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Cover art by Evan Stauffer
Magazine designed by Cheryl Budd, Digital Marketing Group Inc.
The College is published twice a year, in winter and summer, by the Indiana University Alumni Association in cooperation with the College of Arts and Sciences and its alumni association to encourage alumni interest in and support for Indiana University. The College is paid for in part by dues-paying members of the IUAA. For information about membership or activities, please call (800) 824-3044 or e-mail iualumni@indiana.edu. Information can also be found on the College Web site at www.indiana.edu/~college/.
As I begin my fifth year as dean of this wonderful College of Arts and Sciences, I have occasion to pause and look back on the past four years. How the world has changed during this time! The United States is still grappling with the aftermath of the terrorist attacks on Sept. 11, 2001 — with considerable tension between competing interests such as security concerns versus civil rights and nationalism versus globalization. In the meantime, the economy of the country — especially of the Midwest, where the loss of manufacturing jobs has been particularly acute — continues to languish. These and other issues force us to reexamine the role of research universities in addressing them and educating future citizens. The College has done so with alacrity over the past four years.

It has become amply clear that, even as the United States deals with urgent and uncertain security threats, there is a great need as well for a foreign policy that begins to address the social and political causes of hatred and terrorism. The College, as a national leader in the study of languages and cultures of near and remote regions of the world, is in a unique position to train professionals in and out of the military and intelligence communities and to enlighten policy development. We have strengthened our area studies departments and programs and begun a new, comprehensive undergraduate major in international studies. We have established a new, federally funded Center for Languages of Central Asian Regions, whose coverage ranges from Azeri to Uyghur. Student interest in these courses is higher than ever, which bodes well for the future of the country. Our faculty is putting special emphasis on research relating socioeconomic and cultural factors to political unrest in the developing world.

A long-overdue reinvestment in science infrastructure is under way. Construction of Simon Hall, a state-of-the-art multidisciplinary science building — the first new science building on campus in 40 years — has begun. You can read more about the building and watch construction progress via Webcam at www.indiana.edu/~college. Another new science building is in the design stages. Multidisciplinary endeavors in life sciences — from our traditional strengths in evolution and genetics to new ones in molecular neuroscience, proteomics, and biocomplexity — are thriving. Indeed, College scientists are playing a leading role in Indiana’s life-sciences-related economic development effort called “BioCrossroads.” Research grants and patent and licensing income generated by College scientists have increased considerably in recent years, and even a spin-off company is about to emerge.

We have developed new degree programs to expand performance opportunities for our students. Private gifts continue to increase. I am truly heartened by the dedication of the faculty and the loyalty and generosity of our alumni and friends. It has been a most rewarding four years, and I eagerly look forward to serving my alma mater in the future.

— KUMBLE R. SUBBASWAMY

IU creating a state for life

Did you know Indiana has the fifth-largest life sciences economy in the nation? At the heart of that economy is Indiana University — one of the leaders in life sciences. Building on strengths in the basic sciences, medicine, and information technology, IU is leading the genomics revolution, seeking to cure disease and improve Hoosier health — while creating new jobs along the way.

IU celebrated its role in the life sciences with the inaugural life sciences week Jan. 22–29. Across the state, Hoosiers learned more about the life sciences and IU’s key accomplishments in the field through a variety of statewide activities and speaking engagements.

Life Sciences Week activities included the opening of two exhibits at the Indiana State Museum in Indianapolis: “Genome” and “Genes and Your Health.” The main exhibit, “Genome: The Secret of How Life Works,” began its journey at the Smithsonian in Washington, D.C. Funded with Pfizer and Clarian Health Partners, it provides an interactive medium for the public to learn about genomics research.

Exciting components of “Genome” include interactive touch screens and a giant 25-foot DNA double helix, which reveals the mysteries of our genes. Piece together a DNA puzzle, navigate a cell, or attempt to match a DNA sample found at a crime scene. The exhibit will be in Indianapolis through May 8, 2005.

And after unlocking the secret of life, take a trip over to IU’s exclusive exhibit, “Genes and Your Health,” located in the Tomorrow’s Indiana Gallery. Developed in partnership with the museum, the interactive exhibit showcases IU’s cutting-edge genomic research by helping individuals learn more about their risk for alcoholism and other genetic-related diseases. Middle-school children and adults alike can learn about depression, Alzheimer’s, cancer, and more. The exhibit will travel around the state in the coming year, after its tenure at the Indiana State Museum through May 26.

In December, IU President Adam Herbert announced a $53 million gift from the Lilly Endowment to further IU’s life sciences research. The gift, the largest ever to IU Bloomington, will help broaden and intensify the campus’s life sciences research, retain distinguished scientists, attract new world-class scientists, and contribute to the state’s economic development by transferring technology to new and existing life science businesses. Look for more information on this major initiative in the next issue of The College.
On Garrison Keillor’s popular public radio comedy and music program, *A Prairie Home Companion,* listeners frequently hear skits about “The Professional Organization of English Majors.” In them, former undergraduate English majors reap the rewards of their degree, which often involves serving up grammatical advice and French fries at a fast-food drive-through window. These skits pick on English majors in particular, but they draw on a much broader perception that a diploma in the arts and humanities is not the fast lane to wealth and prestige.

But with all due respect to the Professional Organization of English Majors, for some people it might be just that. One of these people is Kathryn “Kay” Booth, BA’72. Booth graduated from the College with a bachelor’s in fine arts, specializing in graphic design. After college she admits she “fumbled around looking for myself” for a while in jobs slightly astray from her intended field. It was in one of these that she discovered a flare for finances. Today, Booth is the director of global equity research for Bear Stearns, the world’s seventh-largest domestic securities firm.

After 27 years in investment banking, Booth has no doubts that she made the right career choice. “Wall Street is where I belong,” she affirms. “There’s never a dull moment in this industry.” And even though her college degree wasn’t the traditional start to a business career, Booth says the eclectic skills she developed as a fine arts major are “a tremendous benefit to what I do today. What makes me different from all my competitors who have gone the typical business school route is that I take a more creative, artistic approach to analyzing companies.”

Booth’s creative thinking and language abilities give her the professional edge, and she wishes more job applicants had a similar background. Students who have followed an arrow-straight trajectory into the financial world, she thinks, may underestimate the importance of things like grammar or aesthetics. But the breadth of experience that fosters subtle skills, like writing a persuasive cover letter or clear, concise résumé, can make all the difference for an employer choosing among several highly qualified candidates. At least, it does when Booth reads them.

In 1994, Booth’s dynamic melding of the arts and business brought her to the attention of then dean of the College, Mort Lowengrub. Lowengrub was in the process of expanding the Dean’s Advisory Board, the 29-member group of professionally and geographically diverse alumni and friends of the College that meets twice a year to offer real-world perspectives on issues facing the College. “He wanted to find arts and science majors who had entered the business world,” Booth recalls. “It took a while to persuade me to join, but it is one of the best things I’ve done. It’s a privilege to serve on the board.” In addition to the Dean’s Advisory Board, Booth serves on the board of trustees at the Indiana University Foundation and was inducted into the President’s Circle in 2003 for her dedication and service to the university.

After talking to Booth, the skits about English majors on *A Prairie Home Companion* seem much more like amusing works of fiction. At the same time, this business leader’s fierce pride in her roots in the College suggests that an adaptation of the Professional Organization of English Majors’ motto still holds true: “Arts and sciences: It’s not just a college, it’s a way of life.”

Emily Williams is a frequent contributor to *The College.* She was raised in Bloomington and lives in Portland, Ore.
As promised in the last issue of the magazine, this column is going to provide a brief introduction to the members of the College of Arts and Sciences Alumni Board. This board is made up of committed alumni volunteers who meet three times a year to promote the mission of the College alumni association, which is to foster the lifelong allegiance and support of students, alumni, and faculty of the College. Members of the board oversee a dues-based budget, deciding how best to allocate funding. They designate funding for The College magazine, departmental newsletters, a commencement breakfast for graduating seniors and their families, alumni programming through regional College Connection Luncheons, the annual recognition banquet, distinguished alumni and faculty awards, a student etiquette dinner program, and many more services. We’ll begin our profiles right at the top by introducing you to Kathryn A. Krueger, M.D., president of the board.

Krueger was born in Michigan. While she initially was drawn to journalism with a focus on medical writing, she soon discovered she loved the science more than the writing. She switched her area of study and graduated with a double major in chemistry and biology in 1980. Her interests led her to study medicine, and she earned an MD from the University of Illinois. She completed further training and began a research career at the University of Michigan. She now conducts clinical research at Eli Lilly and Co.

Krueger wanted to remain connected to the College, and in 1993 she decided to join its alumni board. She has not only served as a board member but has been elected as secretary/treasurer and vice president and is beginning her second year as president. One of her first initiatives was to complete an ongoing project to rewrite the bylaws of the association. The bylaws had not been revised or reconsidered for more than a decade. Her long tenure with and commitment to the board have made it a proactive and meaningful organization that all College alumni can be proud of. In her free time, Krueger enjoys cycling along Indiana roads.

— Marsha Minton, Director of Development and Alumni Programming

If you have any questions for the board, contact us at asalumni@indiana.edu.

Have you considered the advantages of life membership in the IU Alumni Association?

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To join (or upgrade your annual membership to life), call the IUAA membership department at (800) 824-3044, e-mail iuamemb@indiana.edu, or visit our Web site at www.alumni.indiana.edu.

Be part of a loyal group of more than 31,000 IU alumni and friends who support IU — our life members!
When I started classes at IU in the fall of 1972, the campus was almost the same as when my family moved to Bloomington in the early 1960s. There was still automobile access to the Old Crescent. Looking toward campus from Kirkwood Avenue, most of the buildings in the Old Crescent were obscured by the trees in Dunn Woods. The old Memorial Stadium on 10th Street was no longer in use as a football field, but the Little 500 and the community Independence Day fireworks were still held there each year. I left Bloomington in 1976 with the feeling that the town and campus would always be the way I remembered.

My family and I returned to make our home in Bloomington in 1989, looking forward to taking our son to the fireworks in the old stadium and introducing him to campus. Things were not as I remembered. Looking toward campus, I was startled to see the Sample Gates and a wide brick path leading into the Old Crescent. On 10th Street, the old Memorial Stadium had been razed and planted as an arboretum. The former ticket booths were the only reminder of what had once stood at that site. There was no doubt things had changed, but I had to admit both the gates and arboretum were beautiful additions to campus.

The most recent change to campus occurred in 1998, when the Black Culture Center and two other buildings near the corner of Seventh and Jordan were razed to clear the site for the Marcellus Neal and Frances Marshall Black Culture Center and Lee Norvelle Theatre and Drama Center. Dedicated in January 2002, this long-anticipated building changed the landscape of that corner forever. More changes are now under way as construction workers prepare the site between the Chemistry Building and Myers Hall for Simon Hall, the first of two new multidisciplinary science buildings being planned. The building of Simon Hall can be monitored by logging on to our Web site for live shots of the construction site at www.indiana.edu—college/.

The city of Bloomington has also undergone some dramatic changes in the past several years. Miller-Showers Park (the park dividing College and Walnut on the north side of town) has been transformed by the addition of a combination pond/storm-water treatment plant that runs the length of the park. Downtown Bloomington has seen the addition of several high-rise apartment buildings — including one on the corner of 10th and College, one next to the Justice Building, and another on Kirkwood two blocks west of the square. The increase in the number of downtown residents has added to the vibrancy of downtown Bloomington, and its specialty shops and restaurants continue to thrive.

Much has changed since I first came to Bloomington four decades ago, but the city — and the campus — still retain the same spirit that has made them special to me and thousands of others over the years.
Philanthropist in Practice

by William Rozycki

In the early 1970s, Claire Gaudiani, MA’69, PhD’74, was a doctoral student on the IU Bloomington campus at a time when the university was introducing what is now the Collins Living-Learning Center. Gaudiani and her husband, David G. Burnett, PhD’73, also a doctoral student, joined Collins as the first coordinators of residence life. The pair counseled resident students and developed programs in academics, art, and music for the Collins community of inquiry.

“I would like to help this great country to dramatically improve the quality of life of our bottom one-fifth in income distribution.”

Gaudiani left the post after two years when she received a PhD in French literature. But her interest in nurturing human potential had only started, and it has been a continuing theme in a remarkable career. That career has taken her from professor to college president to community leader and, most recently, to a campaign to open the nation’s eyes to the profound economic and social benefits of philanthropy.

Gaudiani’s abilities led her to the presidency of her undergraduate alma mater, Connecticut College, after she had taught 10 years at the University of Pennsylvania. During her time as president at the private liberal arts college, from 1988 to 2001, Gaudiani established a phenomenal record. She created programs that allowed students not only to travel abroad, but to work there as well; she initiated literature courses with service in the inner city; and she engaged undergraduate students in original research in the sciences.

Gaudiani has, throughout her career, addressed questions of equity in society. At Connecticut, she brought low-income minority high-school students to the campus for summer programs that introduced higher-education goals. She developed the program to avoid selecting the highest academic achievers — those, Gaudiani knew, would have other resources to help them — instead focusing efforts on students identified as having great potential even if their school records were low. “After all,” she says, “white students who aren’t in the top 10 percent of their class go to college. Why shouldn’t these students have the chance as well?”

The innovative programs brought new academic and student life to Connecticut College, but Gaudiani knew that resources were as important as ideas. She embarked on a multiyear fund drive that resulted in a five-fold increase in endowments. By the end of her tenure in 2001, the school had a large endowment income, and the student application rate was up by 40 percent.

This extraordinary college leader at the same time turned her phenomenal energy to the needs of the school’s larger community, New London. She served as the unpaid volunteer president of what had been a defunct New London Development Corp. In five years as head of the corporation (serving four of those years even while leading Connecticut College), she reestablished citizen interest in the corporation; convinced a major pharmaceutical company to establish a $300 million research center in the town; and managed city- and state-funded projects that involved creation of a $17 million downtown waterfront and an upgrade of the New London commercial pier facilities.

Since leaving her post as college president in 2001, Gaudiani has promoted the notions of the engaged citizen and a caring community, both as a research scholar at Yale University and now as a professor at the George H. Heyman Jr. Center for Philanthropy and Fundraising at New York University. She is the author of the influential 2003 book The Greater Good: How Philanthropy Drives the American Economy and Can Save Capitalism. “Without our citizen generosity, our country would not be the same. Neither its democracy nor its economy would be the same,” Gaudiani explains. “I’m worried that we could lose this quality if more of us don’t nurture it.”

As Gaudiani tours the country promoting the ideas in her book, she is using her platform to launch a grand vision: to help bank the unbanked. “I want to help my generation contribute to matching the savings of low-income people,” says Gaudiani. “I would like to help this great country to dramatically improve the quality of life of our bottom one-fifth in income distribution.” She sees such work as a completion of the last major work of a just society as envisioned by our nation’s founders. “The country is ready to do this shared work,” affirms Gaudiani. “It could be the crowning work of the Vietnam generation before we sign out in 30 or so years.”
Shattering Assumptions About Science

by William Rozycki

When Jeffrey Palmer was a high school student in Washington, D.C., his biology teacher inspired him to take an interest in botany. Neither student nor teacher could imagine the eventual impact of that encouragement. That awakened interest led Palmer to earn a PhD in biology at Stanford University. And in the space of the three decades since his high-school days, Palmer’s research on plant genomics has shattered common assumptions about the development and evolution of organisms and has brought to life science a new understanding of the nature of the genome.

Palmer, a Distinguished Professor of biology at IU Bloomington and former chair of the biology department, studies mitochondrial genes in plants. The mitochondria are found in all living cells (except the simplest bacteria) but reside outside the cell nucleus where most genetic material is found. These mitochondrial genes are crucial to cells, controlling vital functions like respiration, and yet are thought to descend from a symbiotic relationship between bacterium and cells, during which the cells engulfed the bacterium. By isolating these genes of selected plants in his laboratory, sequencing them, and then comparing the genetic sequence with other species, Palmer has, in the words of Iowa State University biologist Jonathan Wendel, “done more than any other individual over the past quarter century to transform botanical science ... [and has] changed the scientific landscape that we now live in.”

One of the first of Palmer’s remarkable discoveries was published in 1993 and was picked up in the national news. Palmer and his collaborator demonstrated that fungi are not, as was previously thought, related more closely to plants than to animals. By studying select mitochondrial genes and putting these findings together with other genetic information, Palmer turned on its head the original, intuitive classification based on the way the organisms looked and behaved. Palmer replaced this assumption of lineage with the startling finding that, despite external appearances, fungi and animals have a sister relationship; plants are more like a distant cousin.

Other, more recent work directed by Palmer has shown that the rate of genetic change within the mitochondria of plants can show tremendous variability: Some genes evolve with startling rapidity, then slow to a much more measured pace. Palmer’s findings “cast significant doubts on the reliability of molecular clocks,” says Loren Rieseberg, professor in the Department of Biology at IU. Scientists had previously thought that genetic mutation progressed at a more or less uniform rate, and in the absence of a fossil record, the degree of genetic difference between two species sharing a common ancestor could be calibrated in a rough time estimate, the “molecular clock.” In view of Palmer’s findings, scientists are rethinking such time estimates.

Perhaps the most intriguing research to emerge from Palmer’s lab is the discovery that, at least in some instances, horizontal gene transfer exists between disparate species. “Horizontal gene transfer,” Palmer explains, “means a transfer of genetic material between species that are too different to mate.” How can such a transfer occur? “In at least two cases we know of, it appears that there was direct transfer of genetic material from a parasite to the host,” Palmer says. The news of such horizontal transfers is both unexpected and exciting, opening new research horizons for genomic science and broadening the view of natural development and mutation.

It is such eye-opening research that earns respect from fellow biologists and brings honors from the research community. In 1990, Palmer won the coveted David Starr Jordan Prize; he was inducted into the American Academy of Arts and Sciences in 1999; and he was elected a member of the National Academy of Sciences in 2000. Daniel Crawford, a biologist at the University of Kansas, sums up Palmer’s importance to his field: “[Palmer’s] contributions in molecular evolution and genomics have been nothing short of stunning.”

William Rozycki is a Bloomington-based free-lance writer.
No matter what part of the world you’re from or what area of the world you’re interested in learning about, chances are Indiana University speaks your language.

The College of Arts and Sciences offers nearly 50 foreign-language opportunities for students — from American Sign Language, Arabic, and Azeri to Uzbek, Yiddish, and Zulu. The College requires each of its students to take four semesters of foreign-language coursework and encourages language and non-language majors alike to broaden their understanding of the world by studying overseas.

“I can say, without hesitation, that we’re one of the top universities in the country in terms of the number and quality of the languages we offer,” says Catherine Larson, associate dean for undergraduate education in the College and professor of Spanish and Portuguese. “I also think our link between languages and overseas studies is a strong indicator of the university’s commitment to expanding both the linguistic and cultural horizons of its students.”

“This is my 20th year at IU, and I’ve always felt part of something that was valued very highly,” Larson continues. “Over time, our faculty has come to believe that the study of foreign languages and cultures has helped create graduates who have a clear sense of the world.”

Massimo Scalabrini is an assistant professor of Italian in the Department of French and Italian. Now in his fifth year at IU Bloomington, the native Italian and graduate of the University of Bologna is a firm believer in the intellectual and cultural value of learning a foreign language.

“It gives students access to another way of looking at the world. We need to talk to each other and understand each other,” Scalabrini says. “I see it as an intellectual tool and a means to broaden their cultural awareness, to foster dialogue and understanding, and to gain an appreciation for cultural diversity.”

Learning language is also good business practice, says Joseph Clancy Clements, associate professor of Spanish and Portuguese, associate professor of linguistics and former director of the Hispanic Linguistics Program. The popular program has around 200 majors and 300 to 400 minors each year.

“Things have been globalizing at an unprecedented rate,” Clements says. “If business is globalizing, then not everybody is going to work in English. And if you want to do business well, you’ll have to work with the Hispanic world, with the Chinese, with the Japanese. There’ll need to be more mutual accommodation with the people you do business with.”

Every year is languages year

Congress has designated 2005 “The Year of Languages” in order to celebrate the increasing importance of language learning in U.S. education and life and to educate students, parents, and the public in general about the benefits gained from studying and learning other languages.

One might say that every year is a year of languages at IU. The university’s foreign-language tradition dates back to the early 1940s, when, under the leadership of President Herman B Wells, IU positioned itself to meet the nation’s needs for international and foreign-language expertise. The university established a special training center at the start of the Cold War to teach languages such as Russian and Finnish to the U.S. Army. It would establish the Russian and East European Institute in 1958 amidst widespread fears of communism. Today, IU has 14 international and area studies centers, several of which have received funding from Title VI of the Higher Education Act of 1965. Congress passed the Title VI amendment in 1998 to support foreign-language centers, programs, and fellowships in institutions of higher education.

Once again, global events have magnified the importance of learning a foreign lan-
language. After the tragedy of Sept. 11, 2001, and the new world order — or disorder — it created, the U.S. intelligence community stressed a need for individuals with foreign-language expertise to work on important national security and foreign policy matters. Recent studies have indicated a shortage of experts in Central Eurasian, East Asian, and Middle Eastern languages and inadequate resources for the development and teaching of what the government deems “critical” foreign languages, such as Arabic, Vietnamese, and Thai.

In October, NBC News reported that the U.S. intelligence community faced a major problem — a lack of translators who specialize in Arabic and who could go through the hundreds of thousands of raw audio recordings from FBI terror and espionage investigations.

What's more, the United States continues to lag behind other nations in the study of foreign languages. About 9 percent of Americans speak both their native language and another language fluently, according to the 2000 decennial census of the population. More than 52 percent of Europeans speak both their native language and another language fluently, according to the European Commission Directorate General for Education and Culture.

In October, IU President Adam W. Herbert told the U.S. Senate Foreign Relations Committee that the university has responded to new language concerns. He cited the establishment of the Center for Languages of Central Asian Regions, which teaches languages and cultures of countries such as Afghanistan, Kazakhstan, and Kyrgyzstan. Additionally, he explained that the College offers languages spoken in regions of strategic importance to the nation. Those languages include Azeri, Haitian Creole, Hindi, Hausa, Mongolian, Persian, Romanian, Tibetan, and Uzbek.

While IU’s language coordinators, generally speaking, hesitate to promote it, they don’t deny the national security aspect of why studying and learning a language is important.

“There’s a place for this, and it’s unfortunate that it takes a negative event to get people interested in studying a foreign language,” says Zaineb Istrabadi, associate director of Middle Eastern and Islamic studies and director of Arabic language instruction. “But it seems that’s how things work in this country. There was a tremendous interest in studying Russian and other Slavic languages before the Cold War, when the United States was emphasizing its ties to the Soviet Union. Now there’s a need.”

IU’s language coordinators have been branching out to offer more regional languages that are strategic to the nation, such as Armenian, Turkish, and Arabic.

Sunni Fass
Graduate student
Bridgewater, N.J.
Major: Folklore and ethnomusicology
Special interest: Turkish language

On why she chose to study the Turkish language:
I became interested in studying Turkish after I took a folklore class, taught by (College Professor of Folklore) Henry Glassie, that focused on Turkish art and architecture. I had come into IU with some background in Middle Eastern music, and I had enrolled in Dr. Glassie’s class because I was considering pursuing further study of the region. The class focused on the relationships among history, religion and cosmology, aesthetics, and personal experience. I enjoyed the complexities and also the ways in which language seemed to lie at the heart of many of these relationships — in Turkish people’s descriptions of their own experience as artists, in genres like calligraphy where language is intimately part of art, in richly nuanced terms used to talk about aesthetic styles and principles. I was also simply drawn to the sounds of the language itself. Turkish is a beautiful language.

On the value of learning a language:
I think learning a language opens doors. It allows you to communicate with individuals — breaking through stereotypes and generalizations and really engaging with the way real, individual people experience their lives, identities, and relationships. You also gain access to other types of media — film, TV, radio, music — that are shaping and contributing to the global cultural landscape. Plus, the structure of any language reveals so much about how people construct and conceive of their world. It is sometimes quite subtle, but culture is often deeply embedded in language, and sharing language is really a very crucial step toward true understanding.

On her future plans:
When I finish my PhD, I intend to pursue a career as a museum curator or museum educator. Also, although my immediate research plans shifted away from Turkey out of concern for the fallout from the war in Iraq, I have not given up on the idea of eventually pursuing future research in Turkey. My original research plans had involved spending time working in a Turkish museum. I hope I will still have this opportunity some day.
languages during the Cold War, but once the Soviet Union collapsed, things slowed down.”

Scalabrini, who has seen a steady rise in recent years in the number of students studying Italian at IU, says, “(Learning a foreign language) is just the right thing to do. It doesn’t have to be linked to a specific event, even an event of the magnitude of Sept. 11. The languages were always necessary. Now they’re even more justified.”

While an article detailing all of the languages offered at the College would fill volumes, following is a sampling of some of the many languages being taught at IU.

Getting to know Dutch

Esther Ham may be giving new meaning to the expression “going Dutch.”

Ham is the coordinator of Dutch language and culture in the Department of Germanic Studies. Now in her fourth year at the university, she admits to feeling all alone at times as she deals with the continued challenge of persuading students to study the Dutch language.

The U.S. government and the Modern Language Association have designated Dutch as a “less commonly taught” language, which is basically a nice way of saying Dutch is not Spanish or French or Italian. It’s not even Arabic or Portuguese or Korean. Or, for that matter, American Sign Language, which is one of the most popular foreign-language courses at IU with about 500 students in 19 classes each semester.

In 2002, 375 students were enrolled in Dutch language courses at U.S. institutions of higher education, according to an MLA survey. In comparison, more than 746,000 undergraduates and graduates were taking Spanish. More than 60,000 were studying American Sign Language.

“The biggest problem for me when I arrived here was ‘How do you advertise? How do you promote yourself?’” says Ham. “There are just so many choices at IU. How do you stand out? How do you tell people that Dutch exists?”

Ham has added reason for feeling alone. For more than 15 years she researched and taught at Utrecht University in the Netherlands, one of Europe’s most prestigious universities and a training ground for a dozen Nobel Prize winners. She says that Utrecht’s Dutch language program represents about 1,500 students a year and anywhere from 20 to 25 instructors, who specialize in teaching an advanced level of Dutch and cater to a large and active foreign exchange program.

For Utrecht, language is big business. Dutch is spoken by approximately 20 million people in Western Europe alone. Several of the world’s largest companies have Dutch roots, including Shell and ING, one of the world’s largest financial institutions. Dutch is also the language spoken in the northern part of Belgium, where Brussels, the capital of the European Union, is located.

Ham says she’s embraced this new challenge and managed to hold her own against the friendly competition from IU’s other language programs. When she took over the campus’s Dutch program in the fall of 2001, there were 11 students studying first-year Dutch and just four students who enrolled in a second year of the language. This semester, the number of first-year students has nearly doubled (to 20) and the number of second-year students has more than tripled (to 13).

When asked to explain her success, the language teacher is at a loss for words. “I guess you have to be a bit lucky,” she says.

It’s much easier for her to express just how important and valuable it is to study language and learn about other cultures.

“For anybody in the world, it’s a good experience to hear another point of view. Especially in a large country like the United States, it’s helpful to see other customs and cultures. I always try to make the link to American history, and, you know, we have a lot in common with (Americans). A lot of people from the Netherlands emigrated here.”

A call for help

Zaineb Istrabadi had been back in her hometown of Bloomington, Ind., for only a few weeks when she got the call.

It was October 2001, just weeks after Sept. 11, when M. Nazif Shahrani, former chair of the Department of Near Eastern Languages and Cultures, phoned Istrabadi with a desperate plea for help. Was the Iraqi native available, and would she be willing to help a department faced with increasing demands, including requests for lecturers, research assistance, and other expertise?

Istrabadi had spent the previous 14 years at Columbia University in New York City, where she served as a research assistant for the late Edward Said, a renowned Palestinian activist, and was ready for a new challenge. She agreed to the chair’s request almost immediately, seizing the opportunity to return to where she’d earned her master’s and doctoral degrees and thinking she’d have at least a few months to prepare herself for her new role.

Instead, she had just a few hours. “(Shahrani) called me on a Saturday, and on Monday I was in the office,” Istrabadi says. She quickly began assuming responsibilities as lecturer and as associate director and outreach coordinator of the Middle Eastern and Islamic studies program.

Then, in the fall of 2002, Istrabadi, whose brother is Feisal Istrabadi, the new Iraqi ambassador to the United Nations, became coordinator of Arabic language instruction (she is now the director). Over the past two years, she has overseen an extraordinary increase in student enrollment. When she joined the department in October 2001, there were 40 students enrolled in elementary Arabic. The number of registered students in this first-year course has more than doubled this fall to 84. During the fall semester of 2001, seven students were enrolled in third-year Arabic. That number has risen to 25 this semester.

The numbers echo a remarkable national trend. The number of people studying Arabic at the university level rose from 5,505 in 1998 to 10,584 in 2002, according to the MLA. And, yet, Arabic makes up less than 1 percent of the total language enrollment in the United States.

Istrabadi says she tries to “contextualize” Arabic language for her classes, which typically include a majority of Americans and a handful of Arab-Americans and non-American Muslims. Her students rely on “real” texts, such as poems and newspaper columns and articles that are written in Arabic, instead of the textbook. “In that way, if there’s a political slant to a poem, there might be a certain reference that the average American student might not know about,” she says.
Istrabadi believes Americans need to be more cosmopolitan and catch up with the rest of the world, where learning multiple languages is considered normal.

“It’s pretty self-evident that we have a tremendous lack of information about that part of the world, and many people who are considered experts on the Middle East — well, I don’t know what makes them experts, because they don’t speak the language.

Think of the reverse: What if someone was called an expert on the United States, but that person didn’t speak English? How seriously would you interview this expert? Would you have them on TV every night? Do you see the absurdity of this situation?”

The international language

As tensions mount between the United States and North Korea, one might expect the level of interest in Korean language studies to also escalate.

Interest has risen slightly, says Hyo Sang Lee, associate professor of East Asian Languages and Cultures and coordinator of the Korean language program, but for reasons that have less to do with deadly nuclear weapons and axes of evil than that crazy little thing called … love.

“Students tend to give more personal reasons for studying Korean,” says Lee, a native of Seoul, South Korea. “We have had Japanese female students who have Korean boyfriends and American boys who have Korean girlfriends. And they all have friends who speak Korean.”

“It’s one way we differ from the Japanese and Chinese (programs),” Lee continues. “Many of those students are motivated for academic, political, and economic reasons. Also, many Americans don’t see Korea the same way they see Japan and China, the two giants in Asia. It’s a misunderstanding, of course. Korea is still one of the most powerful economies. Its economy is improving quite rapidly, and it’s also a major sports power. But it takes a long time for people to realize these things.”

That’s not to say global issues don’t resonate with students who are interested in taking Korean, says Lee, now in his 11th year at the university. It’s just that the Korean language program, which totals anywhere from 35 to 50 students in a given year, attracts somewhat of a different student than those who flock to the major Korean language centers on the East and West coasts, such as the University of Hawaii and UCLA. “Unlike those other universities on the coasts, we don’t have a lot of Korean-American students — only about five of our 20 first-year students are Korean-Americans. Other universities have 80 percent Korean-Americans,” Lee says. “(The program offers four levels of Korean, from elementary/first-year to advanced level/fourth-year.)

Lee says he considers Korean one of the...
most difficult languages to learn, which makes it a difficult sell to new students. He also has a relatively small number of Korean-Americans to market to (about 300 to 400 students), compared with other Big Ten schools such as Michigan and Illinois, whose Korean-American populations are in the thousands. Still, he considers his program and its parent department, the Department of East Asian Languages and Cultures, to be among the nation's strongest.

"In many universities, even in the most prestigious universities, your language leaders aren't considered to be normal teachers. They're considered to be lecturers," Lee says. "Even though IU has a small (Korean) program, it considers languages to be very important."

**African languages on the rise**

In the African Studies Program, they're facing a challenge that many less commonly taught languages would love to have — how to balance an increasing interest in African languages with the desire to keep classes intimate.

"It's a challenge because we at least want our students to feel like they're in a small class setting," says Alwiya S. Omar, coordinator of African languages and native of Zanzibar, Tanzania.

She says more than 100 students are enrolled in African languages this fall, including 70 students who are studying Swahili, a less commonly taught language that has experienced significant growth in recent years. (Total enrollment in Swahili approached 1,600 students in 2002, up from 1,241 in 1998.) The campus has also seen a rise in the number of students studying Twi, the native language of Ghana, as well as the introduction of the South African language Zulu in 2003 and the reintroduction of the West African language Bambara, also in 2003. The Nigerian language Hausa is currently being taught at the intermediate and advanced levels.

"Our students are interested in African languages because the classes are small," says Samuel Obeng, associate professor of linguistics. "I used to go to the halls of residence to talk to students, and anytime I'd tell them about the small classes and the one-on-one relationships with teachers, they'd get very excited."

Obeng, a native of Ghana, served as African languages coordinator from 1999 to 2002. He attributes the rising interest in African languages among black and white students to several factors.

"It's true that Hollywood and movies like *The Lion King* and its songs like "Hakuna Matata" contributed to students' wanting to know more about the language. But languages like Twi also appeal to a significant number of African-Americans because they want to learn more about their history," he says.

Obeng says the African languages program encourages students to broaden their horizons and eliminate "the fear of the unknown" by experiencing, firsthand, the African culture. He says the university has a strong overseas study program at his alma mater, the University of Ghana. "If you're going to learn the language, you need to know the context and how to use it," he says.

**Latin lives!**

Alex: Did you hear they're teaching Japanese next year?
Max: That's the rumor.
Alex: And they're canceling Latin.
Max: What? I tried to get Latin canceled for five years. "It's a dead language."
I'd always say.
Alex: Well, I guess they finally heard you.
— Scene from the film *Rushmore* (1999, Touchstone Pictures)

Contrary to what some people believe, Latin is not dead. In fact, it's the eighth most studied language in institutions of higher education, thanks, in large part, to Hollywood (Gladiator, Alexander) and our timeless fascination with Roman mythology.

And don't forget the dreaded SAT test — studies show Latin students have a leg up over other students on the verbal section.

Yes, Latin lives — and not just in the hearts and minds of moviegoers and parents of college-bound high-schoolers. For a nation embroiled in tumultuous global and political events, Latin and Roman culture can be a "marvelous lever" for analyzing the times in which we live, says Cynthia Bannon, associate professor of Latin and director of undergraduate studies in the Department of Classical Studies.

"One of the phrases you hear is that (Latin) majors are 'majors for life,'" Bannon says. "Latin will enrich your experience of our culture — not just literature, but also art — and also provide you with a way at looking at political events, at law, at different forms of family, and at what it means to be a family."

There's one more rumor that Bannon wants to shoot down — that learning Latin is much too hard. "It's the kind of thing that is manageable," she says. "Once you memorize certain things, learn the grammar, and acquire what is a very limited set of rules, you're golden, and your brain will grow in lots of different ways."

**The future of languages at IU**

Looking around the College, it's apparent that the university's foreign-language programs are in the midst of a period of exciting growth and new challenges. With those challenges come increased competition for students, teachers, and resources and the need for programs to market themselves in ways that convince students of the importance of learning another language.

IU and the College have tried to do their part by promoting the intellectual, economic, political, and global benefits of acquiring a foreign language and pursuing opportunities for students to understand and appreciate other cultures by studying abroad.

Associate Dean Catherine Larson is amazed by the team effort. "It really is extraordinary, and I think the credit goes to Herman B Wells. He was a man absolutely committed to international and global education and thought it was important to create opportunities for students to study overseas."

Wells understood that "students who learn a foreign language become not only more knowledgeable about the world and how they fit into the world picture, but also how the world fits in with them," she adds.

It's a vision that seems to make sense in any language. [3]

Ryan Piurek is a writer in the IU Office of Marketing and Communications.
Not long ago, Kemmie Mitzell was fairly sure she wouldn’t come to IU. It was simply too controversial. “We have a divided house,” Mitzell explains of her Westfield, Ind., family. On her mother’s side is a virtual dynasty of Hoosiers: her mother, two aunts, grandmother, and grandfather all attended IU. Her father, on the other hand, graduated from a school in West Lafayette that is not named in polite company. “You can imagine the arguments that go on in the house when they play in basketball.” Her expression is a combination of grin and shudder. “It’s quite a sight.”

Family rivalries aside, Mitzell also worried that IU was simply too big to offer the kind of intimate environment she admired at small colleges. “I was actually at first intimidated by the size of the university,” she admits. “What I realized was that the resources at a large university are amazing. If you want them, they are right there at your fingertips.” Enticed by the possibilities, Mitzell decided to attend IU and immediately set about finding ways to put a large university’s resources to work creating the small communities she sought.

Before classes even started, Mitzell entered the College of Arts and Sciences’ Direct Admit Program. This program, now in its fourth year, allowed her to forgo the standard exploratory period in the University Division and immediately enter the biology department. About 250 freshmen elected to enter the program this year, jumping straight into taking care of degree requirements and working with major-specific advisers.

Absolute certainty in her major also led Mitzell to another special program that caters to motivated students: the Science, Technology, and Research Scholars Program. STARS offers a select group of around 70 undergraduates an exceptional package of opportunities, including four years of hands-on laboratory research experience, mentoring by a faculty scientist, and an annual stipend for research projects, journal subscriptions, or travel to scientific conferences. Mitzell joined STARS because, she says, “I was extraordinarily impressed with the magnitude and far-reaching scale of the research that goes on at this university.” Now part of this research herself, she is working in the lab of Preston Garraghty, professor of psychology and neural science, assisting with an experiment measuring the effects of stress hormones on rats’ ability to learn.

As if one major weren’t enough, Mitzell committed to take on a second, in the Department of Theatre and Drama. “Drama has been a primary interest for me since I was about 2 years old,” she says. “When I tell people about my double major, I always get these really weird looks. I try to explain that the subjects actually complement each other really nicely. People tell me they’ve never heard of a theater and biology major, but they’re both part of who I am as a person and who I’m going to become.” The two subjects, Mitzell believes, both examine what she thinks of as “humanness” — one scientifically and the other artistically. She hopes that the combination will give her a unique perspective from which to make scientific, as well as personal, discoveries.

“I was actually at first intimidated by the size of the university. What I realized was that the resources at a large university are amazing. If you want them, they are right there at your fingertips.”

“The more you understand human beings as they are,” she contends, “the more you understand who you are and who you are meant to be.”

Pursuing two majors, pondering a minor in French, and working as a research assistant would leave most of us with barely enough energy to feebly press the television’s on button. In contrast, Mitzell finds time to practice with the Singing Hoosiers, an elite choral ensemble that performs nationally and internationally. In that group, in her dorm, in the STARS Program, and in the Direct Admit Program, it is clear that Mitzell has used the vast resources that once overwhelmed her to carve out small, focused communities where she can thrive. It’s less clear whether thriving involves any sleep, but Mitzell is too happy to be tired. “I am a busy person,” she says with a laugh, “but I enjoy being busy. So it works out.”
Stand-alone PhD in cognitive science

Fall semester marked the inauguration of IU’s new stand-alone PhD program in one of academia’s hottest fields: cognitive science. Since the program began 16 years ago, graduate students in cognitive science have pursued a joint PhD that combines cognitive science with a related discipline. In the new stand-alone program, core coursework will still focus on these major methodologies of the field: philosophical foundations, behavioral research, computational and mathematical modeling, and neuroscience. For their research, students will choose an area of concentration, such as language, vision, or memory, that can be investigated using the multidisciplinary perspectives fostered by the program.

A rose by any other name ...

This fall, IUB biologist Loren Rieseberg and five colleagues from around the country were awarded a $5.5 million, three-year grant from the National Science Foundation. The team aims to identify key genes that cause lettuce, sunflower, thistle, knapweed, and several other plants in the sunflower family to differ from their wild ancestors. Lettuce and sunflower are valuable agricultural crops, while thistles and knapweeds are disdained as weeds. Despite the obvious dissimilarities, the species are closely related and quite similar genetically. This information will be useful to plant breeders and weed fighters, but also to anthropologists who are interested in early humans’ domestication of crops.

Tongue-in-beak

Everyone knows that Polly wants a cracker. But just how, exactly, does she manage to ask for it?

Both parrots and humans rely on specialized vibrating organs in their throats — the larynx in humans and syrinx in parrots — for vocalization. Ornithologists and bird lovers have long noticed that parrots move their tongues when they vocalize, but it wasn’t known whether this affected the sound produced. Now scientists at IU and Leiden University in the Netherlands have shown for the first time that parrots, like humans, do use their tongues to shape sound.

Studying five monk parakeets, small parrots native to South America, the scientists found that a change of just a fraction of a millimeter in tongue position could significantly affect the qualities of the emerging sound. “This is the first direct evidence that parrots are able to use their large tongues to change the acoustic properties of their vocalizations,” said IU Bloomington neurobiologist Roderick Suthers, who participated in the research. “The basic idea here is that we believe the motor control of tongue movements may be an important part of vocal communication by parrots, just as it is in humans.”

Gabriel Beckers, the lead author of the study, conducted the research when he was a postdoctoral fellow at IUB. He is now a Leiden research fellow.

Geologists worth their salt

David L. Bish, professor of geological sciences, and Haydn Murray, chair in applied clay mineralogy at IUB, co-authored a report in the Oct. 7, 2004, issue of Nature, posting the properties and history of water on Mars. Bish and colleagues at the Los Alamos National Laboratory studied the behavior of Epsom-like salts believed to be common on the Martian surface. They varied temperature, pressure, and humidity inside an experimental chamber in order to monitor how the different magnesium salts transform over time.

“The Mars Odyssey orbiter recently showed that there may be as much as 10 percent water hidden in the Martian near-surface,” Bish said. “We were able to show that under Mars-like conditions, magnesium sulfate salts can contain a great deal of water. Our findings also suggest that the kinds of sulfates we find on Mars could give us a lot of insight into the history of water and mineral formation there.”

Kudos from Poland

Last October, Professor Bill Johnston took time out of his sabbatical leave to travel to Poland on a bit of university business. There, at the Royal Palace in Warsaw, he accepted the Polish Foreign Minister Award on behalf of the IU Polish Studies Center, which he has directed since 2001. Polish Foreign Minister Wlodzimierz Cimoszewicz presented the award, which recognizes people and institutions that enhance the promotion of Poland in the world.

The IU Polish Studies Center was established in 1976. It has since hosted several of the most important figures in Polish politics and culture and helped establish IU’s academic exchange programs with Warsaw University and with Jagiellonian University in Krakow. In addition to being the center’s director, Johnston is an associate professor of applied linguistics.

Palmer-Brandon Prize

Two Indiana natives have been selected as the winners of the 2004 Palmer-Brandon Prize for outstanding full-time students majoring in the humanities. Laura Ertmer of Lafayette is majoring in religious studies and Spanish and has just returned from a year abroad in Lima, Peru. Thade Correa of Hammond is majoring in English and music, and his interests include karate, writing, poetry, and composing music for the piano, violin, flute, percussion, and voice. Both winners are seniors at IUB, and each will receive $20,000 to be used to further his or her educational experiences.

“Based upon the accomplishments of past recipients, I am confident that Ms. Ertmer and Mr. Correa will put this prize money to excellent use, to further not only their own educations, but also to make genuine and significant intellectual contributions,” said College of Arts and Sciences Dean Kumble R. Subbaswamy.

The Palmer-Brandon Prize is named for the late Ralph Graham Palmer, BA28, of Washington, Ind., and his wife, the late Barbara Brandon Palmer, BA33. The annual award is funded by a gift made to the College of Arts and Sciences in the 1980s.
Kabuki performance

Last spring, Professor Sumie Jones and the students in her E473/E505 History of Japanese Theater and Drama did more than just study kabuki, the genre of popular Japanese theater that developed during the early 17th century. After learning about the history and convention of kabuki through text materials and performances on video, the students decided to put on a play themselves. With help from Harue Tsutsumi, a highly acclaimed Japanese playwright, members of the class wrote, directed, and performed *The Love Suicides at Jordan River*. “I had never thought of introducing students to Japan’s culture this way,” Jones notes. “It was amazing to see the students, every one of them, so passionately involved in the project.” The endeavor was supported by the East Asian Studies Center, the Center for the Study of Global Change, the Department of Comparative Literature, and the Department of East Asian Languages and Cultures.

Let’s talk about sex

“Let’s talk about sex” is the apt tagline for a new film about IU’s famed sexuality researcher Alfred C. Kinsey. *Kinsey*, starring Liam Neeson and Laura Linney, is writer and director Bill Condon’s interpretation of Kinsey’s life. While the film is not absolutely biographical, it does faithfully tell the core story of a distinguished zoologist whose stint teaching a class on marriage to IU undergraduates spawned a groundbreaking new arena of scientific research. Dr. Kinsey and his staff interviewed more than 18,000 people about their sexual lives, publishing the controversial *Sexual Behavior in the Human Male* in 1948 and *Sexual Behavior in the Human Female* in 1953.

In a review for the *Chicago Sun-Times*, Roger Ebert declared the picture “likely to be the best-received biopic since *A Beautiful Mind*.” He added, “Liam Neeson gives an Oscar-worthy performance as the sex researcher who began by collecting a million moths and then moved from etymology to the bedroom and became obsessed with collecting sexual histories.”

Record $413 million in research funds

In fiscal year 2004, Indiana University received a record $413 million in research funds from public and private sources. IU Bloomington’s share of this figure increased by 29 percent to $124 million — the biggest such percentage increase in the history of the campus. The amount also included a substantial increase for the College of Arts and Sciences, which saw a jump of 26 percent to $60 million.

The previous funding record was set in fiscal year 2001, when IU garnered $397 million in research awards. The university’s overall research funding has increased more than 20 percent in the last two years and has nearly doubled since fiscal year 1995 ($219 million).

“Credit for this wonderful accomplishment goes to the outstanding Indiana University faculty whose research is the basis for these awards,” said IU Vice President for Research Michael A. McRobbie. “In addition, I applaud the deans for making superb new faculty appointments that continue to build on the research and teaching excellence of our faculty and help expand our external research income.”

Fulbright Scholars

Four professors and 13 students at IUB, all but two hailing from the College of Arts and Sciences, were named Fulbright Scholars for 2004–05. Since the program’s inception in 1946, more than 250,000 participants have earned the opportunity to study abroad and fulfill Senator J. William Fulbright’s vision of promoting “mutual understanding between the people of the United States and the people of other countries of the world.” The following students and faculty members received Fulbright Scholar Grants. Recipients’ names are followed by their field of study and the country in which they will be studying:

**Ryan Adams**, anthropology, Brazil
**Jeremy Albright**, comparative politics, Spain
**Christopher Baker**, area studies, Kazakhstan
**Kathryn Boswell**, anthropology, Burkina Faso
**Angela Bredehoeft**, teaching English as a foreign language, Germany
**Cassandra Chambliss**, Middle Eastern studies, Egypt
**Abigail Crisman**, area studies, India
**Kathleen Lavengood**, ethnomusicology, Canada
**Lisa Overholser**, ethnomusicology, Hungary
**Deanna Wooley**, modern history, Czech Republic
**Professor Jack Bielasiak**, professor of political science, Poland
**Professor Kenneth Johnston**, professor emeritus of English, Scotland

These students and faculty members received Fulbright-Hays Grants for doctoral dissertation research abroad:

**Ginger Elliott**, political science, Tanzania
**Nathan Plageman**, African history, Ghana
**Joanne Quimby**, comparative literature, Japan
**Professor John Hanson**, professor of history and director of the African Studies Program, Ghana
**Professor Christopher Beckwith**, professor of Central Eurasian Studies, Japan

**Professor John Hanson**, professor of history and director of the African Studies Program, Ghana
**Professor Christopher Beckwith**, professor of Central Eurasian Studies, Japan
One of the most rewarding aspects of the College is the relationships that form between students and their professors. For many of our alumni these relationships continue well beyond their days in Bloomington and provide a lifetime of friendship. Recently I had the privilege of becoming exposed to an example of this type of relationship through my work in the development office.

In the fall of 1967, James Grant came to IU Bloomington as a freshman from the East Coast. His plans had been to study French horn with the renowned faculty at the School of Music, but his plans changed after he was in a car wreck on the way to campus. He was not injured, but his priorities switched, and he pursued a major in economics instead. In the process of getting his degree, Grant took a class in American diplomatic history from Professor Robert Ferrell. It was the beginning of a relationship that has lasted almost 40 years.

After Grant completed his degree in economics in 1970, his path took him to Columbia University’s School of International Affairs. While completing his master’s degree he was the editor of the Journal of International Affairs. During his tenure, he contacted Professor Ferrell and asked him to submit an article for the journal. Grant comments, “He graciously accepted, of course, even though there was no money for submissions. He wrote for friendship — and this was the first of many generosities he afforded me.”

After Columbia, James Grant went on to write many articles and books. He is the author of several books on finance and financial history, including Money of the Mind and, most recently, The Trouble with Prosperity. He has a regular column in Forbes and has written for the New York Times, Harvard Business Review, and Financial Times. He is the creator and editor of the biweekly Grant’s Interest Rate Observer and is just putting the finishing touches on a book on John Adams named John Adams: Party of One that will be released in February 2005.

Throughout his career, Grant has been able to rely on Ferrell’s enduring support. Most recently, Ferrell provided assistance with Grant’s forthcoming book. “Early on in the development of the Adams book, Professor Ferrell provided me tremendous encouragement,” Grant says. “He read and edited chapters of the book.” In appreciation for Ferrell’s assistance with the project, Grant has dedicated the book to him — despite Ferrell’s protests. “Jim can write very clearly and with humor and has a bent for historical background,” says Ferrell, now Distinguished Professor Emeritus of History. “He has a flair for fine writing, and this is something you can’t teach. I just provided a little guidance here and there.”

In appreciation of their long-standing friendship and in admiration for Ferrell’s scholarly example, Grant has made a gift to the College to establish the Robert H. Ferrell Endowed Fellowship to assist graduate students pursuing advanced degrees in humanities. The IU Bloomington Chancellor’s Office will match the income from the endowment, thereby doubling its support for graduate students in perpetuity. “With this endowed fellowship, my idea was to create a tribute to a man who always ought to be remembered at Indiana University,” Grant says. “I hope the recipients will find inspiration in Professor Ferrell’s standards and truly inspiring enterprise.”

Grant’s gift does indeed create just such a tribute to Professor Ferrell and honors the College’s long history of student and faculty bonds that last a lifetime.

If there is a faculty member who has meant a great deal to you, please share your story with us. We are exploring compiling these experiences for a feature story in The College. You may e-mail your story to mlminton@indiana.edu.
The chemistry department has a long tradition of excellence across all areas of chemistry (analytical, biological, inorganic, organic, physical, and theoretical.) Nationally recognized for its research efforts in the development of new instruments and methodologies, the department also is developing new programs in many emerging interdisciplinary areas, such as materials chemistry, nanoscale structures, biological materials, environmental chemistry, and proteomics.

**New life for science:**

Construction on Simon Hall, the new $55.7 million multidisciplinary science building, began in April of 2004. The building will be located behind Myers Hall and will house 80,000 square feet of laboratory space, a third of it underground. The building will allow faculty and students to study everything from nanotechnology to proteomics. The structure should be completed within the next two years and will be the first new science building on campus since 1955, when Jordan Hall opened.

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**SPOTLIGHT ON THE DEPARTMENT OF CHEMISTRY**

**Faculty:** 34  
**Emeritus faculty:** 17  
**Research faculty/scientists:** 15  
**Undergraduate students:** 370  
**Graduate students:** 151

**Study options:**
- BA and BS in chemistry
- BA and BS in biochemistry
- PhD in chemistry
- MAT – master of arts for teachers

**Interdepartmental programs include**
- Master of library science–chemical informatics
- PhD in chemical physics
- PhD in chemistry/MD

To find out more about the life sciences, IU's exhibits, and other statewide activities, visit lifesciences.iu.edu.