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University Memorial Service
Address: “Mourning Times”

By William Schweiker

November 4, 2001

Surrounded by pillars of stone and archways of light refracted through stupendous windows, we gather to remember those who have departed our company. Each of us has memory of some—one lost in the past year or some other year: a fellow student killed in an automobile accident; a parent or spouse who has succumbed to age or disease; colleagues and friends now gone. No doubt those who have departed sustain us, and, refracted through memories, even now surround our lives. It is right and fitting that we gather to mourn and to uphold their lives on pillars of affection.

We are a diverse community, people of various faiths or professing no faith at all. We have heard readings and songs from various places, various traditions. In the solitude of mind and heart, we utter our own prayers, weep in our own ways, and are drawn to remember all who have departed this company and so consent as well to our own eventual departure. I cannot presume to add to your own most intimate thoughts. Mourning and remembering are private acts where the heart expands in time and contracts in sorrow. It is not obvious that more words are required at this service. But our remembrance is also a communal act. We have gathered here for a reason and it falls to me to say something about it.

As I have thought about the task before me, I have been struck, quite frankly, by how odd and yet also how fitting this service is. Despite the history of this institution and the prominence of this chapel on our campus, it would be odd to imagine that worship is at the core of our purposes as a university. If we are honest, the symbolism of this building is more closely associated with the oddity and the fittingness of this event, this service. Modeled on ancient cathedrals, the building is, symbolically speaking, a universe teeming with the living and the dead, the eternal and the temporal. It is the repository of faith power. The departures have left us, to be sure. Yet they are beloved to be in God’s good care. This chapel with its winged, wooden, and stone creatures, liturgical candles, and legacy of the faithful frozen in glass is a testimony to a cloud of witness about us. The testimony continues in sacred words. As we heard from the Wisdom of Solomon, “The souls of the just are in the hand of God, and the torment of malice shall not touch them: in the sight of the unwise they seem to die . . . but they are in peace” (Wis 3:1-2). Jesus intensifies this same insight: “Blessed are the poor in spirit, for theirs is the Kingdom of Heaven. Blessed are those who mourn, for they will be comforted?” (Mt 5:3-4). The God of Abraham and Moses, the living God and faithful one, has set into the stone pillars of this chapel memorials in bronze to those who died in other wars, served our nation in other times. This community has known war before. No doubt, there are among us those who grieve the loss of a loved one near or distant in the fanatical terror of September just as our nation’s soldiers now compelled into combat to the ends of this nation’s lineage. Will we have more plagues to make? Will there be names of other young men and women etched into metal because they were slain by metal? And what of the innocent ones incinerated in the World Trade Center or children and aged who died amid falling bombs?

Importantly, the scriptures of the great religions look unflinchingly at the reality of human evil. The Gita begins on a battlefield; the Quran speaks of war and peace; the New Testament depicts Christ’s contest with Roman imperial power. The Hebrew prophet Habakkuk, living amid the destruction of his land by foreign powers, confesses the people’s sins as the cause of God’s punishment. But even with those sins, he cannot grasp fit reason for the suffering visited upon his people. In stark contrast to Solomon’s vision of God’s peace, Habakkuk demands that God make known why justice seems not to prevail and the innocent die.

O Lord, how long shall I cry for help, and you will not listen? Or cry to you “Violence!” and you will not save? . . . Destruction and violence are before me; Strife and contention arise. (Hab 1:2-3)

These words are engraved in our hearts. No matter what one says about this nation’s internal violence, this nation has many voices. There are reasons, valid or not, for aggression against so-called Western values, those things never having been a part of this earth, bloody and poisoned. And are we right to continue acts of war armed with massive technological might but wanting clear objectives and an obvious foe? Is our political resolve hardening into a violent political faith, the machinery of unrestricted violence?

God’s answer to Habakkuk was to reveal that the righteous live by faith, a theme deep within the faiths of the religions of the book (cf. Hab 2:4b). But in the shining light of the present can we endorse that answer to violence? Is faith not the problem? So easily faith—political no less than religious—crucifies moral life in the hope of eternal peace or a nation’s dream of endless might.

The “space” of our mourning is defined by the symbolic density of this chapel and our lives, and is deepened even more by the light peopleed by a cloud of witness. We have heard lessons about God’s peace, comfort for those who mourn, a refuge one can stand beside. But even that “space” of this service is also the bloody trail of human conflict now present and yet also blasted on these pillars. We know too well the marks of religious and political—lurking the earth can vent their passion not in works of righteousness and peace but in murderous plunder. The worship space in which we gather is wondrous and yet awesome precisely because it memorializes both edges of faith. As a house of worship, it symbolically encircles all reality from private mourning to an eternal cloud of witness to the living God. As a university chapel, it is a chronicle in stone and bronze to many lives given in service.

What emerges from reflection on the “space” of stone and symbols and biblical words and mourning and war is that human dignity and purpose no less than life’s ambiguity is bound to matters of “faith.” It is bound to what claims human trust and inspires loyalty. The traditions that have formed our cultures, traditions enacted in our service, claim that the righteous live by faith and this faith grants divine peace. Wisdom is to know this; it is to see through the travails of life to what endures. And yet the world in which we live is torn apart by those who execute their faith in claims to righteousness.

This not my, friends, our most deeply felt want. We gather today another want, a want of faith seeking consolation and peace. There is a longing among us for divine comfort, a want to be mightily compelled to deny any faith that fuels vengeance and destruction, a fact, sad to say, of all faiths, religious and political. The ambiguity of faith in human affairs forces upon us a demand and a possibility. The demand is to attain clarity about our considered convictions and to assess them by what treasures and promotes life; the possibility is that in living by convictions so assessed we may express our deepest respect for those we mourn and therein find comfort.

This University and each of us gathered here do proclaim that human lives are precious only when and where knowledge grows. In rough and ready terms, that is the motto of this University. We often take this command with both hands in the breach. But if there is a faith of this University, it is a trust in and loyalty to the proposition that inquiry is to be true at all cost and at all human benefit. That is why we read and write. It is why we study and research. It is why the daily toil of scholarship, the hours of solitude, the bath of criticism and yet the gleam of insight, grip us. Rituals like this one are important in marking the life of a community. We gather from habit and in the desire for some relief from sorrow. We gather as well to announce an enduring trust in inquiry bound to humane purposes and a loyal resolve to continue life so committed.

Now, to be sure, each of us who has lost a loved one or recalls the life of a treasured colleague, trusted friend, beloved teacher, trustee, or staff member does more than pay tribute in a general way to the lives of those who have departed. Each name that has been called, each life remembered, bore that ideal and lineage in living form. A cloud of witnesses does in fact surround us, materializing our friend, teacher, trustee, and the living human benefit. We catch a glimpse of these lives, see their presence, refracted through the architecture of memory in that their lives stand beside and perhaps extend the memorial service structures time around our most settled ideal but more importantly, more
humanly, we name students, alumni, faculty and staff, trustees who in various ways lived that conviction.

One should not underestimate the stringency of the conviction to enrich life through knowledge’s increase and to bind the quest for understanding to what in fact ennobles life. It is, on my understanding, a rare and fragile and demanding conviction. This particular faith holds together what is all too often and too easily torn apart. The pursuit of knowledge solely for its own sake bleaches life of purpose and finally staff, trustees that walks these grounds bears the responsibility to infuse life with thought so that knowledge grows and life increases.

The importance with which this conviction is held by our community is announced by the fact that every year we hold this remembrance as an act of worship. In doing so, we publicly confess that the faith of this University strikes deeper than institutional purpose. It opens towards, points to, but demands testing. That is why, I judge, there is something odd about our gathering today. We use the words of faith and yet rightly test those words and the confidence they intend to give. Yet this is also a time to remember our purposes and so to embolden our resolve, our conviction, our particular faith. Those who have labored before us charge us with the task to live up to the convictions this University proclaims. Through diligence in our work, we give fit remembrance to those. And in this we may also find a way to orient ourselves in a world aflame over faith matters. Much more, we can and must and may come to the real insight that our gathering today is not just about mourning. It is to commemorate and to serve the depth and wonder of human life touched by what we dare to call divine. And for that wisdom, that vision, we can and must give thanks.

William Schweser is Professor in the Divinity School and the College.
Faculty Appointments and Promotions

**Appointments**

January 1, 2001, through December 31, 2001

Muzaffar Alam, Assistant Professor, South Asian Languages & Civilizations and the College

Reid Hastie, Assistant Professor, Graduate School of Business

Stephen Brian Henry Kent, Professor, Biochemistry & Molecular Biology, Institute for Biophysical Dynamics, and the College

Hans Josef Klauck, Professor, Divinity School

Joseph D. Lykkelen, Professor, Physics, Enrico Fermi Institute, and the College

David B. MacQueen, Professor, Computer Science and the College

Roger Myersson, Professor, Economics and the College

Richard Peno, Professor, Surgery

Olatf Schneerwind, Professor, Molecular Genetics & Cell Biology, Committee on Virology, and the College

Edward A. Snyder, Professor, Graduate School of Business

David Wellbery, Professor, Germanic Studies and the College

Dain Borges, Associate Professor, History and the College

Michael I. Coates, Associate Professor, Organismal Biology & Anatomy

Mark Courtney, Associate Professor, School of Social Service Administration

Anna DiRienzo, Associate Professor, Human Genetics

David Finkelstein, Associate Professor, Philosophy and the College

Dennis Gatsgory, Associate Professor, Mathematics and the College

Robert K. Ho, Associate Professor, Organismal Biology & Anatomy, Committee on Developmental Biology, and the College

Adrian D. S. Johns, Associate Professor, History and the College

Rebecca Bornstein Lipton, Associate Professor, Pediatrics

David G. Martinez, Associate Professor, Classical Languages & Literatures, Divinity School, and the College

Kimberly Rorsbach, Associate Professor, Smart Museum, Art History, and the College

Bozena ShaIIcross, Associate Professor, Slavic Languages & Literatures and the College

Koen van Besien, Associate Professor, Graduate School of Business

Jason Bridges, Assistant Professor, Philosophy and the College

Yoosun Choi, Assistant Professor, School of Social Service Administration

Jennifer Cole, Assistant Professor, Committee on Human Development and the College

Juan I. Collar, Assistant Professor, Physics, Enrico Fermi Institute, and the College

Timothy Gorluny, Assistant Professor, Graduate School of Business

Sean P. Cook, Assistant Professor, Physiology and the College

Wouter Deeser, Assistant Professor, Graduate School of Business

James J. Dignam, Assistant Professor, Health Studies

Vanja M. Dukic, Assistant Professor, Medicine

Maureen Dymek, Assistant Professor, Psychiatry

Sean Gilmard, Assistant Professor, Irving B. Harris Graduate School of Public Policy Studies

Marc R. Garfinkel, Assistant Professor, Surgery

Uri H. Gneezy, Assistant Professor, Graduate School of Business

Gita Gopinath, Assistant Professor, Economics and the College

Gunnar Olafur Hansson, Assistant Professor, Linguistics and the College

Wouter D. Hoff, Assistant Professor, Biochemistry & Molecular Biology

Al Hortacso, Assistant Professor, Economics and the College

Rustem F. Imagilov, Assistant Professor, Chemistry and the College

Nasum Iqaloo, Assistant Professor, Neurology, Pharmacology, & Physiology

Nora T. Jaskowiak, Assistant Professor, Surgery

Neeraj Jolly, Assistant Professor, Medicine

Barbara Lynne Kee, Assistant Professor, Pathology

Emilo H. Kouri, Assistant Professor, History and the College

Andrea Kastrava, Assistant Professor, Astronomy & Astrophysics and the College

Gina-Anne Lew, Assistant Professor, Computer Science and the College

Donald C. Liu, Assistant Professor, Surgery

K. Meade, Assistant Professor, Ben May Institute for Cancer Research, Committee on Cancer Biology, and the College

Joseph P. Mosco, Assistant Professor, Anthropology and the College

William Mazzarella, Assistant Professor, Anthropology and the College

Carla Mazzio, Assistant Professor, English Language & Literature and the College

Mary J. McKee, Assistant Professor, Surgery

Jason Merchant, Assistant Professor, Medicines and the College

Kathleen J. Millen, Assistant Professor, Human Genetics

Dominique Missaakas, Assistant Professor, Biochemistry & Molecular Biology, Committee on Microbiology, and the College

Vivek N. Prachand, Assistant Professor, Surgery

Jonathan K. Pinchard, Assistant Professor, Human Genetics

Michael Radzienda, Assistant Professor, Medicine

Karim V. Rhodes, Assistant Professor, Medicine

John Romalis, Assistant Professor, Graduate School of Business

Alison Rutter, Assistant Professor, Committee on Visual Arts and the College

Jonathan C. Silverstein, Assistant Professor, Surgery

David Song, Assistant Professor, Surgery

Dana L. Siskind, Assistant Professor, Surgery

Eric C. Svan, Assistant Professor, Medicine

Chad Syverson, Assistant Professor, Economics and the College

Ya-Ping Tang, Assistant Professor, Psychiatry

Jerrold R. Turner, Assistant Professor, Pathology

Raghunathan Venugopalan, Assistant Professor, Graduate School of Business

Premplei S. Visser, Assistant Professor, Psychology and the College

Gene C. Webb, Assistant Professor, Medicine

Amitha Wickrema, Assistant Professor, Medicine

Franco Moon-Hung Wong, Assistant Professor, Graduate School of Business

Wei Biao Wu, Assistant Professor, Statistics and the College

Valery Yakubovich, Assistant Professor, Graduate School of Business

Xiaozhong Zhang, Assistant Professor, Neurobiology, Pharmacology, & Physiology and the College

Andrey Zak, Assistant Professor, Mathematics and the College

Mark D. Anderson, Collegiate Assistant Professor, College

Gopal Balakrishnan, Collegiate Assistant Professor, College

Jeffrey R. Collins, Collegiate Assistant Professor, College

Jonathan D. Sachs, Collegiate Assistant Professor, College

Abraham O. Stone, Collegiate Assistant Professor, College

Hylton J. White, Collegiate Assistant Professor, College

Rebecca E. Zorach, Collegiate Assistant Professor, College

Prandom N. Achar, Instructor, Mathematics and the College

Elizabeth E. Baumann, Instructor, Pediatrics

Anthony Chase, Instructor, Center for International Studies

Saima Chaudry, Instructor, Medicine

Christopher Connell, Instructor, Mathematics and the College

Philip P. Connell, Instructor, Radiation & Cellular Oncology

Patrick N. Cunningham, Instructor, Medicine

Nicole Dehoratius, Instructor, Graduate School of Business

John M. Downie, Instructor, Pediatrics

Jackie K. Gollan, Instructor, Psychiatry

Jesper Grødal, Instructor, Mathematics and the College

Denise Hackendorf, Instructor, Mathematics and the College

Guenter Hirsch, Instructor, Graduate School of Business

Sharon Hollander, Instructor, Mathematics and the College

Elbert Huang, Instructor, Medicine

Yan Kattelson, Instructor, Surgery

Peter Lee, Instructor, Medicine

Anthony E. Lujan, Instructor, Radiation & Cellular Oncology

John F. McConville, Instructor, Medicine

Atif Mian, Instructor, Graduate School of Business

Jennifer Joy Mitrani, Instructor, Center for International Studies and the College

Nicolas Ducimetiere Monod, Instructor, Mathematics and the College

David E. Nadler, Instructor, Mathematics and the College

Pradyut R. Shah, Instructor, Computer Science and the College

Joseph Shega, Instructor, Medicine

Donal Smith, Instructor, Medicine

Vadim V. Vologodsky, Instructor, Mathematics and the College

**Promotions**

January 1, 2001, through December 31, 2001

David Archer, Associate Professor to Professor, Geophysical Sciences and the College

Patricia C. Cioragan, Associate Professor to Professor, Psychiatry

Thomas Cummins, Associate Professor to Professor, Art History and the College

Thomas O’Donovan, Associate Professor to Professor, School of Social Service Administration and Health Studies

Donald E. Eisenstein, Associate Professor to Professor, Graduate School of Business

Benson Farb, Associate Professor to Professor, Mathematics and the College

Austan Goellbe, Associate Professor to Professor, Graduate School of Business

Philipp M. Goyaut-Sti*noost, Associate Professor to Professor, Chemistry, Physics, James Franck Institute, and the College

Daniel Margoliash, Associate Professor to Professor, Organismal Biology & Anatomy, Committee on Neurobiology and the College

Howard C. Nusbaum, Associate Professor to Professor, Science and the College

Daniel M. S. Stavitski, Associate Professor to Professor, Psychology and the College

Laura O. Sweeney, Associate Professor to Professor, Committee on Visual Arts and the College

Karin V. Rhodes, Associate Professor to Professor, Medicine

Vivek N. Prachand, Assistant Professor, Surgery

Jonathan K. Pinchard, Assistant Professor, Human Genetics

Michael Radzienda, Assistant Professor, Medicine

Karim V. Rhodes, Assistant Professor, Medicine

John Romalis, Assistant Professor, Graduate School of Business

Alison Rutter, Assistant Professor, Committee on Visual Arts and the College

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Elizabeth E. Baumann, Instructor, Pediatrics

Anthony Chase, Instructor, Center for International Studies

Saima Chaudry, Instructor, Medicine

Christopher Connell, Instructor, Mathematics and the College

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Pradyut R. Shah, Instructor, Computer Science and the College

Joseph Shega, Instructor, Medicine

Donal Smith, Instructor, Medicine

Vadim V. Vologodsky, Instructor, Mathematics and the College
University Disciplinary Actions: 2000–01

By Edward Turkington, Deputy Dean of Students in the University

September 5, 2001

The Office of the Dean of Students in the University has been asked by the Council of the University Senate to report each year on matters pertaining to the University disciplinary legislation enacted by the council on May 23, 1970, and amended on June 8, 1976.

I am happy to report that no University disciplinary committee was required to meet during the 2000–01 academic year.

The Office of the Dean of Students also reports to the Council of the University on disciplinary matters that have occurred in the various academic units during the year. In 2000–01, area disciplinary committees were convened on six occasions to act on questions involving seven students.

Four hearings were held in the Graduate School of Business. One student was charged with sending a mass e-mail message to GSB students that was perceived to be an official document from the school. The committee decided not to impose a sanction. Another committee suspended for one quarter a student who had sent anonymous hurtful e-mails to another student. In a third hearing, a student who had physically threatened GSB staff members and an outside vendor was suspended for one quarter. A fourth committee placed on probation a student who had plagiarized a class final project.

In the Division of the Social Sciences, a student who provided a falsified transcript as part of admissions materials was suspended for nine quarters.

In the Division of the Humanities, a student was principally responsible for the incident, and it imposed a two-quarter suspension. The committee then suspended the suspension. The sanction was upheld on review.

The chart below lists the numbers of students sent before area disciplinary committees over the past ten academic years.

Students sent before disciplinary committees, 1991–2001

<table>
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<th>Year</th>
<th>College Academic</th>
<th>College Other</th>
<th>Graduate Academic</th>
<th>Graduate Other</th>
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<td>5</td>
<td>15</td>
<td>6</td>
<td>28</td>
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<td>3</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>11</td>
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<tr>
<td>93–94</td>
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<td>5</td>
<td>4</td>
<td>1</td>
<td>10</td>
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<tr>
<td>94–95</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>95–96</td>
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<td>3</td>
<td>5</td>
<td>3</td>
<td>12</td>
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<tr>
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<td>2</td>
<td>4</td>
<td>16</td>
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<td>1</td>
<td>2</td>
<td>7</td>
</tr>
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<td>5</td>
<td>4</td>
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<tr>
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<td>1</td>
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<td>4</td>
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<tr>
<td>00–01</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>Average</td>
<td>1.1</td>
<td>3.5</td>
<td>4.7</td>
<td>3.1</td>
<td>12.4</td>
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</tbody>
</table>

Nicholas D. Rudall, Associate Professor to Professor, Classical Languages & Literatures, Committees on General Studies in the Humanities and on the Ancient Mediterranean World, and the College
Joshua Kent Scefeld, Associate Professor to Professor, English Language & Literature, Comparative Literature, Committee on General Studies in the Humanities, and the College
Emily Buss Doss, Assistant Professor to Professor, Law School
Daphne Preuss, Assistant Professor to Professor, Molecular Genetics & Cell Biology, Howard Hughes Medical Institute, Institute for Biophysical Dynamics, Committee on Genetics, and the College
Adrian Vermeule, Assistant Professor to Professor, Law School
Daniel Adelman, Assistant Professor to Associate Professor, Graduate School of Business
Faad Baroody, Assistant Professor to Associate Professor, Surgery
Carles Boix, Assistant Professor to Associate Professor, Political Science and the College
Catherine Brekus, Assistant Professor to Associate Professor, Divinity School
Ellen Engel, Assistant Professor to Associate Professor, Graduate School of Business
William N. Green, Assistant Professor to Associate Professor, Neurobiology, Pharmacology, & Physiology and Committees on Neurobiology and Cell Biology
Lloyd Gruber, Assistant Professor to Associate Professor, Irving B. Harris Graduate School of Public Policy Studies
Elaine Hadley, Assistant Professor to Associate Professor, English Language & Literature and the College
Jonathan M. Hall, Assistant Professor to Associate Professor, History, Classical Languages & Literatures, and the College
Berthold Hoeckner, Assistant Professor to Associate Professor, Music and the College
Woowon Kang, Assistant Professor to Associate Professor, Physics, James Franck Institute, and the College
Jeremy Marks, Assistant Professor to Associate Professor, Pediatrics
David Meltzer, Assistant Professor to Associate Professor, Medicine, Economics, Irving B. Harris Graduate School of Public Policy Studies
Andre Nies, Assistant Professor to Associate Professor, Mathematics and the College
John O’Connor, Assistant Professor to Associate Professor, Physical Education & Athletics
Sheila O’Connor, Assistant Professor to Associate Professor, Physical Education & Athletics
Tao Pan, Assistant Professor to Associate Professor, Biochemistry & Molecular Biology
Xiachuan Pan, Assistant Professor to Associate Professor, Radiology
Nipam Patel, Assistant Professor to Associate Professor, Organismal Biology & Anatomy, Committees on Developmental Biology, Genetics, Neurobiology, and Evolutionary Biology
Terry Repert, Assistant Professor to Associate Professor, Psychology, Committee on Computational Neuroscience, and the College
Carrie W. Rissher-Scheffer, Assistant Professor to Associate Professor, Surgery
John C. Roseke, Assistant Professor to Associate Professor, Radiation & Cellular Oncology
Helane Friedman Ross, Assistant Professor to Associate Professor, Pediatrics
Yuval Rottenstreich, Assistant Professor to Associate Professor, Graduate School of Business
Mario Santana, Assistant Professor to Associate Professor, Romance Languages & Literatures, Center for Latin American Studies, and the College
Lewis B. Schwartz, Assistant Professor to Associate Professor, Surgery
Walter M. Studler, Assistant Professor to Associate Professor, Medicine
Per Stromberg, Assistant Professor to Associate Professor, Graduate School of Business
Wei-Jen Tang, Assistant Professor to Associate Professor, Neurobiology, Pharmacology, & Physiology, Ben May Institute for Cancer Research, Committees on Cancer Biology, Cell Physiology, and Neurobiology
Pietro Veronesi, Assistant Professor to Associate Professor, Graduate School of Business
Paul Vezina, Assistant Professor to Associate Professor, Psychiatry, Committee on Neurobiology
Chuyang Wu, Assistant Professor to Associate Professor, Pathology
Lawrence Zbikowski, Assistant Professor to Associate Professor, Music and the College
Roman Bezhukavnikov, Instructor to Assistant Professor, Mathematics and the College
Bradin Cormack, Instructor to Assistant Professor, English Language & Literature and the College
Joseph P. Gone, Instructor to Assistant Professor, Committee on Human Development
Guenter Hirsch, Instructor to Assistant Professor, Graduate School of Business
Anjali Jain, Instructor to Assistant Professor, Pediatrics
John P. Kress, Instructor to Assistant Professor, Medicine
Elizabeth B. Lamont, Instructor to Assistant Professor, Medicine
Erzo F. P. Lutterm, Instructor to Assistant Professor, Irving B. Harris Graduate School of Public Policy Studies
Atif Mian, Instructor to Assistant Professor, Medicine
Guenter Hirsch, Assistant Professor to Associate Professor, Medicine & the College
Paul Vezina, Assistant Professor to Associate Professor, Pathology
Yoowon Kang, Assistant Professor to Associate Professor, Medicine
Elaine Hadley, Assistant Professor to Associate Professor, Pediatrics
Daniel Adelman, Assistant Professor to Professor, Law School
Carles Boix, Assistant Professor to Associate Professor, Political Science and the College
In the Division of the Social Sciences, a student who provided a falsified transcript as part of admissions materials was suspended for nine quarters.

In the Division of the Social Sciences, two students were involved in a physical altercation on campus. The committee determined that one of the students was principally responsible for the incident, and it imposed a two-quarter suspension. The committee then suspended the suspension. The sanction was upheld on review.

The chart above lists the numbers of students sent before area disciplinary committees over the past ten academic years.
O n this happy day, when many of you are embarking on a new phase of life and a new time of independ- ence, I want to address the pressing concerns of the families and friends who have supported and cared for you in so many ways. I want to address the topic of care and dependency, for we all, are human beings, for the care of others. Let me start with three examples.

Kristie’s mother is in the early stages of Alzheimer’s disease. She shows increasing cognitive impairment, and her personality has greatly changed. Because she can no longer live on her own, she has moved in with Kristie and her family. Most of the burden of caring for her falls on Kristie, who also has a full-time job.

Karen can’t walk. A professor at a state university, she has been in a wheelchair since early childhood. She is often in pain, and whenever she goes anywhere she needs to inquire about wheelchair accessibility. Things are better than they used to be, with Internet shopping and most buildings being wheelchair accessible. Still, her life is very constrained, and in some cases, the physical and emotional difficulties of old age. When such come with old age, acute disability, and lifelong extreme disability.

Now in one way, problems of human need and dependency have always been prominent in the Western tradition of political thought. Aristotle remarked that it would be absurd to imagine the gods forming a society around principles of justice. Because gods are immortal and invulnerable, he said, they would have no need for institutions such as laws and contracts. We, on the other hand, need justice because we are not godlike.

But although in this way need is a peren- nial topic of political philosophy, philoso- phers have not dealt with the messier facts such as senility and lifelong disability. Political phi- losophy has usually been written by males who had few responsibilities for child care or care of the elderly. So it’s not too surpris- ing that classic works have glossed over these facts about our lives when thinking about justice.

In particular, there’s an image that phi- losophers and many others use when they talk about justice that has had a huge influence on popular thought and public policy, especially in the United States: the image of society as a contract for mutual advantage. Social contract theories, which stress the human dependence on social institutions should look very different. That’s just as the beauty of a cherry tree in bloom could not be possessed by a diamond. We need to recognize that our animal functions are a part of our dignity and that they themselves have dignity. We must also rec- ognize that all of our powers are incom- plete and vulnerable, subject to the vicissitudes of fortune. This is true of the ability to reason as well as mobility and sensation. If we think this way, we begin to see commonality between the situation of the “free and equal” adult and the situation of the infant, the demented elderly patient, the child with Down syndrome. All have abilities and strivings, and all are disabled and needy, in varying ways and in varying degrees.

I have given this speech the title “politi- cal animals,” a phrase that comes from Aristotle. I now want to suggest that Aristotle’s great image of the human being as a political animal is not adequate to the social contract image, with its em- phasis on independence and bargaining power. Aristotle was a great biologist as well as a philosopher, so it’s not surprising that he uses an image for the political life that reminds us of the tempest and needlessness of all of our functions. By attach- ing “animal” to “political,” he suggests that politics is not about making us free from need, but rather about how we can use our cooperative intelligence to support need—including, the image suggests, the asymmetrical and dependency that come with old age, senility, disability, and lifelong extreme disability.

What would a just society do if it substi- tuted Aristotle’s image for that of the inde- pendent citizen making a contract? First of all, I think it would build the need for care in times of acute dependency into the very foundation of political philosophy. By using animals as a resource of both the state and the private sector to make sure that people have the care they need together with respect for autonomy, and also the ability to support people who do the caregiving are not thereby disabled from the other functions of life.

Second, it would work hard to de-stig- matize the lives of the mentally and physi- cally disabled, integrating them into schools and societies, and teaching us all regard them as full, individual human beings.

Third, it would urge young people to devote time to caring for those who are disabled. Youth would be imagined as a time not of carefree independence, cut off from the vulnerabilities of age, but as a time of temporary good fortune, which owes much to those who are now less fortunate. We should encourage more in the way of national service, in which young people spend time providing care to children and the elderly.

In Aristotle’s great work, On the Parts of Animals, there is a chapter that has great importance for politics today. Aristotle is trying to convince his students that it is worth spending time on the study of ani- mals. The students, however, would rather study something more sublime. But Aristotle tells them, first, that they should not turn up their noses at the prospect of studying flesh, blood, and guts: for it is of such parts that they themselves are made. Then he says that there is something wond- erful in everything that exists in nature. He concludes with a story about an earlier thinker, Heraclitus. Some distinguished visi- tors came to see him. When they arrived, they found the great man inside, “warming himself before the stove.” They hesitated, apparently feeling it would be undignified to enter the kitchen, a place usually re- served for women. But Heraclitus tells them: “Come in: don’t be afraid. There are gods here too.”

On a day when we are celebrating high- achievement, I urge us all to remember that thought—a thought about the dignity and human worth of the weaknesses of the human body and of the acts of care and concern that support them.

By Martha C. Nussbaum

The 465th Convocation

Address: “Political Animals: Luck, Need, and Dignity”

MARCH 7, 2002  7
After all, the differences between these two heuristics aren’t really all that large when it comes to the work itself. Master chefs do not have their recipes committed to memory or grilled steaks. Both amateurs and profes-
sionals participate in an activity; the pursuits of the two are not necessarily different. But in most cases the two use common tools and materials, work hard, and try to do their best to improve. You need to have both the amateur’s imag-
ination to experiment with stir-frying grape-
fruit, and the professional’s experience not to try it. Would it enrich our lives to pursue both approaches simultaneously rather than viewing the professional and the amateur as polar Opposites? The title of my remarks today is pur-
posefully reminiscent of Isaiah Berlin’s fa-
mous essay in which he distinguishes between the single-minded hedgework (who knows one thing) and the crafty fox (who knows many things). This is a classic philo-
dobative style that places ideas into neat oppositions. In a business context, how-
ever, it wouldn’t make sense for companies to have access to both the hedgework and the fox’s perspectives depending up on the com-
petitive landscape. Similarly, and at a personal level, rather than pitting the professional against the amateur, wouldn’t it also make sense to have access to both. Charles Ives did not abandon his passion for music when he committed himself to business. Nor did he sacrifice performance within the two are-
as. His vision was simply too large on the musical front for him to be only a church organist and choir director. He was too ambitious in business to just get a job; rather, he and his partner set in place one of the first professionally run insurance agen-
cies in the industry. Ives fits everything in, and played both roles to the hilt. And he was innovative in both.

There is a second question that some-
times keeps me awake at night and that is: Would our professional roles be strength-
gthen if we brought the amateur’s approach into our work? Again, I’ll invoke the name of Charles Ives. He was well trained musically, first by his father and then as a student at Yale. He performed as a professional early in his life. But in his role as a composer, Ives displayed many of the qualities of an amateur: con-
stant tinkering, dabbling in many different musical styles, and being open to everyday music that came from marching bands, church anthems, revival meetings—even from the dance hall. At a time when serious composers believed that there was no in-
digenous American music worthy of the name, Charles Ives had no embarrassment to title a string quartet “From the Salvation Army” even though his teacher at Yale was appalled. He loved the energy and genuine-
ness of amateurs making music just for the love of it. Not surprisingly, Ives was given the de-
regulatory label of “amateur” by the music establishment. The word “awful” was fre-
quently used. Much of his music, and in many cases, made no sense to listeners as he experi-
enced with compositional ideas that had never before been heard. In fact, it wasn’t until the age of five that Ives had his first piano lesson, and all of his most creative compositions that a wider public first heard his music and changed its

Assessment of the man from “crazy” to “genius.”

A downside of professionalism can be a narrowing of perspective and a prejudice against points of view that have not been offi-
cially sanctioned. There is much to be said for the free and independent mind, without any concern for what others think. Our roles as professionals benefit, I believe, by welcoming on stage our “two-year-old selves”—that part of us which can poke at things without worrying about perfection and remain open to mystery. Wallace Stevens, another businessman who became in his pastime a major American poet, expresses this idea with real insight. He writes: “It is necessary to any originality to have the courage to be an amateur.” I have two wishes for you. The first is that you create a large enough stage for yourself to support both your professional and your amateur. Happiness surely in-
creases from active participation in many communities, and besides, you can never be entirely certain even about the source of your joys. A second wish is that you welcome your amateur on stage in your role as a profes-
sional. It takes courage to work against the grain and be authentic as amateurs are wont to do. Yet, it is from authenticity that real competitive advantage may emerge, and where you get the best shot of evol-
ving from a business professional into a truly unique artist in business.

I want to extend my best wishes for an exciting adventure over the coming years, and offer my congratulations to you, your family, and your friends.

Notes
1. Andrew Abbott. The System of Professions: An Essay on the Division of Expert Labor. The Uni-
6. By Jon S. Corzine

The Graduate School of Business has been an important part of my life. Most impor-
tantly, it is truly a pleasure to be with you—
the graduates—and your families and friends on this celebratory day. You should be proud, and I am. A few of you I know person-
ally and all of you I know vicari-
ously by the effort and excellence that was required of you by this great University. You have my respect and my congratu-
lations on a job well done.

I do have fond memories of the Gradu-
ate School of Business, although I must say that my fondest memory was borne of disap-
propriate. First, I would observe on the day of my graduation, my wife and I, along with my

Address: “The Professional and the Amateur”

By Harry L. Davis

I’m very pleased to be standing here today, particularly since you were kind enough to ask me to be your convoca-
tion speaker. I feel welcome—much like an invited guest in your home—and I promise to display good table manners.

Celebratory occasions call for themes stressing optimism and success. In that spirit then, let me share with you a story that begins almost 100 years ago. It involves the start-up of a new agency sell-
ing life insurance that grew over its first two decades to become one of the largest and most profitable in the United States. Business success rarely has a single cause and this story is no exception. Certainly one factor was timing. The first thirty years of the twentieth century witnessed the evolu-
tion of life insurance from a luxury pur-
chase by the wealthy to a necessity sought out by broad segments of the population.

But, this company grew faster than other agencies. That’s because it more aggres-
sively recruited new agents, trained these agents thoroughly, created innovative ins-
urance products, and provided agents with highly persuasive sales materials. In today’s jargon we would say that the company bet-
tered—good with numbers and opera-
tional details, and comfortable in representing the agency in front of prospect-
ive agents. The other was more intro-
verted—very shy—but filled with new ideas and skillful in conveying those ideas in straightforward prose.

These three factors—strong leadership, the right business model and fortuitous timing—seem as relevant today as they were in 1907. The name of this company, by the way, was Ives and Myrick.

There is another plot line to this story, however—a footnote you might think. One of the two founders pursued a passion for music as a pastime concurrent with his professional role in business. He composed music in the evenings, on weekends, walking to and from work, and sometimes even stole a few moments at the office.

During the same time that he was build-
ing the company, he was also writing music with no audience in mind, with no guaran-
tee of ever hearing his compositions per-
dormt, and certainly with no expectation of ever hearing his compositions per-
dormt, and certainly with no expectation of ever hearing his compositions per-
dormt, and certainly with no expectation of ever hearing his compositions per-
dormt, and certainly with no expectation of ever hearing his compositions per-
two-year-old daughter, were holed up in a computer lab pulling together the final code on writing required software programs that I had failed when I was before. A degree could be awarded. Always technologically challenged, my wife was shopp- ing for a two-year-old to step by step, I made a completion so we could get out of town with a degree. So you can see this is, in fact, my first graduation.

My second story has to do with my last lasting friendship from campus—that being with the late, but brilliant, Fischer Black. I met Fischer when attending his night school class in the 19 Program on portfolio insurance. I must honestly admit that I never understood a thing he taught. Graciously, Fischer saved me with an early in-life social promotion—a C mark. As time would reveal, Fischer was a man of uncommon intellect and foresight. Fifteen years later, he brilliantly applied his theories to practice at Goldman Sachs, but now the tables were turned. As the firm’s Senior Partner, I became the leader responsible for Fischer’s tremendous and professional advancement. And I was always quick to remind him of my C mark. I usually opened our conversations by mumbling something about, “I don’t get mad—I get even.” Actually, I never got mad or even, just better, because of my friend and teacher—a lasting relationship developed thanks to this great institution.

I am sure all of you have also built lasting working and relationships. Nurtur- ing them, because they will give you perspective on your life’s trial and they certainly will make life fun. And you never know how the world will turn. As my ancestors and memories show, my days at the GSBA and continue to give me perspectives—first in business and now in public life. I now better understand and appreciate smarter. That said, the essence of whatever success I’ve had, apart from faith and family, came from discipline—my discipline that was forged by my Chicago experiences. Today, I’d like to emphasize three of those intangibles and ask the graduates to continue your perspectives to mine. The first is the power of high expectation and its tie to excellence. The second is embracing intellectual honesty. And, the third—and I do believe the most important—is the joy and power of community.

Let me begin by complimenting the University of Chicago on its uncompromising commitment to academic excellence—an excellence borne of high expectations for research and the application of rigorous intellectual standards to intellectual thought. Classes by Hamada, Muller, and Black transfer that same rigor to us, the students, raising our own standards and expecta- tions. The derived notion is—if you can make it here, you can make it anywhere. Being a CEO or seeking to be a U.S. senator takes an ability to think about the bigger picture. The perspective that you have traveled a rigorous path, faced adversity, and met a formidable foe. Graduates—keep your eyes on the high and life’s outcomes will likely soar.

Another perspective on the intangibles of the Chicago experience deals with the University’s absolute commitment to integ- rity. Allowing that almost everyone embraces personal integrity as a simple matter of right and wrong, you will recognize the same absolute is often ignored in matters of intellectual pursuit. Believe me, politics and fact are often seen as the same thing. And only that you scrub the numbers on the recently passed tax cut alleged to be only $1.35 trillion. But massaging numbers isn’t unique with politicians. Manipulated acc- ounting, promotional stock analysis, and cleverly overstated resumes are far too com- mon in our world today. Remember, win- ning at all costs is not winning. Integrity in matters of analysis, presentation, and de- bate are hallmarks of the University of Chicago’s academic life. Graduates, make intellectual integrity a hallmark of your professional life.

And finally, graduates, let me repeat my respect for your individual achievement in completing your requirements for the de- gree at this great University—a university that is a community of great minds and common purpose. For all your effort, how- ever, you did not do this alone. The GSBA is a community seeking advances in man’s understanding of knowledge and its applica- tion in disciplined thought. You tapped into that community. Working together, leveraging combined resources and people stretch farther, go faster. Faculty and students push the edge together. Many of you will soon enter a world that glorifies the individual, but please, keep the perspec- tive of how knowledge accumulates, how it grows here in our academic community, and how you tapped into its power. I have been fortunate beyond reason, or my dreams, but I can assure you that few, if any, of your life’s success are self-made.

Teamwork was the common cause of the Goldman Sachs culture where I thrived for 25 years. That same teamwork is trebly true in public life—whether in winning elections, passing global warming, or ending racial profiling. Democracy is de- fined by the competition of ideas on the common ground of our citizen community. We must fight for the strength and unity of that community. Be a part of its life—politically, philanthropically, and socially. To- day, you graduate from a wonderful, nurturing community. Graduates, you have gained much by that experience. In short, you’ve earned terrific access to opportu- nity. Seize it, grow, realize it—but never forget the support you had in attaining it. As I close, I would like to personally congratulate Dean Hamada on his ap- proaching retirement as leader of this great business school. Dean, you have served all of us—even my finance skills are better from having known you. Under your lead- ership, the GSBA has thrived and expanded while staying true to its core commitment to excellence. We all congratulate you on a job well done.

Now graduates, go forward with high expectations but with an abiding commit- ment to the nurturing community. Thank you and congratulations.

Jon S. Corzine, M.B.A. ’73, is United States Senate Majority Leader, former Governor of New Jersey, and former co-chairman and co-chief execu- tive officer of Goldman Sachs.

Bachelor’s Degree Candidates’ Remarks

Remarks by Kamilah N’Neka Foreman

Hi. I guess the first thing I have to do is say hi to my family, since, well, now they know I’m up here but they didn’t before now. Today, we’re at the pinnacle of collegiate life, and I don’t know about you, but it’s been fairly anticlimactic for me. Like most joyous days, the social ceremony happens after the event that’s being celebrated. Mar- riage comes after love, well, hopefully. Fu- nerals are the time for the family and community to grieve.

So why are we here? It’s not just a chance to celebrate the fact that we’re moving on to another stage in life. Indeed, if you think about it, college is just a stage, and only one small stage—intellectually, emotionally, physically—in our lives. This has to be more than just a social occasion for our families and the University community to celebrate the fact that our warped, nerdy, intellectually masochistic selves survived this blessed institution.

I know the reason why I survived is amazingly the reason why I almost didn’t make it. You’re all—the Class of 2001. The only metaphor that can appropriately de- scribe this place is an intellectual kung fu training ground, where you spend years sharpening your wits, sharpening your ar- gument, and preparing for the ultimate showdown.

So I want to thank you all for being bullheaded, obnoxious, and totally Univer- sity of Chicago. I want to thank you for the fact that most of what I learned, I learned from you, whether at night in Ex L Ice House, or just popping in to discuss intellectual death matches in class. I think my parents in particular would like to thank you for intellectually smacking me around a bit to keep my ego in check. Don’t get me wrong. For the 600 or so of you who came to Monday’s Night in Wrigleyville, we’re also a loving class. Indeed, we had a lot of love to give. And, on a related note, I wouldn’t have survived here without the greatest friends ever. Someone famous—sorry I was too lazy to cite this—said something to the effect of, “If you look around you, you will see a monument.” I’m lucky enough to be here on this podium to see this monument as- sembled for the last time. So whether or not you know the persons around you, say what you have to say and say it now be- cause soon we will break apart. But like living bits of Gothic stone, we are still connected through some strange mortar that I’ll never be able to describe. The world outside awaits. New connections to be made. Soon we will stumble awkwardly through P-Chem, I’ll think of your sweet 36-hour stretch trying to fake my way through Organic, I’ll think of you opening my mail, I promise. By Kamilah N’Neka Foreman

Remarks by Justin Jeremy Seidner

For us graduating seniors, this past week has been frenetically busy—four years of intense study winding to this one single day. We’ve exchanged addresses and new phone numbers, trying to keep up with everyone as they take off throughout the world. We’ve spent four years together and are now so desperately trying to figure out how we still fit into each other’s lives. It’s on that note that I have something impor- tant to say to someone in particular. It’s something personal, but very important to me.

Dearest University of Chicago, please sit down. We need to talk. I feel that things have really changed since we first met four years ago; that I’ve changed. It’s not like it was two years ago when I thought I just needed some space. This time it’s serious.

When we first started going out, it was so romantic. You had so much to offer and I seemed to make you happy. To be honest, I thought we’d be forever.

Our time together has been one of the most wonderful experiences I’ve ever had. I even call you “our love.” You’re really not an institution, but rather, it’s a blissful state of financial despair, most wonderful experiences I’ve ever had. You’ve always been my life’s love. I met Fischer while attending his class on a related note, I wouldn’t have survived $1.35 trillion. But massaging numbers isn’t only that you scrub the numbers on the outside awaits. New connections to be made. Soon we will stumble awkwardly through P-Chem, I’ll think of your sweet 36-hour stretch trying to fake my way through Organic, I’ll think of you opening my mail, I promise. By Kamilah N’Neka Foreman

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I’m a different person now. You’ll find someone new, I’m sure of it, someone who will make you happy and treat you right, someone to whom you can really open up the world.

Thanks for letting me air that out.

So in 2001, this is where we go, off into the world. And as you enter the ritz and glamour of the consulting fields, whether it be as a management consultant, an economic consultant, or a general con-

sultant in the humanities, remember not to take yourself too seriously, that a wink is sometimes as good as a smile, and that when you become rich and famous I will still like being taken out to dinner.

Justin Jeremy Seidner received a bachelor of arts degree during the convocation. His major area of study was Chemistry.

Remarks By William Bernard Wilson

We name four years as our education, as though boys and girls live by years or as if our young selves are finished learning. The days of these first four years, like all days, mingle into a time when clocks are unwell-

come and calendars unknown.

For a while, I’ve measured my days in pages and my nights in short red seams. Soon, I’ll measure my days in wages, my nights in how many times the baby waked. In coming days, I’ll learn my own smallness and that although B.A. and M. are at-

tached to my name, I can never earn the title of my father’s son or my son’s father.

As these days mingle together, take care that your days do not blend too much or too little. Of future days, I hope none of you ever despair at a sunrise, or mutters as father grows old or mother passes away. I pray that none of you bury a child. I beg that you be creative and caring rather than critical.

William Bernard Wilson received a bach-

elor of arts degree during the convocation. His major area of study was Fundamentals: Issues and Texts.

The Llewellyn John and Harriet Manchester Quantrell Awards for Excellence in Undergraduate Teaching

The University’s Llewellyn John and Harriet Manchester Quantrell Awards for Excel-

lence in Undergraduate Teaching were presented during the 465th convocation on June 9, 2001.

Upon the recommendation of John W. Boyer, Dean of the College, and Geoffrey R. Stone, Provost, Don Michael Randel, President, designated the following winners.

Danielle S. Allen, Associate Professor in the Departments of Classical Languages & Literatures and Political Science, Commit-

tee on Social Thought, and the College.

Presentation by Christopher Farzone, Pro-

fessor in the Departments of Classical Lan-

guages & Literatures and New Testament & Early Christian Literature, the Commit-

tees on the Ancient Mediterranean World

and General Studies in the Humanities, and the College.

Danielle S. Allen is an extraordinary teacher and scholar. She holds two Ph.D.’s, one in classics from Cambridge University and public policy from Princeton Uni-

versity, and as you might guess her research and teaching straddle both disciplines. She has written widely on ancient Greek politics, poetry, and legal history, as well as democratic theory and the history of demo-

cratic institutions. Her interests include figures as diverse as Aristotle and Hannah Arendt, Thomas Hobbes and Ralph Ellison. She also has a passion for contemporary poetry and has for the past two years orga-

nized for the University community an im-

pressive series of poetry readings and lectures on the state of American poetry at the crossroads of these two millennia. She is, in short, deeply interested in both the ancient world and the modern, and it is this lively and energetic combination of the old and the new that has captivated our stu-

dents since her arrival at the University four years ago.

Our students tell us that she is an ex-

tremely well organized and demanding teacher, who is widely respected for her knowledge of the subjects she teaches and for her great talent in lecturing and leading class discussions. At the same time, she is greatly appreciated as a person who is attentive to individual needs. She makes an extraordinary effort to be available for extra help and discussion outside of class. The door to her office is usually open, and the chairs inside are often filled with stu-

dents in animated conversation. Last spring when promoted to associate professor, it was predicted that Danielle would win the Quantrell Award within a few years; this prediction has been borne out within a single year, but did it not take a crystal ball to make it? anyone who has spent a few months with her as a colleague could have predicted this. Danielle is a very fine person and teacher, she works very hard, and she cares deeply for her students—all the hallmarks of a great teacher.

Mark J. Oreglia, Professor in the Depart-

ment of Physics, Enrico Fermi Institute, and the College.

Presentation by Simon P. Skovde, Profes-

sor in the Departments of Physics and Astronomy & Astrophysics, Enrico Fermi Institute, and the College.

Mark Oreglia is a high energy particle physicist. In the modern era this means spending significant time at sites remote from the University where sophisticated particle accelerators investigate the funda-

mental processes and structure of our world. Because of his deep commitment to our students, Professor Oreglia has managed to combine this research at remote sites with true excellence in teaching on the campus. This excellence stems from a fundamental concern with all aspects of the student experience at Chicago and an ability to make real contributions to education. Professor Oreglia is well known among students for his clarity of presentation during classes and his ability to explain complex phenomena by paying attention to the important details. He is also very attentive to the overall needs of the students outside of the classroom. His teaching style revolves around a deep understanding of physics and an ability to identify key issues for the students.

Professor Oreglia has also worked tire-

lessly for the students through his involve-

ment with teaching activities in the Physical Sciences and his wider connections with the College. In all of these efforts he has always supplied a well-considered voice of reason, keeping the best interests of the students as a guiding principle.

Marsha R. Rosner, the Charles B. Huggins Professor in the Ben May Institute for Cancer Research, Department of Neuro-

biology, Pharmacology, & Physiology, and Committees on Cancer Biology, Cell Physi-

ology, and Developmental Biology; Direc-

tor, Ben May Institute for Cancer Research.

Presentation by José Quintans, Professor in the Department of Pathology and the Associate Dean of the College; Chairman of the Political Science Department; the Ernst Freund Distinguished Service Professor in the Law School, and Master, Biological Sciences Collegiate Division.

Marsha R. Rosner, who is also the Associ-

ate Director of the University of Chicago Cancer Research Center and head of the Cornellius Crane Laboratory for Ewama Research, is an internationally recognized authority on cellular signaling pathways. Her laboratory elucidates how cells decide to grow, differentiate, or commit suicide in response to environmental signals. This is clearly a key problem in cancer biology, the subject matter of Dr. Rosner’s popular upper-level course in the Biological Sci-

ences curriculum. Marsha Rosner uses cancer as an enticing and adventurous en-

try into the world of normal and aberrant cellular signaling pathways. Her text is not a textbook-based course, but rather a challenging exercise in problem-based learning inspired by critical readings of current scientific journals. Stu-

dents in Dr. Rosner’s class not only learn about cancer but also about the processes of scientific inquiry and discovery and the politcs of peer-reviewed research and pub-

lication in the golden era of biology. In her devotion to teaching undergraduate students, Marsha Rosner has contributed to the distin-

guished tradition of great education in the Biological Sciences Collegiate Division.

Bernard S. Silverman, Professor in the Department of Political Science and the College.

Presentation by John J. Mearsheimer, the R. Wendell Harrison Distinguished Service Professor in the Department of Political Science and the College.

Bernard S. Silverman is an outstanding professor for at least three reasons. He is a man with strong opinions who loves to argue. Indeed, he is among Chicago’s best critical thinkers. Secondly, he is ideally suited for teaching his students the all-important skill of making and de-

fending arguments.

Finally, Bernie’s combative exterior fails to conceal a remarkably warm and gener-

ous character. He is deeply imbued with old-fashioned values like duty, honor, and 

loyalty. These virtues have been on display throughout his career at Chicago, where he has served not only but twice as the chair of the Political Science Department and where he has also served as Master of the Social Sciences Collegiates Division. Simply put, he is not a man who thinks of himself first. Instead, he is always very concerned about the welfare of others as well as the institu-

tions he has loved and served so well.

How could such a person not be a great teacher?

Faculty Awards for Excellence in Gradu ate Teaching

Four Faculty Awards for Excellence in Graduate Teaching were presented during the 465th convocation on June 8, 2001. These awards, established in 1986, recog-

nize and honor faculty members for their effective graduate teaching, including lead-

ership in the development of programs and a special ability to encourage, influence, 

and work with graduate students.

Nominations and recommendations for the Faculty Awards for Excellence in Gradu-

ate Teaching are made by faculty and gradu-

ate students; selection is by a faculty committee appointed by the Provost.

Robert Kottwitz, Professor in the Depart-

ment of Mathematics and the College.

Presentation by Robert A. Jeffferman, Louis Block Professor in the Department of Mathematics and the College; Chairman, Department of Mathematics.

Robert Kottwitz has influenced a whole generation of advanced mathematics stu-

dents at the University of Chicago by his stellar example of dedication to both math-

ematical research and teaching. Through wonderful lectures and classroom work,

and through individual meetings with stu-

dents, he has been able to convey the excite-

ment and importance of modern algebra and number theory to a remarkable num-

ber of such students.

Kottwitz’s concern for students and his willingness to give his time and energy to them have played a crucial role in the mission of the Mathematics Department, and in maintaining its status as the math-

ematics department with the best program in algebra in the United States today.

Martha C. Nasbas, the Ernst Freund Distinguished Service Professor in the Law School, Department of Philosophy, Divin-

ity School, and the College.
Presentation by Daniel Garber, the Laurence Kipnorton Distinguished Service Professor in the Department of Philosophy, Committee on Conceptual and Historical Studies of Science, and the College.

Martha Nussbaum is well-known in the larger world outside of the University. A public intellectual in the best sense, she has gained considerable recognition as a defender of liberal values, human rights, and good sense in a world that is increas- ingly hostile to these qualities.

But none of this considerable activity seems to detract from her work as a graduate teacher. Her numerous students talk about her qualities as a teacher, about her dedication as an advisor, the depth with which she reads material that they submit. They talk about her exemplary work as placement director over the past few years, the commitment that she has to each and every student get an appropriate pro- fessional position. They talk about the way she continues to mentor students, even after they have left Chicago, helping them to find the opportunities to advance their professional careers. We can only marvel at the extraordinary energy and dedication with which she approaches her role as a graduate teacher.

Sheldon Pollock, the George V. Bobrinskoy Professor in the Department of South Asian Languages & Civilizations and the College.

Sheldon Pollock is a unique scholar and teacher of Sanskrit and Indian studies, whose rigorous academic standards and extraordinary personal presence have in- spired reverence and respect in all his stu- dents. He has few peers among western scholars of Sanskrit, and none who com- bine such linguistic ability with his skill and energy in the application of modern theoretical perspectives to the study of premodern India.

Despite his formidable worldwide reputa- tion, he is modest and approachable, and devoted great energy to the rethinking and rebuilding of the Department of South Asian Languages & Civilizations during his ten- ure of the chairmanship during the 1990s. He commands the admiration and grati- tude of every member of the South Asian Studies community at Chicago, colleagues and students.

Aaron Turkewitz, Associate Professor in the Department of Molecular Genetics & Cell Biology and the College.

Aaron Turkewitz has excelled as a teacher in the classroom, as a mentor in the labora- tory, and more largely as an educator in the produc- tion of plastics, can be traced directly to Bercaw's seminal experimental and conceptual contributions. Professor Bercaw's work embodies the scholarly depth, intellectual insight, and creative virtuosity that we see at Chicago value so highly.

Walter Burkert, Professor Emeritus, Classics Department, University of Zurich.

Presentation by Elizabeth Abum, Professor in the Departments of Classical Languages & Literatures and New Testament & Early Christian Literature, Committee on the Ancient Mediterranean World, and the College.

Walter Burkert transformed the study of ancient Greek religion by applying new anthropological paradigms and drawing new links with ancient Near Eastern reli- gions. Professor Burkert has, moreover, illuminated the whole area of classical literature and philosophy by bringing to bear an extraordinarily wide learning. His work shows an amazing mastery of the literary, epigraphic, and archaeological evidence, as well as a vigorous curiosity and deep un- derstanding of contemporary modes of in- quiry. It is an impressive testimony to the strength of Professor Burkert's insights that, while they were considered revolutionary when they first appeared, many are now accepted as common knowledge. His work on Greek religion has become definitive, and his example has been an inspiration to classical scholars everywhere.

Distinguished by profound originality and immense learning, Professor Burkert is one of the pillars of twentieth-century classical scholarship. He continues to challenge received wisdom by offering pathbreaking new proposals. In the tradition of the great luminaries of classical scholarship of the past, Professor Burkert has had a primary role in keeping alive our classical heritage through a deeply sympa- thetic and learned engagement with it.

Fredric R. Jameson, William A. Lane, Jr., Professor of Comparative Literature, Professor of Romance Studies (French) and Chair of the Literature Program, Duke University.

Presentation by W. J. T. Mitchell, the Gaylord Donnelley Distinguished Service Professor in the Departments of English Language & Literature and Art History, Committee on the Visual Arts, and the College.

Fredric Jameson ranks among the most significant figures in the study of literature, culture, and politics in the twentieth cen- tury. His numerous books on topics as varied as postmodernism, Marxist theory, film and mass media, structuralism, for- malism, critical and political theory have set the terms of discussion for several generations of scholars. He is a “world intellectual” whose writings are studied in every corner of the globe and translated into every major language on the planet. A gifted comparatist with fluency in numer- ous languages, he has led the modern revo- lution in literary and cultural theory, while maintaining the continuity of the critical vocation with great voices of the past such as Jean Paul Sartre, Theodore Adorno, Georg Lukács, and Walter Benjamin. A teacher of unparalleled brilliance, he has trained students from every part of the world, in every field of the humanities and social sciences, and has designed new and widely imitated programs of advanced literary research. As an intellectual leader, he has summarized the highest standards of scholarly research, pioneered the expansion of humanistic knowledge, and exemplified a steadfast commitment to political and humanist integrity in all of his writings and his activities.

Summary

The 465th convocation was held on Friday, June 8, Saturday, June 9, and Sunday, June 10, 2001, in Harper Quadrangle. Don Michael Randel, President of the Univer- sity, presided.

Of the 2,603 degrees were awarded: 846 Bachelor of Arts in the College, 55 Bachelor of Science in the College and the Departments of Chemistry and the Division of Science in the Division of the Biological Sciences and the Pritzker School of Medi- cine, 110 Master of Arts in the Division of the Humanities, 104 Master of Science in the Division of the Physical Sciences, 103 Master of Arts in the Division of the Social Sciences, 2 Master of Arts in Teaching in the Division of the Social Sciences, 1 Mas- ter of Science in Teaching in the Division of the Social Sciences, 52 Master of Business Administration in the Graduate School of Business, 53 International Master of Busi- ness Administration in the Graduate School of Business, 23 Master of Arts in the Divin- ity School, 5 Master of Divinity in the Divinity School, 6 Master of Liberal Arts in the William B. and Catherine V. Graham School of General Studies, 156 Master of Arts in the School of Social Service Adminis- tration, 5 Master of Arts in the Irving B. Harris Graduate School of Public Policy Studies, 4, 127 Doctor of Medicine in the Pritzker School of Medicine, 20 Doctor of Philosophy in the Division of the Biological Sciences and the Pritzker School of Medi- cine, 6 Doctor of Philosophy in the Division of the Humanities, 19 Doctor of Philosophy in the Division of the Physical Sciences, 35 Doctor of Philosophy in the Division of the Social Sciences, 2 Doctor of Philosophy in the Graduate School of Business, 6 Doctor of Philosophy in the Divinity School, 194 Doctor of Law in the Law School, 78 Doctor of Public Policy in the Irving B. Harris Graduate School of Public Policy Studies, and 2 Doctor of Philosophy in the School of Social Service Administration.

Three honorary degrees were conferred during the 465th convocation. The recipi- ent of the degree of Doctor of Laws was John Edward Bercaw, Centennial Professor of Chemistry, California Institute of Technology. The recipients of the Doctor of Humane Letters were Walter Bercaw, Professor Emeritus, Classics Department, University of Zurich; and Fredric Jameson, William A. Lane, Jr., Professor of Com- parative Literature, Professor of Romance Studies (French), and Chair of the Litera- ture Program, Duke University.

Four Llewellyn John and Harriet Manchester Quannelt Awards for Excel- lence in Undergraduate Teaching were given to Danielle S. Allen, Associate Pro- fessor in the Departments of Classical Lan- guages & Literatures and Political Science, Committee on Social Thought, and the College; Susan W. Duval, Associate Professor in the Department of Physics, Enrico Fermi Insti- tute, and the College; Masuda R. Rosner, the Charles B. Huggins Professor in the Ben- jamin and Neva G. Cohn Memorial Faculty Chair of the Department of Cancer Research; and Bernard S. Silverman, Professor in the Department of Political
Science and the College.

Four Faculty Awards for Excellence in Graduate Teaching were given, to Robert Kottwitz, Professor in the Department of Mathematics and the College; Martha C. Nussbaum, the Ernst Freund Distinguished Service Professor in the Law School, Department of Philosophy, Divinity School, and the College; Sheldon Pollock, the George V. Bobrinskoy Professor in the Department of South Asian Languages & Civilizations and the College; and Aaron Turkewitz, Associate Professor in the Department of Molecular Genetics & Cell Biology and the College.

Martha C. Nussbaum, the Ernst Freund Distinguished Service Professor in the Law School, Department of Philosophy, Divinity School, and the College, delivered the principal convocation address at the first, second, and third sessions, “Political Animals: Luck, Need, and Dignity.”

Harry L. Davis, the Roger L. and Rachel M. Goetz Distinguished Service Professor in the Graduate School of Business, delivered the principal convocation address at the fourth session, “The Professional and the Amateur.”

Jon S. Corzine, M.B.A. ’73, United States Senator for the State of New Jersey and former co-chairman and co-chief executive officer of Goldman Sachs, delivered remarks at the fourth session.

Bachelor’s degree candidates’ remarks were given by Kamilah N’Neka Foreman, Justin Jeremy Seidner, and William Bernard Wilson at the third session.