be affiliated with the American Cancer Society, Centers for Disease Control and Prevention, Emory College, Robert W. Woodruff Health Sciences Center, Rollins School of Public Health, The Carter Center, Winship Cancer Institute, and Yerkes National Primate Research Center. The Graduate Division consists of eight interdisciplinary training programs, each leading to a PhD. Each program focuses on a major area of contemporary biology, and each emphasizes the interdisciplinary approach that has proven to be successful in advancing research in the life sciences. Each program seeks to provide students with a broad multidisciplinary background, as well as advanced concepts and in-depth skills from at least two of the traditional biological or biomedical sciences. These programs provide students with more modern and competitive training than can readily be achieved through education in a traditional single departmental program. Students are exposed to a wider range of faculty research interests than is possible within a single department. There is great flexibility in tailoring graduate education to the particular needs and interests of each student. Students enter into one of the eight Graduate Division programs and typically perform three research rotations before affiliating with a lab for their dissertation research. Each program has its own Executive Committee that oversees student progress. Students typically complete the course work requirements prior to the end of the second year of study. Because of the Graduate Division structure, every student potentially has access to training with any of the more than 315 faculty members affiliated with the training programs. Students receive a tuition scholarship, health insurance, and a competitive stipend.

The programs in the Graduate Division of Biological and Biomedical Sciences are:

- Biochemistry, Cell, and Developmental Biology
- Genetics and Molecular Biology
- Immunology and Molecular Pathogenesis
- Microbiology and Molecular Genetics
- Molecular and Systems Pharmacology
- Neuroscience
- Nutrition and Health Sciences
- Population Biology, Ecology, and Evolution

The Graduate Division programs are interdisciplinary, and students have access to the research resources of Emory University, the School of Medicine and several university affiliates. The O. Wayne Rollins Research Center, Whitehead Biomedical Research Building, and the Rollins School of Public Health (including epidemiology and global health) are all adjacent to one another and house faculty
from more than thirty departments, including biochemistry, biology, cell biology, human genetics, microbiology and immunology, pathology and laboratory medicine, pharmacology, and physiology. Graduate Division faculty is also drawn from the departments of anthropology, chemistry, medicine, neurology, pediatrics, psychiatry, and behavioral sciences, psychology, and surgery. Graduate Division students also have opportunities for collaborative training and research in major components or affiliates of Emory University. These affiliates include the Yerkes National Primate Research Center, Winship Cancer Institute, various university hospital and clinical research facilities, several programs within the Georgia Institute of Technology and Georgia State University, as well as at the U.S. Centers for Disease Control and Prevention, which is located only one block from the primary research buildings on the Emory campus.

Emory is one of the major biological research and medical referral centers in the Southeast. Trends in NIH funding rank Emory among the fastest growing medical centers in the United States. Emory has risen in rank from thirty-first in the country to seventeenth (fiscal year 2006) among medical schools that receive NIH research dollars. Emory has continued its rapid growth in research funding for a total of more than $354 million in sponsored research funding for 2006. The state-of-the-art instrumentation that is needed to study virtually any aspect of modern biology or medicine is contained within the laboratories of the Graduate Division training faculty or in the centralized research facilities of participating departments and centers. Excellent research facilities are available, including the Biomolecular Computing Resource Facility, Transgenic Mouse Facility, Microchemical Facility, and the Vaccine Research Center. Additional facilities for high resolution structural biology, proteomics, microscopy, DNA array analysis, and the production of monoclonal antibodies are also housed on the Emory campus.

Degree Requirements
In addition to meeting the general requirements for the PhD degree (described in the bulletin of the Graduate School), students in the Graduate Division of Biological and Biomedical Sciences participate in research seminars and in laboratory training rotations with selected faculty members. There are two types of research seminars: those presented by outstanding scientists, from inside and outside the University, which serve to acquaint the student with current research problems; and those where the student participates as a speaker and discussant, a format which helps develop the student’s organizational and communication skills. To develop these skills further, students also participate in the planning and presentation of courses in the biological sciences. Finally, programs require that students prepare a PhD research dissertation proposal, most in the form of a National Institutes of Health or National Science Foundation research grant application, which is then critiqued by division faculty who serve as members of, or consultants to, the review panels of these major research-funding institutions. These requirements provide Graduate Division students with skills that are essential for success in academic or industrial research careers, but are often overlooked in graduate training programs.

Career Development
The Graduate Division is committed to providing career development opportunities for their students and has a career development site that gives students access to many resources. The Bio Career Center has information on job search basics, career information, and a jobs board. Through MentorNet students can find an e-mentor in both academic and non-academic careers. COBBS (Career Opportunities in the Biological and Biomedical Sciences) is a Graduate Division program that helps inform students about different career paths outside of academia. In the monthly semi-
nlar series, guest speakers discuss their own careers and provide insight and advice. The speaker series introduces students to new careers and gives them an opportunity to network. Students who are interested in teaching can take advantage of additional teaching opportunities through the Graduate School’s TATTO Program (Teaching Assistant Training and Teaching Opportunity). Two other selective programs are available to students who have an interest in teaching. PRISM participants (Problems and Research to Integrate Science and Mathematics) work with K-12 students and ORDER (On Recent Discoveries by Emory Researchers) provides students with experience teaching at the undergraduate level. In addition to writing articles for major journals, students have opportunities to enhance their scientific writing skills by becoming involved in Hybrid Vigor, which is published by a group of students who are involved in every aspect of the magazine’s publication (writing, illustrating, and design layout). In addition, the first of several planned joint and dual degree programs, an MS in clinical and/or translational research, is now available to PhD students.

Admission Requirements
Students are admitted to the Graduate Division as trainees in one of the eight PhD training programs. It usually requires approximately five years to complete the requirements for a PhD. However, holders of an MS, MD, DDS, or DVM, on recommendation of the program governing committees, may be admitted in advanced standing, allowing completion of the PhD program in a shorter period of time. Students are expected to begin their training in the fall semester and are urged to file applications by the preceding January 3.

MD/PhD Program
The Emory University School of Medicine MD/PhD program provides the opportunity for exceptionally bright and dedicated students to acquire both clinical and basic research training in order to pursue challenging careers in academic medicine. The program is designed to provide students with the in-depth, high-caliber research training and medical education required of future academicians. Students are enrolled in both the Graduate School and the School of Medicine during the six to eight years required to complete both degrees in the program.

Solving the mysteries of health and disease today requires leaders trained in both the methods of basic biomedical science and the methods of clinical medicine. Recent advances in biomedical knowledge require new patterns of training for physician/scientist researchers. To meet this challenge, the Emory MD/PhD program combines the advantages of rigorous preparation in clinical medicine with interdisciplinary training in basic science. The program design allows students considerable flexibility in arranging both the graduate and medical school phases of study.

Students in the program obtain an MD through the Emory University School of Medicine, and they may choose to pursue a PhD from one of the programs in the Graduate Division of Biological and Biomedical Sciences. PhD studies may also be pursued in the Graduate School within one of its physical or social science departments, the School of Public Health in epidemiology and biostatistics, or the joint Wallace H. Coulter Department of Biomedical Engineering with the Georgia Institute of Technology.

Students in the MD/PhD program are coregistered in both the School of Medicine and the Graduate School. The typical course of study for the combined degrees includes the first and second years in the School of Medicine’s basic medical sciences and patient-based clinical course curriculum, summer research projects with faculty in their laboratories, and journal clubs and clinical research conferences designed specifically for MD/PhD students. The third through fifth years are spent in graduate train-
ing and the research required to obtain a PhD. The clinical education in the School of Medicine is then completed over approximately eighteen months of required clerkships, elective courses, and directed study programs. The clinical program is individually tailored, in consultation with the medical school deans responsible for clinical education and student affairs, to fit each student’s educational needs and academic career goals.

The MD/PhD program provides the research training necessary to work at the forefront of a scientific field while concurrently developing outstanding clinical skills. Upon completion of the program, students receive appointments to the nation’s top residency and postdoctoral training programs, generally receiving their first choice of appointments. The profession looks to these individuals as leaders in delivering the latest discoveries to the bedside.

The MD/PhD program is funded in part through the National Institutes of Health Medical Scientist Training Program. Additionally, funds from Emory University, Emory School of Medicine, and the Emory Graduate School support the program. Students accepted into the program receive full tuition and a competitive annual stipend.

In 1997 the Georgia Institute of Technology and Emory University established a combined Department of Biomedical Engineering staffed by faculty from both institutions. While the option for the Emory-Georgia Tech MD/PhD in Bioengineering has been available since 1994, the combined department represents the strong commitment that Emory and Georgia Tech each have toward enhancing research and training in the biomedical and bioengineering sciences. A formal Emory-Georgia Tech PhD program, the Wallace H. Coulter Department of Biomedical Engineering, is now in place.

Applicants desiring admission to the program should have an outstanding academic background. Evidence of strong research experience and a commitment to independent scholarship is essential in addition to the standard School of Medicine requirements.

Applicants to the MD/PhD Program should apply directly to Emory University School of Medicine through AMCAS. Applications should be received between June 1 and October 15. Applicants are encouraged to submit their applications early, preferably in the summer. AMCAS application packets can be obtained directly from the American Medical College Application Service (AMCAS), Association of American Medical Colleges, Section for Student Services, 2501 M Street, N.W., LBBY 26, Washington D.C. 20037-1300, 202.828.0600, or from the health care professions adviser or the appropriate office at the applicant’s school. Upon receipt of the AMCAS application, an Emory Supplemental Application Form, including an application to the MD/PhD Program, will be mailed to each applicant. For additional information, please contact:

MD/PhD Program
Emory University School of Medicine
1648 Pierce Drive, Suite 374P
Atlanta, GA 30322
email: mdphd@emory.edu
http://med.emory.edu/education/MDPHD

MD/PhD applicants are required to submit their scores on the Medical College Admission Test (MCAT) in accordance with the admissions policies of the School of Medicine. Applicants may choose (but are not required) to submit scores on the general test of the Graduate Record Exam (GRE).

Applicants selected to interview attend a two-day session, which includes both School of Medicine and Graduate School interviews.
PROGRAM IN BIOCHEMISTRY, CELL AND DEVELOPMENTAL BIOLOGY (BCDB)

A multidisciplinary approach to biomedical research underlies the BCDB program. The BCDB program encompasses state-of-the-art research in biochemistry and cell and developmental biology as well as cancer biology. The program has faculty members who come from the basic science departments, clinical departments in the School of Medicine, and the Emory College Biology and Chemistry departments. Such diversity provides the student an unparalleled opportunity to develop new interests and explore a broad range of research areas during their graduate training experience.

The program offers a PhD degree through the Division of Biological and Biomedical Sciences within the Graduate School. Because of the broad range of opportunities available within the BCDB program, each individual can tailor research opportunities to his or her own interests. All core course work is completed in the first year. In addition to these core courses there are specific opportunities in the first year to gain research experience in the laboratories of program faculty via research rotations. Students begin their thesis research at the end of the first year and then pursue more customized advanced training through elective courses, journal clubs, and seminars. Areas of research include:

BIOCHEMISTRY/STRUCTURAL BIOLOGY

Biochemistry seeks to understand the properties and regulation of macromolecules relevant for biological function. One important piece of this puzzle is developing an understanding of the relationship between macromolecular structure and function. In the BCDB program several faculty members employ physical, chemical, and spectroscopic approaches to defining molecular structure and enzymological approaches to understanding function. Other faculty members are applying these approaches to study protein-DNA and protein-protein interactions, and the behavior of supramolecular complexes. In addition to these areas of research, BCDB faculty also are studying pathways and processes mediated by multiple proteins such as DNA damage repair, regulation of transcriptional and translational processes, secretion and vesicular traffic, nuclear transport of protein and RNA, lipid metabolism, signal transduction pathways, second messenger systems, and protein sorting.

CANCER BIOLOGY

Research in cancer biology seeks to discover molecular mechanisms that govern the regulation of cell growth, differentiation, genetic stability, and the properties that distinguish neoplastic cells from normal cells. An additional research goal is to translate our newly acquired basic understanding of cancer biology to improved anticancer therapeutic strategies. Program members offer training opportunities in wide-ranging areas of cancer biology, including signal transduction, oncogenes and tumor suppressors, DNA damage and repair, angiogenesis, regulation of reactive oxygen species and hypoxia in tumors, tumor-microenvironment interactions, and anti-cancer drug discovery.

CELL BIOLOGY

Cell biology deals with understanding the fundamental aspects of cellular behavior and regulation. Research groups in the BCDB program are addressing many of the key questions of cell biology. The laboratories of BCDB faculty are using advanced molecular, genetic, computational, and imaging techniques to analyze and determine the molecular components critical for regulating cellular structure and behavior, and to dissect the signal transduction pathways involved in these processes. The varied research interests of the faculty include regulation of cell polarity, cell motility, cell-cell interactions, membrane trafficking and secretion, nuclear transport, stem cell production and maintenance, establishment of cell identity as well as other important areas of cell biological research.
DEVELOPMENTAL BIOLOGY

Developmental biology is an integrative area of biological research that aims to understand how cells coordinate their activities to form a functional organism. In the BCDB program at Emory we have a number of research groups investigating a diverse array of developmental processes including pattern formation, cell fate determination, organogenesis, cell migration, cell differentiation, and gene regulation. These research groups use a variety of model organisms to study these processes including *Drosophila*, *C. elegans*, *Xenopus*, mouse, and zebrafish.

**Required Courses**

- **IBS 522R. Hypothesis Design and Scientific Writing.** Credit, 4 hrs.
- **IBS 555. Basic Biomedical and Biological Sciences I.** Credit, 6 hrs.
- **IBS 559. Experimental Approaches in Biological Sciences.** Credit, 2 hrs.
- **IBS 556. Basic Biomedical and Biological Sciences II.** Credit, 6 hrs.
- **IBS 556. Basic Biomedical and Biological Sciences II.** Credit, 6 hrs.
- **IBS 606. Values in Science.** Credit, 1 hr.
- **BCDB 570R. Graduate Seminar.** Credit, 2 hrs.
- **BCDB 597R. Laboratory Rotations.** Variable credit.
- **BCDB 790R. Advanced Graduate Seminar.** Credit, 2 hrs.

**Elective Courses**

- **BCDB 797R. Directed Study.** Variable credit.
- **BCDB 799R. Dissertation Research.** Variable credit.
- **BIOS 505. Statistics for Experimental Biology.** Credit, 4 hrs.
- **IBS 504. Introduction to Prokaryotic Molecular Biology.** Credit, 6 hrs.
- **IBS 505 (MEDI 545). Human and Molecular Genetics.** Credit, 4 hrs.
- **IBS 512. Cell Physiology and Biophysics.** Credit, 4 hrs.
- **IBS 531. Principles in Pharmacology.** Credit, 4 hrs.
- **IBS 561. Eukaryotic Chromosome Organization and Function.** Credit, 4 hrs.
- **IBS 570. Model Systems.** Credit, 4 hrs.
- **IBS 580. Human Nutrition I.** Credit, 4 hrs.
- **IBS 581. Human Nutrition II.** Credit, 4 hrs.
- **IBS 700. Macromolecular Structure and Function.** Credit, 4 hrs.
- **IBS 702. Molecular Mechanisms of Signal Transduction.** Credit, 4 hrs.
- **IBS 720. Eukaryotic Gene Organization and Regulation.** Credit, 5 hrs.
- **IBS 725. Prokaryotic Gene Expression.** Credit, 4 hrs.

Many additional courses can be selected from the offerings of other programs or the participating departments of the division.
THE PROGRAM IN GENETICS AND MOLECULAR BIOLOGY (GMB)

The GMB Program offers exciting, broad-based training in the fields of genetics and molecular biology and their related disciplines. A wide range of research opportunities in bacterial, human, and eukaryotic model genetic systems enable students to specialize in an area of interest while obtaining an essential foundation in genetics.

EDUCATIONAL AND RESEARCH OPPORTUNITIES

First-year students obtain a strong knowledge base through introductory coursework and practical research experience by participating in rotations in the faculty laboratories of their choice. Advanced students tailor their curriculum through advanced courses that emphasize critical thinking, constructive literature evaluation, and presentation skills. A seminar and research-in-progress series keeps students and faculty at the cutting edge of current developments in genetics. Research interests of the faculty vary in topic, approach, and model organism and are described in the six major foci below.

GENOME STRUCTURE, REPLICATION, RECOMBINATION, AND REPAIR

The stability of our genomes and their ability to exchange information is critical to survival and evolution of all organisms. This research focus includes studies that examine the mechanisms of DNA replication and recombination in model systems, the repair of DNA damage caused by mutagenic agents and the environment, and the mechanisms of centromere and telomere function and their role in disease and cancer.

REGULATION IN GENE EXPRESSION

Key to adaptation, differentiation, and development is the ability to regulate genes. Research in this area focuses on the molecular mechanisms and the genetic principles of transcription regulation of gene expression, transcription factor interactions with DNA, chromatin structure, and epigenetics. Systems studied include regulation of human disease, the immune system, the visual system, mechanisms of transcriptional initiation and elongation, dosage compensation in Drosophila, regulation of gene expression in germ cell formation, role of oncogenes and tumor suppressors on gene expression, and genes involved in bacterial differentiation and pathogenesis.

DEVELOPMENT AND DIFFERENTIATION

Understanding the molecular genetic basis for development and cellular differentiation is key to many disease processes. GMB faculty uses a large variety of model organisms to understand the major genetic events that occur to form multicellular organisms. Topics include muscle development, sperm development and fertilization, and germ cell specification and maintenance in C. elegans; development of sensory organs in mouse and zebrafish, and the enteric nervous system in zebrafish; genetic control of nervous system formation and sex determination in Drosophila, and the genes regulating formation of the Drosophila and mammalian eye.

CANCER GENETICS AND BIOLOGY

Cancer is a genetic disease. Alterations in genome integrity such as changes in DNA ploidy, chromosome rearrangements, genetic deletions, and point mutations start the transformation process. At Emory, cancer is studied from a variety of approaches and basic, translational, and clinical investigators are united to find a cure through research. GMB cancer investigators are members of the Winship Cancer Institute, which allows comprehensive training from the “bench to the clinic.” Research topics
include understanding cancer formation and malignant progression using bioinformatics and array
technologies, understanding DNA methylation and epigenetic mechanisms of human carcinogenesis,
genetic regulation of cell cycle control, apoptosis, and angiogenesis as well as development of novel
molecular genetic therapies using clinical material from human tumor patients and in animal mod-
els.

HUMAN AND MEDICAL GENETICS
This century brings the promise of understanding and treating a large number of inherited human
diseases. At Emory the impressive interaction between the clinical and public health faculty, diagno-
sitic laboratories, and basic scientists offers a unique opportunity to study patient populations using
innovative methods. Areas of research include studies of inborn errors of metabolism, chromosomal
disorders, single gene disorders, and multifactorial disorders. Cutting-edge molecular biological tech-
niques, state-of-the-art proteomics technology, stem cell technology, genetic epidemiological methods,
and directed evolution studies are just some of the approaches being used to assess the genetic and
environmental factors involved in disease traits.

BIOINFORMATICS AND COMPARATIVE GENOMICS
This training focus collects, develops, and analyzes genome-based data sets to understand the basis
of evolution, the dissemination of disease and variations that occur with disease genes, the identifica-
tion of disease traits, the actions of retrotransposons on manipulating the genome, and the predictive
nature of complex genomic analyses. State-of-the-art facilities are available to investigate gene expres-
sion profiles, copy number variation, genetic polymorphisms, transcription factor occupancy across
the genome, and advanced DNA sequencing methodologies.

Required Courses

IBS 504. Introduction to Prokaryotic Molecular Biology. Credit, 4 hrs.
IBS 515R. Current Topics in Molecular Genetics. Credit, 4 hrs.
IBS 546R. Presenting Genetics. Credit, 1 hr.
IBS 555. Basic Biomedical and Biological Sciences I. Credit, 6 hrs.
IBS 556. Basic Biomedical and Biological Sciences II. Credit, 6 hrs.

IBS 606. Values in Science. Credit, 1 hr.
GMB 570R. Introductory Graduate Seminar. Credit, 2 hrs.
GMB 597R. Laboratory Rotations. Variable credit.

Elective Courses

IBS 519. Foundations in Developmental Biology. Credit, 4 hrs.
IBS 524. Cancer Biology. Credit, 4 hrs.
IBS 542. Concepts of Immunology. Credit, 4 hrs.
IBS 560. Model Genetic Systems. Credit, 4 hrs.
IBS 561. Eukaryote Chromosome Organ/Function. Credit, 4 hrs.

IBS 594. Evolutionary Biology. Credit, 4 hrs.
IBS 702. Molecular Mechanism of Signal Transduction. Credit, 4 hrs.
IBS 705. Oncogenes and Tumor Suppressor Genes. Credit, 3 hrs.
IBS 714R. Genomics and Human Genetics. Credit, 3 hrs.
Many additional courses can be selected from the offerings of other programs of the participating departments of the division.

**THE PROGRAM IN IMMUNOLOGY AND MOLECULAR PATHOGENESIS (IMP)**

The IMP Program offers exceptional interdisciplinary training in molecular and cellular immunology, the role of the immune system in the pathogenesis of infectious disease, and virology. Opportunities for dissertation research include many subjects in the fields of immunology and pathogenesis, along with overlapping areas of fundamental cell biology and molecular biology, and virology. The research programs of the IMP faculty members use a wide range of experimental approaches in immunobiology, molecular and cell biology, pathobiology, virology, and genetics. Faculty members are drawn from both basic science and clinical departments in the School of Medicine as well as from the adjacent U.S. Centers for Disease Control and Prevention.

**EDUCATIONAL AND RESEARCH OPPORTUNITIES**

This program provides students with a unique opportunity to study all aspects of pathogenesis, ranging from basic immunology to the molecular biology of viral and bacterial pathogens. Participating faculty have a broad range of research interests, providing an opportunity to tailor course work and research activities to fit the career goals of individual students. In the first year, students take courses in immunology and virology. A wide range of elective courses is available, covering topics ranging from microbial pathogenesis to cell biology and genetics. During the first year, students take three ten-week laboratory rotations and then select an advisor and laboratory for dissertation research. Students typically complete this PhD program in approximately five years.

Opportunities for dissertation research include many subjects that encompass the fields of immunology and molecular pathogenesis. These areas often overlap with each other as well as with fundamental cell biology and molecular biology. In addition, a number of faculty advisers are actively working at the interface between basic and applied research (i.e., translational research). The research interests of the participating faculty may be broadly characterized into immunology and molecular pathogenesis, though their interests often span both disciplines. The IMP doctoral program provides outstanding training in the three areas of immunobiology, pathogenesis of infectious disease, and molecular virology.

**IMMUNOBIOLOGY**

Research interests of the IMP immunology faculty cover a large spectrum of this broad scientific discipline. Topics include the molecular regulation of gene expression, regulation of immunological memory, tumor immunology, autoimmunity, mucosal immunology, innate immunity, transfusion im-

**IBS 720. Eukaryotic Gene Organization and Regulation.** Credit, 5 hrs.
**IBS 725. Prokaryotic Gene Expression.** Credit, 4 hrs.
**IBS 726R. Advanced Bacterial Genetics.** Variable credit.
**IBS 727. Genetics of Bacterial Pathogenicity.** Credit, 4 hrs.

**IBS 736. Genetic Epidemiology.** Credit, 2 hrs.
**IBS 737. Molecular Genetic Basis of Inherited Disorders.** Credit, 4 hrs.
**GMB 790R. Advanced Graduate Seminar.** Variable credit.
**GMB 797R. Directed Study.** Variable credit.
munobiology, and immunological aspects of vaccination. Other interests include basic and applied studies in transplantation immunobiology, which naturally integrate with the large clinical transplantation program at Emory University School of Medicine. Fundamental and clinical studies in autoimmunity are also ongoing. In addition, there are vigorous multiproject efforts among IMP faculty to investigate the effects of aging on the immune system, development of novel vaccines for influenza virus infection, and understanding the quality of the immune response in immunocompromised hosts.

**PATHOGENESIS OF INFECTIOUS DISEASE**
The central focus of this area is the investigation of host-pathogen interactions using viruses, bacteria, and protozoa. The research of participating faculty at Emory and the Vaccine Research Center is strengthened by collaborative projects with scientists at the U.S. Centers for Disease Control and Prevention. Faculty research interests include vaccine development, microbial evasion of host immune responses, and microbial virulence factors. Viruses studied include adenovirus, human immunodeficiency virus (HIV), simian immunodeficiency virus (SIV), dengue virus, lymphocytic choriomeningitis virus, herpesviruses, hepatitis C virus, measles virus, polyomavirus, influenza virus, vaccinia virus, yellow fever virus, and measles. Bacterial pathogens being studied include Salmonella, Listeria, Neisseria, and Mycobacterium tuberculosis. Protozoa pathogens being studied include malaria.

**MOLECULAR VIROLOGY**
The research interests of IMP faculty in this area involve investigations into viral packaging, the structure/function relationships of viral proteins, viral replication, and effects of viruses on cellular proliferation, transformation, and apoptosis.

**Required Courses**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>BIOS 505</td>
<td>Stats for Experimental Biology</td>
<td>4 hrs.</td>
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<tr>
<td>IBS 513</td>
<td>Virology</td>
<td>5 hrs.</td>
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<tr>
<td>IBS 542</td>
<td>Concepts of Immunology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>IBS 545R</td>
<td>Introduction to Research</td>
<td>1 hr.</td>
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<tr>
<td>IBS 555</td>
<td>Basic Biomedical and Biological Sciences I</td>
<td>6 hrs.</td>
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<tr>
<td>IBS 556</td>
<td>Basic Biomedical and Biological Sciences II</td>
<td>6 hrs.</td>
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<tr>
<td>IBS 606</td>
<td>Values in Science</td>
<td>1 hr.</td>
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<tr>
<td>IBS 744R</td>
<td>Experimental Approach to Immunology</td>
<td>Variable credit</td>
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<tr>
<td>IBS 747R</td>
<td>Current Topics in Immunology</td>
<td>5 hrs.</td>
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<tr>
<td>IBS 777R</td>
<td>Annual Review of Immunology</td>
<td>2 hrs.</td>
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<tr>
<td>IMP 570R</td>
<td>Introductory Graduate Seminar</td>
<td>2 hrs.</td>
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<tr>
<td>IMP 597R</td>
<td>Laboratory Rotations</td>
<td>Variable credit</td>
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<tr>
<td>IMP 790R</td>
<td>Advanced Graduate Seminar</td>
<td>Variable credit</td>
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<tr>
<td>IMP 792R</td>
<td>Colloquium in Immunology</td>
<td>1 hr.</td>
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<tr>
<td>IMP 797R</td>
<td>Directed Study</td>
<td>Variable credit</td>
</tr>
<tr>
<td>IMP 799R</td>
<td>Dissertation Research</td>
<td>Variable credit</td>
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</table>
The MMG Program provides training in the study of microorganisms as well as in the use of microbial models to investigate basic problems in molecular genetics, microbial physiology, and microbial pathogenesis. The program is designed not only for students interested in academic careers in teaching and research, but also for those interested in careers in related aspects of medicine and industry. Research training is offered in bacterial genetics and physiology, microbial development, molecular biology of viruses and bacterial pathogens, and mechanisms of bacterial and viral pathogenesis. The program faculty is well funded with an outstanding training record. The program has considerable infrastructure and the technical expertise to perform cutting edge research. The MMG faculty is drawn from numerous departments in the School of Medicine and Emory College, as well as the U.S. Centers for Disease Control and Prevention (CDC), which is located adjacent to Emory University. The MMG Program has an NIH-funded training grant (“Molecular Mechanisms of Microbial Pathogenesis”) to support outstanding pre- and postdoctoral students.

**EDUCATIONAL AND RESEARCH OPPORTUNITIES**

The graduate experience in the Microbiology and Molecular Genetics Program begins with an introduction to the faculty, current students, and their research through a series of short talks, discussions, and a poster session. During the first year, students choose three research rotations that are designed to give them exposure to various research areas and techniques before choosing a direction and laboratory for their dissertation research. In the first and second years students also participate in courses that prepare them for analyzing, critiquing, and presenting research in the areas of bacterial genetics, virology, biochemistry, microbial pathogenesis, molecular genetics in eukaryotic and prokaryotic systems, immunology, and molecular mechanisms for DNA rearrangements and gene regulation. MMG graduate students are afforded the opportunity to teach for one semester in their second year; all students are prepared for this experience by attending a symposium on teaching strategies, techniques, and ethics. MMG students take their qualifying examination in the spring semester of the second year.
This examination consists of a written NIH-style grant and an oral defense conducted before faculty on the doctoral dissertation committee, which is selected from the faculty by the student and consist of individuals who have general expertise in the student’s area of research. Journal clubs, seminars, and attendance at regional, national and international meetings contribute to the graduate educational experience. The goal of the faculty is to provide an atmosphere for the student that emphasizes creativity. Students learn how to experimentally test hypotheses, critically evaluate data, read, and critique the scientific literature and communicate effectively with other scientists. Students usually complete their graduate work in approximately five years and then move on to excellent postdoctoral positions en route to academic, industry, and government research positions. Recent MMG graduates have received postdoctoral research training at outstanding institutions such as Yale University School of Medicine, Princeton University, the University of Chicago, Oxford University, and the National Institutes of Health. Opportunities for dissertation research are grouped into two broad areas:

**GENE EXPRESSION AND PHYSIOLOGY OF BACTERIA AND VIRUSES**
Research in this area involves the transcription of genes involved in various aspects of bacterial life, and viral multiplication and host genes influenced by infection. Microbes are used to study fundamental physiological and genetic processes including DNA recombination, replication and transposition, sporulation, bacterial community life (biofilm formation and swarming), antibiotic and antiviral drug resistance, ion transport, cell envelope structure, and metabolism. Research in this area offers students the opportunity to understand the molecular processes that control gene expression, nucleic acid replication, protein-protein interactions, protein-DNA/RNA interactions, how antibiotic and antiviral resistance develops, genetic exchange mechanisms, evolution of antibiotic resistance, and membrane functions.

**MICROBIAL PATHOGENESIS**
In this field, important areas of research include the study of genes required for bacterial and viral pathogenesis and the response of the host to infection. Organisms studied include the human immunodeficiency virus, adenoviruses, influenzae virus, and herpes viruses, as well as bacterial pathogens such as streptococci, mycobacteria, the pathogenic Neisseria, pneumococci, and staphylococci. Research in this area offers students the opportunity to understand how microbes attach to and enter host cells, resist innate and adaptive immune responses of the host, multiply in host tissues and fluid, and cause damage. In addition, novel vaccine and antimicrobial candidates to combat important bacterial and viral infections in humans are being developed by program faculty and collaborators.

**Required Courses**

**IBS 504. Introduction to Prokaryotic Molecular Biology.** Credit, 6 hrs.
**IBS 513. Virology.** Credit, 5 hrs.
**IBS 545R. Introduction to Research.** Credit, 1 hr.
**IBS 555. Basic Biomedical and Biological Sciences I.** Credit, 6 hrs.
**IBS 743R. Experimental Approaches to Microbiology.** Variable credit.
**MMG 570R. Introductory Graduate Seminar.** Credit, 2 hrs.

**MMG 790R. Advanced Graduate Seminar.** Variable credit.
**MMG 597R. Laboratory Rotations.** Variable credit.
**MMG 792R. Colloquium in Microbiology.** Credit, 1 hr.
**MMG 799R. Dissertation Research.** Variable credit.
All students in the program are expected to attend a recommended series of seminars within various participating departments.

**Elective Courses**

**IBS 515R. Current Topics in Molecular Genetics.** Credit, 4 hrs.

**IBS 542. Concepts of Immunology.** Credit, 4 hrs.

**IBS 556. Basic Biological and Biological Sciences II.** Credit, 6 hrs.

**IBS 560. Model Genetic Systems.** Credit, 4 hrs.

**IBS 725. Prokaryotic Gene Expression.** Credit, 4 hrs.

**IBS 726R. Advanced Microbiology.** Variable credit.

**IBS 727. Genetics of Bacterial Pathogenesis.** Credit, 4 hrs.

**IBS 742. Regulation of Cell Growth.** Credit, 6 hrs.

**IBS 745. Infection and Immunity.** Credit, 6 hrs.

**IBS 777R. Annual Reviews of Immunology.** Credit, 2 hrs.

**MMG 797R. Directed Study.** Variable credit.

Additional course work sufficient to meet the requirements of the Graduate School can be selected from the extensive listing of additional courses offered in this area by the major participating departments or other programs in the division.
THE PROGRAM IN MOLECULAR AND SYSTEMS
PHARMACOLOGY (MSP)

What is pharmacology? Pharmacology is the science that studies the actions of drugs on biological systems, and it is perhaps the original interdisciplinary science. It has the goals of understanding how drugs work, how drugs are processed in the body, and of using that information to develop new drugs and new drug targets to treat human disease. Knowledge, concepts, and experimental approaches are drawn from each of the traditional basic biomedical science disciplines to achieve these goals. Knowledge about drugs interacting with known target molecules and the identification of novel target molecules (molecular pharmacology) is combined with information about how effects of drugs on different organs and tissues are integrated to produce a therapeutic or toxic effect (systems pharmacology). Pharmacology is an appropriate and exciting field of study for students with diverse undergraduate science backgrounds including chemistry, biology, biochemistry, molecular and cellular biology, physiology, neuroscience, or psychology. If your undergraduate background is strong and the idea of pursuing a field of study that integrates and broadens your understanding of biological processes excites you then you should consider pharmacology.

An MSP gives students many career options. A graduate of the Molecular and Systems Pharmacology (MSP) Program emerges with broad training in basic biomedical sciences, encompassing such disciplines as biochemistry, molecular biology, physiology, and neuroscience, but it also has training and expertise in the specialized principles and approaches of pharmacology. This is a combination that is increasingly sought after by the pharmaceutical, biotechnology, and government sectors, as well as being excellent preparation for an academic career. The program also offers specializations in toxicology, which focuses on the adverse effects of drugs and chemicals, and a chemistry-biology interface concentration that provides interested MSP students with the opportunity to obtain concomitant training and expertise in aspects of chemistry that are particularly relevant to pharmacology and drug development. Students choose their dissertation mentors from more than forty internationally recognized MSP faculty members in fifteen different academic departments studying a host of research areas as listed below.

RESEARCH OPPORTUNITIES

Research in the area of pharmacology often has a more direct connection to the field of medicine than does basic biology research. This is evident in the research interests of the faculty. These research interests are broadly subdivided into four major programmatic themes that encompass diverse areas of research including: neuropharmacology, cancer pharmacology, AIDS research, cardiovascular biology, toxicology, and chemical biology.

TRANSMEMBRANE SIGNALLING

This area includes research on cell surface receptors, neurotransmitters, intracellular signaling pathways, second messengers, protein phosphorylation and dephosphorylation, transcriptional and post-transcriptional gene expression regulation, heterotrimeric and small molecular weight G proteins, ion channels, and transporters. This mechanistic research provides insights into the pathogenesis and treatment of epilepsy, atherosclerosis, drug addiction, Parkinson’s disease, cystic fibrosis, and inflammatory bowel disease.

SUBSTANCE ABUSE AND BEHAVIORAL PHARMACOLOGY

In order to produce new and effective drugs for the treatment of CNS disorders and drug addiction, it is important to understand how the effects of drugs at the molecular and cellular level are integrated
to produce effects on brain function and eventually behavior. This area of pharmacology includes research on behavioral pharmacology, mechanisms of illicit drug abuse, neuronal pathways regulating cognition, memory, motor control, and diurnal rhythms.

**MECHANISMS AND THERAPIES OF DISEASE**

MSP faculty work to identify novel molecular drug targets for the development of therapies for treatment of many different diseases. These studies include research related to muscle regeneration, inflammation, mechanisms of anti-cancer and anti-viral drug action, mechanisms and drug treatment of cardiovascular and ocular diseases, and gene therapy. The new Drug Discovery Center provides faculty with state-of-the-art resources to find new drugs that act on the novel targets they discover.

**MOLECULAR TOXICOLOGY**

Many drugs have unwanted adverse effects, and environmental toxins are drugs that have only undesirable effects. MSP scientists are working to understand the mechanisms of toxic drug actions, knowledge that will help in the prevention and treatment of diseases and syndromes resulting from toxicant exposure. The Molecular Toxicology specialization includes research related to apoptosis and reactive oxygen species, radiotherapy and DNA repair, pulmonary toxicity of alcohol, environmental neurotoxicology and Parkinson’s disease, and regulation of drug metabolizing enzymes.

### Required Courses

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>IBS 531</td>
<td>Principles in Pharmacology</td>
<td>4 hrs.</td>
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<tr>
<td>IBS 536</td>
<td>Drug Metabolism and Toxicology</td>
<td>2 hrs.</td>
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<tr>
<td>IBS 537</td>
<td>Frontiers in Molecular Pharmacology</td>
<td>1 hr.</td>
</tr>
<tr>
<td>IBS 538</td>
<td>Design and Analysis of Experiments</td>
<td>4 hrs.</td>
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<tr>
<td>IBS 555</td>
<td>Basic Biomedical and Biological Sciences I</td>
<td>6 hrs.</td>
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<tr>
<td>IBS 556</td>
<td>Basic Biomedical and Biological Sciences II</td>
<td>6 hrs.</td>
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<tr>
<td>IBS 606</td>
<td>Values in Science</td>
<td>1 hr.</td>
</tr>
<tr>
<td>MSP 570R</td>
<td>Graduate Seminar</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>MSP 597R</td>
<td>Research Rotations</td>
<td>Variable credit</td>
</tr>
<tr>
<td>MSP 790R</td>
<td>Advanced Graduate Seminar</td>
<td>Variable credit</td>
</tr>
<tr>
<td>MSP 799R</td>
<td>Dissertation Research</td>
<td>Variable credit</td>
</tr>
</tbody>
</table>

### Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBS 502</td>
<td>Neuroscience I: Molecular, Cellular, and Development Neuroscience</td>
<td>7 hrs.</td>
</tr>
<tr>
<td>IBS 503</td>
<td>Systems Neuroscience</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>IBS 506R</td>
<td>Basic Mechanisms of Neurological Diseases</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>IBS 566</td>
<td>Drug Development from Proposal to Prescription</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>IBS 567</td>
<td>Physiological Systems</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>IBS 600</td>
<td>Blood and Water</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>IBS 600</td>
<td>Macromolecular Structure and Function</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>IBS 701</td>
<td>Cell Surface Receptors</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>IBS 702</td>
<td>Molecular Mechanisms of Signal Transduction</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>IBS 717</td>
<td>Neuropharmacology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>IBS 750</td>
<td>Molecular Neurobiology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>IBS 761</td>
<td>Cancer Pharmacology</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>MSP 797R</td>
<td>Directed Study</td>
<td>Variable credit</td>
</tr>
</tbody>
</table>

A wide variety of additional elective courses is available through other programs in the division and its participating departments, allowing the student to develop a program of study precisely tailored to specific interests and research goals.
THE PROGRAM IN NEUROSCIENCE (NS)

The Neuroscience Program provides training in the study of the nervous system, with emphasis on cellular, molecular and system levels of organization. A significant training component is also devoted to the understanding and treatment of neurological and psychiatric diseases.

EDUCATIONAL AND RESEARCH OPPORTUNITIES

The first-year core curriculum, taken by most students, focuses on basic cellular, molecular and systems neuroscience, and advisers help students plan an individual program of study. Subsequent years of study are flexible and can be tailored to each student’s specific interests. The program is interdisciplinary and actively encourages collaborations between investigators and students working in different fields of neuroscience to help solve neurobiological problems through interdisciplinary teams.

NEUROLOGICAL AND PSYCHIATRIC DISEASES

A large number of neuroscience faculty have appointments in clinical departments and are interested in understanding the neural substrates of neurological and psychiatric diseases, which provides a broad range of translational research opportunities for graduate students. Emory is acknowledged as a leader in the study of Parkinson’s and Alzheimer’s diseases. The Center for Neurodegenerative Disease and the Emory Alzheimer’s Disease Center (ADC) are made up of interdisciplinary research teams that foster studies on neurodegeneration, neuroprotection, brain repair, and experimental therapeutics.

NEUROPHARMACOLOGY

Emory University is one of the world’s premier universities for those interested in the neurobiology and treatment of neuropsychiatric disorders, substance abuse, epilepsy, and neuropharmacology. Twelve faculty members in our program (more than any other university) are members of the prestigious American College of Neuropsychopharmacology. Many of these faculty are members of the NIH-funded Conte Center for the Neuroscience of Mental Illness.

BEHAVIORAL NEUROSCIENCE

Behavioral neuroscience is the main research interest of many faculty in the Neuroscience Program. Strengths include functional imaging studies of brain alterations in drugs dependence, neurobiology of learning and memory, alterations in cognitive function and aging, psychobiology of motivation and social behavior, regulation of neuroendocrine functions, molecular and neurochemical substrates of social behavior and fear conditioning, functional integration of motor and vestibular information in control of eye movements, and neural basis of visual attention. A major asset of our program in this field of research is the Center for Behavioral Neuroscience (CBN), which brings together scientists from eight Atlanta colleges and universities to study the neurobiology of social behavior.

COGNITIVE AND SYSTEMS NEUROSCIENCE

This research area comprises a broad range of scientists interested in various aspects of learning and memory in primates using functional brain imaging and in vivo electrophysiology. It also includes studies of basal ganglia and spinal cord mechanisms that control muscles, motor control in invertebrates, spinal motor mechanisms and neuromuscular physiology, physiology of oculomotor behavior, functional imaging of the motor system, and motor rehabilitation following stroke.

CELLULAR, MOLECULAR AND DEVELOPMENTAL NEUROSCIENCE

Areas of interest in this field include mechanisms of signal transduction by neuromediators, synaptic transmission and vesicle trafficking, structure-function of ion channels, calcium signaling, synaptic
plasticity, neuronal modeling, and molecular substrates of drug addiction. Developmental studies of the spinal cord, the mammalian auditory organ, and the enteric nervous systems are additional strengths of this research area.

**COMPUTATIONAL NEUROSCIENCE**

This area of research encompasses a diverse set of approaches in which mathematical and computational tools are used to better understand the nervous system. Computer modeling ranges from simulation of the kinetics of single ion channels, to biologically realistic single-neuron models, network models, and models of cognitive processes. Experimental techniques include the creation of neural hybrid systems that interface between biological neurons and computer-simulated or microengineered components, and real-time feedback control allowing computational analysis of an ongoing data stream to be used to dynamically interact with the biological preparation. Computational neuroscience comprises a well-established community created through joint ventures and collaborations between Emory, Georgia Institute of Technology, and Georgia State University faculty.

**Required Courses**

- **BIOS 505. Design and Analysis of Experiments.** Credit, 4 hrs.
- **IBS 514. Cellular and Developmental Neuroscience.** Credit, 3 hrs.
- **IBS 522R. Grant Writing.** Credit, 4 hrs.
- **IBS 526. Neuroanatomy and Systems Neuroscience.** Credit, 7 hrs.
- **IBS 530R. Frontiers in Neuroscience.** Credit, 1 hr.
- **IBS 555. Basic Biomedical and Biological Sciences I.** Credit, 6 hrs.
- **IBS 606. Values in Science.** Credit, 1 hr.
- **NS 551. Techniques in Neuroscience.** Credit, 1 hr.
- **NS 570R. Introductory Graduate Seminar.** Credit, 2 hrs.
- **NS 597R. Laboratory Rotation.** Variable credit.
- **NS 790R. Advanced Graduate Seminar.** Variable credit.

**Elective Courses**

- **IBS 504. Introductory Prokaryotic Molecular Genetics.** Credit, 6 hrs.
- **IBS 506R. Basic Mechanisms of Neurological Diseases.** Credit, 2 hrs.
- **IBS 512. Cell Physiology and Biophysics.** Credit, 4 hrs.
- **IBS 531. Principles of Pharmacology.** Credit, 4 hrs.
- **IBS 534. Computational Neuroscience.** Credit, 4 hrs.
- **IBS 535. Behavioral Endocrinology.** Credit, 3 hrs.
- **IBS 701. Cell Surface Receptors.** Credit, 3 hrs.
- **IBS 702. Molecular Mechanisms of Signal Transduction.** Credit, 4 hrs.
- **IBS 704. Molecular Mechanisms of Ion Channel Regulation and Modulation.** Credit, 3 hrs.
- **IBS 717. Neuropharmacology.** Credit, 3 hrs.
- **IBS 720. Eukaryotic Gene Organization and Regulation.** Credit, 5 hrs.
- **IBS 750. Molecular Neurobiology.** Credit, 4 hrs.
- **IBS 770. Brain Repair.** Credit, 4 hrs.
- **IBS 797R. Directed Study.** Variable credit.
THE PROGRAM IN NUTRITION AND HEALTH SCIENCES (NHS)

The Nutrition and Health Sciences Program (NHS) integrates the fields of nutrition and public health sciences and provides students with the necessary skills to investigate the relationship between nutrition and human health. The interdisciplinary NHS Program considers nutrition from biochemical, clinical, and population perspectives. Program faculty are from Emory’s Schools of Medicine and Public Health, Emory College, the U.S. Centers for Disease Control and Prevention, the American Cancer Society, and the Georgia Institute of Technology. Faculty are generally identified with one or two areas of emphasis; collaboration among members is facilitated by shared seminars, joint teaching, and research.

EDUCATIONAL AND RESEARCH OPPORTUNITIES

The core curriculum, taken by all students in their first year, provides broad expertise in the molecular mechanisms underlying normal and abnormal cell physiology; the genetic basis for an organism’s response to environmental factors, including nutrients; biomarkers of nutritional status, exposure to environmental toxins, and disease progression; the nutrient composition of foods and the epidemiology of dietary intakes; epidemiologic studies and intervention trials to understand how nutrients relate to disease; clinical studies in disease prevention, treatment, and rehabilitation; and an understanding of these factors in the context of nutritional and international issues of public health.

The nature of the curriculum encourages students to explore all areas of nutritional sciences. During the first year, students take formal coursework in nutrition, epidemiology, and biostatistics; participate in seminars and discussion groups; and attend seminars given by Emory faculty and visiting scientists. All students complete three rotations (each equivalent to 3 course credits); the rotations are selected in consultation with the director of graduate studies. Students who have an advanced degree and enter the program in advanced standing commence rotations in their first year, while students in regular standing do so in the summer following their first year. By the end of the fourth semester, the student is expected to have chosen a faculty adviser and started to develop a dissertation project. Subsequently, the student develops an individualized program of instruction and research that might span more than one area of emphasis. Students are expected to defend their research proposal during their third year and typically complete their research in their fifth year.

BIOCHEMISTRY AND NUTRITION

At the biochemical level, this includes obtaining knowledge of how nutrients participate in biochemical processes and affect molecular events such as control of gene expression. Active areas of research include oxidative stress and redox states, alcohol as a toxin, nutrition, and immune function.

CLINICAL NUTRITION

Clinical nutrition research is concerned with variation in nutrition of individuals and the consequences for metabolic parameters, often in highly controlled environments such as metabolic wards, and with nutrition in the treatment and management of disease. Research areas include studies related to type-2 diabetes, short-bowel syndrome; prognosis following bariatric surgery; inborn errors of metabolism, fatty liver disease, fructose metabolism, and vitamin D metabolism.

POPULATION NUTRITION

At the population/epidemiologic level the goals are to obtain a better understanding of the causes, nature, and consequences of variations in nutritional intakes and status in order to improve dietary practices and to enhance health on a national and international level. Active areas of research include
the impact of micronutrient supplementation in pregnancy and childhood, understanding the long-term consequences for health and productivity of improvements in child nutrition, the role of dietary patterns in cancer and other chronic diseases, cultural factors that influence obesity prevalence, and the evaluation of large-scale nutrition intervention programs.

**Required Courses**

BIOS 500. Statistical Methods I. Credit, 4 hrs.
BIOS 502. Statistical Methods II. Credit, 4 hrs.
GH 545. Nutritional Assessment. Credit, 2 hrs.
EPI 530. Epidemiologic Methods I. Credit, 4 hrs.
EPI 534. Epidemiologic Methods II. Credit, 4 hrs.
IBS 580. Human Nutrition I. Credit, 6 hrs.
IBS 581. Human Nutrition II. Credit, 4 hrs.
IBS 606. Values in Science. Credit, 1 hr.
NHS 570R. Introductory Graduate Seminar. Credit, 2 hrs.
NHS 597R. Laboratory Rotations. Variable credit. Three rotations are required.
NHS 790R. Advanced Graduate Seminar. Credit, 1 hr. per semester. Required for four semesters.
NHS 797R. Directed Study. Variable credit.

**Elective Courses**

IBS 505. Human and Molecular Genetics. Credit, 4 hrs.
IBS 747R. Current Topics in Immunology. Credit, 5 hrs.
BIOS 501. Statistical Methods II. Credit, 4 hrs. Highly recommended.
BIOS 505. Statistics for Experimental Biology. Credit, 4 hrs.
BIOS 520. Clinical Trials Methodology. Credit, 2 hrs.
BIOS 522. Survival Analysis Methods. Credit, 2 hrs.
BSHE 520. Theory in Behavioral Science and Health Education. Credit, 3 hrs.
BSHE 522. Principles of Curriculum and Instruction in Health Education. Credit, 3 hrs.
BSHE 530. Conduct of Evaluation Research. Credit, 2 hrs.
BSHE 542. Measurement in Health Behavior Research. Credit, 2 hrs.
EOH 500. Perspectives in Environmental Health. Credit, 2 hrs.
EOH 520. Occupational and Environmental Toxicology. Credit, 3 hrs.
EOH 530. Occupational and Environmental Epidemiology. Credit, 2 hrs.
EPI 504. Fundamentals of Epidemiology. Credit, 2 hrs.
EPI 530. Epidemiologic Methods I. Credit, 2 hrs.
EPI 552. Human Genome Epidemiology. Credit, 2 hrs.
EPI 743. Epidemiology of Cancer. Credit, 2 hrs.


IH 545 Nutritional Assessment. Credit, 2 hrs.


IH 548 Human Nutrition. Credit, 3 hrs.

IH 549. Medical Nutrition. Credit, 2 hrs.

IH 551. Diet and Chronic Disease. Credit, 2 hrs.

IH 552. Global Elimination of Micronutrient Malnutrition. Credit, 2 hrs.

IH 591V. Environment, Climate, and Infectious Disease. Credit, 2 hrs.
THE PROGRAM IN POPULATION BIOLOGY, ECOLOGY, AND EVOLUTION (PBEE)

This program provides students with the formal training and experience for careers in research and teaching at universities and colleges. Students enter careers in the health sciences, government, or industry depending on the focus of their individual course of study and research. Classes and seminars provide a common background and research opportunities are specifically tailored for each student. First-year rotations allow students to work with three or four different faculty members and to be engaged in dissertation research in the second year.

The research interests of the faculty fall into two major areas:

POPULATION BIOLOGY OF INFECTIOUS DISEASE has five subcategories: Evolutionary Genetics and Molecular Epidemiology, Within-Host Dynamics, Population Dynamics and Control, Evolution of Drug Resistance, and Ecology of Vector-Borne and Zoonotic Diseases.

EVOLUTIONARY GENETICS AND MOLECULAR EPIDEMIOLOGY
Host-pathogen interactions evolve as a consequence of ecological dynamics coupled with natural selection and genetic drift. Several labs focus on the evolution of antimicrobial resistance (an increasingly important public health issue) and its corollary, the evolutionary genetics of pathogen virulence and pathogenicity. Our faculty and students have used these tools to discover the likely origins of syphilis, track the spread of rabies, expose the threats of Ebola in wildlife, and discover the origins of monkeypox outbreaks in Wisconsin.

WITHIN-HOST DYNAMICS
Infections of vertebrate hosts can be thought of in terms of ecological, predator-prey type models with the pathogen being the prey and the immune response the predator. These predator-prey type models can help us understand the dynamics of different infections, including: the generation and maintenance of immunity, differences in short term infections (such as measles and poliovirus) and long term infections (such as HIV and HCV), and the role of antimicrobial agents and the immune system in the control of infections.

POPULATION DYNAMICS AND CONTROL
Diseases often show predictable patterns of temporal reoccurrence or spatial spread from locations of initial emergence. Can models guide the development of vaccination, surveillance, and control measures? The mathematical theories developed for disease of both humans and wildlife (e.g. rabies, influenza) also form the basis for mathematical modeling of the release of biological agents through acts of terrorism (e.g., smallpox, anthrax).

EVOLUTION OF DRUG RESISTANCE
Evolution of pathogens commonly thwarts the technology we have developed to provide us with food and prevent and treat diseases. Resistance has evolved in virtually every major infectious microbe and increasingly leads to failure of patient treatments and of preventive strategies like the use of prophylactic antimicrobials. The research of the PBEE faculty addresses this question from a theoretical, experimental, and/or applied perspective.
ECOLOGY OF VECTOR-BORNE AND ZOONOTIC DISEASES
Of the three most important infectious diseases world-wide (HIV, malaria, and TB), one emerged from a zoonotic reservoir, and one is the dominant vector-borne disease affecting humans. The faculty in our program study many of the most important diseases (e.g. malaria, Chagas disease, Lyme disease, rabies, dengue, hantavirus, Ebola, etc.) both in the laboratory and in the field.

MOLECULAR EVOLUTION AND EVOLUTIONARY GENETICS has three subcategories: Genetics of Phenotypic Evolution, Experimental Evolution, and Population and Comparative Genomics.

GENETICS OF PHENOTYPIC EVOLUTION
This research area is focused on understanding the genetic basis for phenotypic diversity. Faculty research includes the genetics of disease susceptibility, pathogen virulence, toxin resistance, and reproductive isolation. We use quantitative trait loci (QTL) mapping to identify genomic regions important for phenotypic variation in the trait of interest, and then association mapping and other techniques for cloning the individual genes and mutations responsible. Once a gene has been identified, its molecular evolutionary history is reconstructed using population genetics and phylogenetics.

EXPERIMENTAL EVOLUTION
PBEE researchers have focused on using insects, bacteria, and viruses within controlled laboratory conditions to examine diverse questions ranging from the evolution of reproductive isolation and speciation, to the evolution of antimicrobial resistance and viral pathogenesis. In its simplest form, PBEE investigators have focused on the evolution of macromolecules themselves using artificially constructed biopolymers to address issues as fundamental as the origin of life.

POPULATION AND COMPARATIVE GENOMICS
Characterizing the patterns of genomic variation within and between species is a major goal of this research area. We explore how these data can be used to test evolutionary hypotheses and identify genomic regions with unusual or novel functions. Faculty performing research in this area work in a variety of model (i.e., human, Drosophila) and natural systems, develop and apply rapid genomic variation detection or resequencing technologies, and analyze data using bioinformatic and computational biology tools.

Required Courses

IBS 592. Quantitative Methods in PBEE. Credit, 4 hrs.
IBS 593. Molecular Evolution. Credit, 4 hrs.
IBS 594. Evolutionary Biology. Credit, 4 hrs.
IBS 595. Ecology. Credit, 4 hrs.
IBS 796R. Advanced Topics in PBEE. Credit, 2 hrs.
BIOS 505. Statistics for Experimental Biology. Credit, 4 hrs.
PBEE 570R. Introductory Graduate Seminar. Credit, 2 hrs.
PBEE 597R. Laboratory Rotations. Variable Credit.
Elective Courses

IBS 513. Virology. Credit, 5 hrs.
IBS 727. Genetics of Bacterial Pathogenicity. Credit, 4 hrs.
ANTH 503. Evolutionary Processes. Credit, 4 hrs.
EPI 505. Essentials of Modern Epidemiology. Credit, 3 hrs.
BIOS 510. Probability Theory I. Credit, 4 hrs.
BIOS 511. Statistical Inference I. Credit, 4 hrs.
MATH 515. Numerical Analysis I. Credit, 4 hrs.
MATH 516. Numerical Analysis II. Credit, 4 hrs.
MATH 555. Ordinary Differential Equations I. Credit, 4 hrs.
MATH 557. Ordinary Differential Equations. Credit, 4 hrs.
MATH 558. Partial Differential Equations. Credit, 4 hrs.
EOH 500. Perspectives in Environmental Health. Credit, 2 hrs.
EOH 530. Occupational and Environmental Epidemiology. Credit, 2 hrs.
EOH 546 (same as IH 580). Environmental Microbiology. Credit, 2 hrs.
BIOS 500. Statistical Methods I (plus lab). Credit, 4 hrs.
BIOS 501. Statistical Methods II (plus lab). Credit, 4 hrs.
BIOS 503. Introduction to Biostatistics. Credit, 2 hrs.
BIOS 520. Clinical Trials Methodology. Credit, 2 hrs.
EPI 504. Fundamentals of Epidemiology. Credit, 2 hrs.
EPI 505. Essentials of Modern Epidemiology. Credit, 3 hrs.
EPI 533. Programming in SAS. Credit, 2 hrs.
EPI 537. Epidemiology of Chronic Disease. Credit, 2 hrs.
EPI 538/738. Advanced Epidemiological Methods I. Credit, 2 hrs.
EPI 552. Human Genome Epidemiology. Credit, 2 hrs.
EPI 739. Advanced Epidemiological Methods II. Credit, 2 hrs.
EPI 740. Epidemiological Modeling. Credit, 3 hrs.
EPI 743. Epidemiology of Cancer. Credit, 2 hrs.
EPI 744. Pediatric and Perinatal Epidemiology. Credit, 2 hrs.
BSHE 520. Theory in Behavioral Science and Health Education. Credit, 3 hrs.
BSHE 522. Principles of Curriculum and Instruction in Health Education. Credit, 3 hrs.
BSHE 530. Conduct of Evaluation Research. Credit, 2 hrs.
BSHE 538. Qualitative Research Methods. Credit, 3 hrs.
BSHE 542. Measurement in Health Behavior Research. Credit, 2 hrs.
IH 512. Health in Complex Emergencies. Credit, 1–2 hrs.
IH 532. Survey Methods. Credit, 3 hrs.
IH 547. Maternal and Child Health Demography. Credit, 3 hrs.
IH 551. Diet and Chronic Disease. Credit, 2 hrs.
IH 552. Global Elimination of Micronutrient Malnutrition. Credit, 2 hrs.
Elective Courses for All Division Programs

Elective courses offered by participating departments of the Graduate Division of Biological and Biomedical Sciences:

**IBS 504. Introductory Prokaryotic Molecular Biology.** Credit, 6 hrs.

**IBS 505. Human and Molecular Genetics.** Credit, 4 hrs.

**IBS 506R. Basic Mechanisms of Neurological Diseases.** Credit, 2 hrs.

**IBS 508R. Medical Scientist Training Course.** Credit, 1 hr.

**IBS 512. Cell Physiology and Biophysics.** Credit, 4 hrs.

**IBS 513. Virology.** Credit, 5 hrs.

**IBS 514. Cellular and Developmental Neuroscience.** Credit, 4 hrs.

**IBS 515R. Current Topics in Molecular Genetics.** Credit, 4 hrs.

**IBS 519. Foundations in Developmental Biology.** Credit, 4 hrs.

**IBS 530. Systems Neuroscience.** Credit, 5 hrs.

**IBS 522R. Hypothesis Design and Scientific Writing.** Credit, 4 hrs.

**IBS 526. Neuroscience II: Neuroanatomy and Systems Neuroscience.** Credit, 7 hrs.

**IBS 530R. Frontiers in Neuroscience.** Credit, 1 hr.

**IBS 531. Principles and Approaches to Pharmacology.** Credit, 4 hrs.

**IBS 532. Introduction to Pharmacology.** Credit, 3 hrs.

**IBS 533. Experimental Systems Neuroanatomy.** Credit, 3 hrs.

**IBS 534. Computational Neuroscience.** Credit, 4 hrs.

**IBS 535. Behavioral Endocrinology.** Credit, 3 hrs.

**IBS 536. Drug Metabolism and Toxicology.** Credit, 2 hrs.

**IBS 537. Frontiers in Molecular Pharmacology.** Credit, 1 hr.

**IBS 538. Design and Analysis of Experiments.** Credit, 4 hrs.

**IBS 542. Concepts of Immunology.** Credit, 4 hrs.

**IBS 545R. Introduction to Research.** Credit, 1 hr.

**IBS 546R. Presenting Genetics.** Credit, 1 hr.

**IBS 547. Genetics Seminar.** Credit, 2 hrs.

**IBS 548. Biology of the Eye.** Credit, 4 hrs.

**IBS 552. Introduction to Behavioral Neuroscience.** Credit, 2 hrs.

**IBS 559. Experimental Approaches in Biological Sciences.** Credit, 4 hrs.

**IBS 560. Model Genetic Systems.** Credit, 4 hrs.

**IBS 561. Eukaryotic Chromosome Organ/Function.** Credit, 4 hrs.

**IBS 566. Drug Development from Proposal to Prescription.** Credit, 4 hrs.

**IBS 570. Essentials of Animal Experimentation.** Credit, 1 hr.

**IBS 576. Cerebral Cortex: Structures and Systems.** Credit, 3 hrs.

**IBS 580. Human Nutrition I.** Credit, 6 hrs.

**IBS 581. Human Nutrition II.** Credit, 2 hrs.

**IBS 591. Population Biology and Evolution of Disease.** Credit, 4 hrs.

**IBS 592. Quantitative Methods in PBEE.** Credit, 4 hrs.

**IBS 593. Molecular Evolution.** Credit, 4 hrs.

**IBS 594. Evolutionary Biology.** Credit, 4 hrs.

**IBS 595. Ecology.** Credit, 4 hrs.

**IBS 600. Blood and Water.** Credit, 4 hrs.

**IBS 690. Comparative Pathology Slide Conference.** Credit, 1 hr.

**IBS 691. Biology, Management, and Medicine of Rabbits and Rodents.** Credit, 3 hrs.

**IBS 692. Biology, Management, and Medicine of Nonhuman Primates.** Credit, 3 hrs.

**IBS 700. Macromolecular Structure and Function.** Credit, 4 hrs.

**IBS 701. Cell Surface Receptors.** Credit, 3 hrs.

**IBS 702. Molecular Mechanisms of Signal Transduction.** Credit, 4 hrs.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>IBS 703R</td>
<td>Current Topics in Behavioral Neuroscience</td>
<td>2–3 hrs.</td>
</tr>
<tr>
<td>IBS 714R</td>
<td>Genomics and Human Genetics</td>
<td>3 hrs.</td>
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<tr>
<td>IBS 717</td>
<td>Neuropharmacology</td>
<td>3 hrs.</td>
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<tr>
<td>IBS 720</td>
<td>Eukaryotic Gene Organization and Regulation</td>
<td>5 hrs.</td>
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<tr>
<td>IBS 725</td>
<td>Prokaryotic Gene Expression</td>
<td>4 hrs.</td>
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<tr>
<td>IBS 727</td>
<td>Genetics of Bacterial Pathogenesis</td>
<td>4 hrs.</td>
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<td>IBS 736</td>
<td>Genetic Epidemiology</td>
<td>Variable</td>
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<tr>
<td>IBS 740</td>
<td>Molecular Toxicology</td>
<td>3 hrs.</td>
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<td>IBS 742</td>
<td>Regulation of Cell Growth</td>
<td>6 hrs.</td>
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<td>IBS 743R</td>
<td>Experimental Approach to Microbiology</td>
<td>Variable</td>
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<tr>
<td>IBS 744R</td>
<td>Experimental Approach to Immunology</td>
<td>Variable</td>
</tr>
<tr>
<td>IBS 746</td>
<td>Graduate Human Genetics</td>
<td>4 hrs.</td>
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<tr>
<td>IBS 747R</td>
<td>Current Topics in Immunology</td>
<td>5 hrs.</td>
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<tr>
<td>IBS 750</td>
<td>Molecular Neurobiology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>IBS 757</td>
<td>Molecular Biology and Physiology of Transport Proteins</td>
<td>3 hrs.</td>
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<tr>
<td>IBS 761</td>
<td>Cancer Pharmacology</td>
<td>3 hrs.</td>
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<tr>
<td>IBS 770</td>
<td>Brain Repair</td>
<td>2 hrs.</td>
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<tr>
<td>IBS 777R</td>
<td>Annual Reviews of Immunology</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>IBS 782R</td>
<td>Medical Genetics Seminars</td>
<td>1 hr.</td>
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<tr>
<td>BIOS 505</td>
<td>Statistics for Experimental Biology</td>
<td>2 hrs.</td>
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<tr>
<td>BIOS 520</td>
<td>Clinical Trials Methodology</td>
<td>2 hrs.</td>
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<tr>
<td>BIOS 522</td>
<td>Survival Analysis Methods</td>
<td>2 hrs.</td>
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<tr>
<td>BSHE 520</td>
<td>Theory in Behavioral Science and Health Education</td>
<td>3 hrs.</td>
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<tr>
<td>BSHE 522</td>
<td>Principles of Curriculum and Instruction in Health Education</td>
<td>3 hrs.</td>
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<tr>
<td>BSHE 524</td>
<td>Community Needs Assessment</td>
<td>3 hrs.</td>
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<tr>
<td>BSHE 530</td>
<td>Conduct of Evaluation Research</td>
<td>2 hrs.</td>
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<tr>
<td>BSHE 542</td>
<td>Measurement in Health Behavior Research</td>
<td>2 hrs.</td>
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<tr>
<td>BSHE 550R</td>
<td>Theory-Driven Research in the Behavioral Sciences</td>
<td>3 hrs.</td>
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<tr>
<td>BSHE 554</td>
<td>Social Marketing in Public Health</td>
<td>2 hrs.</td>
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<tr>
<td>EOH 500</td>
<td>Perspectives in Environmental Health</td>
<td>2 hrs.</td>
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<tr>
<td>EOH 520</td>
<td>Occupational and Environmental Toxicology</td>
<td>3 hrs.</td>
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<tr>
<td>EOH 530</td>
<td>Occupational and Environmental Epidemiology</td>
<td>2 hrs.</td>
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<tr>
<td>EOH 537</td>
<td>Methods in Occupational and Environmental Epidemiology</td>
<td>2 hrs.</td>
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<tr>
<td>EOH 542</td>
<td>Radiation Health and Safety</td>
<td>2 hrs.</td>
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<tr>
<td>EOH 543</td>
<td>Laboratory Biosafety</td>
<td>2 hrs.</td>
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<tr>
<td>EOH 546</td>
<td>Environmental Microbiology</td>
<td>2 hrs.</td>
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<tr>
<td>EPI 504</td>
<td>Fundamentals of Epidemiology</td>
<td>2 hrs.</td>
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<tr>
<td>EPI 530</td>
<td>Epidemiologic Methods I</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EPI 534</td>
<td>Epidemiologic Methods II</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EPI 591G</td>
<td>Assessment of Dietary Intakes</td>
<td>2 hrs.</td>
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<tr>
<td>IH 521</td>
<td>Global Health Program Management</td>
<td>2 hrs.</td>
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<td>IH 540</td>
<td>Population Dynamics</td>
<td>2 hrs.</td>
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<td>IH 545</td>
<td>Nutritional Assessment</td>
<td>2 hrs.</td>
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<tr>
<td>IH 546</td>
<td>Maternal and Child Nutrition</td>
<td>3 hrs.</td>
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<tr>
<td>IH 548</td>
<td>Human Nutrition</td>
<td>3 hrs.</td>
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<tr>
<td>IH 549</td>
<td>Medical Nutrition</td>
<td>2 hrs.</td>
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<tr>
<td>IH 551</td>
<td>Diet and Chronic Disease</td>
<td>2 hrs.</td>
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<tr>
<td>IH 552</td>
<td>Global Elimination of Micronutrient Malnutrition</td>
<td>2 hrs.</td>
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<tr>
<td>PSYC 520</td>
<td>Biological Foundations of Behavior</td>
<td>4 hrs.</td>
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Faculty
Ronald F. Abercrombie (PhD, University of Maryland, 1976). Associate Professor of Physiology. Regulation of intracellular calcium and interactions between calcium and pH in neurons. (NS)
Jerome L. Abramson (PhD, Yale University, 1999). Assistant Research Professor of Epidemiology. The role of inflammation and oxidative stress, psychological factors, and chronic kidney disease on cardiovascular disease. (NHS)
Rafi Ahmed (PhD, Harvard University, 1981). Professor of Microbiology and Immunology; Director of the Emory Vaccine Center. Immunology and pathogenesis of chronic viral infections; immunological memory and vaccine development. (IMP, MMG)
Garrett E. Alexander (MD/PhD, University of California at Los Angeles, 1972). Professor of Neurology. Neurophysiology, motor control, cerebral cortex, basal ganglia, neural networks, functional imaging. (NS)
John D. Altman (PhD, University of California at San Francisco, 1991). Associate Professor of Microbiology and Immunology; Associate Professor at the Emory Vaccine Center; Affiliate Scientist at Yerkes National Primate Research Center. T-cell immune responses to HIV infection; vaccine development; development of T-cell memory. (IMP)
Rama Rao Amara (PhD, Indian Institute of Science, 1999). Assistant Professor of Microbiology and Immunology; Assistant Professor at the Emory Vaccine Center. To develop novel therapeutic vaccines for HIV/AIDS. (IMP)
Frank A. Anania (MD, University of Pittsburgh, 1988). Associate Professor of Medicine. We focus on gp130 signal transduction, transcriptional regulation of matrix genes, and the role of gut peptides as modulators of hepatocyte free fatty acid metabolism. (BCDB)
Aftab A. Ansari (PhD, University of Arizona, 1970). Professor of Pathology and Laboratory Medicine; Professor at the Winship Cancer Institute. Immunopathological basis of cardiomyopathy; AIDS research. (IMP)
Rustom Antia (PhD, University of Massachusetts, 1990). Professor of Biology. Modeling the dynamics of immune responses and infections. (IMP, PBEE)
David R. Archer (PhD, University of Liverpool, 1988). Assistant Professor of Pediatrics; Assistant Professor at the Winship Cancer Institute. Stem cell therapy for the treatment of inherited and acquired diseases. (IMP)
George J. Armelagos (PhD, University of Colorado, 1968). Goodrich C. White Professor and Chair of Anthropology. Evolution of disease, paleopathology, diet and role of disease in prehistoric human populations. (PBEE)
Jocelyne Bachevalier (PhD, University of Montreal, 1981). Professor of Psychology; Professor at the Yerkes National Primate Research Center. Neurobiology of cognitive development in nonhuman primates and long-term behavioral consequences of early insult to specific brain regions. (NS)
Gary J. Bassell (PhD, University of Massachusetts Medical Center, 1992). Associate Professor of Cell Biology. Neuronal mechanisms of mRNA transport, local protein synthesis and their dysfunction in Fragile X Syndrome and Spinal Muscular Atrophy. (BCDB, NS)
Guy M. Benian (MD, Wayne State University, 1980). Professor of Pathology and Laboratory Medicine; Professor of Cell Biology. Muscle and cytoskeleton in C. elegans. (BCDB, GMB)
Gregory S. Berns (PhD, University of California at Davis, 1990; MD University of California at San Diego, 1994). Associate Professor of Psychiatry and Behavioral Sciences. Relationship of neural systems to behavior in people with substance abuse. (NS)

Ranjita Betarbet (PhD, All India Institute of Medical Sciences, 1989). Assistant Professor of Neurology. Influences of genetic and environmental factors on Parkinson’s disease pathogenesis. (NS)

Jeremy M. Boss (PhD, State University of New York at Albany, 1982). Professor of Microbiology and Immunology. Molecular immunology; regulation of major histocompatibility complex class II genes and tumor necrosis factor gene induction. (GMB, IMP)

Roberd Bostick (MD, Medical University of South Carolina, 1976; MPH, University of Minnesota, 1990). Professor of Epidemiology; Professor at the Winship Cancer Institute. Understanding the etiology and primary prevention of colon and prostate cancer. (NHS)

Nicholas Boulis (MD, Harvard Medical School, 1993). Assistant Professor of Neurosurgery. Strategies for neuroprotection and control of neural activity and synaptic transmission through gene delivery. (NS)

Barbara A. Bowman (PhD, University of Chicago, 1986). Associate Director for Science, National Center for Chronic Disease Prevention and Health Promotion, U.S. Centers for Disease Control and Prevention. Nutritional epidemiology, primary prevention of chronic disease, especially type 2 diabetes. (NHS)

J. Douglas Bremner (MD, Duke University, 1987). Professor of Psychiatry and Behavioral Sciences; Associate Professor of Radiology. Neuroimaging in PTSD, anxiety and depression; neuroreceptor imaging; PET; MRI. (NS)

Lou Ann Brown (PhD, St. Louis University, 1980). Professor of Pediatrics. Impact of alcoholism (adult and fetal) on pulmonary oxidant injury. (MSP, NHS)

Peter J. Brown (PhD, State University of New York at Stony Brook, 1979). Professor of Anthropology. Nutrition and disease. (NHS)

Elizabeth A. Buffalo (PhD, University of California at San Diego, 1998). Assistant Professor of Neurology; Assistant Professor at the Yerkes National Primate Research Center. Neuronal mechanisms in the medial temporal lobe that underlie memory encoding, consolidation, and retrieval. (NS)

Andrew J. Butler (PhD, University of Iowa, 1995). Assistant Professor of Rehabilitation Medicine. Mental motor imagery with CI therapy; rehabilitation of upper limbs post-stroke. (NS)

Ronald L. Calabrese (PhD, Stanford University, 1975). Professor of Biology. Motor pattern generation in invertebrates. (NS)

Tamara J. Caspary (PhD, Princeton University, 1999). Assistant Professor of Human Genetics. Use forward genetics to identify and characterize novel genes in mammalian neural development. (GMB, NS)

Anthony W. S. Chan (PhD, University of Wisconsin, 1997). Assistant Professor of Human Genetics; Assistant Research Scientist at the Yerkes National Primate Research Center. Transgenic, stem cell, cloning and assisted reproductive technologies in disease modeling. (GMB, NS)

Jing Chen (PhD, Emory University, 2001). Assistant Professor at the Winship Cancer Institute. The pathogenic mechanism of human hematopoietic malignancies and solid tumors. (BCDB, MSP)

Ping Chen (PhD, University of Chicago, 1996). Assistant Professor of Cell Biology. Molecular regulation of the development and regeneration of the mammalian auditory system. (BCDB, NS)

Xiaodong Cheng (PhD, State University of New York at Stony Brook, 1989). Professor of Biochemistry; Professor of Chemistry. Cellular modifications including DNA methylation, protein methylation, and histamine methylation. (BCDB)

Lih-Shen Chin (PhD, University of California at Davis, 1982). Associate Professor of Pharmacology. To elucidate the molecular pathogenic mechanisms of Parkinson’s disease. (NS)
Inyeong Choi (PhD, University of Wisconsin, 1996). Assistant Professor of Physiology. Synaptic pH regulation and its modulation of neuronal excitability. (NS)

Leland W. K. Chung (PhD, University of Oregon Health Sciences Center, 1969). Professor of Urology; Professor of Biochemistry. Stromal epithelial interaction on cancer progression; transgene expression in target cells. (BCDB)

Gordon G. Churchward (PhD, University of Leicester, 1975). Associate Professor of Microbiology and Immunology. Mechanisms of transposition. (GMB, MMG)

Conrad R. Cole (MBBS, University of Ibadan, 1992; MPH, Ohio State University, 2003). Assistant Professor of Pediatrics; Adjunct Assistant Professor of Health Policy and Management. Micronutrient deficiencies in preschool children; the clinical, metabolic and molecular effects of bacterial overgrowth in children with a history of surgical short bowel syndrome. (NHS)

Richard W. Compans (PhD, Rockefeller University, 1968). Professor of Microbiology and Immunology; Affiliate Scientist at the Yerkes National Primate Research Center. Cell biology of virus replication, focusing on the membrane glycoproteins of enveloped RNA viruses. (IMP, MMG)

Anita H. Corbett (PhD, Vanderbilt University, 1992). Associate Professor of Biochemistry. Interplay between nucleocytoplasmic transport and cell-cycle progression in yeast. (BCDB, GMB)

Victor G. Corces (PhD, Autonoma University of Madrid, 1978). Arts and Sciences Distinguished Professor and Chair of Biology. Role of chromatin structure and nuclear organization in epigenetic phenomena. Mechanisms of transcriptional control in Drosophila. (BCDB, GMB)

Gray F. Crouse (PhD, Harvard University, 1976). Professor of Biology. Molecular genetics; DNA repair and recombination in yeast and mouse. (BCDB, GMB)

Michael D. Crutcher (PhD, Johns Hopkins University, 1982). Assistant Professor of Neurology; Assistant Professor at the Yerkes National Primate Research Center. Early diagnosis of Alzheimer’s disease. (NS)

Joseph F. Cubells (MD/PhD, Albert Einstein College of Medicine, 1988). Associate Professor of Human Genetics; Associate Professor of Psychiatry and Behavioral Sciences. Variations in human biochemical and behavioral phenotypes related to mental illness. (NS)

Richard D. Cummings (PhD, Johns Hopkins University, 1980). William Patterson Timmie Professor and Chair of Biochemistry. The role of glycoconjugates in cardiovascular biology and cancer. (BCDB)

Vallabh E. Das (PhD, Case Western Reserve University, 1999). Assistant Professor of Neurology; Assistant Professor at the Yerkes National Primate Research Center. Neural circuits mediating normal and abnormal development of the oculomotor system. (NS)

Michael Davis (PhD, Yale University, 1969). Professor of Psychiatry and Behavioral Sciences; Professor at the Yerkes National Primate Research Center. Delineation of neural pathways and neurotransmitters involved in fear and anxiety using the fear-potentiated startle reflex in rats and humans. (NS)

Michael E. Davis (PhD, Emory University, 2003). Assistant Professor of Biomedical Engineering, Emory/GA Tech. The delivery of small molecule inhibitors and antioxidants for cardiac regeneration and stem cell therapy. (MSP)

Jacobus C. de Roode (PhD, University of Edinburgh, 2004). Assistant Professor of Biology. Why parasites evolve to become harmful and lethal to their hosts using malaria parasites and pathogens of monarch butterflies. (PBEE)

Mahlon R. DeLong (MD, Harvard University, 1966). Professor of Neurology. Functional organization of the basal ganglia and thalamus; pathophysiology of movement disorders; surgical treatments for movement disorders. (NS)

Cynthia A. Derdeyn (PhD, Georgia State University, 1994). Assistant Professor of Pathology and Laboratory Medicine; Scientist at the Emory Vaccine Center. Determinants of transmission and pathogenesis contained with the viral envelope glycoproteins. (IMP, MMG)
Scott E. Devine (PhD, University of Maryland at Baltimore, 1993). Assistant Professor of Biochemistry. Transposable genetic elements in model organisms and humans. (BCDB, GMB)

Stephen P. DeWeerth (PhD, California Institute of Technology, 1991). Associate Professor of Biomedical Engineering, Emory/GA Tech; Associate Professor of Electrical and Computer Engineering, GA Tech. Real-time, dynamical models of biological sensorimotor system; interfacing neuronal tissue. (NS)

Ann M. DiGirolamo (PhD, Indiana University, 1994; MPH, Emory University, 2001). Research Assistant Professor of Global Health. International maternal and child health and nutrition; relationships of nutrition and mental health. (NHS)

Raymond J. Dingledine (PhD, Stanford University, 1975). Professor and Chair of Pharmacology. Genetic control of glutamate receptor function. (MSP, NS)

Paul W. Doetsch (PhD, Temple University, 1982). Professor of Biochemistry; Professor of Radiation Oncology. Molecular biology of DNA damage and repair. (BCDB, GMB, MSP)

Jin-Tang Dong (PhD, Peking Union Medical College/Chinese Academy of Medical Sciences, 1989). Associate Professor at the Winship Cancer Institute; Associate Professor of Human Genetics. The molecular mechanisms underlying the development and progression of human cancer. (GMB)

Timothy Q. Duong (PhD, Washington University, 1998). Associate Professor at the Yerkes National Primate Research Center; Director of the Yerkes Imaging Center. Technical developments and biomedical applications of magnetic resonance imaging and spectroscopy. (NS)

Douglas C. Eaton (PhD, University of California at San Diego, 1971). Professor of Physiology. Ion channels and cellular signaling. (BCDB)


Dale E. Edmondson (PhD, University of Arizona, 1970). Professor of Biochemistry; Adjunct Professor of Chemistry. Structure, function, and mechanism of oxidation-reduction enzymes. (BCDB)

Arthur W. English (PhD, University of Illinois, 1974). Professor of Cell Biology; Affiliate Scientist at the Yerkes National Primate Research Center. Interactions between the nervous system and the musculoskeletal system. (NS)

Michael P. Epstein (PhD, University of Michigan, 2002). Assistant Professor of Human Genetics. Statistical genetics and genetic epidemiology of complex human traits. (GMB)

Andrew P. Escayg (PhD, Lincoln University, 1995). Assistant Professor of Human Genetics. Understanding the molecular basis of neurological diseases such as epilepsy and ataxia. (GMB, NS)

Brian D. Evavold (PhD, University of Chicago, 1989). Associate Professor of Microbiology and Immunology. T-cell activation and recognition of antigens; T helper 1 and 2 cell subsets; T helper functional responses. (IMP)

Douglas L. Falls (MD, St. Louis University, 1975). Assistant Professor of Cell Biology. Molecular mechanisms of cell-to-cell communication regulating brain development and plasticity. (NS)

Rosanne P. Farris (PhD, University of New Orleans, 2000). Behavioral Scientist in the Division of Heart Disease and Stroke Prevention, U.S. Centers for Disease Control and Prevention. Heart disease and stroke prevention applied research, translation, and program evaluation. (NHS)

Victor Faundez (PhD, Catholic University, 1995; MD, Catholic University, 1989). Associate Professor of Cell Biology. Cellular and molecular mechanisms of endosomal membrane trafficking in neuronal systems. (BCDB)

Yue Feng (PhD, Vanderbilt University, 1990). Associate Professor of Pharmacology. Posttranscriptional regulation by RNA-binding proteins and microRNA in normal brain function and CNS diseases. (BCDB, MSP)
Victoria Finnerty (PhD, University of Connecticut, 1968). Professor of Biology. Functional analyses of human tumor-suppressor genes using the Drosophila model. (GMB)


Andreas Fritz (PhD, University of Basel, 1988). Associate Professor of Biology. Molecular and genetic mechanisms of the early patterning of the nervous system and segmentation of the mesoderm. (BCDB, GMB)

Otto F. Froehlich (PhD, University of Konstanz, 1976). Associate Professor of Physiology; Affiliate Scientist at the Yerkes National Primate Research Center. Mechanisms of transmembrane substrate transport; regulation of renal transporters. (BCDB)

Haian Fu (PhD, University of Wisconsin, 1989). Professor of Pharmacology; Professor at the Winship Cancer Institute. Biochemical basis of cellular regulation and signal transduction. (BCDB, MSP)

Mary R. Galinski (PhD, New York University, 1987). Associate Professor of Medicine; Associate Professor at the Emory Vaccine Center. Identifying novel malaria vaccine candidates. (IMP)

Nicole M. Gerardo (PhD, University of Texas at Austin, 2004). Assistant Professor of Biology. Use insect-microbe systems to investigate the evolutionary ecology of host-parasite interactions. (PBEE)

Andrew T. Gewirtz (PhD, Boston University School of Medicine, 1996). Assistant Professor of Pathology and Laboratory Medicine; Assistant Professor of Microbiology and Immunology. Elucidate the molecular mechanisms that regulate mucosal inflammation. (IMP)

John E. Gimnig (PhD, University of California at Davis, 1997). Research Entomologist in the Entomology Branch, Division of Parasitic Diseases, U.S. Centers for Disease Control and Prevention. Ecology of mosquito vectors of malaria. (PBEE)

Karen Glanz (PhD, University of Michigan, 1979; MPH, University of Michigan, 1977). Professor of Behavioral Sciences and Health Education; Professor of Epidemiology. Understanding dietary behavior and environmental influences on eating patterns. (NHS)

Jonathan D. Glass (MD, University of Vermont, 1985). Professor of Neurology; Associate Professor of Pathology and Laboratory Medicine. Axonal degeneration relating to neurodegenerative disorders including peripheral neuropathies, ALS, and MS. (NS)

John W. Glasser (PhD, Duke University, 1976; MPH, Harvard University, 1988). Medical Epidemiologist in the Epidemiology Branch of the Viral Diseases Division, U.S. Centers for Disease Control and Prevention; Adjunct Associate Professor of Biology. Mathematical modeling of vaccine preventable diseases to design, evaluate and improve public policy. (PBEE)

Nana A. Gletsu (PhD, University of Alberta, 1998). Assistant Professor of Surgery; Assistant Professor of Global Health. The role of adipose tissue-induced inflammation and oxidative stress on obesity-related insulin resistance and other metabolic diseases. (NHS)

Linda R. Gooding (PhD, Cornell University, 1972). Professor of Microbiology and Immunology. Virus interference with cell signaling and the apoptotic cascade. (IMP, MMG)

Mark M. Goodman (PhD, University of Alabama, 1976). Professor of Radiology; Professor of Psychiatry and Behavioral Sciences. PET and SPECT radiotracer development of heart, brain and oncology agents. (NS)

Frank J. Gordon (PhD, University of Iowa, 1980). Associate Professor of Pharmacology. CNS regulation of the immune and cardiovascular systems. (MSP, NS)

Jorg J. Goronzy (PhD, University of Heidelberg, 1988; MD, University of Aachen, 1979). Mason I. Lowance, MD Professor of Medicine; Director of the Lowance Center for Human Immunology. How humans generate, select, and maintain functional T cells. (IMP)

Arash Grakoui (PhD, Washington University, 1999). Assistant Professor of Medicine; Core Scientist at the Yerkes National Primate Research Center. Hepatitis C virus pathogenesis; immunotherapy to prevent HCV-induced hepatic consequences. (IMP, MMG)
Kathy K. Griendling Taylor (PhD, Johns Hopkins University, 1982). Professor of Medicine. Reactive oxygen species in smooth muscle growth; oxidative stress in vascular disease. (MSP)

Robert E. Gross (MD/PhD, Albert Einstein College of Medicine, 1990). Assistant Professor of Neurosurgery; Assistant Professor of Neurology. Positive and negative regulators of axon outgrowth in the regenerating CNS; the role of microglia and strategies to modulate them in degenerative nervous system disease; gene/cell therapy and electrical stimulation therapy in disorders of the CNS. (NS)

Hans E. Grossniklaus (MD, Ohio State University, 1980; MBA, Goizueta Business School, Emory University, 2006). Professor of Ophthalmology; Professor of Pathology and Laboratory Medicine. The role of cytokine signaling, the immunobiology and cytokine/cytokine receptor interactions in micrometastatic uveal melanoma. (BCDB)

Robert E. Gross (MD/PhD, Albert Einstein College of Medicine, 1990). Assistant Professor of Neurosurgery; Assistant Professor of Neurology. Positive and negative regulators of axon outgrowth in the regenerating CNS; the role of microglia and strategies to modulate them in degenerative nervous system disease; gene/cell therapy and electrical stimulation therapy in disorders of the CNS. (NS)

Hans E. Grossniklaus (MD, Ohio State University, 1980; MBA, Goizueta Business School, Emory University, 2006). Professor of Ophthalmology; Professor of Pathology and Laboratory Medicine. The role of cytokine signaling, the immunobiology and cytokine/cytokine receptor interactions in micrometastatic uveal melanoma. (BCDB)

Randy A. Hall (PhD, University of California, 1994). Associate Professor of Pharmacology. Mechanisms of signal transduction by neurotransmitter and hormone receptors. (MSP, NS)

David G. Harrison (MD, University of Oklahoma, 1974). Marcus Professor of Medicine. Endothelial/vascular smooth muscle interactions as they pertain to regulation of vasomotor tone. (MSP)

C. Michael Hart (MD, University of Alabama at Birmingham, 1982). Professor of Medicine; Section Chief at the VA Medical Center. Utilizes animal models to clarify how reactive oxygen and nitrogen species participate in the pathophysiology of systemic and pulmonary vascular disease. (MSP)

H. Criss Hartzell (PhD, Johns Hopkins University, 1973). Professor of Cell Biology; Professor of Physiology. Ion channel regulation and signal transduction. (MSP, NS)

John R. Hepler (PhD, University of North Carolina, 1988). Associate Professor of Pharmacology. Cellular roles and regulation of novel signaling proteins/pathways used by neurotransmitters. (BCDB, MSP)

James G. Herndon (PhD, Emory University, 1973; MPH, Emory University, 1994). Research Professor at the Yerkes National Primate Research Center; Adjunct Associate Professor of Psychology. Neuronal and endocrine bases of age-related cognitive decline, primarily in the non-human primate. (NS)

Shawn Hochman (PhD, University of Manitoba, 1989). Associate Professor of Physiology. Neuromodulation, plasticity, and regeneration of spinal cord functional systems. (NS)

Leonard L. Howell (PhD, Georgia Institute of Technology, 1985). Professor of Psychiatry and Behavioral Sciences; Research Professor at the Yerkes National Primate Research Center. Behavioral neuropharmacology of CNS stimulants in nonhuman primates. (MSP, NS)

C. Michael Hart (MD, University of Alabama at Birmingham, 1982). Professor of Medicine; Section Chief at the VA Medical Center. Utilizes animal models to clarify how reactive oxygen and nitrogen species participate in the pathophysiology of systemic and pulmonary vascular disease. (MSP)

H. Criss Hartzell (PhD, Johns Hopkins University, 1973). Professor of Cell Biology; Professor of Physiology. Ion channel regulation and signal transduction. (MSP, NS)

John R. Hepler (PhD, University of North Carolina, 1988). Associate Professor of Pharmacology. Cellular roles and regulation of novel signaling proteins/pathways used by neurotransmitters. (BCDB, MSP)

James G. Herndon (PhD, Emory University, 1973; MPH, Emory University, 1994). Research Professor at the Yerkes National Primate Research Center; Adjunct Associate Professor of Psychology. Neuronal and endocrine bases of age-related cognitive decline, primarily in the non-human primate. (NS)

Shawn Hochman (PhD, University of Manitoba, 1989). Associate Professor of Physiology. Neuromodulation, plasticity, and regeneration of spinal cord functional systems. (NS)

Leonard L. Howell (PhD, Georgia Institute of Technology, 1985). Professor of Psychiatry and Behavioral Sciences; Research Professor at the Yerkes National Primate Research Center. Behavioral neuropharmacology of CNS stimulants in nonhuman primates. (MSP, NS)

Xiaoping P. Hu (PhD, University of Chicago, 1988). Professor of Biomedical Engineering, Emory/ GA Tech. Magnetic resonance imaging/spectroscopy, neuroimaging, functional MRI, molecular imaging. (NS)

Donald R. Humphrey (PhD, University of Washington, 1966). Professor of Physiology; Professor of Neurology. Development of functions of central motor systems; regeneration and plasticity. (NS)

Eric Hunter (PhD, Imperial Cancer Research Fund and Brunel University of England, 1972). Professor of Pathology and Laboratory Medicine; Professor at the Yerkes National Primate Research Center. Virus-cell interactions involved in the assembly and entry of retroviruses. (IMP, MMG)

P. Michael Iuvone (PhD, University of Florida, 1976). Professor of Pharmacology; Professor of Ophthalmology. Circadian rhythms, signal transduction and neuromodulators in the retina. (MSP, NS)

Joshy Jacob (PhD, University of Maryland, 1992). Assistant Professor of Microbiology and Immunology; Investigator at the Emory Vaccine Center. Generation and maintenance of B cell memory. (IMP)
Dieter Jaeger (PhD, University of Michigan, 1990). Associate Professor of Biology. Determining the computational properties of neuronal networks in cerebellum and basal ganglia through single cell physiology and computer simulations. (NS)

Andrew Jenkins (PhD, Imperial College, University of London, 1995). Assistant Professor of Anesthesiology. The molecular events involved in the activation and modulation of the GABA(A) receptor in the CNS. (NS)

Peng Jin (PhD, University of Cincinnati College of Medicine, 1999). Assistant Professor of Human Genetics. Noncoding RNAs and epigenetic modulation in neural development and brain disorders. (GMB)

Hanjoong Jo (PhD, Pennsylvania State University, 1989). Associate Professor of Biomedical Engineering, Emory/GA Tech; Research Specialist in Medicine. Role of blood flow and microgravity on vascular endothelial cell biology and pathophysiology. (MSP)

Dean P. Jones (PhD, Oregon Health Sciences University, 1976). Professor of Medicine. Diet and cancer; antioxidants and aging. (MSP, NHS)

George H. Jones (PhD, University of California at Berkeley, 1968). Goodrich C. White Professor of Biology. Mechanism and regulation of antibiotic synthesis in Streptomyces. (GMB, MMG)

Harish C. Joshi (PhD, Delhi University (VP Chest Institute), 1983). Associate Professor of Cell Biology. Study of microtubules that play crucial roles in mitotic and post-mitotic phases of neuron life. (NS)

Jorge L. Juncos (MD, Columbia University, College of Physicians and Surgeons, 1977). Associate Professor of Neurology; Associate Professor at the Wesley Woods Health Center. Parkinson’s disease and other neurodegenerative disorders. (NS)

Richard A. Kahn (PhD, Yale University, 1980). Professor of Biochemistry. Signal transduction and cell regulation by GTP-binding proteins; regulation of membrane traffic; Alzheimer’s disease. (BCDB, NS)

Daniel Kalman (PhD, University of California at Los Angeles, 1988). Assistant Professor of Pathology and Laboratory Medicine. Mechanisms by which enteropathogenic E. coli cause cytoskeletal and signaling changes in pathogenesis. (MMG)

Zoher F. Kapasi (PhD, Virginia Commonwealth University, 1991). Associate Professor of Rehabilitation Medicine. Aging immunology; exercise-induced immune response; psychoneuroimmunology. (NHS)

Jacqueline M. Katz (PhD, University of Melbourne, 1986). Chief of the Immunology and Pathogenesis Branch, Influenza Division, U.S. Centers for Disease Control and Prevention; Adjunct Assistant Professor of Microbiology and Immunology. Influenza virus immunity and pathogenesis. (IMP)

Shella D. Keilholz (PhD, University of Virginia, 2001). Assistant Professor of Biomedical Engineering, Emory/GA Tech. My lab focuses on developing imaging methods to study networks of activity in the brain. (NS)

William G. Kelly (PhD, Johns Hopkins School of Medicine, 1993). Associate Professor of Biology. Molecular genetic analysis of chromatin organization, germline maintenance, and genome integrity. (BCDB, GMB)

Laura Kettel Khan (PhD, University of Arizona, 1992). Epidemiologist in the Nutrition and Physical Activity Division, U.S. Centers for Disease Control and Prevention; Adjunct Assistant Professor of Global Health. Description of the pattern and trends of obesity in different cultures and racial/ethnic groups and its relationship to early childhood malnutrition. (NHS)

Clinton D. Kitts (PhD, Michigan State University, 1979). Professor and Vice Chair for Research of Psychiatry and Behavioral Sciences; Assistant Professor of Pathology and Laboratory Medicine. The application of brain imaging technology to the study of normal and abnormal human behavior. (MSP, NS)
Heather Kimmel (PhD, Emory University, 1997). Assistant Research Professor at the Yerkes National Primate Research Center. Neuropharmacology of cocaine and related compounds using operant conditioning techniques. (NS)

Becky L. Kinkead (PhD, Emory University, 1997). Assistant Professor of Psychiatry and Behavioral Sciences. The mechanism of action of psychoactive drugs and the pathophysiology of psychiatric disorders. (NS)

Allan D. Kirk (PhD, Duke University, 1992; MD, Duke University, 1987). Professor of Surgery and Pediatrics. The translation of novel immune therapies for the prevention of organ transplant rejection from animal models to early clinical trials. (IMP)

Uriel D. Kitron (PhD, University of California at Santa Barbara, 1981; MPH, University of Michigan, 1982). Professor and Chair of Environmental Studies. Ecology and epidemiology of Chagas disease in Argentina, dengue in Peru, polyparasitism in Kenya, West Nile virus in Chicago and Lyme disease in the U.S. (PBEE)

Jan-Michael Klapproth (MD, Albert-Ludwigs-University, 1991). Assistant Professor of Medicine. Bacterial factors in infectious diarrhea and inflammatory bowel disease. (NHS)

Keith P. Klugman (PhD, University of the Witwatersrand, 1981). William H. Foege Professor of Global Health; Professor of Medicine. Molecular epidemiology of the pneumococcus; vaccine; antimicrobial resistance. (MMG)

Michael H. Kovai (PhD, Johns Hopkins University, 1990). Associate Professor of Medicine. Molecular basis for intercellular communication and barrier function in lung health and disease. (BCDB)

Andrew P. Kowalczyk (PhD, Albany Medical College, 1992). Associate Professor of Dermatology; Associate Professor of Cell Biology. Molecular interactions, assembly, and signaling of vascular endothelial intercellular junctions. (BCDB)

Michael J. Kuhar (PhD, Johns Hopkins University, 1970). Research Professor and Chief at the Yerkes National Primate Research Center; Professor of Pharmacology. Neuropharmacology of neuropsychiatric disorders. (MSP, NS)

Steven W. L'Hernault (PhD, Yale University, 1984). Professor of Biology. Developmental genetics; cell and molecular biology of C. elegans spermatogenesis and fertilization. (BCDB, GMB)

James J. Lah (MD/PhD, Ohio State University, 1992). Associate Professor of Neurology. Basic pathogenic mechanisms in Alzheimer’s disease. (NS)

David Lambeth (MD/PhD, Duke University, 1977). Professor of Pathology and Laboratory Medicine. Signal transduction; reactive oxygen intracellular signals; neutrophil regulation; phospholipases and cellular regulation. (BCDB)

Patrick J. Lammie (PhD, Tulane University, 1983). Supervisory Research Microbiologist, Parasitic Diseases Branch, U.S. Centers for Disease Control and Prevention; Affiliate Scientist at the Yerkes National Primate Research Center. T-cell responses to parasites, emphasis on filariasis and cryptosporidiosis. (IMP)

Michelle C. LaPlaca (PhD, University of Pennsylvania, 1996). Assistant Professor of Biomedical Engineering, Emory/GA Tech. Cell mechanics and tissue engineering as they relate to traumatic brain injury. (NS)


Ngoc-Anh Le (PhD, University of California at San Diego, 1979). Associate Professor of Medicine. Lipoprotein metabolism and lipid utilization. (NHS)

Amy Lee (PhD, University of Virginia, 1997). Assistant Professor of Pharmacology. Molecular regulation of neurotransmission by neuronal Ca2+ binding proteins. (MSP, NS)
Robert H. Lee (PhD, Northwestern University, 1998). Assistant Professor of Biomedical Engineering, Emory/GA Tech. Principals underlying neuron computation within the context of the control of movement. (NS)

Allan I. Levey (MD/PhD, University of Chicago, 1982). Professor and Chair of Neurology; Professor of Pharmacology. Neurodegenerative disorders, including Alzheimer’s and Parkinson’s disease. (NS)

Bruce R. Levin (PhD, University of Michigan, 1967). Professor of Biology. Population biology and evolution of bacteria; evolution and control of infectious disease. (MMG, PBEE)

Lian Li (PhD, University of California at Davis, 1991). Professor of Pharmacology. Vesicular trafficking in neurotransmission, signal transduction, and neurodegenerative diseases. (MSP, NS)

Xiao-Jiang Li (PhD, Oregon Health Sciences University, 1991). Professor of Human Genetics. Molecular mechanism of Huntington’s disease and neuronal function of huntingtin associated proteins. (GMB, NS)

Yuying Liang (PhD, University of British Columbia, 2000). Assistant Professor of Pathology and Laboratory Medicine. The replication and pathogenesis of, and anti-viral responses to two important human viral pathogens; the human influenza A virus and arenaviruses (i.e., Lassa fever virus and Pichinde virus). (MMG)

Erick Xi Lin (PhD, University of Michigan, 1993). Associate Professor of Otolaryngology. Role of ion channels in cochlear transduction and homeostasis. (NS)

Dennis C. Liotta (PhD, City University of New York, 1974). Professor of Chemistry. Sphingolipid-based biomodulators; novel antiviral agents; modeling of chemical and biological systems. (MSP)

John C. Lucchesi (PhD, University of California at Berkeley, 1963). Asa Griggs Candler Professor of Biology. Regulation of transcription; functional architecture of chromatin. (BCDB, GMB, PBEE)

Aron E. Lukacher (MD/PhD, Washington University, 1987). Associate Professor of Pathology and Laboratory Medicine. T-lymphocyte immunity against virus-induced tumors. (IMP)

Marla B. Luskin (PhD, Washington University, 1981). Professor of Cell Biology. Developmental neurobiology; regulation of cell proliferation, migration and differentiation. (NS)

Hinh Ly (PhD, University of North Carolina, 2000). Assistant Professor of Pathology and Laboratory Medicine. Understanding the roles of telomere maintenance and function in various forms of human blood disorders due to bone marrow failure; human hemorrhagic fever viral replication. (GMB, IMP)

David G. Lynn (PhD, Duke University, 1977). Asa Griggs Candler Professor and Chair of Chemistry; Professor of Biology. Develop skeletons other than nucleic acids for autonomous information storage and replication. (BCDB, MMG)

Donna L. Maney (PhD, University of Washington, 1997). Assistant Professor of Psychology. Neural circuitry underlying communication behavior and how animals perceive, process and respond to social signals. (NS)

Joseph R. Manns (PhD, University of California at San Diego, 2002). Assistant Professor of Psychology. Electrophysiological recordings in rats performing memory tasks and how activity in the hippocampus allows us to encode and retrieve specific information about individual items. (NS)

Zixu Mao (PhD, Duke University, 1992; MD, Southeast University School of Medicine, 1982). Associate Professor of Pharmacology; Associate Professor of Neurology. Molecular and cellular signaling mechanisms of nuclear factor-dependent process in neuronal survival, growth, and degeneration. (MSP, NS)

Michele Marcus (PhD, Columbia University, 1986; MPH, Columbia University, 1981). Associate Professor of Epidemiology; Associate Professor of Environmental and Occupational Health. Reproductive epidemiology; environmental and occupational epidemiology; musculoskeletal disorders. (NHS)
Reynaldo Martorell (PhD, University of Washington, 1973). Professor and Chair of Global Health. Human nutrition. (NHS)

Ichiro Matsumura (PhD, University of California at Berkeley, 1995). Associate Professor of Biochemistry. Directed evolution of novel protein functions; experimental determination of the adaptive mechanisms. (BCDB, GMB)

Helen S. Mayberg (MD, University of Southern California, 1981). Professor of Psychiatry and Behavioral Sciences; Professor of Neurology. Functional neuroimaging studies of major depression emphasizing a neural system approach to understanding treatment mechanisms and disease pathophysiology. (NS)

Nael A. McCarty (PhD, University of Texas Health Sciences Center, 1990). Associate Professor of Biology, GA Tech; Adjunct Appointment in Physiology. Structure and function of the ATP-binding cassette (ABC) transporters; pathophysiology in cystic fibrosis. (MSP)

Marjorie L. McCullough (ScD, Harvard University, 1999). Senior Epidemiologist at the American Cancer Society. Diet and cancer prevention, primarily gastrointestinal cancers; diet assessment methods. (NHS)

John E. McGowan (MD, Harvard University, 1967). Professor of Epidemiology; Professor of Medicine. Infectious disease epidemiology; epidemiology of antimicrobial resistance; antimicrobial use and resistance. (PBEE)

Robert J. McKeon (PhD, University of Vermont, 1989). Associate Professor of Cell Biology. Glial response to neural injury; axonal regenerative failure; neuroprotection. (NS)

Janet McNicholl (MD, University College, 1994). Medical Officer in the AIDS, STD and TB Laboratory Medicine Division, U.S. Centers for Disease Control and Prevention; Adjunct Assistant Professor of Medicine. Molecular basis of T cell antigen recognition: applications to pathogenesis and vaccine research. (IMP)

Jan R. Mead (PhD, University of Arizona, 1988). Associate Professor of Pediatrics. Chemotherapy and immunobiology of Cryptosporidium and Microsporidia infections. (IMP)

Didier Merlin (PhD, University of Paris VII, 1994). Associate Professor of Medicine. Molecular mechanisms underlying inflammatory bowel disease; infectious colitis. (BCDB)

Alfred H. Merrill (PhD, Cornell University, 1979). Professor and Smithgall Institute Chair of Molecular and Cell Biology, GA Tech. Sphingolipid metabolism and cell regulation; nutrition and cancer. (NHS)

Heidi Michels Blanck (PhD, Emory University, 1999). Epidemiologist in the Nutrition and Physical Activity Division, U.S. Centers for Disease Control and Prevention. Weight control practices; fruit and vegetable consumption; hemochromatosis. (NHS)

Andrew H. Miller (MD, Medical College of Georgia, 1981). Professor of Psychiatry and Behavioral Sciences. Glucocorticoids as mediators of interactions between the CNS and the immune system. (NS)

Gary W. Miller (PhD, University of Georgia, 1995). Associate Professor of Environmental and Occupational Health; Associate Professor of Neurology. Environmental and genetic factors involved in neurological disease. (MSP, NS)

James N. Mills (PhD, University of California at Davis, 1987). Chief of the Medical Ecology Unit, Special Pathogens Branch, U.S. Centers for Disease Control and Prevention. Ecology of small mammal reservoirs of viral hemorrhagic fevers. (PBEE)

Kenneth P. Minneman (PhD, University of Cambridge, 1977). Professor of Pharmacology. Neuropharmacology; adrenergic receptors; second messenger systems; nontraditional signaling pathways. (MSP, NS)

Robert S. Mittler (PhD, New York University, 1977). Associate Professor of Surgery; Associate Professor in the Emory Vaccine Center. T cell activation and costimulatory signals generated through members of the TNFR superfamily. (IMP)
Kenneth H. Moberg (PhD, Massachusetts Institute of Technology, 1998). Assistant Professor of Cell Biology. How the developmental control of apoptosis and proliferation restricts tissue size in vivo. (BCDB, GMB)

Edward S. Mocarski (PhD, University of Iowa, 1979). Robert F. Woodruff Professor of Microbiology and Immunology. The biology and pathogenesis of cytomegalovirus, an important opportunistic herpesvirus. (IMP, MMG)

Charles P. Moran (PhD, University of North Carolina, 1979). Professor and Interim Chair of Microbiology and Immunology. Microbial genetics; gene expression during bacterial differentiation; RNA polymerase-promoter interactions. (GMB, MMG)

Carlos S. Moreno (PhD, Emory University, 1998). Assistant Professor of Pathology and Laboratory Medicine. Bioinformatics and DNA microarray analysis of tumors. (BCDB, GMB)

Edward T. Morgan (PhD, University of Glasgow, 1979). Professor of Pharmacology. Regulation of cytochrome P-450 and other drug metabolizing enzymes in disease states. Molecular mechanisms of regulation of gene expression by nitric oxide. (MSP)


E. Christopher Muly (PhD, Duke University, 1992; MD, Duke University, 1993). Assistant Professor of Psychiatry and Behavioral Sciences; Affiliate Scientist at the Yerkes National Primate Research Center. Structural basis for cortical function; circuitry of the prefrontal cortex. (MSP, NS)

T. J. Murphy (PhD, University of Missouri, 1988). Associate Professor of Pharmacology. Signal transduction and the regulation of gene expression. (MSP)

Michael J. Mustari (PhD, University of Washington, 1976). Associate Professor of Neurology; Assistant Professor or Ophthalmology. Neural substrate for eye movements and interactions between visual and oculomotor systems. (NS)

Rita Nahta (PhD, Duke University, 2000). Assistant Professor of Pharmacology; Assistant Professor at the Winship Cancer Institute. Growth factor signaling and regulation of apoptosis; mechanisms of drug resistance and molecular predictors of response to treatment in breast and ovarian cancer. (MSP)

KM Venkat Narayan (MD, St. John’s Medical College, 1980; MBA, Herriot Watt University, 1995). Hubert Professor of Global Health; Hubert Professor of Epidemiology. Public health aspects of diabetes and chronic diseases. (NHS)

Gretchen N. Neigh (PhD, Ohio State University, 2004). Assistant Professor of Psychiatry and Behavioral Sciences. The role of cerebral vascular compromise in the generation of affective disorders. (NS)

Darryl B. Neill (PhD, University of Chicago, 1972). Professor of Psychology. Drugs of abuse; brain reward systems. (NS)

Andrew S. Neish (MD, University of North Carolina, 1988). Associate Professor of Pathology and Laboratory Medicine. Molecular events in prokaryotic-eukaryotic interactions. (GMB, IMP)

Charles B. Nemeroff (PhD, University of North Carolina, 1976; MD, University of North Carolina, 1981). Professor and Chair of Psychiatry and Behavioral Sciences. Effects of psychopharmacological agents on brain neuropeptide systems. (MSP, NS)

Wylie Nichols (PhD, University of California at Davis, 1979). Associate Professor of Physiology. Phospholipid trafficking in yeast. (BCDB, NHS)

John M. Nickerson (PhD, University of Texas Medical Branch, 1980). Associate Professor of Ophthalmology. Retinal proteins and their expression in normal animals and in animal models exhibiting characteristics of human eye diseases. (GMB)
Francis J. Novembre (PhD, Rutgers University and University of Medicine and Dentistry of New Jersey, 1987). Associate Professor of Microbiology and Immunology; Associate Research Professor at the Yerkes National Primate Research Center. SIV, HIV, and AIDS pathogenesis; disease development; HIV in chimpanzees; neuropathogenesis. (IMP)

Asma Nusrat (MD, F. J. Medical College, 1982). Professor of Pathology and Laboratory Medicine. Epithelial cell migration and wound closure; regulation of intercellular junction proteins of epithelial cells. (BCDB)

Shoichiro Ono (PhD, Chiba University, 1996). Associate Professor of Pathology and Laboratory Medicine. Regulation of cytoskeletal dynamics. (BCDB)

Eric A. Ortlund (PhD, University of South Carolina, 2002). Assistant Professor of Biochemistry. Structural biology, molecular biology, biophysics and biochemistry of proteins and protein-nucleic acid complexes. (BCDB)

Michael J. Owens (PhD, Duke University, 1990). Associate Professor of Psychiatry and Behavioral Sciences. Interactions between neuropeptides and clinically efficacious psychotropic drugs; neuropsychopharmacology. (MSP, NS)

Thaddeus W. Pace (PhD, University of Colorado, 2004). Assistant Professor of Psychiatry and Behavioral Sciences. Neuroendocrine-immune alterations in major depression or a history of early life trauma; normalizing behavior and mood due to excessive inflammation. (NS)

Roberto Pacifici (MD, Perugia University School of Medicine, 1981). Herndon Professor and Division Director of Medicine. Mechanism of action of estrogen in bone; estrogen regulation of T-cell function and osteoclast differentiation. (IMP)

David C. Pallas (PhD, Massachusetts Institute of Technology, 1983). Associate Professor of Biochemistry; Associate Professor at the Winship Cancer Institute. Polyomavirus tumor antigen-associated proteins; regulation of cell-cycle control. (BCDB)

Stella M. Papa (MD, National University of Buenos Aires, 1981). Assistant Professor of Neurology. Movement disorders; Parkinson’s disease; basal ganglia physiology; experimental therapeutics. (NS)

Machelle T. Pardue (PhD, University of Waterloo, 1997). Assistant Professor of Ophthalmology; Research Biologist at the VA Medical Center. Developing treatment for retinal diseases; mechanisms of refractive development and eye growth. (NS)

Charles A. Parkos (MD/PhD, University of California at San Diego, 1987). Professor of Pathology and Laboratory Medicine. Identification and characterization of novel cellular receptors for leukocytes in human disease. (IMP)

Lisa A. Parr (PhD, Emory University, 2000). Assistant Research Professor at the Yerkes National Primate Research Center; Assistant Professor of Psychiatry and Behavioral Sciences. Understanding comparative aspects of social cognition in chimpanzees, rhesus monkeys and humans of various ages. (NS)

Grace K. Pavlath (PhD, Stanford University, 1985). Professor of Pharmacology. Adult stem cells, skeletal muscle growth and repair, signal transduction. (BCDB, MSP)

Bradley D. Pearce (PhD, University of Miami, 1990). Assistant Professor of Psychiatry and Behavioral Sciences. Neuroimmunology and virology of Alzheimer’s, HIV encephalitis, schizophrenia, major depression, and autism. (NS)

Thomas C. Pearson (DPhil, University of Oxford, 1991; MD, Emory University, 1982). Livingston Professor of Surgery. Transplantation biology, focusing on T-cell costimulation and tolerance induction strategies. (IMP)

Junmin Peng (PhD, University of Iowa, 1999). Assistant Professor of Human Genetics. A proteomics approach to systems biology and neurodegenerative disease. (GMB, NS)

Guey Chuen (Oscar) Perng (PhD, University of California at Davis, 1990). Associate Professor of Pathology and Laboratory Medicine. Pathogenesis of chronic virus infections, focusing on the early immune events upon viral-host contacts. (IMP, MMG)
Christine M. Pfeiffer (PhD, University of Karlsruhe, 1993). Chief of the Branch of Nutrition Laboratory, Inorganic Toxicology and Nutrition, U.S. Centers for Disease Control and Prevention. Assess nutritional status through biomarkers; link nutritional status to chronic disease outcomes. (NHS)

Richard K. Plemper (PhD, University of Stuttgart, 1999). Assistant Professor of Pediatrics. Understanding paramyxovirus entry and developing novel paramyxovirus inhibitors. (MMG)

Paul M. Plotsky (PhD, Emory University, 1981). Professor of Psychiatry and Behavioral Sciences; Professor of Cell Biology. Neurobiology of stress; genetic and environmental determinants of hypothalamic-pituitary-adrenal function and anxiety-like behavior. (NS)

Steve M. Potter (PhD, University of California at Irvine, 1993). Assistant Professor of Biomedical Engineering, Emory/Georgia Tech. Imaging cultured mammalian neurons to study learning and neural processing in vitro. (NS)

Maureen A. Powers (PhD, University of California at Davis, 1991). Associate Professor of Cell Biology. Structure and function of the nuclear pore. (BCDB)

Todd M. Preuss (PhD, Yale University, 1990). Associate Research Professor at the Yerkes National Primate Research Center; Associate Research Professor at the Center for Behavioral Neuroscience. Human brain structure, function and evolution; comparative neuroscience. (NS)

Russ Price (PhD, East Carolina University, 1986). Professor of Medicine. Mechanisms causing muscle atrophy during chronic illnesses like diabetes or renal failure. (BCDB, NHS)

Astrid A. Prinz (PhD, Munich Technical University, 2000). Assistant Professor of Biology. Pattern generation and activity-dependent homeostasis in neuronal networks. (NS)

Bali Pulendran (PhD, University of Melbourne, 1995). Professor of Pathology and Laboratory Medicine. Dendritic cells, toll receptors, innate immunity, and adaptive immune responses. (IMP)

Donald G. Rainnie (PhD, Edinburgh University, 1988). Associate Professor of Psychiatry and Behavioral Sciences; Faculty in the Center for Behavioral Neuroscience. Neurophysiological mechanisms underlying emotional aspects of cognition in the CNS. (NS)

Usha Ramakrishnan (PhD, Cornell University, 1993). Associate Professor of Global Health. Maternal and child nutrition, micronutrient malnutrition, nutrition assessment. (NHS)

Philip N. Rather (PhD, Emory University, 1989). Associate Professor of Microbiology and Immunology; Associate Professor at the VA Medical Center. Mechanisms of cell-to-cell signaling and quorum sensing in bacteria. (MMG)

Leslie A. Real (PhD, University of Michigan, 1977). Professor of Biology. Interaction of genetic structure of populations and the ecological dynamics of infectious diseases. (PBEE)

Daniel Reines (PhD, Albert Einstein College of Medicine, 1985). Professor of Biochemistry; Professor at the Winship Cancer Institute. Biochemistry and molecular genetics of RNA polymerase II transcription. (BCDB, GMB)

Jyothi Rengarajan (PhD, Harvard University, 2001). Assistant Professor of Medicine; Core Scientist at the Emory Vaccine Center. Understanding how pathogens evade host immunity and how the immune response combats pathogens. (IMP, MMG)

Kerry J. Ressler (PhD, Harvard University, 1995; MD, Harvard Medical School, 1997). Assistant Professor of Psychiatry and Behavioral Sciences. Molecular mechanisms of fear learning and translational research on mechanisms underlying PTSD. (NS)

Hillary R. Rodman (PhD, Princeton University, 1986). Associate Professor of Psychology; Affiliate Scientist at the Yerkes National Primate Research Center. Development, plasticity, and comparative and modular organization of the cerebral cortex. (NS)

Tony Romeo (PhD, University of Florida, 1986). Professor of Microbiology and Immunology. Microbial physiology and genetics; biofilm development, post-transcriptional regulatory mechanisms. (MMG)
Paul A. Rota (PhD, Michigan State University, 1985). Supervisory Microbiologist in the Viral and Rickettsial Diseases Division, U.S. Centers for Disease Control and Prevention; Adjunct Professor of Microbiology and Immunology. Molecular basis for virulence of viruses, which cause human disease; strategies to control pathogens. (IMP)

Carol H. Rubin (DVM, University of Minnesota, 1978; MPH, Emory University, 1990). Veterinary Officer in the National Center for Zoonotic, Vector-Borne, and Enteric Diseases, U.S. Centers for Disease Control and Prevention. Pesticide exposure and pesticide poisoning; biomarkers of environmental exposure; endocrine disruptors. (NHS)


David B. Rye (PhD, University of Chicago, 1986; MD, University of Chicago, 1988). Associate Professor of Neurology. Anatomy of the midbrain and pontine tegmentum with regard to behavioral state and motor control. (NS)

Harold I. Saavedra (PhD, University of Tennessee, 1993). Assistant Professor of Radiation Oncology. Loss of tumor suppressors and activation of oncogenes signaling through the CDK/RB/E2F pathway result in genomic instability. (GMB)

Winfield S. Sale (PhD, University of California at Berkeley, 1977). Professor of Cell Biology. Role of microtubules in cell motility, with emphasis on the mechanism and regulation of dynein ATPase. (BCDB)

M. Mar Sanchez (PhD, Complutense University, 1994). Assistant Professor of Psychiatry and Behavioral Sciences; Collaborative Scientist at the Yerkes National Primate Research Center. Effects that adverse early experiences have on development of primates. (NS)

Subhabrata Sanyal (PhD, Tata Institute of Fundamental Research, 2000). Assistant Professor of Cell Biology. We use the fruit fly Drosophila to understand molecular signaling mechanisms that regulate cellular correlates of long-term neural plasticity underlying complex behavior. (GMB, NS)

Krish Sathian (PhD, University of Melbourne, 1987; MD (MBBS), University of Madras, 1980). Associate Professor of Neurology; Associate Professor of Rehabilitation Medicine. Cognitive neuroscience of tactile perception, visual attention and neural plasticity; psychophysics, neuroimaging and neurophysiology. (NS)

Raymond F. Schinazi (PhD, University of Bath, 1976). Professor of Pediatrics. To provide safe and effective novel antiviral agents for unmet medical needs for the benefit of humanity. (MMG)

Todd A. Schlenke (PhD, University of Texas, 2001). Assistant Professor of Biology. Evolutionary genetics of immunity to pathogens and environmental toxins in Drosophila; host-parasite interactions. (GMB, PBEE)

John W. Scott (PhD, University of Michigan, 1965). Professor of Cell Biology. Neurobiology of the chemical senses; olfactory system. (NS)

June R. Scott (PhD, Massachusetts Institute of Technology, 1965). Charles Howard Candler Professor of Microbiology and Immunology. Molecular mechanism of bacterial virulence; control of gene expression in bacteria. (MMG)

Periasamy Selvaraj (PhD, University of Madras, 1984). Associate Professor of Pathology and Laboratory Medicine. Identification, isolation, characterization of cell-surface receptors; cancer vaccine development. (IMP)

Mary K. Serdula (MD, University of Minnesota, 1975; MPH, University of Hawaii, 1978). Medical Epidemiologist of the Chronic Disease Nutrition Branch, Nutrition and Physical Activity Division, U.S. Centers for Disease Control and Prevention; Adjunct Associate Professor of Epidemiology. Surveillance of weight control practices and dietary intake; abbreviated methods for assessing dietary intake; health effects of alcohol. (NHS)
William M. Shafer (PhD, Kansas State University, 1979). Professor of Microbiology and Immunology. Genetics of antibiotic resistance; antimicrobial peptides; transcriptional regulation of gene expression; mechanisms of bacterial pathogenesis. (IMP, MMG)

Andrea J. Sharma (PhD, Emory University, 2004; MPH, Emory University, 1999). Epidemiologist in the Maternal and Child Nutrition Branch, Division of Nutrition and Physical Activity, Center for Chronic Disease Prevention and Health Promotion, U.S. Centers for Disease Control and Prevention. The long-term consequences of nutritional exposures early in life. (NHS)

Iain T. Shepherd (PhD, Oxford University, 1994). Assistant Professor of Biology. Molecular and genetic mechanisms in enteric nervous system development, using zebrafish. (BCDB, GMB)

Stephanie L. Sherman (PhD, Indiana University, 1981). Professor of Human Genetics. Genetic epidemiology of complex human disorders including chromosome nondisjunction and Fragile X Syndrome. (GMB, PBEE)

Hyunsuk Shim (PhD, University of Illinois, Urbana, 1992). Assistant Professor at the Winship Cancer Institute; Assistant Professor of Radiology. Molecular imaging, breast cancer metastasis, hypoxia, angiogenesis, tumor-targeted delivery. (MSP)

Thomas M. Shinnick (PhD, Massachusetts Institute of Technology, 1978). Chief of the Tuberculosis/Mycobacteriology Branch, U.S. Centers for Disease Control and Prevention; Adjunct Assistant Professor of Microbiology and Immunology. Molecular genetic analysis of Mycobacteria. (MMG)

Barry D. Shur (PhD, Johns Hopkins University, 1976). Professor and Chair of Cell Biology. Molecular basis of cellular interactions during fertilization and development. (BCDB)

Rani H. Singh (PhD, University of Georgia, 1989). Assistant Professor and Division Director of Human Genetics. Clinical nutrition in the area of inborn errors of metabolism. (NHS)

Shanthi Sitaraman (PhD, University of Toronto, 1989; MD, University of Toronto, 1992; FRCP, University of Toronto, 1995). Associate Professor of Medicine; Associate Professor of Pathology and Laboratory Medicine. Pathogenesis of Inflammatory Bowel Disease; mechanisms of diarrhea in IBD. (BCDB, MSP)

Yolanda Smith (PhD, Laval University, 1988). Professor of Neurology; Research Professor at the Yerkes National Primate Research Center. The microcircuitry of the basal ganglia: from synaptic connections to therapeutic strategies in Parkinson’s disease. (MSP, NS)

Alan J. Sokoloff (PhD, Harvard University, 1989). Assistant Professor of Physiology. Interactions between the central nervous system and muscle physiology. (NS)

Byeongwoon Song (PhD, Columbia University, 1997). Assistant Professor of Pediatrics. Virus-cell interactions during the early post-entry steps of retrovirus life cycle. (IMP, MMG)

Anne L. Sowell (PhD, Georgia Institute of Technology, 1983). Environmental Health Scientist in the Division Health Studies, U.S. Centers for Disease Control and Prevention. Nutritional epidemiology and surveillance. (NHS)

Paul W. Spearman (MD, University of Texas Southwestern, 1986). Professor and Division Director of Pediatrics. To understand molecular and cellular basis for the assembly of HIV particles, and to develop particle based HIV vaccines that can elicit effective neutralizing antibodies. (IMP, MMG)

Samuel H. Speck (PhD, Northwestern University, 1980). Georgia Research Alliance Endowed Professor of Microbiology and Immunology. Pathogenesis of gamma-herpesviruses and development of lymphoma and other cancers. (IMP, MMG)

H. Trent Spencer (PhD, Creighton University School of Medicine, 1991). Assistant Professor of Pediatrics. Drug resistance gene therapy strategies for treatment of childhood cancers and inherited diseases. (MSP)

Shanthi Srinivasan (MD, Wayne State University, 1992). Assistant Professor of Medicine. Survival and differentiation of the enteric nervous system; altered gastrointestinal motility; diabetes. (NS)
Aryeh D. Stein (PhD, Columbia University, 1992; MPH, Columbia University, 1989). Associate Professor of Global Health; Associate Professor of Epidemiology. Methods in dietary assessment; childhood and prenatal influences on chronic disease risk; cardiovascular disease epidemiology. (NHS)

Donald G. Stein (PhD, University of Oregon, 1965). Asa G. Candler Professor of Emergency Medicine; Professor of Neurology. Recovery from traumatic CNS injury; gender-specific hormones; CNS plasticity. (NS)

Karen K. Steinberg (PhD, Emory University, 1980). Senior Science Officer of the Coordinating Center for Health Promotion, U.S. Centers for Disease Control and Prevention. Causes and risk factors of chronic disease, such as osteoporosis and effects of exposure to xenobiotic agents. (NHS)

David A. Steinhauer (PhD, University of California at San Diego, 1988). Assistant Professor of Microbiology and Immunology. Functions of the influenza hemagglutinin in host cell entry; influenza assembly. (MMG)

David S. Stephens (MD, Wake Forest University, 1974). Stephen W. Schwarzmann Distinguished Professor of Medicine; Executive Associate Dean for Research for the School of Medicine. Genetic basis and regulation of bacterial virulence components. (IMP, MMG)

Robert B. Stephenson (PhD, University of Southampton, 1999). Assistant Professor of Global Health. Research interests in reproductive and sexual health, migration and health, and the relationship between individual health and the community environment. (NHS)

Victoria L. Stevens (PhD, Emory University, 1988). Research Scientist at the American Cancer Society. Transport of folic acid into mammalian cells. (NHS)

Shi-Yong Sun (PhD, Peking Union Medical College, 1990). Assistant Professor at the Winship Cancer Institute. Regulation of death receptors and their implication in drug-induced apoptosis and cancer therapy; understanding the relationship between mTOR and Akt and its impact on mTOR-targeted cancer therapy. (MSP)

Roy L. Sutliff (PhD, Medical College of Pennsylvania, 1996). Assistant Professor of Medicine; Assistant Professor of Pathology and Laboratory Medicine. Assessment of cardiovascular pathophysiology in gene-altered mouse models. (MSP)

Vin Tangpricha (PhD, Boston University, 2004; MD, Tufts University, 1996). Assistant Professor of Medicine. Vitamin D nutrition in chronic kidney disease, hypertension, cystic fibrosis and short bowel disease. (NHS)

Yun Tao (PhD, Duke University, 2000). Assistant Professor of Biology. Genetics of speciation in Drosophila; molecular biology of speciation genes; genetics of intra-genomic conflicts. (PBEE)

Robert V. Tauxe (MD, Vanderbilt University, 1980; MPH, Yale University, 1980). Chief of the Foodborne and Diarrheal Diseases Branch, U.S. Centers for Disease Control and Prevention; Adjunct Professor of Global Health. Epidemiology; prevention of foodborne and diarrheal bacterial infections. (PBEE)

W. Robert Taylor (PhD, Johns Hopkins University, 1982; MD, Harvard Medical School, 1986). Professor of Medicine; Staff Physician at the VA Medical Center. Vascular inflammatory response; macrophage recruitment; hypertensive vascular disease; atherosclerosis. (MSP)


Paul D. Terry (PhD, Columbia University, 2002; MPH, University of Connecticut, 1990). Assistant Professor of Epidemiology. Etiology of cancers of the digestive tract and several hormone-mediated cancers. (NHS)

James W. Thomas (PhD, Case Western Reserve University, 1998). Assistant Professor of Human Genetics. Comparative genetics of human disease and vertebrate genome evolution (GMB, PBEE)
Lena H. Ting (PhD Stanford University, 1998). Assistant Professor of Biomedical Engineering, Emory/GA Tech. Musculoskeletal biomechanics and sensorimotor control in balance and locomotion. (NS)

Paige E. Tolbert (PhD, University of North Carolina, 1989; MSPH, University of North Carolina, 1986). Professor and Chair of Environmental and Occupational Health. Environmental and occupational epidemiology; cancer epidemiology. (NHS)

Stephen F. Traynelis (PhD, University of North Carolina, 1988). Professor of Pharmacology. Control of glutamate receptor activation in stroke, epilepsy, and normal brain function. (MSP, NS)

Yih-Ling Tzeng (PhD, University of Chicago, 1995). Assistant Professor of Medicine. Meningococcal pathogenesis, two-component signal transduction, and bacterial genetics. (MMG)


Viola Vaccarino (PhD, Yale University, 1994; MD, Milan University, 1984). Professor of Medicine; Associate Professor of Epidemiology. Cardiovascular disease epidemiology. (NHS)

Frits van der Haar (PhD, Wageningen Agricultural University, 1978). Associate Professor of Global Health. Quality assurance of national nutrition policies to eliminate nutritional deficiencies. (NHS)

Erwin G. Van Meir (PhD, University of Lausanne, 1989). Professor of Neurosurgery; Professor at the Winship Cancer Institute. Brain tumor biology and genetics, angiogenesis, p53, tumor suppressor, hypoxia, adenovirus. (GMB, NS)

Paula M. Vertino (PhD, State University of New York at Buffalo, 1990). Associate Professor of Radiation Oncology. DNA methylation and epigenetic mechanisms of human carcinogenesis. (GMB)

Miriam B. Vos (MD, University of Louisville, 1999; MSPH, University of Louisville, 2004). Assistant Professor of Pediatrics. The role of adipocytokines and hepatic carbohydrate metabolism in pediatric nonalcoholic fatty liver disease. (NHS)

Irwin D. Waldman (PhD, University of Waterloo, 1988). Professor of Psychology. Classification, causes, and development of childhood behavior problems; latent variable modeling; quantitative genetic methods. (PBEE)

Elaine F. Walker (PhD, University of Missouri, 1979). Samuel Candler Dobbs Professor of Psychology; Professor of Psychiatry and Behavioral Sciences. Neurodevelopmental aspects of psychopathology; role of neuroendocrinology in mental disorders. (NS)

Lary C. Walker (PhD, Tulane University, 1979). Research Professor at the Yerkes National Primate Research Center. Transgenic models of Alzheimer’s disease; amyloid proteins; therapeutic immunization for Alzheimer’s disease in animal models. (NS)

Kim Wallen (PhD, University of Wisconsin, 1978). Dobbs Professor of Psychology; Research Professor at the Yerkes National Primate Research Center. Neuroendocrinology of primate behavior; role of hormones on life span development and behavior in primates. (NS)

Edmund K. Waller (PhD, Rockefeller University, 1984; MD, Cornell University, 1985). Professor at the Winship Cancer Institute. Novel strategies to enhance immunity with a focus on the interaction between dendritic cells and T-cells. (IMP)

Lance A. Waller (PhD, Cornell University, 1992). Professor of Biostatistics. Development of statistical methodology for the analysis of spatially referenced public health data. (PBEE)

Stephen T. Warren (PhD, Michigan State University, 1981). William Patterson Timmie Professor and Chair of Human Genetics; Professor of Biochemistry. Human genetics; trinucleotide repeat expansion mutations; Fragile X Syndrome; neurodegeneration. (GMB, NS)

David Weinshenker (PhD, University of Washington, 1997). Assistant Professor of Human Genetics. Norepinephrine signaling in genetically-engineered mice. (MSP, NS)
**Bernard Weiss** (MD, Columbia University, 1960). Professor of Pathology and Laboratory Medicine; Professor of Microbiology and Immunology. Prevention and repair of DNA damage in prokaryotes; enzymes and their genetic regulation. (MMG)

**David Weiss** (PhD, New York University, 2004). Assistant Professor of Medicine. The pathogenesis of Francisella tularensis as well as host-pathogen interactions. (IMP, MMG)

**Jay M. Weiss** (PhD, Yale University, 1967). Jenny C. Adams Professor of Psychiatry and Behavioral Sciences. Neuroimmunology; interaction of immune system with brain and behavior. (NS)

**Peter A. Wenner** (PhD, University of Pittsburgh, 1993). Assistant Professor of Physiology. Development of synaptic connections in the embryonic spinal cord. (NS)

**Cornelia M. Weyand** (PhD, University of Heidelberg, 1988: MD, University of Aachen, 1979). David C. Lowance, MD Professor of Medicine; Director of the Lowance Center for Human Immunology. Adaptive immune responses in autoimmune disease; immune-mediated tissue injury. (IMP)

**Thomas Wichmann** (MD, University of Freiburg, 1984). Associate Professor of Neurology. Primate research on the physiology of the basal ganglia; pathophysiology of movement disorders, such as Parkinson’s disease. (MSP, NS)

**Keith D. Wilkinson** (PhD, University of Michigan, 1977). Director of the Graduate Division of Biological and Biomedical Sciences; Professor of Biochemistry. Mechanism and regulation of protein synthesis and degradation. (BCDB)

**Ifor R. Williams** (PhD, Emory University; 1985; MD, Emory University, 1986). Associate Professor of Pathology and Laboratory Medicine; Assistant Professor of Dermatology. Chemokines and chemokine receptors, dendritic cells, epithelial immunology. (IMP)

**Mark E. Wilson** (PhD, University of Georgia, 1979). Research Professor and Chief of the Yerkes National Primate Research Center; Assistant Professor of Medicine. Neurobiology of puberty; neuroendocrine regulation of socio-sexual behavior. (NS)

**Steven L. Wolf** (PhD, Emory University, 1973). Professor of Rehabilitation Medicine; Professor of Medicine. Postural and movement capabilities in humans with impairments caused by the aging process or CNS pathology. (NS)

**Carol M. Worthman** (PhD, Harvard University, 1978). Samuel C. Dobbs Professor and Director, Laboratory for Comparative Human Biology of Anthropology. Community preventive health. (NHS, PBEE)

**David W. Wright** (MD, University of Alabama, 1993). Assistant Professor of Emergency Medicine. Traumatic brain injury, neurotrauma, neurosteroids. (NS)

**Guang-Jer Wu** (PhD, University of California at Davis, 1970). Associate Professor of Microbiology and Immunology. Molecular mechanism of melanoma and prostate cancer metastasis and development of viral vaccines. (GMB, MMG)

**Lily Yang** (PhD, Brown University, 1993; MD, West China University of Medical Sciences, 1983). Assistant Professor of Surgery; Assistant Professor at the Winship Cancer Institute. Development of novel approaches for detection and treatment of human cancer. (BCDB, MSP)

**Vincent W. Yang** (PhD, Princeton University, 1980; MD, University of Medicine and Dentistry of NJ, 1984). Professor and Division Director of Medicine. Proliferation and differentiation of mammalian intestinal epithelial cells. (BCDB)

**Keqiang Ye** (PhD, Emory University, 1998). Associate Professor of Pathology and Laboratory Medicine. Functional study of GTPase PIKE (PI 3-kinase enhancer) in the nervous system. (MSP, NS)

**Barry Yedvobnick** (PhD, University of Connecticut, 1980). Professor of Biology. Molecular genetics and development; cloning and characterization of genes involved in the CNS development of Drosophila. (BCDB, GMB)
Shozo Yokoyama (PhD, University of Washington, 1977). Asa Griggs Candler Professor of Biology. Molecular genetics and evolution. (GMB)

Larry J. Young (PhD, University of Texas, 1994). Associate Professor of Psychiatry and Behavioral Sciences; Affiliate Scientist at the Yerkes National Primate Research Center. Role of neuropeptide and neuropeptide receptor gene expression and social behavior in a variety of mammalian species. (NS)

Chris Yun (PhD, University of Illinois at Urbana-Champaign, 1990). Assistant Professor of Medicine; Assistant Professor of Physiology. Cellular signaling regulating Na/H exchangers; lysophosphatidic acid and colon cancer. (BCDB, NHS)

Wei Zhou (PhD, Emory University, 1995). Assistant Professor at the Winship Cancer Institute. Molecular genetic analysis of human cancer. (GMB)

Thomas R. Ziegler (MD, Michigan State University, 1983). Associate Professor of Medicine. Clinical, metabolic and molecular effects of specialized parenteral and enteral nutrition and adjunctive growth hormone (GH) therapy in catabolic states. (NHS)

James C. Zimring (PhD, Emory University, 1998; MD, Emory University, 1999). Assistant Professor of Pathology and Laboratory Medicine. Cellular and molecular mechanisms involved in immunological tolerance. (IMP)

Stuart M. Zola (PhD, Northeastern University, 1973). Director of the Yerkes National Primate Research Center; Professor of Psychiatry and Behavioral Sciences. Brain mechanisms important for learning, memory, and emotion in humans and animals. (NS)

Michael E. Zwick (PhD, University of California at Davis, 1998). Assistant Professor of Human Genetics. Genetic variation underlying phenotypic variation in organisms; autism susceptibility genes, Drosophila genomes; rapid resequencing and characterization of biodefense pathogens. (GMB, PBEE)
BIOMEDICAL ENGINEERING

The Wallace H. Coulter Department of Biomedical Engineering (BME) is a joint effort between Georgia Tech and the Emory University School of Medicine and Graduate School. We are a unique partnership between a public and a private institution. The vision is to provide superb education and research in biomedical engineering with an emphasis on applications to human health.

The BME PhD program, often called the joint program, is now ranked second in the country by U.S. News and World Report. The curriculum integrates life sciences, engineering, and mathematics to train researchers who can formulate and solve significant biomedical problems quantitatively and with a systems perspective. The BME doctoral program combines a tradition of excellence in engineering and a thriving medical research community in the joint program between Georgia Tech and Emory University. Together, we have identified six critical areas of research where our combined strengths are the foundation of strong research programs.

Cardiovascular Mechanics and Biology
Cardiovascular biomechanics research spans from the cell to the organ level in fluid and solid mechanics, and includes experimental and computational approaches. Specific applications include the fluid mechanics of the heart and blood vessels, engineered vascular grafts, heart valves and heart patches. Research in fluid dynamics associated with native and engineered heart valves and bioprosthetic designs as well as mechanobiology of cardiovascular cells and organs are internationally recognized. Cardiovascular solid mechanics work addresses mechanical properties and stresses in blood vessels and their role in atherosclerosis development. Another area of excellence is the cell and tissue engineering which is now broadened to regenerative medicine that involves development, preservation, pathophysiological characterization and application of the engineered device and cell and molecular-based therapies. Biomaterials and regenerative medicine is the discipline of designing, synthesizing, characterizing, and testing materials that can be used for medical applications. It includes such applications as neural tissue replacement, nerve regeneration, blood vessels, heart valves, connective tissues such as bone and cartilage, and for enhanced vaccine/drug/gene/contrast agent delivery. We have strong biomaterials and tissue engineering/regenerative medicine groups whose research interests are in the areas of immune/inflammatory response of implanted materials and modulation of this response, synthetic, natural, and bio-inspired polymers and their applications, hydrogels and anisotropic 3D scaffolds, nano- and micro-scale drug and gene delivery vehicles, nano- and micro-structured engineering of material surfaces, interaction of stem cells with biomaterials and engineered surfaces. Neuroengineering is the application of engineering technologies and techniques to interface with the normal nervous system as well as augment or replace parts of the compromised nervous system. At Georgia Tech and Emory, we are advancing the understanding of fundamental neural properties including sensorimotor control, learning, information processing, response to physical trauma, and complex neural dynamics. We are also engaged in developing novel technologies inspired by the disciplines of mathematics, biomechanics, robotics, MEMs, electrical engineering, optical microscopy, biomaterials and tissue engineering. These methods are applied with goals ranging from basic science—helping us understand normal neurophysiology—to clinical applications—helping us repair damaged brain, spinal, or peripheral nervous tissue.
Biomedical Imaging

Imaging is critical for advancing biomedical research, diagnosing disease, and improving health care delivery. Imaging research within biomedical engineering builds on existing programs at both Georgia Tech and Emory. Georgia Tech has one of the world’s premier groups in digital signal processing and visualization. Emory has longstanding clinical and imaging expertise in the cardiovascular and neuroscience areas. These combined resources enable leading edge research and education in imaging technology as well as clinical applications. Cellular and biomolecular engineering is the development and application of micro- and nano-scale engineering approaches and technologies to studies of biological molecules and cells. Cellular engineering involves understanding, controlling, manipulating and modifying cell behavior and functions using combined engineering, genetic, biochemical and biological approaches. Biomolecular engineering includes analyzing proteins, nucleic acids and their interactions; designing, synthesizing and characterizing biopolymers, nanoparticle bioconjugates, therapeutic drugs, biomolecular sensors, connectors and actuators as well as nanostructured devices. The goal is to develop and apply innovative cellular and molecular approaches for the detection, diagnosis, treatment, and prevention of human diseases.

Bioinformatics, Systems Biology, and Health Systems

Recent advances in molecular biology, genomics and proteomics have resulted in high-throughput technologies that generate vast amounts of data. Drawing on this data, bioinformatics and biomedical systems analyses create models representing mathematically how cells and organisms function. These models have applications in drug development, metabolic engineering and many other areas where cells or organisms are manipulated toward a desired goal. Health systems creates new models for health care delivery through integrative interdisciplinary solutions, drawing from medicine, engineering, computing, management, and public policy. Health systems also develops and implements novel multidisciplinary and collaborative research, education, and outreach programs to transform health care delivery systems and lead the nation away from an ineffective, reactive, disease-focused system to achieve a cost-effective, proactive health and wellness focused system. Our research programs are facilitated by state-of-the-art facilities at both Georgia Tech and Emory. Visit our website for a page with links to many of our labs: www.bme.gatech.edu/research/labs.shtml.

Curriculum

Georgia Tech and Emory faculty provide an interactive learning environment for students by team-teaching courses. All students entering the program, regardless of undergraduate major, will be integrated into the same classes and are subject to the same program prerequisites. One year of core courses establish the fundamental principles in both life science and engineering, complemented by problem-based learning. During the first semester, students are matched with a thesis adviser/mentor and co-adviser. Other requirements include a bioethics course, a teaching course, a teaching practicum, and a minimum of nine hours of technical electives. At the end of the first year in the program students take qualifying examinations. Students typically complete their thesis research, prepare a written dissertation, and defend the dissertation in an oral examination within five-six years after entering the PhD program. Upon successful completion of all requirements, students are awarded a joint PhD degree from the graduate schools of Georgia Tech and Emory.
Students

The BME PhD program accepts applications from individuals with a BS in engineering or the life sciences. We have an average of about eighty students in the program with ten to fifteen new students joining the program each year. Most disciplines of engineering and the sciences are represented in our current students’ backgrounds. The majority of our PhDs are entering industry with companies that range from small start-up companies to large corporations. We also have a good number entering faculty positions at institutions across the country.

Faculty

The Department has thirty-five faculty on Emory’s and Georgia Tech’s campuses. They are from a wide range of engineering and science backgrounds. Our website has a complete list, with links to individual faculty pages containing information about research interests and more. Visit www.bme.gatech.edu/facultystaff/faculty.php.

We have the largest amount of NIH funding with BME faculty as principal investigators in the country. It also is the only department that has been awarded three nanotechnology centers by the National Institutes of Health. These centers focus on DNA repair mechanisms, cancer diagnosis and therapeutics, and early identification of vulnerable atherosclerotic plaques in the cardiovascular system respectively.

Contact Information

Website: www.bme.gatech.edu
Email: gradstudies@bme.gatech.edu
The department offers work leading to the MS/PhD degrees in biostatistics. Biostatistics is the science that applies statistical theory and methods to the solution of problems in the biological and health sciences. The MS/PhD program in biostatistics is designed for individuals with strong quantitative skills and a background or interest in the biological, medical, or health sciences. To the extent possible, the curriculum of each student is tailored to his or her background and interests. MS/PhD graduates have pursued a variety of career options in academia, federal, state and local government, health agencies, health insurance organizations, the pharmaceutical industry, and many other public and private research institutions. A concentration in bioinformatics is available as an option for students in the PhD program in biostatistics.

Students can enter the department from a variety of academic and professional backgrounds. Some applicants pursue a degree in biostatistics immediately following their undergraduate studies. For others, advanced studies in biostatistics are undertaken after completion of related medical or public health training or experience.

Prerequisites for the PhD program are advanced calculus and linear or matrix algebra. Students entering this program who have not taken the required master’s degree courses (or equivalent) are required to take these courses. The PhD degree normally requires three to four calendar years.

A PhD student enrolling in BIOS 510–511 (the first-year theory sequence), must take the MS theory exam upon completion of these courses. PhD students must take the PhD written examination in the summer following enrollment in BIOS 707, 710, and 711. This is a closed book examination. PhD students must also take an applied biostatistics examination in the summer following enrollment in the BIOS 706, 708, 709 sequence. This exam consists of the student analyzing a data set and preparing a written report. A full-time PhD student is expected to take and pass both qualifying exams by the end of the second year. The oral examination consists of a discussion by the student of a proposed thesis topic. Once the oral proposal has been presented and approved by the department faculty, the student may proceed with the dissertation research. When the dissertation is complete, the student defends it to the faculty at a public presentation. The PhD degree is conferred upon passing this examination, provided that the student has satisfied all other requirements of the program.

The Department of Biostatistics and Bioinformatics has two predoctoral programs. The first training program is titled Biostatistics in Genetics, Immunology, and Neuroimaging. This training program is based on the existing PhD degree program in biostatistics and the relevant degree programs in the Graduate Division of Biological and Biomedical Sciences (GDBBS) at Emory University: Genetics and Molecular Biology (GMB), Immunology and Molecular Pathogenesis (IMP), Neurosciences (NS), and Population Biology, Ecology, and Evolution (PBEE). The students will take the core biostatistics program, electives in biostatistics and their area of scientific concentration as well as participate in three laboratory rotations to enhance their applied experiences. The goal of the program is to produce research-oriented biostatisticians who are knowledgeable in an applied bioscience field with the ability to interface the science and statistics disciplines.

The second training program is in the area of environment biostatistics. The focus here is on the interaction between the following research themes: (a) statistical methods for environmental policy
(e.g., pertaining to setting and enforcing standards for priority pollutants, quantitative risk assessment, and assessments of environmental justice concerned with differential impacts of environmental exposures across sociodemographic groups); and (b) statistical methods in quantitative disease ecology (e.g., quantifying environmental impacts on vector-borne diseases and zoonoses such as rabies and Lyme disease, including investigations of the phylogeography or aption patterns of particular genetic strains of such diseases). The training program integrates these two main areas through course work and a “research rotation” for trainees. The program involves faculty from the following academic disciplines: biostatistics, environmental and occupational health, epidemiology, biology, and law.

The research activities of the faculty are diverse and include studies of national and international scope. Recently the department has gained attention for work on the mathematical modeling of infectious diseases, including work on AIDS, smallpox, and estimation of vaccine efficacy. Other current research areas include statistical genetics; sample survey design and analysis; discrete multivariate analysis; linear models; categorical data analysis; probability; statistical computing; bioinformatics; survival analysis; the design, management, and analysis of clinical trials; statistics of vector-borne and parasitic diseases; spatial statistics; as well as statistical issues related to cardiology, ophthalmology, neurology, breast cancer epidemiology, reproductive epidemiology, aging, and quality of life.

Courses

BIOS 506. Biostatistical Methods I. Credit, 4 hrs.
BIOS 508. Introduction to Categorical Data Analysis. Credit, 2 hrs.
BIOS 510. Probability Theory I. Credit, 4 hrs.
BIOS 511. Statistical Inference I. Credit, 4 hrs.
BIOS 520. Clinical Trials Methodology. Credit, 2 hrs.
BIOS 522. Survival Analysis Methods. Credit, 2 hrs.
BIOS 524. Introduction to Analytic Methods for Infectious Diseases. Credit, 2 hrs.
BIOS 531. SAS/S-Plus Programming. Credit, 2 hrs.
BIOS 550. Sampling Applications I. Credit, 2 hrs.
BIOS 551. Sampling Theory I. Credit, 2 hrs.
BIOS 560R. Current Topics in Biostatistics. Credit, variable
BIOS 590R. Seminar in Biostatistics. Credit, 1 hr.

BIOS 595R. Practicum. Credit, 0 hrs.
BIOS 597R. Directed Study. Variable credit.
BIOS 598R. Special Projects. Variable credit.
BIOS 707. Theory of Linear Models. Credit, 4 hrs.
BIOS 708. Categorical Data Analysis. Credit, 2 hrs.
BIOS 710. Probability Theory II. Credit, 4 hrs.
BIOS 711. Statistical Inference II. Credit, 4 hrs.
BIOS 722. Advanced Survival Analysis. Credit, 2 hrs.
BIOS 723. Stochastic Processes. Credit, 4 hrs.
BIOS 724. Analytic Methods for Infectious Disease Interventions. Credit, 2 hrs.
BIOS 726. Applied Multivariate Analysis. Credit, 2 hrs.
BIOS 737. Spatial Analysis of Public Health Data. Credit, 2 hrs.

BIOS 739. Longitudinal Data Analysis. Credit, 2 hrs.

BIOS 745R. Biostatistical Consulting. Credit, 1 hr.

BIOS 760R. Advanced Topics in Biostatistics. Variable credit.

BIOS 777. How to Teach Biostatistics. Credit, 1 hr.

BIOS 780R. Advanced PhD Seminar. Credit, 1 hr.

BIOS 790R. Advanced Seminar in Biostatistics. Credit, 1 hr.

BIOS 797R. Directed Study. Variable credit.

BIOS 798R. Special Projects. Variable credit.


Faculty

F. DuBois Bowman (PhD, University of North Carolina, 2000). Assistant Professor. Longitudinal data analysis; missing data; analysis methods in medical imaging studies.

Donna J. Brogan (PhD, Iowa State University, 1967). Emerita Professor. Sample survey methodology, particularly sampling designs and analytical implications.

John D. Carew (BS, University of Wisconsin-Madison, 2001; MS, 2003, PhD, 2006.) Assistant Professor.

Ying Guo (PhD, Emory University, 2004). Assistant Professor. Multivariate survival analysis; statistical imaging.

Michael J. Haber (PhD, Hebrew University, 1976). Professor. Categorical data analysis; statistical methods for infectious diseases and vaccine effects; interobserver agreement.

John J. Hanfelt (PhD, Johns Hopkins University, 1994). Associate Professor; Director of Graduate Studies. Genetic epidemiology; longitudinal data analysis; estimating functions; approximate likelihood theory.

Vicki Stover Hertzberg (PhD, University of Washington, 1980). Associate Professor. Categorical data analysis; clinical trials, reproductive epidemiology.

Yijian (Eugene) Huang (PhD, University of Minnesota, 1997). Associate Professor. Survival analysis; covariate measurement error; semi- and nonparametric inferences.

Brent Johnson (PhD, North Carolina State University, 2003). Assistant Professor. Statistical models of human exposures to chemical pollutants: HIV AIDS modeling; variable selection with censored outcomes.

Mary Kelley (PhD, University of Pittsburgh, 2004). Mental illness research; health outcomes research; schizophrenia research.

Michael H. Kutner (PhD, Texas A&M University, 1971). Rollins Professor and Chair of Biostatistics and Director of the Biostatistical Consulting Center. Clinical trials; regression diagnostics; linear statistical models; statistical education and collaboration.

Qi Long (PhD, University of Michigan, 2005). Rollins Assistant Professor. Causal inference, nonparametric regression methods, longitudinal data analysis, and missing data analysis.

Robert H. Lyles (PhD, University of North Carolina, 1996). Associate Professor. Measurement error models; prediction of random effects; missing/censored data problems; applications in environmental and HIV epidemiology.

Amita K. Manatunga (PhD, University of Rochester, 1990). Professor. Multivariate survival analysis; agreement studies; longitudinal analysis.

Limin Peng (PhD, University of Wisconsin, Madison, 2005). Rollins Assistant Professor. Development of semiparametric or nonparametric methods for censored data from clinical trials or epidemiology studies; cancer in vivo studies; prostate cancer and breast cancer research.
Morad Tighiouart (PhD, Florida State University, 1998). Research Assistant Professor. Dose toxicity Bayesian models in cancer phase I clinical trials; Bayesian generalized nonlinear mixed effects models to analyze prostate cancer patients; nonparametric Bayesian modeling of toxicity index in retrospect phase I clinical trials; and modeling time-varying covariate effects for multivariate survival data.

Lance A. Waller (PhD, Cornell University, 1992). Professor. Spatial statistics; Bayesian modeling; environmental statistics.

Tianwei Yu (BS, Tsinghua University, 1997; MS, 2000; MS, University of California, 2004; PhD, 2005). Assistant Professor. Expression array/SNP array analysis.

Jointly Appointed Faculty

Michael Epstein (PhD, University of Michigan, 2002). Assistant Professor, Department of Human Genetics, School of Medicine. Statistical genetics; derivation of new statistical methods to analyze discontinuous traits in humans.

W. Dana Flanders (MD, University of Vermont, 1977). Professor, Department of Epidemiology, Rollins School of Public Health. Quantitative epidemiology, methods.

Frank J. Gordon (PhD, University of Iowa, 1980). Associate Professor, Department of Pharmacology. Design and analysis of biological experiments.

Mark Overcash (BA, Davidson College, 1992). Deputy CIO, Research and Health Sciences. Adjunct Faculty, Department of Biostatistics. Public health and biomedical informatics.

Brani Vidakovic (PhD, Purdue University, 1992). Professor, Department of Biomedical Engineering. Multiscale methods, statistical methods in geophysics, turbulence, Bayesian decision theory.

Associate Faculty


George Cotsonis (MA, University of West Florida, 1978). Senior Associate. Statistical computing; consulting.

Kirk A. Easley (MS, East Tennessee State University, 1977; MA, Louisiana State University, 1981). Senior Associate and Associate Director, Biostatistical Consulting Center. Statistical applications in clinical research.

Lisa K. Elon (MPH, Emory University, 1997). Senior Associate. Sample survey analysis; biostatistics lab instructor.

Patrick D. Kilgo (BS, University of Georgia, 1996; MS, 1998). Senior Associate. Clinical trials design, statistical power calculations, data analysis.

Michael J. Lynn (MS, Mississippi State University, 1976). Senior Associate. Clinical trials; statistical applications in ophthalmology.

Azhar Nizam (MS, University of South Carolina, 1987). Senior Associate. Statistical education; statistical consulting.

Brian Schmotzer (MS, Case Western Reserve). Associate. Bioinformatics, statistical education.

Paul S. Weiss (MS, University of Michigan, Ann Arbor, 1996). Associate. Survey sampling design; research methodologies; statistical computing.

Rebecca Zhang (MS, Florida State University, 1990; MS, 1994). Senior Associate. Data management; statistical analysis.

Adjunct Faculty

Huiman X. Barnhart (PhD, University of Pittsburgh, 1992). Associate Professor. Department of Biostatistics and Bioinformatics, Duke University.


Carol A. Gotway Crawford (PhD, Iowa State University, 1989). Mathematical Statistician, National Center for Environmental Health, Division of Environmental Hazards and Health Effects, U.S. Centers for Disease Control and Prevention.


Andrew N. Hill (PhD, University of Canterbury [New Zealand], 1996). Instructor. Semiparametric methods; Markov models; epidemic theory; spatial spread of infectious diseases.

Taha A. Kass-Hout (MD, University of Texas Health Science Center at Houston, 1996). Informatics Specialist and Statistician, Google.

James L. Kepner (BS, Illinois State University, 1973; MS, University of Iowa, 1976; PhD, 1979). Adjunct Professor. American Cancer Society.

Andrzej S. Kosinski (PhD, University of Washington, 1990). Associate Professor, Department of Biostatistics and Bioinformatics, Duke University.


Barbara Massoudi (MPH, University of Pittsburgh, 1990). Adjunct Assistant Professor. RTI International.

William E. Morse Jr. (JD, Emory University, 1994). Chief Information Officer and Director, Information Services, Rollins School of Public Health, Emory University.

Rajan Patel (MCS, Rice University, 2002; PhD, Emory University, 2006). Adjunct Assistant Professor. Google.

Kenneth Portier (BS, Nicholls State University, 1973; MS, University of North Carolina at Chapel Hill, 1976; PhD, 1979). Adjunct Professor. American Cancer Society.

Philip H. Rhodes (PhD, Emory University, 1992). Mathematical Statistician, National Immunization Program, Epidemiology Surveillance Division, U.S. Centers for Disease Control and Prevention.

Glen A. Satten (PhD, Harvard University, 1985). Mathematical Statistician, National Center for Environmental Health, Divisions of Environmental Health Lab Sciences, U.S. Centers for Disease Control and Prevention.

Maya R. Sternberg (PhD, Emory University, 1996). Mathematical Statistician, National Center for HIV, STD, and TB Prevention, Division of Sexually Transmitted Diseases Prevention, U.S. Centers for Disease Control and Prevention.

Donna F. Stroup (PhD, Princeton University, 1980). Associate Director for Science, National Center for Chronic Disease Prevention and Health Promotion, U.S. Centers for Disease Control and Prevention.

G. David Williamson (PhD, Emory University, 1987). Director, Office of the Assistant Administrator of Health Sciences, Agency for Toxic Substances and Disease Registry.


Ming Yuan (BS, University of Science and Technology of China, 1997; MS, 2000; MS, University of Wisconsin, 2003; PhD, 2004). Adjunct Assistant Professor. Georgia Institute of Technology.
BUSINESS

Goizueta Business School

Address inquiries to the PhD program manager.

The doctoral program in business is designed to prepare the next generation of business academics—leaders whose research and teaching will influence future scholarship at the best business schools in the world. It seeks to help students conduct innovative and significant research, to publish in the top academic journals of their fields, and to teach bright students effectively and passionately. Students can specialize in one of five areas—accounting, finance, information systems, marketing, or organization and management. Although the program is organized by areas of specialization, scholarly exchanges and collaboration across disciplines is encouraged.

Degree Requirements

The academic year at Emory University consists of three semesters (fall, spring, and summer) of thirteen weeks each. Doctoral courses are offered primarily in the fall and spring, but students can take summer courses according to personal interests and needs. Students are expected to take the Economics Quantitative Methods course during the summer before their first full academic year. In addition, students are required to write research papers, participate in a teaching development program, and complete a dissertation. Core doctoral course work (which includes required and elective courses) proceeds for two years (four semesters). Students take eight courses per year and are also expected to participate in research projects, colloquia, and other scholarly activities in their respective areas.

Facilities for Study and Research

Doctoral students in business have access to a collection of more than 2.9 million volumes located throughout all of Emory’s campus libraries, and virtual access to more than 200 cross-disciplinary desktop electronic sources. The Emory University library system is among the top 25 library systems in the nation and provides access to hundreds of database collections of full-text and abstract documents, bibliographic citations, and numeric data. Many of these databases are accessible through the University’s Information Gateway. Housed within the main library (Woodruff) is the Goizueta Business Library, whose staff, as well as print and electronic resources, are tied directly to the school’s student and faculty research, learning, and teaching needs. Doctoral students also have access to the holdings of the GETS (University of Georgia, Emory, Georgia Tech, and Georgia State University) consortium of libraries, expanding resource access beyond the boundaries of the Emory campus.

The Goizueta Business Library’s collection includes more than 8,000 business print titles and numerous specialized business databases, all directly linked to Goizueta’s teaching and research. Electronic journal gateways provide virtual access to an impressive collection of accounting, finance, information systems, marketing, and management-related academic research publications. These include JSTOR, Inform, ISI Web of Knowledge, Journals@OVID, Science Direct and Wiley. The Goizueta Business Library team offers a number of services exclusively for the school’s doctoral students, including a personalized “Table of Contents” alerting service, an electronic “Working Papers” series, and individualized one-on-one research consultation and training opportunities.

The Information Services department of the Goizueta School offers access to a number of key databases, including COMPUSTAT, CRISP, IBES, SDC, and insider trading databases. The IS depart-
ment offers support for the management of databases, electronic data gathering for the development of custom databases for specific research questions, computation and simulation of specific models, and programming. Faculty and doctoral students requiring heavy computational assistance have access to a dedicated COMPAQ Alpha research computer running the UNIX operating system. SAS, STATA, SPSS, and other statistical and simulation applications are available in desktop and/or mainframe versions. The school also houses a Computer Information Center with a full-time professional staff, networked computers, laser printers, web development PCs, and multimedia development hardware.

Goizueta offers researchers an opportunity to showcase groundbreaking research through Knowledge@Emory, an online resource for businesses and thought leaders internationally. Information is catalogued and integrated with the Knowledge@Wharton website. Knowledge@Emory articles feature analysis of current business trends, interviews with industry leaders and Emory faculty, articles on the most recent business research, book reviews, and conference and seminar reports.

Courses

701. Survey of Business Research Methods. Swaminathan; credit, 4 hrs.
702. Multivariate Statistics. Easton; credit, 4 hrs.
703. Theory Construction. Faculty; credit, 4 hrs.
704. Teaching Business. Epstein; credit, 2 hrs.
710. Accounting Research Foundations. Waymire; credit, 4 hrs.
711. Market-Based Accounting Research. Barton; credit, 4 hrs.
712. Reporting and Disclosure Research. Pownall; credit, 4 hrs.
713. Judgment and Decision-Making Research in Accounting. Kadous; credit, 4 hrs.
714. Accounting and the Nature of the Firm. Tovry; credit, 4 hrs.
792R. Special Topics in Accounting. Faculty; credit, 2 hrs.
794R. Special Topics in Accounting. Faculty; credit, 4 hrs.
731. Micro Organizational Behavior. Worline; credit, 4 hrs.
732. Macro Organizational Behavior. Perry-Smith; credit, 4 hrs.
733. Micro Organization Theory. Drazin; credit, 4 hrs.
734. Macro Organization Theory. Kazanjian; credit, 4 hrs.
735. Micro Strategic Management. Makadok; credit, 4 hrs.
736. Macro Strategic Management. Roberts; credit, 4 hrs.
792R. Special Topics in Organization and Management. Faculty; credit, 2 hrs.
794R. Special Topics in Organization and Management. Faculty; credit, 4 hrs.
740. Foundations of Marketing. Sheth; credit, 4 hrs.
741. Marketing Strategy I. S. Bharadwaj; credit, 4 hrs.
742. Marketing Strategy II. Jap; credit, 4 hrs.
743. Customer Management. Hamilton; credit, 4 hrs.
744. Empirical Models in Marketing. Bowman; credit, 4 hrs.
Professors

Maryam Alavi (PhD, Ohio State University, 1978). Lucy and John Cook Professor of Information Strategy. Knowledge management; technology-mediated learning; e-business systems and process design.

Lawrence Benveniste (PhD, University of California at Berkeley, 1975). Asa Griggs Candler Professor of Finance; Dean. Initial public offerings of equity; credit scoring and valuation of sub-prime loans; portfolios; securitization.

Douglas Bowman (MBA, University of Western Ontario, 1987; PhD, University of Pennsylvania, 1993). Associate Professor of Marketing. Marketing strategy; marketing models; customer behavior.

Tarun Chordia (MBA, Tulane University, 1987; PhD, University of California at Los Angeles, 1993). Professor of Finance. Asset pricing; market micro-structure; financial institutions.

Robert Drazin (PhD, University of Pennsylvania, 1982). Professor of Organization and Management. Organization design; innovation; creativity.

Al Hartgraves (MAcct, University of South Carolina, 1968; PhD, Georgia State University, 1973). Professor of Accounting. Financial reporting and cost management.

Narasimhan Jegadeesh (MBA, Indian Institute of Management, Ahmedabad, India, 1980; PhD, Columbia University, 1987). Dean’s Distinguished Chair in Finance. Investments, futures and options; fixed-income markets.

Robert K. Kazanjian (MBA, University of Pennsylvania, 1975; PhD, 1983). Professor of Organization and Management. Growth and development of technology-based new ventures; management of technology in large, complex organizations; strategy implementation and large-scale strategic change.

Consuelo L. Kertz (JD, Emory University, 1975). Professor of Accounting. Impact of federal tax policy on exempt organizations; executive compensation; tax and intellectual property problems created by university-industry financial ties.

Benn R. Konsynski (PhD, Purdue University, 1976). George S. Craft Professor of Decision and Information Analysis. Electronic data interchange (EDI); channel systems; electronic integration; information partnerships; digital commerce.

Grace Pownall (MBA, University of Chicago, 1983; PhD, 1985). Professor of Accounting. Information and global capital markets; voluntary disclosure incentives and practices; international accounting.

Michael J. Prietula (PhD, University of Minnesota, 1985). Professor of Decision and Information Analysis. Human expertise as a corporate resource; managerial and design issues in security, risk, and control of technologies; studying effects and roles of advanced technologies in organizations and society.
Jay A. Shanken (PhD, Carnegie-Mellon University, 1983). Goizueta Chair in Finance. Theory and testing of asset-pricing models and market efficiency; predictability of stock returns; asset allocation and portfolio management; investment performance evaluation; Bayesian econometrics.

Jagdish N. Sheth (MBA, University of Pittsburgh, 1962; PhD, 1966). Kellstadt Professor of Marketing. Marketing theory; global competitive strategy; relationship marketing; demographics.

Rajendra K. Srivastava (MBA, University of Pittsburgh, 1978; PhD, University of Pittsburgh, 1979). Goizueta Chair in Marketing and Digital Commerce. Impact of market-based assets and customer relationship management processes on shareholder value; e-Marketing and Branding on the Internet; brand management, brand equity, and marketing strategy; ROI on marketing; strategies for driving shareholder value; corporate performance metrics.

Anand Swaminathan (PhD, University of California, Berkeley, 1993). Organizational theory and strategy, industry evolution, innovation and competition.


Gregory B. Waymire (MBA, University of Chicago, 1980; PhD, 1984). Asa Griggs Candler Professor of Accounting. Corporate disclosure and investor relations; accounting history; equity valuation.

Associate Professors

Jan J. Barton (PhD, University of Alabama, 1998). Assistant Professor of Accounting. Quality of earnings; financial reporting and disclosure policy; equity valuation and risk assessment.

Maura Belliveau (PhD, University of California, Berkeley, 1993). Theories of justice and social capital to understand gender and diversity in organizations, career attainment, and pay equity.

Elliot Bendoly (MBA, Indiana University, 1999; PhD, 2001). Assistant Professor of Decision and Information Analysis. Organizational behavior issues in inventory and resource allocation decisions; operational/organizational constraints on ERP and extended-enterprise technologies.

Anandhi Bharadwaj (PGDRM, Indian Institute of Rural Management, 1985; PhD, Texas A&M University, 1994). Associate Professor of Decision and Information Analysis. Organizational impacts of information technology; business value of IT; Internet commerce; effects of knowledge management technologies.

Sundar G. Bharadwaj (PGDRM, Institute for Rural Management, 1985; PhD, Marketing, Texas A&M University, 1994). Associate Professor of Marketing. Sources of sustainable competitive advantage; relationship marketing; managing customers profitably; marketing strategy making; creativity in marketing strategy; organizational learning and learning mechanisms; digitization of selling activities; managing underperforming customers.

Jeffrey A. Busse (MBA, University of Chicago, 1992; PhD, New York University, 1998). Associate Professor of Finance. Investments; mutual funds.

Ramnath K. Chellappa (PhD, University of Texas at Austin, 1997). Associate Professor of Decision and Information Analysis. Digital product pricing and piracy; economics of personalization and privacy; electronic markets and U.S. airline pricing; management of information security and privacy; alliances and standards formation in software industries.

Russell W. Coff (PhD, University of California at Los Angeles, 1993). Associate Professor of Organization and Management. Sustainable competitive advantage; managing knowledge-based assets; mergers and acquisitions; corporate diversification.

George S. Easton (PhD, Princeton University, 1985). Associate Professor of Decision and Information Analysis. The impact of quality management on corporate performance; the development of quality management systems; strategic and business planning; robust estimation; graphical methods for high dimensional exploratory data analysis.
T. Clifton Green (PhD, New York University, 1999). Associate Professor of Finance. Investments; market microstructure; fixed income securities.

Kathryn Kadous (PhD, University of Illinois, 1996). Associate Professor of Accounting. Judgment/decision making in auditing, financial accounting, managerial accounting.

Edgar W. Leonard (MBA, Oklahoma State University, 1973; PhD, 1978). Associate Professor of Marketing. Marketing strategy; marketing planning; marketing performance; marketing research.

Richard Makadok (MBA, University of Pennsylvania, 1991; PhD, 1994). Associate Professor of Organization and Management. Strategic management; creation of competitive advantage; resource-based view; information economics; time-series econometrics; mutual fund industry; airline industry.

Richard D. Metters (MBA, Duke University, 1989; PhD, University of North Carolina at Chapel Hill, 1993). Associate Professor of Decision and Information Analysis. Service operations; inventory management.

Shehzad L. Mian (PhD, University of Rochester, 1986). Associate Professor of Finance. Corporate finance; investments and international finance; corporate control; risk management.

Michael I. Parzen (DS, Harvard University, 1993). Associate Professor of Decision and Information Analysis. Statistical science (methods of analysis with missing data, resampling, and nonparametric regression), biostatistical science (repeated measures studies, survival analysis, and clinical trials).

Peter W. Roberts (PhD, University of Alberta, 1996). Associate Professor of Organization and Management. Relationships between innovation and firm-level performance; intangible assets in evolution of firm performance; organizational reputation and identity.

James D. Rosenfeld (MBA, Columbia University, 1967; PhD, New York University, 1981). Associate Professor of Finance. Portfolio management; security analysis; financial management.

Jeffrey A. Rosensweig (PhD, Massachusetts Institute of Technology, 1985). Associate Professor of Finance. Business strategy in a global economy; global economic trends and linkages; international finance.

Sriram Venkataraman (PhD, Cornell University). Assistant Professor of Marketing. Business-to-business relationship management; channels of distribution; supply chain management; e-procurement; online reverse auctions.

Assistant Professors

Klaas Baks (PhD, University of Pennsylvania, 2002). Assistant Professor of Finance. Investment management; mutual funds; econometrics; venture capital.

Marcus Butler (MBA, Texas A&M University, 1990; PhD, University of Chicago). Assistant Professor of Accounting. Corporate restructuring; valuation; financial reporting; and capital market effects of disclosure.

Peter Demerjian (PhD, University of Michigan, 2007). Assistant Professor of Accounting. Debt and earnings quality; financial ratio analysis, debt contracts and bankruptcy.

Kira Fabrizio (MS, Business Administration, University of California at Berkeley, 2002; PhD, 2005). Assistant Professor of Organization and Management. Strategic management, innovation and firm performance; knowledge transfer; intellectual property rights policy.

Amit Goyal (MBA, Indian Institute of Management Ahmedabad, 1995; PhD, University of California at Los Angeles, 2002). Assistant Professor of Finance. Portfolio optimization; volatility dynamics.

Gary Hecht (PhD, University of Illinois at Urbana-Champaign, expected 2004). Assistant Professor of Accounting. Judgment and decision making of accounting professionals and users of accounting information.

Giuseppe Labianca (PhD, Pennsylvania State University, 1998). Assistant Professor of Organization and Management. Attitudes in workplace social networks; the role of cognition in organizational change.
Dimitri Kapelianis (PhD, Arizona State University, 2004). Assistant Professor of Marketing. Relationships in business markets; competitive strategy; complex sales.

Jill E. Perry-Smith (MBA, Pepperdine University, 1991; PhD, Georgia Institute of Technology, 2002). Assistant Professor of Organization and Management. Creativity within the business context; work-life initiatives; informal social networks.

Eve D. Rosenzweig (PhD, University of North Carolina at Chapel Hill, 2002). Assistant Professor of Decision and Information Analysis. Supply chain strategy; global business-to-business (B2B) operations; empirical research methods.

Ashish Sood (MBA, Nanyang Technological University, Singapore, 2000; PhD, University of Southern California, 2005). Assistant Professor of Marketing. Radical innovation and technology management; new product growth and market entry; financial analyses.

Krishnamurthy Subramanian (MBA, Indian Institute of Management, Calcutta, 1999; MBA, University of Chicago, 2005; PhD 2005). Assistant Professor of Finance. Corporate finance and corporate governance; organizational economics; liquidity risk in bond markets.

Alberto Sa Vinhas (PhD, INSEAD [France], 2001). Assistant Professor of Marketing. Business-to-business marketing; forward integration; marketing strategy under uncertainty; E-commerce; supply-chain management; international marketing.

William Tayler (PhD, Cornell University, 2007). Choice of performance measures or strategic initiatives, affect the use and weighting of information in later judgments.

Kristy Lynne Towry (MBA, Texas A&M, 1988; PhD, University of Texas at Austin, 2002). Assistant Professor of Accounting. Managerial accounting, internal audit, behavioral economics.

Sriram Venkataraman (PhD, Cornell University, expected 2004). Assistant Professor of Marketing. Empirical industrial organization, classical and Bayesian analysis of household purchase behavior, dynamic structural models, channel choice, category management, and the hospitality and entertainment industry.

Xue Wang (PhD, University of Chicago, 2005). Assistant Professor of Accounting. Executive compensation corporate governance and securities regulation.

Monica C. Worline (PhD, University of Michigan, 2003). Assistant Professor of Organization and Management. Organizational strengths, relationships and relational practice, multi-method research.
Graduate students in the Department of Chemistry can elect to follow programs in any of the major divisions of chemistry: Biomolecular, Inorganic, Organic, and Physical (Theoretical and Experimental). In addition, students can pursue interdivisional studies involving collaborative work among two or more divisions. The interests of the faculty and the flexibility of the program permit students to work in a variety of areas beyond the boundaries of the “classical” categories of chemistry. Individual course and research programs may extend into fields as diverse as pharmacology, biochemistry, neuroscience, computer science, environmental studies, and public health. The department requires that all applicants take the general Graduate Record Examination (GRE). The GRE subject test and knowledge of a foreign language are not required. Students whose first language is not English must submit either TOEFL or IELTS scores. All candidates accepted into our program are offered financial support through teaching and research assistantships. Typically, students working toward the PhD degree must complete a minimum of nine courses plus seminars and directed study. Students usually take five courses the first year: three in the first semester and two in the second. Some of these courses can be taken in other departments such as biochemistry, physics, or mathematics and computer science. Entering students participate in the research rotations program, which allows them to explore research activities in two or three different laboratories before selecting their doctoral adviser. In the fall semester of the second year, the student will present a written and oral Second Year Report before an appointed faculty committee of three members. Following this exam, students will be evaluated as to their status in the PhD program. Additional PhD requirements include that students must pass cumulative examinations in their field of study, present a literature seminar and an original research proposal, as well as submit and defend a doctoral dissertation based on their research. Typically, PhD candidates in our program complete their degree in five years.

Courses

504. Research Rotations. Credit, 4 hrs.
511. Foundations of Computational Chemistry. Credit, 4 hrs.
521. Advanced Organic Chemistry I. Credit, 4 hrs.
522. Advanced Organic Chemistry II. Credit, 4 hrs.
523. Advanced Organic Chemistry III. Credit, 4 hrs.
524. Spectroscopy in Organic Chemistry. Credit, 4 hrs.
531. Introduction to Molecular Quantum Mechanics. Credit, 4 hrs.
532. Advanced Physical Chemistry II. Credit, 4 hrs.
533. Thermodynamics, Kinetics, and Modeling. Credit, 4 hrs.
534. Advanced Physical Chemistry IV. Credit, 4 hrs.
536. Advanced Physical Chemistry V. Credit, 4 hrs.
551. Advanced Inorganic Chemistry I. Credit, 4 hrs.
552. Advanced Inorganic Chemistry II. Credit, 4 hrs.
553. Advanced Inorganic Chemistry III. Credit, 4 hrs.
571. Biomolecular Chemistry. Credit, 4 hrs.
573. Biotechnology in Chemistry. Credit, 4 hrs.

723. Special Topics in Physical Biochemistry. Credit, 4 hrs.

729. Topics in Synthetic Organic Chemistry. Credit, 4 hrs.

729R. Special Topics in Organic Chemistry. Credit, 4 hrs.

736. Biophysical Chemistry. Credit, 4 hrs.

751. Advanced Inorganic Chemistry II. Credit, 4 hrs.

752. Structure Determination. Credit, 4 hrs.

753. Inorganic Materials. Credit, 4 hrs.

756. Inorganic Biochemistry. Credit, 4 hrs.

791R. Analytical BioMolecular Seminar. Credit, 1 hr.

792R. Inorganic Seminar. Credit, 1 hr.

793R. Organic Seminar. Credit, 1 hr.

794R. Physical Seminar. Credit, 1 hr.

797R. Directed Study. Faculty; variable credit.

798. Research and Evaluation in Chemistry. Credit, 4 hrs.

799R. Advanced Research. Faculty; variable credit.

Professors

Joel M. Bowman (PhD, California Institute of Technology, 1974). Samuel Candler Dobbs Professor of Theoretical Chemistry. Theoretical, Computational.

Vince P. Conticello (PhD, Northwestern University, 1990). Biological Chemistry, Biophysical, Materials.

Huw Davies (Ph. D, University of East Anglia, England, 1980.)

Michael C. Heaven (PhD, University of London, 1979). Experimental Chemical Physics, Experimental Physical Chemistry.

Craig L. Hill (PhD, Massachusetts Institute of Technology, 1975). Goodrich C. White Professor of Inorganic Chemistry. Inorganic, Nanoscience, Catalysis, Medicinal.

Myron Kaufman (PhD, Harvard University, 1965). Environmental, Materials.


Dennis C. Liotta (PhD, City University of New York, 1974). Samuel Candler Dobbs Professor of Chemistry. Medicinal, Neurochemistry, Bioorganic, Synthetic Organic, Antiviral Chemistry, Theoretical/Computational.

David G. Lynn (PhD, Duke University, 1977). Asa Candler Griggs Professor of Biological Chemistry and Department Chair. Analytical, Bioorganic, Biophysical, Environmental, Innovations, Materials, Medicinal, Neurochemistry.

Frank McDonald (PhD, Stanford University, 1990). Medicinal, Organometallic, Synthetic Organic.


Associate Professors


James Kindt (PhD, Yale University, 1999). Physical Chemistry, Theoretical/Computational, Biophysical.

Stefan Lutz (PhD, University of Florida, 1999). Biological Chemistry, Biophysical, Bioorganic.
Assistant Professors

Simon Blakey (PhD, University of Cambridge, 2002). Synthetic Organic, Organic, Organometallic.

Cora MacBeth (PhD, University of Kansas, 2001). Bioinorganic, Organometallic, Environmental, Materials.


Adjuncts

Xiaodong Cheng (PhD, State University of New York at Stony Brook). Professor of Biochemistry; adjunct appointment in Chemistry. Medicinal, Biophysical.

Dale E. Edmondson (PhD, University of Arizona, 1970). Professor of Biochemistry, Department of Biological and Biomedical Sciences; adjunct appointment in Chemistry. Physical Biochemistry, Medicinal, Biophysical.

Shuming Nie (PhD, Northwestern University, 1989). Biomedical Engineering.

P. Barry Ryan (PhD, Wesleyan University, 1979). Department of Environmental and Occupational Health, Rollins School of Public Health; adjunct appointment in Chemistry. Analytical, Environmental, Innovations in Education.

Emeritus


Keiji Morokuma (PhD, Kyoto University, 1963). William Henry Emerson Professor of Theoretical Chemistry. Theoretical/Computational.

M. C. Lin (PhD, University of Ottawa, 1965). Physics, Materials.
The Atlanta Clinical and Translational Science Institute (ACTSI), in collaboration with the Emory University School of Medicine, the Rollins School of Public Health, and the Woodruff Health Sciences Center, offers a master of science in clinical research (MSCR) through the Graduate School. The goal of this degree is to provide the educational background to trainees interested in careers in clinical and/or translational research. The MSCR program includes both didactic and mentored research training. Trainees include physicians and other doctoral scientists (PhD-level scientists) who need and desire the analytic and related skills for clinical investigation. It addresses the national shortage of skilled clinical and translational investigators. The program also supports training of Emory medical students (MD/MSCR track) and PhD students (PhD/MSCR track).

The program provides training in analytic and statistical reasoning; clinical trial protocol design for both interventional and observational studies, hypothesis development, data collection and management, analytic epidemiology, bioinformatics, legal, ethical, social and regulatory issues related to clinical research, community engagement and health disparities in clinical research, and scientific and grant writing.

MSCR program directors include Henry M. Blumberg, professor of medicine (infectious diseases) and epidemiology (director of the ACTSI Research Education, Training and Career Development [RETCD] program), John R. Boring III, Department of Epidemiology, Rollins School of Public Health, and John E. McGowan Jr. Professor of Medicine (infectious diseases) and professor of epidemiology, Rollins School of Public Health. The MSCR degree program is supported by the ACTSI through a National Institutes of Health Clinical and Translational Science Award.

To learn more about the admission process and availability of support, contact Cheryl Sroka, program coordinator, Master of Science in Clinical Research Program, 404.727.5096; csroka@emory.edu; or visit the program’s website, www.actsi.org/retcd.
Requirements
The MSCR degree is designed for physicians, PhD level scientists, Emory medical students, and PhD students who are committed to a career encompassing clinical and/or translational research. Applications are reviewed by an executive committee and selected on the basis of academic qualifications, departmental recommendations, diversity, and multidisciplinary background.

The MSCR program requires the completion of twenty-eight semester hours of academic credit. This includes in-class didactic study and a research thesis. Students must have adequate protected time; full-time students normally devote approximately forty hours per week for class-related activities (class time, homework assignments) during the first year when didactic courses are taken. For most, a period of two years is adequate to complete this program. Didactic course work is scheduled in late afternoons to facilitate the study by those with other commitments; one year is necessary to complete the didactic courses. However, time in year two is generally needed to complete the mentored thesis and grant writing course product.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
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<tbody>
<tr>
<td>EPI 530M</td>
<td>Analytic Methods for Clinical Research</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EPI 533M</td>
<td>Data Management for Clinical Research</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EPI 761M</td>
<td>Introduction to Clinical Research Medicine</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>BIOS 500M</td>
<td>Biostatistics for Clinical Research</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>EPI 534M</td>
<td>Analytic Methods for Clinical Research</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EPI 536M</td>
<td>Analysis of Clinical Research Data</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EPI 592M</td>
<td>Clinical Research Colloquium</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EPI 593M</td>
<td>Ethical, Legal, and Social Issues of Responsible Clinical Research</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>BIOS 509M</td>
<td>Fundamentals of Bioinformatics</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>BIOS 520</td>
<td>Clinical Trial Design and Analysis</td>
<td>1 hr.</td>
</tr>
<tr>
<td>EPI 591M</td>
<td>Community Engagement and Health Disparities in Research</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EPI 594M</td>
<td>Grant Writing</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>EPI 599M</td>
<td>Research</td>
<td>4 hrs.</td>
</tr>
</tbody>
</table>
The Department of Comparative Literature at Emory offers PhD students a comprehensive curriculum leading to teaching and scholarship in literary disciplines across national traditions and in the theoretical and critical exploration of literature and language. Teaching faculty are drawn from surrounding departments throughout the University, with a variety of literatures and related disciplines represented in the department. The emphasis of the department reflects the primary goals of comparative literature: the comparison of literatures in languages across national boundaries and the engagement in theoretical explorations across disciplinary boundaries such as psychoanalysis and philosophy. The department also recognizes the crucial significance of engaging “languages” that are more broadly defined, including, for instance, those languages or symbolic systems that are central to developments in the sciences and in technology. The department thus encourages innovative theoretical reflection across linguistic and disciplinary boundaries, while at the same time grounding the work of comparison in theoretical rigor and in close reading, that is, in a vigilant attention to the intricacies of language.

Comparative literature at Emory reflects the strengths of a distinguished group of faculty nationally recognized for their literary scholarship as well as for their theoretical expertise. Particular emphasis is placed on training in close reading and in literary theory. Students choose a focus in at least two national literary traditions, as well as an area of theoretical or conceptual interest. Candidates are encouraged to pursue theoretical interests in one or more of the six areas that cross disciplinary boundaries: (1) Trauma, Psychoanalysis, and Testimony; (2) Comparative Literature and Religion; (3) Politics and Global Culture; (4) Literature, Technology, and Human/Post-Human Studies; and (5) Literature and Philosophy. These fields represent the scholarly research of the Comparative Literature faculty as well as the interdisciplinary emphasis of the University. Students who wish to pursue in-depth training in a particular literary tradition may study toward certificates in English, French, and Spanish. Certificates also are offered in philosophy and women’s studies and there is the additional option of a minor in psychoanalytic studies, which provides courses in both the University and in the Psychoanalytic Institute.

The PhD Program in Comparative Literature
The curriculum in Comparative Literature provides for the study of at least two national literatures and a set of theoretical or philosophical areas of interest. Students are asked to focus on (1) a range of literatures in the form of at least one primary and one secondary body of literature representing different traditions; (2) a set of defined theoretical, critical, and/or historical areas of inquiry that are pursued within the framework of a student’s designated literatures, and (3) at least two different historical periods within the bodies of literatures in which they are working. As well as the standard comparative literature option, which allows maximum flexibility, students are encouraged to consider pursuing a certificate program in another department. All students are required to demonstrate excellence in one foreign language and a good reading knowledge in a second foreign language.
Certificates in Comparative Literature for PhD Candidates in Other Degree Programs

The Certificate in Comparative Literature is available to all students involved in other PhD degree programs. The certificate option allows students to combine their disciplinary studies with literary and theoretical issues in comparative literature. General requirements for the certificate include incorporation of comparative literature into all levels of the degree, including course work, exams, and the dissertation. Specific requirements are demanded for the certificate in combination with the PhD in English, French, or Spanish as well as in the Institute of the Liberal Arts, the Institute for Women’s Studies, and the Department of Philosophy (see the Comparative Literature Handbook). Students in other PhD programs may consult with the director of graduate studies in Comparative Literature to determine guidelines in association with their departmental requirements.

Courses

Students are required to take the core course “Literary Theories” as well as “The Teaching of Literature.” Other courses are chosen according to the guidelines of their selected course of study as outlined above. The courses offered through Comparative Literature are provided by the core faculty, who offer regular courses on a rotating basis, as well as the associated faculty; students also may choose courses outside of Comparative Literature as appropriate to their fields of study.

Required Courses

**Literary Theories:** An introduction to literary theoretical thinking, focusing on twentieth-century structuralism, poststructuralism, and contemporary theory. (credit, 4 hrs.)

**The Teaching of Literature:** A seminar in pedagogy that prepares graduate students to teach comparative literature to undergraduates, consisting of a seminar in the fall or spring of the student’s first year in the program and followed by a workshop in the student’s first teaching semester the following term. Topics in the seminar include teaching poetry, teaching literature in translation, teaching novels, teaching literary theory, and teaching film. (credit, 4 hrs.)

**Judgment and Forgiveness: Art and Acts of Justice.** Felman; credit, 4 hrs.

**Literature, Film, and Justice.** Felman; credit, 4 hrs.

**Testimony: Crises of Witnessing in Literature, Psychoanalysis, and History.** Felman; credit, 4 hrs.

**Introduction to Freud: The Invention of Psychoanalysis.** Felman; credit, 4 hrs.

**Readings in Lacan: The Reinvention of Psychoanalysis.** Felman; credit, 4 hrs.

**Postmodern Literature.** Johnston; credit, 4 hrs.

**Literature and Beginnings.** Caruth; credit, 4 hrs.

**New European Literature.** Bammer; credit, 4 hrs.

**Topics in German Literature: German Modernism.** Aue; credit, 4 hrs.

**Western and Russian Postmodernism.** Epstein; credit, 4 hrs.

**Enlightenment to Romanticism: Origins of (Post)Modern History.** Aue; credit, 4 hrs.

**Postcolonial Literature and Culture.** Bahri; credit, 4 hrs.

**The Oedipus Myth.** Lang; credit, 4 hrs.

**From Romanticism to Realism.** Reed; credit, 4 hrs.

**Theories of Subjectivity.** Judovitz; credit, 4 hrs.

**French Hegel.** Bennington; credit, 4 hrs.

**Kant.** Bennington; credit, 4 hrs.

**Derrida.** Bennington; credit, 4 hrs.
Philosophy of the Cynic: Ancient and Modern. Branham; credit, 4 hrs.
Levinas. Robbins; credit, 4 hrs.
Blanchot. Robbins; credit, 4 hrs.
Biblical and Philosophical Hermeneutics. Robbins; credit, 4 hrs.
Philosophical Responses to the Holocaust. Robbins; credit, 4 hrs.
Augustine: Language, Memory, Exegesis. Robbins; credit, 4 hrs.
Jean-Francois Lyotard: Silence, Affect, Writing. Nouvet; credit, 4 hrs.
Aesthetics of the Visible. Judovitz; credit, 4 hrs.
Literature, Trauma, and Culture. Caruth; credit, 4 hrs.
Literature and the Life Drive. Caruth; credit, 4 hrs.
The Writings of Paul de Man. Caruth; credit, 4 hrs.
Global Culture and the Future of the Humanities. Epstein; credit, 4 hrs.

Formalism, Bakhtinianism, Structuralism. Epstein; credit, 4 hrs.
Literature, Consciousness, Cognitive Science. Johnston; credit, 4 hrs.
Literature and Media Theory. Johnston; credit, 4 hrs.
Science, Technology, and Literature. Johnston; credit, 4 hrs.
Queer Theory. Jordan; credit, 4 hrs.
Literature and/as Psychoanalysis. Marder; credit, 4 hrs.
Barthes. Lang; credit, 4 hrs.
Virtual Bodies: Anatomy, Technology, and Metaphysics. Judovitz; credit, 4 hrs.
Bakhtin Among the Disciplines. Reed; credit, 4 hrs.
Benjamin’s French Corpus. Marder; credit, 4 hrs.
Global Cultures. Bahri; credit, 4 hrs.
Reading/Writing the Passion. Nouvet; credit, 4 hrs.

Team-taught Interdisciplinary Seminars Offered on a Regular Basis

e-Limiting Literature and Religion. Credit, 4 hrs.
Introduction to Psychoanalytic Studies. Credit, 4 hrs.

Interdisciplinary Approaches to Trauma. Credit, 4 hrs.

Courses Cross-listed with Comparative Literature and Offered on a Regular Basis

The Language of Modern French Thought. Bennington; cross-listed with French; credit, 4 hrs.
Foucault: Disputed Questions. Flynn; cross-listed with Philosophy; credit, 4 hrs.
Husserl. Carr; cross-listed with Philosophy; credit, 4 hrs.
Aesthetics and Hermeneutics. Makreel, cross-listed with Philosophy; credit, 4 hrs.
History and Hermeneutics. Makreel, cross-listed with Philosophy; credit, 4 hrs.
Postcolonialism and Postmodernism. Willet, cross-listed with Philosophy; credit, 4 hrs.
Third Wave Critical Theory. Willet, cross-listed with Philosophy; credit, 4 hrs.

Sex, Race, and Gender in Philosophy, Literature, and Film. Willet, cross-listed with Philosophy; credit, 4 hrs.
Virtual Bodies: Anatomy, Technology, Metaphysics. Judovitz; credit, 4 hrs.
The Rhetoric of Fragmentation: Representing Subjective Experience in Modernity. Goodstein, cross-listed with the ILA; credit, 4 hrs.
Romantic Agencies. White, cross-listed with English; credit, 4 hrs.
Romantic Fragments. White, cross-listed with English; credit, 4 hrs.
Sex in the Nineteenth Century. Marder, cross-listed with French; credit, 4 hrs.
Guilty Consciences. Lang; cross-listed with French; credit, 4 hrs.

Memory and Modernity. Bammer; cross-listed with the ILA; credit, 4 hrs.

Nations and Nationalism. Bammer; cross-listed with the ILA; credit, 4 hrs.

Plantation Americas. Loichot; credit, 4 hrs.

Caribbean Fiction and Theory. Loichot; credit, 4 hrs.

Semiotics and Poetics. Epstein; cross-listed with the ILA; credit, 4 hrs.

Core Faculty

Maximilian Aue (PhD, Stanford University, 1973). Associate Professor of German Studies. German modernism; fin de siècle Vienna; the experimental novel; romanticism.

Deepika Bahri (PhD, Bowling Green State University, 1992). Associate Professor of English. Postcolonial and multicultural studies; fiction; eighteenth-century studies.

Angelika Bammer (PhD, University of Wisconsin-Madison, 1982). Associate Professor of German; Graduate Institute of the Liberal Arts. Twentieth-century literature and culture; critical and feminist theory; film; colonial/postcolonial theory.

Geoffrey Bennington (PhD, Oxford University, 1984). Chair, Department of Comparative Literature; Asa G. Candler Professor of Modern French Thought. Modern French literature and thought; eighteenth-century novel; literary theory.

Bracht Branham (PhD, University of California at Berkeley, 1983). Professor of Classics and Comparative Literature. The Cynics; Petronius; literary theory; Bakhtin.

Cathy Caruth (PhD, Yale University, 1988). Winship Distinguished Professor of Comparative Literature and English. British and German romanticism; literary theory; psychoanalytic writing; trauma theory.

Mikhail Epstein (PhD, Moscow State University, 1990). Samuel Candler Dobbs Professor of Cultural Theory and Russian Literature. Russian literature and intellectual history; contemporary philosophical and religious thought.

Shoshana Felman (PhD, University of Grenoble, 1970). Woodruff Professor of Comparative Literature and French. Nineteenth- and twentieth-century French and comparative literature; psychoanalysis; philosophical approaches to literature; trauma and testimony; law and finance.

John Johnston (PhD, Columbia University, 1984). Professor of English. Modern and postmodern fiction and poetry; critical theory.

Dalia Judovitz (PhD, Johns Hopkins University, 1979). National Endowment for the Humanities Professor of French and Italian. Seventeenth-century French philosophy and literature; literary theory.

Candace Lang (PhD, Johns Hopkins University, 1979). Associate Professor of French. Nineteenth- and twentith century French literature; critical theory; autobiography.

Elissa Marder (PhD, Yale University, 1989). Associate Professor of French and Comparative Literature. Nineteenth- and twentieth-century French literature; feminist and psychoanalytic theory.

José Quiroga (PhD, Yale University, 1989). Department of Spanish; Professor of Spanish and Comparative Literature. Twentieth-century Latin/o American literature; Cuban and Caribbean literature and cultures; queer theory.

Richard Rambuss (PhD, Johns Hopkins University, 1990). Director of Undergraduate Studies, Comparative Literature; Professor of English and Comparative Literature. Renaissance literature and culture; Milton; queer studies; cultural criticism.

Walter Reed (PhD, Yale University, 1969). Professor of English. English Romantic literature; the novel; the Bible as literature.

Jill Robbins (PhD, Yale University, 1985). Professor of Comparative Literature and Religion. Levinas; Blanchot; philosophical and biblical hermeneutics.
Deborah White (PhD, Yale University, 1993). Director of Graduate Studies, Comparative Literature; Associate Professor of English and Comparative Literature. Romanticism; aesthetics and literary theory; post-structuralism.

Associated Faculty
Marc Bauerlein (PhD, University of California at Los Angeles, 1988). Professor of English. Nineteenth-century American literature; critical theory.

Alice Benston (PhD, Emory University, 1961). Professor, Theater Studies. Drama; history of theory; comparative art.

Peter Bing (PhD, University of Michigan, 1981). Professor of Classics. Greek tragedy, comedy, poetry, religion, and myth; Roman comedy; German literature; ancient literary criticism; theatrical production of ancient drama.

Martine Brownley (PhD, Harvard University, 1975). Goodrich C. White Professor of English. Eighteenth-century literature; women’s studies.

Rong Cai (PhD, Washington University, 1995). Associate Professor of Chinese. Modern Chinese society and literature; language teaching methodology; women in twentieth-century China; film studies; literary theory.

Shannon Croft (MD, Emory University, 1992). Assistant Professor of Psychiatry and Behavioral Sciences, Emory School of Medicine.

Andrew C. Furman (MD, Emory University School of Medicine, 1991). Associate Professor of Psychiatry and Behavioral Sciences, Emory School of Medicine.

Shalom Goldman (PhD, New York University, 1986). Professor, Hebrew and Comparative Literature. Hebrew languages and biblical studies; Middle Eastern languages and cultures.

Elizabeth Goodstein (PhD, University of California at Berkeley, 1996). Associate Professor, Graduate Institute of the Liberal Arts. Literature and culture of modernity; modern continental philosophy; theoretical approaches to literature.

Lynne Huffer (PhD, University of Michigan, 1989). Professor of Women’s Studies. Feminist and queer theories; feminist ethics; LGBT studies; and modern French Literature and theory.

Valerie Loichot (PhD, Louisiana State University, 1996). Associate Professor of French and Italian, and Latin American and Caribbean Studies. Twentieth-century French and Francophone literature and culture; postcolonial theory.

Claire Nouvet (PhD, Princeton University, 1981). Associate Professor, French and Italian. Medieval French literature and culture.

Karla Oeler (PhD, Yale University, 2000). Associate Professor of Film Studies. Film theory; criticism, and aesthetics; literary theory.

Laurie Patton (PhD, University of Chicago, 1991). Charles Howard Candler Professor, Religion. Religion and literature in early India; comparative mythology; poetics and ritual; theory in the study of religion.

Louise Pratt (PhD, University of Michigan, 1988). Associate Professor of Classics. Greek tragedy; Roman and Greek civilization.

Eric Reinders (PhD, University of California at Santa Barbara, 1997). Associate Professor of Religion. Chinese Buddhism; Japanese religions; history of religions.

Stephen White (PhD, Harvard University, 1972). Asa G. Candler Professor of Medieval History. Medieval French and English history; premodern European legal history.

Emeritus
Ralph Freedman (PhD, Yale University, 1954). Professor of Comparative Literature and English; Director of Comparative Literature, 1988–1991.
ECONOMICS

1602 Fishburne Drive

Address inquiries to the director of graduate studies.

Applicants for PhD study in the department will normally have the equivalent of an undergraduate major in economics. All applicants, however, are expected to have completed intermediate microeconomics and macroeconomics and one or more years of calculus. Students who have not had these courses will be expected to take them prior to beginning the first-year program. During their first year of graduate study, all PhD students must complete core course work in economic theory and quantitative research methods.

PhD students in economics concentrate in two or more fields. These fields include econometrics, experimental, industrial organization, international economics, law and economics, health economics, and macroeconomics and will be expanded depending on faculty and student interests. A paper is required for each field. All students take additional economics courses and course work through the Teaching Assistant Training and Teaching Opportunity Program (TATTO) designed to develop teaching skills and write a doctoral dissertation. The Department of Economics does not require knowledge of a foreign language for a graduate degree.

Courses

500. Microeconomic Theory I. Credit, 4 hrs.
501. Microeconomic Theory II. Credit, 4 hrs.
502. Microeconomic Theory III. Credit, 4 hrs.
503. Economic Reasoning. Credit, 4 hrs.
510. Macroeconomic Theory I. Credit, 4 hrs.
511. Macroeconomic Theory II. Credit, 4 hrs.
520. Probability and Statistics for Economists. Credit, 4 hrs.
526. Quantitative Methods I. Credit, 4 hrs.
593. Teaching Economics. Credit, 2 hrs.
597R. Directed Study. Variable credit.
705. Quantitative Methods II. Credit, 4 hrs.
706. Game Theory. Credit, 2 hrs.
707. Public Choice. Credit, 4 hrs.
711. Monetary Economics. Credit, 2 hrs.
721. Advanced Microeconometrics. Credit, 4 hrs.
723. Topics in Econometrics. Credit, 4 hrs.
731. International Trade Theory. Credit, 4 hrs.
742. Law and Economics. Credit, 4 hrs.
751. Economics of Capital Markets. Credit, 4 hrs.
756. American Economic History. Credit, 4 hrs.
761. Market Structure and Imperfect Competition. Credit, 4 hrs.
762. Theory of the Firm. Credit, 4 hrs.
7xx Health Economics I. Credit, 4 hrs.
7xx Health Economics II. Credit, 4 hrs.
7xx Experimental Economics. Credit, 4 hrs.
7xx Advanced Macroeconomics. Credit, 4 hrs.
777. Topics in Economics.* Credit, 4 hrs.
791G/791H. Dissertation Workshop I and II. Credit, 2 hrs. each semester.
797R. Tutorial in Economics. Variable credit.
Professors
Gregory Berns (PhD, University of California, Davis, 1990). Distinguished Professor of Neuroeconomics, Partial Appointment with School of Medicine: neuroeconomics.
Robert S. Chirinko (PhD, Northwestern University, 1982). Macroeconomics, credit markets.
Hashem Dezhbakhsh (PhD, Ohio State University, 1989). Chair and Director of Undergraduate Studies: applied microeconomics, applied econometrics.
Esfandiar Maasoumi (PhD, London School of Economics, 1977). Arts and Sciences Distinguished Professor of Economics: econometrics, wellbeing economics, law and policy.
Paul H. Rubin (PhD, Purdue University, 1970). Samuel Candler Dobbs Professor of Economics and Law: law and economics, public choice.

Associate Professors
Maria Arbatskaya (PhD, Indiana University, 1999). Director of Graduate Studies: industrial organization, applied microeconomics.
Leonard A. Carlson (PhD, Stanford University, 1977). Economic history, labor economics.
Christopher Curran (PhD, Rice University, 1972). Mathematical economics, law and economics.
Zheng Liu (PhD, University of Minnesota, 1997). Macroeconomics, monetary economics.
Sara Markowitz (PhD, City University of New York, 1998). Health economics, labor economics, applied microeconomics.
Kaz Miyagiwa (PhD, University of Texas at Austin, 1985). International economics, industrial organization.
Elena Pesavento (PhD, University of California at San Diego, 2000). Time series analysis, econometric theory and applications.

Assistant Professors
C. Mónica Capra (PhD, University of Virginia, 1999). Experimental economics, development.
Andrew Francis (PhD, University of Chicago, 2006). Social economics, political economy.
David Frisvold (PhD, Vanderbilt University, 2006). Health economics, labor economics.
Tilman Klumpp (PhD, University of Western Ontario, 2003). Microeconomics, game theory.
Richard Luger (PhD, University of Montreal, 2001). Econometrics, finance.
Hugo Mialon (PhD, University of Texas, 2004). Law and economics, industrial organization.
Sue Mialon (PhD, University of Texas, 2002). Industrial organization, law and economics, applied microeconomic theory.
Tanya Molodtsova (PhD, University of Houston, 2008). International macroeconomics, forecasting, time series econometrics.

Lecturers

Adjunct Faculty
David H. Howard (PhD, Harvard University, 2000). Health economics.
Charles Noussair (PhD, California Institute of Technology, 1993). Experimental, game theory, applied microeconomics.
Marie C. Thursby (PhD, University of North Carolina at Chapel Hill, 1974). Technology transfer, international trade.

Mahmut Yasar (PhD, University of Illinois, 2002). Trade and investment, productivity, technology transfer, applied microeconomics.

Tao Zha (PhD, University of Minnesota, 1992). Macroeconomics, econometrics, financial economics.

Emeritus

Milton Z. Kafoglis (PhD, Ohio State University, 1958). George Woodruff Professor of Economics. Regulation, government and business, welfare economics, public finance.

Richard F. Muth (PhD, University of Chicago, 1958). Fuller E. Callaway Professor of Economics. Housing, urban and regional economics, economic theory, spatial economics, ancient and medieval economic history.
EDUCATIONAL STUDIES

240 North Decatur Building

The Division of Educational Studies offers the master of arts, master of arts in teaching, and doctor of philosophy degrees. The division maintains close relations with area public and private school systems that facilitate cooperative arrangements for appropriate internships and research efforts by students in the division.

Admission in full standing to the Graduate School is required for all degree candidates. Upon acceptance, the student is assigned a program adviser. In consultation with the adviser, the student prepares a program of study. Successful completion of the program of study and a general comprehensive examination are required of all graduate degree candidates. Detailed degree and certification requirements are available from the division office in the North Decatur Building.

Certification Programs for Teachers

Emory University offers approved certification programs in the following areas:

- Middle Grades (4–8)
- Secondary Grades (6–12)
- English
- Mathematics
- Science
- Broad Field

Chemistry
Physics
Earth/Space Science
History
Economics
Political Science

A SPECIAL NOTE TO CERTIFICATION CANDIDATES

It is most important for students who are obtaining initial certification to realize that degree requirements and certification requirements are not necessarily the same. The University grants degrees while an agency of the state issues certificates. The extent to which degree and certification requirements coincide is a function of careful planning within the regulations governing both. The student is cautioned to counsel with a program adviser concerning any differences that might exist to ensure proper scheduling is made well in advance. Address inquiries to Glen Avant, senior program associate.

Master of Arts

This program is designed to develop knowledge and skill in disciplined inquiry appropriate to the advanced student’s selected area of educational concern. Emphasis is on developing a high level of research and scholarly competence. Course work: The MA degree requires a minimum of thirty-six semester hours and a thesis.

Master of Arts in Teaching

Planned programs of professional preparation are available for the liberal arts graduate leading to the degree of master of arts in teaching. With emphasis placed on reflective practice, these programs are designed to develop knowledge and skill in instruction and competence in subject matter. Internships are provided in urban middle and secondary schools with diverse student populations. If certification requirements are followed and successfully completed, graduates become eligible for the appropriate professional teaching certification. The MAT degree requires a minimum of 36 semester hours. Please see “A Special Note to Certification Candidates” above.
Doctor of Philosophy

For the student who aspires to a career in educational research, this program is designed to develop a high level of knowledge in the foundations and processes of instruction as well as high proficiency in the conduct of research. Doctoral students must successfully complete a qualifying examination consisting of the production of an empirical study presented to the division in open session. Following the qualifying examination, the candidate prepares and presents a dissertation prospectus. When completed, the dissertation is presented to the division and defended in a final oral examination.

A comprehensive description of the PhD Program in Educational Studies appears on the division’s website, www.des.emory.edu Specific inquiries concerning the program should be addressed to Dr. Glen Avant.

Foundations

500. Socio-Cultural Context of Learning. Irvine; credit, 4 hrs.
501. Comparative Education. Hahn, Engelhard; credit, 4 hrs.
502. Educational Psychology. Pajares; credit, 4 hrs.
503. Instructional Theory. Faculty; credit, 4 hrs.

Curriculum

531M. English Curriculum and Instruction: Middle Grades. Fisher; credit, 4 hrs.
531S. English Curriculum and Instruction: Secondary. Fisher; credit, 4 hrs.
532M. Mathematics Curriculum and Instruction: Middle Grades. Jensen; credit, 4 hrs.
532S. Mathematics Curriculum and Instruction: Secondary. Jensen; credit, 4 hrs.
533M. Science Curriculum and Instruction: Middle Grades. Faculty; credit, 4 hrs.
533S. Science Curriculum and Instruction: Secondary. Faculty; credit, 4 hrs.

504. Curriculum Theory and Design. Faculty; credit, 4 hrs.
505. History of American Education. Siddle Walker; credit, 4 hrs.
506. Educational Philosophy. Pajares; credit, 4 hrs.
507. Education of the Exceptional Student. Faculty; credit, 4 hrs.

504M. Social Studies Curriculum and Instruction: Middle Grades. Hahn; credit, 4 hrs.
504S. Social Studies Curriculum and Instruction: Secondary. Hahn; credit, 4 hrs.
555. Computer Applications: (Content Field). Jensen; credit, 4 hrs.
572M School Issues Seminar: Reading and Writing across the Curriculum: Middle Grades
572S School Issues Seminar: Reading and Writing across the Curriculum: Secondary

Practicum and Internship

Enrollment in any teaching practicum and internship must be approved prior to registration by Glen Avant and Joseph Cadray.

540M. Introduction to Teaching: Middle Grades. Cadray; credit, 4 hrs.
540S. Introduction to Teaching: Secondary. Cadray; credit, 4 hrs.

541M: Teaching Practicum: Middle Grades. Faculty; variable credit.
541S. Teaching Practicum: Secondary. Faculty; variable credit.
542M. Teaching Internship: Middle Grades. Faculty; variable credit.
542S. Teaching Internship: Secondary. Faculty; variable credit.
560. Teaching in the Middle Grades. Faculty; credit, 4 hrs.

746R. Curriculum Internship. Faculty; variable credit.

747R. Leadership Seminar. Faculty; variable credit.

Research and Evaluation

(Prerequisite: EDS 453 or equivalent.)

551. Educational Measurement. Engelhard; credit, 4 hrs.

552. Instructional Evaluation. Engelhard; credit, 4 hrs.

553A. Inferential Statistics I. Cheong; credit, 4 hrs.

553B. Inferential Statistics II. Cheong; credit, 4 hrs.

556. Educational Assessment. Engelhard; credit, 4 hrs.

774G. Qualitative Methods I. Siddle Walker; credit, 4 hrs.

774R. Qualitative Methods II. Siddle Walker; credit, 4 hrs.

774H. Introduction to Education Research. Faculty; credit, 4 hrs.

Seminars

572. School Issues Seminar: (Content). Faculty; credit, 4 hrs.

572R. School Issues Seminar: (Topic). Faculty; credit, 4 hrs.

771R. Foundations Seminar: (Topic). Faculty; credit, 4 hrs.

772R. Curriculum Seminar: (Topic). Faculty; credit, 4 hrs.

774. Research Seminar: (Topic). Faculty; credit, 4 hrs.

Scholarship

597R. Directed Study. Faculty; variable credit.

599R. Individual Research. Faculty; variable credit.

799R. Dissertation Research. Faculty; variable credit.

Professors

George Engelhard Jr. (PhD, University of Chicago, 1985). Educational measurement; evaluation; statistical analysis; sociology of education.


Frank Pajares (PhD, University of Florida, 1993). Child development; learning and cognition; teacher education.

Emilie V. Siddle Walker (EdD, Harvard University, 1988). English education; curriculum; learning environment.

Associate Professors


Yuk Fai Cheong (PhD, Michigan State University, 1997). Quantitative research methodology; multilevel, Bayesian and Rasch analyses.
Assistant Professors
Karen Buras (PhD, University of Wisconsin, 2006). Multicultural education; urban education; teacher education; critical theory.
Magnia George (PhD, University of Texas at Austin, 2004). Science education; teacher education; equity and diversity; curriculum development and instruction.
Maisha Fisher (PhD, University of California, Berkeley, 2003). Literacy education in in-school and out-of-school settings; sociocultural perspectives of literacy.

Senior Lecturer
Joseph P. Cadray (PhD, University of New Orleans, 1990). Director of Preservice Teaching. Reflective classroom teachers; teacher placement; supervision.

Lecturers
Casey Cochran (PhD, Emory University, 1995). Foundations in education.
Karen Falkenberg (PhD, Emory University, 2002). Science education.
Martha McDevitt (PhD, Emory University, 1994). Reading.

Administrator
Glen Reed Avant (PhD, Emory University, 1990). Senior Program Associate. Work role expectations of school principals; reading.

Adjunct Faculty
Robert W. Ethridge (PhD, University of Michigan, 1979). Assistant Vice President for Equal Opportunity Programs; Adjunct Assistant Professor of Education. Educational administration.
Wendy Newby (PhD, North Carolina State University, 1996). Director of Faculty Resources for Inclusive Instruction.

Associated Faculty
Robert L. DeHaan (PhD, University of California at Los Angeles, 1956). Senior Science Advisory and Charles Howard Candler Professor Emeritus of Cell Biology. Inquiry-based science pedagogy; cognitive neuroscience and learning mechanisms; professional development strategies in science.
Carol Herron (PhD, University of Wisconsin, 1978). Professor of French and Italian.
Preetha Ram (PhD, Yale University, 1989). Senior Lecturer, Chemistry Department.
Richard Rubinson (PhD, Stanford University, 1974). Chair of Sociology. Historical development of schooling in the United States; comparative studies of the political economy of national educational systems; social class and schooling.
John Snarey (EdD, Harvard University, 1982). Associate Professor of Ethics and Human Development. Moral education; adult development and generativity.

Faculty Emeriti
Newton C. Hodgson (PhD, Ohio State University, 1954). Curriculum and instruction.
Jacqueline J. Irvine (PhD, Georgia State University, 1979). Administration and supervision; organizational theory; educational equity.
Eugene C. Lee (EdD, Harvard University, 1961). Natural science education; educational technology.
Donald E. Riechard (PhD, Ohio State University, 1970). Environmental science education; supervision; science policy; scientific literacy; teacher education.
The graduate program in English provides scholarly instruction in the broad and changing traditions of English and American literature. The program offers coverage of historical periods from Anglo-Saxon to contemporary literature but is flexible enough to permit a student to design his or her own concentration in a historical period, in a genre, or in literary theory. Through the department’s close relations with programs in American Studies, Women’s Studies, African American Studies, Philosophy, and Comparative Literature, a student can also readily incorporate an interdisciplinary focus into his or her course work, PhD examination, and dissertation.

The PhD Program
The graduate program leading to the doctorate trains students primarily in literary scholarship, criticism, and teaching. The PhD program is designed for a four-year course of study. A minimum of fourteen seminars (ten for students admitted in advanced standing) is designed to prepare students in a wide range of literary studies as well as in a field of specialization. Beginning with the second year, students concentrate their work in the field of specialization in which they will take an oral examination and write a dissertation. The department is flexible in accommodating a variety of traditional and nontraditional areas of specialization.

The doctoral examination, taken between the end of course work and the writing of the dissertation, concentrates on the student’s specialized field. Reading proficiency in at least one foreign language relevant to the study of English literature is required for all areas of study. The department does not require a dissertation defense.

The number of students admitted to the PhD program each year is kept small enough to guarantee a close professional relationship with the faculty, while the total English graduate student population (currently about forty to fifty students in residence) is sufficiently large to constitute a challenging intellectual community of committed peers.

Courses

599R. Master’s Thesis. Faculty
700R. Studies in Old English Literature. Bugge, Morey
703R. Studies in Middle English Literature. Bugge, Morey
704R. Chaucer. Bugge, Morey
710R. Studies in Renaissance Literature. Cahill, Cavanagh, Goldberg, Rambuss, Rusche
711R. Shakespeare. Cahill, Cavanagh, Goldberg, Rambuss, Rusche
717R. Milton. Goldberg, Rambuss, Rusche
730R. Studies in Romanticism. Brownley, Caruth, Reed, White
732R. Studies in Victorian Literature. Otis
760R. Studies in Language and Linguistics. Faculty
771R. Studies in Drama. Gruber
780R. Methods of Literary Interpretation. Faculty
Professors

Mark Bauerlein (PhD, University of California at Los Angeles, 1988). Nineteenth-century American literature; critical theory.

Martine Watson Brownley (PhD, Harvard University, 1975). Winship Distinguished Research Professor; Goodrich C. White Professor of English; Director of the Center for Humanistic Inquiry. Eighteenth-century literature; women's studies.

John Bugge (PhD, Harvard University, 1970). Medieval literature and culture; the Arthurian tradition.

Cathy Caruth (PhD, Yale University, 1988). Director of Comparative Literature. English and German Romanticism; trauma theory; psychoanalytic theory.

Sheila Cavanagh (PhD, Brown University, 1988). Massse-Martin/NEH Distinguished Teaching Professor. Renaissance literature; Shakespeare; literary criticism; feminist theory.


Peter W. Dowell (PhD, University of Minnesota, 1965). Twentieth-century American literature; American poetry and poetics; American studies.

Frances Smith Foster (PhD, University of California at San Diego, 1976). Charles Howard Candler Professor of English and Women’s Studies. African American literature.

Jonathan Goldberg (PhD, Columbia University, 1968). Renaissance literature; Milton; Shakespeare; gender theory; Caribbean literature.

William Gruber (PhD, Washington State University, 1979). Drama; history of drama; comedy.

John H. Johnston (PhD, Columbia University, 1984). Modern fiction; British and American poetry; critical theory.

Walter Kalaidjian (PhD, University of Illinois, Urbana-Champaign, 1982). Twentieth-century American literature and culture; poetry and critical theory.

Barbara Ladd (PhD, University of North Carolina at Chapel Hill, 1990). Southern literature; American Literature, 1865 to present.

Laura Otis (PhD, Cornell University, 1991). Nineteenth-century literature and science.

Richard Rambuss (PhD, Johns Hopkins University, 1990). Renaissance literature; Shakespeare; Milton; contemporary cultural studies; gender studies.

Walter Reed (PhD, Yale University, 1969). Kenan University Professor. British Romantic literature; history and theory of the novel; literature and the Bible.

Harry Rusche (PhD, University of Rochester, 1962). Arthur M. Blank Distinguished Teaching Professor of English. Renaissance literature; Spenser.

W. Ronald Schuchard (PhD, University of Texas, 1970). Goodrich C. White Professor of English. British poetry and poetics; T. S. Eliot and W. B. Yeats; modern British literature; Irish studies.

Associate Professors

Deepika Bahri (PhD, Bowling Green State University, 1992). Postcolonial and Anglophone literature.

Patricia Cahill (PhD, Columbia University, 2000). Renaissance literature: Shakespeare; gender studies.

Geraldine Higgins (DPhil, Trinity College, Oxford University, 1994). Contemporary Irish literature and culture; the Irish revival; modernism.

Lawrence Jackson (PhD, Stanford University, 1997). American and African American fiction and autobiography; race and class.

Cristine Levenduski (PhD, University of Minnesota, 1989). Associate Dean for Faculty Development, Emory College. American studies; Early American literature.

James Morey (PhD, Cornell University, 1990). Old English language and literature; medieval literature.

Benjamin Reiss (PhD, University of California at Berkeley, 1997). Nineteenth-century American literature; cultural studies; African American literature.


Deborah Elise White (PhD, Yale University, 1993). Romanticism; poetry; literary theory and aesthetics.

Craig Womack (PhD, University of Oklahoma, 1995). Native American literary studies.

Assistant Professors

Monique Allewaert (PhD, Duke University, 2006). Eighteenth and nineteenth-century American literature; Caribbean literature; literature of the Americas.

Paul Kelleher (PhD, Princeton University, 2003). Eighteenth and Nineteenth Century British literature; the history of sexuality.
The Department of Epidemiology, located in the Rollins School of Public Health, offers a program of study leading to the doctor of philosophy degree, granted through the Graduate School. Our close collaborations with colleagues at the Centers for Disease Control, The Carter Center of Emory University, local and state health departments, the Emory School of Medicine, the Winship Cancer Institute, and the American Cancer Society offer unique and challenging research opportunities for our students. We also have a research-oriented faculty that is committed to excellence in teaching. Our student-teacher ratio is small and conducive to close mentor relationships between the students and the faculty.

**Admission**

To be considered for admission, applicants must demonstrate excellent analytic skills and quantitative abilities. Course work prerequisites include a strong science background (e.g., biology, chemistry) and college-level calculus. Although not required, preference is given to applicants who have completed a master’s degree. All applicants are required to take the GRE. International applicants are required to take the TOEFL. Please see our website for additional information and answers to frequently asked questions: www.sph.emory.edu/epi/epiphd.php.

Please include a resume or CV with your application materials. If your academic transcripts do not document your course work in mathematics, please provide a written summary of the course work and a brief description of the contents of the course. Three letters of recommendation are required. Additional references are welcome, though not required. Reference letters should be sent from professors, supervisors, and mentors.

For application information, please see the Graduate School website at www.emory.edu/GSOAS/. Students are only admitted for the fall semester.

**Tuition and Stipend Awards**

Doctoral students in Epidemiology are awarded full tuition scholarships and a stipend guaranteed for four years. Students are responsible for paying fees.

**The Program**

Requirements of the doctoral program in epidemiology include required and elective course work, the completion of two departmental unpaid research assistantships designed to give students exposure to different types of research, teacher training, two practical teaching experiences, written and oral doctoral qualifying examinations, a dissertation of original research, and a dissertation defense. All students are required to participate in a weekly Journal Club meeting at which students, faculty, and guest speakers present articles and lead discussions on current topics in the field.

Upon entry, all students are assigned a faculty adviser who serves as a mentor and provides guidance within the program. In conjunction with the director of graduate studies and the assistant director of academic programs, the faculty advisor also assists the student with planning a program of study, choosing course work, and selecting research assistantships.

Students with a master’s degree in epidemiology or a closely related field, enter the program in advanced standing upon recommendation of the department. These students are required to complete twenty-four hours of course work prior to the written qualifying examination.
Students with a bachelor’s degree or without previous epidemiology training enter in full standing and are required to complete forty-eight hours of course work prior to the written qualifying examination. This program plan for full standing also applies to students admitted in advanced standing with advanced degrees in areas other than epidemiology.

Upon completion of required course work, all students take the written portion of the qualifying exam. Upon passing the written portion of the exam, students are expected to prepare and present their dissertation proposal within one year. This presentation of the research proposal constitutes the oral portion of the qualifying examination. Once the oral portion of the exam and all other departmental requirements involving research assistantships and teacher assistantships are successfully completed, students may apply to advance to candidacy. Students are expected to defend their dissertation within one year of passing the oral qualifying exam (dissertation proposal).

The culmination of the process for all students is the completion of a dissertation defined by the Graduate School as “the most important, concrete proof of the candidate’s scholarly abilities.” A final oral defense before the student’s committee, the graduate faculty, and the community also is required.

**Curriculum**

While the curriculum is designed to allow students some flexibility in pursuing their own academic interests, many foundational courses are required. Courses in statistics, statistical theory, and epidemiology methods lay the foundation for courses in specific areas such as chronic diseases, environmental epidemiology, genetic and molecular epidemiology, reproductive epidemiology, infectious diseases, cancer and cardiovascular disease. Additional course work in biological sciences at the graduate level in an area related to the student’s area of interest may also be pursued. Students may also take courses in other departments in the University.

**Course Offerings**

Please see www.sph.emory.edu/epi/epicourse.php for detailed descriptions.

**EPI 504. Fundamentals of Epidemiology.**
Credit, 2 hours. Spring. Non-Epi Majors only.

**EPI 515. Introduction to Public Health Surveillance.** Credit, 3 hrs. Spring.

**EPI 516. Translating Epidemiology for Decision Making: Issues in Women’s Health.**
Credit, 2 hrs. Fall.

**EPI 530. Epidemiologic Methods I with Lab.**
Credit, 4 hrs. Fall.

**EPI 533. Programming in SAS.**
Credit, 1 hr. Fall.

**EPI 534. Epidemiological Methods II with Lab.**
Credit, 3 hrs. Spring.

**EPI 536. Applied Data Analysis.** Credit, 2 hrs. Fall. Non-Epi Majors only.

**EPI 537. Epidemiology of Chronic Disease.**
Credit, 2 hrs. Fall.

**EPI 538. Advanced Epidemiologic Methods I.**
Credit, 2 hours. Spring.

**EPI 540. Case Studies in Infectious Disease.**
Credit, 2 hrs. Fall.

**EPI 541. Hospital/Health Care Epidemiology.**
Credit, 2 hrs. Spring.

**EPI 542. Tuberculosis: A Reemerging Health Problem.**
Credit, 1 hr. Spring.

**EPI 544. Epidemiology of Foodborne and Diarrheal Diseases.**
Credit, 1 hr. Fall.

**EPI 546. Methods in HIV Epidemiology.**
Credit, 2 hours. Spring.

**EPI 550. Epidemiology and Dynamics of STD and HIV Transmission.** Credit, 1–2 hours. Fall.

**EPI 551. Diet and Chronic Disease.**
Credit, 2 hrs.

**EPI 552. Human Genome Epidemiology.**
Credit, 1 hr. Spring.

**EPI 553. New Topics in Epidemiologic Methods.** Credit, 2 hours. Spring.
EPI 560. Cardiovascular Disease Epidemiology. Credit, 2 hrs. Spring.
EPI 562. Emerging Infectious Diseases. Credit, 2 hrs. Spring (alternating).
EPI 564. Public Health Preparedness and Bioterrorism. Credit, 2 hrs. Fall.
EPI 565. Data Sources and Utilization in MCH Epidemiology: An Introductory Course in Applied MCH Epidemiology. Credit, 2 hours. Spring.
EPI 566. Vaccines and Immunizations. Credit, 2 hours. Fall.
EPI 590R. Epidemiology Seminar. Credit, 1 hr. Fall or Spring, depending on topic.
EPI 591S. Social Epidemiology. Credit, 2 hours. Spring.
EPI 739. Advanced Epidemiologic Methods II. Credit, 2 hrs. Fall.
EPI 740. Epidemiologic Modeling. Credit, 3 hrs. Fall.
EPI 743. Epidemiology of Cancer. Credit, 2 hrs. Fall.
EPI 744. Pediatric and Perinatal Epidemiology. Credit, 2 hrs. Fall.
EPI 746. Reproductive Epidemiology. Credit, 2 hrs. Spring.
EPI 790R. PhD Journal Club. Credit, 1 hr.
TATT 600. Tools for Teaching (Summer Course)
TATT 605. Teaching Assistant Assignment
TATT 610. Teaching Associate Assignment
RES 999. PhD Graduate in Residence

Faculty
Jerome Abramson (PhD, Yale University, 1999). Research Assistant Professor. Cardiovascular disease, with a particular focus on oxidative stress and inflammation as risk factors for hypertension and cardiovascular disease, impact of psychological factors on cardiovascular disease, chronic kidney disease as a risk factor for cardiovascular disease.

Harland D. Austin (DSc, Harvard University, 1983). Professor; U.S. Centers for Disease Control and Prevention. Quantitative methods; cancer epidemiology.


Roberd M. Bostick (MD, Medical University of South Carolina, 1976; MPH, University of Minnesota, 1990). Professor. Cancer epidemiology; etiology and primary prevention of colon and prostate cancer, focusing on the roles of diet and physical activity and emphasizing the use of biomarkers of risk and molecular epidemiologic methods in observational studies and chemoprevention trials.

James W. Buehler (MD, University of California at San Francisco, 1977). Research Professor. Improving public health surveillance; infectious diseases; the application of epidemiology to public health practice.

John Carter (PhD, Rice University, 1968; MPH, Emory University, 1991). Research Assistant Professor. Perinatal epidemiology; nutrition; cancer.

James W. Curran (MD, University of Michigan, 1970; MPH, Harvard University, 1974). Dean and Professor. AIDS; emerging infectious diseases.
Carolyn D. Drews-Botsch (MPH, University of California at Los Angeles, 1983; PhD, 1988). Associate Professor. Reproductive and ophthalmic epidemiology; methods.

W. Dana Flanders (MD, University of Vermont, 1977; MPH, Harvard University, 1979; DSc, Harvard University, 1982). Professor. Quantitative epidemiology; methods.

Julie A. Gazmararian (MPH, University of South Carolina, 1985; PhD, University of Michigan, 1992). Research Associate Professor, Emory Center on Health Outcomes and Quality. Health outcomes; health literacy; maternal and child health; domestic violence.

Michael Goodman (MD, Kaunas Medical Academy, Lithuania, 1984; MPH, Johns Hopkins University, 1995). Assistant Professor. Cancer epidemiology and children’s health; prostate cancer; breast cancer; lung cancer; respiratory and neurobehavioral outcomes in children.


Carol J. R. Hogue (MPH, University of North Carolina, 1971; PhD, 1973). Jules and Deen Terry Professor of Maternal and Child Health and Professor of Epidemiology. Women’s and children’s health epidemiology.

Penelope P. Howards (PhD, University of North Carolina, 2004; MS, Penn State, 1994; BS, Dartmouth, 1990). Assistant Professor. Maternal and child health.

David G. Kleinbaum (PhD, University of North Carolina, 1970). Professor. Quantitative epidemiology; methods.


Mary Jo Lund (MSPH, Emory University, 1998; PhD, Emory University, 2004). Research Assistant Professor. Molecular biology and cancer disparities.

Jack S. Mandel (MPH, University of Minnesota, 1973; PhD, 1981). Rollins Professor of Epidemiology and Chair. Cancer epidemiology including etiologic and both primary and secondary prevention research; colorectal, prostate, kidney, and breast cancers.

Michele Marcus (MPH, Brooklyn College, 1981; PhD, Columbia University, 1986). Associate Professor. Reproductive, environmental, and neuro-epidemiology.

William M. McClellan (MD, University of Alabama, 1972; MPH, Emory University, 1992). Assistant Professor, School of Medicine. Chronic disease epidemiology.


Pamela Mink (PhD, University of Minnesota, 1999; MPH, University of Minnesota, 1995; BA, Psychology, 1985). Cancer.

Godfrey P. Oakley Jr. (MD, Bowman Gray School of Medicine, 1965; MSPM, University of Washington, 1972). Visiting Professor. Pediatric and perinatal epidemiology with emphasis on birth defects; developmental disabilities; genetics.

Anne C. Spaulding (MD, Medical College of Virginia, 1989; MPH, Johns Hopkins School of Public Health, 2005). Research Assistant Professor; Infectious and chronic disease epidemiology in correctional and drug-using populations.

Kevin Sullivan (MHA, Ohio State University, 1983; MPH, University of Michigan, 1984; PhD, 1990). Assistant Professor. Nutritional epidemiology, survey methods, and epidemiologic computing.

Patrick Sullivan (PhD, University of Tennessee, 1994; DVM, University of Tennessee, 1992; BS, Emory University, 1988). Associate Professor. Behavior and health, disease surveillance, HIV/AIDS, infectious diseases, sexual behavior.

Paul D. Terry (PhD, Columbia University, 2002). Assistant Professor. Cancer epidemiology; nutritional epidemiology; digestive tract cancers.
John L. Young Jr. (MPH, University of North Carolina, 1965; DrPH, University of North Carolina, 1974). Research Professor; Director, Georgia Center for Cancer Statistics. Cancer surveillance and control.

**Jointly Appointed Faculty**


Michael Benatar (MBChB, University of Cape Town, South Africa, 1992; PhD, Oxford University, United Kingdom, 1998). Assistant Professor. Use of Bayesian statistics in the electrodagnosis of neuromuscular disease; clinical outcome and treatment of cervical spondylotic myelopathy; the prevention and treatment of familial amyotrophic lateral sclerosis.

Henry M. Blumberg (MD, Vanderbilt University, 1983). Associate Professor, Emory University School of Medicine. Infectious disease epidemiology.

Phillip Brachman (MD, University of Wisconsin, 1953). Professor, Department of Global Health, Rollins School of Public Health. Epidemiology; public health surveillance; preventive medicine; infectious diseases; hospital infections.

Otis W. Brawley (MD, University of Chicago, 1985). Professor; Georgia Cancer Center, Winship Cancer Institute; Emory University School of Medicine. Screening; prevention and treatment of hormonal cancer; inclusion of minorities in clinical trials; state-of-the-art health care to the socio-economically disadvantaged.

Amy Y. Chen (MPH, University of Texas at Houston, 1999; MD, Johns Hopkins University School of Medicine, 1992). Assistant Professor. Cancer epidemiology; outcomes; health literacy and compliance.

John William Eley (MD, Emory University, 1983; MPH, 1990). Associate Professor, Emory School of Medicine. Cancer epidemiology and control.

Seyyed N. Ghaemi (MD, Medical College of Virginia, 1990; MA, Tufts University, 2001; MPH, Harvard School of Public Health, 2004). Associate Professor. Role of antidepressants in the treatment of bipolar disorder; methodological issues in psychiatric research (epidemiology); clinical studies of promising mood-stabilizing agents; nosology/phenomenology.

Karen Glanz (MPH, University of Michigan, 1977; PhD 1979). Professor and Georgia Cancer Coalition Distinguished Research Scholar. Theories of health behavior; research on determinants and change processes; cancer prevention and control; ethnic differences in health behavior and determinants; nutrition education and behavior; program evaluation and evaluation research.

Joseph M. Kinkade Jr. (PhD, University of California at Berkeley, 1966). Professor, Emory University School of Medicine. Chronic disease; biomarkers and molecular epidemiology.

Mitchel Klein (PhD, Emory University, 1998). Senior Associate. Epidemiologic methods.

Jeffrey P. Koplan (MD, New York University, 1970; MPH, Harvard University, 1978). Professor, Emory University School of Medicine. Public health; disease prevention; health promotion; decision analysis; health services research.

Michael Lindsay (MD, Yale University, 1979; MPH, Emory University, 1991). Assistant Professor; Emory University School of Medicine. Obstetrics and gynecology.

Ira M. Longini Jr. (PhD, University of Minnesota, 1977). Professor, Department of Biostatistics, Rollins School of Public Health. Mathematical and statistical theories of epidemics.

Christine L. Moe (PhD, University of North Carolina, 1989). Associate Professor, Rollins School of Public Health, Departments of Global Health and Environmental and Occupational Health. Infectious disease; environmental transmission of infectious agents; foodborne and waterborne disease.

K. M. Venkat Narayan (MBBS, St. John’s Medical College, 1980; MSc, University of Edinburgh, 1987; MBA, Herriot Watt University, 1995). Hubert Professor. Diabetes, global health, obesity prevention.
Stephen R. Pitts (MD, Southwestern Medical School, 1979; MPH, Emory University, 1992). Assistant Professor, Emory University School of Medicine.


Stephanie L. Sherman (PhD, Indiana University, 1981). Assistant Professor, Emory University School of Medicine. Genetics; birth defects.

N. Kyle Steenland (PhD, State University of New York, Buffalo, 1974; PhD, University of Pennsylvania, 1985). Professor, Department of Environmental Health, Rollins School of Public Health. Occupational epidemiology; cancer epidemiology.

Aryeh Stein (MPH, Columbia University, 1989; PhD, 1992). Associate Professor, Department of Global Health, Rollins School of Public Health. Nutrition; cardiovascular disease epidemiology; chronic disease.

David S. Stephens (MD, Bowman Gray University, 1974). Professor, Emory University School of Medicine. Microbiology; immunology.

Nancy Thompson (MPH, Emory University, 1977; PhD, Georgia State University, 1988). Associate Professor, Department of Behavioral Sciences and Health Education, Rollins School of Public Health. Behavioral epidemiology.

Paige Tolbert (MSPH, University of North Carolina, 1986; PhD, 1989). Associate Professor, Rollins School of Public Health, Department of Environmental and Occupational Health. Environmental epidemiology.

Viola Vaccarino (MD, Milan University, Italy, 1984; PhD, Yale University, 1994). Associate Professor, Emory University School of Medicine. Cardiovascular disease epidemiology.


Verna Welch (MPH, Emory University, 1995; PhD, University of North Carolina, 1998). Research Professor, Emory Center on Health Outcomes and Quality.
The Department of Film Studies offers an MA degree and a certificate program for PhD candidates in related fields. The master’s program prepares students to enter competitive PhD programs. It also trains students to work as teachers, film critics, film programmers (working in film festivals), and administrators in the film, video, and television arts. The department’s offerings span American and other national cinemas, narrative and non-narrative film, and animation. Course work covers the technological, stylistic, ideological, generic, and social dimensions of film and video. Film Studies aims to produce discriminating analysts and critics of film art. Our graduates are able to engage the philosophical and aesthetic questions of film theory, and they possess a thorough knowledge of cinema’s history as a dynamic form of cultural expression. The Film Studies certificate program is designed to add breadth and depth to doctoral students’ knowledge of the twentieth century’s most influential art form as they specialize in theories and histories of culture.

Requirements
If MA candidates have not already completed training equivalent to the core course work of undergraduate majors in Film Studies, they must take some combination of the two-semester History of Film courses (Film 371 and 372) and the Classical and Contemporary Film Theory courses (Film 581 and 582) and either Introduction to Film (Film 270) or Introduction to Graduate Film Studies (Film 500). MA candidates can pursue one of two courses of study. In Plan A, students complete 32 semester hours (eight courses) consisting of seminars in authorship, genre/criticism, history/national cinema, film theory, and historiography, as well as two or three courses at or above the 400 level in Film Studies. Upon completion of this course work, the students take comprehensive written examinations. In Plan B, students complete 28 semester hours (seven courses), including the five graduate seminars, Seminar in Authorship (Film 501); Seminar in Genre/Criticism (Film 502); Seminar in History/National Cinema (Film 503); Seminar in Film Theory (Film 504); Historiography (Film 506), and one elective at the 400 level or higher. In addition, students write a thesis of substantial length on a subject chosen by the student and his/her Film Studies adviser. In either plan, up to six hours of graduate work from another department may be accepted by the Department of Film Studies toward fulfilling the MA requirements. Directed study may be used for one elective of four credit hours.

Students in the Certificate Program will fulfill all requirements of the PhD programs of their respective major departments. In addition, of the PhD’s total semester-hour requirements, the certificate will require a minimum of sixteen semester hours (four courses) in seminars on theory, history/national cinema, and genres/criticism. This does not include any necessary leveling work in Film Studies (Film 270 or 500, Film 371 and 372, and Film 581 and 582). The precise course work will be determined by each student’s needs and the availability of courses.

Facilities for Study and Research
Film Studies courses are taught in the multimedia-equipped classrooms of the Rich Building and White Hall, which provide facilities for 70mm, 35mm, 16mm, video, DVD, and laser disc projection, as well as superior sound systems for lecture, discussion, and screening sessions. Emory’s new Heilbrun
Music and Media Library, which occupies the fourth floor of the Robert W. Woodruff Library, currently owns nearly 500 16mm films, 2,800 DVDs, 2,300 laser discs, and 8,200 VHS tapes.

The collections department of the library continuously updates and augments its holdings. In addition, Emory’s area studies departments own sizable collections covering various national cinemas. In addition to its film, video, DVD, and laser disc collection, the Heilbrun Music and Media Library provides extensive viewing facilities, including a state-of-the-art, acoustically treated room with a large-screen television for analyzing and discussing the library’s range of viewing materials. In regard to reading materials, the total library collections at Emory include more than two million volumes with comprehensive book holdings in all aspects of film studies.

The collection is expanded by a regional interlibrary exchange and membership in the Research Libraries Group with access to more than thirty million volumes nationwide. The Robert W. Woodruff Library has extensive runs of foreign and American journals of criticism and history, and basic research materials including microfilm copies of *Variety*, *Motion Picture Herald*, *Exhibitor’s Trade Review*, *Harrison’s Reports*, *Moving Picture World*, *Photoplay*, the D.W. Griffith Papers, the Will Hays Papers, cinema pressbooks from the original studio collections, and two sets of documents from The Russian State Archive of Art and Literature (RGALI): Mosfilm 1938–1945 and The Association of Workers of Revolutionary Cinematography. Graduate students are encouraged to take advantage of these resources in their course work. Opportunities exist to do research in major film archives in the United States and abroad with competitive discretionary funding.

**Courses**

**FILM 500. Introduction to Graduate Film Studies.** Faculty; credit, 4hrs.

**FILM 501. Seminar in Authorship.** Faculty; credit, 4hrs.

**FILM 502. Seminar in Genre/Criticism.** Faculty; credit, 4 hrs.

**FILM 503. Seminar in History/National Cinema.** Faculty; credit, 4 hrs.

**FILM 504. Seminar in Film Theory.** Faculty; credit, 4 hrs.

**FILM 506. Historiography.** Faculty; credit, 4 hrs.

**FILM 573. Special Topics in Film.** Faculty; credit, 4 hrs.

**FILM 581. Classical Film Theory.** Faculty; credit, 4 hrs.

**FILM 582. Contemporary Film Theory.** Faculty; credit, 4 hrs.

**FILM 588. Hollywood Cinema.** Faculty; credit, 4 hrs.

**FILM 591. Studies in Major Figures.** Faculty; credit, 4 hrs.

**FILM 592. Genre Studies.** Faculty; credit, 4 hrs.

**FILM 595. National Cinemas.** Faculty; credit, 4 hrs.

**FILM 597. Directed Study.** Faculty; variable credit

**FILM 599. Thesis Research.** Faculty; credit, 4 hrs.

**Professor**

Matthew Bernstein (PhD, University of Wisconsin, 1987). Economic history of the American film industry; stylistic criticism; nonfiction film; postwar European film; Japanese film; African Americans in film; reception studies and historiography.
**Associate Professors**

Karla Oeler (PhD, Yale University, 2000). Film theory, criticism, and aesthetics; Soviet and post-Soviet cinema.

**Assistant Professors**

Michele Schreiber (PhD, University of California, Los Angeles, 2006). Feminist film and media theory; contemporary popular culture; Hollywood film genres.

**Lecturer**

The Department of French and Italian offers a graduate program in French that addresses all periods of literature from both historical and critical perspectives. Graduate courses reflect the faculty’s interest in viewing French literature from multidisciplinary theoretical approaches. Courses emphasize the close reading of texts as well as modern theories of interpretation, particularly those based on contemporary philosophy, psychoanalysis, postcolonial theory, intellectual history, and cultural studies. Students also may choose to earn a certificate in Comparative Literature, Film Studies, or Women’s Studies.

The department offers the doctor of philosophy in French. The French department, jointly with the Division of Educational Studies, offers a PhD in French and Educational Studies. The focus is designed to prepare participants to teach French, to conduct educational research, and to administer language programs, primarily in postsecondary institutions.

Living Abroad
Every candidate in the program is encouraged to have the experience of and exposure to French intellectual and cultural life.

Advising
Students are urged to consult with departmental faculty on advising questions. The official advisor for all doctoral degree candidates until a dissertation topic is chosen, however, is the director of graduate studies. Once a dissertation topic has been chosen and approved, the director of the dissertation becomes the student’s advisor.

The Doctor of Philosophy
In addition to the minimum requirements for the doctoral degree set by the Graduate School, a student is expected, with the approval of his or her adviser, to take courses and engage in independent studies leading to a comprehensive knowledge of the whole body of French literature; the capacity to use specific critical methods; a mastery of the chosen field of concentration; and a mastery of the language itself such that he or she can lecture in French and can write in French for publication or public presentation.

Foreign Language Requirements
All doctoral candidates in French must demonstrate proficiency in one foreign language in addition to English and French. Medievalists must demonstrate knowledge of either Latin or Old French.

Preparation for Teaching
The department takes seriously its responsibility to prepare its students not only as scholars, but also as teachers. This is accomplished through participation in the departmental internship program, which combines theoretical knowledge with practical application under the close supervision of a specialist.
Research Facilities
Emory’s library resources, located in several facilities, contain more than 2.9 million volumes, 5.1 million microforms, thousands of electronic information resources, more than 35,000 serial and periodical subscriptions, and rich archival and special collections. Woodruff Library has more than 160 workstations and 30 circulating laptops in an Information Commons and a Technology Center including a center for creating digital information, an electronic data center, plus a Center for Interactive Teaching and multimedia unit, both supported by the Information Technology Division. A state-of-the-art Language Center lab, a beautiful Music and Media Library, the Goizueta Business Library, and multiple electronic classrooms are located in the Woodruff Library as well. The Matheson Reading Room in Candler Library houses current periodicals and provides a beautiful and quiet space for research and study. Student carrels are available. Specialized sessions on the use of print, electronic, and primary materials, taught by librarians, are available for any subject area.

Professional Activities
Graduate students are encouraged to participate fully in their future profession by publishing papers and presenting them at professional meetings.

Continuation in the Program
The department has set the minimum standards for due progress and continuation in the program, described in the Departmental Handbook. Each student is evaluated once a year.

Courses
505. Problems in Foreign Language Teaching. Herron; credit, 4 hrs.
520. Topics in Medieval Literature. Nouvet; credit, 4 hrs.
530. Topics in Sixteenth-Century French Literature. Vance; credit, 4 hrs.
540. Topics in Seventeenth-Century French Literature. Judovitz; credit, 4 hrs.
560. Topics in French Romanticism. Lang, Marder; credit, 4 hrs.
570. Topics in French Realism and Naturalism. Bennington, Bonnefis, Lang, Marder; credit, 4 hrs.
597. Directed Study for MA Students. Faculty; variable credit.
599R. Individual Research for MA Students. Faculty; variable credit.
720. Topics in the French Novel. Bennington, Judovitz, Lang, Nouvet; credit, 4 hrs.
730. Topics in French Poetry. Bonnefis, Marder; credit, 4 hrs.
740. Topics in French Drama. Faculty; credit, 4 hrs.
770. Topics in Criticism. Judovitz, Marder; credit, 4 hrs.
775. Topics in French Literature. Faculty; credit, 4 hrs.
780. Ideologies of Theory. Bennington, Lang, Loichot; credit, 4 hrs.
785. Postcolonial Studies. Loichot, Marder; credit, 4 hrs.
797R. Directed Study for PhD Students. Faculty; variable credit.
799R. Individual Research for PhD Students. Faculty; variable credit.
Professors


Josué Harari (PhD, State University of New York at Buffalo, 1974). Asa G. Candler Professor of French Literature. French literature of the eighteenth and nineteenth centuries; criticism.

Carol Herron (PhD, University of Wisconsin, 1978). Director, Emory College Language Center; Professor of French and Foreign Language Acquisition.

Dalia Judovitz (PhD, Johns Hopkins University, 1979). National Endowment for the Humanities Professor of French and Italian. Seventeenth-century French literature; philosophy; modern/postmodern aesthetics.

Associate Professors

Candace Lang (PhD, Johns Hopkins University, 1979). Chair. Nineteenth and twentieth-century French literature; autobiography; literary theory.

Valérie Loichot (PhD, Louisiana State University, 1996). Director of Graduate Studies. Twentieth-century French and Francophone literature and culture; Caribbean literature and culture; postcolonial theory.

Elissa Marder (PhD, Yale University, 1989). Nineteenth- and twentieth-century French literature and cultural studies; feminist theory; literature and psychoanalysis.

Claire Nouvet (PhD, Princeton University, 1981). Medieval French literature and culture.

Assistant Professors

Jacob Vance (PhD, Johns Hopkins University, 2004). Director of Undergraduate Studies. Early modern French literature and intellectual history.
The Department of Health Policy and Management, located in the Rollins School of Public Health, offers a program of study leading to a doctoral degree granted through the Graduate School.

Interdisciplinary in both philosophy and content, the courses of the Department of Health Policy and Management (HPM) are designed to provide students with a comprehensive background in the conceptual and analytical knowledge necessary to understand and improve health status and health services delivery. The orientation of the courses taught in the department aligns academic knowledge with an applied perspective. The HPM adjunct faculty members, all of whom are working in the health sector, teach courses and give students a professional practice perspective in an ever-changing and evolving health care system.

The backgrounds of HPM faculty include a variety of disciplines—economics, political science, management, epidemiology, and sociology as well as the clinical health sciences. The research agenda in HPM reflects the diverse backgrounds of the faculty as well as the wide range of issues in health policy and health care management. Major research areas include comparative health systems analysis and health reform initiatives in the United States, Europe, the republics of the former Soviet Union, and developing countries; clinical economics of cardiovascular disease and cancer; outcomes and effectiveness research; quality of life measures; managed care for geriatric populations; payment systems; physician reimbursement and physician profiling; mental health policy. Emory’s Center on Health Outcomes and Quality resides in HPM. This group of faculty focuses on the cutting-edge issues relating to health outcomes studies and methodology. Students are encouraged to identify research opportunities with individual members of the faculty.

Collaborative research occurs between the Department of Health Policy and Management and other components of Emory University; The Carter Center; the U.S. Centers for Disease Control and Prevention; Atlanta-based hospitals, health care institutions, and organizations; voluntary organizations; U.S. corporations; the World Health Organization; and the World Bank, among others.

Admission
At a minimum, students must have completed the requirements for a baccalaureate degree or its equivalent. We are interested in applicants with qualifications indicating they are likely to excel as scholars in academic and applied organizations. Strong quantitative skills are also required.

In selecting the entering cohort, the department considers performance in undergraduate and graduate courses, standardized exam performance (Graduate Record Examination scores taken within the previous five years), letters of recommendation, research or published papers, and other relevant experience. International students whose native language is not English must attain a score of 560 or more on the paper Test of English as a Foreign Language (TOEFL) or a 220 or higher score on the computer-based TOEFL.

Applications for admission will include the completion of an application form, recent Graduate Record Examination scores, transcripts with grades for undergraduate and graduate course work, and three letters of recommendation.

For application information, please see the Graduate School website at www.emory.edu/GSOAS/. Students are only admitted for the fall semester.
Program Requirements and Curriculum
The Graduate School only admits students for full-time enrollment. Students normally enroll in 12 semester hours of credit each semester. Summer months will be primarily devoted to research activity. We anticipate that students will require a minimum of four years to complete doctoral program requirements including the dissertation.

This program will train students to:

• Undertake original research, relying on social science theory and using sophisticated empirical analyses to evaluate current issues in health policy.
• Formulate policy options and interventions and, where appropriate, evaluate their effectiveness.
• Develop communication skills for both teaching and disseminating research findings at professional conferences.

Students choose to focus their studies in one of two academic disciplines: economics or political science. Students choosing the economics track take doctoral courses during the first two years of the program from the Department of Economics. Likewise, students choosing the political science track take doctoral courses during the first two years of the program from Emory University's Political Science Department. This course work provides an appropriate theoretical framework to examine health policy issues. Students also take courses within the department in health policy, health economics, and health services research.

Entering students will be assigned to a faculty adviser who matches the interests of students. The faculty adviser will be responsible for overseeing the student’s progress and assisting the students in designing an appropriate program of study. At the end of the second year of study, the student will select a department faculty member or one affiliated with the department or school whose program of research the students will join as a research assistant. We anticipate that the student will engage in original research, which will result in a dissertation under the supervision of the faculty member.

Required Doctoral Courses in Health Policy and Management (HPM)
The following three courses are required for all students in the doctoral program.

HPM 760. Doctoral Seminar in Health Services Research
Credit, 2 hrs.
This class is designed to acquaint students with the major tools of health services research. The course will also highlight existing and emerging issues in health services research, policy and management. Discussions of options for addressing the issues, and a review of the empirical literature evaluating their impact are examined.

HPM 740. Doctoral Seminar in Health Economics
Credit, 4 hrs.
This reading course is designed to acquaint students with advanced mathematical theoretical economics. Students will learn theoretical models of health behavior, estimate health production functions, learn the economics of insurance and adverse selection. They will develop tools to evaluate the advantages/shortcomings of health care markets (hospitals, insurance, pharmaceutical).

HPM 720R. Doctoral Seminar in Health Policy
Credit, 8 hrs.
The purpose of this year-long seminar is to acquaint students with the major areas of health policy research, active areas of research in health policy and economics, and faculty from the Department of Health Policy and Management and elsewhere in the University who conduct health policy research. The course will address a different topic every week, and the instructor for that week will
provide an overview of the topic, discuss the research methods that are used to study the topic, highlight the seminal works in the area, and lead a discussion of the readings.

**Graduate Faculty**

**E. Kathleen Adams** (PhD, University of Colorado, Boulder, 1979). Professor. Costs of illness; public financing of health care; Medicaid and low-income populations; provider supply.

**Adam J. Athery** (PhD, University of Minnesota, 1998). Associate Professor. Quality outcomes measurement; health economics.

**Edmund R. Becker** (PhD, Vanderbilt University, 1981). Professor. Health care organization and financing; health politics and policy; organizational theory and behavior; physician payment and productivity; unions and labor relations.

**Steven D. Culler** (PhD, University of Illinois, 1981). Associate Professor. Health care financial management; cost effective analysis; outcomes research, and health economics.

**Benjamin G. Druss** (MPH, Yale University, 1995). Rosalynn Carter Chair in Mental Health; Associate Professor. Mental health services and mental health policy research.

**Joyce D. K. Essien** (MD, Wayne State University, 1971; MBA, Georgia State University, 1988). Visiting Associate Professor and Director, Office of Public Health Practice. Health reform and public health policy; preventive health systems; continuous quality improvement planning/implementation; clinical laboratory systems design and management.

**Curtis S. Florence** (PhD, University of North Carolina, 1997). Assistant Professor. Health and labor economics; econometrics.

**Julie A. Gazmararian** (MPH, University of South Carolina, 1985; PhD, University of Michigan, 1992). Visiting Research Associate Professor; Associated with the Emory Center on Health Outcomes and Quality. Health outcomes; health literacy; maternal and child health; domestic violence.

**David H. Howard** (PhD, Harvard University, 2000). Assistant Professor. Health economics; medical decision making.

**Joseph Lipscomb** (PhD, University of North Carolina at Chapel Hill, 1975). Professor and Georgia Cancer Coalition Distinguished Cancer Scholar. Outcomes research (with a focus on cancer); quality of care assessment; cost-effectiveness analysis; health workforce planning and decision modeling.

**Stephen Margolis** (PhD, Cornell University, 1970). Research Associate Professor. Curriculum and program planning and development; community public health development; environmental health program development; health in minority communities; comprehensive AIDS/STD programs.

**Victoria L. Phillips** (DPhil, Oxford University, 1991). Associate Professor. Health economics; labor markets for health professionals; long-term and community-based care; economic evaluation.

**Kimberly Rask** (MD, University of Pennsylvania, 1984; PhD, University of Pennsylvania, 1991). Associate Professor; Director, Emory Center on Health Outcomes and Quality; Jointly appointed to the Emory University School of Medicine. Access to medical care; public hospital needs of under-served populations.

**Richard B. Saltman** (PhD, Stanford University, 1980). Professor. Comparative health policy; organization theory; U.S. health policy; health systems reform; accountability and governance.

**Tracy L. Scott** (PhD, Princeton University, 1999). Visiting Research Assistant Professor; Associated with the Emory Center on Health Outcomes and Quality. Medical sociology; medical error and patient safety; organizational culture; social factors and health care delivery.

**Kenneth E. Thorpe** (PhD, Rand Graduate Institute, 1985). Robert W. Woodruff Professor and Chair, Department of Health Policy and Management; Director, Emory Center on Health Outcomes and Quality. U.S. health policy and finance.
Jointly Appointed Faculty

Amy Y. Chen (MD, Johns Hopkins School of Medicine, 1992; MPH, University of Texas School of Public Health, 1999). Assistant Professor and Director; Department of Otolaryngology and Head and Neck Surgery, Emory University School of Medicine; Department of Surgery, Section of Otolaryngology, Atlanta Veterans Affairs Hospital; Assistant Professor, Department of Hematology-Oncology, Winship Cancer Institute, Emory University School of Medicine; Health Services Research and Development, Atlanta Veterans Affairs Medical Center Health services research.

John L. Ford (MPH, University of Michigan, 1969; PhD, University of Michigan, 1976). Professor; Senior Vice President and Dean for campus life. Health services research. Jointly appointed with the Rollins School of Public Health.

Michael M.E. Johns (MD, University of Michigan Medical School, 1968). Director of the Woodruff Health Sciences Center; Executive Vice President for Health Affairs; Chief Executive Officer, Emory Healthcare.

Deborah A. McFarland (MPH, University of North Carolina, Chapel Hill, 1973; MSc, London School of Economics, 1984; PhD, University of Tennessee, 1987). Associate Professor. Health policy; health financing in U.S. and developing countries; comparative health policy; health systems reform; equity and the poor. Department of International Health

Sandra S. Murdock (DrPH, University of Texas, 2001). Assistant Professor; Jointly appointed with the Department of Hematology and Oncology, Emory University School of Medicine. Operations Management; management of academic health centers; clinic management; leadership.

Marla E. Salmon (ScD, The Johns Hopkins University, 1977). Professor; Dean, Nell Hodgson Woodruff School of Nursing.

Ani B. Satz (PhD, Monash University (completed at Princeton University), 2001; JD, University of Michigan, 2001). Assistant Professor of Law. Health law; law and philosophy; torts; and disability law.

William S. Weintraub (MD, Johns Hopkins University, 1975). Professor; Jointly appointed with Emory University School of Medicine. Cardiovascular disease; cardiovascular economics, decision analysis, technology assessment.

Associate Faculty

Sarah C. Blake (MA, George Washington University, 1996). Senior Associate. Health policy; health care financing and delivery for underserved populations; welfare reform; women's health; maternal and child health

Kara Jacobson (MPH, Emory University, 1993). Visiting Senior Research Associate; Associated with the Emory Center on Health Outcomes and Quality. Health outcomes; health promotion and prevention programming; health literacy; arthritis.

HISTORY

Bowden Hall

*Address inquiries to the director of graduate studies.*

The Department of History offers courses of study leading to the degrees of master of arts and doctor of philosophy.

The master of arts degree is included as part of the doctoral program and consists of one year of course work, satisfaction of a language requirement, and promotion to PhD candidacy. An MA thesis would be written for a terminal MA degree if the student does not continue in the doctoral program and attain candidacy.

The doctoral program offered by the Department of History encompasses course work and the research and writing of a doctoral dissertation. Students normally take Hist 583: Advanced Historical Study as part of their two-year course work.

Students must satisfy one foreign language requirement by the end of the first academic year and the second language requirement before taking the General Examination. Students generally take the General Examination in the fall of their third year. A dissertation prospectus must be submitted by the end of the semester following satisfactory completion of the preliminary examination. Upon approval of the dissertation prospectus, students are eligible for candidacy, and will proceed with the research and writing of the doctoral dissertation.

Students will present three fields for the General Examinations. Field I will be defined chronologically and/or geographically; field II will also be defined chronologically and/or geographically and will relate to or complement field I; field II will be thematic, topical, or theoretical.

Working in close consultation with the faculty, doctoral students are expected to define their fields to reflect their own blendings of interest. At the same time, it is assumed students will construct their fields to align with their instructors’ general areas of expertise. The Emory Department of History does not try to cover the entire waterfront of historical studies. Rather the faculty encourages work within eight broad subject areas:

- Medieval European History
- Early Modern European History
- Modern European History
- Colonial Latin American History
- Modern Latin American History
- African History
- Asian History
- American History (from early modern times to the present)

Students will write two seminar papers by the end of their second year. These papers are normally written in “P” graduate courses (“P” suffix to basic graduate course number). For each “P” course completed, the student receives four semester hours of credit in addition to credit received for the basic course. A student may not take a “P” course without having taken the basic course (except by consent of the instructor).
The minimal residence requirement is three academic years. The first of these years may be taken at another institution, but of the two remaining years, one must be spent in continuous residence at Emory. Tuition must nevertheless be paid to Emory for four semesters beyond the first academic year of graduate work.

Detailed explanations of the programs of study leading to the MA and the PhD degrees may be obtained by writing to the Director of Graduate Studies, Department of History.

**Honors and Prizes**

The Francis S. Benjamin Jr. Prize, established in 1974, is awarded annually to the graduate student considered by the department to have written the best research paper during the preceding year.

The Blair Rogers Major and James Russell Major Dissertation Award, established in 1992, is awarded to the most promising student writing a dissertation on early modern European history.

The Joseph J. Mathews Award, established in 1976, provides a stipend for travel and research for a graduate student at work on the PhD dissertation.

The Ross H. and May B. McLean Prize, established in 1957, is awarded annually to the first-year graduate student deemed by the department to have made the most outstanding record of the year.

*Recent topics include: Medieval Texts (White); Late Medieval Renaissance Italy (Strocchia); Women Writers as Social Critic (Fox-Genovese).*

**Courses**

Some of the courses listed below are given in alternate years.

- **500. Colloquium in European History.** Credit, 4 hrs.
- **501. Topics in Greek History.** Patterson; credit, 4 hrs.
- **502. The Roman Empire, 31 B.C.–A.D. 377.** Burns; credit, 4 hrs.
- **504. The Early Middle Ages.** Burns; credit, 4 hrs.
- **505. High Middle Ages.** White; credit, 4 hrs.
- **506. Social History of Early Modern Europe.** Strocchia; credit, 4 hrs.
- **507. The Rise of the State in Early Modern Europe.** Melton; credit, 4 hrs.
- **508. Revolutionary France, 1750–1815.** Miller; credit, 4 hrs.
- **509. (same as WS 509) Family, Sex, and Gender in Early Modern Europe.** Strocchia; credit, 4 hrs.
- **510. Twentieth-Century Europe and the Problem of Historical Generations.** Amdur; credit, 4 hrs.
- **511. Western Europe, 1815–1870.** Miller; credit, 4 hrs.
- **512. Medieval England.** Credit, 4 hrs.
- **513. Topics in Early Modern English History.** Credit, 4 hrs.
- **515. Early Modern France.** Credit, 4 hrs.
- **516. Twentieth-Century France.** Amdur; credit, 4 hrs.
- **517. Reformation and Counter-Reformation in Central Europe.** Melton; credit, 4 hrs.
- **518. Modern Germany.** Eckert; credit, 4 hrs.
- **519. History of the Russian Empire and the Soviet Union.** Payne; credit, 4 hrs.
- **520. The Public Sphere in Enlightenment Europe.** Melton; credit, 4 hrs.
- **523. Modern British Social History.** Credit, 4 hrs.
- **524. Topics in Modern European Cultural History.** Adamson; credit, 4 hrs.
- **525. The Scientific Revolution.** Credit, 4 hrs.
- **500. Colloquium in European History.** Credit, 4 hrs.
- **501. Topics in Greek History.** Patterson; credit, 4 hrs.
- **502. The Roman Empire, 31 B.C.–A.D. 377.** Burns; credit, 4 hrs.
504. The Early Middle Ages. Burns; credit, 4 hrs.
505. High Middle Ages. White; credit, 4 hrs.
506. Social History of Early Modern Europe. Strocchia; credit, 4 hrs.
507. The Rise of the State in Early Modern Europe. Melton; credit, 4 hrs.
508. Revolutionary France, 1750–1815. Miller; credit, 4 hrs.
509. (same as WS 509) Family, Sex, and Gender in Early Modern Europe. Strocchia; credit, 4 hrs.
510. Twentieth-Century Europe and the Problem of Historical Generations. Amdur; credit, 4 hrs.
511. Western Europe, 1815–1870. Miller; credit, 4 hrs.
513. Topics in Early Modern English History. Credit, 4 hrs.
515. Early Modern France. Credit, 4 hrs.
516. Twentieth-Century France. Amdur; credit, 4 hrs.
517. Reformation and Counter-Reformation in Central Europe. Melton; credit, 4 hrs.
518. Modern Germany. Eckert; credit, 4 hrs.
519. History of the Russian Empire and the Soviet Union. Payne; credit, 4 hrs.
520. The Public Sphere in Enlightenment Europe. Melton; credit, 4 hrs.
523. Modern British Social History. Credit, 4 hrs.
524. Topics in Modern European Cultural History. Adamson; credit, 4 hrs.
525. The Scientific Revolution. Credit, 4 hrs.
526. European Socialist and Communist Movements, Nineteenth and Twentieth Centuries. Payne; credit, 4 hrs.
530. Social History of Nineteenth-Century America. Prude; credit, 4 hrs.
531. Social History of the United States in the Twentieth Century. Credit, 4 hrs.
532A. B. Seminar in American Intellectual History. Allitt; credit, 4 hrs. each.
533. (same as RLHT 735r) American Religious History: Methods and Perspectives. Holifield; credit, 4 hrs.
534. (same as RLHT 750) American Theology. Holifield; credit, 4 hrs.
535. United States Foreign Relations in the Twentieth Century. Harbutt; credit, 4 hrs.
536. (same as WS 536) American Women’s History: A Multicultural Perspective. Odem; credit, 4 hrs.
537. Labor, Industrialization, and Technology. Credit, 4 hrs.
540. The English Colonies in America. Juricek; credit, 4 hrs.
541. Formation of the American State, 1763–1830. Credit, 4 hrs.
544. Civil War and Reconstruction. Credit, 4 hrs.
545A, B. America Since 1940. Harbutt; credit, 4 hrs. each.
546. The Indian in American History. Juricek; credit, 4 hrs.
547. The Old South, Colonial to 1865. Roark; credit, 4 hrs.
549. The New South, 1865–1964. Crespino; credit, 4 hrs.
552A, B. European Economic History. Credit, 4 hrs. each.
560. Topics in Colonial Latin American History. Socolow; credit, 4 hrs.
561. Topics in Modern Latin American History. Lesser; credit, 4 hrs.
562. Themes and Approaches in Latin American History. Lesser or Socolow; credit, 4 hrs.
564. Africa: The Era of the Slave Trade. Mann; credit, 4 hrs.
565. Modern African History. Mann; credit, 4 hrs.
566. African Historiography. Credit, 4 hrs.
569. Topics in the Modern Near East. Stein; credit, 4 hrs.
581. (same as ILA 714g) The Idea of History. Adamson; credit, 4 hrs.
582A, B. Social Science and Quantitative Techniques for Historians. Socolow; credit, 4 hrs. each.

583. Introduction to Advanced Historical Study. Credit, 4 hrs.

585R. Special Topics in History.* Credit, 4 hrs.

594R. Internship in History. Variable credit.

596R. Special Studies. Credit, 4 hrs.

597R. Directed Reading. Variable credit.

599R. Research. Variable credit.

786A, B. Introduction to College Teaching. Smith; cumulated credit, 4 hrs.

799R. Advanced Research. Variable credit.

Professors

Walter L. Adamson (PhD, Brandeis University, 1976). Samuel Candler Dobbs Professor of Intellectual History. European intellectual history.

Patrick Allitt (PhD, University of California at Berkeley, 1986). Twentieth-century American political and intellectual history; history of American religion.

Thomas S. Burns (PhD, University of Michigan, 1974). Samuel Candler Dobbs Professor of History. Late ancient and early medieval history; barbarian invasions of the Roman Empire and the resultant barbarian kingdoms.

Clifton Crais (PhD, Johns Hopkins University, 1988). African history, comparative and cross-cultural history; history and theory.

David Eltis (PhD, University of Rochester, 1979). Robert W. Woodruff Professor of History. History of the Atlantic world; slavery and migration.

Fraser J. Harbutt (PhD, University of California at Berkeley, 1976). History of U.S. foreign relations; international history; United States diplomatic and political history; U.S.-Soviet relations.

Jeffrey Lesser (PhD, New York University, 1989). Modern Latin American history focusing on ethnicity, immigration, and race, especially in Brazil.

Kristin Mann (PhD, Stanford University, 1977). African history; eighteenth- through twentieth-century African social and economic history; history of marriage and the family; slavery, emancipation, and the slave trade; colonial political and legal changes; and West African commercial and agricultural transformations.

James V. H. Melton (PhD, University of Chicago, 1982). Early modern German and Hapsburg history; Enlightenment Europe.

Gyanendra Pandey (PhD, Oxford University, 1975). Asa G. Candler Professor. Colonial and post-colonial history; subaltern studies; South Asia.

Cynthia Patterson (PhD, University of Pennsylvania, 1976). Ancient Greek history; women in antiquity; social and family history; Greek historians.


Susan M. Socolow (PhD, Columbia University, 1973). Samuel Candler Dobbs Professor of Latin American history; Latin American history; social history and quantitative techniques.

Kenneth W. Stein (PhD, University of Michigan, 1976). Director, Middle East Research Program of Emory College; Carter Center Middle East Fellow. Near Eastern history; social and economic history of Palestine in the twentieth century; inter-Arab political history; the Arab-Israeli peace process and the Mediterranean littoral states of the Near East.

Associate Professors

Kathryn E. Amdur (PhD, Stanford University, 1978). Modern French history; modern European social and political history, especially the history of labor movements in twentieth-century France.

Tonio Andrade (PhD, Yale University, 2000). Modern China. Leroy Davis (PhD, Kent University, 1989). African American and American history; comparative education in the African diaspora.

Joseph Crespino (PhD, Stanford University, 2002). Modern U.S. South.

Eric L. Goldstein (PhD, University of Michigan, 2000). American Jewish history and culture; modern Jewish history; American social and cultural history.

Leslie M. Harris (PhD, Stanford University, 1994). African American and American history; pre-Civil War African American and American labor and social history.

John T. Juricek (PhD, University of Chicago, 1970). American colonial history; the American Indian.


Mary E. Odem (PhD, University of California at Berkeley, 1989). Joint appointment in the History Department and the Institute for Women’s Studies. Late nineteenth- and twentieth-century American history; social/women’s history.

Matthew J. Payne (PhD, University of Chicago, 1994). Russian and Soviet history; Soviet social history; production politics and Stalinist industrialization; Kazakhstan and Soviet nationalities policy; labor and society.

Jonathan D. Prude (PhD, Harvard University, 1976). American social and labor history between the American Revolution and 1900.

Mark Ravina (PhD, Stanford University, 1990). Japanese history; political activism in the 1870s and 1880s, linking the jiyu minken undo with Tokugawa-era political thought.

Sharon Strocchia (PhD, University of California at Berkeley, 1981). Social and cultural history of Renaissance Italy; history of women in pre-industrial Europe; women, gender, and family in fifteenth-century Florence; the use of feminist theory for Renaissance studies.

Assistant Professors

Astrid Eckert (PhD, Free University of Berlin, 2002). Modern Germany.

Philippe Rosenberg (PhD, Duke University, 1999). Early modern British and Irish history.

Marina Rustow (PhD, Columbia University, 2003). Medieval Jewish history.

Brian Vick (PhD, Yale University, 1997). Modern Germany and Central Europe in the long nineteenth century; modern European political and intellectual-cultural history.

Associated Faculty

Tonio Andrade (PhD, Yale University, 2000). Modern China.

Edna Bay (PhD, Boston University, 1977). Associate Professor, Institute of Liberal Arts. African studies, women in Africa; African art.

Leonard A. Carlson (PhD, Stanford University, 1977). Associate Professor, Department of Economics. U.S. economic history; the economic history of the South; the economic history of federal policies towards American Indians in the late nineteenth and twentieth centuries.

Joseph Crespino (PhD, Stanford University, 2002). Modern U.S. South.

Elizabeth Goodstein (PhD, University of California, Berkeley, 1996). Associate Professor, Institute of the Liberal Arts. Literature and culture of modernity in France, Germany, and Austria; theories of subjectivity; history and temporality.

E. Brooks Holifield (PhD, Yale University, 1970). Charles Howard Candler Professor of American Church History, Candler School of Theology. American religious history and thought.
Harvey Klehr (PhD, University of North Carolina at Chapel Hill, 1971). Samuel Candler Dobbs Professor of Politics and History, Department of Political Science. Political theory; American radicalism.

Howard I. Kushner (PhD, Cornell University, 1970). Nat C. Robertson Professor of Science and Society, Graduate Institute of Liberal Arts. History of medicine and disease; psychiatry and neurology.

Ruby Lal (PhD, Oxford University, 2001). Assistant Professor, Department of Middle Eastern and South Asian Studies. South Asia; gender and Islam; family and court history; pre-colonial and colonial worlds.

Deborah E. Lipstadt (PhD, Brandeis University, 1976). Dorot Professor of Modern Jewish and Holocaust Studies, Department of Religion. History of the Holocaust; women in Judaism; modern Judaism; American Jewish identity.

Gordon D. Newby (PhD, Brandeis University, 1966). Professor, Middle Eastern Studies; Director, Institute for Comparative and International Studies. Islamic, Judaic, and Middle Eastern Studies; medieval Jewish history, Muslim–non-Muslim relations.


Pamela Scully (PhD, University of Michigan, 1993). Associate Professor, Department of Women’s Studies. Comparative women’s and gender history; Atlantic world; slavery and emancipation; race and sexuality.

Jonathan Strom (PhD, University of Chicago, 1996). Associate Professor, Candler School of Theology. Post-Reformation era in Germany; Pietism in early modern Europe.

Allen E. Tullos (PhD, Yale University, 1985). Associate Professor, Graduate Institute of the Liberal Arts. American studies; Southern studies; documentary film; geography and justice.
GRADUATE INSTITUTE OF THE LIBERAL ARTS

5415 Callaway Building

Address inquiries to the director of graduate studies.

General Description

The Graduate Institute of the Liberal Arts (ILA) is Emory University’s institutional center for comparative and interdisciplinary studies across the social sciences and humanities. The institute is one of the oldest interdisciplinary programs in the United States. Since the 1950s, the ILA has offered graduate students the opportunity to pursue doctoral work in the study of culture and society from historical, ethnographic, and comparative perspectives.

Although the ILA operates as an autonomous graduate program, it also has longstanding connections to many other departments and programs at Emory, to other area universities, and to public and private institutions in Atlanta. Our faculty members collectively present a broad range of teaching and research interests. Many of us are affiliated with other departments and programs at Emory, including African Studies, Classical Studies, African-American Studies, American Studies, Anthropology, Asian Studies, Comparative Literature, English, Film Studies, History, Journalism, Linguistics, Medieval Studies, the Psychoanalytic Institute, Religion, Urban Studies, Southern Studies, Women’s Studies, and LGBTQ Studies/Studies in Sexualities.

The ILA provides its students with a structured program of courses, workshops, and seminars in writing, research design, social and cultural theory, interdisciplinary study, and public scholarship. At the same time, the program affords a great deal of flexibility in designing a course of study. We encourage independent and innovative scholarship while fostering a true intellectual community around our common concerns in the comparative and historical study of culture and society. Our shared practical and theoretical interests encompass examinations of such topics as culture and power; gender and sexuality; psychoanalysis; visual culture; the ethnography of everyday life; religion, ritual, and popular culture; cultural studies; area studies; and cultural history.

The ILA core faculty members are clustered in two major working groups, American Studies and Interdisciplinary Studies. For more information on the program, please visit our website at www.ila.emory.edu.

Requirements

Please refer to the Graduate Student Handbook as posted on the ILA website at www.ila.emory.edu/grad_handbook.pdf.

Core Courses

597. Directed Study (MA). Faculty; variable credit.
599. Research for MA Candidates. Faculty; variable credit.
730. Proseminar in American Studies. Levenduski, Nickerson/Prude; credit, 4 hrs.
771. ILA Foundations Seminar. Faculty; credit, 4 hrs.
775. Pedagogy. Faculty; credit 2 hrs.
781. Internship. Faculty; variable credit.
782. Research Design. Faculty; credit, 4 hrs.
787. Group Directed Study. Faculty; variable credit.
797. Individual Directed Study (PhD). Faculty; variable credit.
799. Research for PhD Candidates. Faculty; variable credit.
Recent Courses
The courses listed below have been offered in the ILA within the last three years. ILA students may take courses in any department of the Graduate School. They have also recently taken courses, where appropriate to their research, in Emory’s School of Law and Rollins School of Public Health.

The Work of Memory  Postmodernity and Postmodern Plato
Queer Identities  Art and Globalization
Call and Response in African American Literature  Race and Contemporary Feminism
Language and Thought  The American University
Gender and Generations in Africa  Bakhtin and His Circles
Issues in Visual Anthropology  The Rhetoric of Fragmentation
American Orientalism  Ethnographic Filmmaking
Network Society  The Interview Society
Workshop in Public Scholarship

Professors
Kevin Corrigan (PhD, Dalhousie University, 1980). Classical philosophy; classical studies; medieval studies.
Sander Gilman (PhD, Tulane University, 1968). History of medicine; history of psychiatry; Jewish cultural studies; visual studies; European comparative literary studies; cultural history.
Ivan Karp (PhD, University of Virginia, 1974). National Endowment for Humanities Professor. Comparative cultural studies; the poetics and politics of museum displays; African systems of thought, social organization, and social change; social theory.
Howard Kushner (PhD, Cornell University, 1970). History of medicine; historical and clinical aspects of addition.
Michael Moon (PhD, Johns Hopkins University, 1988). American literature, gender and sexuality studies; media studies.
Laura Otis (PhD, Cornell University, 1991). Comparison of the ways in which scientists and literary writers develop their ideas.
Robert A. Paul (PhD, University of Chicago, 1970). Charles Howard Candler Professor of Anthropology and Interdisciplinary Studies. Psychoanalytic and anthropological theory; comparative religion; and myth.
Walter L. Reed (PhD, Yale University, 1969). Director. William R. Kenan University Professor and Professor of English. Romanticism; English and comparative literature, Bakhtin; poetics.
Dana F. White (PhD, George Washington University, 1969). Urban studies; American studies; documentary film and television.

Associate Professors
Angelika Bammer (PhD, University of Wisconsin, Madison, 1982). History and memory; narrative; nation and cultural identity; modern Europe.
Edna C. Bay (PhD, Boston University, 1977). African studies; African Art; cultural history; gender studies.
Rudolph P. Byrd (PhD, Yale University, 1985). African American literature and philosophy; photography and masculinity.
Alan Cienki (PhD, Brown University, 1988). Language and cognition; semantics, metaphor; gesture with speech.
Elizabeth Goodstein (PhD, University of California at Berkeley, 1996). Literature and culture of modernity in France, Germany, and Austria; theories of subjectivity; history and temporality.

Anna Grimshaw (PhD, University of Cambridge, 1984). Visual anthropology; documentary cinema and experimental ethnography.

Cristine Levenduski (PhD, University of Minnesota, 1989). American studies; early American literature.

Catherine Ross Nickerson (PhD, Yale University, 1991). American studies; literature; crime writing; and Asian American studies.

Jonathan Prude (PhD, Harvard University, 1976). American social and labor history

Allen E. Tullos (PhD, Yale University, 1985). American and Southern studies; network society; cultural geography; music and culture.

Kimberly Wallace-Sanders (PhD, Boston University, 1995). Race, gender, and representation; nineteenth-century popular culture; African American material culture; body theory and feminism; black mammy iconography.

Assistant Professors

Regine Jackson (PhD, University of Michigan, 2001). Racial and ethnic identity; American immigration; urban ethnography; Haitian diaspora; black subjectivity; migration narratives

Senior Lecturer

Peter Wakefield (PhD, Brown University). Ancient Philosophy; Critical Pedagogy.

Associated Faculty

A large number of faculty members in the Graduate School and in the various professional schools at Emory University participate in the scholarly life of the ILA as associated faculty by teaching seminars, directing student research, advising students, and serving on ILA committees. The following faculty have been especially active in the institute in recent years:

American Studies: Dwight Andrews (music); Peggy Barlett (anthropology); Matthew Bernstein (film studies); Joseph Crespino (history); Stephen Crist (music); Timothy Dowd (sociology); Peter Dowell (English); Michael Elliott (English); Dorinda Evans (art history); James Flannery (theater studies); Rosemarie Garland-Thompson (women’s studies); Walter Kalaidjian (English); Valerie Loichot (French and Italian); Mary Odem (history and women’s studies); Natasha Tretheway (English and creative writing)

Interdisciplinary Studies: Walter L. Adamson (history); Deepika Bahri (English); Matthew Bernstein (film studies); John Boli (sociology); Steven Everett (music); Thomas R. Flynn (philosophy); Rosemarie Garland-Thompson (Women’s Studies); Mark Jordan (religion); Sidney L. Kasfir (art history); Bruce M. Knauft (anthropology); Corinne Kratz (anthropology); Jeffrey Lesser (history); Elissa Marder (French and Italian); Laurie Patton (religion); Judith C. Rohrer (art history); Beth Seelig (psychiatry and behavioral sciences); Claire E. Sterk (Rollins School of Public Health) ; Steven White (History)
The Tam Institute for Jewish Studies (TIJS) at Emory brings together scholars and students from a number of different departments and programs to engage in the interdisciplinary exploration of Jewish civilization. The institute was established in 1999, giving institutional recognition to the University’s strength in the study of Jewish history, religion, and culture and signaling Emory’s intention to become the premier site for Jewish studies in the southern United States. In addition to graduate and undergraduate academic programs, the institute sponsors public events that bring distinguished visiting scholars to campus, including a faculty-graduate student seminar series that meets several times per semester.

PhD training in Jewish studies at Emory takes place under the auspices of disciplinary departments, including anthropology, the Graduate Division of Religion, history, and comparative literature. But in view of the interdisciplinary character of Jewish studies both at Emory and in the academy more broadly, the TIJS coordinates numerous aspects of graduate study, including programming, some advising, and funding for extramural programs and research. The TIJS is also currently developing a certificate program in Jewish studies that would require students participate in a number of Jewish studies-related courses, show competence in at least one Judaic language, attend the faculty-student seminar series, and include a core member of the Jewish studies faculty on the comprehensive exam committee and/or dissertation committee. Check the TIJS and Graduate School websites for details.

Applicants to PhD programs in fields related to Jewish studies must satisfy general admission requirements outlined by the department or program to which they apply.

**Courses**

521. Graduate Seminar in Hebrew. Credit, 4 hrs.
530. Hebrew Bible. Credit, 4 hrs.
540. Rabbinic Judaism. Credit, 4 hrs.
541. Medieval Jewish Thought. Credit, 4 hrs.
545. Women in Judaism. Credit, 4 hrs.
560. Approaches to Jewish History. Credit, 4 hrs.
569. Topics in the Modern Near East. Credit, 4 hrs.
730. Ethnography of Religious Experience. Credit, 4 hrs.
730. Heresy as a Historical Problem. Credit, 4 hrs.
730R. Issues in Hebrew Bible Studies. Credit. 4 hrs.
730R. Readings in Judeo-Arabic Texts. Credit, 4 hrs.

**Professors**


Michael J. Broyde (JD, New York University, 1988; Ordination, Yeshiva University, 1991). Academic Director, Law and Religion Program. Jewish law; law and religion; Jewish ethics; comparative religious law.

Sander Gilman (PhD, Tulane University, 1968). Distinguished Professor of the Liberal Arts and Sciences, ILA. Interdisciplinary study of the body and health; Jews in contemporary culture; psychoanalysis.

Jeffrey Lesser (PhD, New York University, 1989). Director, Tam Institute for Jewish Studies. Modern Latin American history focusing on ethnicity, immigration and race, especially in Brazil; race and transnational identity in post-World War II Brazil.

Deborah E. Lipstadt (PhD, Brandeis University, 1976). Dorot Professor of Modern Jewish History and Holocaust Studies. Holocaust studies; modern Jewish history and culture.

Gordon D. Newby (PhD, Brandeis University, 1966). Chair, Department of Middle Eastern and South Asian Studies. Jews, Christians, and Muslims in the Islamic world; Near Eastern and Judaic languages and literature.

Kenneth W. Stein (PhD, University of Michigan, 1976). William E. Schatten Professor of Contemporary Middle Eastern History and Israeli Studies; Director, Institute for the Study of Modern Israel and Middle East Research Program. Twentieth-century Arab world; zionism; modern Israel; Arab-Israeli conflict.

**Associate Professors**

Michael S. Berger (Ordination, Yeshivat Har Etzion, 1988; PhD, Columbia University, 1992). Rabbinic Judaism; Jewish ethics; Jewish law.

William Gilders (PhD, Brown University, 2001). Hebrew Bible in its historical context; history of Jewish Bible interpretation; ritual theory; reader-oriented literary criticism; sexuality and gender theory.

Hazel Gold (PhD, University of Pennsylvania, 1980). Sephardic and Latin American Jewish studies; narrative theory; cultural studies.

Eric Goldstein (PhD, University of Michigan, 2000). American Jewish history and culture; modern Jewish history; contemporary American social and cultural history.

**Assistant Professors**

Marina Rustow (PhD, Columbia University, 2003). Medieval and early modern Jewish history; social, cultural, and religious history of the medieval Near East; heresy and sectarianism; the Cairo Geniza.

Don Seeman (PhD, Harvard University, 1997). Anthropology of Modern Jewish communities; anthropology of religious experience; Ethiopian Israelis; Judaism and Hasidism.

Ofra Yeglin (PhD, Tel Aviv University, 1998). Modern Hebrew poetry; Israeli culture and society; Hebrew language.

**Associated Faculty**

Maximilian Aue (PhD, Stanford University, 1973). Early and late nineteenth-century German literature; twentieth-century German and Austrian literature; romanticism; Franco-German literary relations; German and Austrian Jewish writers.

Angelika Bammer (PhD, University of Wisconsin-Madison, 1982). German Jewish women writers, artists, and thinkers; post-Holocaust German culture; twentieth-century literature and culture; critical and feminist theory; colonial and postcolonial theory.
Matthew Bernstein (PhD, University of Wisconsin, 1987). Director, Graduate Studies in Film. American film industry; classical and contemporary Hollywood cinema; nonfiction film; film comedy; the social problem film; African Americans in film; Japanese cinema; post-war European cinema; historiography.

Martin Buss (PhD, Yale University, 1958). Interpretation theory; Hebrew Bible.

Cathy Caruth (PhD, Yale University, 1988). Director, Program in Comparative Literature. English and German romanticism; literary theory; psychoanalytic writing; trauma theory.

Mikhail Epstein (PhD, Moscow State University, 1989). Samuel Candler Dobbs Professor of Cultural Theory and Russian Literature. Literary and cultural theory; contemporary Russian literature and philosophy; Jews in Russian culture.

Shoshana Felman (PhD, University of Grenoble, 1970). Woodruff Professor of Comparative Literature and French; Nineteenth- and twentieth-century French literature; psychoanalysis, trauma and testimony; law and literature.

Sander Gilman (PhD, Tulane University, 1968). Distinguished Professor of the Arts and Sciences, ILA. Interdisciplinary study of the body and health; Jews in contemporary culture; psychoanalysis.

John Hayes (PhD, Princeton Theological Seminary, 1964). History of interpretation; Israelite history; Hebrew Bible; Psalms.

Harvey Klehr (PhD, University of North Carolina at Chapel Hill, 1971). Andrew W. Mellon Dobbs Professor of Politics and History. Political theory; twentieth-century political ideologies; American conservatism.

Melvin Konner (PhD, Harvard University, 1973). Samuel Candler Dobbs Professor of Anthropology; Associate Professor of Psychiatry and Neurology. Human behavioral biology and reproductive adaptation; anthropology of the Jews.

Carol Newsom (PhD, Harvard University, 1982). Chair, Hebrew Bible Program of the Graduate Division of Religion. Ancient Israelite religion; Hebrew Bible; Dead Sea scrolls; literary criticism; biblical studies.

Caroline Schaumann (PhD, University of California at Davis, 1999). German Studies. Twentieth-century German literature and culture, in particular post-1945 texts.

Joseph Skibell (MFA, University of Texas Center for Writers, 1996). Contemporary literature, drama, and sacred texts.
The Department of Mathematics and Computer Science offers a PhD in mathematics designed for those with an undergraduate degree in mathematics, computer science, or related areas. The PhD is suitable for those wishing to pursue careers in academics or industry. Possible areas of research specialization include:

- Algebra: computational algebra, quadratic forms, division algebra, decomposability
- Analysis/Geometry: complex, functional, quasiconformal mappings, global analysis on manifolds, microlocal analysis, geometric analysis
- Combinatorics/Graph Theory: graph theory, random structures, ordered sets, projective planes, theory of computation
- Computational Mathematics: numerical linear algebra, image processing, iterative methods, optimization, partial differential equations, computational fluid dynamics, high performance computing
- Topology: low dimensional topology, knot theory, geometric topology, differential topology, hyperbolic topology

Students admitted to the program in full standing should have the equivalent of an undergraduate degree in mathematics.

The PhD program is designed so that students may complete the basic course and exam requirements during the first two years. Research with a PhD adviser usually begins in the second or third year. However, the moderate size of the faculty and PhD program allows considerable interaction among faculty and students, so it is possible to establish relationships with individual faculty members as early as the first year. Specific course requirements depend on the student’s area of study, with more significant differences between the pure mathematics and the computational mathematics tracks. More details may be found at www.mathcs.emory.edu/programs-grad/deg-math-phd.php.

Mathematics MS

The MS degree in mathematics may be earned in one of two ways: (1) by completing six required courses, and writing a masters thesis; or (2) by completing the course work required for the PhD degree, passing the written comprehensive examinations for the doctoral degree, and being admitted to candidacy. More details may be found at www.mathcs.emory.edu/programs-grad/deg-math-phd.php.

Computer Science PhD

The PhD program in Computer Science and Informatics is a research-intensive program to prepare researchers and educators for careers in academia and industry in computing and the life sciences. The course and exam requirements are designed to be completed in the first two years. Research with a faculty adviser will begin in the second year, but may begin as early as the first year depending on the student background. Faculty research strengths include algorithms, combinatorics, computational science, computing theory, databases, data mining, information retrieval, networking, numerical computation, parallel processing, and distributed computing, and computing theory. In collaboration with faculties in the Graduate Division of Biological and Biomedical Sciences, and the Emory schools of public health and medicine, the program offers exceptional opportunities for interdisciplinary re-
search in computational science, high-performance computing, public health, and bioinformatics. In particular, students with research interests in bioinformatics and computational life sciences will acquire hands-on experience with biology-based computational problems and techniques by participating in biological and biomedical laboratory rotations.

### Computer Science MS

The MS program in Computer Science is designed for individuals with an undergraduate degree in computer science, mathematics, or related fields with computational experience. Those obtaining the degree may pursue careers in industry or enter a PhD program in computer science. Three options are available for completing the degree: thesis, project, and course only. Tuition scholarships are available to qualified students on a competitive basis.

#### Mathematics Courses

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Credit, Hrs.</th>
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</thead>
<tbody>
<tr>
<td>500</td>
<td>Probability</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>511</td>
<td>Analysis I.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>512</td>
<td>Analysis II.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>515</td>
<td>Numerical Analysis I.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>516</td>
<td>Numerical Analysis II.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>520</td>
<td>Algebra III.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>521</td>
<td>Algebra I.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>522</td>
<td>Algebra II.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>531</td>
<td>Graph Theory I.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>532</td>
<td>Graph Theory II.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>535</td>
<td>Combinatorics I.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>536</td>
<td>Combinatorics II.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>541</td>
<td>General Topology I.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>542</td>
<td>General Topology II.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>543</td>
<td>Algebraic Topology I.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>544</td>
<td>Algebraic Topology II.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>545</td>
<td>Introduction to Differential Geometry I.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>546</td>
<td>Introduction to Differential Geometry II.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>547</td>
<td>Differential Topology.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>550</td>
<td>Functional Analysis</td>
<td>4 hrs.</td>
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<tr>
<td>555</td>
<td>Introduction to Applied Analysis I.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>556</td>
<td>Introduction to Applied Analysis II.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>557</td>
<td>Partial Differential Equations I</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>558</td>
<td>Partial Differential Equations II</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>561</td>
<td>Matrix Analysis</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>575R</td>
<td>Seminar in Numerical Analysis.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>576R</td>
<td>Seminar in Topology</td>
<td>1-4 hrs.</td>
</tr>
<tr>
<td>577R</td>
<td>Seminar in Combinatorics</td>
<td>1-4 hrs.</td>
</tr>
<tr>
<td>578R</td>
<td>Seminar in Algebra</td>
<td>1-4 hrs.</td>
</tr>
<tr>
<td>579R</td>
<td>Seminar in Analysis</td>
<td>1-4 hrs.</td>
</tr>
<tr>
<td>590</td>
<td>Teaching Seminar</td>
<td>1 hrs.</td>
</tr>
<tr>
<td>597</td>
<td>Directed Study</td>
<td>1-4 hrs.</td>
</tr>
<tr>
<td>599</td>
<td>Master’s Thesis Research</td>
<td>1-4 hrs.</td>
</tr>
<tr>
<td>730</td>
<td>Linear Algebra in Combinatorics</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>731</td>
<td>Ramsey Theory</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>732</td>
<td>Extremal Graph Theory</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>733</td>
<td>Probabilistic Methods</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>736</td>
<td>Randomized Algorithms</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>737</td>
<td>Random Graph Theory</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>741</td>
<td>Geometric Topology</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>748</td>
<td>Advanced Partial Differential Equations</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>771</td>
<td>Numerical Optimization</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>772</td>
<td>Numerical Partial Differential Equations</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>786R</td>
<td>Topics in Topology</td>
<td>4 hrs.</td>
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<tr>
<td>787R</td>
<td>Topics in Combinatorics</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>788R</td>
<td>Topics in Algebra</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>789R</td>
<td>Topics in Analysis</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>797</td>
<td>Directed Study</td>
<td>1-4 hrs.</td>
</tr>
<tr>
<td>799R</td>
<td>Dissertation Research</td>
<td>Variable credit</td>
</tr>
</tbody>
</table>
Professors

Michele Benzi (PhD, North Carolina State University, 1993). Scientific computing, parallel computing, Markov Chains.

Dwight A. Duffus (PhD, University of Calgary, 1978). Ordered combinatorial and algebraic structures.

Ronald J. Gould (PhD, Western Michigan University, 1979). Extremal graph theory, ordered combinatorial and algebraic structures, Hamiltonian Theory, paths and cycles, matchings, graph decompositions.

William S. Mahavier (PhD, University of Texas, 1957). General topology; inverse limits, continua theory, indecomposable continua.


Vladimir I. Oliker (PhD, Leningrad University, 1971). Partial differential equations; applied mathematics.

Raman Parimala (PhD, Tata Institute of Fundamental Research Mumbai University, 1976). Quadratic forms, Galois cohomology, algebraic groups.

Vojtech Rodl (PhD, Charles University, 1976). Combinatorics, discrete mathematics.

Vaidy Sunderam (PhD, University of Kent, 1986). Chair. Concurrent and distributed heterogeneous computing systems, collaborative computing methodologies and tools, software infrastructures for networked data management and computation.

Associate Professors

Chang Mo Bang (PhD, Vanderbilt University, 1969). Algebra; combinatorics; computer science; artificial intelligence.

Steve Batterson (PhD, Northwestern University, 1976). Dynamical systems; numerical analysis.

David Borthwick (PhD, Harvard University, 1993). Global and geometric analysis; differential geometry; and mathematical physics; scattering theory applications of microlocal analysis in symplectic topology.

Eric Brussel (PhD, University of California at Los Angeles, 1993). Number theory and (algebraic) field theory, specifically division algebra and the Brauer Group of a field.

Shun Yan Cheung (PhD, Georgia Institute of Technology, 1990). High speed networks, multicast communication, mobile networks, Queueing Theory, performance evaluations, replica control methods.

R. Skip Garibaldi (PhD, University of California at San Diego, 1998). Classical and exceptional algebraic groups, algebras with involution, exceptional algebraic structures, Galois cohomology.

Michelangelo Grigni (PhD, Massachusetts Institute of Technology, 1991). Theory of computation; circuit complexity; computational and extremal geometry; approximation algorithms.

Eldad Haber (PhD, University of British Columbia, 1997). Inverse problems, computational electromagnetics, numerical optimization.

Emily Hamilton (PhD, University of California at Los Angeles, 1995). Director of Undergraduate Studies. Low dimensional geometric topology; hyperbolic geometry; Kleinian groups.

James Lu (PhD, Northwestern University, 1992). Search/reasoning techniques, data and information management.

Kenneth I. Mandelberg (PhD, Cornell University, 1973). Operating systems; networking; image analysis; algebra.

Robert L. Roth Jr. (PhD, Ohio State University, 1979). Combinatorics.

Shanshuang Yang (PhD, University of Michigan, 1991). Theory and applications of quasiconformal mappings, complex analysis, complex dynamics, Potential theory, conformal geometry and geometric function theory, extremal problems of conformal and quasiconformal mappings.

**Assistant Professors**


Eugene Agichtein (PhD, Columbia University, 2005). Information retrieval, web search, text mining and information extraction, bioinformatics and medical informatics.

Ojas Parekh (PhD, Carnegie Mellon University, 2002). Approximation algorithms, combinatorial optimization, polyhedral combinatorics, mathematical programming, combinatorial scientific computing.

James Taylor (PhD, Pennsylvania State University, 2006). Genomics, software engineering, machine learning.

Li Xiong (PhD, 2005, Georgia Institute of Technology). Data and information management, distributed computing, trust and information privacy.

**Visiting Professors**

Michal Karonski
Tomasz Luczak
Andrzej Rucinski

**Senior Lecturers**

Phil Hutto
Ray Lamb
The Department of Music offers a program of studies leading to the master of music in choral conducting and in organ performance and, with Candler School of Theology, the master of sacred music. Career objectives and opportunities for graduates include scholar/teacher, applied teaching, and conducting positions in universities and private schools, professional conservatories, preparatory conservatory programs, and larger church programs; music director positions in universities, churches, synagogues, county and community organizations, and private and public schools; performance careers as recitalists and soloists.

Degree Requirements
The MM in choral conducting and the MM in organ performance are two-year programs requiring four semesters of study for a total of 45 hours. Students must satisfy a recital requirement and pass an oral examination covering topics related to the major field of study and general music history and theory.

The MSM is a program requiring two years of study for a total of 48 hours. Students must satisfy a recital or worship-service requirement and pass an oral examination covering topics related to the major field of study and general music history and theory. For further information about the MM and MSM degrees, please contact the Director of Graduate Studies, Department of Music, Emory University, Atlanta, Georgia 30322; 404.727.1124.

Audition Requirements and Placement Exams
Audition dates for entrance in fall 2009 are Monday, January 26, 2009, and Monday, February 23, 2009. Applicants must audition in person and will be scheduled for an interview and an audition to demonstrate organ or choral conducting performance skills. Placement exams in music history and music theory will be given at the beginning of the first semester to students who enroll, and review courses may be required for students who do not meet the minimum requirements.

For more detailed information about the master’s programs in music, please contact the director of Graduate Studies, or call the department at 404.727.1124.

Courses
MUS 500g–p. Ensemble. Nelson, Prior, Stewart; credit, 1 hr.
MUS 501. Introduction to Graduate Study. Karnes; credit, 4 hrs.
MUS 505. Form and Analysis. Y. Everett; credit, 3 hrs.
MUS 511. Choral Literature I. Bertrand; credit, 3 hrs.
MUS 512. Choral Literature II. Nelson; credit, 3 hrs.
MUS 516. Improvisation and Service Playing. Albrecht; credit, 3 hrs.
MUS 520g–u. Applied Area Study. Albrecht, Nelson; credit, 2–3 hrs.
MUS 522. Music of the Middle Ages and Renaissance. Bertrand; credit, 3 hrs.
MUS 524. Music of the Classic Period. Crist; credit, 3 hrs.
MUS 525. Music of the Nineteenth Century. Karnes; credit, 3 hrs.
MUS 526. Music of the Twentieth Century. Karnes; credit, 3 hrs.
MUS 528. Organ Literature. Albrecht; credit, 3 hrs.
MUS 536. Organ Construction and Design. Albrecht; credit, 3 hrs.

MUS 538. Bach’s Organ Music. Albrecht; credit, 3 hrs.

MUS 544. Counterpoint. Lennon; credit, 3 hrs.

MUS 545. Arranging and Orchestration. Lennon; credit, 3 hrs.

MUS 549. Choral Methods. Nelson; credit, 3 hrs.

MUS 582. Seminar in Notation and Performance Practice. Bertrand; credit, 3 hrs.


Candler School of Theology Course Offerings in MSM Curriculum

CM 310. Congregational Song. Abbington; credit, 3 hrs.

CM 620. Music and Worship in the Black Church. Abbington; credit, 3 hrs.

CT 501 and CT 503. History of Christian Thought. Faculty; credit, 3 hrs.

HT 669. History and Theology of the Eucharist. Faculty; credit, 3 hrs.

NT 501. New Testament. Faculty; credit, 3 hrs.

Professors

Jimmie Abbington. Associate Professor of Music and Worship.


Charles D. Hackett Jr. (PhD, Emory University, 1974). Professor of Church Ministries.

John Anthony Lennon (MM, University of Michigan, 1975; DMA, 1978). Director of Graduate Studies. Composition; theory.


Don Saliers (PhD, Yale University, 1967). Professor of Theology and Worship.

Associate Professors

Dwight Andrews (MM, University of Michigan, 1974; MDiv, Yale University, 1977; PhD, Yale University, 1993). Theory; jazz studies.

Lynn Wood Bertrand (PhD, University of Cincinnati, 1978). Director of Graduate Studies. Musicology; music history.

Stephen Crist (MM, University of South Florida, 1980; PhD, Brandeis University, 1988). Chair. Musicology; music history.

Steven Everett (MM, Florida State University, 1976; DMA, University of Illinois, 1988). Composition; conducting; theory; world music.
Yayoi Uno Everett (PhD, Eastman School of Music, 1994). Music theory.

Tong Soon Lee (PhD, University of Pittsburgh, 1998). Ethnomusicology.


Richard Prior (DMA, University of Washington, 1996; PhD, Brandeis University, 2001). Musicology; music history.

M. Thomas Thangaraj (MTh, United Theological College; ThD, Harvard University, 1983). Professor of World Christianity.

Assistant Professors

Kevin Karnes (MM, University of Washington, 1996; PhD, Brandeis University, 2001). Musicology; music history.

Emeritus

Charles Schisler (PhD, Indiana University, 1976). Music history; opera literature.

Lecturers

Tamara Albrecht
Prema Bhat
Teresa Hopkin
Gary Motley

Scott Stewart
Deborah Thoreson
Kristin Wendland
NURSING

Nell Hodgson Woodruff School of Nursing
1520 Clifton Road, NE
Address inquiries to Kenneth Hepburn, director of graduate studies

The School of Nursing offers a course of study leading to the doctor of philosophy (PhD) degree. The program prepares nurse scholars for a research career by focusing on clinical research and the health needs of vulnerable and underserved populations with an emphasis on women and those with chronic health conditions. Graduates will be prepared to meet future challenges of providing quality care in the context of a health care system driven by economics, addressing the ethical complexities of clinical practice, serving as effective patient advocates in the ongoing dialogue regarding the redefinition of the health care delivery system, and generating data-based evidence for health care. Preparation in both research and teaching will expand future career options. A low faculty-student ratio is maintained to emphasize individual graduate student mentorship. Distinctive programs of research are found among the faculty in the areas of cardiovascular disease, women’s health and sleep.

Requirements

Incoming students are expected to complete a minimum of 50 credits of post-master’s study plus the teaching assistantship and teaching training opportunity (TATTO) requirements, written qualifying examinations at the end of the first year of course work, comprehensive written exams at the end of the second year of course work and a dissertation. BSN-PhD curriculum plans also are available.

Facilities for Study and Research

The School of Nursing building offers state of the art teaching and research resources with a computer laboratory, a patient simulation laboratory, and a media center. The school's Office of Research provides additional research resources. Access to the outstanding resources of Woodruff Health Sciences Center, U.S. Centers for Disease Control and Prevention, and the American Cancer Society, Wesley Woods gerontological facilities and the Lillian Carter Center for International Nursing provides a dynamic interdisciplinary context for study for PhD in Nursing students.

Courses

700. Philosophy, Theory, and Nursing Science. Dunbar, Risjord; credits, 4 hrs.
701. Health Policy Seminar. McDonnell, Holdstad; credit, 1 hr.
708. Health Care Ethics. Freeman; credits, 3.
710. Principles of Health Outcomes Research. Rogers; credits, 4 hrs.
730. Measurement and Design in Clinical Research. Strickland; credit, 4 hrs.
731. Advanced Measurement and Design in Clinical Research. Strickland; credit 3 hrs.
732. Theoretical and Scientific Bases for the Study of Clinical Phenomena. Parker; credit, 3 hrs.
733. Health Risk Interventions and Outcomes. Rogers; credit, 3 hrs.
734. Qualitative Research Methods. Faculty; credit, 3 hrs.
736. Quantitative Analysis of Clinical Research Data. Faculty; credit, 2 hrs.
738. Research Seminar: Vulnerable and Underserved Populations. Strickland; credit, 1 hr.
Professors

Sue K. Donaldson (PhD, University of Washington, 1973). Physiology of mammalian skeletal muscle including its molecular/cellular properties, development, adaptation, and aging.

Sandra B. Dunbar (DSN, University of Alabama at Birmingham, 1982). Patient and family coping and adaptation with cardiovascular disease; interventions to improve cardiovascular patient outcomes.

Sarah B Freeman (PhD, Georgia State University, 1998). Evidence-based plans of management in women’s health.

Kenneth Hepburn (PhD, University of Washington, 1968). Family caregiving in dementia community care; cross-cultural transformation of caregiver education programs; community systems of care for Alzheimer’s disease and other chronic illnesses.

Maureen Kelley (PhD, Medical College of Georgia, 1993). Social responsibility – midwifery care, women’s health.

Helen O’Shea (PhD, Georgia State University, 1980). Nursing education; faculty role, workload, and clinical teaching strategies; curriculum and program evaluation.

Kathy Parker (PhD, Georgia State University, 1990). Physiologic effects of hemodialysis on the sleep/wake cycle; relationships between daytime sleep patterns and nocturnal sleep quality.

Martha Rogers (MD, Medical College of Georgia, 1976). Pediatric immunology with focus on HIV infection and other vulnerable children.

Ora Strickland (PhD, University of North Carolina at Greensboro, 1977). Women’s health; minority health; measurement of nursing phenomena.

Associate Professor

Susan Bauer-Wu (PhD/DNSc, Rush University, 1997). Psychoneuroimmunology and psycho- oncology.

Marsha L. Lewis (PhD, University of Minnesota, 1992). Interventions to improve outcomes for family caregivers of persons with dementia. Interventions to improve daily life and long-term planning for persons with Mild Cognitive Impairment and their family care partners.

Assistant Professors

Ron Barrett (PhD, Emory University, 2002). The role of culture in health decision making.

Safiya George Dalmida (PhD, Emory University, 2006). Spirituality and health among persons living with HIV/AIDS; Spiritual and psychosocial factors associated with birth outcomes among pregnant Latina women; HIV-associated risk behaviors among adolescents.

Jennifer W. Foster (PhD, University of Massachusetts Amherst, 2003). Reproductive Health, Midwifery and Health Care, Social Inequality, Medical Anthropology, Gender Relations, Latin America and Latino populations in the US.
Rebecca Gary (PhD, University of North Carolina at Chapel Hill, 2003). Exercise and cognitive behavioral therapy as an intervention for depression in heart failure patients.

Marcia McDonnell Holstad (DSN, University of Alabama at Birmingham, 1996). Medication-taking behaviors and adherence; health promotion; risk reduction behaviors; needs of HIV patients.

Lynn Sibley (PhD, University of Colorado, 1993). International health care with a primary focus on safe motherhood.

Catherine Vena (PhD, Emory University). Bidirectional interaction between sleep and cancer disease/treatment processes and their influence on patient outcomes.

**Visiting Professor**

Gerri Lamb (PhD, University of Arizona, 1987). Systems of care for adults with chronic illness.
PHILOSOPHY

214 Bowden Hall
Address inquiries to director of graduate studies.

The Department of Philosophy offers a program of studies leading to the master of arts and doctor of philosophy degrees with specialization in the major areas of philosophy. These areas include metaphysics, epistemology, ethics, social and political philosophy, aesthetics, philosophy of religion, philosophy of science, philosophy of history, and philosophy of culture.

The department emphasizes the thorough study of the history of philosophy and offers courses in the major periods, including ancient philosophy, medieval philosophy, Renaissance philosophy, seventeenth- and eighteenth-century continental and British philosophy, nineteenth- through twenty-first century analytical philosophy, and American philosophy. The department regards a grounding in the history of philosophy as the necessary basis for the special areas of interest or problems that the student may pursue in the advanced stages of doctoral study.

The degree of doctor of philosophy requires six semesters of study in residence for a total of 72 hours in advanced standing (PHIL 530 or passing an examination in logic required), reading knowledge of two foreign languages (established by examination), passing a set of comprehensive examinations in four areas of philosophy, a dissertation, and a final oral examination.

Students who have passed their comprehensive examinations are eligible to apply for departmental fellowship support. These fellowships are awarded on a competitive basis. They are intended to provide students with the opportunity to have contact with scholars abroad who may have expertise on their dissertation topic and to consult works in various research libraries.

For more detailed information write to Director of Graduate Studies, Department of Philosophy, Emory University, Atlanta, GA 30322 or visit our web page www.emory.edu/PHILOSOPHY.

Courses
Course numbers followed by the letter ‘r’ indicate that the course may be repeated for credit when the subject matter changes. Courses numbered from 525 through 769 may also be repeated for credit when the subject matter changes.

501. Moral Philosophy. Flynn, Hall, Hartle; credit, 4 hrs.
510. Plato. Patterson, Strange; credit, 4 hrs.
511. Aristotle. Patterson, Strange; credit, 4 hrs.
512. Hellenistic and Roman Philosophy. Strange; credit, 4 hrs.
513. Medieval Philosophy. Flynn, Hartle, Hall, Strange, Zupko; credit, 4 hrs.
515. Rationalism. Livingston, Hartle, Goldenbaum; credit, 4 hrs.
516. Empiricism. Livingston; credit, 4 hrs.
518. Kant’s Critique of Pure Reason. Makkreel; credit, 4 hrs.
525. Analytical Philosophy. Fotion, Risjord; credit, 4 hrs.
530. Symbolic Logic. Risjord, Patterson; credit, 4 hrs.
599R. Thesis Research. Faculty; variable credit.
720. German Idealism. Verene, Makkreel, Carr; credit, 4 hrs.
723. American Philosophy. Sullivan; credit, 4 hrs.
725. Hermeneutics. Makkreel; credit, 4 hrs.
726. Phenomenology. Carr; credit, 4 hrs.
727. Contemporary Continental Philosophy. Makkreel, Flynn, Carr, Willett; credit, 4 hrs.
729. Critical Theory. Sullivan, Willett; credit, 4 hrs.
731. Foundations of Logical Theory. Patterson, Risjord; credit, 4 hrs.
732. **Philosophy of Science.** Faculty, Risjord; credit, 4 hrs.
740. **Metaphysics.** Verene, Hartle, Zupko; credit, 4 hrs.
741. **Philosophy of Mind.** Faculty; credit, 4 hrs.
742. **Epistemology.** Fotion, Faculty, Risjord; credit, 4 hrs.
755. **Aesthetics.** Makkreel; credit, 4 hrs.
760. **Philosophy of Religion.** Livingston, Hall, Zupko; credit, 4 hrs.
765. **Ethics.** Fotion, Strange; credit, 4 hrs.
769. **Philosophy of Society and Politics.** Flynn, Livingston, Willett; credit, 4 hrs.
779R. **Studies in Ancient Greek Philosophy.** Patterson, Strange; credit, 4 hrs.
789R. **Topics in Philosophy.** Faculty; variable credit.
797R. **Directed Study.** Faculty; variable credit.
799R. **Advanced Research.** Faculty; variable credit.

**Professors**

**David Carr** (PhD, Yale University, 1966). Charles Howard Candler Professor. Contemporary continental philosophy; phenomenology; philosophy of history; theories of self; Husserl.

**Thomas R. Flynn** (PhD, Columbia University, 1970). Samuel Candler Dobbs Professor. Contemporary continental (especially French) philosophy; aesthetics; social and political philosophy; theory of responsibility.

**Nicholas Fotion** (PhD, University of North Carolina, 1957). Moral philosophy (metaethics, medical ethics, military ethics); philosophy of language (speech-act theory, pragmatics).

**Ann Hartle** (PhD, City University of New York, 1976). History of philosophy (especially medieval and modern); metaphysics; moral philosophy.

**Donald W. Livingston** (PhD, Washington University, 1965). Modern philosophy (especially Hume and the Scottish Enlightenment); philosophy of history; political philosophy.

**Rudolf A. Makkreel** (PhD, Columbia University, 1966). Charles Howard Candler Professor of Philosophy. German philosophy with special emphasis on hermeneutics and aesthetics; philosophy of history; Kant; Dilthey; Heidegger.

**Robert N. McCauley** (PhD, University of Chicago, 1979). William Rand Kenan Jr. University Professor. Philosophy of science (especially the philosophy of psychology); contemporary epistemology; contemporary moral theory.

**Richard Patterson** (PhD, University of Pennsylvania, 1975). Arts and Sciences Distinguished Professor of Philosophy and American Studies. Ancient philosophy; metaphysics; philosophy of mind; history of logic.

**John J. Stuhr** (PhD, Vanderbilt University, 1976). Chair. Nineteenth and twentieth century American and European philosophy, social and political philosophy, and ethics.

**Donald P. Verene** (PhD, Washington University, 1964; LHD, Knox College, 1990). Charles Howard Candler Professor of Metaphysics and Moral Philosophy. German idealism; Italian humanism; metaphysics; philosophy of culture; philosophy of imagination with emphasis on the thought of Hegel, Cassirer, and Vico.

**Cynthia Willett** (PhD, Pennsylvania State University, 1988). Philosophy of culture; ethics and social theory; race and gender studies; philosophy and literature; contemporary continental philosophy.

**Associate Professors**

**Ursula Goldenbaum** (PhD, Academy of Sciences, Berlin, 1983). Director of Undergraduate Studies. Early modern philosophy (especially Spinoza and Leibniz).

**Mark Risjord** (PhD, University of North Carolina at Chapel Hill, 1990). Philosophy of language; philosophy of social and natural science; epistemology.
Steven K. Strange (PhD, University of Texas at Austin, 1981). Director of Graduate Studies. Ancient philosophy; history of ethics; neo-Platonism; Plotinus.

Michael Sullivan (PhD, Vanderbilt University, 2000; JD, Yale University, 1998). Ethics, classical American philosophy; philosophy of law; social and political philosophy.

Jack Zupko (PhD, Cornell University, 1989). Medieval philosophy; metaphysics; philosophy of religion.

Assistant Professors

Andrew Mitchell (PhD, State College of New York at Stony Brook, 2001). Nineteenth and twentieth century continental philosophy.
The Department of Physics offers a comprehensive graduate education in physics and research opportunities with internationally recognized groups. Research activities in the department are focused in the areas of molecular biophysics, and soft condensed matter, polymer, and theoretical and computational statistical physics. The department offers the degree of PhD in physics and a physics PhD/MS in computational science joint degree. The compact size of the program engenders collegiality and strong interactions among faculty, students, and staff. Unique interdisciplinary interactions are afforded by Emory’s nearby graduate programs and research centers.

The degree requirements abide by the Full Standing and Advanced Standing criteria for course credit that is established by the Graduate School. In addition, the departmental requirements for the PhD include the five physics core courses, Phys 503A, 506A, 511A, 526, and 544, and two research rotations (Phys 597R). For the joint physics PhD/MS in computational science degree, students must choose six courses from a list of designated math and computer science courses, and the dissertation must include a significant computational component. Programmatic elective courses are offered for the biophysics (Phys 552, 554, 556) and soft condensed matter (soft condensed matter physics, polymer physics) PhD tracks. Successful completion of a qualifier proposal and a GPA of at least 3.0 in Phys 503A, 506A, 511A and 526 are required for PhD candidacy. Following the qualifier proposal, an annual dissertation committee meeting is held to monitor progress towards the PhD. Students are also required to teach two semesters as a teaching assistant and one semester as a teaching associate, in conjunction with the Teaching Assistant Training and Teaching Opportunity (TATTO) Program.

For more information, contact the director of graduate studies, Department of Physics, Emory University, N201 Mathematics and Science Center, 400 Dowman Drive, Atlanta, GA 30322-2430; telephone: 404.727.4930; fax: 404.727.4930; Email: asc@physics.emory.edu; website: www.physics.emory.edu/graduate.

Admissions
A student must have completed all requirements specified by the Graduate School to be admitted to the physics graduate program. Preference is given to applicants with strong undergraduate training in physics and who are targeted to the research focus areas of the department. Scores on the Graduate Record Examination (GRE) general test are required for both domestic and foreign applicants. International students whose native language is not English must provide scores on the Test of English as a Foreign Language (TOEFL) in addition to the GRE scores. The statement of purpose and letters of recommendation from undergraduate faculty are important components for consideration for admission. Applicants can write directly to the department or visit our website, www.physics.emory.edu, for more details about the programs, requirements, and research activities.

Merit Awards
Students admitted to the physics graduate program receive full financial support, including a tuition waiver and a competitive stipend. These awards are renewed each year contingent upon satisfactory academic performance. The department fully supports all students who are enrolled in the program.
The department also nominates eligible applicants for the George W. Woodruff Fellowship or the Emory Graduate Diversity Fellowship, two University-wide fellowships that recognize outstanding candidates for admission.

Courses

503A. Classical Mechanics I.                   590A. Seminar in Teaching College Physics.
503B. Classical Mechanics II.                   590B. Seminar in Teaching College Physics.
506A. Introduction to Quantum Physics.          597R. Directed Study (MA).
511B. Electrodynamics II.                       731R. Topics in Theoretical Physics.
544. Advanced Laboratory.                      751R. Topics in Polymer Physics.
552. Biomacromolecules.                        797R. Directed Study (PhD).
554. Molecular Biophysics.                     799R. Advanced Research (PhD).
556. Single Molecule Biophysics.

Professors

Krishan K. Bajaj (PhD, Purdue University, 1966). Charles T. Winship Professor of Physics. Theoretical solid state physics.

Fereydoon Family (PhD, Clark University, 1974). Samuel Candler Dobbs Professor of Condensed Matter Physics. Theoretical condensed matter physics.

H. George E. Hentschel (PhD, Peterhouse, University of Cambridge, 1978). Theoretical condensed matter and statistical physics; biocomplexity.

Boi Hanh Huynh (PhD, Columbia University, 1974). Samuel Candler Dobbs Professor of Physics. Experimental biophysics.


Associate Professors

Keith M. Berland (PhD, University of Illinois, 1995). Experimental biophysics.


Raymond C. DuVarney (PhD, Clark University, 1968). Chair. Adaptive optics.

Laura Finzi (PhD, University of New Mexico, 1990). Director of Graduate Studies. Experimental biophysics.


Eric R. Weeks (PhD, University of Texas, 1997). Director of Undergraduate Studies. Experimental soft condensed matter physics.
Assistant Professors
Stefan Boettcher (PhD, Washington University, St. Louis, 1993). Statistical physics; critical phenomena.
Ivan Rasnik (PhD, University of Campinas, Brasil, 2000). Experimental biophysics.
Connie Roth (PhD, University of Guelph, 2004). Experimental soft condensed matter and polymer physics.
Philip Segre (PhD, University of Maryland, 1993). Experimental soft condensed matter physics.

Senior Lecturers
Robert N. Coleman (MS, Emory University, 1974). Radioecology.

Lecturer
Thomas Bing (PhD, University of Maryland, 2008) Physics Education Research.
Jed Brody (PhD, Georgia Institute of Technology, 2003). Photovoltaics.

Adjunct Faculty
Xiaodong Cheng (PhD, State University of New York at Stony Brook, 1989). Georgia Research Alliance Eminent Scholar in X-ray Crystallography, Department of Biochemistry, Emory University School of Medicine. X-ray crystallography.
Robert L. Eisner (PhD, Purdue University, 1968). Professor, Department of Radiology, Emory University School of Medicine. Nuclear medicine.
John A. Malko (PhD, Ohio University, 1973). Associate Professor, Department of Radiology, Emory University School of Medicine. Nuclear medicine.
John R. Votaw (PhD, University of Wisconsin-Madison, 1988). Professor, Department of Radiology, Emory University School of Medicine. Nuclear medicine.
The Department of Political Science offers programs of study leading to the degree of Doctor of Philosophy. Students may concentrate in American politics, comparative politics, or international relations.

Students who enter with a bachelor's degree or a master's from another institution are admitted to the PhD program. Students may elect to receive the MA degree when they are admitted to PhD candidacy; the department does not admit students seeking terminal master's degrees.

Students who enter with the BA degree are admitted in full standing. These students must complete a minimum of 14 regular graduate courses (56 semester hours) and spend a minimum of three years in residence. Students who have received the MA (or equivalent degree) in political science from another institution may be admitted in advanced standing. Students admitted in advanced standing must complete a minimum of 10 regular graduate courses (40 semester hours) and spend a minimum of two years in residence.

During the first year, all students take core courses which familiarize them with the major areas of political science and provide them with a knowledge of the literature in the field. In addition, students acquire research and data analysis skills applicable to advanced research. In place of an MA thesis, second-year students in full standing write an independent research paper under the direction of a faculty member.

After the required course work is completed, students take comprehensive examinations in the major and minor fields. These consist of three written examinations in their chosen fields. Additionally, students must pass an oral examination on the dissertation proposal. Upon successful completion of these requirements, the PhD student is required to write a dissertation under the direction of an adviser and committee and to defend the dissertation before an examination committee.

There are no specified language requirements for the PhD except that students whose dissertation requires knowledge of a language are responsible for acquiring the necessary language proficiency. Minimum grade requirements are those specified by the Graduate School for the students to remain in good standing, with the additional requirement that students must pass the methodology sequence of Political Science 507 and 508 with grades of B or better.

Further details are available on the department’s website at www.polisci.emory.edu.

Courses

**500. Political Theory.** Bartlett, Klehr, Owen; credit, 4 hrs.

**502. Modern Political Thought.** Klehr, Owen; credit, 4 hrs.

**506. Qualitative Methods.** Doner, Strahan; credit, 4 hrs.

**507. Research Design and Data Collection.** Giles; credit, 4 hrs.

**508. Data Analysis.** Davis, Linzer, Reinhardt, Rich; credit, 4 hrs.

**509. Linear Model.** Davis, Beardsley, Reinhardt; credit, 4 hrs.

**510. World Politics.** Beardsley, Davis, Doner, Reiter; credit, 4 hrs.

**512. International Conflict.** Beardsley, Reiter; credit, 4 hrs.

**513. Introduction to Game Theory.** Carrubba, Staton; credit, 4 hrs.

**514. Advanced Game Theory.** Carrubba, Esarey; credit, 4 hrs.

**515. Applied Game Theory.** Carrubba; credit, 4 hrs.

**516. U.S. Foreign Policy Decision-Making.** Taulbee; credit, 4 hrs.
519. International Political Economy. Doner, Reinhardt; credit, 4 hrs.
520. Comparative Government and Politics. del Aguila, Remington, Staton, Tworzecki, Wickham; credit, 4 hrs.
521. Comparative Representative Institutions. Gandhi, Remington; credit, 4 hrs.
524. Western European Politics. Carrubba, Hallerberg; credit, 4 hrs.
525. Problems of Political Development. del Aguila, Doner, Gandhi; credit, 4 hrs.
526. Comparative Political Economy. Carrubba, Doner, Hallerberg; credit, 4 hrs.
531. Latin American Politics. del Aguila; credit, 4 hrs.
540. American National Government. Abramowitz, Black, Gillespie, Reingold, Strahan; credit, 4 hrs.
542. Public Opinion and Voting Behavior. Abramowitz; credit, 4 hrs.
551. Judicial Behavior. Clark, Giles, Walker; credit, 4 hrs.
560. Public Policy. Owens, Rich; credit, 4 hrs.
562. Bureaucratic Politics. Rich; credit, 4 hrs.
563. Federalism and Intergovernmental Relations. Rich; credit, 4 hrs.
567. Urban Politics. Owens, Rich; credit, 4 hrs.
570. Limited Dependent Variable Models. Davis, Reinhardt; credit, 4 hrs.
571. Longitudinal Data Analysis. Beardsley, Davis, Reinhardt; credit, 4 hrs.
573. Advanced Regression Analysis. Credit, 4 hrs.
585R. Variable Topics Seminar. Credit, 4 hrs.
597R. Directed Study. Variable credit.
795. Teaching Political Science. Credit, 2 hrs.
797R. Directed Study. Variable credit.
799R. Advanced Research. Variable credit.

Professors

Alan I. Abramowitz (PhD, Stanford University, 1976). Alben W. Barkley Professor of Political Science. American government and politics; electoral behavior; research methods.

Robert C. Bartlett (PhD, Boston College, 1992). Political theory; classical and medieval political philosophy.

Merle Black (PhD, University of Chicago, 1972). Asa G. Candler Professor of Politics and Government. American national government; politics of the American South; political parties and elections.

Micheal W. Giles (PhD, University of Kentucky, 1971). Goodrich C. White Professor of Political Science. Intergroup politics; judicial process and behavior.

Harvey Klehr (PhD, University of North Carolina at Chapel Hill, 1971). Andrew W. Mellon Professor of Politics and History. Political theory; American radicalism.

Dan Reiter (PhD, University of Michigan, 1994). Winship Research Professor; Director of Graduate Studies. International relations; war; domestic politics and foreign policy; research methods.

Thomas F. Remington (PhD, Yale University, 1978). Chair. Comparative politics; Russian and East European politics.

Holli A. Semetko (PhD, The London School of Economics, 1987). Vice Provost for International Affairs; Director, Halle Institute. Comparative politics; political communication.

Randall Strahan (PhD, University of Virginia, 1986). American national politics; Congress; public policy; political leadership.

Thomas G. Walker (PhD, University of Kentucky, 1970). Constitutional law; judicial behavior.
Associate Professors

Courtney Brown (PhD, Washington University, 1982). American politics; electoral behavior; quantitative methods; dynamic modeling.

Clifford Carrubba (PhD, Stanford University, 1998). Western Europe; comparative political economy; game theory.

David R. Davis (PhD, University of Colorado at Boulder, 1992). Director, The Conflict Resolution and Public Health Program. International relations; human rights; ethnic conflict; public health consequences of conflict; international political economy; research methods.

Juan M. del Aguila (PhD, University of North Carolina at Chapel Hill, 1979). Comparative politics; Latin American politics.

Richard F. Doner (PhD, University of California at Berkeley, 1987). International and comparative political economy; Southeast Asian politics.

Mark Hallerberg (PhD, University of California at Los Angeles, 1995). Comparative political economy; monetary policy in the European Union.

Thomas D. Lancaster (PhD, Washington University, 1983). Senior Associate Dean, Emory College. Comparative politics; Western Europe.

J. Judd Owen (PhD, University of Toronto, 1998). Twentieth-century and contemporary political thought; liberalism; religion and politics; American political thought.

Beth Reingold (PhD, University of California at Berkeley, 1992). American politics; women and politics; political behavior.

Eric Reinhardt (PhD, Columbia University, 1997). International relations; international political economy; conflict and cooperation; trade politics; game theory.

Michael J. Rich (PhD, Northwestern University, 1985). Director, Office of University-Community Partnerships. Federalism; American politics; public policy; urban policy.

J. Larry Taubbee (PhD, Johns Hopkins University, 1970). International relations; arms control; American foreign policy.

Hubert Tworzecki (PhD, University of Toronto, 1994). Director, Russian and East European Studies Program. Comparative politics; public opinion; parties; East European and post-Soviet politics.

Carrie Rosefsky Wickham (PhD, Princeton University, 1996). Comparative politics; Middle East and North African politics.

Assistant Professors

Kyle Beardsley (PhD, University of California at San Diego, 2006). Conflict resolution; security; nuclear weapons, statistical methods.

Thomas Clark (PhD, Princeton University, 2008). American politics and public law; judicial politics.

Justin Esarey (PhD, Florida State University, 2008). American politics; political methodology; formal modeling.

Jennifer Gandhi (PhD, New York University, 2004). Comparative politics; political institutions and dictatorships; methodology.

Andra Gillespie (PhD, Yale University, 2005). African-American politics; voting behavior.

Drew A. Linzer (PhD, University of California at Los Angeles, 2008). Comparative and American public opinion; quantitative methodology.

Michael L. Owens (PhD, State University of New York, Albany, 2001). Religion and public policy; urban politics; community building and social change.

Jeffrey Staton (PhD, Washington University at St. Louis, 2002). Judicial politics; Latin America; formal modeling.
Departmental Requirements

The Department of Psychology has a set of general degree requirements that students from all three programs must meet. These requirements are designed to ensure that students in all programs have some breadth of exposure to the various areas of psychology and that there is a department-wide standard of excellence. The department requirements are:

1. Completion of a master’s thesis, including acceptance by a faculty committee and defense of the thesis before the same committee.
2. Number of Courses and Breadth Requirement: All entering students will be required to take a minimum of thirteen graduate courses in psychology. In addition to the required courses, in order to assure a broad range of knowledge students are required to take a minimum of two courses from outside their program. These courses may be offered by the other programs in the department or come from outside the department (e.g., in biology, anthropology, linguistics, philosophy, etc). In addition, all students are expected to undertake a course of study that ensures depth in their area of concentration and breadth in areas within and outside the department that will be most beneficial to their concentration.
3. Statistics Requirement: To insure that students have basic training in statistics and methodology, each student must satisfactorily complete Advanced Statistics-Psychology 560.
4. History of Psychology Requirement: All students are required to complete a one-semester course on the History of Psychology-Psychology 580.
5. Grade Point Average: To remain in good standing, the psychology department requires that students maintain a grade point average that is better than a B average (3.0 on a four-point scale) in all graduate-level courses in psychology, excluding directed research and directed study.
6. Students must pass the PhD qualifying examination, which consists of preparing and defending a scholarly review of the literature.
7. Completion of the doctoral dissertation, including acceptance by a faculty committee of the proposed dissertation and defense of the dissertation before the same committee.

Facilities

Emory University has extensive facilities in support of psychological research. We have start-of-the-art equipment, information technology, and computing facilities for research with a variety of participant populations. The University maintains a modern graduate library with full electronic journal and resource access and the University provides extensive computing support through Information Technology Division (ITD) of the University.

Specialized research facilities are maintained in the Psychology Building (adult cognitive), the Child Study Center (infant and child development), the Psychological Center (clinical), the Rollins Research Building (behavioral neuroscience), Yerkes Main Station, and Yerkes Field Station. In addition to research technology associated with individual laboratories, Emory has cutting-edge facilities for neuroimaging, including multiple fMRI and PET scanners at the Emory medical center and an fMRI scanner at a children’s hospital on campus, all available for research (two 1.5 T fMRI and a 3 T scanners are currently in place). The NSF Center for Behavioral Neuroscience offers specialized resources for researchers interested in the neurosciences.
The primary facility for clinical training is the Psychological Center, a community service clinic maintained by the department on campus. Clients range from young children to adults, representing a variety of psychoeducational and adjustment problems. There is a broad range of opportunities for training in various clinical skills within this internal practicum. External practicum experiences are also required for advanced students.

**Doctoral Programs**

**CLINICAL PSYCHOLOGY**

*Professor Linda Craighead, Director*

Ours is a clinical-scientist model, APA-approved program dedicated to the development of clinical scientists. Faculty in the clinical program are actively involved in research on various aspects of behavioral maladjustment, with a special focus on the developmental origins of psychopathology. The clinical faculty studies both biological and psychosocial aspects of abnormal developmental processes. Graduate students are matched with a faculty mentor who serves as an adviser for the students’ research activities and academic programs. The program promotes academic careers involving teaching, research, and training future psychologists.

Successful academicians must possess a wide variety of skills. They need to know how to propose and plan courses of study at both the undergraduate and graduate level, to select textbooks, to organize and deliver lectures, and to relate effectively to their students. Necessary skills include: extracting viable theoretical and empirical questions from the literature, developing researchable hypotheses, designing experiments, statistical analysis of data, writing and submitting articles for publication, presenting poster sessions and/or papers at regional and national conventions, and writing grants.

In order to develop the important skills outlined above, students take part in many formal and informal academic activities. Formal experiences include all departmental course requirements, clinical psychology course requirements, a ten-hour research apprenticeship during the first and second years in residence, the master’s research project, the qualifying exam, and the doctoral dissertation project. Students attend department colloquia as well as relevant scholarly presentations sponsored by other academic departments. They also prepare and submit papers to scientific conferences and articles for publication.

Students are given opportunities to prepare and deliver lectures in courses taught by professors and take full responsibility for teaching an undergraduate lab in statistics and research methods. Also, because committee work and administrative responsibility can be such a large part of academic life, all students take a serious and active part in the functioning of the committees to which they have been assigned.

There are many formal and informal components of our graduate program that are directed at developing students’ abilities as clinicians. Among the more structured experiences are research and training conferences, clinical supervision, and practica in assessment, individual psychotherapy, group psychotherapy, family psychotherapy, and other special modes of treatment. The full year of internship is required at a site that has been approved by both the American Psychological Association and our own internship/externship committee. Before beginning this internship, students must have completed their master’s research and have an approved doctoral proposal.

The clinical psychology doctoral program takes a minimum of five years to complete. Transfer students must take all of the clinical program’s and the department’s required courses, and meet all of the other requirements in order to obtain the PhD. Only full-time students are accepted.
In addition to their personal statement on the application, applicants should provide a statement of their research interests and rank three clinical faculty members with whom they would most like to work. After application materials are submitted, applicants are encouraged to write directly to the member of the faculty whose research area is most relevant.

PROGRAM IN COGNITION AND DEVELOPMENT

Professor Stephan Hamann, Director

The Program in Cognition and Development at Emory University focuses on the nature of cognitive processes, addressing them from the perspectives of cognitive psychology, developmental psychology, cognitive neuroscience, and computational modeling. Researchers in the program mostly study humans, although some study animals as well. Currently our research and curricula focus on four areas: perceptual cognition, memory, knowledge and conceptual processes, and language. Themes that cut across areas include the importance of rigorous methods, sensitivity to naturalistic phenomena, theorizing at a broad level, and an inter-disciplinary orientation. The graduate curriculum aims to develop competent researchers through interactive exchanges that foster knowledge, skills, and state-of-the-art research. Formalized lab meetings and research group meetings play a central role in our program’s culture, as do weekly talks and thematic workshops organized around outside speakers.

The Emory Cognition Project provides additional resources for the program, sponsoring seminars and speakers and hosting major research conferences. In addition, the program invites a distinguished psychologist to give the Boyd McCandless lecture on developmental psychology each year. Recent McCandless lecturers have included Helen Neville, Dedre Gentner, Judith Dunn, and Paul Harris.

Our laboratory facilities support a wide variety of research that includes computer-controlled stimulus presentation, recording the behavior of both children and adults, ERP, fMRI, and the observation of nonhuman primates. We have a subject pool associated with introductory psychology courses for use in cognitive experiments. Our developmental labs have established working relationships with local preschools as well as with thousands of parents in the community. The program also maintains active ties with other researchers in the Atlanta community, especially at the Georgia Institute of Technology and Georgia State University. We also have close ties to other departments at Emory, including Anthropology, Philosophy, Neuroscience, and the Yerkes National Primate Research Center. The Program welcomes applications from students interested in either cognitive or developmental research, and especially from those interested in both. We are also interested in students coming from a variety of methodological and disciplinary backgrounds.

PROGRAM IN NEUROSCIENCE AND ANIMAL BEHAVIOR

Professor Hillary Rodman, Director

The Program in Neuroscience and Animal Behavior (NAB) approaches topics within the traditional areas of behavioral neuroscience, acquired behavior, and ethology as a unified entity. Thus the emphasis is on behavior as a biological phenomenon. Research in behavioral neuroscience explores brain-behavior relationships; research on acquired behavior studies the on-going and evolutionary factors influencing individual adaptation; and animal behavior is concerned with understanding how animals function in their natural environment. The blend of these concerns in the NAB program represents our conviction that a comprehensive understanding of behavior requires knowledge of the why and how of natural behavior, the manner in which the current environment influences behavior, and the
physiological processes underlying both. Research is conducted mainly with animals, although the findings are applied to understanding human as well as animal behavior and cognition.

NAB students are involved in research starting in their first year and throughout their entire period of residence. Research laboratories of the NAB faculty are located on the Emory campus and at the Yerkes National Primate Research Center’s Main Station. In addition, research on social groups of primates is conducted at the Yerkes Field Station 30 miles from Emory. Collaborative research is also performed with faculty from the other graduate programs within the Psychology Department and with other divisions of the Graduate School and the Emory biomedical community.

All students develop a course of study in consultation with their research adviser to tailor their curriculum to their individual interests. During their graduate training, students take four core courses that survey the field of NAB, department-wide courses in statistics and in the history and philosophy of psychology. Students also enroll in topical seminars offered by NAB faculty and participate in a weekly research seminar in which faculty and students discuss research ideas and current issues in an informal setting. Other course work is elective, by agreement with the faculty adviser and approval of the program faculty. This curriculum encourages students to acquire breadth of understanding within the general field of NAB that is relevant to their specialized interests and to develop expertise and in-depth training in their chosen area of specialty.

Students usually require four to six years to complete the requirements for a master’s and PhD, although the time schedule depends primarily upon student initiative and the particular specialized area of research.

Students with strong research interests in the neural bases of behavior, learning processes, neurotransmitters and behavior, evolutionary bases of behavior, behavioral endocrinology, sensory processes, primate social behavior, communication, and the interrelations between these areas are especially encouraged to apply for admission.

Courses

503. Experimental Analysis of Behavior.
Credit, 4 hrs.

505. Core Seminar in Perceptual Cognition.
Credit, 4 hrs.

506. Core Course in Memory.
Credit, 4 hrs.

Credit, 4 hrs.

508. Core Seminar in Language.
Credit, 4 hrs.

509. Seminar in Emotion and Cognition
Credit, 4 hrs.

510. Issues in Professional Development.
Credit, 4 hrs.

514. Personality Research and Theory.
Credit, 4 hrs.

520. Biological Foundations of Behavior.
Credit, 4 hrs.

Credit, 4 hrs.

522. Neurobiology of Learning and Memory.
Credit, 4 hrs.

530. Primate Social Behavior.
Credit, 4 hrs.

Credit, 4 hrs. (Same as Sociology 550.)

532. Interaction Approach to Social Relations.
Credit, 4 hrs. (Same as Sociology 551.)

533. Structural Aspect with Social Interactions.
Credit, 4 hrs. (Same as Sociology 552.)

534. Attitudes, Perception and Evaluation.
Credit, 4 hrs. (Same as Sociology 553.)

541. Personality and Psychopathology.
Credit, 4 hrs.

542. Research in Personality and Psychopathology.
Credit, 4 hrs.

546. Intervention I.
Credit, 4 hrs.

547. Intervention II.
Credit, 4 hrs.
Professors

Jocelyne Bachevalier (PhD, University of Paris, 1975). Learning, memory, and socioemotional development in nonhuman primates and humans; impact of early insult to the temporal lobe and prefrontal cortex in the maturation of cognitive skills; plasticity and reorganization of functions in neural systems mediating cognition and behavior and primate models of developmental neuropsychiatric disorders in humans such as autism, schizophrenia, and ADHD.

Lawrence W. Barsalou (PhD, Stanford University, 1981). Winship Professor. The human conceptual system; perceptual bases of knowledge; categorization of the environment; creative conceptualization; situated cognition; event planning; computational models of knowledge; neural bases of knowledge.

Patricia Bauer (PhD, Miami University, 1985). Senior Associate Dean, Research, Emory College. Development of memory from infancy through childhood, with special emphasis on the determinants of remembering and forgetting; and links between social, cognitive, and neural developments and age-related changes in autobiographical or personal memory.
Linda Craighead (PhD, The Pennsylvania State University, 1976). Director of Clinical Program. Psychopathology and interventions related to eating disorders and weight concerns, cognitive behavior therapy, dialectical therapy, mindfulness-based therapies.


Michael Davis (PhD, Yale University, 1970). Robert W. Woodruff Professor of Psychiatry, Behavioral Sciences and Psychology. Neurobiology of learning and memory using the fear-potentiated startle effect in rats, mice, monkeys, and humans. Effects of stress on behavior with special emphasis on neuropeptides, neurotransmitters, and second messenger systems in the extended amygdala in fear, anxiety, and extinction.

Frans B. M. de Waal (PhD, Utrecht University, Netherlands, 1977). Charles Howard Candler Professor of Primate Behavior. Social behavior and social cognition emphasizing mechanisms of reconciliation and reciprocity in nonhuman primates.

Marshall P. Duke (PhD, Indiana University, 1968). Charles Howard Candler Professor of Psychology. Experimental and theoretical analysis of behavior within a social learning framework; development and standardization of locus of control measures; nonverbal behavior development, assessment, and remediation; in situ experience sampling.

David A. Edwards (PhD, University of California at Irvine, 1968). Candler Professor of Psychology. Psychobiology of motivation; hormonal activation of neural mechanisms for sexual behavior; sex differentiation.

Eugene Emory (PhD, University of Florida, 1978). Developmental psychophysiology and neuropsychology; psychobiological approaches to high-risk research; perinatal brain trauma and early stress; neuropsychology and assessment of developmental disorders, differential diagnosis and court testimony; cognitive behavior therapy, parent training; out-of-home and foster care placement and their effect on psychological and cognitive development.

Robyn Fivush (PhD, City University of New York, 1982). Samuel Candler Dobbs Professor of Psychology. Early memory with an emphasis on the social construction of autobiographical memory and the relations among memory, narrative, trauma, and coping.

Sherryl Goodman (PhD, University of Waterloo, 1978). Developmental psychopathology; high-risk children of schizophrenic and depressed mothers; qualities of parenting; patterns of family interaction; preventative interventions; competence, stress, and coping.

Harold Gouzoules (PhD, University of Wisconsin-Madison, 1980). Director of Graduate Studies, Psychology. Animal behavior; primate social behavior and communication; ontogeny of social behavior; dominance and aggression; reproductive strategies.

Scott O. Lilienfeld (PhD, University of Minnesota, 1990). Etiology and assessment of personality disorders, especially psychopathic personality; risk factors for criminal behavior; psychiatric classification and diagnosis; detection of dishonesty and deception.

Jack J. McDowell (PhD, State University of New York at Stony Brook, 1979). Mathematical and computational models of social behavior to mathematical and computational theories; behavior therapy outcome.

Darryl Neill (PhD, University of Chicago, 1972). Brain neurotransmitters and behavior, particularly the role of striatal dopamine in behavior; neuroanatomy and neurochemistry of brain mechanisms for positive reinforcement; measurement of neurotransmitter release in behaving animals via dialysis perfusion; brain mechanisms involved in mood disorders and drug abuse.

Steven Nowicki (PhD, Purdue University, 1969). Charles Howard Candler Professor of Psychology. Interpersonal communications as it functions in psychotherapy and the formation of relationships; measurement and correlates of locus of control of reinforcement within social learning theory.
Phillippe Rochat (PhD, University of Geneva, 1983). Research on early social cognition and the self in infancy; developmental, cross-cultural, and comparative research regarding the emergence in early development of symbolic functioning; self-concept; theories of mind.

Martin M. Shapiro (PhD, Indiana University, 1959; JD, Emory University, 1980). Issues of experimental design and validation of psychological measurements, especially as they related to legal and psychological problems in the area of psychometrics; quantitative methods of detecting test bias and the application of these methods within the confines of the standards of proof in civil rights litigation.

Irwin Waldman (PhD, University of Waterloo, 1990). Classification, development, and causes of childhood externalizing problems such as attention deficit disorders, antisocial behavior, and aggression; developmental behavior genetics and quantitative methods, especially as applied to childhood behavior problems, intelligence, and personality, and adjustment.

Elaine Walker (PhD, University of Missouri-St. Louis, 1979). Samuel Candler Dobbs Professor of Psychology. Developmental precursors of mental illness; neurodevelopmental and socioemotional factors; cognitive and neuropsychological aspects of psychosis; forensic issues in the defense of psychotic offenders and the application of the insanity plea.

Kim Wallen (PhD, University of Wisconsin, 1978). Samuel Candler Dobbs Professor of Psychology and Behavioral Neuroendocrinology. Social behavior of animals emphasizing nonhuman primates; social and hormonal influences upon the development and expression of sexual behavior; development of sexually dimorphic behavior and social roles in nonhuman primates.

Drew Westen (PhD, University of Michigan, 1985). Personality and personality disorders in adolescents and adults; eating disorders; classification of psychiatric disorders; psychotherapy effectiveness; emotion regulation in psychopathology; implicit processes in personality and psychopathology; integrative psychotherapy; integrating psychoanalysis and cognitive neuroscience.

Associate Professors

Patricia Brennan (PhD, University of Southern California, 1992). Biological, psychological, and social risk factors for aggression and criminal violence; intra-individual relationship between psychoses and criminal violence; effect of parental psychopathology on child outcome from clinical developmental perspectives.

Stephan Hamann (PhD, University of Toronto, 1993). Cognitive neuroscience of memory and emotion; declarative and nondeclarative memory; primary methodologies: functional MRI, cognitive tasks, TMS, and study of neuropsychological patients.

Laura L. Namy (PhD, Northwestern University, 1998). Director of Cognition and Development Program. Early language acquisition and conceptual development; relation between early symbolic abilities and word learning in infants and toddlers; preschooler’s object categorization; the role of comparison in conceptual development.

Lynne Nygaard (PhD, Brown University, 1991). Perception of speech and other auditory events; role of perceptual learning in spoken language; memory for auditory events; perception of talker-specific characteristics of speech; perceptual organization of the acoustic speech signal.

Hillary R. Rodman (PhD, Princeton University, 1986). Director of Neuroscience and Animal Behavior Program. Plasticity, development, evolution, and modular organization of cerebral cortex and the visual system; species and individual differences in the neural substrates of cognition and behavior; mechanisms of recovery after brain injury; “blindsight” and face recognition.

Assistant Professors

Robert Hampton (PhD, University of Toronto, 1995). The evolution of human and nonhuman information processing through comparative studies of brain and cognition; cognitive assessments made using a combination of semi-natural and conventional laboratory tests, augmented by imaging, ablation studies, and reversible inaction.
Stella Lourenco (PhD, University of Chicago, 2006). Spatial perception and cognition, which includes geometric coding in young children, sex and socioeconomic differences, spatial reasoning in atypical populations, and influences of tool use in spatial representation.

Donna Maney (PhD, University of Washington, 1997). Neuroendocrinology of avian communication; neuroendocrinology of stress; timing of reproduction and integration of environmental cues.

Joseph Manns (PhD, University of California, San Diego, 2002). In vivo electrophysiological studies of memory in the rat hippocampus. Memory and amnesia in humans.

Phillip Wolff (PhD, Northwestern University, 1999). Language and categorization; classification of, reasoning about, and linguistic description of causal events from adult cognitive, child developmental, and cross-linguistic perspectives.

Senior Lecturers
Ann Abramowitz (PhD, State University of New York at Stony Brook, 1988). Multimodal (behavioral and pharmacologic) treatment of ADHD; public health issues associated with ADHD; neuropsychological correlates of ADHD; classroom behavioral interventions for behavior disorders and peer-related issues.

Nancy Bliwise (PhD, University of Chicago, 1982). Role of mentors in the career satisfaction and work/family conflict of professional psychologists from different age cohorts; attachment style as a predictor of adjustment to the nursing home placement of an elderly spouse or parent; attachment style and therapist interventions in interpersonal psychotherapy.

Cynthia Messina (PhD, Emory University, 1987).

J. Steven Snow (PhD, Miami University, 1984).

Barbara Strock (PhD, University of Wisconsin, Madison, 1981). Undergraduate Coordinator.

Regina Pyke (PhD, Emory University, 1983).

Adjunct Faculty
Ashraf Attalla (PhD, Harvard University, 2003), Adjunct Assistant Professor, Department of Psychiatry, Emory University.

Vivian Auerbach (PhD, University of Houston, 1983), Adjunct Professor.

Ellen Brackup (PhD, Emory University, 1979), Adjunct Assistant Professor.

Gene H. Brody (PhD, University of Arizona. 1976), Adjunct Professor, Department of Child and Family Development, University of Georgia.

Michelle Robbins Broth (PhD, Emory University, 2003), Adjunct Assistant Professor.

Ellison M. Cale (PhD, Emory University, 2003), Adjunct Assistant Professor.

Leslie Campis (PhD, University of Alabama, 1986), Adjunct Professor, Counseling Center, Emory University.

Andrew Clancy (PhD, University of Texas at Austin, 1978), Adjunct Assistant Professor, Department of Biology Georgia State University.

Steven Cole (PhD, Emory University, 1985), Adjunct Professor, Director of Research, Research Design Associates.

Marietta Collins (PhD, Emory University, 1996), Adjunct Assistant Professor, SOM: Department of Psychiatry and Behavioral Sciences.

Shoshana Dayanim (PhD, Fordham University, 2006), Adjunct Research Associate.

John Dieter (PhD, Emory University, 1999), Adjunct Assistant Professor.

Valarie Edwards (PhD, University of Texas at Austin, 1998), Adjunct Associate Professor, U.S. Centers for Disease Control and Prevention.
Pamela Epps (PhD, Emory University, 1989), Adjunct Associate Professor, Counseling Center, Emory University.
Amy Goch (PhD, Emory University, 1984), Adjunct Associate Professor.
Christine M. Hall (PhD, Emory University), Adjunct Assistant Professor, School of Medicine, Department of Psychiatry.
Marlyne K. Israeli (PhD, Emory University, 2000), Adjunct Assistant Professor.
Jeffrey Jones (PhD, Emory University, 1987), Adjunct Associate Professor.
Kim Krinsky (PhD, Emory University, 1989), Adjunct Associate Professor.
Kelly Lewis (PhD, Michigan State University, 2004), Adjunct Senior Research Associate.
Mark McLeod (PhD, Emory University, 1982), Adjunct Professor, Emory University Counseling Center.
Charles Menzel (PhD, University of California at Davis, 1986) Adjunct Professor, Language Research Center.
John R. Paddock (PhD, Emory University, 1982), Adjunct Professor.
Bradley Pearce (PhD, University of Miami, 1990), Adjunct Senior Research Associate, Emory University.
Edward Z. Rosenzweig (PhD, Emory University, 1974), Adjunct Assistant Professor.
Barbara Olasov Rothbaun (PhD, University of Georgia, 1986), Assistant Professor, Department of Psychiatry, Emory University.
Karen Schwartz (PhD, Emory University, 1980), Adjunct Associate Professor.
Tara Stoinsky (PhD, Georgia Institute of Technology, 2000), Adjunct Assistant Professor, TECHlab, Zoo Atlanta.
Michael Tomaszello (PhD, University of Georgia, 1980), Adjunct Professor, Max Planck Institute, Germany.
JoNell Usher (PhD, Emory University, 1989), Adjunct Assistant Professor, Transforming Community Project, Emory University.
Cynthia A. Whitehead-Laboo (PhD, Ohio State University, 1991), Adjunct Associate Professor, Counseling Center, Emory University.

Associated Faculty
Rebekah Bradley (PhD, University of South Carolina, 2000), Associated Faculty, Grady, Department of Psychology, Emory University.
Andrew Butler (PhD, University of Iowa, 1995), Associated Faculty Department of Rehabilitation Medicine, Emory University School of Medicine.
Kenneth Carter (PhD, University of Michigan, 1993), Associated Faculty, Department of Psychology Oxford College.
Felicia Goldstein (PhD, Emory University, 1982), Associated Faculty, Department of Neurology.
Thomas P. Gordon (MS, University of Delaware, 1965), Associated Faculty, Yerkes National Primate Research Center, Emory University.
Joanne Green (PhD, University of Massachusetts, 1970), Associated Faculty, Department of Neurology, Emory University.
Phillip Harvey (PhD, State University of New York at Stony Brook, 1982), Associated Faculty, Department of Psychiatry, Emory University.
James Herndon (PhD, Emory University, 1973), Associated Faculty, Neurobiology, Yerkes National Primate Research Center, Emory University.
Susan Hogan (PhD, University of Pennsylvania, 2001), Associated Faculty, Emory University, Goizueta Business School.

Victoria Horner (PhD, University of St. Andrews, 2003), Associated Faculty, Yerkes National Primate Research Center, Emory University.

Xiaoping Hu (PhD, University of Chicago, 1988), Associated Faculty, Wallace H. Coulter Department of Biomedical Engineering, Emory University.

Nadine Kaslow (PhD, University of Houston, 1983), Associated Faculty, Psychiatry, Emory University.

Sathian Krishnankutty (PhD, University of Melbourne, Melbourne, Australia, 1987), Associated Faculty, Department of Neurology, Emory University.

Dario Maestripieri (PhD, University of Rome, 1992), Associated Faculty, Yerkes National Primate Research Center, Emory University.

Robert McCauley (PhD, University of Chicago, 1979), Associated Faculty, Department of Philosophy, Emory University.

Gail McGee (PhD, Auburn University, 1978), Associated Faculty, Department of Psychiatry, Autism Resource Center, Emory University.

Michael Mustari (PhD, University of Washington-Seattle, 1976), Associated Faculty, Yerkes National Primate Research Center, Emory University.

Marnie J. Nadolne (PhD, Georgia School of Professional Psychology, 1996), Associated Faculty, Department of Rehabilitation Medicine.

Frank Parajes (PhD, University of Florida, Gainsville, 1993), Associated Faculty, Division of Education, Emory University.

Lisa Parr (PhD, Emory University 2000), Associated Faculty, Yerkes National Primate Research Center, Emory University.

Paul Plotsky (PhD, Emory University, 1981), Associated Faculty, Department of Psychiatry, Emory University.

Michael Prietula (PhD, University of Minnesota, 1985), Associated Faculty.

B. Denise Raynor (PhD, University of Florida, 1994), Associated Faculty.

Peter Sebel (MB, Kings College Hospital (London), 1974; MBA, Emory University, 1998; PhD, University of Amsterdam); Associated Faculty, Department of Anesthesiology, Emory University.

John Snarey (PhD, Harvard University, 1982), Associated Faculty, Human Development and Ethics, Department of Theology and Personality, Emory University.

Anthony Y. Stringer (PhD, Wayne State University, 1984), Associated Faculty, Center for Rehabilitation Medicine, Emory University.

James N. Weisberg (PhD, Yeshwa University, 1992), Associated Faculty, Department of Psychology, Georgia State University.

Jay M. Weiss (PhD, Yale University, 1967), Associated Faculty, Psychiatry, Emory University.

Jill Welkley (PhD, University of Georgia, 1993), Associated Faculty, Department of Health, Physical Education, and Dance, Emory University.

Mark E. Wilson (PhD, University of Georgia, 1979), Associated Faculty, Yerkes National Primate Research Center, Emory University.

Stuart Zola (PhD, Northwestern University, 1973), Associated Faculty, Director, Yerkes National Primate Center, Emory University.

*Note: These lists are current as of the date of publication; changes may occur after printing.*
The Graduate Division of Religion (GDR) prepares students to be scholars and teachers of religion and theology, requiring mastery of a specialized field in the context of a general knowledge of the study of religion and the varieties of religious expression. All courses of study include interdisciplinary inquiry and encourage work across disciplines. The academic program is supplemented by rigorous teacher training and ample teaching opportunity.

The PhD is offered through ten courses of study: American Religious Cultures; Comparative Literature and Religion; Ethics and Society; Hebrew Bible; Historical Studies in Theology and Religion; Jewish Religious Cultures; New Testament; Person, Community, and Religious Life; Theological Studies; and West and South Asian Religions. In addition, the Graduate Division of Religion has specialized program possibilities that combine resources from more than one course of study and from other graduate faculties in the university. A concentration in religious practices and practical theology is available within any course of study, as well as a joint JD/PhD program. The course of study, the concentration in religious practices and practical theology, and the joint JD/PhD option are described in more detail below.

The work of the Graduate Division of Religion is oriented entirely toward the doctor of philosophy degree. Admission to one of the course of study generally presupposes a master’s-level degree related to the field. Students who wish to obtain master’s-level degrees are encouraged to consider the Master of Theological Studies Program in Emory’s Candler School of Theology or the master’s degree in Jewish studies offered in the Graduate School.

Each student is interviewed by GDR faculty members prior to first semester registration. The purpose of this interview is to assess the student’s strengths and deficiencies, to make curricular recommendations, and to acquaint the student with general and specific expectations of the program.

The PhD program requires two years of course work (forty-eight hours). All students who receive a stipend from the Graduate School must be enrolled full-time for the duration of the stipend. In the third year, students take doctoral (qualifying) examinations, proceed to a dissertation prospectus, and, by the fourth year, are normally writing the dissertation.

While requirements vary, all students must take at least five doctoral seminars during their two years of course work. Individual courses of study may have certain required seminars, and independent studies may be arranged with professors. The equivalent of two seminars must be taken in an area of study outside one’s field of specialization, leading to a qualifying exam in that area.

Each student’s performance is reviewed annually by members of the appropriate course of study. Although the primary purpose of the review is to assist in the student’s progress toward the doctoral degree, it is possible that the findings of the review may lead to discontinuance or transfer to a terminal MA degree.

All students participate in the Teaching Assistant Training and Teaching Opportunity (TATTO) Program as part of their course of study. The program entails specialized teaching seminars, plus two Teaching Assistantships and one Teaching Associateship. The teaching program accounts for 8 hours of academic credit beyond the forty-eight hours of academic credit required for the PhD. The teaching opportunities may be in the School of Theology, the Department of Religion of Emory College, related College departments, or other relevant schools such as the School of Public Health.
Prior to beginning work on the dissertation, each student must take a set of preliminary doctoral examinations, one of which must be taken in a field outside those which define the basic elements of the student’s course of study. Preliminary examinations will normally be taken during one of two six-week periods following completion of the residence requirement (either October 1–November 15, or February 15–March 31). Students should begin the preliminary examinations as soon as possible after the residence and language requirements have been met. Students must also resolve all incomplete grades prior to taking these examinations.

Students who have successfully completed their preliminary doctoral examinations are expected to present and defend their dissertation topics at an open session of students and faculty members of the Graduate Division of Religion. Once the proposal is accepted by the student’s course of study and a dissertation committee has formally been appointed by the course of study chair, the student may apply to the Graduate School for admission to candidacy. When the dissertation is complete, an oral examination on the accepted dissertation will be conducted by the student’s dissertation committee.

**Language Requirement**

Students in the PhD program must demonstrate their ability in two modern languages (other than English) chosen in consultation with GDR faculty. Competence in statistics/computer languages as a substitute for the second language is possible for students specializing in the sociological study of religion. Competence in a first language is to be demonstrated by written examination at the beginning of the first semester in residence, and competence in a second must be demonstrated before preliminary examinations are administered. The biblical programs have additional requirements in the pertinent primary languages.

Applicants whose native language is not English must demonstrate proficiency in English by achieving a score of 550 or higher on the Test of English as a Foreign Language (TOEFL). If accepted, English would then count as the first foreign language. In addition, these applicants must submit an example of academic work written in English to be evaluated by the division’s admissions and awards committee.

**Divisional Course Offerings**

*Unless noted, all course are 4 hours credit—please see Graduate Division of Religion website for current offerings.*

**RLR 700. First Year Colloquy.**
Credit, 4 hours, s/u; required of first year students.

**RLR 705. Teaching Religion.**
Faculty; credit, 2 hours, s/u; required of second year students.

**RLR 725. Comparative Sacred Texts.**

**Research Languages**

- **RLR 597R. Directed Study in Research Languages.** Variable credit.
- **RLR 701A, B. Akkadian.** Variable credit.
- **RLR 702. Ugaritic.**
- **RLR 703. Advanced Hebrew Grammar.**
- **RLR 704. Aramaic.**
- **RLR 705. Syriac.**
- **RLR 706 A, B. Arabic.** Variable credit.
- **RLR 707. Sanskrit.** Variable credit.
- **RLR 708. Hindi.** Variable credit.
- **RLR 709. Hellenistic Greek.**
- **RLR 797R. Directed Study in Research Languages.** Variable credit.
With the approval of their advisers, students may also register for advanced courses offered by other graduate departments or schools within the University.

The program statements that follow call attention to additional requirements in the various fields of specialization, and list the courses offered by the program faculty.

**AMERICAN RELIGIOUS CULTURES PROGRAM**  
*Professor Alton Pollard, chair*

American Religious Cultures takes advantage of the University’s rich offerings in the study of religious and cultural life in America. It provides resources for graduate study in American religious cultures through sociological, historical, theological, and cultural analyses. Areas of strength include the history of Christianity in America, black religion, religious diversity, cultural history, religious practices, sociology of American religion, and popular culture.

Students examine religious thoughts and practices in particular cultural contexts—as integral dimensions of the production and reproduction of culture, rather than as distinct, isolated forms of human action and reflection. This examination will take place in a combination of courses that offer perspectives on historical trends, methodological variation, and religious diversity. New students will be encouraged to take at least two seminars that focus on two different periods in American religious history and two seminars that focus on theory and method in the study of religion. Students also must enroll in courses that expose them to the diversity of American religious cultures, and will be expected to take seminars in other courses of study in the Graduate Division of Religion, as well as in other graduate programs around the University, to ensure they meet these requirements. Faculty in a variety of institutional settings, including the Graduate Institute of Liberal Arts, American Studies, History, African American Studies, Sociology, and the Emory Center for Myth and Ritual in American Life are available each year for course work and consultation.

Students will work closely with their adviser on a specific trajectory for their two years of course work, take their exams in the fall of their third year, and then formally submit their dissertation proposal in the spring term of their third year. All students will be expected to attend program-sponsored symposia throughout the academic year.

**Relevant Courses in American Religious Cultures**

- RLHT 735. Topics in American Religious History.
- RLHT 750. American Theology.
- RLSR 775. Religion and Contemporary American Culture.
- RLSR 700J. Research in Religion.
- RLSR 778. Social Movement and Religious Change.
- RLSR 730. Sociology of Religion.
- RLSR 767. Morality and Society.
- RLP 720. Pastoral Theological Method.
- RLTS 753G. Theoretical Issues in the Study of Black Religion.

**COMPARATIVE LITERATURE AND RELIGION PROGRAM (CLR)**

The Program in Comparative Literature (CLR) and the Graduate Division of Religion (GDR) offer interlocking doctoral programs in an emerging “field” that may be described as both a religious turn in literary theory and as a transformation of the older model of religion and literature. Students are
admitted either through the GDR or through the Program in Comparative Literature and must fulfill all the requirements for one degree or the other. The description here applies to the PhD in religion.

Comparative Literature and Religion considers religions and their textual traditions as literatures calling for analysis and criticism. To do convincing analysis or criticism, students must combine detailed knowledge of some part of a major religion or religions with competence in comparative literary models and theories. Courses will treat major texts in one or more religions; the rhetoric of religious writing; the definition and use of literary texts as religious documents; the functions of literary criticism within religious traditions; religious accounts of cultural difference or otherness; the emergence of the idea of “religion” as a topic; the theories and practices of comparative study; religion in colonial and postcolonial projects; religion in an age of mechanical reproduction. While the primary focus will be on the intersection of comparative literature and religious studies, the course of study also will engage pertinent topics and methods from other fields.

Seminars regularly offered in the interlocking programs include Theories of Myth, Foucault and Christianity, Augustine and His Readers, Texts in Ritual, Lyotard: Passion of the Soul, Theology in the Trivium, and Trauma. Students are encouraged to take appropriate courses and to work with faculty in the enormous range of programs, centers, and institutes at Emory. In addition to the GDR requirements for all students, Comparative Literature and Religion specifically requires the following courses: a core seminar in literary theories (CPLT 750); four other courses in comparative literature that will provide competence in both the fundamental elements of literary traditions and methods of literary reading; and either five courses in a single religious tradition or eight courses in a tightly constructed comparison of two traditions. The preliminary examinations will require students to show mastery of the principal canon(s) of their chosen religious tradition(s), including their reception and revision, as well as of pertinent theories and methods from religious studies and comparative literature.

Typical courses to be offered in the interlocking programs:

**Delimiting the Disciplines: Literature and Religion, including as recurring topics:**
- Theories of Religion and Metaphor
- Theories of Myth

**Intersections of Philosophy and Religion, including as recurring topics:**
- Nietzsche, Foucault, and Christianity
- Augustine and His Readers
- Kierkegaard
- Lyotard: Passion of the Soul
- Trauma
- Image and Iconoclasm

**The Concept of the Theologico-Political, including as a recurring topic:**
- Augustine and Spinoza

**Sacred Texts and Literary Theory, including as recurring topics:**
- Augustine: Semiotics and Rhetoric
- Poetry and Religion in Ancient India
- Hermeneutics, Sacred and Secular

**Texts of Prayer and Meditation, including as recurring topics:**
- Traditions of Spiritual Direction
- Phenomenology of Prayer
- Subjects of Meditation
- Texts in Ritual

**Theoretical Dimensions of Medieval Theologies, including as recurring topics:**
- Abelard and Heloise
- Theology in the Trivium
ETHICS AND SOCIETY (ES)
Professor Nancy Eiesland, chair

Ethics and Society (ES) offers interdisciplinary studies centered on ethics and the sociology of religion. It fosters a scholarly conversation in which students are encouraged to draw deeply and widely on theological and philosophical traditions in ethics, while situating moral issues and public policies in their institutional and cultural contexts. Through the social, cultural, and comparative study of religion Ethics and Society prepares students to analyze the social institutions, everyday practices, and cultural expressions of religious life and moral discourse.

Students may concentrate either in ethics or in religion and society. They share work in social theory, social philosophy, and Christian social teaching to map the mutuality of moral meaning and social structures. Concentrators in ethics may combine studies in theological and philosophical ethics with special interests in social, political, professional or policy ethics (such as biomedical, environmental, or business ethics); moral development; feminist and womanist ethics; ethics and the Black Church; and comparative religious ethics, particularly in Judaism, Islam, or Hinduism. Students in religion and society may combine the sociology of religion, including the study of congregational and denominational life, with special interests in religion and American culture; Black Church studies; urban-suburban social change; moral psychology; and the sociology of morality, culture or law.

Courses in Ethics
RLE 700H. Medical Ethics.
RLE 700K. Jewish and Christian Ethics.
RLE 700R. Seminar in Christian Ethics.
RLE 701G. Seminar in Social Ethics.
RLE 701R. Seminar in Social Justice/Social Theory.
RLE 731R. Christian Political Thought.
RLE 732. History of Christian Theological Ethics.
RLE 733. Love and Justice.
RLE 734. Scepticism and Morality.
RLE 735. Feminist Ethics.
RLE 740. Islam and Politics (Same as LAW 840.)
RLE 790R. Program Seminar. Variable credit.
RLE 797R. Directed Study. Variable credit.

Courses in Sociology of Religion
RLSR 700. Seminar in Research in Religion. (Same as Sociology 726.)
RLSR 700H. Congregational Research.
RLSR 730 Seminar in Sociology of Religion. (Same as SOC 725.)
RLSR 730G. Classical and Modern Theories.
RLSR 730H. Weber and Interpretive Sociology.
RLSR 730J. Troeltsch on Christianity and Society.
RLSR 735. Contemporary Theoretical Orientations
RLSR 751K. Religion and Social Change in America. (Same as SOC 590r)
RLSR 767. Morality and Society. (Same as Sociology 720.)
RLSR 770. Religion and Cultural Analysis. (Same as Sociology 724.)
HEBRew BiBLE (HB)

Professor Carol A. Newsom, chair

Hebrew Bible (HB) trains students for careers in teaching and research at the college, university, and seminary levels. To this end, the curriculum is formulated to provide students with exposure to all aspects of Hebrew Bible study. Courses address traditional textual, critical, and historical methods that have been formative for contemporary Hebrew Bible scholarship. These methods are integrated with newer interpretive approaches, including literary, rhetorical, linguistic, theological, and social analysis of texts. The curriculum is anchored by two required seminars: History of Interpretation (from inner biblical exegesis to the present) and Issues in Hebrew Bible Studies. Apart from these required courses, students create a plan of study in consultation with the chair. Students are encouraged to pursue interdisciplinary interests, both within the context of the Graduate Division of Religion (e.g., work in New Testament or in sociology) and elsewhere in the Graduate School (e.g., the Program in Comparative Literature, Department of Middle Eastern Studies, and Program in Jewish Studies). Students may elect to complete the Hebrew Bible Program with a special concentration in Jewish hermeneutics.

Knowledge of biblical Hebrew and Greek is required of all entering students. (Students must pass a Hebrew proficiency examination before taking the preliminary examinations.) During the course of study, students are expected to acquire a knowledge of Aramaic and at least one other Semitic language (normally Akkadian or Ugaritic). Course work is available in the following languages: Akkadian, Arabic, Aramaic, Egyptian, Greek, Hebrew (biblical and postbiblical), Persian, and Syriac. Students who elect the Jewish hermeneutics concentration may substitute postbiblical Hebrew for the other Semitic language.

The two years of course work provide the opportunity for focused work in both Hebrew Bible studies and in cognate fields. This period is designed to provide students with fundamental skills as teachers and scholars, to enable them to set the stage for their preliminary examinations, and to assist them in beginning to define an area for dissertation research.

The preliminary examinations consist of four written examinations, followed by an oral examination. All students take a Hebrew Bible literature examination and a Hebrew Bible critical methods examination. Students select one other area in Hebrew Bible studies for a third written examination and choose one area outside the field of Hebrew Bible studies for the fourth written examination.

The outside examination may derive from another discipline (e.g., New Testament, Jewish Studies, Islamic Studies, Theological Studies) or may reflect a methodological focus (e.g., literary theory, feminist criticism, historiography). Students electing a concentration in Jewish hermeneutics take the two required Hebrew Bible examinations and two examinations in Jewish hermeneutics.

Note: courses in biblical languages are listed in the section on “Research Languages” following the Divisional Course Offerings.
The focal point for Historical Studies in Theology and Religion (HS) is the historical study of religion at Emory. The aim is to enhance each student’s self-critical awareness of the diversity of fields and approaches in this area while helping the student to develop specialized competence for teaching and research in the chosen field of specialization.

HS currently focuses on five overlapping and interrelated fields: religion in North America; Christian intellectual history; Christian worship, asceticism, and piety; modern European thought; and history of religions. Each student specializes in whichever of these fields is best suited to the proposed dissertation topic, and faculty help the student to plan a curriculum and a set of examinations that ensure depth and breadth in the chosen field. HS offers courses in a number of historical areas, including late antiquity, the Middle Ages, the United States, and modern Europe; but the student’s curriculum will normally include courses from other departments of the university. The course of study encourages students to acquire at least introductory competence in the history of a tradition other than Christianity (such as Judaism, Islam, or Hinduism).

The collegial focus is a regular symposium at which faculty and students discuss problems in historiography and other matters of common interest.

Courses

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<tr>
<th>Course Code</th>
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<tr>
<td>RLHB 710.</td>
<td>Ancient Near Eastern Literature.</td>
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<td>RLHB 720.</td>
<td>Hebrew Bible Exegesis.</td>
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<td>RLHB 720M.</td>
<td>Wisdom Literature.</td>
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<td>RLHB 720N.</td>
<td>Leviticus.</td>
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<td>RLHB 720S.</td>
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<td>RLHB 720T.</td>
<td>Psalms.</td>
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<td>RLHB 730.</td>
<td>Literary Forms of the Hebrew Bible.</td>
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<td>RLHB 750.</td>
<td>Israelite History.</td>
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<td>RLHB 751.</td>
<td>Seminar in Palestinian Archaeology.</td>
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<td>RLHB 780.</td>
<td>Seminar in Hebrew Bible Theology.</td>
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<td>RLHB 785.</td>
<td>Seminar in Israelite Institutions.</td>
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<td>RLHB 790R.</td>
<td>Seminar in Hebrew Bible.</td>
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<td>RLHB 791.</td>
<td>History of Interpretation.</td>
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<td>RLHB 792.</td>
<td>Issues in Hebrew Bible Studies.</td>
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<td>RLHB 797R.</td>
<td>Directed Study. Variable credit.</td>
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<td>RLHT 700R.</td>
<td>Seminar in Historical Theology.</td>
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<td>RLHT 701.</td>
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<td>RLHT 712R.</td>
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<td>RLHT 721R.</td>
<td>Seminar in Aquinas.</td>
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<td>RLHT 722.</td>
<td>Franciscan Theology and Spirituality.</td>
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<td>RLHT 730.</td>
<td>Reformation Theology.</td>
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<td>RLHT 731.</td>
<td>Seminar in Luther.</td>
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<td>RLHT 735.</td>
<td>Topics in American Religious History.</td>
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<td>RLHT 736.</td>
<td>Topics in Religious History.</td>
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<td>RLHT 737.</td>
<td>Topics in the History of Religious Texts.</td>
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<td>RLHT 738.</td>
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<td>RLHT 740.</td>
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<td>RLHT 741.</td>
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<td>RLHT 741G.</td>
<td>Kant and the Neo-Kantians.</td>
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<td>RLHT 741J.</td>
<td>Schleiermacher, Coleridge, and Emerson.</td>
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The Jewish Religious Cultures (JRC) course of study takes advantage of Emory’s wide offerings and interdisciplinary orientation in the study of Jewish textual and cultural traditions. It provides resources for graduate study in Jewish religious cultures through a variety of periods and regions and using a range of analytic approaches.

Emory is fortunate to have many strengths in the worlds of Jewish texts, in particular the reception history and interpretation of the Hebrew Bible, Second Temple literature, Rabbinic literature, the religious literature of the Judaeo-Arabic world and the Genizah, and modern Jewish thought. Our course of study is committed to understanding and exploring Jewish texts within their larger cultural and historical contexts. At the same time, we believe Jewish religious cultures need to be studied more broadly using a variety of modern methodologies including ethnography, cultural studies, gender studies and comparative religion. Students interested in this type of research are ideally suited to develop themselves as scholars at Emory.

JRC encourages students to pursue a broad range of courses that support and strengthen their multidisciplinary focus and analytic skills, including, but not limited to, courses and seminars in the other courses of study within the GDR. Offerings in cognate departments and programs, such as the Institute for Liberal Arts, history, sociology, anthropology, and the School of Law, are available for students each year as well. Because JRC admits a diverse group of students each year, all are expected to attend JRC-sponsored symposia during the academic year, which bring together graduate students from across the University interested in Jewish studies.

Students in this course of study will work closely with an adviser to identify appropriate coursework in the first two years, followed by exams in the third year, after which they will submit their dissertation proposal.

NEW TESTAMENT (NT)

Professor Walter Wilson, chair

New Testament (NT) emphasis is on exegesis, theological interpretation, and hermeneutics. Instruction is given in the traditional critical methods that have been formative for contemporary New Testament scholarship, as well as newer approaches including literary, rhetorical, comparative, and social analysis of texts.

As a way of fostering interdisciplinary work, students are required to take substantial work in at least one field of study outside the New Testament. Examples of outside fields include patristics, theology, ethics, philosophy, sociology, anthropology, ancient history, literary criticism, linguistics, or some other area of another religious tradition.

The New Testament faculty is alert to the implications of many other special types of research. New Testament is supported by a strong Hebrew Bible faculty, as well as by the other programs of the Graduate School. In addition, students may pursue studies elsewhere in the Graduate School,
including the interdisciplinary Graduate Institute of Liberal Arts and the Departments of Philosophy, History, Anthropology, and English. At the same time, students in New Testament seminars benefit from the participation of students from other courses of study.

Students and faculty meet each month for social interchange and for discussion of research papers and recent advances in the field not covered in seminars. These meetings are attended by New Testament faculty from other academic institutions in the Atlanta area as well.

The two years of formal course work provide opportunity for concentrated study in the field of New Testament interpretation: history and literature of the New Testament and its interpretation (introduction), exegesis, theology, and the world of the New Testament (backgrounds). In keeping with the Graduate Division of Religion’s overall emphasis on interdisciplinary work, students take course work in Hebrew Bible and their designated outside areas, in addition to the Mapping the Landscape of Religion and Theology seminar. These courses assist students in preparing for their preliminary examinations and in finding and defining areas of dissertation research.

In addition to the general language requirements of the Graduate Division of Religion, New Testament students must demonstrate competence in biblical Greek and Hebrew. Competence in Greek is demonstrated through a written exam, which must be completed successfully before the end of the first year of course work. Competence in biblical Hebrew is demonstrated through course work or through the Hebrew Bible exegesis exam taken as one of the preliminary exams.

Before work on the dissertation can begin, competency in the field of New Testament interpretation must be demonstrated in six areas: Hebrew Bible exegesis, the world of the New Testament (backgrounds), history and literature (introduction), exegesis, theology, and a designated outside area. Competence in the first two areas may be demonstrated either through course work or by a special written examination. Competence in the latter four areas must be demonstrated by a series of preliminary examinations administered after the completion of course work.

Courses

RLNT 711G. The Gospel of Mark.
RLNT 711J. Matthew.
RLNT 711M. John.
RLNT 721. The Writings of Paul.
RLNT 721G. Romans.
RLNT 721H. 1 Corinthians.
RLNT 721J. 2 Corinthians.
RLNT 731N. The Letter of James.
RLNT 731Q. Revelation.
RLNT 740. Jewish Backgrounds.

RLNT 745. Greco-Roman Backgrounds.
RLNT 760H. Christology.
RLNT 797R. Directed Study. Variable credit.

Note: courses in biblical languages are listed in the section on “Research Languages” following the Divisional Course Offerings.
PERSON, COMMUNITY, AND RELIGIOUS LIFE (PCRL)

Professor Mary Elizabeth Moore, chair

Person, Community, and Religious Life (PCRL) provides opportunities to explore basic questions of religious practice that occur at the intersection of religious and social science studies of persons, communities, and cultural systems. This broad scope of inquiry encourages work in such areas as human development, education, sociology, psychology and sociology of religion, homiletics, pastoral counseling, practical theology, spirituality, congregational studies, and other areas of research. Students draw on faculty scholarship in the above fields, and are encouraged to do interdisciplinary work in the other areas of the GDR and across the university.

PCRL students may take advantage of Emory’s many rich and varied educational and research resources, including The Carter Center, the Georgia Association for Pastoral Care (a counseling center), the Center for Ethics, the Emory Center for the Interdisciplinary Study of Religion, and the Emory Center for Myth and Ritual in American Life.

Because of the breadth of the PCRL course of study and the rich variety of course offerings available, students work with faculty to craft their studies around their own intellectual and vocational goals.

Those students who plan to teach in a college or university religion department usually pursue issues in the theory and practice of person and community in relation to religious studies. Students seeking teaching careers in seminaries and theological schools generally focus their programs on such practical theological fields as religious education, pastoral theology, homiletics, or liturgics. Some students combine clinical supervision in pastoral or other professional disciplines with their academic work in order to broaden and supplement their future careers. Programs of clinical or field supervision lie outside formal degree requirements. However, PCRL faculty accommodate and encourage such interests when they are integral to a student’s vocational goals. PCRL students may qualify for Emory’s joint doctor of law/doctor of philosophy degree. In addition, course work can be arranged to qualify for specialized University-wide certificates in such programs as women’s studies and psychoanalytic studies.

Numerous courses in other Graduate Division of Religion courses of study (such as Theological Studies, and Ethics and Society) and other University departments (such as the Psychology Department, the Sociology Department, and the Graduate Institute of the Liberal Arts) are also germane to PCRL.

Courses

RLPC 700. Theology and Psychoanalytic Theory.
RLPC 710. Ethics and Personality Theory.
RLPC 710G. After Violence: Futuring the End of Victimization.
RLPC 710J. Wholeness, Evil, and the Ethical.
RLPC 710K. James: Pragmatism and the Moral Life.
RLPC 710L. Virtues and Vices.
RLPC 710M. Sin, Grace, and Growth.
RLPC 710M. Cosmology, Spirituality, and Ethics.
RLPC 710P. Faith and Selfhood.
RLPC 710Q. Shame, Selfhood, and Healing.
RLPC 710S. Adult Development and Generativity.
RLPC 710T. Religion and Ecology.
RLPC 710V. H. Richard Niebuhr as Practical Theologian.
RLPC 710W. Interfaith Reconciliation: Theory and Practice in America.
RLPC 720. Pastoral Theology.
RLPC 720G. Pastoral Theological Method.
RLPC 720H. Pastoral Hermeneutics.
The central focus of Theological Studies (TS) at Emory is the task of doing constructive theology, the fashioning of one’s own theological position.

This central, orienting task is grounded in sympathetic yet critical study of traditional texts, in engagement with the ideas and realities that give the texts life. Students are required to develop an extensive understanding of a particular religious tradition, generally but not exclusively the Christian tradition. Essential to the student’s work is exposure to a variety of traditions and a range of methods for the study of religion, such as ritual studies.

The ethos and energy of theological studies at Emory owes much to the fact that the faculty are drawn from both the Candler School of Theology and the Department of Religion. Faculty and students alike share a commitment to fashioning fresh ways of thinking which refuse to place “theology” and “religious studies” in opposition. Theological Studies at Emory has deep roots in the Christian tradition and has prepared students to become intellectual leaders of their churches and seminaries. Yet the degree in Theological Studies is no less appropriate for teaching in a more general liberal arts context. The student’s preparation is strengthened by an emphatic recognition of religious pluralism relevant to a wide range of teaching contexts.

Students are actively encouraged to pursue interdisciplinary research. The University has particular strengths in ethics, Biblical studies, feminist and womanist perspectives, postmodernism, Jewish-Christian encounter, post-Holocaust thought, and anthropology. Interdisciplinarity is encouraged by the presence of the Aquinas Center for Theology, a philosophy department committed to the full range of Western thought, the Women’s Studies and African-American Studies programs, the Graduate Institute of Liberal Arts, the Carter Center, and a developing relationship with the Drepung Loseling Institute.

All of this has its purpose, however, to contribute to the student’s ability to articulate and defend a theological position of his or her own. To this end Theological Studies at Emory offers—perhaps most crucially—a setting of warm community, constant challenge, and vigorous collegiality.

**Courses**

- RLTS 700. Program Seminar on Theologians.
- RLTS 710. Theological Problems.
- RLTS 710g. Evil.
- RLTS 710j. The Trinity.
- RLTS 710k. God and Suffering.
- RLTS 710l. Political Theology.
- RLTS 700. Faith and Moral Development.
- RLPC 770. Faith and Moral Development. (Same as PSYCH 749.)
- RLTS 710p. Methodology.
- RLTS 710g. Theology and Praxis.
- RLTS 710j. The Trinity.
- RLTS 710. Ecclesiology.
- RLTS 712. Christology.
- RLTS 713. Ecclesiology.
- RLTS 725. The Black Church: Its History and Theology.
West and South Asian Religions (WSAR) offers seminars and dissertation supervision in religious traditions of this region (principally Islamic, Hindu, and early Buddhist). WSAR studies these religions in terms of their texts, practices, systems of thought and values, institutions, and symbolic formations. Preparation is offered in each of these religious traditions, along with their relations to others (e.g., Islamic-Jewish, Hindu-Christian, Islamic-Hindu, Buddhist-Hindu).

Furthermore, general issues in the interpretation of religion as an orientation to foundational understandings and values regarding human meaning are enhanced by being explored in relation to the religious formations of West and South Asia. Seminars are offered in the history, literatures, ethnographies, practices, legal traditions, diaspora, trans-national traditions and practices, religious thought, and interrelations with other traditions.

West and South Asian Religions, in accordance with the Divisional language requirement, expects students to demonstrate proficiency in two foreign languages before the student proceeds to preliminary doctoral exams. Normally, this will involve one exam in a modern European language, and one exam in a West or South Asian language. The choice of languages will be dependent upon the student’s area of scholarly research and will be made in consultation with the student’s adviser and program faculty. The student’s area of scholarly research may call for acquisition of skills in other languages as well. The student’s adviser and other WSAR faculty may then require evaluation of proficiency in the additional language(s), though not necessarily in the form of an exam. Emory offers introductory to advanced levels of instruction in the following languages: Sanskrit, Arabic, Persian, Hindi, Tibetan, and Hebrew.

Emory and Atlanta offer wide resources in support of the program. The Law and Religion Program of Emory Law School offers seminars and occasional major international symposia in the interrelations among law, religion, and religious human rights, including attention to Islamic ethics, law, and politics. The Atlanta metropolitan area offers significant opportunities for the study of West and South Asian religious traditions in their diasporic context in the American South. Emory enjoys cordial relations with many religious communities, which have been most hospitable in welcoming students to observe and study their communities and practices.

Note: Courses in West and South Asian Languages are listed in the section on “Research Languages” following the divisional course offerings. Additional relevant language courses are offered in Emory College. Graduate students may enroll in these 4 credit-hour courses in addition to the normal 12 credit hours of course work per semester.
Courses
RLAR 701. Performance and Ethnography in West and South Asian Religious Traditions.
RLAR 702. Representing Gender in West and South Asian Religions.
RLAR 703. Origins and Genealogies in West and South Asian Religions.
RLAR 710. Problems in Islamic Theology.
RLAR 711. Sacred Biography: Myth and History in the Hagiographic Biography.
RLAR 720. Poetry and Religion in Early India.
RLAR 725. Textual Studies in West and South Asian Religions: Seminar on the Puranas
RLAR 731. Religious Transformations in Colonial India.
RLAR 737. Topics in Asian Religions.
RLAR 737G. Moral Philosophies of India.
RLAR 737H. Body and Space in Chinese Religion.
RLAR 738. Topics in Islam.
RLAR 738G. Islamic Religious History: The Twelver Shiite Tradition. (Same as RLHT 738g.)
RLAR 750. Introduction to Literary Tibetan.
RLAR 752R. Advanced Reading in Literary Tibetan.
RLAR 797R. Directed Study. Variable credit.

AREA OF SPECIAL CONCENTRATION IN RELIGIOUS PRACTICES AND PRACTICAL THEOLOGY

The aim of this concentration is to develop scholar-teachers who will prepare future leadership for religious communities through research and teaching in religious practices. It is designed especially for students who (1) desire to specialize in one of the practical theological fields (e.g., religious education, pastoral care, homiletics, liturgics, congregational leadership) or (2) wish to specialize in any other area within the study of religion (e.g., Asian religions, ethics, Hebrew Bible, history, New Testament, psychology or sociology of religion, theology) in relation to the teaching of religious practices. In either case participation in this concentration is organized around the interdisciplinary and interfaith study of religious practices. All students who elect to enter the GDR within this concentration will apply to one of the GDR courses of study, specifying their interest in focusing on practices.

The distinctive focus of this concentration is the study of practices of religious communities, defined as patterns of action and ways of knowing that together embody and express shared vision and values. Every religion includes religious practices—for example, public or private rituals of worship and devotion, ceremonies of initiation and healing, or sacred meals. These practices have histories, are often supported by sacred texts, involve rituals and symbolic roles, and are infused with meaning. Thus, they can be studied critically and analyzed from many disciplinary angles, including history, theology, ritual theory, sociology, psychology, and comparative religion.

As part of their GDR requirements, students in this concentration take a core seminar in Traditions and Religious Practices in their first year, as well as other seminars that focus specifically on practical theology and/or religious practices. Generally, their programs also include field-based experience and study. Students determine their course of study and exams in consultation with their course of study director and the coordinator of the religious practices concentration.

EMORY UNIVERSITY’S JOINT DOCTOR OF LAW/DOCTOR OF PHILOSOPHY DEGREE (JD/PHD)

The doctor of law/doctor of philosophy (JD/PhD) joint degree enables students to pursue training in law while simultaneously receiving the highest level of academic education in one of the divisions of the Graduate School. Many recipients of the JD/PhD will be interested in academic career paths, but all recipients will be fully equipped both to practice law and to teach on the university or college level.
A prospective candidate must apply separately to both the School of Law and to the Graduate School, indicating on the applications a desire to study for the joint JD/PhD. A successful candidate must be accepted by both schools before matriculating in the joint degree program. A student already enrolled in the School of Law or the Graduate School may apply to the other school for admission to candidacy for the JD/PhD. If admitted, the student’s previous degree work will be counted toward the joint degree requirements.

A candidate spends the first full year in either the Law School or the Graduate School; the second year is spent in the remaining school. Thereafter, the candidate must spend three semesters in residence at the Law School and one semester in classes at the Graduate School. This represents a one-semester reduction of the normal course requirements within each school. Beyond classes, the candidate is required to put in whatever additional time is needed to meet successfully the requirements of the PhD program.

**Professors**

**Abdullahi Ahmed An-Na‘im** (PhD, University of Edinburgh, 1976). Professor of Law and Fellow in the Law and Religion Program. Islamic law and ethics; human rights.


**Vincent Cornell** (PhD, University of California-Los Angeles, 1989). Sufism, Islamic philosophy, and Islamic law.

**Paul B. Courtright** (BA, Grinnell College, 1964; MDiv, Yale University, 1968; MA, Princeton University, 1970; PhD, Princeton University, 1974). Hinduism, religion, and colonial culture.

**Wendy Lee Farley** (PhD, Vanderbilt University, 1988). Philosophical and systematic theology; comparative theology.

**Joyce Burkhalter Flueckiger** (PhD, University of Wisconsin, 1984). Popular religion in South Asia; religion and performance.

**Thomas E. Frank** (PhD, Emory University, 1981). History and organizational culture of American Protestantism.

**Patrick Graham** (PhD, Emory University, 1983; MLS, University of Texas, 1990). Director of the Pitts Theology Library. Hebrew Bible research; theological bibliographies.

**E. Brooks Holifield** (PhD, Yale University, 1970). Charles Howard Candler Professor of American Church History. Seventeenth-century American thought; theology in America.

**Carl R. Holladay** (PhD, University of Cambridge, 1975). New Testament; Christian origins; Hellenistic Judaism.


**Mark Jordan** (PhD, University of Texas at Austin, 1977). Asa Griggs Candler Professor. Medieval Philosophy and Theology.

**Gary M. Laderman** (PhD, University of California at Santa Barbara, 1994). American religious history and culture; death and dying.

**Emmanuel Larney** (PhD, The University of Birmingham (England), 1984). Pastoral care, counseling, and theology in different cultural contexts, with particular reference to African, British, and American expressions.

**Deborah Lipstadt** (PhD, Brandeis University, 1976). Dorot Professor of Modern Jewish and Holocaust Studies. Modern Jewish studies, history of the Holocaust, women in Judaism.
Thomas G. Long (PhD, Princeton Theological Seminary, 1980) Bandy Professor of Teaching. Homiletical theory and biblical preaching.


Mary Elizabeth Moore (PhD, Claremont School of Theology, 1981) Feminist theology and spirituality, cultural diversity in youth ministry, reconciliation theory and practice.

Gordon D. Newby (PhD, Brandeis University, 1966). Islam and Judaism; Near Eastern and Judaic languages and literature.

Carol A. Newsom (PhD, Harvard University, 1982). Wisdom and apocalyptic literature; Dead Sea Scrolls; rhetoric and hermeneutics.


Laurie L. Patton (PhD, University of Chicago, 1991). Winship Distinguished Research Professor. Religion in ancient India; Vedic studies; history of religions.

David L. Petersen (PhD, Yale University, 1972). Prophetic literature; Genesis; Hebrew Bible interpretation; Hebrew Bible theology.

Philip L. Reynolds (PhD, University of Toronto, 1986). Aquinas Associate Professor of Catholic Theology. Medieval theology and philosophy; scholasticism; history of manage.

Russell Richey (PhD, Princeton University, 1970). History of American Religion and Culture; Methodist Studies; Denominationalism.

Jill Robbins (PhD, Yale University, 1985). Comparative Literature and Religion; classical texts and twentieth-century thought; philosophical and biblical hermeneutics.


John Snarey (EdD, Harvard University, 1982). Human development and ethics; psychology of social-moral development.

Steven M. Tipton (PhD, Harvard University, 1979). Sociology of religion; morality and culture; social theory and ethics.

Richard Valantasis (ThD, Harvard University, 1988). History and theory of asceticism and the formative practice of religion.

John Witte Jr. (JD, Harvard University, 1985) Legal history, religious liberty, marriage and family, human rights.

Associate Professors

Lewis Ayres (DPhil, Merton College, Oxford University, UK, 1994). Early church history; Greek and Latin Trinitarian theology, Christology.

Michael Berger (PhD, Columbia University, 1992). Jewish ethics.

Elizabeth Bounds (PhD, Union Theological Seminary, 1994). Christian ethics; feminist ethics.


John Dunne (PhD, Harvard University) Buddhist philosophy and practice, epistemology, philosophy of language, and contemplative practice.

Nancy L. Eiesland (PhD, Emory University, 1995). Sociology of religion; religion in America.

Noel L. Erskine (PhD, Union Theological Seminary, 1978). Black theology; theologies of liberation.
Theresa Fry-Brown (PhD, Iliff School of Theology and University of Denver, 1996). Homiletics with an emphasis in African American and womanist styles; womanist ethics, sociology, and history focusing on African American spiritual values.

William K. Gilders (PhD, Brown University, 2001). Hebrew Bible and Jewish Studies.

Eric Goldstein (PhD, University of Michigan, 2000). American Jewish history and culture, modern Jewish history, American social and cultural history (nineteenth and twentieth centuries).

Pamela Hall (PhD, Vanderbilt University, 1987). Ethics, moral psychology, feminist thought, tragedy and virtue ethics, saints and moral exemplars.

Carol Lakey Hess (PhD, Princeton Theological Seminary, 1990). Practical Theology; Theology and Literature; Feminist Approach to Human Development; Philosophy of Education.

Timothy P. Jackson (PhD, Yale University, 1984). Christian ethics.

Joy McDougall (PhD, University of Chicago, 1998). Systematic theology; twentieth-century German theology; political and liberation theologies; feminist-womanist debates in the doctrines of God and Christology.

Ian McFarland (PhD, Yale University, 1995). Systematic theology; theological method; the Trinity; Christology; theological anthropology.
David S. Pacini (PhD, Harvard Divinity School, 1979). Modern European religious thought; history of philosophical theology; semio-critical literary and social theory.

Robert A. Paul (University of Chicago, PhD, 1970). Cultural anthropology; psychoanalysis; comparative religion; myth; ritual; Buddhism.

Eric Reinders (PhD, University of California, Santa Barbara, 1997). Buddhism, East Asian religious traditions.

Karen Scheib (PhD, Vanderbilt University, 1994). Practical and pastoral theology; Faith and health; Theological and cultural dimensions of crises and trauma; narrative theory and therapy.

Theophus H. Smith (PhD, Graduate Theological Union, 1987). Philosophy of religion, African-American religious studies, religion and violence.

Devin J. Stewart (PhD, University of Pennsylvania, 1991). Quran; Shiite history; Arabic and Persian languages.

Dianne M. Stewart (PhD, Union Theological Seminary, 1997) theologies and religious practices of the African diaspora; Black/womanist theologies; African-derived religions.

Brent Strawn (PhD, Princeton Theological Seminary, 2001). Iconography and Israelite Religions; Dead Sea Scrolls; Comparative Semitic Philology; Biblical Theology; legal traditions.

Jonathan Strom (PhD, University of Chicago, 1996). History of Christianity; Reformation; Pietism.


Assistant Professors
Theodore Brelsford (PhD, Emory University, 1999). Epistemology and faith, religious education.


Sara L. McClinton (PhD, Harvard University, 2002) Philosophical traditions of Indian and Tibetan Buddhism, with a special interest in the rhetorical nature of Buddhist conceptions of reason.

Marina Rustow (PhD, Columbia University, 2004). Medieval Near Eastern history; Jewish history; heresy and methods of exclusion; religious conversion; power, persuasion, hegemony, and political culture among medieval Jews and Muslims.

Don Seeman (PhD, Harvard University, 1997) Medical anthropology, anthropology of experience, Ethiopian-Israelis, anthropological approaches to Hebrew Bible, Judaism and Hasidism, violence and extremism in Israel.

Jacob L. Wright (ThD, Georg-August-Universität, Göttingen, Germany, 2003). Biblical interpretation, the history and archaeology of ancient Israel, and Northwest Semitic languages.

Associated Teaching Faculty
Steven J. Kraftchick (PhD, Emory University, 1985). Pauline thought and language theory, Pauline epistles, the parable of Jesus, and the history of New Testament interpretation.


Barbara Patterson (PhD, Emory University, 1994). Spiritual practices; cultural studies; feminist theory.
The Department of Sociology offers a vigorous graduate program of course work and training leading to the doctor of philosophy. Students admitted to the PhD program are granted a master of arts degree upon reaching candidacy, which includes completing all requirements prior to the dissertation. The graduate program is designed to prepare individuals for academic and research careers. Rigorous training is provided in theory, statistics, and research design, along with extensive preparation for successful teaching. Department research focuses on comparative political economy and global analysis; stratification and organizations; social psychology; and culture. A small faculty-to-student ratio ensures a high level of personal interaction and encourages frequent co-authorship and co-teaching between faculty and students.

The department also offers a BA/MA degree program for advanced undergraduate students of Emory College. Students admitted to this program complete most course work for the undergraduate major by the end of their junior year and enter graduate work in their senior year. Requirements for the MA degree in this program are 24 hours of course work, including the basic sequence (Sociology 500, 501, 506, and 540), along with completion and oral defense of a written master’s thesis. Students may count two sociology courses at the 300 or 400 level toward their requirements with departmental approval. Those students admitted to the PhD program who do not continue into candidacy may receive an MA by completing these same requirements.

**Doctoral Degree Requirements**

Progression through the PhD program involves three steps: full standing, advanced standing, and candidacy. Students admitted to the program with a baccalaureate degree enter in full standing. Upon completion of 24 semester hours in residence, they are admitted to advanced standing and study toward the PhD upon recommendation of the Department. While in full standing, students are required to complete a basic sequence in theory, methods, and statistics (Sociology 500, 501, 506, and 540). Students admitted with a master’s degree in sociology or its equivalent may enter directly into advanced standing with departmental approval.

Upon admission to advanced standing, students need to complete the following requirements to reach PhD candidacy:

1. Completion of a minimum of 48 hours of course work over four semesters in residence, including an advanced course in statistics, theory, teaching, and research (Sociology 700 or 701, 741 or 742, 767, and 585 2nd-year research paper seminar (or its equivalent)).
2. Maintenance of a B average or better.
3. Satisfactory performance on a preliminary examination covering one of the four principal areas of study and a subfield in the student’s area of dissertation research.
4. Enrollment in the departmental research paper seminar and successful completion of a research paper. Presentation of the research paper at a professional conference or publication of the research paper.
5. Design and teaching of an undergraduate course in the student’s area of interest.
Once all requirements are successfully completed and the proposal is approved, the student receives an MA degree and enters candidacy. The final requirement for the PhD is completion and oral defense of a written doctoral dissertation. The department’s Graduate Handbook provides guidelines for completing the dissertation and fulfilling all other requirements.

**Facilities**

The Department of Sociology maintains a fully equipped data and computer laboratory, which includes a network of microcomputers printers, and an extensive library of national and international survey data on a wide range of topics. The department also has a computerized Social Psychology Laboratory for experimental research on social interaction and group processes. These facilities are used for both teaching and research purposes.

**Courses**

**COMPARATIVE POLITICAL ECONOMY, AND GLOBAL ANALYSIS**

520. Political Sociology. Credit, 4 hrs.
521. Social Movements and Revolutions. Credit, 4 hrs.
522. Public Policy and the Welfare State. Credit, 4 hrs.
523. Social Change. Credit, 4 hrs.
524. Political Economy and Development. Credit, 4 hrs.
525. Global Structures and Processes. Credit, 4 hrs.
526. Women and Development. Credit, 4 hrs.
729R. Seminar in Comparative Political Economy and Global Analysis. Credit, 4 hrs.

**SOCIAL PSYCHOLOGY**

550. Socialization, Society, and the Life Course. Credit, 4 hrs. (Same as Psychology 531)
551. Interactionist Approach to Social Relations. Credit, 4 hrs. (Same as Psychology 532)
552. Structural Aspects of Social Interaction. Credit, 4 hrs. (Same as Psychology 533)
553. Evaluations in Social Interaction. Credit, 4 hrs. (Same as Psychology 534)
759R. Seminar in Social Psychology. Credit, 4 hrs.

**STRATIFICATION AND ORGANIZATION**

511. Comparative Social Organizations. Credit, 4 hrs.
513. Perspectives on Mental Health. Credit, 4 hrs.
515. Social Stratification. Credit, 4 hrs.
516. Schooling and Society. Credit, 4 hrs.
517. Race and Ethnic Relations. Credit, 4 hrs.
521. Social Movements. Credit, 4 hrs.
712. Race Gender, and Social Theory. Credit, 4 hrs.
719R. Seminar in Components of Social Organization. Credit, 4 hrs.
759R. Race, Gender, and Economic Inequality. Credit, 4 hrs.
**CULTURE**

560. Sociology of Culture. Credit, 4 hrs.
561. Sociology of the Arts. Credit, 4 hrs.
720. Morality and Society. Credit, 4 hrs.

**RESEARCH METHODS AND STATISTICS**

507. Field Research Methods. Credit, 4 hrs.

**SOCIOLOGICAL THEORY**

540. Basic Theoretical Problems. Credit, 4 hrs.
741. Theory Construction. Credit, 4 hrs.

**GENERAL SEMINARS**

597R. Directed Study. Variable credit

**Professors**

Robert S. Agnew (PhD, University of North Carolina at Chapel Hill, 1980). Samuel Candler Dobbs Professor of Sociology and Chair of Department. Criminology and delinquency; social psychology; theory.

Delores P. Aldridge (MSW, Atlanta University, 1966; PhD, Purdue University, 1971). Grace Towns Hamilton Professor of Sociology and African American Studies. Social change and social policy; intergroup relations; families.

John Boli (PhD, Stanford University, 1976.) Theory; global historical development; culture; political sociology; sociology of education.

Karen A. Hegtvedt (PhD, University of Washington, 1984). Social psychology; power and justice; emotions; literature.

Alexander M. Hicks (PhD, University of Wisconsin-Madison, 1979). Political sociology and economy of industrial societies; methodology; culture.

Cathryn Johnson (MSW, University of Illinois, 1981; PhD, University of Iowa, 1990). Director of Graduate Studies, Social psychology; status and power; emotions; work and formal organizations.

Frank J. Lechner (PhD, University of Pittsburgh, 1985). Theory; social change; religion; culture.

Richard B. Rubinson (PhD, Stanford University, 1974). Political economy of development; political sociology; sociology of education; organizations.

725. Sociology of Religion. Credit, 4 hrs. (Same as RLSR 767).
726. Approaches to Contemporary Religion. Credit, 4 hrs. (Same as RLSR 767).
769R. Seminar in Culture. Credit, 4 hrs.
Associate Professors

**Irene Browne** (PhD, University of Arizona, 1991). Stratification; gender; race; poverty.

**Timothy Dowd** (PhD, Princeton University, 1995). Organizations; mass media; music; economic sociology.

**Tyrone Forman** (PhD, University of Michigan, Ann Arbor, 2001). Comparative race and ethnic relations; social psychology; intergroup prejudice and discrimination; children and youth; adolescent health and well-being; survey research methods.

**Corey Lee M. Keyes** (PhD, University of Wisconsin, 1995). Social psychology; aging; mental health; self-concept; methodology.

**Amanda Lewis** (PhD, University of Michigan, 2000). Race and ethnic relations; sociology of education; children and youth; qualitative methods; gender; social inequality; urban ethnography.

**Regina Werum** (PhD, Indiana University, 1994). Race and ethnicity; gender, social movements; stratification; education.

**Kathryn Yount** (MHS, Johns Hopkins University, 1994; PhD, 1999). Social demography; public health; methods.

Assistant Professors

**Matthew E. Archibald** (PhD, University of Washington, 2002). Sociology of organizations; political sociology; social movements; methods and statistics; medical sociology.

**Dennis J. Condron** (PhD, Ohio State University, 2005). Educational stratification; class and racial/ethnic stratification; segregation; poverty.

**Elizabeth A. Griffiths** (PhD, University of Toronto, 2007). Crime, deviance, and social control; spatial analyses of homicide.

Adjunct Faculty

**Shailendra Banerjee** (PhD, Emory University, 1982). Centers for Disease Control and Prevention. Demography; medical sociology; statistics.

**Edmund R. Becker** (PhD, Vanderbilt University, 1981). Rollins School of Public Health. Organizational theory and behavior; medical sociology; health care organization and policy; unions and labor relations.

**Oussama Cherribi** (PhD, Universiteit van Amsterdam, 2000). Emory College. Race, ethnic, and minority relations; migration and immigration; policy analysis and public policy.

**Clark Denny** (PhD, Emory University, 1996). Centers for Disease Control and Prevention. Demography; race and ethnic relations.

**Nancy L. Eiesland** (MDiv, Emory University, 1991; PhD, 1995). Candler School of Theology. Sociology of religion; social change; urban sociology; gender.

**Joan Herold** (PhD, University of Pennsylvania, 1982). School of Public Health. Migration; fertility and family planning; women’s status; Latin American demography.

**Deborah Holtzman** (MSW, Florida State University, 1974; PhD, Johns Hopkins University, 1985). Centers for Disease Control and Prevention. Social epidemiology; AIDS; health education.

**David G. Hurst** (PhD, Emory University, 1998). Education; policy analysis and public policy; race, class, and gender.

**Nancy Kutner** (PhD, University of North Carolina at Chapel Hill, 1965). School of Medicine. Medical sociology; rehabilitation medicine; aging; gender roles.

**Kay L. Levine** (PhD, University of California at Berkeley, 2003). Emory Law School. Law and society; crime and delinquency; sexuality and homosexuality.

**Richard M. Levinson** (PhD, University of Wisconsin, 1975). School of Public Health. Medical sociology; health behavior; health policy.
Karin Ann Mack (PhD, University of Maryland, 1995). Centers for Disease Control and Prevention. Aging and life course; demography; family; gender; survey research; work.

Michael McQuaide (PhD, Pennsylvania State, 1979). Oxford College of Emory University. Medical sociology; aging; social problems; social psychology.

James A. Mercy (PhD, Emory University, 1982). Centers for Disease Control and Prevention. Interpersonal violence; research methods; public health; policy.

Kim S. Miller (PhD, Emory University, 1989). Centers for Disease Control and Prevention. AIDS; adolescent health risk behaviors; family; ethnic minorities.

Jeff Mullis (PhD, University of Virginia, 1995). Emory College. Law; social control; deviant behavior.

Michael Sacks (PhD, Northwestern University, 2001). Goizueta Business School. Organizational theory; entrepreneurship; social networks; negotiations; research methods; international/comparative studies.

Linda Saltzman (PhD, Florida State University, 1977). Centers for Disease Control and Prevention. Family violence; violent behavior; criminology.

Graham Scambler (PhD, University of London, 1983). Medical sociology; sociological theory.

Tracy L. Scott (PhD, Princeton University, 1999). Emory College. Cultural sociology; medical sociology; qualitative methodology; teamwork and medical errors; health literacy.

Claire Sterk (PhD, Erasmus University, Rotterdam/CUNY, 1990). Academic planning and faculty development. Medical sociology; social epidemiology; qualitative methods.

Saswati Sunderam (PhD, Emory University, 1997). Centers for Disease Control and Prevention. Population-based approaches to community; health analysis and health assessment.

Steven M. Tipton (PhD, Harvard University, 1979). Candler School of Theology. Sociology of morality; culture; religion.
Program Objectives

The objective of the graduate program in Spanish at Emory is to train students to become first-rate scholars and teachers who will be active, innovative members of the profession. Emphasis is placed upon the development of research skills, analytical writing and discussion, and critical competence as applied to a thorough knowledge of Hispanic letters and thought. The department addresses the cultural production of Spain and Latin America from various theoretical perspectives; courses offered engage different modalities of interpretation including cultural studies, psychoanalysis, poststructuralism, and feminist theory. Students are strongly encouraged to take courses in other departments related to their intended fields of specialization and to pursue both broad and in-depth exploration of their individual scholarly interests. Students may choose to pursue a certificate in women’s studies, film studies, or other graduate program or interest.

Preparing students to become successful teachers is an equally important aspect of the department’s charge. All graduate students participate in and receive credit for a teaching assistant training program, which stresses the acquisition of effective classroom techniques. Students are required to take a seminar on the pedagogy of language and culture of teaching and have the opportunity to teach a range of courses from beginning to advanced levels, including core courses and seminars, before they graduate. Advanced students who have demonstrated excellence in teaching may be nominated for the position of Dean’s Teaching Fellow.

The PhD Program in Spanish

The department offers the degree of doctor of philosophy in Spanish; it does not have a program for students wishing only to acquire a terminal master of arts. The faculty reviews the work of each student at the end of every academic year. If a negative performance evaluation results in the decision not to allow a student to continue toward the PhD, the department will, at its discretion, administer a master’s exam or require an MA thesis. Upon successful completion of the exam or the thesis, the student will earn the master’s degree.

Students are required to complete a total of eighteen courses for the doctoral degree (six semesters). Two of these courses must be taken outside the Spanish department and will constitute a minor in another national literature or discipline. Normally a maximum of four of the eighteen courses may be taken outside the Spanish Department. Spanish 630 (“Seminar in Literary Theory”) and Spanish 620 (“Seminar on Pedagogy”)—or suitable equivalents—are required of all students. While pursuing the graduate program in Spanish, students may also opt to acquire the Certificate in Comparative Literature, Women’s Studies, or Film Studies. Students write a minimum of two final papers per semester (a writing-intensive course may be substituted for a paper) and complete take-home examinations in their remaining courses. Each semester students choose the courses for which they will write their papers and communicate this information to the Director of Graduate Studies, who, until the selection of a dissertation adviser, is the faculty member who advises students on matters regarding program requirements, deadlines, and other related professional concerns.

Doctoral candidates must demonstrate proficiency, on the basis of translation exams, in two foreign languages appropriate to their intended field of specialization. It is essential that graduate
students have a strong command of both Spanish and English. Native speakers of one or the other language who need to improve their skills are expected to do so in a timely fashion.

In accordance with the policy of the Graduate School, credit may be granted to students admitted to advanced standing who have done graduate work elsewhere. Such students must also satisfy all the above-mentioned requirements.

The comprehensive exam, required for admission to candidacy for the PhD, should be taken as soon as possible following the completion of all course work and language requirements—generally during the first semester of the fourth year. The examination consists of three parts: a written exam with general questions addressing each of the four fields in which the student is not specializing; a written exam in the student’s area of specialization; and a two-hour oral exam. The exam is based on reading lists that include required and strongly suggested readings in each of the five possible fields of specialization: medieval; Renaissance and Baroque; peninsular eighteenth through twentieth centuries; Latin American Colonial; and Latin American nineteenth and twentieth centuries. The department has also prepared a list of readings that includes works of general literary criticism and theory as well as works within the Hispanic critical tradition. As part of their professional training, students should familiarize themselves with these readings.

Following successful completion of the comprehensive examination, a student chooses a thesis adviser and submits a detailed dissertation prospectus outlining the project to be undertaken and the critical instruments that will be used in its development. The graduate faculty read and offer comments on every prospectus submitted. The completed dissertation should be submitted to the adviser and the other three members of the dissertation committee by the end of the sixth year of study.

**Summer Workshop on Paleography, Archival Research, and Academic Writing**

In the summer after the first year, students spend two months in Spain focusing on their research and academic skills under the supervision of a department faculty member. The Graduate School provides transportation, tuition, and room and board. Students participate in:

1. An introduction to research methods for the handling of archival sources, culminating in a week-long session conducted at an archival site of the student’s choice, such as the Archivo General de Simancas, the Archivo de Indias, the Archivo Histórico Nacional, and the Biblioteca Nacional;
2. A three-week-long paleography workshop of the Universidad de Salamanca; and
3. A monthlong editorial workshop during which students revise a previously written seminar paper considering questions, protocols, and practices about its submission for publication. Students have published articles revised during this workshop in journals such as the Bulletin of Hispanic Studies, Cuadernos Americanos, Diacritics, Revista Iberoamericana, and Revista Hispánica Moderna.

**Visiting Professorships, Visiting Writers Program, and Lecture Series**

A visiting professorship, rotated on an annual basis, allows distinguished scholars to spend one semester in residence and teach a graduate seminar during their stay. Professors Arnaldo Cruz-Malavé, Patrick Garlinger, Michael Gerli, and Gustavo Pérez-Firmat have recently joined our faculty as part of this program.

Visiting Writers who have spent a semester in residence include Bernardo Atxaga, Mayra Montero, and Jorge Volpi.

Thanks to the generosity of the John Gordon Stipe Endowed Lecture Fund, the Department of Spanish and Portuguese has been able to host an annual speaker series. Recent speakers have included
Néstor García Canclini, Edmundo Paz Soldán, Marina Mayoral, Margaret Greer, George Yúdice, Idelber Avelar, Jo Labanyi, Sylvia Molloy, Claire Kramsch, Roger Wright, Ralph Penny, Tununa Mercado.

The department has sponsored symposia and other scholarly activities. In the recent past these have included “Modulazioak-Modulaciones-Modulations del decir vasco: tres voces,” with writers Bernardo Atxaga and Luisa Etxenike and film director Julio Medem. In December 2001 the department cosponsored “Artes escenicas/Performance Arts and Latino América,” which consisted of two roundtables with Alina Troyano, Norge Espinosa, and Licia Fiol-Mata, and “Milk and Beyond,” a performance by Carmelita Tropicana. In 2004 the department hosted “Eye on Translation: Iberia and the Americas,” “From Ink to Screen: Films of Literacy Adaptation,” and “Colonial Cartographics.” In 2005 the department hosted “Spain before Spain: Cultural Encounters between Muslims, Jews, and Christians (1000–1700), and in 2008 “Enduring Polemics in Argentina’s Late Nineteenth Century”

Financial Aid
Fellowships (requiring no service) and graduate assistantships (requiring teaching service) are regularly available. Department policy is to award fellowships to all first-year students. Outstanding applicants may be nominated by the department for the George W. Woodruff Fellowships and the Emory Minority Graduate Fellowships. Funds to defray the costs of travel to professional meetings are available. Advanced students have the opportunity to serve as teaching assistants in the Emory Summer Program in Spain; they may also apply for grants enabling them to carry out dissertation research abroad.

Courses
520. Topics in Medieval Studies. Faculty; credit, 4 hrs.
530. Topics in Renaissance and Baroque Studies. Carrión; credit, 4 hrs.
540. Topics in Colonial Studies. Stolley; credit, 4 hrs.
550. Topics in Modern Peninsular Studies Gajic, Gold; credit, 4 hrs.
560. Topics in Modern Latin American Studies. Reber, Feldman, Gutiérrez Mouat, Quiroga; credit, 4 hrs.
597R. Directed Study. Variable credit.
599R. Individualized Research. Variable credit.
610. History of the Spanish Language. Tuten, faculty; credit, 4 hrs.
620. Seminar in Pedagogy. Tuten; credit, 4 hrs.
630. Seminar in Literary Theory. Faculty; credit, 4 hrs.
797R. Directed Study for PhD Students. Variable credit.
799R. Dissertation Research for PhD Students. Variable credit.

Professors
José Quiroga (PhD, Yale University, 1989). Chair. Modern Latin American and Latino literature and culture; gender and queer studies; poetry; Hispanic Caribbean studies.

Associate Professors
Maria Mercedes Carrión (PhD, Yale University, 1990). Director of Graduate Studies. Renaissance and Baroque Spanish literature and culture; architectural theory and history; legal theory and history; gender studies.
Hazel Gold (PhD, University of Pennsylvania, 1980). Chair. Nineteenth- and twentieth-century Spanish literature; narrative theory; urban theory; cultural studies.
Karen Stolley (PhD, Yale University, 1985). Colonial Latin American literature; eighteenth-century studies.

Donald Tuten (PhD, University of Wisconsin, 1998). Director of the Language Program. Historical sociolinguistics; language pedagogy.

Assistant Professors

Hernán Feldman (PhD, Indiana University, 2005). Nineteenth- and twentieth-century Rio de la Plata literature, historiography, film, comics and music; cultural studies; political philosophy; critical legal studies.

Tatjana Gajic (PhD, Duke University, 2001). Twentieth-century Spanish literature and culture; political philosophy; gender studies.

Dierdra Reber (PhD, University of Pennsylvania, 2005). Twentieth- and twenty-first-century Latin American literature, culture, and film; literary and cultural theory.
With one of the oldest women’s studies doctoral programs in the country, the Emory Department of Women’s Studies supports feminist teaching and scholarship concerning women and gender. It promotes comparative perspectives on women’s studies through interdisciplinary research grounded in careful training in relevant disciplines and research methods.

Department core faculty have expertise in areas of women’s studies connected to literature, cultural studies, history, sociology, anthropology, political science, and philosophy. Associated faculty include scholars in comparative literature, the Institute for Liberal Arts, film studies, religion, anthropology, art history, the Graduate Division of Religion, philosophy, Spanish and Portuguese, psychology, the School of Public Health and the School of Law.

In addition to rigorous interdisciplinary course work and writing, graduate students train in feminist pedagogies and receive opportunities to teach in the department.

Students admitted to doctoral programs in other departments may elect to obtain a certificate in women’s studies. Applications for master’s only work are not accepted.

The PhD Program in Women’s Studies

Emory’s PhD program in women’s studies is interdisciplinary. The department provides a structured PhD program that combines core women’s studies courses with courses grounded in other disciplines. Within this framework, students may focus on a range of topics that concern the study of women, gender, or feminist theory. Depending upon their specific programs, students must demonstrate competence in an appropriate language and, where appropriate, empirical research methods. Required courses are Women’s Studies Proseminar, Feminist Theory, and Teaching Women’s Studies.

Students will plan their individual curricula (including reading lists and examinations) with an adviser. Following comprehensive examinations, students write an interdisciplinary dissertation to complete the program.

Certificate Program in Women’s Studies

The Certificate Program in Women’s Studies is designed for doctoral students in other humanities and social sciences departments. Graduate students must obtain consent from their major departments before beginning the program, which constitutes the equivalent of one of the student’s fields for the doctorate.

The requirements for the certificate are:

1. Three graduate courses in women’s studies, one of which must be Feminist Theory (WS 751R);
2. Registration for the Women’s Studies Colloquium (WS 750R) for one semester;
3. An interdisciplinary paper, which may develop out of a research paper for a Women’s Studies course and which should be about the length of a publishable article (30 pp.);
4. In appropriate cases, to incorporate women’s studies in the reading list for the comprehensive examinations.

Students in the certificate program frequently select dissertation topics related to women, gender, or feminist theory.
Courses
WS 585. Variable Topics in Women’s Studies. Credit, 4 hrs.
WS 597R. Directed Reading. Variable credit.
WS 599R. Directed Research. Variable credit.
WS 700. Methods and Topics in Women’s Studies. Credit, 4 hrs.
WS 720. TATTO: Teaching Women’s Studies. Credit, 2 hrs.
WS 750R. Women’s Studies Colloquium. Credit, 2 hrs.
WS 751R. Feminist Theory. Credit, 4 hrs.
WS 799R. Advanced Research. Variable credit.

Core Faculty
Irene Anne Browne (PhD, University of Arizona, 1991). Associate Professor of Sociology and Women’s Studies. Stratification and class; sociology of gender and family; demography; quantitative methods; race and ethnic relations; poverty; public policy.
Frances Smith Foster (PhD, University of California-San Diego, 1976). Charles Howard Candler Professor of English and Women’s Studies. African-American literature.
Carla Freeman (PhD, Temple University, 1993). Associate Professor of Anthropology and Women’s Studies. Gender and feminist anthropology; globalization, trans-nationalism and popular culture; political economy and development.
Rosemarie Garland-Thomson (PhD, Brandeis University, 1993). Associate Professor of Women’s Studies. Feminist theory; American literature; disability studies.
Lynne Huffer (PhD, University of Michigan, 1989). Professor of Women’s Studies. Feminist and queer theories; feminist ethics; LGBT studies; modern French literature and theory.
Mary Ellen Odem (PhD, University of California at Berkeley, 1989). Associate Professor of History and Women’s Studies. Late nineteenth- and early twentieth-century American history; social/women’s history.
Beth Reingold (PhD, University of California at Berkeley, 1991). Associate Professor of Political Science and Women’s Studies. American politics; women’s political representation; public opinion and the politics of identity; research methods.
Deboleena Roy (PhD, University of Toronto, 2001). Associate Professor of Women’s Studies and Neuroscience and Behavioral Biology. Feminist theory in science, neuroscience, molecular biotechnology, and reproductive health.
Pamela Scully (PhD, University of Michigan, 1993). Associate Professor of Women’s Studies and African Studies. Comparative women’s and gender history; Atlantic world; slavery and emancipation; race and sexuality.
Holloway Sparks (PhD, University of North Carolina, Chapel Hill, 1999). Visiting Assistant Professor of Women’s Studies. Feminist theory; feminist political theory; history of feminist thought; feminism and postmodernism; history and theory of women’s activism; feminist research methods.
Kimberly Wallace-Sanders (MFA, Brown University, 1986; PhD, Boston University, 1995). Assistant Professor, Institute of the Liberal Arts and Women’s Studies. The black female body in nineteenth-century American culture; multimedia technology and pedagogy.
Elizabeth Wilson (PhD, University of Sydney, Australia, 1995). Professor of Women’s Studies. Psychology; feminist, queer, and deconstructive methodologies in science studies.

Associated Faculty
Deborah Ayer (PhD, University of Massachusetts, 1979). Senior Lecturer in English; Director of the Writing Center. Teaching of Composition; American Modernism; British Modernism; Literary Criticism; women’s Poetry.
Deepika Bahri (PhD, Bowling Green State University, 1992). Associate Professor of English. Postcolonial and multicultural studies; fiction; eighteenth-century studies.

Angelika Bammer (PhD, University of Wisconsin, Madison, 1982). Associate Professor of German. Twentieth-century literature and culture; women writers; film; critical and feminist theory.

Peggy F. Barlett (PhD, Columbia University, 1974). Professor of Anthropology. Economic anthropology; development theory; decision making; comparative food production systems; gender in cross-cultural perspective; Latin America; Costa Rican peasantry; south Georgia family farmers.

Edna Bay (PhD, Boston University, 1977). Associate Professor in the Graduate Institute of Liberal Arts. Women in Africa; African area studies.

Matthew Bernstein (PhD, University of Wisconsin-Madison, 1987). Associate Professor of Film Studies. African-Americans in film; American film industry; historical film research methods.

Elizabeth Bounds (PhD, Union Theological Seminary, 1994). Associate Professor of Christian Ethics. Communal practices in church and civil society; feminist and liberation ethics; narratives and voices; transformative pedagogical practices.


Julia C. Bullock (PhD, Stanford University, 2004). Assistant Professor, Department of Russian and East Asian Languages and Cultures. Modern Japanese women writers; gender and feminist theory; narratology.

Patricia A. Cahill (PhD, Columbia University, 2000). Assistant Professor of English. Shakespeare; Renaissance drama; early modern literature and culture; critical theory; feminist theory.

Rong Cai (PhD, Washington University in St. Louis, 1995). Assistant Professor of Chinese. Twentieth-century Chinese literature; Chinese women writers; Chinese cinema.

Maria M. Carrón (PhD, Yale University, 1990), Associate Professor of Spanish. Spanish Golden Age drama and prose; gender studies; comparative approaches to literature (interartistic readings, literature and the law, literature and religion); Puerto Rican literature; Latin American theater.

Cathy Caruth (PhD, Yale University, 1988). Winship Distinguished Research Professor, Comparative Literature and English. English and German romanticism; trauma theory; psychoanalytic theory.

Sheila T. Cavanagh (PhD, Brown University, 1988). Associate Professor of English. Renaissance literature; Shakespeare; literary criticism; feminist theory.

Saralyn Chesnut (PhD, Emory University, 1994). Adjunct Assistant Professor in the Graduate Institute of the Liberal Arts. Twentieth-century American history and literature; literary theory and criticism; feminist theory; lesbian/gay studies.


Timothy J. Dowd (PhD, Princeton University, 1996). Associate Professor of Sociology; Cultural sociology; mass media; sociology of music; economic sociology; formal organizations; work and industry.

Nancy Eiesland (PhD, Emory University, 1995). Professor of the Sociology of Religion. Sociology of religion; gender and religion; women in American religion; religion and social change; illness and disability.

Wendy Farley (PhD, Vanderbilt University, 1988). Associate Professor of Religion. Philosophy of religion; Christian ethics; philosophical ethics; western religious thought; history of Christian thought; philosophical and systematic theology.

Robyn Fivush (PhD, City University of New York, 1982). Professor of Psychology. Cognitive development; memory development.

Joyce Burkhalter Flueckiger (PhD, University of Wisconsin, 1984). Associate Professor of Religion. Performance studies and folklore, women and religion, life history; geographic/linguistic focus—South Asia/Hindi.

Jonathan Goldberg (PhD, Columbia University, 1968); Distinguished Professor of English; English Renaissance literature; race, gender, and sexuality.

Eric L. Goldstein (PhD, University of Michigan, 2000). Assistant Professor of History and Jewish Studies. Modern Jewish history; American Jewish history and culture; American ethnic and racial identities.


Pamela M. Hall (PhD, Vanderbilt University): Associate Professor of Religion; ethics, moral psychology, philosophy and literature, and feminist thought.

Leslie M. Harris (PhD, Stanford University, 1995). Associate Professor of History. Nineteenth-century United States history; African-American history; United States labor history; history of women, gender and sexuality; history of race and ethnicity; southern history; history of the Atlantic world.

Wan-Li Ho (PhD, Temple University, 2001). Lecturer in Chinese Language and Culture. Chinese language and culture; Chinese religions and comparative thought; religion and environmental issues; Asian women’s studies.

Carol J. Rowland Hogue (PhD, University of North Carolina, 1973). Jules and Uldeen Terry Professor of Maternal and Child Health and Professor of Epidemiology. Women’s and children’s health epidemiology.

Fleda Mask Jackson (PhD, University of Illinois, 1991). Visiting Professor, Women’s and children’s Center, Rollins School of Public Health. African American women’s health and reproductive issues.

Cathryn Johnson (PhD, University of Iowa, 1990). Associate Professor of Sociology. Social psychology; sociology of work; organizations.

Mark D. Jordan (PhD, University of Texas at Austin, 1977) Asa Griggs Candler Professor of Religion. Same-sex relations and desires in Christian traditions; Catholic ethics of sex; queer theory.


Walter Kalaidjian (PhD, University of Illinois, Urbana-Champaign, 1982). Professor of English. Twentieth-century American literature and culture.

Paul Kelleher (PhD, Princeton University); Assistant Professor, Department of English; Nineteenth-Century British Lit, the culture of sentiment, contemporary literary theory, LGBT Studies, literature and philosophy, literature and psychoanalysis, feminism and queer theory.

Bruce M. Knauf (PhD, University of Michigan, 1983). Professor of Anthropology. Critical theory; cross-cultural study of gender and sexuality; evolution of violence; Melanesia.

Corinne A. Kratz (PhD, University of Texas, Austin, 1988). Associate Professor of African Studies and Anthropology. Language and culture; cultural politics; ceremony, ritual, and performance.

Barbara G. Ladd (PhD, University of North Carolina at Chapel Hill, 1990). Associate Professor of English. Post-Civil War and twentieth-century American literature; southern literature.

Gary Laderman (PhD, University of California at Santa Barbara, 1994). Associate Professor of Religion. History of religions in America; religion and culture.

Ruby Lal (PhD, University of Oxford, U.K., 2001); Assistant Professor of South Asian Civilizations.
Kay Levine (PhD, University of California at Berkeley, 2003). Assistant Professor of Law. Criminal procedure; criminal law; legal regulation of sexuality and parenthood; juvenile justice; gender and crime; women and the law; deviance and social control.

Deborah E. Lipstadt (PhD, Brandeis University, 1976). Dorot Professor of Modern Jewish and Holocaust Studies. Modern Jewish studies.

Valérie Loichot (PhD, Louisiana State University, 1996) Assistant Professor of French. Postcolonial studies, Francophone literatures and cultures from the Caribbean, North-Africa, and Sub-Saharan Africa, Food in film, literature, and culture.

Kim A. Loudermilk (PhD, Emory University, 1997). Assistant Vice-Provost. Feminist theory, contemporary American literature; popular culture.

Joy Ann McDougall (PhD, University of Chicago, 1998). Assistant Professor of Theology. Twentieth-century German theology; political and liberation theologies; feminist-womanist debates in the doctrines of God and Christology.

Rosemary M. Magee (PhD, Emory University, 1982). Vice President and Secretary of the University. Contemporary literature; southern women's literature.

Kristin Mann (PhD, Stanford University, 1977). Associate Professor of History. African history.

Elissa Marder (PhD, Yale University, 1989). Associate Professor of French. French feminism; feminist film theory; psychoanalysis; women writers in French.

Patricia A. Marsteller (PhD, University of Florida, 1985). Director, Hughes Undergraduate Science Initiative. Evolutionary ecology and behavior; biology education.

James S. Meyer (PhD, Johns Hopkins University, 1995). Associate Professor of Art History. Contemporary art and criticism; critical theory.

Michael Moon (PhD, Johns Hopkins University, 1988); Professor of American Studies; late-nineteenth- and early twentieth-century American literature and culture, including film, especially in relation to the history and theory of sexuality and of mass culture.

Mary Elizabeth Moore (PhD, Claremont School of Theology, 1981). Professor of Religion and Education; Director of Program for Women in Theology and Ministry. Feminist theology and spirituality; cultural diversity in youth ministry; reconciliation theory and practice; sacramental teaching.

Patricia Owen-Smith (PhD, Georgia State University, 1985). Professor of Psychology. Developmental psychology.

Barbara Patteron (PhD, Emory University, 1994). Senior Lecturer in Religion. Intersections of symbolism of the body; psychodynamics; cultural construction/reconstruction.

Cynthia Burchell Patterson (PhD, University of Pennsylvania, 1976). Associate Professor of History. Ancient Greek history; women in antiquity.

Laurie L. Patton (PhD, University of Chicago, 1991). Winship Professor of Religion. Early Indian religions.

Michael Peletz (PhD, University of Michigan, 1983); Professor of Anthropology; social and cultural theory, gender, sexuality, kinship, law, religion (especially Islam), social history, and modernity, particularly in Malaysia, Indonesia, and other parts of Southeast Asia and the Pacific Rim.

Judith Rohrer (PhD, Columbia University, 1984). Associate Professor of Art History. Modern architecture; space and gender theory.


Debra Spitulnik (PhD, University of Chicago, 1994). Associate Professor of Anthropology. Linguistic anthropology; urban anthropology; mass media and popular culture; nationalism and national identity.
Juliette Stapanian-Apkarian (PhD, University of Wisconsin, Madison, 1980). Associate Professor of Russian. Twentieth-century Russian culture; interrelationships among the Soviet/Russian arts; non-Russian nationalities; Russian women artists and writers.

Claire Sterk (PhD, University of Utrecht, 1983; PhD, Erasmus University Rotterdam/City University of New York, 1990). Senior Vice Provost; Professor of Public Health; Chair, Department of Behavioral Sciences and Health Education, Rollins School of Public Health. Women’s and adolescent health; HIV/AIDS; substance abuse; community health.

Dianne M. Stewart (PhD, Union Theological Seminary, 1997). Associate Professor of Religion. Theologies and religious practices of the African diaspora with special emphases on Black/womanist theologies, and African-derived religions.

Karen A. Stolley (PhD, Yale University, 1985). Associate Professor of Spanish. Colonial Latin American literature; Sor Juana Inés de la Cruz; women's religious writing.

Sharon Strocchia (PhD, University of California-Berkeley, 1981). Associate Professor of History; Italian Renaissance.

Sheila L. Tefft (MS, University of London, 1977). Director of Journalism Program. Writing methodologies; international journalism; computer-assisted reporting; journalism ethics; immigration; American demographic change; gender in cross-cultural perspective; Asia.

Natasha Trethewey (MFA, University of Massachusetts at Amherst, 1995). Associate Professor of Creative Writing. Contemporary American, African American and Southern poetry and poetry writing (the persona poem, the long poem, and narrative).

Allan E. Tullos (PhD, Yale University, 1985). Associate Professor in the Graduate Institute of Liberal Arts. American studies; Southern studies; documentary film.

Emilie V. Siddle Walker (EdD, Harvard University, 1988). Professor of Educational Studies. Writing process pedagogy; multicultural education.

Nagueyalti Warren (PhD, University of Mississippi, 1985). Associate Dean of Student Affairs. Black literature with special emphasis on African, African-American and Caribbean women’s fiction.

Regina Werum (PhD, Indiana University, 1994). Associate Professor of Sociology. Sociology of education; race/ethnicity; gender; social stratification; social movements; social change.

Dana White (PhD, George Washington University, 1969). Professor of Urban Studies in the Graduate Institute of the Liberal Arts. American urban and regional studies; oral history.

Cynthia Willett (PhD, Pennsylvania State University, 1988). Professor of Philosophy. Contemporary Continental philosophy; ethics and social theory; race and gender studies; nineteenth and twentieth century philosophy; philosophy and literature.

Gina M. Wingood (ScD, Harvard University, 1995). Associate Professor of Behavioral Sciences and Health Education. Examining sociocultural influences on women’s sexuality such as the media, partner violence and body image; designing HIV prevention trials for African-American women; theories of gender and power.

Kathryn M. Yount (PhD, Johns Hopkins, 1999). Assistant Professor of Sociology and Global Health. Social demography; public health, methods; gender inequality and health outcomes in Egypt.
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Provost and Executive Vice President for Academic Affairs

Rosemary M. Magee
Vice President and Secretary of the University

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Fred Sanfilippo
Executive Vice President for Health Affairs and CEO of the Robert W. Woodruff Health Sciences Center

Ron Sauder
Vice President for Communications and Marketing

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Emory College

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Nell Hodgson Woodruff School of Nursing

Lisa A. Tedesco
Graduate School
# Graduate School Administrators and Staff

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Reneé Webb
Admissions Specialist
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Always check the updated calendar at www.graduateschool.emory.edu/calendar/index.php.

2008

JUNE
30 Registration, Summer 2008

JULY
3 Degree applications due
27 Degree clearance

AUGUST
20–22 TATTO
27 Orientation
28 Registration, Fall 2008
29 Classes start

SEPTEMBER
1 Labor Day holiday (no classes)
5 Schedule change ends
12 Fall degree applications due
17 Registrar’s date of record

OCTOBER
13–14 Fall break
31 Spring preregistration begins

NOVEMBER
27–30 Thanksgiving recess

DECEMBER
9 Classes end
10–17 Exam period
20 End of term

2009

JANUARY
14 Registration
15 Classes begin
19 Martin Luther King Jr. holiday (no classes)
22 Schedule change ends

FEBRUARY
4 Registrar’s date of record
6 Spring degree applications due

MARCH
9–13 Spring recess
27 Preregistration for fall semester

APRIL
27 Classes end
30–May 8 Exam period

MAY
11 Commencement and end of term
18 Registration for first summer session
19 Classes begin (first summer session)

JUNE
29 Registration for second summer session
30 Classes begin (second summer session)

JULY
3 Degree applications due

AUGUST
26 Orientation
27 Registration
28 Classes start

SEPTEMBER
4 Schedule change ends
7 Labor day (no classes)
11 Degree application deadline

OCTOBER
12–13 Fall break
30 Spring registration begins

NOVEMBER
26–29 Thanksgiving recess
DECEMBER
8 Classes end
9–16 Exam period
16 End of term

2010

JANUARY
13 Registration
14 Classes start
18 Martin Luther King Jr. holiday (no classes)
21 Schedule change ends

FEBRUARY
3 Registrar’s date of record
5 Degree application deadline

MARCH
8–12 Spring recess
26 Preregistration (Fall 2010)

APRIL
26 Classes end
29–May 7 exam period

MAY
10 Commencement and end of term
18 Registration, summer first session
19 Classes start, summer first session

JUNE
28 Registration, summer second session
29 Classes start, summer second session

JULY
9 Degree applications due

AUGUST
10 Registrar’s date of record
25 Orientation
26 Registration
27 Classes start

SEPTEMBER
3 Schedule change ends
6 Labor Day holiday (no classes)
10 Degree application deadline

OCTOBER
11–12 Fall break
29 Spring preregistration begins

NOVEMBER
25–28 Thanksgiving recess

DECEMBER
7 Classes end
8–15 Exam period
15 End of term