

Ursula Dalinghaus: BA Anthropology/German 2002 Liberal Arts Faculty Medal of Distinction Awardee



Ursula at work in the office for the *Journal of Modern Greek Studies*.

Faculty of the IU School of Liberal Arts honored high school dropout **Ursula Dalinghaus** (BA Anthropology and German, '02) with the Faculty Medal of Distinction at the Honors Convocation this past April.

How she went from dropout to being chosen for the school's highest undergraduate student honor is a story that includes a courageous leap from an

American high school to immersion in life in Germany and later membership in an international Christian theatre troupe.

Short on money, but long on determination, Ursula left the US to study German, forgoing her senior year of high school to attend classes in Germany. Her journey eventually took her around the country, living with families along the way and gaining first hand understanding of life in another culture.

Upon her return to the US (seven years later), Ursula quickly earned her GED and was admitted to IUPUI's German program in 1995. She thrived under the mentorship of **Professor Gabrielle Bersier** (recently named as the new chair of the Department of Foreign Languages and Cultures), focusing on the small upper division courses that allowed her the in-depth exploration

of her subject. It was an environment of intellectual inquiry and collaboration. And it suited her needs well.

An introductory course in Anthropology with **Professor Susan Sutton** set Ursula on the road to her double major.

"I realized that anthropology is practical and connects with any other discipline because you are studying people's lives!"

The effect on her work was profound. The social theory in anthropology deepened her perspective on German cultural constructs, while her work in German language and literature gave her the skills to articulate her insights, much to the delight of the faculty observing her transformation.

Strong relationships with faculty mentors have been key to Ursula's progress at IUPUI.

"It is so important to network, to realize that professors really do care and are interested in you. I couldn't have done it without these two wonderful people (Drs. Bersier and Sutton)."

From dropout to award winning scholar, Ursula Dalinghaus typifies the kind of student IUPUI serves best.

For more on the IU School of Liberal Arts, visit <http://liberalarts.iupui.edu>.



Ursula (at left) pictured with Liberal Arts Student Council President **Dan Brunson** (BA, Philosophy 02), and **Professor Susan Sutton**, Anthropology, at the Graduating Seniors Reception on May 10th at the Woodstock Club.

Explore IUPUI!! Explore IUPUI!!

When it comes to blending the world of discovery with fun and excitement, IUPUI is the place to visit. And that reputation is about to move to a whole new level, thanks to an open house for the community on October 12, 2002, when the campus hosts the first "Explore IUPUI."

"This will be a day of learning, exploration, and discovery as IUPUI opens its doors to the community and encourages the public to experience the campus," says **Cheryl Sullivan**, Vice Chancellor for External Affairs.

For those who have not visited the campus

recently, the day's activities will also offer a glimpse of how dramatically IUPUI has changed, with new buildings already open, others in the midst of construction and still others on the drawing board.

"Explore IUPUI will offer something for everyone of all ages," says **Kelly Young**, IUPUI's director of community outreach. "It gives us an opportunity to tell and show people the exciting world of education that exists in the heart of Indianapolis. We want people to see first-hand what the schools at IUPUI have to offer."

Explore IUPUI will be anchored by the traditions of such events as Campus Day, the graduate open house, and a variety of alumni events including Liberal Arts' own Dean's Day. Each school will create their own Explore IUPUI activities to showcase their faculty, research, and programs.

Activities hosted by the School of Liberal Arts include: Japanese flower arranging, poetry readings, creative writing workshops, sessions on understanding our American economy and on "what philosophy is all about," story-telling for children, and the family

geography challenge.

To learn more about this exciting event, visit www.explore.iupui.edu. And, to read more about the Liberal Arts' Dean's Day, check out page one of this newsletter.





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Retired Faculty Tell All



Richard Fredland
 Political Science
 At IUPUI: 1970-2001

"Well, my first reaction to retirement was to beat it out of town...I am currently a Fulbright Senior Scholar at the University of Malta...doing US foreign policy. Next spring I expect to be at Wofford College (my alma mater) for a semester's teaching. I am working on several papers for professional publications. .And then, who knows?"



Kenneth Cutler
 History
 At IUPUI: 1972-2002

"I am finishing an article on hall-burnings in the Viking Age and planning a children's story dealing with the same period. When I am not at the computer, I am gardening, or traveling, or training to be competitive in my rowing shell (they give handicaps to older rowers!)."



Stephen Sachs
 Political Science
 At IUPUI: 1969-2002

"For me, retiring means going on 'indefinite sabbatical' to focus on writing and service work, while slowing down a bit. I continue to edit Nonviolent Change and Native American Policy Network Newsletter, while working on a volume on American Indian renewal. I have put together a panel on the considerable, but rarely acknowledged, impact and current relevance of American Indian traditional ways on Western political thought. I am hoping that it will develop into a book. As I do a lot of work with Americans for Indian Opportunity, near Albuquerque, Leah and I plan to move there in a little over a year."



Patrick McGeever
 Political Science
 At IUPUI: 1971-2001

"Working part time as a fitness instructor at the Healthplex Sports Club on the west side of town. Writing a play--first draft finished, and heavy re-writing anticipated. Keeping my hand in as a political activist, particularly around the issue of a Living Wage for Indianapolis. Visiting the Communications Lab on the fourth floor every week or so, where Mike Maitzen and his dedicated staff have been holding my hand as I learn to operate the video editing equipment there. Recently I started co-teaching a course sponsored by the National Alliance for the Mentally Ill. It's for the family members of mentally ill persons. I also try to keep up on Polschat, the on-line support group for political science majors who can't stop talking politics."

Advances

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Explore Frankenstein! October 12, 2002 IU School of Liberal Arts Dean's Day

9:00 – 10:20 a.m. Ruth Lilly Auditorium, IUPUI University Library

Frankenstein, The Making of the Monster (50-minute video, 1993)

In 1816 at the age of 18 and after an evening of ghost story telling contests, Mary Shelley had a waking dream that produced a vision of a lonely artificially created monster. Through literature, film, imagination, and even science, this envisioned creature and all he represents has retained a place in our cultural conscience. This film gives full treatment to the magic of the novel and the baroque and maudlin comics and movies it spurred and is the opening session for Explore Frankenstein, the aim of which is to do the same.

Discussion directed by Kristine Karnick, Department of Communication Studies

10:30 – 11:45 a.m. Three Simultaneous Sessions at the IUPUI University Library

Monster Facts and Fictions: The Frankenstein Story and Its Afterlife

Missy Dehn Kubitschek, Department of English

Mary Trotter, Department of English

Richard Turner, Department of English

The Neanderthal in All: Fossil Humans and Historic Contexts: Frankenstein and the History of Science

Kevin Cramer, Department of History

William Schneider, Department of History

Richard Ward, Department of Anthropology

The Ethics and Economies of Tissue Transplantation and Cloning

Richard Gunderman, Departments of Philosophy and Radiology

Robert Sandy, Department of Economics

12:00 – 1:45 p.m. University Place Hotel

Celebration Luncheon

Luncheon includes the keynote address and a celebration of our IU School of Liberal Arts alumni and the 2002 Distinguished Service Award.

Assembling the Parts: A Timely Imagining of What Frankenstein Means

Eric Meslin, Director, IU Center for Bioethics and

Professor, Departments of Medicine and Philosophy



For more information and to register, log on to our web site at www.liberalarts.iupui.edu/deansday/ or call the Alumni Office at 317-274-8828.

A Message from the Dean

Some announcements:

The Peirce Edition Project, the George Santayana Edition and the Frederick Douglass Papers project are joining forces as the core element of a proposed Institute for American Thought, to be housed in the IU School of Liberal Arts. The design for the Institute envisions the creation of an interdisciplinary, international research center, drawing on the extraordinary resources of the three editions and undertaking the development of degree programs with a focus on American Philosophy as well as professional documentary editing.

A generous bequest from **Dr. Charls and Mrs. Claire Pearson** set the standard for a campaign to support the work of the Peirce Edition Project. Dr. and Mrs. Pearson, Atlanta, GA, visited the School in April and received IUPUI's highest philanthropic honor, The **2002 Spirit of Philanthropy Award**.

At its June meeting, 2002, the Indiana Higher Education Commission approved our newest degree program, a **master of arts in communication studies**. This brings to eight the number of graduate degree programs now housed in the IU School of Liberal Arts and serving the educational needs of our community.

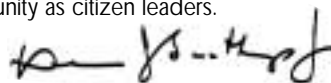
We welcomed 100 new alumni at Commencement 2002, held in the 500 Ballroom and the Indiana Convention Center. A reception, hosted by the School of Liberal Arts Alumni Association, for graduating students was a huge success. Graduate **Ena Foy** (BA, Spanish, '02) set the record for guests from the farthest away (St. Thomas, VI) attending graduation.

We granted over \$100,000 in scholarships for the coming academic year, funded through the generosity of alumni and friends. Many of the scholarships require academic merit and have community service components.

We bid farewell to valued colleagues, founding faculty of the school, as well as our only financial officer in the history of the school, **Don Schultheis**. On another page of this newsletter, you will note their "tell all" tendencies! To **Professors Robert Dick, Anne Donchin, Kenneth Culter, Stephen Sachs, Richard Fredland** and **Patrick McGeever**, we thank you for your valued years of service. As you built programs, departments, the school, you also built a university that has achieved national recognition as a model in urban higher education. That is quite a legacy. I know I speak for former students, colleagues and friends in noting how deeply you will each be missed.

Meanwhile, faculty have continued their service and scholarship in extraordinary ways. I hope you'll review the BookShelves section and find something to suit your summer reading needs. (Granted, it is not light fare, so be prepared!)

I have noted in prior issues that "the Future is Here." It is here because of the extraordinary labors of faculty, students and staff. It is here because of the generosity of friends, faculty, staff and alumni, supporting our efforts to provide a comprehensive educational experience, create new knowledge and to work within our community as citizen leaders.



Herman J. Saatkamp, Jr.



Dean Herman J. Saatkamp, Jr.

In Memorium: Dr. Mary Louise Dilworth Mendiones Rea (June 10, 1915 - March 14, 2002)

By Judith La Fourest



Dr. Mary Louise Rea

In 1946, **Dr. Mary Louise Rea** was hired as the head of the English Department for Purdue University in Indianapolis. For 24 years, she taught and designed courses while taking care of the administrative work as chair of the department.

During those years, she also developed graduate classes. After the merger with Indiana University in 1969, Dr. Rea returned to a full teaching load-specializing in American Literature. She said she had "the privilege of reading Moby Dick 27 times-and in each reading finding something new."

As a free-lance writer, she was accepted into the National League of American Pen Women in 1954. She served as the Indianapolis Branch President twice, for a total of 4 years, and was on the National Board in Washington, DC, for over 16 years. She was active in the organization until she moved

to California in 1999.

Although she officially retired in 1985, she continued to teach a freshman literature class at IUPUI until 1999 and a Masterworks class at Butler University until 1995.

A 1936 graduate of Knox College, she received her Ph.D. from the University of Illinois in 1943. Post graduate studies continued at Oxford University and the Universities of London, Kent, and Birmingham, England.

She had one son, **Ruperto Mendiones**, and she was the widow of **John Rea**, who was an editor of "Holiday" magazine and Curtis Publishing in Indianapolis.

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BookShelves: Books by the Faculty of Liberal Arts

Hicks, Tribes and Dirty Realists: American Fiction after Postmodernism.

Robert Rebein. Lexington: University Press of Kentucky, 2001.

With *Hicks, Tribes, and Dirty Realists: American Fiction after Postmodernism*, Robert Rebein has created what the critic Mark Shechner calls "a shrewd topographical map of contemporary American fiction."

Examining the works of such



writers as Raymond Carver, Cormac McCarthy, Louise Erdrich, Don DeLillo, E. Annie Proulx, Dorothy Allison, Robert Olen Butler, Jane Smiley, and others,

Rebein argues that the literary fiction of the 1980s and 1990s represents not only a revitalization of the realist mode in the aftermath of the experiments of literary postmodernism, but also a triumphant, if tortured return to questions about place and identity that inspired the works of Hawthorne, Melville, Twain, Faulkner, and other giants in the American literary tradition.

Ireland's National Theatre: Political Performance and the Origins of the Irish Dramatic Movement.

Mary Trotter. Syracuse, New York: Syracuse University Press, 2001.

In the annals of Irish studies and theatre history much has been written about the Abbey Theatre. Now, Mary Trotter not only sheds light on that company's history but also examines



other groups with a range of political, religious, gender, and class perspectives that consciously used performance to promote ideas about nationalism and culture in Ireland at the turn of the last century. Here is a compelling analysis of these

groups' prominent role in Irish nationalism in the years before Easter 1916, and the way these political theatres gave birth to modern Irish drama.



On Peirce.
Cornelius de Waal.

Belmont, California: Wadsworth, 2001.

On Peirce

is a concise and accessible introduction into the philosophy of Charles S. Peirce written by one of the editors of the *Writings of Charles S. Peirce* (Indiana University Press). The book addresses Peirce's views on science, mathematics, metaphysics, and cosmology, before it branches out into his views on religion, semiotics, and the philosophy of mind. Attention is given further to pragmatism (of which Peirce is generally considered the founding father), and how his version of pragmatism differs from the later pragmatisms of William James and John Dewey.

Environmental Policy in the European Union.

John McCormick. Houndsmills, UK: Palgrave, 2001.



This is the first full-length study of this increasingly important area of public policy in the European Union. The literature of the EU has so far focused on economic, agricultural and policy issues - this book argues that environmental policy in the EU is now made more at the European level than at the national level, is worthy of much greater study, and that EU initiatives have brought many positive changes to the quality of the European environment. It also shows how the EU has become a major

actor in international negotiations on environmental problems.

American New Realism 1910-1920, 3 vols.

Cornelius de Waal (editor). Bristol, England: Thoemmes Press, 2001.

American New Realism 1910-1920 reconstructs one of the crucial philosophical debates of the early twentieth century. The debate was sparked by a paper entitled "The Program and First Platform of Six Realists" in which six young American philosophers vigorously attacked the idealism that dominated the philosophical landscape. The three volumes include 82 papers, ranging from early responses to detailed criticisms of the new realists' more mature views as they were expressed in their second cooperative publication *The New Realism*, which appeared in 1912. The volumes contain in addition a historical introduction and an extensive bibliography.

Nietzsche's Task: An Interpretation of "Beyond Good and Evil."

Laurence Lampert. New Haven/London: Yale University Press, 2001.

Nietzsche's Task is a work every student of Nietzsche can read with pleasure and profit. Its many virtues include close, judicious, and patient readings of the text and illuminating discussions of major concepts such as will to power, eternal return, probity, morality and nobility. Lampert also paints a portrait of Nietzsche that deserves to be better known--for example, Nietzsche as a devout defender of religion, as a passionate seeker of truth in a fertile but indifferent universe, as an apprehensive visionary who



experienced the full existential angst that comes with assuming responsibility for humankind's future. What then was Nietzsche's task, his calling, as Lampert understands it? To teach that philosophy, properly understood, can provide a plausible, comprehensive view of things and that, despite the phenomenon of universal suffering, philosophy can help us learn to affirm life without invoking edifying myths. CHOICE

The Letters of George Santayana. Book One: [1868] - 1909.

Herman J. Saatkamp, Jr. (general editor) and **Marianne Wokeck** (editor). Cambridge (MA) and London: MIT Press, 2001.

Since the first selection of George Santayana's letters was published in 1955, shortly after his death, many more letters have been located. Volume V of the critical edition of the works of George Santayana is divided chronologically into eight books. Book One covers the longest period of time, illuminating Santayana's life from the age of nineteen until well into his middle years, when he had established his professional career as a full professor at Harvard.

The Letters of George Santayana. Book Two: 1910 - 1920.

Herman J. Saatkamp, Jr. (general editor) and **Marianne Wokeck** (editor). Cambridge (MA) and London: MIT Press, 2001.

Book Two covers Santayana's first decade as a "freelance philosopher," following his resignation from Harvard University and move to Europe. Of particular interest is Santayana's continuing correspondence with the



American philosopher Charles Augustus Strong and with his sister Susana Sturgis de Sastre. Also included is correspondence with such notable figures as Bertrand Russell, Robert Seymour Bridges, Horace Kallen, and Logan Pearsall Smith. The correspondence covers Santayana's resignation from Harvard, his time in England during World War I, and comments on his philosophical work during this period.

The History of Mathematics from Antiquity to the Present: A Selective Bibliography. [CD-ROM; originally edited by Joseph W. Dauben].

Albert C. Lewis (editor). American Mathematical Society, 2001.

Thirty-Eight experts have critically annotated a selection of the literature within their respective specialties in the history of mathematics. The



4,800 entries (twice as many entries as the original edition in 1985) include full bibliographic information and

cover the history of mathematics beginning with the ancient civilizations. It also focuses on the various branches of mathematics and their applications to other fields of human endeavor.

Electronic Portfolios: Emerging Practices in Student, Faculty, and Institutional Learning.

Barbara L. Cambridge (editor). Washington, D.C.: American Association of Higher Education, 2001.



The portfolio is a powerful tool for learning and assessment. Introducing the electronic into the mix increases its power, especially the electronic

portfolio's key feature of interactive hyperlinks. This foundational volume examines the potential of electronic portfo-

lios by addressing rationales for creating an electronic portfolio; possible features of the portfolio; examples of current practice; cautions; and recommendations. Chapters by 19 portfolio practitioners from a range of disciplines and institutions describe the constructing of electronic portfolios by students, faculty and institutions. The companion website (<http://aahe.ital.utexas.edu/electronicportfolios/index.html>) provides readers with excerpts, updated web links, and additional resources.

Reflections on Multiliterate Lives.

Ulla Connor and Diane Belcher (editors). Clevedon, UK: Multilingual Matters, Ltd., 2001.

Reflections on Multiliterate Lives is a collection of 18 personal, first-hand, accounts,



in narrative and interview format, of the formative language learning and literacy

experiences of highly successful second-language (L2) academic writers. By trying to find out how these writers became so successful, the editors aim to help the students, teachers, and researchers of L2 writing better understand how advanced L2 literacy can be achieved.

Questioning Authority: Stories Told in School.

Susanmarie Harrington and Linda Adler-Kassner (editors). Ann Arbor: University of Michigan Press, 2001.

Questioning Authority is a collection of essays that explores and questions teachers' personal and academic beliefs about teaching the essay. The collection illustrates how the stories teachers tell



about the essay as a form, about students, and about each other should be examined as cultural creations. The volume explores the reasons certain stories about academic literacy are retold for particular purposes, and reveals assumptions hidden in the teaching of writing. The collection adds to the historical groundwork of composition studies while providing new directions for pedagogical development.

The R110 Coursebook to Accompany The Art of Public Speaking, 5th edition.



Jennifer S. Cochrane, Kate Thedwall, and Kathy Fox.

New York: McGraw Hill Custom

Publishing, 2001.

This book is an ancillary student book to accompany *The Art of Public Speaking*, by Stephen Lucas. It contains all the speaking assignments, evaluation forms, sample paperwork and departmental policies. It was written to help standardize the teaching and learning in R110 according to the Principles of Undergraduate Learning.

Teamwork in Foreign Languages: Selected Papers from the 2001 Central States Conference.

Larbi Oukada and Alan Garfinkel (editors). Valdosta, Georgia: Lee Bradley, 2001.

Teamwork in Foreign Languages, edited by Larbi Oukada and Alan

Garfinkel, is a volume of selected papers from the proceedings of the 2001 Central States Conference on the Teaching of Foreign Languages. The papers address various issues in second language instruction ranging from



methods of delivery, to curriculum models, to various approaches and techniques for assessing language performances.

Teaching the Sociology of AIDS: Syllabi, Lectures, and Other Resources for Instructors and Students, Second Edition.

Eric Wright (contrib. editor).

Washington, D.C.: American Sociological Association Teaching Resources Center & Sociologists' AIDS Network, 2001.

Teaching the Sociology of AIDS is a collection of instructional materials to help college teachers integrate sociological research on the HIV Epidemic into their classes. The volume includes ideas for reading and writing assignments as well as complete lecture outlines, complete with overhead transparencies, on current sociological issues related to HIV/AIDS. In addition, there are class exercises and a guide to popular and documentary films about HIV/AIDS. Reflecting the changing nature of the epidemic, the second includes new resources on the international epidemiological trends and social impact the epidemic is having on the developing world.



Language and the Global Workplace: A Handbook for Indiana Businesses.

Indiana Center for Intercultural Communication, 2001.

Language and the Global Workplace is a resource for effective cross-cultural communication. Through case studies, it outlines some of the challenges facing local companies today in an increasingly multi-cultural business environment. Issues such as cross-cultural writing and e-mailing styles, business negotiations, and training an international workforce are explained.

