Every year, undergraduates and supervising faculty members are invited to honor those whose teaching has been truly exceptional by nominating them for Prize Teaching Fellowships. The 12 winning Prize Teaching Fellows (PTFs) were celebrated at a dinner hosted jointly by the deans of Yale College and the Graduate School in November. This year’s PTFs are Ryan André Brasseaux (American Studies), Jamie L. Duke (Computational Biology and Bioinformatics), Meredith A. Frey (Physics), Robert Blakeslee Gilpin (History), Federico Gutierrez (Economics), Sung-il Han (Philosophy), Lauren Jacks Gamble (History of Art), James Ross Macdonald (English), Katherine C. Mooney (History), James R. O’Leary (Music), Nathan E. Suhr-Sytsma (English), and Aleksandar Vacic (Engineering and Applied Science).

At some point in the course of their graduate studies, all doctoral students serve as Teaching Fellows (TFs) in Yale College discussion sections, language classes, or laboratories. This is part of the pre-professional training they need as future academicians and leaders in their fields. What qualities does an outstanding teacher demonstrate? Letters of nomination praise the PTFs for their intellectual gifts—their knowledge, wit, and ability to explain difficult concepts—but also speak in more emotional terms of their high levels of commitment, empathy, and enthusiasm. Those qualities come through when the PTFs reflect on their own approach to pedagogy. It is clear that they put their hearts into teaching. They care.

The outreach program, led by third-year Neurobiology student Amanda Foust and second-year Interdepartmental Neuroscience Program (INP) student Seth Taylor, hopes to instill enthusiasm for the scientific process while disseminating factual information. It also provides useful opportunities for graduate students to “practice communicating science to the broader community—a valuable survival skill that prepares us for challenges of writing grant proposals and...”
We are currently working on a dissertation titled “Theatre in Pieces: The Reception of Andronicus,” an adaptation of Shakespeare’s Titus Andronicus, which maps out the cultural and material conditions in which the tragedies of Shakespeare and his contemporaries were read, staged, and adapted by French avant-garde playwrights. Lucian’s essay on Julie Taymor’s film adaptation of Shakespeare’s Titus Andronicus is forthcoming in a collection of essays titled Shakespeare in Asia, Hollywood, and Cyberspace (Purdue University Press, 2009), edited by Alexander Huang.

Still have plenty to learn, but constant learning and experimenting is part of the fun of being a teacher.

“\textit{I am slowly discovering techniques to keep people engaged and still have plenty to learn, but constant learning and experimenting is part of the fun of being a teacher.}” — Meredyth A. Frey

The great challenge at Yale, of course, is to relate the information back to something that is familiar to them, “says Jamie, who currently leads a section of Principles of Molecular, Cellular and Developmental Biology. “It is great knowing that you played an instrumental role in their learning process.” She credits her mother, who has taught elementary school for the past 30 years, with showing her how “to effectively break down a subject into pieces that are easier to understand, and once you understand the individual pieces, how to bring them all back together again. I also learned that this process requires quite a bit of patience and perseverance.”

Authenticity plays a big part in successful teaching for him, as well as for others.

“To Katherine, teaching is “an extension of my professional and personal lives.” By grounding this abolitionist text in a discussion about education, I argue that Stowe’s religious imagination moves readers outside of the nation as targets for a ‘home mission,’ with pedagogy and adolescent working both to incorporate others and mark them as separate.” Her dissertation, “Counting Bodies: Imagining Population in the New World,” advised by Wei Chee Dimock, focuses on colonial literature in the Americas, but shares similar themes with this article. Molly comes from Columbus, Ohio, and graduated from Kenyon College with a degree in History and English. Before coming to Yale, she was on the staff at The NewsHour with Jim Lehrer on PBS.

Celebrating Great Teaching, continued

Milton and a part-time acting instructor for a seminar on writing.

“\textit{They told me not to feel obliged to merely deliver information to the students I was teaching or simply to supplement coursework with extra material that we did not cover in lecture. Instead, they encouraged me to think about what excited and puzzled me about a given topic, and then use that in building my lesson around an intriguing, well-formed question.}” — Andrew Feustel

For Federico, “One of the most important elements of teaching is adapting the content of the course to the particular demands of the students. ... Overestimating students makes the lecture confusing and underestimating them makes the lecture boring.”

For these teachers, the discovery and realization of the student’s authentic self is motivating students to make the effort necessary to get to [a level of] understanding without giving up. I am slowly discovering techniques to keep people engaged and still have plenty to learn, but constant learning and experimenting is part of the fun of being a teacher,” Meredith says.

James credits good advice from professors Craig Wright and James Hepokoski. “They told me not to feel obliged to merely deliver information to the students I was teaching or simply to supplement coursework with extra material that we did not cover in lecture. Instead, they encouraged me to think about what excited and puzzled me about a given topic, and then use that in building my lesson around an intriguing, well-formed question. I began to see class not as a place where students would absorb information, but a forum for investigating problems. My advisors taught me to approach the material I was assigned to teach as ever-new and fresh, even if I was already very familiar with the topic. In short, from them I learned to impart the excitement of being involved in academia instead of simply presenting historical data or the fruits of past studies.”

Appreciating and understanding students’ needs plays a key role, as well.

Molly Farrell

An article by Molly Farrell (English) will be published in the June issue of American Literature. Her essay, “Dying Instruction: Puritan Pedagogy in Uncle Tom’s Cabin,” reveals the roots of Stowe’s novel in the Puritan storybooks that evangelicals reprint for use in their Sunday schools. “By grounding this abolitionist text in a discussion about education, I argue that Stowe’s religious imagination moves readers outside of the nation as targets for a ‘home mission,’ with pedagogy and adolescent working both to incorporate others and mark them as separate.” Her dissertation, “Counting Bodies: Imagining Population in the New World,” advised by Wei Chee Dimock, focuses on colonial literature in the Americas, but shares similar themes with this article. Molly comes from Columbus, Ohio, and graduated from Kenyon College with a degree in History and English. Before coming to Yale, she was on the staff at The NewsHour with Jim Lehrer on PBS.

Celebrating Great Teaching, continued

Meredith, who has been a TR for “General Physics” and “Statistical Thermodynamics,” says, “I love to explain things and have my students get an ‘aha!’ moment and realize that physical concepts can make sense and not be as hard as they had assumed.” Teaching is a truly rewarding experience.”

“Often during discussion section, the students and I review topics that were particularly confusing in lecture, and in the smaller setting we are able to go over the details and relate the information back to something that is familiar to them,” says Jamie, who currently leads a section of Principles of Molecular, Cellular and Developmental Biology. “It is great knowing that you played an instrumental role in their learning process.” She credits her mother, who has taught elementary school for the past 30 years, with showing her how “to effectively break down a subject into pieces that are easier to understand, and once you understand the individual pieces, how to bring them all back together again. I also learned that this process requires quite a bit of patience and perseverance.”

Nung-O, who is currently teaching a section of “Philosophy of Science,” describes an ideal teacher as one who “will share with students not only her knowledge about a subject but also her attitude towards it: not only correct answers to the questions at issue but also her critical mind. I imagine that, in an ideal situation, a teacher and students share a bit of their lives, enjoying the intrinsic value of the subject matter… Of course, I am still far from being the ideal teacher, and I struggle in many aspects. But I think it reassuring that I find myself enjoying teaching… of the subject matter… Of course, I am still far from being the ideal teacher, and I struggle in many aspects. But I think it reassuring that I find myself enjoying teaching…

To Katherine, teaching is “an extension of your personality. Trying to teach in a way that doesn’t come naturally to you because somebody else does it that way is probably not going to come out as well as you hoped. When I teach, I’m just talking to people I like and respect about interesting stuff. And I’m fortunate that at Yale I’ve taught many remarkably intelligent and diligent and humble and entertaining folks, both as a peer writing tutor and a TR: ‘They’re really what makes a classroom go.’”

The subject matter is important to these extraordinary teachers, but not paramount. “Imparting critical thinking skills to my students is my ultimate imperative as a teacher. The great challenge at Yale, of course, is to convince intelligent and well-informed undergraduates to interrogate their baseline assumptions,” Ryan says.
Saif Rathiore
M.D., Ph.D. student Saif Rathiore (Epidemiology & Public Health) has received a dissertation award from the Agency for Healthcare Research and Quality to conduct research on race and cardiac catheterization use in the setting of acute myocardial infarction. Saif’s research seeks to understand whether racial differences in the use of cardiac imaging after a heart attack reflect shortfalls in quality of care and the implications of these racial variations in treatment for patient outcomes. Harlan Krumholz is his advisor. Raised in Toronto, Ontario, Saif earned his bachelor’s degree in History from Cornell and his Masters in North Carolina. Previously teaching epidemiology at Yale, Saif enrolled in Yale’s M.D./Ph.D. program in 2003 and anticipates completing his degree in 2011.

Gene Tempest
Gene Tempest (History) was awarded an École Normale Supérieure Fellowship through the Yale French Department to spend a year in Paris researching her dissertation, “Host power on the Western Front: The mobilisation, deployment and treatment of horses in the German, French and British armies, 1914–1918.” Using primary sources from the 1920s, 20th-century journals, transcripts from veterinary conferences, as well as poetry, novels, photographs, paintings, memoirs, and military documents, she explores the efforts made by individuals, nations and international organizations to identify and alleviate animal suffering. Her advisors are John Merriman and Joy Winter. Gene’s essay, “All the Muddy Horses: Giving a Voice to the ‘Dumb Creatures’ of the Western Front,” formed a chapter in the German anthology Tiere im Krieg (Schünning Verlag, 2009). Born in Plano, Texas, Gene grew up in New Delhi, Paris, Beijing, and Hong Kong, where her parents were journalists. She earned her B.A. degree from UC Berkeley in History and French Literature.

KUDOS

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Barack Obama Becomes a Hero: The Democratic Struggle for Power in 2008

Political narratives are all about heroes. Heroes rise above ordinary political life, and the narratives we spin about them allow us to understand how they are able to do so. Stories about heroes create meaning by looking back to the past from the present, and by projecting the plot’s next act into the future, all at the same time. In their earlier lives, heroes were tested and suffered, usually on behalf of something greater than themselves. In the present, however, their suffering, and their causes, will be redeemed.

Unlike an actual flesh and blood person, who is materially rooted in time and space, the narrative character of a hero is not moved by an efficient cause immediately preceding it but by a telos—a goal that is to come. The actions of a hero are caused by a meaning which becomes clear only after the heroic journey is complete. There is a purpose to a hero’s life. It is this goal that defines an arc stretching from the past to the future via the present, moving the hero character, and the greater cause for which he fights, from earlier despair to contemporary redemption, and on to future glory. Persons who become heroes are predestined to traverse this rainbow arch. This is what the plot to their story is all about.

Crisis and Salvation … In early June, 2008, in a lengthy profile, Times reporter Michael Powell explains the Illinois Senator’s effectiveness in terms of identification: Obama “has the gift of making people see themselves in him.” Such identification allows collective representation, the candidate’s performance becoming so powerful that fusion is created with an audience. When Powell explains the sources of identification, he evokes the miraculous, even eerie qualities of a hero, and his relation to temporality. “Obama is a pro­ nounced political figure,” Powell suggests, “inspiring devotion in supporters who see him as a transformative leader.” It is “as if there were a Barack-the-immaculate-pol- to his rise.” Hopes for transcendence remain vivid and powerful secular motifs. The idea of a transformative hero is deeply imbedded in every human society. It is precisely because of the fearful and weighty matters at stake that hero narratives so easily surface in political campaigns. …

Barack Obama on the Ringe of History Characters become heroes by overcoming great odds, by resolving what seem to be overwhelming challenges. Struggles for big time political power are narrated in terms of crisis and salvation. According to those who would be President, Americans face a unique moment in our history. There are unprecedented dangers and opportunities; a world­historical crisis domestically and internationally threatens to derail the significance. Desecrated and polluted—not least by the outgoing President and his administration—the nation must be purified. For this we need a hero. Only one man can save the day. If he is defeated, there will be apocalypse; if he wins, there will be salvation and transformation. Only by resolving a “crisis of our times” can heroes be made. Not just survival, but transcendence and reordering are at stake.

To become a hero, one must establish great and urgent necessity. … The hero’s opponent is so dangerous that electing him will plunge the nation into apocalypse. Rather than transcending the troubled present, history will be set in reverse. If the anti-hero is elected, the progressive arc of our collective will be broken.

… From the very first days of his appearance on the American political stage, Barack Obama has presented a char­ acter perched on the very hinges of history. If his candidacy is accepted, he promises his audiences, he will play a transformational role in turning the historical page. Obama’s opponents—the critics of his political perfor­ mances—have insisted on the deceivers­ eness of his character and the strategic nature of his plot. They are unable to deny, however, that for many Americans the Obama story does exert performing power, that the Obama character does display a hero’s integrity. …

In the final weeks of the presidential campaign, the conservative Weekly Standard provides this retrospective account of Obama’s announcement, constructing an interpretive grid to understand why Obama is now on the verge of winning that race.

“When Barack Obama announced his presidential candidacy in Springfield, Illinois, on February 10, 2007, he promised to change the practice of American politics. “This campaign must be the occasion, the vehicle, of your hopes and your dreams. It will take your time, your energy, and your advice—to push us forward when we’re doing right, and to let us know when we’re not,” Obama told the crowd on that chilly day that he was running “not just to hold an office, but to gather with you to transform a nation.”” …

… Maureen Dowd observes candidate Obama’s speech to an audience of 200,000 at the Victory column in Berlin. She calls it “a moment of transcendent passion,” describing how the Berliners had christened Obama “the Redeemer and Savior” and how, according to the German press, the French pres­i dent Nicolas Sarkozy “was also Obamaized, as the Germans­ were calling the mesmerizing effect.” …

Obama presents himself as a hero who promises salvation. They are wrong, however, to describe this merely as performance. The promise of salvation has been there from the beginning, as small for Obama and his citizen­ audiences as any fictional or spiritual truth can be. Obama’s character has always prom­ ised big things. It stands on the hinge of history, in “the fierce urgency of now.” Obama’s character inspires audiences to believe that they and their nation can be resurrected, that the mundane can be transcended, that, as the Democrat so eloquently promised in his speeches, “it is time, America, time for us to believe again!”

… Whether this is seen as making meaningful or selling it depends on whether the arrow from the hero’s bow had firmly entered into the citizen heart.

The Immortal Body To successfully become a hero is to enter into myth. It is to cease being merely a mortal man or woman and to develop a second, immortal body. … Most political figures cannot grow such second skin. They are respected or well­ liked, and maybe even deferred to, but their public body is weak and puny. Because they do not have a second skin they remain politicians rather than myth. They are overshadowed, even whitened by their opponents. Wounded in political battles, they reveal their mortal natures.

In 1960, richard Nixon’s five-o’clock shadow, not properly covered by make­up, darkened and polluted the Republican can­ didate, allowing jack Kennedy to shine like a bright young God during the first nationally televised debate. In 1980, Jimmy Carter was damaged by teddy Kennedy’s late primary run, and injured further by the prophetic “The Dream Will Never Die” speech Kennedy delivered to the Democratic convention on the eve of Carter’s nomination. In that televised oration, widely circulated later via record and tape, Kennedy declared himself the once and future king. A mere administrator by contrast, Carter faltered in the subsequent general election campaign, wanding helplessly as the once mundane, even comic figure of Ronald Reagan transformed into a sacred and mythical figure of Ronald Reagan,uscinated by a second skin. They are respected or well­ liked, but not “immune to reality” (as Obama’s character who promises salvation, they are wrong, however, to describe this merely as performance. The promise of salvation has been there from the beginning, as small for Obama and his citizen­ audiences as any fictional or spiritual truth can be. Obama’s character has always promised big things. It stands on the hing of history, in “the fierce urgency of now.” Obama’s character inspires audiences to believe that they and their nation can be resurrected, that the mundane can be transcended, that, as the Democrat so eloquently promised in his speeches, “it is time, America, time for us to believe again!” Whether this is seen as making meaningful or selling it depends on whether the arrow from the hero’s bow had firmly entered into the citizen heart.

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Prize Publications

The English Department has awarded two James A. Veech Prizes in literary criticism to honor essays that were accepted for publication or were published in 2008–09.


Sam’s article will appear in Novel: A Forum on Fiction in Fall of 2010. In it, he argues that Henry James developed a theory of the tactful portrayal of human suffering that placed high value on knowing just how much to say and how much to omit in depicting the pain of others. The article discusses this ethos as it appears in James’s late work The Wings of the Dove, suggesting that James spoke tactfully as a critic about his characters, and introduced his notions into the plot of his novel as well. His dissertation, directed by Peter Brooks and Ponder Lewis, is titled “Necessary Fictions: Character and Ethics in the Modern Novel.” It treats theories of literary character in 20th-century novels as attempts to direct the special claims and limitations of literature toward ethics. A graduate of Pomona College, he came to Yale in 2005.

Andrew’s essay examines trends in the study of the Bible at the end of the 11th century. He focuses on the Psalms commentary attributed to Bruno, founder of the Carthusian Order and master of the school of Rheims. In the course of arguing for the authenticity of this attribution, he demonstrates that this text stands at the head of a rich and extremely influential tradition of interpretation of the Psalter, all of which facilitated the Scholastic exegesis of the following centuries. The essay will be published in Mediaeval Studies 71 (2009). Working with advisors Alastair Minnis and Jessica Brantley, Andrew plans to engage in similar work for his dissertation, studying the neglected trends in biblical commentary of late-14th-century Oxford, where academic study of the Bible was first translated into English. Andrew’s book, a critical edition of three exegetical texts by 12th-century English monk-historian William of Newburgh, will be published by the Pontifical Institute of Mediaeval Studies (Toronto) in the coming months. A graduate of Dartmouth College, Andrew came to the Yale Divinity School in 2006 and entered the graduate program in English in 2008. He currently organizes the Yale Lectures in Medieval Studies, and he serves on the Graduate Student Committee for the Medieval Academy of America.
Creating Physician-Scientists

The Investigative Medicine Program, now celebrating its tenth year, trains physicians to study disease-oriented and patient-oriented research problems, ensuring that discoveries in pure science will be developed into clinically relevant outcomes.

Several graduate students in the program have won awards and published articles recently. Isabelle Von Kohorn, M.D., was awarded a Julius B. Richmond Postdoctoral Fellowship to pursue a study titled “Reducing Infants’ Exposure to Secondhand Tobacco Smoke: The Role of Parental Stress in Resumption of Smoking by Mothers after Delivery.” The American Academy of Pediatrics Julius B. Richmond Center is a national center dedicated to the elimination of children’s exposure to tobacco and secondhand smoke. It is funded by the Flight Attendant Medical Research Institute and the American Legacy Foundation. Isabelle will measure lifetime stress in pregnant women who quit smoking during pregnancy and determine whether this stress is a risk factor for resumption of smoking after delivery. The study population of women at a clinic at Yale-New Haven Hospital will be interviewed before and after they give birth, and their medical records will be reviewed for information regarding medical risk factors. Isabelle earned her undergraduate degree from Princeton and her M.D. from the University of Pennsylvania. She completed her residency and chief residency in pediatrics at UC-San Francisco. She is currently a third-year clinical fellow in neonatology at Yale as well as a graduate student in Investigative Medicine. Her advisor is Linda Mayor, M.D., with mentoring from Drs. Eve Colson and Eugene Shapiro.

Christopher Hahnuyoung Lee, M.D., is first author of two published articles, and a third that has been accepted for publication. The first article, co-authored with Yale faculty members Carin Van Gelder, assistant professor of Emergency Medicine; K. Burns, and David C. Cone, M.D., associate professor of Emergency Medicine and EPH, is titled “Advanced cardiac life support and defibrillation in severe hypertrophic cardiac arrest.” It appeared in Prehospital Emergency Care, 2009, 13(1). The second article, “Severe angiodoema in myxedema coma: A difficult airway in a rare endocrine emergency,” co-authored with Charles Wira, assistant professor of Emergency Medicine, was published in The American Journal of Emergency Medicine, 2009, 27(8):1021-1022.e2. “Early cardiac catheterization lab activation by paramedics recognizing ST-segment elevation myocardial infarction on prehospital 12-lead electrocardiogram” will appear in the next issue of Prehospital Emergency Care, co-authored with Van Gelder and Cone. His dissertation, advised by Cone, will focus on the cardio- and cerebro-protectiveness of induced hyperthermia in cardiac arrest and ischemic stroke. Chris earned his undergraduate degree from Tufts in biology and community health in 1993 and his M.D. from the University of Vermont College of Medicine. While working on his Ph.D. in Investigative Medicine, he completed his residency in Emergency Medicine at Yale-New Haven Hospital and is a first-year fellow in EMS and Disaster Medicine in the Yale Department of Emergency Medicine.

In addition, Alexander Panda is lead author for an article titled “Human innate immunosenescence: causes and consequences for immunity in old age,” which was recently published in Trends in Immunology 2009, Vol. 30, No. 7. Alex’s co-authors are A. Arjona, E. Sapey, F. Bai, Yale Professor Erol Fikrig, R. R. Montgomery, J. M. Lord, and A. C. Shaw. He was awarded a Vision Grant from the Preeclampsia Foundation for his research on “toll-like receptors” in the immune system that may activate inappropriately in some pregnancies and contribute to the development of preeclampsia. Alex earned his M.A. from the Kreuzschule in Dresden, Germany; his M.D. from Alexander von Humboldt University in Berlin; and an M.P.H. from the Johns Hopkins School of Public Health.

Kudos

SUSAN MACLAUCHLAN

SUSAN MACLAUCHLAN (Experimental Pathology) received a pre-doctoral fellowship from the American Heart Association for her research on a protein called Thrombospondin 2, which blocks blood vessel growth. With her advisor, Thomi Kyriakides, she studies how this protein influences blood vessels, particularly during dermal wound healing. “Wounds require new vasculature to heal properly, and understanding the biology of the wound will aid in the treatment of chronic wounds, which impacts many people, including diabetic patients,” she explains. The working title of her dissertation is “Regulation of expression and mechanism of action of Thrombospondin 2 in Wound Angiogenesis.” Susan graduated from Smith College in 2008 with a degree in biochemistry.

PANAGIOTIS PATATOUKAS

PANAGIOTIS (PANOS) PATATOUKAS (Management) received the 2009 American Accounting Association Northeast Region Best Ph.D. Student Paper Award for his essay “Customer-base concentration: Implications for firm performance and capital markets.” In the paper, he adopts a new integrative perspective on linkages among firms that call for a joint exploration of elements of accounting, finance, operations, and marketing research. Overall, he provides evidence of a strong link between customer-base structure and supplies firm performance, with significant implications for capital markets. Born and raised in Athens, Greece, Panos completed his undergraduate studies at Athens University of Economics & Business. He spent a year at Lancaster University as an EU Erasmus Fellow. In 2004, he received his M.Sc. degree with distinction from the London School of Economics. His dissertation, advised by Shyam Sunder and Jacob Thomas, includes the award-winning paper and companion chapters on issues related to supply chain interactions. His extra-academic interests include Capoeira and Brazilian jiu-jitsu.
The Yale community is known for the many exceptional people who have made their mark on the world. The University’s extraordinary reputation continues to guide its graduates to give back to their communities, take leadership roles, and inspire others.

—By Maria Kontaridis (Ph.D. 2002, Pharmacology) and Jo-An Coaph (MAT, English)

Many of the individuals who have graduated from Yale or have furthered our academic growth serve as role models to us all, and a few have been honored with the most prestigious of awards, the Nobel Prize. Most recently, the 2009 Nobel Prize in Chemistry was awarded to Thomas A. Steitz, Yale’s Sterling Professor of Molecular Biophysics and Biochemistry and Professor of Chemistry. He won the prize for his work describing the structure and function of the ribosome, the protein-making factory that is key to the function of all life. The Graduate School Alumni Association extends its warmest and sincerest congratulations to Tom Steitz.

Created and funded by the estate of Swedish industrialist Alfred Nobel, the awards have been granted since 1901. In the spirit of celebrating the Nobel Prize and honoring our most distinguished Yale alumni, we would like to dedicate this article to formally acknowledging our Nobel Laureates. Of the 27 Yale students and faculty who have won this extraordinary prize, eight are Graduate School alumni. These honored individuals are:

**Monica Silveira Cyrino**

Monica Silveira Cyrino (Ph.D. 1992, Classics), professor of Classics at the University of New Mexico (UNM), will see her latest book, *Aphrodite, released this coming spring in the Routledge series Gods and Heroes of the Ancient World*. The volume explores the importance of Aphrodite in ancient Greek culture, as well as the goddess’s enduring influence as a symbol of beauty, adornment, love, and sexuality in contemporary culture. Cyrino’s current research focus is the intersection of Classics and popular culture, especially in film and television, and her publications continue to shape this growing academic field.

“I love to explore how the ancient world is constantly reinvented to suit new audiences, and to ask, why this, why now? What does it say about our modern world that we highlight or downplay certain aspects of history or myth? I believe asking these questions helps us keep the study of classics alive and relevant,” she says.

Cyrino’s book, *Big Steven Rome* (2004) surveys films that reconstruct the image of ancient Rome, from epics like *Ben-Hur* and *Spartacus* to comedies like *Monty Python’s Life of Brian*. In recent years, several of her essays have been published in anthologies that address the representation of classical culture in contemporary cinema, particularly the films *Gladiator*, *Troy*, and *Oliver Stone’s Alexander*. “This is Sparta: The Resurrection of Epic in Zack Snyder’s 300” will be published in the new *Art Film Reader, The Epic Film in World Culture* (2010). Cyrino edited a book on the recent HBO-HBC television series, *Rome, Season 1: History Makes Television* (2008). In addition to her publications, she has been voted the Best Teacher at UNM 10 times—

**Fenton Babcock**

Fenton Babcock (Ph.D. 1950, M.A. 1945, Ph.D. 1956, International Studies) has published a memoir, *A Mercurial Intelligence Career: Between Two Book Ends*, narrating the story of his long and adventurous life. Graduating high school early, he served in the Navy in the Pacific during World War II, where he saw action in Guadalcanal, the Philippines, Okinawa, the occupation of Nagasaki, and mainland Japan. Those experiences led him to Yale to earn undergraduate and graduate degrees focused on East Asia, which, in turn, led to service in Hong Kong and Taiwan for the CIA. The book traces his life from his years in the Navy to his retirement from active duty in 1991 and up to and beyond the devastating storm in 2004 that left him blind, forcing him to give up the consulting work he continued to do for the US government. He is currently working on his second book with his wife, Evelyn.

**Clifford A. Pickover**

Clifford A. Pickover (Ph.D. 1982, Mathematics), most recently, of *The Math Book: From Pythagoras to the 57th Dimension*, 250 Milestones in the History of Mathematics (Sterling Publishing, 2009). He has written over 40 books, and his work has been translated into more than 12 languages. Exploring topics ranging from computers and creativity to art, mathematics, parallel universes, Einstein, time travel, alien life, religion, dimethyltryptamine elves, and the nature of human genius, his most recent titles include *Archimedes to Hawking, The Moreau Stripe, A Passion for Mathematics, Calculus and Pizza*, and *The Paradoxes of God*. Pickover is also a prolific inventor, owning over 50 patents. He currently works at the IBM T. J. Watson Research Center, where he has received more than 100 invention achievement awards. For much of his career, Pickover has published technical articles in the areas of scientific visualization, computer art, and recreational mathematics and served as associate editor for several journals. The *Los Angeles Times* writes, “Pickover has published nearly a book a year in which he stretches the limits of computers, art and thought.” His web site, www.pickover.com, has received millions of visits.

**Joshua Lederberg**

Joshua Lederberg (Ph.D. 1940, Biology) was awarded the Nobel Prize in Medicine in 1958 for his discoveries concerning genetic recombination and organization of genetic material of bacteria.

**David Lee**

David Lee (Ph.D. 1958, Physics) was awarded the Nobel Prize in Physics in 1968 for the discovery of superfluidity in helium-3.

**Edmund Phelps**

Edmund Phelps (Ph.D. 1958, Economics) won the Nobel Prize in Economics in 2004 for his analysis of the intertemporal tradeoffs in macroeconomic policy.

**Johannes Galschior**

Johannes Galschior (Ph.D. 1974, Biology) was awarded the Nobel Prize in Physiology or Medicine in 1988 for his discovery of genetic control of early embryonic development.

*Who are you for another Nobel? Who are you for?*