

# THE UNIVERSITY OF CHICAGO RECORD



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THE UNIVERSITY OF  
CHICAGO RECORD  
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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 someone lost in the past year or some other year: a former 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 driven to remember all who have departed this company and so consent as well to our own eventual departing. I cannot presume to add to your own most intimate thoughts. Mourning and remembering are private acts wherein 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 event might seem a quaint reminder of more "religious" times when solemnity required ritual and ritual was always infused with worship and the power of the Church. Of course, one way to acknowledge generations is to build monuments so that the passing of time wears on stone and not on us. Stone endures far better than our fragile lives. So maybe we gather in this chapel just from habit, institutional custom, and the hope of casting sorrow in bearable form.

Yet the pomp of University business is not the whole story. These are times of mourning in our lives and our nation. These are times to pause and consider those who dedicated their energies to the life of this University. But they are also times that can clarify what we hold most dear, our deepest convictions. Those who have gone before us and even we ourselves abide by some orienting conviction, some "faith." The oddity and the fittingness of this event, this worship service, centers, if I dare say it, on these matters of conviction. So I want to provoke you to do what we do best around here, engage our core purpose, and that is to think. I want us to probe questions of faith in times of mourning. I want us to penetrate life with thought so that life increases. Perhaps that is the most fitting tribute we can pay to those we now remember. And there is no better place to begin than with the very space within which we gather and must orient our lives.

As diverse people we have gathered in a peculiar place, this chapel, and at the crossing of times. Modeled on ancient cathedrals, the building is, symbolically speaking, a universe teeming with the living and the dead, saints present and past, sustained by God's power. The departed have left us, to be sure. Yet they are believed to be in God's good care. This chapel with its winged, wooden, and stony 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 father of Jesus Christ, merciful Allah is confessed by the faithful of each tradition as sovereign of all times, the one who sustains the dead and the living in a reality beyond the fragile archways of human memory.

These are strange thoughts. This building enshrines a baffling reality. A wise man, Solomon, and the Christ proclaim that if we have eyes to see, if we have wisdom, then our mourning is not the final word about reality and human life. A divine peace is the final and sovereign truth. This chapel sets this truth in pillars and archways, candles and sound. But what kind of wisdom does it take to see those we remember and mourn eternally at peace? What would it really mean to orient our lives by these words, this wisdom? Despite the intensity of our remembrance today, the words we have heard and the chapel in which we gather provoke as much as console, confuse as much as offer comfort. The faith of Solomon and Jesus in its certainty and extravagance bend back upon us and force us to consider the depth of our wisdom, the scope of our sight, the truth of traditions.

Beyond what is symbolized in this place of worship and the words of the Christian and Jewish bibles, this memorial service has another framing that provokes thought about faith. Our gathering has a special poignancy, a peculiar weight. As a nation we now endure the scars of attack, the marks of hatred, the sad and weary resolve of war. The violence was ignited by distorted religious conviction and is now enflamed by ardent political faiths. The destiny of all mortal things is to wither, to return to dust. But the scourge of war and fanatical violence rips the innocent, the young, and the defenseless from life. The torment of malice does touch them, in spite of all of Solomon's wisdom. It is not just our faulty eyesight that blinds us to God's eternal peace, not just our lack of wisdom or righteousness. Some who have departed us died in pain and grief. Families have been destroyed by hatred. Are those who mourn comforted?

There are 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 are now compelled into combat to the ends of this nation's lineage. Will we have more plaques 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 die 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 foreign policy, our standing in the world, the reasons, valid or not, for aggression against so-called Western values, those things never justify the violence now set upon the earth, bloody and poisonous. 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 sheering 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 mortal 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 readings, a cosmos in stone and words and light peopled by a cloud of witness. We have heard lessons about God's peace, comfort for those who mourn, a refuge one can and may take in divine care. But the "space" of this service is also the bloody travail of human conflict now present and yet also blazoned on these pillars. We know too well that the many faiths—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 and 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 travail 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.

Is this not, my friends, our most deeply felt plight? We gather today and utter words of faith seeking consolation and peace. There is a longing among us for divine comfort. And yet, we are 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 now proclaim that human life increases only when and where knowledge grows. In rough and ready terms, that is the motto of this University. We often take this conviction too lightly, serve it only in the breach. But if there is a faith of this University, it is a trust in and loyalty to the proposition that inquiry to be true must aim at and attain 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 barb of criticism and yet the glee 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 University's ideal and its lineage. 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, witness to the life of the mind dedicated to human benefit. We catch a glimpse of their lives, see their presence, refracted through the archway of memory in that their lives cast light on what we do now. Our memorial service structures time around our most settled ideal but more importantly, more

humanely, 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 reduces human thinking to nothing more than technical rationality. Unloosed from grander purposes, knowledge pursued on its own considers only efficient means without concern for ends, it probes no deeper than the expedient, it shrinks to fit immediate needs and stunts the human heart. Knowledge so demeaned cannot give rise to wisdom; it does not endow us with genuine vision. By the same token, the insistence that human life can flourish freed from the demand of critical intelligence is the core of all ideology, all superstition, and all tyr-

anny. Untested ideas, unassailed beliefs, doctrines—religious or political—supposedly beyond the reach of open, critical, public assessment enslave human life, demean imagination, and stunt wonder. Unreflective faith does not grant true peace. The faith of this University is the considered conviction to stand against these pretenders to wisdom and peace. It is to insist that knowledge and human flourishing be bound one to the other.

Nothing so much characterizes our age as the conflict between the advocates of unmoored knowledge pitted against those who preach human wellbeing attained without critical intelligence. Call it the war of science and religion, or secularity and fundamentalism, or critique and ideology, or the West and the rest—the name matters little. In each case, what is sought is legitimacy without explanation or accountability. The aspiration of this University is to forestall any such separation, any demeaning of thought or naïve hope, from flourishing. Each and every generation of students, scholars, 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 does not capture human life before the divine, the God of wisdom and peace. How else are we to make sense of this our gathering amid arches of stone, the reading of sacred texts, the travail of our times?

## VI

These are mourning times: mourning the events of our world; mourning for those we have lost; mourning as well the ambiguity of human faith. We may no longer have the wisdom of Solomon to see the departed rest in eternal peace. We may flinch at Jesus's words. We seem to have something like the prophet Habakkuk's outrage at violence and war. Yet his conviction that the righ-

teous live by faith provokes suspicions, demands testing. That is why, I judge, there is something odd about our gathering to worship. We use the words of faith and yet rightly test those words and the comfort 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 their lives. 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 Schweiker is Professor in the Divinity School and the College.*

## Memorial Roll 2001

The following list contains the names of those whose deaths have been recorded with Rockefeller Memorial Chapel between September 15, 2000, and September 15, 2001.

### Faculty

Sherwin Rosen  
John E. Ulmann

### Faculty Emeriti

Jarl Dyrud  
Ugo Fano  
Josef Fried  
Jacob Getzels  
Charles Hartshone  
Bernice Neugarten  
Bedros Peter Pashigian  
Theodore Silverstein

### Students

Gregory Paul Randolph

### Staff

George Devetak  
Janet L. Keller  
Maha Lakshmana Rao Koka  
Peggy Jean Kurns  
Alma D. Longgear  
Joan Bell Porter  
Peter A. Saecker

### Retired Staff

Rehova Arthur  
Gloria Reagan Bland  
Leonard Blumenthal  
Edward W. Buckels  
Pauline L. Bush  
Mona C. Eckford  
Rochelle Fox  
Krishan Dang  
Harold Davis  
Febronia Garritano  
Vernice Gray  
Shirley B. Harvey  
Theresa Harvey  
Mildred Hassell  
Lawrence D. Henry  
Clinton Hill  
Morris Hodges

Fayoma Hurley  
Antonio Merenda  
Olivia Moore  
Thomas A. Owens  
Mary A. Palka  
Marcella Pick  
Jean Pletch  
Mamie Poyner  
Frances R. Rogers  
Helen M. Root  
Francis J. Sana  
Elenor Sefcik  
Andrew Shelton  
Clarence Smejkal  
Marie T. Stephens  
Maxine Sullivan  
Salvador V. Tejero  
Apollina E. Tomic  
Earl Watts  
Betty Wheland  
Massimila Wilczynoki

### Faculty and Staff Family

Helen Federwitz  
Bettie E. Houle  
Ellen Sewell  
William Sewell

### Trustees

Robert E. Brooker  
Katharine Graham  
Bernard Weissbord

### Trustee Family

Jerome Alper  
Elizabeth Blair  
Neison Harris  
Esther Klowden

### Friends and Family of the Rockefeller Chapel Worshipping Community

George Jamison  
Louise Jamison  
Patricia Peterson  
Ruth Renate Smith  
Phyllis Thompson

### Alumni

Helene S. Adelman  
Frank M. Aldridge  
Mirron Alexandroff

Don A. Allen  
Leroy B. Allen  
Jerome M. Alper  
Benjamin P. Alschuler  
Chester L. Anderson  
Robert C. Andruczk  
Hilda C. M. Arndt  
Robert J. Arnott  
Fred Calbert Ash  
Earle B. Atwater  
Madi Bacon  
Arthur J. Baer  
Ted W. Baer  
Ralph J. Bailey  
Russell E. Baker  
Lillian Schlesinger Banish  
Edwyna T. Barnett  
Ardis N. Baumgart  
Walter L. Bayard  
William A. Beardslee  
Abe Beck  
Konrad H. Benford  
Jaime Benitez  
Frances Benninghoven  
Virginia M. Berezin  
Jack Chandler Berger  
Walter K. Berger  
Martha J. Bernheim  
Rosalyn S. Bernstein  
Arthur R. Bethke  
Helen Bevington  
John E. Bex  
Robert C. Bickel  
John A. Bjorkland  
James M. Blaut  
Edward H. Bloch  
Harms W. Bloemers  
William Bloom  
Donald S. Bond  
Mary B. Bondurant  
Michael Borge  
Gene Hanon Borowitz  
S. Peter Bourbaki  
Eleanor Martin Bowes  
H. Richard Bowman  
Jane B. Brainard  
Betty M. Brake  
Herman H. Breslich  
Cassandra F. Britton  
William Holmes Brown  
Keith Eugene Brue

Shirley W. Bryan  
Jack L. Burbach  
Alice A. Burkel  
Elizabeth E. Caldwell  
Philip S. Campbell  
Greta Fell Carl  
Beatrice Hunter Carlson  
Franklin D. Carr  
R. Guy Carter  
Mary C. Cassidy  
Douglas W. Caterfino  
Robert M. Catey  
Waldo Chamberlin  
John W. Chapman  
John W. Chapman, Jr.  
Ruth F. Charles  
Richard A. Cherry  
Paul S. Chiado  
David S. Choldin  
C. F. Clark  
Dale G. Cleaver  
Seymour K. Coburn  
Marcus Cohn  
Helen G. Colditz  
Ruth Crabbe Conner  
Phyllis M. Cosand  
Ruth F. Crawford  
William F. Crawford  
D. Clifford Crummey  
Roy Dahlstrom  
W. J. Danker  
Karl H. Dannenfeldt  
James L. Davis  
Sebastian De Grazia  
Ithiel de Sola Pool  
Arthur M. Dean  
A. Neal Deaver  
Thomas F. Deegan  
Carl H. Denoms  
Milan J. Divina  
Caroline H. Dixon  
C. Ray Dobbins  
Randy F. Dolf  
Joseph M. Dondanville  
Helen B. Donner  
Mildred Reinke Dordal  
Margaret D. Doyle  
Carl A. Dragstedt, Jr.  
Ruth A. Driscoll  
Julia L. Dubin  
John F. Dwyer

Murray Steven Edelman  
Murray J. Edelman  
J. Vernon Edlin  
Craig D. Eide  
Dorothy N. Ember  
Charles Ephraim  
Gilbert E. Erb  
Hortense S. Erde  
William Richard Evans  
Vittorio Falsina  
Sara K. Felsher  
Barbara E. Fend  
Frederick Fendig  
Donald P. Fischer  
Donald A. Fisher  
Herbert I. Fishman  
Vera S. Flandorf  
Ray Forrester  
John F. Fralick II  
Robert B. Franke  
Herbert N. Friedlander  
James B. Galichus  
Helen Gansert  
Anthony J. Gasbarra  
Dorothy Anne Geiger  
Edward A. George  
Isabelle C. Gibson  
Veva E. Gillette  
Erwin E. Goehring  
Nathan Goldman  
Jerome Goldstein  
Belle Goldstrich  
Melvin B. Gottlieb  
Elmer C. Grage  
Katharine Graham  
Daniel N. Greenberg  
Judith H. Greenberg  
Joseph A. Greenwald  
Neal B. Groman  
Aaron Grossman  
Raleigh Terry Guice, Sr.  
B. F. Gurney  
Peter C. W. Gutkind  
John William Gwinn  
Russell L. Hafer  
Dale C. Hager  
John Halko  
George Fridolph Hall  
Grace Eldridge Halperin  
John H. Harper  
John Harris  
Charles Hartshorne  
Joseph D. Hartwig  
Adrienne S. Harvitt  
Adolph Hecht  
Verne W. Helgeson  
Elmer W. Henderson  
Henry W. Hewetson  
Virginia E. Hilbrant  
Florence L. Hinckley  
Edwin F. Hirsch  
Theodore A. Hohm  
Arthur C. Hoppenstedt  
Carl E. Horn  
Bettie E. Houle  
Kenneth Irwin Howard  
Winthrop S. Hudson  
Maurice Huebsch  
Robert W. Hughes  
Arthur William Hummel, Jr.  
Albert L. Hunsicker  
David R. Hunter  
Edwin N. Irons  
Vernon P. Jaeger  
Robert W. Jamieson  
Philip Jaslow  
Carroll Johnson  
Minnie Bowles Johnson  
Ruth L. Johnson

Marvin A. Jolson  
Robert Sean Jones  
Frances L. Joss  
Donald Franklin Joyce  
Ernest Kanrich  
Bundhit Kantabutra  
Grant F. Kenner  
Samuel D. Kersten, Jr.  
Susan Kimmelman  
Thomas G. Kindel  
Nina M. Klarich  
Irwin E. Klass  
Arthur P. Klotz  
Nancy N. Knight  
H. Mary Koga  
Bernard R. Kogan  
Louis W. Kolb  
Donald F. Lach  
Richard G. Lambert  
Howard M. Landau  
Michael L. Lanza  
Andrew J. Laska  
Florence E. Lawson  
Lindsay W. Leach  
Geraldine LeMay  
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Nicholas J. Letang  
Robert Barnard Lewy  
Chung-kuo Liao  
Robert J. List  
Monte B. Lloyd  
June H. Lofgren  
James Logan  
Alvin W. Long  
Sherman C. Lowell  
Henry C. Luccock  
Irvin Eugene Lunger  
Thomas R. Lusk  
Owen M. Lynch  
Richard S. MacNeish  
Lawrence P. Maillis  
Mary M. Malich  
Alvis C. Mansfield  
Allan A. Marver  
Inez Mayes  
Abigail Quigley McCarthy  
Gordon H. McNeil  
Robert N. E. Megaw  
John G. Meiler  
Alice I. Meyer  
Leslie O. Meyer  
Roland L. Meyer, Jr.  
Harriett H. Michaux  
Phil M. Miles  
Albert H. Miller  
La Verne W. Miller  
William K. Miske  
Caroline G. Mitchell  
Patricia S. Mittelstadt  
Stephen Edwin Mochary  
Nels O. Monserud  
Edward C. Moore  
Elmer J. Moreschi  
Thomas A. Morris, Jr.  
Wallace P. Mors  
Stanley Mosk  
James K. Mulligan  
Thomas R. Mulroy  
John T. Muri  
William J. Murnane, Jr.  
Joseph A. Murphy  
Patrick Jude Murphy  
Mary Aileen Murray  
William C. Musham  
Philip A. Muth  
Adolph R. Nachman  
Manning Nash  
Bernice L. Neugarten  
John Newdorp

Edward J. Novak  
Aaron Novick  
Terrence E. O'Donnell  
Fielding Ogburn  
Howard E. Olson  
Donald R. Omark  
Frank J. Orland  
Mark A. Orloff  
Thomas Orr, Jr.  
Eleanor M. Owen  
Clarence Q. Pair  
Abram L. Pannitch  
Howard L. Parsons  
Marshall Patner  
Robert G. Pecka  
Beulah Peirce  
Dorothy Davies Pendill  
Harold L. Perlman  
Thomas R. Peterson  
John Joseph Philipp  
Dorothy L. Pierce  
Joseph Pois  
Georgia P. Porikos  
Albert M. Potts  
Margaret Bedford Proctor  
John O. Punderson  
Joseph M. Pyle, Jr.  
William Allen Quinlan  
Joseph Ransohoff  
Margaret F. Reed  
Ronald Allan Rehling  
Laurence H. B. Reich  
Paul C. Reinert  
Harry M. Reiter  
John H. Reynolds  
Agnes G. Rezler  
Thomas Rich  
Gordon J. Rieger  
Philip Ritzlin  
William R. Roach  
Scott Robertson  
Boone A. Robinson  
Ruth Rodell  
Alvah Rogers, Jr.  
Laura F. Rosen  
Richard G. Rosen  
Sherwin Rosen  
Dorothy B. Rosenthal  
Lawrence W. Ross, Jr.  
David Ruml  
Robert F. Rushmer  
Elizabeth S. Russell  
Frances C. Russell  
John H. Rust  
Edward Sack  
William Sacksteder  
Wesley C. Salmon  
Richard L. Samuels  
Bernard N. Schilling  
Seymour Schriar  
Margaret H. Schroeder  
June Schamp Schubel  
Margaret S. Schubert  
Mary N. Schubert  
Daniel Schulgasser  
Arthur D. Schwabe  
Lawrence H. Schwartz  
Leavitt J. Scofield  
Amos Selavan  
Lester J. Senechalle  
Vaclav J. Sevcik  
Clarke Shaw  
Jane B. Shepard  
David H. Shideler  
Ellen M. Shuart  
David N. Siebert  
Herbert A. Simon  
James N. Sledge  
Jean Roff Smith

Sylvia W. Smith  
Karen Ann Sorensen  
Emma Genevieve Stanton  
Charles G. Steinke  
Warren V. Stough  
James Michael Sullivan  
Milton J. Surkin  
Marshall Switzer  
Bernard Szczytkowski  
D. Coyd Taggart  
William J. Tallon  
George R. Tampa  
Gerrit J. tenZythoff  
Thomas M. Torgerson  
Gordon J. Traeger  
Ralph N. Traxler, Jr.  
Stuart Ullmann  
Marshall R. Urist  
Clifton Utley  
John Randolph Van de Water  
Gilbert T. Vanderaa  
Thomas S. Vernon  
Elizabeth Very  
Florence E. Vickery  
George G. Vierling  
Robert A. Walker  
Morley Walker  
John P. Wallace  
Evelyn B. Wallraff  
Adam B. Walters  
Morris Wattenberg  
John Wax  
Todd Christopher Weaver  
Joyce Weil  
S. Kirson Weinberg  
Sidney Weinhouse  
Marvin S. Weinreb  
Bernard Weissbourd  
Nancy J. Welsh  
Robert E. Wentz  
Vida B. Wentz  
Mary A. White  
Robert A. Whitmore  
Massimila Ines Wilczynski  
George M. Williams  
George H. Williams  
Lloyd B. Williams  
Margaret D. Wilson  
Mary Hunter Wolf  
Robert A. Woodbury  
Brandel L. Works  
Paul C. Wray, Jr.  
Sidney R. Yates  
Rowland L. Young  
David Ziskind

# Faculty Appointments and Promotions

## Appointments

January 1, 2001, through December 31, 2001

Muzaffar Alam, Professor, South Asian Languages & Civilizations and the College  
Reid Hastie, 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. Lykken, Professor, Physics, Enrico Fermi Institute, and the College  
David B. MacQueen, Professor, Computer Science and the College  
Roger Myerson, Professor, Economics and the College  
Richard Penn, Professor, Surgery  
Olaf Schneewind, 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 Gaitsgory, 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  
Kimerly Rorschach, Associate Professor, Smart Museum, Art History, and the College  
Bozena Shallcross, Associate Professor, Slavic Languages & Literatures and the College  
Koen van Besien, Associate Professor, Medicine  
Alison Winter, Associate Professor, History and the College  
  
Emile A. Bacha, Assistant Professor, Surgery  
Robert Bird, Assistant Professor, Slavic Languages & Literatures and the College  
Matthew J. Brady, Assistant Professor, Medicine  
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 Guy Conley, Assistant Professor, Graduate School of Business  
Sean P. Cook, Assistant Professor, Anesthesiology  
Wouter Dessein, Assistant Professor, Graduate School of Business  
James J. Dignam, Assistant Professor, Health Studies  
Vanja M. Dukic, Assistant Professor, Health Studies  
Nickolai Dulin, Assistant Professor, Medicine  
Maureen Dymek, Assistant Professor, Psychiatry  
Sean Gailmard, 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, Graduate School of Business  
Puneet Gupta, Assistant Professor, Pediatrics  
Chris Cory Hall, Assistant Professor, Physical Education & Athletics and the College  
Gunnar Olafur Hansson, Assistant Professor, Linguistics and the College  
Wouter D. Hoff, Assistant Professor, Biochemistry & Molecular Biology  
Ali Hortacsu, Assistant Professor, Economics and the College  
Rustem F. Ismagilov, Assistant Professor, Chemistry and the College  
Naoum Issa, Assistant Professor, Neurobiology, Pharmacology, & Physiology  
Nora T. Jaskowiak, Assistant Professor, Surgery  
Neeraj Jolly, Assistant Professor, Medicine  
Barbara Lynne Kee, Assistant Professor, Pathology  
Emilio H. Kouri, Assistant Professor, History and the College  
Andrey Kravtsov, Assistant Professor, Astronomy & Astrophysics and the College  
Gina-Anne Levow, Assistant Professor, Computer Science and the College  
Donald C. Liu, Assistant Professor, Surgery  
Kay Macleod, Assistant Professor, Ben May Institute for Cancer Research, Committee on Cancer Biology, and the College  
Joseph P. Masco, Assistant Professor, Anthropology and the College  
William Mazzarella, Assistant Professor, Anthropology and the College  
Carla Mazzi, Assistant Professor, English Language & Literature and the College  
Mark D. McKee, Assistant Professor, Surgery  
Jason Merchant, Assistant Professor, Linguistics and the College  
Kathleen J. Millen, Assistant Professor, Human Genetics  
Dominique Missiakas, Assistant Professor, Biochemistry & Molecular Biology, Committee on Microbiology, and the College

Vivek N. Prachand, Assistant Professor, Surgery  
Jonathan K. Pritchard, Assistant Professor, Human Genetics  
Michael Radzienda, Assistant Professor, Medicine  
Karin V. Rhodes, Assistant Professor, Medicine  
John Romalis, Assistant Professor, Graduate School of Business  
Alison Ruttan, Assistant Professor, Committee on Visual Arts and the College  
Jonathan C. Silverstein, Assistant Professor, Surgery  
David Song, Assistant Professor, Surgery  
Dana L. Suskind, Assistant Professor, Surgery  
Eric C. Svensson, 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  
Penelope S. Visser, Assistant Professor, Psychology and the College  
Dorinda D. K. von Tersch, Assistant Professor, Physical Education & Athletics and the College  
Gene C. Webb, Assistant Professor, Medicine  
Amittha 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  
Xiaoxi Zhuang, Assistant Professor, Neurobiology, Pharmacology, & Physiology and the College  
Andrzej Zuk, 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 D. Stone, Collegiate Assistant Professor, College  
Hylton J. White, Collegiate Assistant Professor, College  
Rebecca E. Zorach, Collegiate Assistant Professor, College  
  
Pramod 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 Grodal, Instructor, Mathematics and the College  
Denis Hirschfeldt, Instructor, Mathematics and the College  
Guenter Hitsch, Instructor, Graduate School of Business  
Sharon Hollander, Instructor, Mathematics and the College  
Elbert Huang, Instructor, Medicine  
Yan Katsnelson, 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 Mitzen, Instructor, Center for International Studies and the College  
Nicolas Ducimetiere Monod, Instructor, Mathematics and the College  
David E. Nadler, Instructor, Mathematics and the College  
Robert Pollack, Instructor, Mathematics and the College  
Pradyut R. Shah, Instructor, Computer Science and the College  
Joseph Shega, Instructor, Medicine  
Sonali 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  
Patrick W. Corrigan, Associate Professor to Professor, Psychiatry  
Thomas Cummins, Associate Professor to Professor, Art History and the College  
Thomas D'Aunno, Associate Professor to Professor, School of Social Service Administration and Health Studies  
Donald D. Eisenstein, Associate Professor to Professor, Graduate School of Business  
Benson Farb, Associate Professor to Professor, Mathematics and the College  
Austan Goolsbee, Associate Professor to Professor, Graduate School of Business  
Philippe M. Guyot-Sionnest, Associate Professor to Professor, Chemistry, Physics, James Franck Institute, and the College  
Daniel Margoliash, Associate Professor to Professor, Organismal Biology & Anatomy, Psychology, Committees on Neurobiology and Computational Neuroscience, and the College  
Howard C. Nusbaum, Associate Professor to Professor, Psychology, Committee on Computational Neuroscience, and the College  
Mark J. Oreglia, Associate Professor to Professor, Physics, Enrico Fermi Institute, and the College  
Richard Quigg, Associate Professor to Professor, Medicine

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 Keith Scodel, 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

Fuad 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 Regier, Assistant Professor to Associate Professor, Psychology, Committee on Computational Neuroscience, and the College

Carrie W. Rinker-Schaeffer, Assistant Professor to Associate Professor, Surgery

John C. Roeske, Assistant Professor to Associate Professor, Radiation & Cellular Oncology

Helaine 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. Stadler, 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

Chyung-Ru Wang, Assistant Professor to Associate Professor, Pathology

Lawrence Zbikowski, Assistant Professor to Associate Professor, Music and the College

Roman Bezrukavnikov, 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 Hitsch, 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. Luttmer, Instructor to Assistant Professor, Irving B. Harris Graduate School of Public Policy Studies

Atif Mian, Instructor to Assistant Professor, Graduate School of Business

Imre Noth, Instructor to Assistant Professor, Medicine

## 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 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 Humanities, 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 below lists the numbers of students sent before area disciplinary committees over the past ten academic years.

**Students sent before disciplinary committees, 1991–2001**

Year	College/ Academic	College/ Other	Graduate/ Academic	Graduate/ Other	Total
91–92	2	5	15	6	28
92–93	3	1	5	2	11
93–94	1	5	4	—	10
94–95	1	5	3	1	10
95–96	1	3	5	3	12
96–97	1	9	2	4	16
97–98	0	4	1	2	7
98–99	1	2	5	4	12
99–00	1	1	5	4	11
00–01	0	0	2	5	7
<b>Average</b>	1.1	3.5	4.7	3.1	12.4

# The 465th Convocation

## Address: "Political Animals: Luck, Need, and Dignity"

By Martha C. Nussbaum

On this happy day, when many of you are embarking on a new phase of life and a new time of independence, in the presence 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: our need, as 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 complicated, and she encounters every day the subtle stigma attached to disability in an America so admiring of competence.

Jamie loves the Beatles. He can imitate a waiter bringing his favorite foods, and he has a joyful sense of humor. Born with Down syndrome, Jamie has been cared for by a wide range of doctors and therapists, not to mention the non-stop care of his parents. Now three, he is also going to school, in a regular classroom. His family, classmates, and teachers try hard to create a world in which he is not seen simply as "a child with Down syndrome," far less as "a mongoloid idiot," but as Jamie, a particular child.

Although today we are celebrating many types of success and independence, we should never forget that we human beings are needy animals. Born into a world we do not control, we try hard to live in that world with some measure of dignity and independence. But we are never able to be all we hope to be, physically or mentally. Our very life cycle itself brings with it periods of acute dependency. We typically move from the helplessness of infancy to the partial independence of adulthood (in which we still rely greatly on others and on the institutions of our society) to the physical and mental disabilities of old age. During the prime of life we often encounter periods of unusual need, for example during an illness or a time of depression or bereavement. And then there are many of us who, like Jamie, are acutely dependent on others all through our lives because of disabilities, mental or physical, that are more severe than those of others.

These dependencies raise urgent social problems, problems of justice. First, there is the problem of how a just society will meet the needs of those who are more than usually disabled, either temporarily or permanently, and provide them with chances to lead flourishing and dignified human lives in whatever way they can. Second, there is the problem of how a just society will protect care givers from exploitation. The work involved in caring for the needs of another human being is very taxing, both physically and emotionally. And yet, very often it is not even recognized as work; when it is, it is usually poorly paid and little

respected. The vast majority of this work is currently done by women, who are thereby often impeded in their own pursuit of a flourishing life.

I raise these questions both as a person facing these issues in my own life, as we all do, and also as a political philosopher. I want to suggest that political theory has been part of the problem, obscuring these problems of justice, but that new and better theorizing can also be part of their solution.

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 perennial topic of political philosophy, philosophers have not dealt well with the messier facts of human dependency, facts such as senility and lifelong disability. Political philosophy has usually been written by males who had few responsibilities for child care or care of the elderly. So it's not too surprising that classic works have glossed over these facts about our lives when thinking about what basic social institutions should look like. This omission has had a big and, I think, pernicious influence on the ways in which we imagine citizenship.

In particular, there's an image that philosophers 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 so greatly influenced the American Founding, all imagine society as beginning in a fictional situation in which a group of people make a deal with one another for basic social principles that will be advantageous to them all. Typically, these people are imagined as all competent adults, roughly equal to each other in capacity. John Locke called the parties to the social contract "free, equal, and independent." Similarly, in our own era, John Rawls's *A Theory of Justice* describes his contracting parties as "fully cooperating members of society over a complete life." Think about that idea, and you'll see that it is not just fictional but deeply false: no human being is a fully cooperating member of society over a complete life. Rawls's hypothetical starting point effaces things like infancy, senility, and mental disability. When such fictional humans make a bargain for mutual advantage, it is no big surprise that provisions for the elderly and the disabled are an afterthought. Rawls says these problems have to be taken up later, after basic principles of justice are already chosen.

Is there a deeper idea about human nature that underlies this staggering omission? I believe that there is. Often, if we probe more deeply, we find that the underlying thought is that we human beings are basically split beings, part rational and part animal. The animal part is messy and inconvenient, lacking dignity. Fortunately, the rational part can come to its aid, making schemes for mutual support and coop-

eration. Such ideas have distorted our view of our relationship to the other animals and the world of nature. They have also contributed to disdain for women, since women are so often understood by men as the bearers of the more animal part of human nature, through their connection to pregnancy and birth. And they have clearly contributed to contempt for the disabled, especially the mentally disabled, who are so often seen as not full-fledged human beings, as utterly lacking in human dignity. In another generation Jamie might not even have been given a name; he would have been called "a mongoloid idiot" and sent to languish in an institution. And of course this same dismissive attitude infects our treatment of elderly people, especially those who have severe cognitive impairments.

In reality, of course, our animality and our rationality are inextricably bound up together. We need to recognize that human dignity, that important but elusive notion, is the dignity of a certain type of animal. It is a dignity that could not be possessed by a being who was not mortal and disabled, 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 recognize that all of our powers are incomplete and vulnerable, subject to the vicissitudes of fortune. This is true of the ability to reason as well as mobility and dexterity. 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 "political 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 a valuable corrective to the social contract image, with its emphasis 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 temporality and neediness of all of our functions. By attaching "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 need and dependency that come with old age, acute disability, and lifelong extreme disability.

What would a just society do if it substituted Aristotle's image for that of the independent 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 principles, using the resources of both the state and the private sector to make sure that people have the care they need together with respect for their dignity, and making sure that the people who do the caregiving are not thereby disabled from the other functions of life.

Second, it would work hard to de-stigmatize the lives of the mentally and physically disabled, integrating them into schools

and societies, and teaching us all to 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 short: We need to move beyond the social contract tradition, with its bleak announcement that only those who are productive deserve to be respected as full citizens. Let us say, instead, that we all deserve respect for what we are, disabled political animals, each one an individual with dignity.

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 animals. 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 wonderful in everything that exists in nature. He concludes with a story about an earlier thinker, Heraclitus. Some distinguished visitors 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 reserved 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.

*Martha C. Nussbaum is the Ernst Freund Distinguished Service Professor in the Law School, Department of Philosophy, Divinity School, and the College.*

# 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 convocation 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 selling life insurance that grew over its first twenty years 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 evolution of life insurance from a luxury purchased 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 aggressively recruited new agents, trained these agents thoroughly, created innovative insurance products, and provided agents with highly persuasive sales materials. In today’s jargon we would say that the company *better understood and executed its business model*.

Of course, you can’t overlook the talents of those in leadership positions, and similar to the stories of HP, Intel, or Apple, the two founders of this new agency had *complementary skills*. One partner was extroverted, good with numbers and operational details, and comfortable in representing the agency in front of prospective agents. The other was more introverted—even 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 building the company, he was also writing music with no audience in mind, with no guarantee of ever hearing his compositions performed, and certainly with no expectation of monetary reward.

A footnote to this story then turns out to be *the* story and his business career becomes the footnote. For as some of you know, this workaday insurance man was Charles Ives who is considered by many to be America’s first great composer. His pastime, not his paid work, became his legacy.

The University of Chicago’s Andrew Abbott begins his book, *The System of Professions*, by writing: “The professions

dominate our world. They heal our bodies, measure our profits, save our souls.”<sup>1</sup>

I happen to agree with Abbott’s thesis. The word *professional* is pervasive, and used widely to entice customers, clients, patients, and even students. (I noticed, for example, a recent ad for the GMC Envoy that begins with the phrase: “From Professional Grade People Come Professional Grade SUVs. We are Professional Grade.” How could anyone resist with all that professionalism!) Even truckers are attracted to the word. A semi that I passed while driving to the University last week was emblazoned with the phrase: “Pulling for America with [*you guessed it*] Professional Pride.”

Now, I have great respect for the professions. How could I *not* have as I stand here just moments before you’ll receive a professional degree from one of the finest professional schools in the world? According to a commonly recognized definition, a professional is someone in possession of a body of theoretical knowledge and the art of applying it.

Thus, G. K. Chesterton<sup>2</sup> reminds us that when a problem is serious, to cry out for the person who is skilled in the scientific parts of a trade. Get the one with the theoretical knowledge. While this person might be labeled *unpractical*, he or she will turn out to be indispensable.

Countless graduates of this institution have demonstrated the payoff from high levels of scientific insight and integrity—having the intellectual rigor to distinguish between noise and what is really important and enduring.

But it is worth noting that while the word *professional* has enjoyed wider and wider usage and has developed increasingly positive connotations in the English language, its opposite—the word *amateur*—has suffered over time. (Can you imagine, for example, telling your friends and employers that you’ve just graduated from the GSB and are proud to be a business amateur?)

Amateurs are often derided as dabblers, second-rate people who tackle things superficially and without professional skills. But the dictionary also provides another definition of amateur derived from the Latin term for someone who works at an art or science for its own pleasure. It is this definition that Professor Emeritus Wayne Booth uses in his delightful book on “amateurism” titled *For the Love of It*.<sup>3</sup>

Two questions come to my mind when I reflect on professional and amateur pursuits.

First, why is it that we feel the need to choose one *or* the other? That is, why do we feel compelled to choose between one way that evaluates the worth of any activity according to its future benefit relative to its cost (in expected value terms), or another way where being fully present “in the moment” overrides any serious concern about future payoffs?

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 a monopoly on well-grilled steaks. Both amateurs and professionals participate in an activity; the pursuits of an amateur are not spectator sports. Both use common tools and materials, work hard, and try to do their best to improve. You need to have both the amateur’s imagination to experiment with stir-frying grapefruit, and the professional’s experience not to try it again.

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 purposely reminiscent of Isaiah Berlin’s famous essay in which he distinguishes between the single-minded hedgehog (who knows one thing) and the crafty fox (who knows many things).<sup>4</sup> This is a classic philosophical debate that places ideas into neat oppositions. In a business context, however, wouldn’t it make sense for companies to have access to both the hedgehog and the fox’s perspectives depending upon the competitive 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 these two arenas. 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 agencies in the industry. Ives fit everything in, and played both roles to the hilt. And he was innovative in both.

There is a second question that sometimes keeps me awake at night and that is: Would our professional roles be strengthened 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: constant 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 indigenous 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 genuineness of amateurs making music just for the love of it.

Not surprisingly, Ives was given the derogatory label of “amateur” by the music establishment. The word “awful” was frequently used. Much of his musical output made no sense to listeners as he experimented with compositional ideas that had never before been heard. In fact, it wasn’t until four or five decades after writing 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 narrowness of perspective and a prejudice against points of view that have not been officially sanctioned. There is much to be said for pursuing paths from time to time 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.”<sup>5</sup>

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 increases from active participation in many communities, and besides, you can never be entirely certain *ex ante* the source of your legacy.

A second wish is that you welcome your amateur on stage in your role as a professional. 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 have the best shot of evolving 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 University of Chicago Press, 1988.

2. G. K. Chesterton. *All Is Grist: A Book of Essays*. Dodd Mead, 1932.

3. Wayne Booth. *For the Love of It: Amateuring and Its Rivals*. The University of Chicago Press, 1999.

4. Isaiah Berlin. *The Hedgehog and the Fox: An Essay on Tolstoy’s View of History*. Weidenfield and Nicolson, Ltd., 1953.

5. Wallace Stevens. *Letters of Wallace Stevens*. University of California Press, 1966.

Harry L. Davis is the Roger L. and Rachel M. Goetz Distinguished Service Professor in the Graduate School of Business.

## Remarks

### “Perspectives”

By Jon S. Corzine

The Graduate School of Business has been an important part of my life. Most importantly, 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 happy. A few of you I know personally and all of you I know vicariously by the effort and excellence that was required of you by this great University. You have my respect and my congratulations on a job well done.

I do have fond memories of the Graduate School of Business, although I must say most of my favorites were borne of adversity. First, I would observe on the day of my graduation, my wife and I, along with my

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 to submit before a degree could be awarded. Always technologically challenged, my wife was shepherding me step by step—in Cobol—to 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 most lasting friendship from campus—that being with the late, but brilliant, Fischer Black. I met Fischer while attending his night school class in the 190 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 grader responsible for Fischer's compensation 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 networks and relationships. Nurture them, because they will give you perspective on your life's trail and they certainly will make life fun. And you never know how the world will turn. As my anecdotes and memories show, my days at the GSB gave and continue to give me perspectives—first in business and now in public life. For certain, there is always someone smarter. That said, the essence of whatever success I've had, apart from faith and family, came from disciplines—intangible disciplines—honed by my Chicago experiences. Today, I'd like to emphasize three of those intangibles and ask the graduates to compare 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 scientific standards to intellectual thought. Classes by Hamada, Muller, and Black transfer that same rigor to us, the students, raising our own standards and expectations. 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 more than an inflated ego. It takes the perspective that you have traveled a rigorous path, faced adversity, and met a formidable foe. Graduates—keep your expectations 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 integrity. 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 facts often seem strange bedfellows. I ask 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 accounting, promotional stock analysis, and cleverly overstated resumes are far too common in our world today. Remember, winning at all costs is not winning. Integrity in matters of analysis, presentation, and debate 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 the requirements for your degree at this great University—a university that is a community of great minds and common purpose. For all your effort, however, you did not do this alone. The GSB is a community seeking advances in man's storehouse of knowledge and its application in disciplined thought. You tapped into that community. Working together, leveraging combined talents and resources, 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 perspective 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 my life 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, addressing global warming, or ending racial profiling. Democracy is defined by the competition of ideas on the common ground of our citizen community. We must live and work together. Join that community. Be a part of its life—politically, philanthropically, and socially. Today, you graduate from a wonderfully nurturing community. Graduates, you have gained much by that experience. In short, you've earned terrific access to opportunity. Seize it, grow it, 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 approaching retirement as leader of this great business school. Dean, you have served all of us well—even my finance skills are better from having known you. Under your leadership, the GSB 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 commitment to integrity and your community. Thank you and congratulations.

*Jon S. Corzine, M.B.A.'73, is United States Senator for the State of New Jersey and former co-chairman and co-chief executive 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. Surprise.

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. Marriage comes after love, well, hopefully. Funerals 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. It's you all—the Class of 2001. The only metaphor that can appropriately describe this place is an intellectual kung fu training ground, where you spend years sharpening your wits, sharpening your argument, and preparing for the ultimate showdown.

So I want to thank you all for being bullheaded, obnoxious, and totally University of Chicago. I want to thank you for the fact that most of what I learned, I learned from you, whether at late nights in Ex Libris, 24-hour pancake joints, or during 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. Now 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 assembled for the last time. So whether or not you know the persons around you, say what you have to say and say it now because 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 the masses, searching for and ditching family, searching for and hopefully finding the closest friends. But the mortar will never die. The connection lasts forever. That's how this University stays alive. And that's how we stay alive. Miraculously, in these four years, we made intimacy happen over enormous distance. As we bridged several stages in life, we connected and established permanence in years of transience.

*Kamilah N'Neka Foreman received a bachelor of arts degree during the convocation. Her major area of study was Tutorial Studies.*

### 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 important 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 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 together forever.

Our time together has been one of the most wonderful experiences I've ever had. You really looked out for me (it was so sweet). Like one time, I fell asleep in Crerar Library and you sounded that bell at 1 a.m. It was a gentle reminder that I wasn't a graduate or medical student, and that I wasn't allowed the privilege of 24-hour access.

You opened my eyes to so many new and different ways to think—writers like Plato, Durkheim, and Rousseau. And you wanted me to *discuss* their works—engage in conversation. You weren't just interested in how I looked physically, but in what was up here. You always gave such well-thought-out rebuttals to my carefully constructed arguments, comments like: "poorly constructed," "unclear and unsubstantiated," and my favorite, "does not conform to the fundamental laws of the universe." You really took an interest in me, and I appreciate that wholeheartedly.

And please don't think this is at all easy for me. You've left such a lasting impression on my heart. Every time I see a gray, Gothic building or a tree with no leaves in the middle of May, or whenever I spend a 36-hour stretch trying to fake my way through P-Chem, I'll think of your sweet embrace. (Oh gosh, please don't cry, you know how I can't handle it when you do.)

I'll *always* treasure the memories of our time together, like the pic book you gave me during our first week together, the alumni magazine that I'll get at my new address. I'll return your Blues and Ribs T-shirt, and those books I borrowed. I know this is probably awkward for you, because I still owe you a lot of money. Please keep it close to your heart that you have put me in a blissful state of financial despair, most likely for the rest of my life. Your check is in the mail, I promise.

Please don't take this the wrong way. I do still care about you. It's not you, it's me.

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 to the world.

Thanks for letting me air that out.

So, Class of 2001, this is it, here 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 consultant 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 unwelcome and calendars unknown.

For a while, I've measured my days in pages and my nights in short red straws. 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 Mr. are attached to my name, I can never earn the title of my father's son or my of 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 despairs at a sunrise, or mutters as father grows old or mother passes away. I pray that none of you buries a child. I beg that you be creative and caring rather than critical.

*William Bernard Wilson received a bachelor 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 Excellence 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, Committee on Social Thought, and the College.**

*Presentation by Christopher Faraone, Professor in the Departments of Classical Languages & Literatures and New Testament & Early Christian Literature, the Committees 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 another in government from Harvard University, 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 democratic 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 organized for the University community an impressive 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 students since her arrival here at the University four short years ago.

Our students tell us that she is an extremely 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 students 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 it did not take a crystal ball to make it: anyone who has spent a few months with her as a colleague could have predicted the same. She is brilliant, she works very hard, and she cares deeply for her students—all the hallmarks of a great teacher.

**Mark J. Oreglia, Professor in the Department of Physics, Enrico Fermi Institute, and the College.**

*Presentation by Simon P. Swordy, Professor 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 fundamental 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 his 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 tirelessly for the students through his involvement 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 Neurobiology, Pharmacology, & Physiology, and Committees on Cancer Biology, Cell Physiology, and Developmental Biology; Director, Ben May Institute for Cancer Research.**

*Presentation by José Quintans, Professor in the Department of Pathology and the College; Associate Dean of the College and Master, Biological Sciences Collegiate Division.*

Marsha R. Rosner, who is also the Associate Director of the University of Chicago Cancer Research Center and head of the Cornelius Crane Laboratory for Eczema 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 Sciences curriculum. Marsha Rosner uses cancer as an enticing and adventurous entry point into the highly complex world of normal and aberrant cellular signaling pathways. Hers is not a textbook-based course, but rather a challenging exercise in problem-based learning inspired by critical readings of current scientific journals. Students in Dr. Rosner's class not only learn about cancer but also about the processes of scientific inquiry and discovery and the politics of peer-reviewed research and publication in the golden era of biology. In her devotion to teaching undergraduates, Marsha Rosner has contributed to the distinguished tradition of great education in the Biological Sciences Collegiate Division.

**Bernard S. Silberman, 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. Silberman 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. Therefore, he is ideally suited for teaching his students the all-important skill of making and defending arguments.

Furthermore, Bernie is a very learned man, who has many insights and much wisdom to impart to his students. His wide-

ranging knowledge stems in part from the fact that his academic career spans two separate disciplines. He has a Ph.D. in history from the University of Michigan, and he taught exclusively in history departments for almost twenty years before joining the Political Science Department here at Chicago in 1975. But he also has a lot of "street smarts," which come from growing up in Detroit on the poor side of town, where he actually was one of that city's outstanding boxers.

Finally, Bernie's combative exterior fails to conceal a remarkably warm and generous 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 once but twice as the chair of the Political Science Department and where he has also served as Master of the Social Sciences Collegiate 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 institutions that he has loved and served so well.

How could such a person not be a great teacher?

#### Faculty Awards for Excellence in Graduate Teaching

Four Faculty Awards for Excellence in Graduate Teaching were presented during the 465th convocation on June 8, 2001. These awards, established in 1986, recognize and honor faculty members for their effective graduate teaching, including leadership 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 Graduate Teaching are made by faculty and graduate students; selection is by a faculty committee appointed by the Provost.

**Robert Kottwitz, Professor in the Department of Mathematics and the College.**

*Presentation by Robert A. Fefferman, 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 students at the University of Chicago by his stellar example of dedication to both mathematical research and teaching. Through wonderful lectures and classroom work, and through individual meetings with students, he has been able to convey the excitement and importance of modern algebra and number theory to a remarkable number 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 mathematics department with the best program in algebra in the United States today.

**Martha C. Nussbaum, the Ernst Freund Distinguished Service Professor in the Law School, Department of Philosophy, Divinity School, and the College.**

*Presentation by Daniel Garber, the Lawrence Kimpton 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 increasingly hostile to these qualities.

But none of this considerable activity seems to distract her 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 help each and every student get an appropriate professional 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. Bobrinsky Professor in the Department of South Asian Languages & Civilizations and the College.**

*Presentation by Steven Collins, 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 generosity have inspired reverence and respect in all his students. He has few peers among western scholars of Sanskrit, and none who combine 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 reputation, he is modest and approachable, and devoted great energy to the rethinking and rebuilding of the Department of South Asian Languages & Civilizations during his tenure of the chairmanship during the 1990s. He commands the admiration and gratitude 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**

*Presentation by Anthony P. Mahowald, Louis Block Professor in the Department of Molecular Genetics & Cell Biology, Committees on Cancer Biology, Developmental Biology, and Genetics, Cancer Research Center, and the College.*

Aaron Turkewitz has excelled as a teacher in the classroom, as a mentor in the laboratory, and more largely as an educator in the academic community of biological students. As his students and colleagues all attest, his success in each of these roles is grounded in

the same inimitable combination of qualities: a rigorous scientific intellect which allows him to think incisively and creatively about biological problems, a singular ability to communicate his love of his subject and to inspire others to excitement like his own, and a deep commitment to his students which enables him to provide them with guidance that is both critical and caring.

Aaron Turkewitz's capacity to bring together trenchancy of mind with generosity of spirit and a sincere concern for those he mentors is one to which his students call attention again and again. He has a most rare and remarkable gift for fostering an environment in which learning at the highest level is a continuously enjoyable process, because he is both a knowledgeable teacher and a helpful friend, genuinely approachable and patient. As one of his students has most perceptively noted, Aaron is a great teacher because he is a great humanitarian.

#### **Honorary Degrees**

**John Edward Bercaw, Centennial Professor of Chemistry, California Institute of Technology.**

*Presentation by Gregory L. Hillhouse, Professor in the Department of Chemistry and the College.*

John Bercaw is renowned for his pioneering studies of the organometallic reactions of the early-transition metals, especially reactions involving catalysis. Through its breadth and creativity, his work has transformed the field of organometallic chemistry—of the study of how metals interact with compounds of carbon. His development of the chemistry of the pentamethylcyclopentadienyl ligand resulted in the discovery of the unprecedented homogeneous reduction of carbon monoxide (to methanol) and dinitrogen (to hydrazine), watershed accomplishments in modern chemistry. Professor Bercaw has made major contributions to the understanding of the mechanism of Ziegler-Natta olefin polymerizations and has designed state-of-the-art catalysts that are industry standards. Much of the spectacular development in the field of polyolefins, which has yielded so many important scientific and technological applications in the area 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 at Chicago value so highly.

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

*Presentation by Elizabeth Asmis, 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 religions. 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 understanding of contemporary modes of inquiry. 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 sympathetic 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 century. His numerous books on topics as varied as postmodernism, narrative theory, film and mass media, structuralism, formalism, 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 numerous languages, he has led the modern revolution 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 exemplified the highest standards of scholarly research, pioneered the expansion of humanistic knowledge, and exemplified a steadfast commitment to progressive and humane political causes in 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 University, presided.

A total of 2,603 degrees were awarded: 846 Bachelor of Arts in the College, 55 Bachelor of Science in the College and the Division of the Physical Sciences, 8 Master of Science in the Division of the Biological Sciences and the Pritzker School of Medicine, 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 Master of Science in Teaching in the Division of the Social Sciences, 582 Master of Business Administration in the Graduate School of Business, 53 International Master of Business Administration in the Graduate School of Business, 23 Master of Arts in the Divinity 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, 136 Master of Arts the School of Social Service Administration, 5 Master of Arts in the Irving B. Harris Graduate School of Public Policy Studies, 79 Master of Public Policy in the Irving B. Harris Graduate School of Public Policy Studies, 44 Master of Law in the Law School, 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 Medicine, 22 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, 6 Doctor of Philosophy 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 recipient of the Doctor of Science was John Edward Bercaw, Centennial Professor of Chemistry, California Institute of Technology. The recipients of the Doctor of Humane Letters were Walter Burkert, Professor Emeritus, Classics Department, University of Zurich; and Fredric Jameson, William A. Lane, Jr., Professor of Comparative Literature, Professor of Romance Studies (French), and Chair of the Literature Program, Duke University.

Four Llewellyn John and Harriet Manchester Quantrell Awards for Excellence in Undergraduate Teaching were given, to Danielle S. Allen, Associate Professor in the Departments of Classical Languages & Literatures and Political Science, Committee on Social Thought, and the College; Mark J. Oreglia, Professor in the Department of Physics, Enrico Fermi Institute, and the College; Marsha R. Rosner, the Charles B. Huggins Professor in the Ben May Institute for Cancer Research, Department of Neurobiology, Pharmacology, & Physiology, and Committees on Cancer Biology, Cell Physiology, and Developmental Biology; Director, Ben May Institute for Cancer Research; and Bernard S. Silberman, Professor in the Department of Political

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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.

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