Check out Liberal Arts! One great way to recharge is through graduate study in a favorite subject. Return to what you’re most interested in by pursuing a graduate degree or certificate in the field your choice. Faculty and staff at IUPUI know that you have a busy life-work, family, etc. Classes are stimulating and challenging and assignments typically teach valuable skills as well as knowledge. Graduate classes typically only meet once a week and in the evenings. The degree programs are angled towards adult students who need that practical application to make graduate school worthwhile.

In Liberal Arts, there are six new master’s programs, and the school now has its very first Ph.D. program! If these sound like more than you’re ready to commit to, there are also 4 new certificate programs, which usually only require the completion of 5 or 6 classes. Each and every one of the graduate programs was created with an eye for applied knowledge and with consideration of the needs of the Indianapolis community.

So, if you’re trying to figure out what to do next, why not check out graduate school in the Liberal Arts? It might just be the right fit for you.

| LIBERAL ARTS GRADUATE PROGRAMS |
| Ph.D. | Philanthropic Studies |
| M.A. | Applied Communication Economics English History Philanthropic Studies Philosophy American Philosophy Bioethics Sociology |
| M.A.T. | Teaching Spanish |
| M.S. | Geographic Information Science |
| Certificates | Geographic Information Science Museum Studies Teaching ESL Technical and Professional Editing |

http://liberalarts.iupui.edu/gradprograms.html

Internationally recognized scholar William H. Schneider, Ph.D., is the first professor to hold the Constance M. Baker and Robert S. Ort Chair in International Healthcare Philanthropy at the Center on Philanthropy at Indiana University.

Created with a generous gift from Constance M. Baker, R.N., Ed.D., M.A., the chair aims to advance understanding of and expand research and teaching related to healthcare philanthropy locally, nationally and globally. The chair rests in the Center on Philanthropy, a part of the Indiana University School of Liberal Arts at IUPUI.

Schneider, a professor of history and philanthropic studies, has a joint appointment with the Indiana University Center for Bioethics. The appointment of Schneider to the Baker-Ort Chair will take advantage of his interests in the history of medicine and in bioethics, and will afford him an opportunity to further develop the Center on Philanthropy’s interest in bioethics and other issues related to healthcare.

“I am delighted that Bill Schneider will initiate this important new contribution to the study of philanthropy and healthcare, and am delighted that the Baker-Ort Chair is based in the School of Liberal Arts,” said Robert W. White, acting dean of the IU School of Liberal Arts at IUPUI. “Bill’s expertise as an historian, combined with the excellent work undertaken by the Center on Philanthropy and the Center for Bioethics, creates a rock-solid foundation for the chair.”

Schneider is widely known for his research and writing on the international philanthropic efforts of the Rockefeller Foundation and other American foundations and their impact on medicine. He also serves as director of the medical humanities program in the IU School of Liberal Arts.

For more than 20 years, Schneider has studied the history of medicine and healthcare, examining the long-range picture and broader context of health, disease and healing. In his role at the Center for Bioethics, he also examines the latest issues in healthcare and the implications of contemporary and future policies and practices.

"Health has always been one of the most important areas of philanthropy, and, increasingly, these issues cross national boundaries," Schneider said. "I am eager to help define research about this activity and offer better understanding to scholars, students, practitioners and the public."

The Baker-Ort Chair is believed to be one of only a handful of endowed chairs in philanthropy nationwide.

William H. Schneider

Schneider Named First Baker-Ort Chair in International Healthcare Philanthropy

Recharge Your Batteries!!
IUPUI students interested in studying abroad now have the unique opportunity to attend classes at the University of Derby in Derbyshire, United Kingdom. In an agreement between the American Studies programs at the University of Derby and IUPUI, students receive credit at their home university for the semester long exchange program. Derby students at IUPUI will work closely with the faculty and staff in Liberal Arts’ Institute for American Thought to complete courses in accordance with their (Derby) major requirements, while IUPUI students at Derby will be able to select from a diverse array of American Studies and liberal arts courses.

The University of Derby is a modern campus near the Derbyshire city center with 9,000 students and a full range of academic and professional programs. The city is the gateway to Britain’s historic Peak District, which includes extensive tracts of open parkland, attractive villages, and some of England’s best-known estates.

Students have easy access to a clean, safe and vibrant city center where old industries have been joined by service and information technology employers. The first students from Derby arrived at IUPUI this semester and IUPUI students will head to Derby next fall.

For information about the exchange program, contact Professor Marianne Wokeck, mwokeck@iupui.edu.
Liberal arts education delivers morals, money

by Bruce Hetrick, writing for the Indiana Business Journal

Last summer, an Indiana University English professor sent me an e-mail. It said that she and her colleagues were creating a new course called "Careers in English." Its premise: One might do something with an English degree besides teach English.

As they planned their curriculum, the instructors searched for an appropriate textbook. When they couldn't find one, they decided to create their own.

Before writing their text, the professors did some research. Among other things, they found a few alumni who had, in fact, used their English degrees for something besides teaching. They asked us what we do for a living, how our English degrees help and whether we'd choose the same major again.

Last week, in conjunction with this new course, I got to play professor for a day. In the morning, I counseled some undergraduate students, explaining how they might put their English degrees to work. In the afternoon, I talked with the first-ever "Careers in English" class. In between, a professor and I led a discussion with faculty members on the role of words and wordsmiths in shaping organizational culture.

Prior to these presentations, I'd not spent a working moment in the past 20 years contemplating how my liberal arts education had benefited my life, my career or my community. In hindsight, it's done quite a lot.

Yet based on my advance reading and campus discussions, many liberal arts students, graduates and teachers would be hard-pressed to explain the practical benefits of liberal studies. And if they can't explain it, most parents, potential students and employers can't either.

To be sure, you'll find plenty of papers by liberal arts professors and college presidents on this topic. Many are defensive, their authors having been beaten down by parents, trustees and donors demanding high job-placement rates for graduates--or by colleagues in skill-based programs who boast of their graduates "doing" something instead of merely "being" something.

This pressure to "do" begins early. My 14-year-old sons came home from school the other day with a form. It sought parent volunteers for "The Real Deal Day: Demonstrating that a balance of knowledge creates balance in life."

Organizers sought bankers, shoppers, brokers, cosmetologists, accountants, utility managers, child-care workers, real estate and insurance sales people, attorneys, car dealers, loan arrangers, financial planners, medical professionals, travel planners, fundraisers and entertainers.

"Teachers are also providing sessions about learning how to be wise consumers and owning a car," the form said.

Implied but not stated: A "balanced" life means learning some skill and buying stuff. No wonder Marshall Gregory, a Butler University English professor, bemoans educational rhetoric that "generally pretends that the future is guaranteed, that progress is measured by grades and skills exclusively, and that making lots of money is an imperative somehow braided into the fabric of the universe itself." As an alternative, Gregory believes that liberal education is "the pursuit of human excellence...not the pursuit of excellent salaries."

But therein lies the rub. Whether liberal educators like it or not, parents and students who invest umpteen thousand dollars in a college education expect monetary as well as moral returns. Altruistic though a liberal education may be, they demand bang for the buck. But ethics and profits need not be mutually exclusive ideals. As my friends at IUPUI like to say: "Why not both?"

At a conference last spring, I saw a quote from Dan Ciampa, an author and business consultant. "Ninety percent of the training leaders receive is technical," it said, "Ninety percent of the challenges they encounter are adaptive."

What's more, we hear time and again how the workplace is changing so rapidly that we'll all end up in multiple careers before we retire.

If these notions are true--and my experience says that they are--then all those skills-of-the-moment being taught on campus won't last six months, let alone a lifetime.

So all you liberal arts majors, repeat after me especially during job interviews and requests for raises): "Through history, English, political science, philosophy, whatever, I've learned how to read between the lines. That's invaluable in a business world in which too few people mean what they say or say what they mean.

"Through fiction, biography, essays and more, I've learned to see the world from other people's perspectives. In diverse workplaces and neighborhoods, that's critical to building consensus and inspiring participation.

"Through years of finding connections between seemingly unrelated concepts, I've learned to spot opportunities, organize them and shape them in a way others can follow. In a see-only-one-tree-at-a-time forest, that's a rare and valuable commodity."

When I chose a liberal arts degree, I, too, heard all those 'what-are-you-going-to-do-with-that?' snickers. Well, Mama, if your baby does liberal arts right, she can snicker right back at em--all the way to the bank.

Hetrick is president and creative director at Hetrick Communications Inc., an public relations and marketing communications firm.


Join the IU Alumni Association and get an automatic membership in the School of Liberal Arts Alumni Association!

Online: http://www.iupui.edu/~alumrels/
Phone: Stefan Davis, (317) 274-8828.
A page from a document discussing the School of Liberal Arts at IUPUI. The text includes information about featured events, a call to alumni, and an article about the difference Liberal Arts has made in the lives of graduates. The content highlights the broad range of possibilities available to students and the contributions alumni have made to the field. The article by Linda Claffin, President, Liberal Arts Alumni Board, speaks to the wide range of opportunities available in Liberal Arts and the importance of keeping alumni interested in the School of Liberal Arts and its future.
As my final semester of college begins, I reflect on my many amazing experiences. Just 4 years ago, when I decided to give an undergraduate degree another try, I never imagined I would see and accomplish so much so soon. After 3 years of scraping my GPA off the ground, I applied for scholarships before my final year. One scholarship’s goal in particular stood out. The donors of the Rebecca E. Pitts Memorial Scholarship had a simple purpose: to give one senior an extraordinary year. To my amazement, I won the scholarship and another, the Burns/Wagener Communication Studies Scholarship.

As I think about my incredible year so far, I can say that the Rebecca E. Pitts Scholarship has indeed made my year amazing.

In May, I traveled to Europe for the first time. Taking intercultural communication in another country gives immediate application to the concepts and theories taught in the classroom. While there, I was able to participate in a conference with Polish students, visit Auschwitz, and live in a historical Polish city for two weeks.

After arriving home, I quickly packed again and headed off to Cuernavaca, Mexico. I studied for six weeks at a Mexican university with other IU students and lived with a Mexican family. The relationship I built with the family remains special, and I will always have a home in Mexico. I also traveled to cities off of the tourist map and climbed an ancient pyramid. I will never experience a summer like this again. This semester my experiences have continued to nurture my education here at IUPUI. I was able to work less this semester and in exchange devote more time to my studies. I also attended the National Communication Association National Conference with help from the Student Professional Development Fund. Certainly my scholarship has alleviated many of the worries associated with paying for school by myself.

My life changed because of this last amazing year at IUPUI. I visited countries I only knew from history and geography classes. I met people and created lasting relationships within my discipline and around the world. I learned from hands-on experiences that education is more than just a classroom and a book. Most of all, now I know that I can do anything I set my mind to. I am a stronger person because of my time at IUPUI and my extraordinary senior year.

You can support student scholarships by using the enclosed envelope. Please indicate on the envelope what kind of scholarship you would like to support.

Want more news? Email LibArts@iupui.edu to subscribe to Alumni Email Newsletter!!
Movie Magic for 950 Middle Schoolers

by Dennis Bingham, Associate Professor of English

Students filled the Madame Walker Theatre to its 950-seat capacity. Nightjohn. When I first heard the title in 1997 in a Newsweek article, I never imagined that one day it would be a compound phrase in my vocabulary: The Nightjohn Project. This was a program that encompassed a visit to Indianapolis by a man many consider to be the finest African-American film director, a screening for some nine hundred children from nine middle schools.

The centerpiece of Charles Burnett's visit was the screening of Nightjohn and the outreach the following day. Over nine hundred children from nine middle schools attended.

As Charles Burnett and I walked toward the Madame Walker Theatre Center on that beautiful Thursday morning in mid-November, we saw bus after school bus lined up to let children and their teachers into the theatre. Eventually, there were so many buses that Indianapolis police entered the theatre to complain that the buses were blocking the street.

Inside, the view from the stage was remarkable as seven months of hard work and planning took the form of young students streaming into the aisles. In a sense the movie magic in the air became even more palpable when the projectionist discovered that Disney had sent an "authentic print"; that is, the original, off of which video transfers for the TV showing and home video release were made.

Once the film got under way, these nine hundred kids became one rapt spectator, in concert with the story of Sarny, the ten-year-old slave at a small South Carolina plantation in 1831. At every turning point in the plot, the audience cheered and applauded. It was thrilling to hear such enthusiastic participation.

Following Mr. Burnett's departure, ten IUPUI faculty members and students fanned out to five middle schools where they appeared as guest speakers in the classes that had attended the Nightjohn event. Here the volunteers found that students had responded to the film in myriad ways, from short essays based on study questions prepared by their teachers, to a book of drawings and poems about Nightjohn. The outreach classes proved a pedagogically satisfying way to wrap-up the presentation.

The Nightjohn Project was organized by the IUPUI African and African-American Studies Committee, and supported by a grant from the Indianapolis Foundation, an affiliate of the Central Indiana Community Foundation.