

January 10, 2014

Dr. Joyce Weinsheimer
CETL
Campus

Subject: Nomination of Dr. Anne Pollock for CETL BP Junior Faculty Teaching Award

Dear Joyce:

I'm delighted to nominate Anne Pollock for the CETL BP Junior Faculty Teaching Award. The following letter addresses Anne's achievements in the categories outlined in the description of the award: teaching excellence, educational innovation, impact on student lives, and research / teaching connections. In addition, the letter also addresses Anne's teaching objectives, the care she puts into her teaching, and her good citizenship. Finally, the letter will conclude with the words of students whose lives she has touched. Their commentary provides the best evidence that Anne deserves to receive this award.

Since arriving at Tech in Fall 2008 Anne has taught a variety of classes from English 1102 (a class required of all students at Tech) to a graduate class, with the bulk of her teaching concentrated in upper division classes that focus on biomedicine, racial issues, and race. Regardless of whether she is teaching a required class or a course specifically designed for majors such as a senior seminar on drugs and culture, Anne's students consistently give her high marks on "Instructor was an Effective Teacher," with 4.4 (for English 1102) being her lowest score.

Students obviously appreciate the time and effort that Anne has put into the ten classes she has developed since coming to Georgia Tech and to the innovative assignments she makes to encourage them to be well prepared for class discussions. The assignment that students mention most often to me is the blog post she requires in advance of class each day. This short post gives students the opportunity to prepare their thoughts about the reading and, consequently, gives them the confidence to speak up. Another innovative assignment requires freshmen pre-health majors to explore illness narratives. Each student is required to interview someone about an illness experience and write up the notes. Students also read canonical illness narratives as well as theoretical texts about illness narratives prior to writing an analytical essay that draws on all these materials.

Reading the comments of students and alumni demonstrates the impact that Anne's

classes have on students' lives. One recent graduate writes glowingly:

When I think back to my time at Georgia Tech, Professor Pollock always stands out as the professor that most influenced my interests and encouraged me to push my passions further. I remember constantly trying to get into her classes and ended up taking 5, the most I took with any professor. Her classes and teaching style were a joy to see and participate in and I loved the lively discussion she fostered in the classroom. My senior year, I asked her to do an independent study with me that focused on detention of undocumented workers. Again, she encouraged me to dig and push past my own beliefs and ideas and to truly create an accurate picture of the experience and data surrounding this particular issue. Anne Pollock was my absolute favorite teacher at Georgia Tech and I am more than confident that she is deserving of this award.

Other students comment that the classes were especially appropriate for their professional development: "This is a great class for BMED majors as we generally spend very little time discussing the impact of biomedicine on the cultural level." "I learned a lot about the cultural aspects of my biomedical engineering field. It was very refreshing and Pollock did a great job at structuring and leading the discussions!" "This course needs to be a bigger highlight for pre-medical, pre-dental, pre-anything students. It's absolutely essential to budding students wishing to either teach in medicine or practice medicine. I've learned so much from this class and the topics at hand. Her engagement is pretty solid, and I would recommend that anyone pursuing a health-related field take this course." "Anyone interested in medicine, or health care in general, should take this class."

While many of the more thoughtful student comments reflect on the value of Anne's classes to their professional careers, some simply point to their appreciation of her as a teacher: "Prof. Pollock was very enthusiastic and engaging with us throughout the course the semester. She was masterful in leading the class through discussion while still paying a lot of attention to what students are actually saying." "Professor Pollock obviously cares for her students and her feedback is always constructive and specific. She is able to motivate students through her feedback to work their hardest without being overly critical."

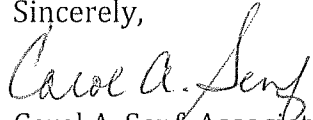
In addition to being an excellent teacher, Anne is also a good citizen. She is the Founding Coordinator for the Graduate Certificate in Science, Technology, and Society for the Ivan Allen College of Liberal Arts. In addition, Anne has worked with six undergraduates on independent research (senior thesis, PURA, and independent students and also served as a member on three Master's committees (Public Policy, DM, and HTS). Outside her academic work, Anne also serves as a Faculty Liaison for the LBGTQIA Employee Resource Group and as a mentor for FirstGen and WST.

Nomination Letter for Anne Pollock
CETL BP Junior Faculty Teaching Award
January 10, 2014

3

If you need additional information on Anne's qualifications, please let me know. You can reach me at carol.senf@lmc.gatech.edu or at 4-7003.

Sincerely,

A handwritten signature in cursive script that reads "Carol A. Senf". The signature is written in black ink and is positioned above the printed name.

Carol A. Senf, Associate Chair

January 27, 2014

Selection Committee
CETL/BP Junior Faculty Teaching Excellence Award
Georgia Institute of Technology
On Campus

Dear members of the selection committee,

It is with great pleasure and enthusiasm that I would like to recommend to you **Dr. Anne Pollock**, an Assistant Professor in the School of Literature, Media, and Communication, as an outstanding candidate for the **CETL/BP Junior Faculty Teaching Excellence Award**. Her achievements as a teacher, mentor, and advisor, more often than not based on an intimate weaving together of her pedagogy with research and service the discipline, are second to none in my unit. In fact, all her students greatly profit from her working at the cutting edge of scholarship in biomedicine and culture, theories of race and gender, and how science and medicine are enrolled in social justice projects.

It is difficult to overestimate the impact and scope of Dr. Pollock's research productivity which, as student voices regularly attest, she brings to every single classroom meeting. In 2012, she published her monograph, *Medicating Race: Heart Disease and Durable Preoccupations with Difference* with Duke University Press. In her study, she examines the interconnecting discourses of race, pharmaceuticals, and heart disease in the U.S., from the beginnings of cardiology through the FDA's approval of BiDil, the first drug sanctioned for use in a specific race. Her book has been received widely by specialists and found quick adoption into classrooms, an indication of her unique ability to render complex information comprehensible to larger audiences and thus influence public opinion and her students on the biological notions of racial difference. Nothing better demonstrates her emergence as a public intellectual than her invited participation in an episode of MSNBC's Melissa Harris-Perry show, an episode actually named after her book's title. *Medicating Race* was also shortlisted for the 2013 Sociology of Health and Illness Book Prize.

In addition to her monograph, Dr. Pollock has published two refereed book chapters, four essays in refereed flagship journals (*BioSocieties*, *Body & Society*, *The Journal of Law, Medicine and Ethics*, *Journal of Medical Humanities*), one essay review, three book reviews (two others forthcoming), and an essay in *The Atlantic*. Her record of accomplishments also includes twelve invited presentations (Harvard, U of Sydney, Johns Hopkins, U of London, and ITT-Delhi), and 23 conference papers at national and international scholarly meetings. Her record also includes six internal grants and travel stipends as well as a National Science Foundation Standard Research Grant in the amount of \$170,618 in 2013. The project, entitled "Making Scientists for a Democratic South Africa: Postcolonial Contexts and Global Networks of South African Drug Discovery," seeks to investigate which practices and strategies facilitate the development of African science. The project draws on ethnographic research at a small South African startup pharmaceutical company with an elite international scientific board, which focuses on drug discovery for neglected infectious diseases. Dr. Pollock plans to explore the importance of the location of the scientific knowledge component of pharmaceuticals (rather than their production, licensing, or distribution). To students like Whitney Smith (currently a doctoral student in Public Health at the U of Alabama), Dr. Pollock's deep investment in her own scholarship and "inspired" teaching was a "catalyst" in her pursuit of a career in a Public Health. Similarly, STAC student Abbey

Wysocki states that Dr. Pollock's "unmatched passion for biomedicine and culture and extensive knowledge of the field."

Since joining Georgia Tech, students have continually commented on Dr. Pollock's effectiveness as a classroom teacher: Her lowest ranking for Item #10 on the Summary of Instruction Opinion Survey among undergraduate and graduate students is one single 4.4 (out of 5), and all other rankings are at 4.6 through 5.0. Even in a unit that prides itself on receiving some of the very best campus-wide rankings when it comes to teaching effectiveness, **Dr. Pollock's career average of 4.8 is stunning, especially since it derives from 18 courses at every possible class level**, from ENGL 1102 through senior seminars, experimental courses, and graduate courses. It comes as no surprise that the Center for the Enhancement of Teaching and Learning awarded her a "Class of 1934 Course Survey Teaching Effectiveness Award" in 2013.

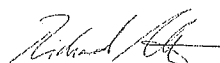
Dr. Pollock's teaching effectiveness is confirmed by my own review of her syllabi, which reveal the degree to which she is able to include challenging critical and theoretical subject matter even at the undergraduate level. Moreover, one of the members of LMC's RPT committee, who visited her undergraduate class on "Biomedicine and Culture" as recently as in September, 2013, underlines how the innovative use of classroom technology, a meticulous organizational structure, and lively dialogue create an atmosphere conducive to learning. I once again quote student Abbey Wysocki who comments on Dr. Pollock's impressive ability to involve students in the active discussion of often (initially) forbidding published research and scholarship:

We were interested in the content because her interest was infectious. She also has the ability to relate her course content to other areas of interest in students' lives. For example, many students in LCC 3318 were engineers interested in science and technology who were not necessarily thrilled with the idea of reading scholarly journals and writing papers about culture and ethics. However, Professor Pollock always specifically connected the content of our reading and writing to topics covered in the engineers' biology or chemistry classes or research labs. She was always able to point out which issues of ethics mattered to the students in the class who were interested in scientific research and technology development.

Another essential way in which faculty demonstrate their dedication to teaching and learning excellence is their active participation in shaping the curriculum. Once again, Dr. Pollock's contributions in this area are exemplary: At the graduate level, she was involved in the syllabus design and/or co-teaching of four graduate courses, and she served as Coordinator for developing the Graduate Certificate in Science, Technology, and Society. At the undergraduate level, she **designed/taught, redesigned, or adapted seven new courses and course preparations**, helping our students negotiate important contemporary issues such as "Medical Ways of Knowing," "Science, Technology, and Gender," "Science, Technology, and Race," and "Narrating Disease." Finally, Dr. Pollock has given freely of her time to work with ten students on their senior theses, President's Undergraduate Research Award, Independent Studies, MA theses, and she has served as mentor in the Women, Science, and Technology Learning Community.

In sum, Dr. Pollock has made an outstanding contribution to the quality of interdisciplinary teaching and learning at Georgia Tech. Specifically, her integration of research and pedagogy is exemplary. I recommend her wholeheartedly as a truly deserving candidate for the **CETL/BP Junior Faculty Teaching Excellence Award**. Please do not hesitate to contact me if you need clarification or additional information.

With collegial regards,



Richard Utz, Chair

Carol,

As members of the field committee for Anne's case this year, Hugh, Carl, and I did not weigh in on her teaching.

I'm attaching an old recommendation for Anne that comments a bit on her teaching. I've not seen Anne teach an undergraduate course, but I have observed her a handful of times teaching the interdisciplinary graduate STS introductory course when I have guest lectured or visited.

As I observed, Anne is an engaging facilitator and expert course developer whose classes encourage students to contribute to lively, analytical discussions about science, technology, and society. She is a leader and a model in the classroom as she frames readings for students and helps them articulate their responses.

Anne collaborated on developing that course and took a leading role in its design as well as that of Feminist Theory. She now coordinates the IAC STS graduate certificate and has been efficient in that position.

hope this helps,
Carol Colatrella

Written in November 2010 for an AAUW fellowship

Anne Pollock was interviewed by my department, the School of Literature, Communication, and Culture at Georgia Tech, in spring 2007 and joined us as an assistant professor in fall 2008, after she completed a post-doctoral fellowship at Rice University. I remember distinctly that when we discussed hiring her at a faculty meeting soon after her departmental seminar, the more than twenty faculty in the department present at the meeting expressed how impressed they were with her talk and her capable, collegial manner of responding to questions. Further observations of her have only confirmed that initial impression of seeing a rising star who will do great things.

In the years since she began working at Georgia Tech I have had many opportunities to observe Anne Pollock at work and to consult with her about research, teaching, and service. Anne is a powerful speaker and teacher, whose skills of analysis and knowledge of practice are admirable. She has had great preparation in Science and Technology Studies from taking courses and doing research with the excellent faculty at MIT, and she works hard to stay current in this interdisciplinary field as well as to enrich her understanding of medicine and to keep up with scholarly trends in the humanities and social sciences.

Anne has been a wonderful addition to the Georgia Tech faculty in that she is a dedicated teacher and mentor who has created a set of interesting, rigorous, lively courses, largely focusing on gender and medicine, to attract student interest and support student learning. Her office is quite near mine, and I notice that she pays careful attention to undergraduate students in her classes and takes time to work with them on their writing and other projects. She has also been a good citizen in serving on committees, including helping to organize last year's meeting of the Society for Literature, Science, and the Arts (SLSA). Most recently, she has been working with colleagues on shaping departmental curricula.

These tasks are not those that garner much visibility or reward, but Anne has a highly developed ethical sense about pitching in as well as a generous nature in helping those who need assistance. She has a wonderful sense of contributing to the collective; I have particularly noticed this aspect of her personality when she worked on the SLSA conference with me and also in observing how attentive she is with her peers in working together to meet their needs for information and mentoring. Perhaps she is more sensitive to others' personal needs and the lack of equity they may experience because of her own difficult circumstances as a child and as an adult seeking a first-rate education.

I have also had the opportunity to observe Anne at conferences and to hear her presentations. At the 2010 SLSA meeting in Indianapolis, she was an invited presenter to critique a book, Hannah Landecker's *Culturing Life*; Anne's remarks were engaged, thoughtful, and provocative. Anne also gave a presentation at the conference on the heart that touched on the research she has delved into for the AAUW project. Using animated visuals and comprehensively outlining the ways in which object-oriented philosophers could think about the heart, Anne managed to fulfill the panel's charge to perform a gender analysis on an object. The audience was a tough one: medical doctors, biology researchers, literature and cultural scholars, feminist theorists, and philosophers. Anne's twenty-minute presentation led off the session in a lively, informative, accessible manner, and the fifty people present appreciated how elegantly she summarized various perspectives and prospects relevant to studying the heart. Questions and responses spoke to how well Anne managed to outline key feminist issues that opened up a new way of looking at the heart.

Anne has established a good research record in that she has published two articles since coming to Georgia Tech and her dissertation is in the process of being converted into a book. But, as she knows, she must publish more articles and make headway on another book if she is to be awarded tenure here. From my occasional conversations with her about her research, I know that she carefully plans her research projects and that she sets and meets realistic research deadlines.

I feel sure that AAUW summer funding would enable Anne to write up her work on integrating feminist and gender analysis of the heart and to publish this in an article or perhaps two. Such funding would mean that she would not have to teach in the summer, as so many of do to meet the high cost of living in Atlanta. As documented by surveys completed under the authority of the Georgia Tech-NSF ADVANCE Institutional Transformation project (see www.advance.gatech.edu), the single most precious resource for research faculty here is having time to think, read, and write. I know that Anne's schedule now, with teaching two courses each term, doing service, attending to students, and meeting departmental, college, and university obligations, makes it quite difficult to keep moving forward with research projects.

Pollock Teaching Statement

I find the process of preparing new courses and the vitality of the classroom environment to be intellectually stimulating complements to my research. In my six years of teaching experience, I have developed ten courses across a range of levels: freshman communication courses for pre-med students; introductory and upper-level undergraduate courses on race, gender, science, technology, and medicine; a senior seminar on drugs and culture; and graduate seminars on science, technology, and medicine.

One of the major goals that I have for my students is increasing their skills in communicating about issues of broad concern, both orally and in writing. My classes are discussion-based, and there is a great deal that goes into fostering rigorous and engaged discussion. A fundamental component is that students must be well-prepared for class. To that end, I have students write a blog post on the readings in advance of class each day. This short post gives them the chance to demonstrate having done the reading, and to articulate comments and questions for class discussion. This is particularly important for students who are shy or who are non-native speakers of English: having prepared some thoughts about the readings in advance of class helps a great deal in gaining the confidence to speak up.

I strive to encourage students to read closely and think contextually. For example, in my freshman communication class for pre-health majors, the first unit explores illness narratives. Each student interviews someone about an illness experience, and writes up the notes. At the same time, we read and discuss several canonical illness narratives and theoretical texts about the analysis of illness narratives. The students then write an analytical essay drawing on the interview material and course texts. Pre-health students find the experience of listening to an illness experience to be humbling, and write remarkably insightful papers that are simultaneously faithful to the particular stories at hand and perceptive about the broader cultural contexts.

I structure my courses in ways that help the students to excel. For example, in my senior seminar about drugs and culture, each student selects a particular drug (whether a pharmaceutical or an illicit drug) to analyze over the course of the semester. The final product of the class is a traditional research paper, but there are multiple assignments to help them to take advantage of the full semester to prepare. Students do a close reading of a promotional image of the drug (such as an advertisement for it or a public education campaign against it), two annotated bibliographies (one of biomedical sources and one of liberal arts sources), an "object mapping" assignment that involves charting out diverse aspects of the drug at hand ranging from economic to religious to embodied, and a paper proposal. All of this well-organized research, together with analysis in terms of course texts, helps the students to accomplish a final paper of which they can be proud. It also gives them research and writing skills that will serve them well should they pursue graduate study.

Many of my classes, including my most frequently-taught, "Biomedicine and Culture," fill students' ethics requirement. One of the distinctive aspects of my approach to teaching ethics is exploration of nuance in often polarized debates. Thus, rather than having a pro and con debate about, say, embryonic stem cell research, we talk in a grounded way about what is at stake, not just for the embryo but also for the women who provide the reproductive material, for people with disabilities, for people in poverty who cannot afford existing medicines much less high tech innovations. I believe that this is why I have had such success in teaching challenging material about issues of race, gender, sexuality, and medicine to a generally conservative student body. I challenge the students to think critically about their beliefs without being antagonistic. My teaching is consistently highly-rated. I have earned the "Class of 1934 Teaching Effectiveness Award" as recognition for student course evaluations with (1) a response rate above 90%, and (2) a rating above 4.9 out of 5 on the criterion "The instructor was an effective teacher."

January 23, 2014

Dr. Joyce Weinsheimer
Assistant Director
Center for the Enhancement of Teaching and Learning
Campus 0383

Dr. Weinsheimer,

I am writing to support Anne Pollock, Assistant Professor in the School of Literature, Media, and Communication, as a candidate for the 2014 CETL/BP Junior Faculty Teaching Excellence Award. Professor Pollock taught my LCC 3318 Biomedicine and Culture class last fall, and though I had been studying Science, Technology, and Culture for three years at that point I had yet to understand how harmoniously the three topics could coexist. Previous courses and professors had clearly pointed out the connection, but Professor Pollock expertly conveyed how *equally* important cultural and ethical issues are in biomedicine, a field usually dominated solely by science and technology. Her desire to teach long lasting skills and approaches to thinking as opposed to just content knowledge is unique and one that students very much appreciate in a professor.

Professor Pollock always says that anthropology is built on the notion of making the strange familiar and the familiar strange. Professor Pollock selected course readings that really captured this idea and then expanded on it herself as she led class discussion. Her ability to facilitate discussion and propose disconcerting yet relevant questions sparked the interest of the entire class. Never had I experienced a class where *that* many students *wanted* to participate in academic discussion at 9:30 in the morning. As we discussed course readings Professor Pollock also taught and modeled tools for analysis that were useful throughout the semester and beyond. When it came time to complete the three writing assignments in LCC 3318, we all knew how to go about analyzing a drug, diagnostic, procedure, etc. of our choice because practiced it on a smaller scale during class discussion each week. Thus, Professor Pollock teaches more than just facts about a subject; she teaches application and frameworks for thinking that are useful across a wide range of disciplines. She provides her students with the tools they need to succeed in her classroom and beyond.

Professor Pollock's dedication to teaching excellence and generating interest among students stems from her unmatched passion for biomedicine and culture and extensive knowledge of the field. We were interested in the content because her interest was infectious. She also has the ability to relate her course content to other areas of interest in students' lives. For example, many students in LCC 3318 were engineers interested in science and technology who were not necessarily thrilled with the idea of reading scholarly journals and writing papers about culture and ethics. However, Professor Pollock always specifically connected the content of our reading and writing to topics

covered in the engineers' biology or chemistry classes or research labs. She was always able to point out why issues of ethics mattered to the students in the class who were interested in scientific research and technology development. For example, our discussion on the use of human embryos for genetic research was not just an abstract discussion of right versus wrong. Professor Pollock was quick to point out that many of cell lines used in research labs at Georgia Tech – which students in LCC 3318 participate in – exist because of the very HeLa cells we were reading about. Her ability to draw connections between our course content and research either she had done or students were doing was helpful for stimulating further interest and discussion.

Professor Pollock also helped students make larger connections between the content of our course and their future career plans. She frequently pointed out that the analysis we did in class and in our papers would be helpful for MCAT essays, med school interviews, writing research proposals, bedside manner as doctors, and beyond. All of the work that we did had a purpose and was sure to benefit us later on in our careers as students and graduates; she does not just assign work so that she could give us a grade and pass or fail us in her course. Because we knew she wanted us to succeed in learning for the purpose of succeeding in our careers, Professor Pollock's impact on student lives was certainly great.

As a fourth year Science, Technology, and Culture student, I have had the pleasure of engaging with many of the Literature, Media, and Communication professors and benefitting from their teaching. That being said, I am confident in Professor Pollock's qualification for the Junior Faculty Teaching Excellence Award. Her LCC 3318 Biomedicine and Culture course and teaching style certainly stand as my favorite at Georgia Tech to date, and I know that I will reflect fondly on my experience in her class for years to come.

Sincerely,

Abbey Wysocki

To Whom It May Concern:

I once heard it said that past teachers aren't remembered best for the information that they've taught students, but rather for the emotions that they were able to invoke through their teaching. This statement comes to mind when I think of the "best teachers" that I've had. To me, an excellent teacher is a joy to learn from, an excellent teacher motivates his/her students to take initiative in the classroom and beyond, invigorates them to create or innovate, and awes students with new perspectives on existing concepts. Dr. Anne Pollock inspired each and every one of those emotions for me within her classroom.

I first met Dr. Pollock during the Fall 2008 session of the first Biomedicine and Culture course that she taught at Georgia Tech. At the time, it was the first semester of my junior year, and I was beginning to seriously consider my career options after college. As a pre-health student, I felt captivated the course content, developed an interest in the study of similar content, and potential paths to doing so; and there our professional relationship began. Dr. Pollock took a vested interest in my academic and career pursuits while I was a student at Georgia Tech and thereafter. I believe Dr. Pollock's course and mentoring were a catalyst in my decision to pursue a Master of Public Health degree and acceptance to the Rollins School of Public Health at Emory University. Her guidance and influence continue to impact me now, as a Doctor of Public student at the University of Alabama at Birmingham, where I still occasionally draw upon the insight and resources that she introduced to me.

I believe the best professors are the ones that students feel comfortable sharing with and entrusting their visions and goals. To a student, it is icing on the cake when the professor actually devotes the time and energy, beyond what is required to help us succeed. Dr. Pollock not only supported me in making some of those aspirations a reality, but became a long-term mentor to me in the process. I wholeheartedly support her nomination for the CETL/BP Junior Faculty Teaching Excellence Award.

Sincerely,
Whitney Smith

1/14/2014

To Whom It May Concern:

Professor Anne Pollock is the most influential person I had the privilege of learning from at the Georgia Institute of Technology. As a Science, Technology, and Culture major at Tech I was (and occasionally still am) constantly questioned about the validity of my degree. Professor Pollock showed so much enthusiasm for the courses she taught, I grew to not only discover my future goals, but also to have pride in the unique major Ivan Allen College of Liberal Arts offers. I started my Biomedicine and Culture concentration at Tech with Professor Pollock's LCC 2300 (Intro to Biomedicine and Culture). Her discussion based classes and availability outside of the classroom helped open my eyes to many sectors of Biomedicine I had never encountered.

At the end of my undergraduate career, my Senior Thesis (LCC 4300) with Professor Pollock was broken into several sections that built onto one another, ending in a melding of the entire semester into one paper. This style of teaching simultaneously taught the class about many areas of the course while developing our own individual topics for our final paper.

Through every class I've taken by Professor Pollock, I have found that she not only remembers previous students, but their interests. Professor Pollock takes the time to get to know her students; she is always extremely easy to get in contact with and is always genuinely interested in what her students pursue in and outside of the classroom. I believe no one deserves the CETL/BP Junior Faculty Teaching Excellence Award more than Professor Pollock.

Thank you for your time,

Elizabeth Wedegis

14 January 2014

Bruno Vale Rego
335811 Georgia Tech Station
Atlanta, GA 30332
brego3@gatech.edu
(662) 202-8321

Ms. Joyce Weinsheimer
Deputy Director, CETL
266 Fourth Street
Clough Commons, Suite 457
Atlanta, GA 30332

Dear Ms. Weinsheimer:

It is with great pleasure that I write this letter in support of Dr. Anne Pollock, who is being considered for a **CETL/BP Junior Faculty Teaching Excellence Award**.

I first met Dr. Pollock last August when I enrolled in one of her undergraduate courses, Biomedicine & Culture. Throughout the semester, Dr. Pollock guided my peers and me as we learned to navigate the interface between anthropology, historical and present-day medical culture, and the biomedical sciences. I am thankful to this day for Dr. Pollock's course because it taught me to think critically about human interactions with the field of medicine and about the social implications of medical advancement in today's society. As part of her strategy to make students more informed and proficient scholars in biomedicine and culture, Dr. Pollock gave us the opportunity to engage dynamically with a wide array of multimodal resources, ranging from peer-reviewed articles on bioethics to drug advertisements in popular media. Through a balanced mix of traditional lecturing and open-ended class discussions, Dr. Pollock also ensured that all subjects were covered to an appropriate level of detail and profundity.

Each time I sat at my desk, I was readily absorbed by Dr. Pollock's own enthusiasm toward each topic we addressed. Her obvious love for teaching served as my primary motivator to actively participate in dialogue and inquiry, and it was easy to notice how Dr. Pollock's aptitude for moderating broad discussions drove other students to engage effectively with the class as well. In addition, we were encouraged to reflect on course material independently through a combination of student presentations, short blog entries, and longer term papers, which helped us become more skillful writers on multiple levels.

As a consequence of her teaching, I have also developed a newfound gratitude for Dr. Pollock's work as an investigator of issues pertaining to the intersection of biomedicine and culture, and I continue to appreciate the vast importance of her field. Dr. Pollock's interest in this kind of research, which aligns with the content of her course, is especially relevant to my own area of study, Biomedical Engineering. As a student of biomedicine, I had a decent exposure to several medical technologies, even prior to last semester. Dr. Pollock's class, however, had a crucial impact on my understanding of medicine and medical technologies because it provided me with

a cultural context for my work, and gave me the tools I needed to think critically about how my field affects the human experience on a broader scale. In the future, I will continue my academic endeavors at graduate school, and eventually at the professional level, and through it all I will carry with me the lessons I learned in Biomedicine & Culture.

I can confidently say that Dr. Pollock is within the top tier of instructors I have found at Georgia Tech. I hope the above endorsement provides a strong indication of Dr. Pollock's brilliance as a teacher and role model for the Georgia Tech student body. She is, in my opinion, most worthy of the award for which she has been nominated, and deserves ample recognition for her commitment to undergraduate education.

Sincerely,

A handwritten signature in black ink, appearing to read "Bruno Rego". The signature is fluid and cursive, with a long horizontal stroke at the end.

Bruno Rego
Biomedical Engineering, Class of 2014