Diversity in the School of Liberal Arts
Increasing and celebrating diversity on campus is a key component of President Jischke’s Strategic Plan for the University. To understand and appreciate diversity, we must learn from one another. This idea is at the root of a successful program in the Department of Foreign Languages and Literatures. The Spanish in Schools program is putting our Spanish-language students in mentoring relationships with Latino members of our community. Pictured on our cover is Kendra Davis, a junior. She is reading a Spanish picture book with Casandra Canseco (left), grade 1, and Tania Ortiz, grade 4. These students attend Murdock Elementary in Lafayette. Our thanks to Murdock’s principal, Dianna Chalk, and the school’s FOCUS program coordinator, Tracy McPherson.
DIVERSITY
in the School of Liberal Arts

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As a land-grant university, Purdue University has a compelling need to make its campuses welcoming places for students, faculty members, and staff members from all parts of the world and from all ethnic backgrounds, and for those who may have special needs because of disabilities. We know that diversity is vital to the learning environment at Purdue. Students and other members of the University community benefit through interactions with people from a variety of backgrounds and cultures.

But there are other kinds of diversity. At a university, it is important to have a diversity of ideas. That is one of the reasons we seek to recruit and retain the best faculty members from all parts of the world. A broad and deep curriculum, with classes in many disciplines, exposing students to many points of view, is one of the ways we encourage intellectual growth.

At Purdue, diversity is more than an issue of tolerance. It is a cause for celebration. I agree with Jerome Nathanson, who described the democratic way of life as “a growing appreciation of people’s differences — not merely as tolerable, but as the essence of a rich and rewarding experience.”

Helping to provide this kind of rich and rewarding experience is something that the School of Liberal Arts does extremely well. The understanding that is being generated inside and outside the School’s classes is crucial to promoting diversity across campus — and to recruiting and retaining the best faculty, staff, graduate students, and undergraduate students.

The stories in these pages demonstrate how diversity, in all its many forms, is celebrated in the School of Liberal Arts. Please join us in the celebration.

Sincerely,

Martin C. Jischke
President
Dear Alumni and Friends,

**THE SCHOOL OF LIBERAL ARTS** is diversity rich. This issue of our magazine highlights the many ways this is true. But what do we mean by diversity? One accepted meaning views diversity as the variety of human experience: variety by race, gender, religion, sexual orientation, as well as international diversity. We are proud that our faculty is diverse, composed of 37 percent women, with racial minorities comprising 15 percent. This diversity prepares our students for their roles as citizens and professionals throughout their lives. Our students themselves are diverse; 60 percent of our SLA undergraduates are female, and 18 percent are minorities. We also have 2 percent international students. What a wonderful mix this creates for our learning community!

**FACULTY AND STUDENT DIVERSITY** encourages diversity in discovery and learning. Diversity is reflected in the discovery activities of our faculty, in the learning that takes place in our courses, and in our outreach efforts throughout Indiana. Research in the School helps us to understand diversity better. This issue shows faculty scholarship in areas of religious, gender, and racial diversity. Professor Blackwood is studying how women express their sexuality in Malaysia and elsewhere. Colleagues in the History Department are educating us about democratic movements in Iran and expanding our understanding of Jewish culture and history. You will also read about the richness of diversity in our classrooms. This begins early, when entering students take English composition and write about various aspects of diversity within and across societies. We continue diversity education through experiences such as the outreach program in Spanish, where students get a chance to tutor students in local schools (see pages 6–7). Our Liberal Arts core has been a model for other universities, requiring courses on gender, racial diversity, and global awareness. Students are encouraged to choose courses from a variety of departments, thus allowing considerable flexibility for students with different interests and from different majors.

**OUR SCHOOL LEADS THE UNIVERSITY** in sending students abroad. Global experiences help students to appreciate more fully the cross-cultural diversity of our world, allowing many of these lessons to be learned outside the classroom. Though we lead the University in numbers of students studying abroad, we are striving, using scholarships and grants, to make those numbers even stronger. Our story on pages 14–16 illustrates a sampling of this exciting learning opportunity.

**BUT DIVERSITY CAN ALSO HAVE ANOTHER MEANING.** There is incredible intellectual diversity within our school: students refine their skills to produce creative works, learn the historical foundations of our society and others, study how the brain works, and examine the social and political forces that determine electoral outcomes in our democracy. I could enumerate many other examples. Differences among intellectual endeavors in our School help us to celebrate human diversity in truly remarkable ways. In earlier magazines, you have seen the intellectual diversity of our School. In this issue, you will get a glimpse of the intellectual variety of what we study, teach, and learn. This is one of the features of our School that I enjoy the most. I invite you to share in this enjoyment as well.

Toby L. Parcel
Dean
Dean Parcel offers several answers to this question in her letter of introduction. We also posed this question to many of the people featured in this issue of Liberal Arts Magazine — and, perhaps not surprisingly, we got a variety of answers: representation, acceptance, community, differences, race, gender, ethnicity, sexuality, religion, social structures, perspectives, and so on.

Yet there were some interesting similarities in the responses as well. First, each person took a long pause to reflect on the question before answering. The question may seem basic to assembling an issue of a magazine devoted to the topic, but it appeared universally to be a complicated issue worthy of thoughtful consideration. None of the SLA faculty members and students with whom we talked had a pat answer.
Second, though each may have phrased his or her thoughts differently, as a group they came to rest on common ideas. Here at Purdue, diversity requires understanding and appreciation of our similarities and differences, valuing each person as an individual while respecting the groups he or she identifies (or is identified) with, and coming together in mutually supportive ways. In the end, diversity is not about convincing others that you are right; it’s about recognizing and accepting everyone’s rights.

The following stories offer a glimpse at how diversity is researched and celebrated in the School of Liberal Arts. Diversity is central to our efforts as a school, and understanding and appreciating diversity is central to who we are as people. We hope you enjoy this look at some of the many definitions of who we are.
There’s been an explosion of interest,” Howard Grabois says, smiling. “Initially, I went to a workshop on service learning, and I thought, “Hey, let’s incorporate this into our language courses.”

With that seemingly simple idea, Grabois, an assistant professor of Spanish and applied linguistics, launched an important new project in the School’s Department of Foreign Languages and Literatures. Working with staff members at Glen Acres Elementary in Lafayette, Grabois developed a plan that would benefit students from Purdue and the elementary school.

Latinos are the fastest-growing minority population in the United States, and this demographic shift has been obvious in the schools around Purdue. At Glen Acres, 32 percent of the students are native Spanish speakers. Meeting their needs has been a difficult challenge for teachers. Grabois proposed placing third-year Purdue students in one-on-one tutoring sessions with Latino children. With support from Glen Acres, Grabois sent 20 Purdue students.

Then came that “explosion of interest.” Murdock Elementary was added to the program, then McCutcheon High School. Interest at Purdue also was increasing. “There was a good buzz among our students,” Grabois notes. So he decided to get some help.

As graduate student Heidi Herron-Johnson explains, “I got involved with the Spanish in Schools project in the summer of 2003. Dr. Grabois called to ask if I’d be interested in coordinating one of the department’s projects, and I jumped at the chance to work on this service-learning program.”

Herron-Johnson worked with the schools to determine the number of Purdue volunteers needed, then coordinated the schedules — and often transportation — for more than 100 Purdue students per semester. Though still predominantly a project for third-year students, some second-year students have participated.

Once at the school, Purdue students meet with their designated student. Together, they work through homework assignments — spelling, math, reading, and so on. Regardless, there is usually some time at the end of the session for the Purdue student to practice Spanish. Participants may play a game in Spanish or read a Spanish-language story. For the high school students, the ability to communicate in Spanish and English is especially critical, as they must pass the Indiana Statewide Testing for Educational Progress exam to graduate. This urgent need means that a tutor must work with two or three students.
The program has been a great success, no doubt because it benefits everyone involved. For the schools and teachers, they get tremendous help with a group of students who might otherwise be underserved. Some of the local teachers felt overwhelmed. As Herron-Johnson says, “They want to help these students, but they don’t know what to do.”

The Latino students get to spend time with a positive role model. As Grabois notes, “Many of these kids come from homes with parents who don’t traditionally help with homework — or may not know English themselves.” As Herron-Johnson adds, “Many of these parents never finished high school. We model that reading is a good thing, that they can succeed, too.”

Just as important, Grabois notes, “Our students help these children see Spanish as a language of literacy and culture. Too many learn a terrible lesson that Spanish is the language of home and family, while English is a language of education and success.” Herron-Johnson adds, “Some of the kids are even reluctant to speak Spanish in school at first. The Purdue students have to pull it out of them.” By reading Spanish literature, Grabois says, “We illustrate the value of both cultures and try to instill pride in their heritage. This is very important for their development.”

Guerin, a native of Argentina, says, “I’ve been in these kids’ shoes. I can identify with them, and it is great that the School of Liberal Arts is reaching out to them.”

The benefits for Purdue students are just as strong. First, they get to practice “real Spanish,” Grabois says, instead of the Spanish of the language lab. “Our students’ Spanish is pretty generic,” comments Grabois. “They go through a process of getting used to Spanish as these kids speak it. This is a valuable lesson.”

Second, the Purdue students learn the value of service in a very positive environment.

Finally, as Herron-Johnson adds, “Many of the Purdue students are in majors for which there is no obvious connection to Spanish. But, in the future, these skills may be very helpful in their jobs.”

Purdue junior Kendra Davis is majoring in psychology and pre-med, with a Spanish minor. She says, “I really like working with the kids. It improves my Spanish so much. And it’s a great opportunity to do something good.”

Andrea Bailiff, a consumer and family sciences major with a minor in Spanish, adds, “I like giving something back to the community, and I want to be able to work with Spanish-speaking people in my career.”

Gaboist notes that the experience has even changed his teaching. He is more aware of the importance of the community and how it affects the University, and he encourages students to interact with the local Hispanic community.

Herron-Johnson says, “This program shows that we can use our resources here at Purdue to really serve the community. In exchange, our students get an opportunity to experience another culture up close.” Grabois nods, saying, “There is good reason for Purdue to be proud of what we have been able to accomplish.”

Yet Grabois wants more. This semester, new partnerships with Lafayette Adult Resource Academy, Lafayette Neighborhood Housing Services, and Klondike Middle School have begun, and more than 150 Purdue students are involved. “We can bring the benefits of this experience,” he says confidently, “to an even wider number of people.”
Who are you? The answer may be harder than you think. Self-identification is complicated, involving race and ethnicity, gender, class, religion, sexual orientation, your own perceptions, and the views of others. The stereotypes and limitations that society places on each of us help define — often negatively — how we see ourselves.

Faculty members in the School of Liberal Arts have been researching identity, trying to understand the process of self-identification as well as the effects of stereotypes on members of both dominant and minority groups. At the same time, they are shining new light on our ideas about diversity.

Michael T. Schmitt, assistant professor of psychological sciences, is one of these researchers. His studies of self-definition highlight how discrimination affects people of different groups. “People see from their own vantage points,” Schmitt says. “We’re all unique and different, but emphasizing the individual can lead us to overlook group-based thinking.” As Schmitt explains, “We form group identities because they are meaningful.” Group perception is necessary for us to recognize that, right or wrong, not all groups have the same status in society. Studying group interactions opens dialogue among members of dominant and minority populations. “In this way,” he adds, “we can discover whether the dominant group seems to value the minority as a people.” Group thinking, Schmitt adds, also can be a very positive force, such as the civil rights movement of the 1950s and ’60s.

Evelyn Blackwood, associate professor of anthropology and women’s studies, has been examining gender and sexuality since the early 1980s. As she notes, “The subject of diversity in the classroom too often is treated from the perspective that it’s interesting that, for example, there are lesbians or gay people. My work focuses on how inequalities get built around these differences among people. Our notions of differences are culturally constructed. They’re very artificial categories.” Blackwood’s research on same-sex relationships in Indonesia indicates that typical Western views are too limiting. “It’s easier to negotiate the world,” she continues, “when people fit into neat categories — even when we have to make them fit.” Binary thinking, which is at the root of much of Western thinking, notes Blackwood, puts most of us into either/or mode. A person is black or white, male or female, straight or gay. Yet the real world is more fluid and complex, with each person challenging or accepting limitations all the time.

Another faculty member intrigued by notions of identity is Minrose Gwin. A professor of English who came to Purdue in 2002, Gwin has been researching a variety of voices in literature: Southern, female, straight, gay, black,
Michael Schmitt, Evelyn Blackwood, and Minrose Gwin offer Purdue students the tools to examine who they are and how they fit into society.

and white. As Gwin notes, “I work in language and space, culture and gender. These are fluid concepts, not monolithic ones.” Too often, notions of culture are used to categorize people. “Normative environments,” she continues, “force us to create an ‘abnormal’ to grasp our meaning of ‘normal.’ I try to help students learn how to recognize how these processes work and how deeply embedded they are in power relations.”

Gwin stresses the importance of studying both theory and literature in understanding how people are different as well as how works of imagination fuel and celebrate those differences. “By studying how cultural production works, we can better appreciate literature, and through reading we can become more aware of cultural diversity.”

Each of these faculty members is testing and exploring aspects of self-identity and otherness, and each sees tremendous benefit from these pursuits at Purdue. The University’s commitment to improve diversity can help, says Blackwood: “A lot of our kids have grown up in all-white environments. Laws and culture have kept others out.”

Schmitt’s studies of prejudice are significant. His research has shown that members of the dominant group feel guilt when their privileged status is illuminated. As Schmitt notes, “At Purdue, we have mostly white students who have benefited from racism more than others. This is uncomfortable for some of them.”

A liberal arts education can improve students’ awareness of these issues. As Gwin says, “Because it is an aesthetic experience, reading literature can be a highly politicizing act. Literature fuels the incredible, transformative power of the imagination. If we can’t imagine anything more than our current situation — more beautiful, more just, or simply different — then we are lost as a culture.”

And students can turn this increased awareness into action. As Blackwood says, “Purdue students need to understand issues of gender, race, and sexuality — and be prepared to do more than merely appreciate diversity. They must interact.”

Schmitt agrees, noting, “Discomfort with inequality doesn’t have to be the ending point. Students can decide to take their negative societal feelings and do something about it. Whether from a dominant or minority group, they can work to change things.” He smiles, then adds, “My students learn why ethnicity is important. They don’t have to distance themselves from their group — just change what it means. They can make society more just.”
Leonard Harris, like many African Americans of his generation, has played a part in some critical social changes. Harris, a professor of philosophy, has followed an academic path, but he has faced many uphill battles along the way. As a student at Cornell University in 1974, he says, “I found that there were no books on blacks and philosophy. There were only articles in journals, written by whites, on race issues. I just knew that wasn’t right.”

Like any good social scientist, Harris researched the issue — and found Alain Locke, a great thinker written out of the history of American philosophy. As Harris notes, “Locke created a version of pragmatism, but the pragmatists never recognized him. He was up there with Dewey, James, and Addams. The big difference is that Locke was the only one to address race significantly.” As Harris dug into Locke’s life, he continued to struggle with a lack of materials on his work. Though Locke had played the pivotal role in creating the Harlem Renaissance, no one had seriously addressed his work. Harris’s research indicated that Locke was seen as a cultural figure and race representative, but not an intellectual who could speak universal truths.

Harris has corrected this racially based neglect. “You can’t do a general work on pragmatism without addressing him,” Harris says with some pride.

Having explored how race relations have shaped our understanding of the history and structure of American philosophy, Harris turned to the present and future of the field. Harris notes that there are literally only a few major black philosophers in the United States today. “And each of them has a story of coming up against racism in the field of philosophy,” he adds. “Though our society has seen great progress in addressing inequities, racism is still prevalent. We must recognize it and work to eliminate it.”

Philosophy has fewer diverse voices than many fields, but Harris is working to change that. First, he founded Philosophy Born of Struggle, an association dedicated to promoting African-American philosophy. The association holds an annual conference that draws scholars from around the world. Its Web site gathers a wide range of scholarship and lectures in the field; it can be found at www.pbos.com. Second, he works to lift Purdue and his department, believing the University can improve its work on diversity, particularly at higher administrative levels.

But Harris is quick to add that his years at Purdue have been “a wonderful experience.” He smiles, “Our department has a great record on graduating minority students. Among major universities, we’re a fairly active department, and we’re building a scholarship that acknowledges and appreciates diverse voices.”

Born of Struggle

Leonard Harris has built a career on studying race and philosophy, particularly in the work of Alain Locke.
Collaboration has opened new doors for Rosalee Clawson and Eric Waltenburg in their study of race and the judicial system.

Some people, it seems, are born with an interest in politics. So it was with Eric Waltenburg and Rosalee Clawson, two associate professors of political science. Both pursued that interest initially as graduate students at Ohio State University, and both came to Purdue after getting their doctoral degrees.

Despite similar backgrounds and a shared field, these faculty members approach their work in very different ways. Waltenburg’s interests are in congressional law and judicial politics, while Clawson researches mass media and the politics of race and gender. They soon recognized the value of examining the areas of overlap in their research. As Waltenburg explains, “I was exploring the Supreme Court’s role in the political system. Rosie’s interest in race, gender, and ethnicity as a factor in public opinion and participation offered a new way for me to approach the subject.”

Assessing the nature of race relations in this county and the role of the courts in shaping that relationship requires broad understanding. “The federal judiciary is a reactive institution,” notes Waltenburg. “Unlike the members of Congress, Supreme Court justices can’t just wake up one morning and decide to settle a big issue. Instead, the Court generally waits for litigation.” He points to Brown v. the Board of Education (1954) as a huge precedent, opening the door to something approaching real equality. “But once that door is opened, anyone can use it. So along came the Bakke decision in the mid-Seventies, saying that race couldn’t be the sole determining factor.” After 25 years, the Court weighed in again, with the University of Michigan decisions. “Effectively,” Waltenburg notes, “all the court did with the Michigan decisions was reaffirm Bakke.”

“The Court reminded us that race can’t be the deciding factor,” Clawson agrees. “Purdue, for example, has been using holistic affirmative action in admissions, which is what the Court has endorsed. So race can be a factor in admissions, but not the only one.”

Waltenburg adds, “Purdue has a lot of programs that can help minority students, and no one here wants to see them jeopardized.” The key, says Clawson, is in thinking of diversity “in a lot of ways. The Michigan decisions encouraged universities to move beyond thinking only of race.”

Waltenburg and Clawson were awarded a National Science Foundation grant in 2003 to continue their research on race, the Supreme Court, and affirmative action decisions. Together, they hope to bring a better understanding of the evolving relationship between minorities and the Supreme Court.

And their collaboration may be the key. “Working with Eric is really great,” says Clawson. “He brings a different perspective on a wide variety of issues. We do our research, and then we can hash things out.” She smiles, and then adds, “Sometimes, we don’t agree, but the differences allow us to be more creative. Hopefully, we come up with the best social science research in the end.”
Religion is one of the most basic features of human life. Before we had politics or education — perhaps as early as language itself — people needed ways to explain the world around them to themselves. And religions have provided answers.

Because the liberal arts exist to understand the human experience, the study of the diverse religions of the world is vital work within the School. Whether it is Janet Afary’s research on Islam, Ann Astell’s exploration of Catholicism, or Fenggang Yang’s work on Asian-American religions, SLA’s faculty is looking into the people, faiths, and rituals that shape the cultures of the world and how they interact.

One of these faculty members is Gordon Young, associate professor of history. Since 1966, Young has been teaching Purdue students about ancient Mediterranean and Near East history, presenting the beliefs and practices of the Egyptians, the Jews, and other peoples of the ancient world. He has also led several study-abroad programs. In 2002, he stepped forward to take on the directorship of the School’s Jewish studies program.

“I wasn’t an obvious choice,” Young says candidly. “I’m a gentile, after all. But no one else volunteered, and the program is too important to let it go. Still, I accepted the position with some fear and trepidation. But I’ve been welcomed with open arms by our students and alumni.”

Young, the son of a minister and researcher of ancient Israel, grew up in an environment that stressed the importance of Jewish culture and studies. Though his own research has focused on Sumerians and Amarnah, Young has always recognized the important contributions of the Jewish people. As director of Jewish studies, he says, “One of our main foci is to bring Jews and Judaism into the mainstream of history.” Young makes clear that he is not directing a religious or consciousness-raising program, “except that increasing knowledge raises consciousness.” The program includes faculty members from several departments, working together to improve understanding.

Young believes it is crucial to bring people together. Speakers in his Jewish studies course, IDIS 330, come “from across campus and beyond.” The program also sponsors a lecture program that encourages people of diverse faiths to discuss commonalities and differences in a supportive, academic environment and publishes Shofar, a respected journal.

This is Young’s last year as director, and the School has begun the search for his replacement. Young is pleased with the work he has done and believes the program will
then, I too have continued to work to bring people of different faiths together in a spirit of mutual respect and a desire for mutual understanding.”

Purdue’s interdisciplinary focus “has provided a unique opportunity,” Mitchell continues. “In religious traditions, there are always philosophies. I can work on religious studies and maintain my focus on philosophy.”

After the tragic events of September 11, 2001, University administrators asked Mitchell to expand his work in interfaith relations to include Islam. “From that,” says Mitchell, “evolved the Indiana Center for Cultural Exchange.” The center partners professors from Purdue, Indiana University, and Notre Dame to cooperate on projects with the State Department that build understanding between the United States and the Muslim world.

Mitchell believes that the work of Purdue’s professors who research and teach on religion is key to building a healthy University climate. “People in religious studies value diversity and pass that appreciation on to their students. People of different backgrounds and faiths can feel welcomed here.”
Craig Wesley will never be the same. Standing on a mountain in Cuba, he reflected on the slaves who lost their lives climbing the same trail he had just traveled as they tried to escape in the 1800s.

Wesley is one of the many SLA students exploring the world through study abroad. Like Wesley, they are returning with new adventures to tell and, more importantly, new perspectives. Their assumptions have been challenged, and they are better equipped to partner in a global economy.

“I chose Cuba for two reasons,” says Wesley. “I liked the professor leading the trip, and the country has a different government than ours. Even if I wasn’t interested in a career that relates to foreign policy, we live in a global world, and the best thing I could do was personally experience that diversity.”

Wesley, a political science and history major from Gary, Indiana, graduated this summer after enrolling in another class that took him to Brazil for two weeks. He is one of 200 SLA students who went abroad through Purdue in the past year, and that number is growing.

Study abroad, especially in the liberal arts, offers something for all students, whether they are studying health promotion in health and kinesiology, group interactions in communication, or human behavior in psychology. Future employers also like to see study abroad on their applicants’ résumés.

“Almost all returnees report that the experience was a main point of interest during job interviews,” notes Associate Dean David Santogrossi, who coordinates the study-abroad efforts in the School of Liberal Arts. “Employers recognize the value, and they believe the experience is associated with better employees.”

Experiences vary greatly. SLA students have interned for a government office and developed public health campaigns for London boroughs or visited landmarks they just read about in a Scottish literature class taught during the trip by Alan McKenzie, professor of English.

About 33 percent of the 200 students who went overseas last year studied for a semester or entire academic year in countries such as Japan and Germany. Others participated in shorter trips during the summer or spring break.

Even short-term study-abroad experiences, now becoming much more common, can have significant effects on students' professional and personal growth. Santogrossi, who has led dozens of educational trips himself, has started the Dorine and
tical experience for Patrice Buzzanell, who teaches organizational communication. When she talks about leadership in her class in Italy, she invites Italian leaders to answer questions and offer perspective about global leadership. “I couldn’t ask for a better opportunity to bring theories to life,” notes Buzzanell.

The School of Liberal Arts continues to see more students participating in such shorter study-abroad programs. “One of the beauties of these shorter trips is that they are available to all Purdue students, not just those majoring in languages or even liberal arts,” says Antonio Tillis, assistant professor of foreign languages and literatures, who has led summer trips to Cuba and Brazil. “My classes were open to all students. Though language experience is a big help, even those without proper language training can benefit from study abroad. Because of the class format, I can introduce liberal arts students, as well as those studying chemistry, family studies, and science, to African influences in Central and South America.”

New shorter programs include two spring-break trips. This year, Becky Brown, professor of French, led a dozen students to a culinary school in France so they could practice the basics of French grammar while tasting the delights of the country, such as cheese and chocolate. The same week, Wei Hong, associate professor of Chinese, co-led a trip to China with some students who were studying Chinese and others majoring in engineering. “Most of the engineering students were not familiar with the language, so my students were called upon to teach their classmates,” notes Hong, who also is assistant department head for foreign languages and literatures and co-director of Purdue’s China Center.

Fred Santogrossi Study Abroad Scholarship in Psychology, named in honor of his parents. He says the shorter experiences plant a seed. The student often will plan a longer trip in the future.

One of the most popular opportunities for SLA majors even guarantees work experience. The London Internship Program allows students to take classes in London while participating in a summer internship. “It’s one thing to study in a different country, but it means even more to study and work in a different country,” says Marifran Mattson, associate professor of communication who taught in the program for the third time this summer. “Working abroad is the ultimate learning experience, because students are applying their knowledge and skills in an unfamiliar environment.” Students participating in this program often don’t expect culture shock, because people in London speak English. Students wonder how different living in London can be, but Mattson says they quickly learn about differences in the work ethic and culture in London.

Two summers ago, Kjestine Woods, who graduated in August with a major in health promotions, worked at London’s largest governmental health agency to develop campaigns for smoking cessation and healthy eating. “I don’t think I could have found such a wonderful internship experience as easily in America as I did with the London program,” says the Nashville, Indiana, native. “The company also had hired people from eight different countries. I learned about London, but I also worked with people from Africa and Australia every day.”

Another popular opportunity is available through the Consortium of Universities for International Studies in Paderno del Grappa, Italy. The consortium offers an educational program that emphasizes the global experience for college students interested in international business or communication. The program, co-sponsored by Purdue’s Department of Communication, allows Liberal Arts students to take business classes in a global setting.

Through this consortium, communication faculty members also are able to teach abroad. Teaching students from dozens of universities from around the world is prac-

continued on page 16
Taking a Journey into Diversity

Two of the biggest concerns students have about studying abroad are time and money, says Marianne Gupta, academic adviser for study abroad in Liberal Arts. She adds that students can receive Purdue credit for class work completed at many other universities. Also, there are dozens of scholarship opportunities, thanks to a new initiative from Purdue President Martin C. Jischke.

Josh Kellenberger, of Leo, Indiana, was able to fit a year of studying abroad into his plan that has him graduating this December — in less than four years. Kellenberger also was the recipient of the Godeke Study Abroad Scholarship, which provided funds to help him study in Germany. After graduation in December, this senior wants to translate the Bible for cultures that only have oral languages.

In most affiliated universities, students have the option of working toward their major or taking classes that are not available at the West Lafayette campus. During Peter Schu’s year in New Zealand, he took advantage of completing his core requirements with classes at the University of Canterbury in Christchurch. “After studying abroad in Germany the summer before my senior year in high school, I knew I wanted to study abroad again, but I wasn’t sure where,” explains Schu, an English major who wants to be a travel writer. “New Zealand found me. Now, going abroad is in my blood, and I can’t imagine pursuing a career that doesn’t take me around the world.”

In 2005, SLA faculty members and students will be traveling to England, Germany, Greece, Italy, the Czech Republic, Russia, Mexico, Spain, and Ireland. For more information, please visit the Office of Study Abroad’s Web site at http://www.studyabroad.purdue.edu.

Study Abroad Scholarship in Memory of SLA Alumnus

Andrew M. Roccella fell in love with Italy during his study abroad experience in 1998. On that trip, the junior also fell in love with a classmate, Corinne Schillings, a student of Italian and Spanish.

Six years later, on the weekend Andrew planned to propose to Corinne, a Baltimore ferry overturned in a sudden storm, claiming their lives.

Roccella’s family and friends started a study abroad scholarship in honor of the 1999 graduate of the professional writing program. To date, more than $36,000 has been raised for a scholarship in international studies.

Those interested in contributing to the scholarship fund can contact Lee Anne Scott at (765) 494-9314 or scottla@sla.purdue.edu.
ast summer, millions of children and adults flocked to movie theaters to see how two ugly, green ogres would live happily ever after in the *Shrek* sequel. For associate professor of sociology Liz Grauerholz, *Shrek* wasn’t about a happy ending; it was a happy beginning. “For years, children, especially little girls, have read and listened to tales about needing to be beautiful to find happiness, which was usually in the form of Prince Charming,” says Grauerholz. “It’s great to see a popular story about a princess who leaves her Prince Charming at the altar to live happily ever after with an ogre.”

Grauerholz worked with former student Lori Baker-Sperry, now an assistant professor of women’s studies at Western Illinois University, to study how fairy tales depict beauty and if stories with beautiful princesses are more likely to be popular today. The lack of minorities and the portrayal of traditional gender roles for women in fairy tales concerns Grauerholz, but a more disturbing diversity message is that many fairy tales define ugly characters as evil or less-deserving of happiness. “This beauty message that was constructed centuries ago can be very confusing for today’s young women,” she notes. “We expect women to rely on their brains, not their beauty, yet they grow up listening to fairy tales about only the most beautiful people living happily ever after. They hear about princesses who achieve vast riches simply because their beauty makes them special. This powerful message can inhibit young women who feel they do not meet society’s expectation of what it means to be attractive.”

Focusing on this narrow definition of beauty can lead women, and some men, to invest in expensive cosmetic surgeries and develop eating disorders.

For the study, Grauerholz and Baker-Sperry examined 168 Brothers Grimm fairy tales, such as “Snow White,” “Sleeping Beauty,” and “Cinderella.” These tales, written by Jacob and Wilhelm Grimm and translated into English in the mid 1800s, were used to teach children how to behave and stress the differences between girls and boys. Though all the stories have been published in numerous editions, Grauerholz and Baker-Sperry found that the fairy tales with the most references to pretty princesses and fairest maidens have since been reproduced the most. Grauerholz, who used to read fairy tales to her daughters, now 10 and 12, argues that we should not ignore these tales, even though they may contain the wrong diversity messages, because they also offer a strong sense of history and often are accompanied by gorgeous illustrations. “When I read the stories to my own young daughters, we talked about gender roles — why women were rescued by men and how the pretty people were always good. We still talk about it today, after they see modern movies like *Ella Enchanted*, with a fairy tale twist. And with more tales like *Shrek*, I think people will realize dreams can come true for everyone.”
Larry Owens doesn’t feel or look older than your average college student. But, instead of hitting the books at a campus library or coffee house, the 34-year-old studies at his kitchen table with his son and daughter, ages 9 and 3, working next to him. “After I do my homework, I check my son’s homework,” says Owens, who just finished his fourth year toward an undergraduate degree in English education. “My daughter is too young for homework, but she still works right beside us and insists that I check her work, too.” Owens is one of the 476 nontraditional students — anyone older than the average college age of 18 to 22 — returning to the classroom to pursue a college degree in the School of Liberal Arts.

Dennis Bowling, director of advising and career services in the School of Liberal Arts, says the definition of a nontraditional student is changing as more adults under the age of 40 seek a college education. In the past, most nontraditional students were older adults who returned after their own children were grown. Katherine Volkel, 36, is more typical of today’s nontraditional student. As Volkel explains, “Single motherhood is very hard, and I realized I couldn’t support my children without a college education.” After high school, Volkel didn’t think college was for her, but dreams of writing novels for older children and, more importantly, being a good role model for her teenage sons, led her to quit her job and head back to class. Volkel is now pursuing a degree in English education.

Students like Owens and Volkel provide insight that professors cannot duplicate in the classroom, and serve as role models for younger college students. “In English education classes, for example, we can be idealistic when it comes to teaching teenagers,” says Janet Alsup, assistant professor of English. “The 20-year-old student goes back to her residence after class, but the 40-something parent goes home to two teenagers. Older students really offer a reality check about what it’s like to teach high school students today.” And Purdue’s classrooms are benefiting from that different perspective.

After 26 years as a parent, baseball coach, and high school band booster, Frank Jewell, 54, is more confident than ever that he wants his own classroom someday. To earn a bachelor’s in English in 2002, he worked the night shift at a factory from 10:30 p.m. to 6:30 a.m., then attended classes in the morning. He is still working at the factory and taking afternoon classes as he works on a master’s in the School of Education. “Even with challenges and adversity, teaching calls me,” Jewell says. “I dream of the places that education might take me.”

Jeanni Bresnahan, 27, is barely older than her classmates, yet she has an 8-year-old son, which means most of the studying for her double major in English and sociology takes place on a park bench and on the bleachers at her son’s tennis practice. “I’m not sure what constitutes a nontraditional student these days,” notes Bresnahan, who will attend law school or pursue graduate studies after graduating in May 2005. “I don’t feel any different.” Yet Bresnahan knows her schedule is different than that of
her classmates. She has to prioritize, which means doing homework at 5 a.m. some days and taking her son to Barnes & Noble to hang out so she can study.

But those same challenges and life lessons make older students a valuable addition to the classroom. “Besides often being more attentive, motivated, and interested, because they are working harder to come back, they are more interested in the end result,” Alsup says. “They look at education as a process, instead of a series of assignments, and nontraditional students have a better idea that each step is important to reach their professional goals.” Alsup smiles, adding, “They set the bar high. They aren’t just here for a grade. In many ways, they are ideal students.”

Larry Owens, a nontraditional student in the School of Liberal Arts, often studies with his two children, Jacob, 9, and Kiara, 3, working next to him. A 34-year-old from Monticello, Owens just finished his fourth year toward an undergraduate degree in English education.

Stay Connected with the School of Liberal Arts

Visit our Web site to keep up to date on the School of Liberal Arts and the SLA Alumni Board. On this site, you also can:

- update your alumni information;
- share your professional achievements for Liberal Arts Magazine;
- review fund-raising initiatives;
- submit Distinguished Alumni nominations;
- join the Purdue Alumni Association;
- meet the Dean’s Advisory Council, the Alumni Board, and our Distinguished Alumni;
- nominate an alumnae or alumnus for “Alumni Spotlight”; and
- enter the SLA Alumni contest.

www.sla.purdue.edu/alumnifriends
In 1957, the Purdue University Board of Trustees voted to defer the fees of a young local man who suddenly lost his father — an unexpected act of kindness that changed a 14-year-old’s life forever. Forty-six years later, that boy, Jim Dammon, and his wife, Marilynn, have made a deferred gift that will be used to fund the Clarence E. Dammon Dean’s Scholars Program in the School of Liberal Arts.

The Dammons said that naming the scholars’ program for the former Purdue University speech professor, registrar, and director of admissions was a way to honor Jim’s father and express their gratitude to Purdue University. “We wanted to see our gift really have an impact at a place where it will be preserved and leveraged for the future,” said Jim Dammon. Jim earned his degree in mechanical engineering, and is now vice president of engineering at Fairfield Manufacturing. Marilynn graduated from Purdue with a degree in social sciences, and was honored in 2000 as a distinguished alumna in the School of Liberal Arts. The Dammons also own King’s Hill Stable, which Marilynn operates.

Marilynn helped establish THE CHAPS (Therapy, Health and Education through Children and Horses as Partners) therapeutic horseback riding program for individuals with disabilities. The former teacher also is active in the Duncan Community Hall. She also has served as secretary for the Purdue Alumni Association and president of the School of Liberal Arts Alumni group.
The Dean’s Scholars program, which began in 1976 under then-Dean Robert Ringel, selects approximately 40 incoming first-year liberal arts students based on SAT scores, grades, and a recommendation from their high schools. Recipients receive a $1,000 stipend and assist faculty mentors with research. In recent years, students have directed dance productions to learn about dance therapy, studied communication between the elderly and health care providers, and researched infant development.

Dean’s Scholars excel throughout their college years and beyond. Many are outstanding seniors; Dean’s Scholars have gone on to speak at commencement and receive fellowships and awards to study in prestigious graduate programs. Several Dean’s Scholars have also noted that, had they not received this opportunity, they may have chosen to attend another university.

The Dammons’ gift of $1,650,000 will certainly allow future generations of Dean’s Scholars to benefit from this wonderful experience. The Dammons have also set aside a large gift in honor of Marilynn’s father. The H. William Bottomley Scholars Program will benefit mechanical engineering students. Marilynn said, “Both of our dads would have liked to have done something similar for Purdue, and we feel fortunate to be able to honor them and our schools, while helping students at the same time.”

Andrea White, a current Dammon Dean’s Scholar, says, “I think it was very generous of the Dammons to gift all of us with this scholarship. I feel very blessed and privileged to be a part of this program. For one thing, my parents are very appreciative.” She hopes, in particular, that the scholarship will help her develop close connections with the School of Liberal Arts faculty. “I hope that the research and project I have chosen will help to guide me in my future choices. I’m still unsure of what I would like to do with my life, and this program provides me with extremely valuable inside information about all the sections of the School.”

There are other unseen benefits to the Dean’s Scholar program for freshmen. The chance to meet new friends is an important one. As White notes, “I have already made great friends with others participating in the program, and that is having a huge impact on my life to say the least. I hope that I can make a name for myself in this school. I want to be one of those people that does something with her life. I want to be one of those students the School brags to the freshmen about. The Dammon Dean’s Scholar Program is helping me in my search for my future. What I learn in these four years will help me greatly to make a name for myself and be a success.”

Purdue President Martin C. Jischke notes, “It’s wonderful to see Purdue alumni in our own backyard rally behind this University. Their gifts will enable Purdue to continue supporting standout students in liberal arts and mechanical engineering.”

Dean Toby L. Parcel adds, “The Clarence E. Dammon Dean’s Scholars Program will allow the School to invest in the very best and brightest liberal arts students.” In the future, the School will be able to expand and strengthen the program as a result of this gift as well as attract more outstanding students to Purdue.

“We wanted to see our gift really have an impact at a place where it will be preserved and leveraged for the future.”

JIM DAMMON

Clarence Dammon
Schweickart’s course dovetails nicely with one of her current research projects: a newly published edited volume of essays entitled *Reading Sites: Social Difference and Reader Response*. This book (co-edited by Michigan Tech’s Elizabeth Flynn) looks at how reader response is shaped by the influences of gender, class, race, ethnicity, and sexual orientation. Student reaction and class discussion in the MLC may help Schweickart in future research endeavors. In the spring, Schweickart continues her work in theory and reader response with a fellowship at the School’s Center for Humanistic Studies, where she will work on a book that connects Jürgen Habermas’s theory of communicative action with theories of reading as well as feminist theories of the ethic of care.

All of Schweickart’s students are also taking Communications 114 (Fundamentals of Speech), taught by Kelly Vibber, a graduate teaching assistant working on a master’s degree in interpersonal communication. Vibber’s interests led her naturally to intercultural communication, and the students in her class are learning how knowledge is interrelated. The students’ first speech is an autobiographical narrative related to their native cultures. Students will explore their own experiences of growing up: bar or bat mitzvahs, getting a driver’s license, a first date, or a first haircut are all possible topics of exploration. Speech topics come up naturally in conversations in both classrooms, emphasizing that knowledge is not something that can be compartmentalized into a syllabus or a department, but is always connected to other knowledge.

This is the second year the School has sponsored an MLC. The first year (2003–04), Professor Judson Jeffries taught a political science course entitled “The ’60s: A Decade of Diverse Groups.” His students also took English composition together, and carried over some of the same topics. Together, class members studied the anti-Vietnam war movement, American political culture, and the counterculture era. The second-year MLC plans to focus on multicultural perspectives and issues, with a particular emphasis on the theme of “Coming of Age in America.”
War Movement, the American Indian Movement, Black Power, Women’s Liberation, the Latino Movement, and the White Left. To emphasize some of the things they were learning in class, they went together to Battleground, Indiana, to see where the Battle of Tippecanoe took place. Matthew Braunginn, a history major from Madison, Wisconsin, was one of the students in last year’s MLC. He liked the class, noting, “I learned about interesting things I’d never studied in high school. Professor Jeffries is a good teacher who taught about things I could really get immersed in. This was different than most classes — I think I got to know the students better than in other classes I took.”

Learning communities are in their fifth year at Purdue. In 1999, there was just one community, and this year there are 23 (16 of these having a residential component).

Research shows that students who take part in a learning community earn higher grades, make friends faster, and graduate at higher or faster rates than students who don’t participate. For right now, however, all of the positive retention statistics and the educational benefits of being in a learning community are not at the top of Cannon and Murray’s list: they’re having a great time getting to know Purdue, each other, and the ways that they relate to the rest of the world community.

New Diversity Leader

As part of the School’s commitment to multicultural diversity, Liberal Arts has recently hired a coordinator of diversity initiatives in the student academic advising office. Lisa Woodie, originally from Chicago Heights, Illinois, has most recently worked as an academic advisor/recruiter in the Hudson & Holland Scholars Program at Indiana University–Bloomington. Her other experiences include diversity programming chair and assistant to the director of the Office of Multicultural Programs at Valparaiso University. She has an undergraduate degree in sociology and a master’s in higher education and student affairs. Her longtime interest in multicultural service was inspired by the assistance that helped her and her Hispanic peers in their college days. Lisa will work primarily on student recruitment and retention, and her early plans are to develop and facilitate a peer-mentoring program and a student organization for multicultural students in the School.
CHRISTOPHER R. AGNEW (Psychological Sciences) was awarded the Outstanding Investigator Award, presented by the Personal Relationships Research Interest Group of the Society for Personality and Social Psychology.

ANN W. ASTELL (English) was added to Purdue’s Book of Great Teachers.

Diane K. BRENTARI (Speech, Language, and Hearing Sciences) received a University Faculty Scholar Award.

Kristina K. BROSS (English) received a Charles B. Murphy Outstanding Undergraduate Teaching Award. She also was promoted to associate professor.

Patrice M. BUZZANELL (Communication) was promoted to professor.

E. John CAPALDI (Psychological Sciences) was elected Fellow of the American Association for the Advancement of Science.

Jan A. COVER (Philosophy) is Vice President of the Leibniz Society of North America and a member of the Executive Board of the Society for Christian Philosophers.

Ehtibar N. Dzhabarov (Psychological Sciences) was awarded the Alexander von Humboldt Research Award (for senior scientists) and received a fellowship at the Swedish Collegium for Advanced Studies in Social Sciences.

Rachel L. EINWOHNER (Sociology and Anthropology) was promoted to associate professor.

Michael G. FLYNN (Health and Kinesiology) was promoted to professor.

Gregory S. FRANCIS (Psychological Sciences) was selected to participate in the 2003 Summer Faculty Research Enhancement Program sponsored by the U.S. Army.

Elizabeth Grauerholz (Sociology and Anthropology) was added to Purdue’s Book of Great Teachers.

Joanne M. GUTEK (Speech, Language, and Hearing Sciences) received the American Speech-Language-Hearing Association (ASHA) Award for Continuing Education (ACE).

William A. HARPER (Health and Kinesiology) was inducted into Purdue’s Teaching Academy.

Leonard HARRIS (Philosophy) is the Executive Director of the Alain L. Locke Society.

Patricia HART (Foreign Languages and Literatures) received the School of Liberal Arts Educational Excellence Award.

Janice R. KELLY (Psychological Sciences) received a Charles B. Murphy Outstanding Undergraduate Teaching Award. She also was promoted to professor.

John T. KIRBY (Foreign Languages and Literatures) was inducted into Purdue’s Teaching Academy and was added to Purdue’s Book of Great Teachers.

Robert P. LAMB (English) was added to Purdue’s Book of Great Teachers.

Roseann LYLE (Health and Kinesiology) and Ronnie B. Wilbur (Speech, Language, and Hearing Sciences) have received Purdue Seeds of Excellence Awards, given for bringing $1 million or more in research grants to the University.

Robert E. May’s (History) book, Manifest Destiny’s Underworld: Filibustering in Antebellum America (University of North Carolina Press) was selected as an Outstanding Academic Book for 2003.

William L. McBride (Philosophy) is the Secretary General of the International Federation of Philosophical Societies (FISP) and President of the North American Society of Social Philosophy.

James H. MCKEE (English) was added to Purdue’s Book of Great Teachers.

Robert F. MELSON (Political Science) was a Distinguished Visiting Professor at Clark University in Worcester, Massachusetts, for Spring 2004.

Michael A. Morrison (History) was added to Purdue’s Book of Great Teachers.

James S. NAIRNE (Psychological Sciences) was named a distinguished professor. He is the director of the School’s Honors Program. He also was added to Purdue’s Book of Great Teachers.

Timothy J. Owens (Sociology and Anthropology) was appointed deputy editor of Social Psychology Quarterly and serves on the editorial board of Self and Identity.

Glenn R. Parker (Political Science) was named a distinguished professor.

Sidney L. Pelissier (Foreign Languages and Literatures) received the Palms Académiques from the French Embassy, awarded November 2003.

Zygmunt PIZLO (Psychological Sciences) was promoted to professor.

Robert W. Proctor (Psychological Sciences) was elected President of the Society for Computers in Psychology for November 2003–November 2004.

Patrice D. Rankine (Foreign Languages and Literatures) was promoted to associate professor.

Nicholas K. Rauh (History) was added to Purdue’s Book of Great Teachers.

Charlie L. Reeve (Psychological Sciences) was inducted as an honorary member of the Purdue University chapter of the Golden Key National Honor Society.

Felicia D. Roberts (Communication) was promoted to associate professor.

Randy W. Roberts (History) was added to Purdue’s Book of Great Teachers. He also received the Deolese Parmelee Award for Outstanding Achievement in Historical Preservation through Historical Research by the Texas Historical Foundation for A Line in the Sand: The Alamo in Blood and Memory, written with James S. Olson.

Margaret M. Rowe (English) was added to Purdue’s Book of Great Teachers.

Charlene H. Seigfried (Philosophy) is President of the William James Society. In addition, she was selected to write one of the seven essays in the American Philosophical Association’s Centennial Supplemment, Philosophy in America at the Turn of the Century (2003).

Alan L. Smith (Health and Kinesiology) was promoted to associate professor.

Daniel Smith (Philosophy) is one of two newly named co-editors of the Bulletin de la Société Américaine de Philosophie de Langue Française.

Barbara S. W. Solomon (Speech, Language, and Hearing Sciences) was named the Purdue University Audiology & Speech Sciences Clinical Instructor of the Year.

Charles Stewart (Communication) was named a distinguished professor.

Mark C. Tilton (Political Science) is an Asian Policy Fellow at the Woodrow Wilson International Center for Scholars in Washington, D.C.

Theodore D. Wachs (Psychological Sciences) was designated a Fulbright Distinguished Scholar at the Centre for International Child Health, University of London, U.K.

Mariko M. Wei (Foreign Languages and Literatures) was promoted to associate professor.
New Demand for Iranian Studies

BY AMY PATTERSON-NEUBERT

Before September 11, 2001, the class list for Janet Afary’s Middle Eastern history classes rarely capped at 25. Now, her class size has more than tripled to 80–90 students a semester. “Students want to learn about the Middle East now that they hear about Kabul and Baghdad on the nightly news,” says Afary, an associate professor of history who is from Iran. “My classes have changed in the last few years, because students want to talk and learn more in depth.”

Afary, one of the nation’s leading scholars in Iranian studies, has contributed significant work on the Iranian constitutional revolution of 1906–1911. Her work explores previously unexamined grassroots efforts for democracy and the role of women in Islamic society. Afary will serve as president of two organizations for this year, the Association for Middle East Women’s Studies and the International Society for Iranian Studies. Her leadership with both groups will help shape the academic and intellectual issues discussed in her field for the next few years.

Current events have certainly shaped the way others look at Afary’s field, but they have also shaped the way she approaches her own work. She is now working on a book about Islam and democracy in Iran that shows there has been a long struggle for democracy in that nation. “I am much more concerned now with teaching Americans about the region and hope to demystify this militant version we see of Islam,” she says. “This does not represent all of the Middle East or the Muslim World.”

To teach her students, Afary must compete with nightly war-torn images of the Middle East. She turns to Iranian cinema to introduce students to a Middle East they have not seen before. “Film is a wonderful medium. It helps me chronicle the country’s decade-long struggle for democracy, something most Americans are not familiar with.”

New Dean of The Graduate School

John J. Contreni, professor of history and interim dean of The Graduate School during the 2002–03 academic year, has been named the new dean of The Graduate School. Contreni plans to improve an already vital graduate program by working with the undergraduate schools to better meet the needs of today’s graduate students. He notes that the School of Liberal Arts “has a very strong presence” in the Graduate School, with 15 percent of students, the University’s second largest group.


ROBERT M. HAMMOND, professor of foreign languages and literatures, with Jelena Filipovic, Fonética y fonología españolas para serbiohablantes, National Textbook Co., 2004.


JOHN D. MARTIN, visiting assistant professor of foreign languages and literatures, Representation of Jews in Late Medieval and Early Modern German Literature, Peter Lang, 2004.


IÑIGO SÁNCHEZ-LLAMA, associate professor of foreign languages and literature, and Benito Pérez Galdós, editors, La familia de León Roch, Cátedra, 2003; El audaz: historia de un radical de antaño, Libertarias, 2003.


DANIEL SMITH, assistant professor of philosophy, translator, Gilles Deleuze, Francis Bacon: The Logic of Sensation, Continuum and University of Minnesota Press, 2003.


REVIEW BY AMY PATTERSON-NEUBERT

Do you think your vote is keeping your congressperson honest? Glenn Parker’s new book, Self-Policing in Politics, describes what motivates some politicians to behave.

Concern over votes is not the only thing keeping members of the House honest. Rather, the lure of a lucrative post-political job keeps them on the straight and narrow, says Parker, a distinguished professor of political science. “This post-elective employment incentive ensures their honesty throughout their terms of office,” Parker says. “Unfortunately, this incentive for honesty is less relevant to senators and presidents, who usually are guaranteed posh jobs after they leave office.”

Reputations are important in the political marketplace, just as they are in the economic market, because they serve as low-cost signals of product quality, notes Parker, who sees parallels between the economics of the business firm and behaviors of politicians. From this point of view, reputations provide politicians with future earnings in the same sense as they do for businesses. For businesses, it is a stream of future customers; for politicians, it is reelection and future high-profile jobs in the private sector or political jobs, such as lobbying. “However,” adds Parker, “there are not enough of these prestigious positions, and only about one-third of those politicians who are considered highly trustworthy are rewarded with such jobs.”
Tilting at Windmills

BY GRANT E. MABIE

Dean Toby L. Parcel was just one of many who took part in a 48-hour reading celebration of the upcoming 400th anniversary of Cervantes’s *Don Quixote*, conducted in both English and Spanish in April 2004. Other readers included Dr. Jischke, Provost Sally Mason, faculty members, staff, and students. The event’s organizer, Howard Mancing, said, “Don Quixote’s adventures have captivated readers around the world for almost 400 years. We wanted to pay tribute to this character, the crazy, yet romantic and chivalrous knight.”

In 2005, the 400th anniversary will be marked by celebrations throughout Spain and across the world. “We wanted Purdue to be the first, and one of the largest, celebrations honoring this great work of literature,” noted Mancing.

Have you heard about Purdue’s Audiology and Speech-Language Programs?

BY AMY PATTERSON-NEUBERT

The recently renamed Department of Speech, Language, and Hearing Sciences (formerly Audiology and Speech Sciences) continues to be recognized as one of the best clinical education and research programs in the nation. In a *U.S. News & World Report* survey, released in April, Purdue’s master’s and doctoral degree programs in speech-language pathology tied for third nationally, up from fourth last year. The master’s and doctoral degree programs in audiology climbed five spots from last year to eighth this year.

Department head Anne Smith attributes this national recognition to the interdisciplinary approach both audiology and speech sciences provide. “Purdue master’s and doctoral degree programs in speech-language pathology have been among the nation’s best since they were created in the 1950s,” she says. “Not only do we have a strong presence in research in language development and neuro-physiology of speech, but our clinically trained faculty also work with our basic scientists. Because of this interdisciplinary approach, we continue to attract the best graduate students and expose them to both research and clinical experience.”

The Department of Audiology and Speech Sciences, founded in the 1930s, was one of the first in the country to achieve accreditation in speech pathology and audiology from the Educational Standards Board of the American Speech-Language-Hearing Association. The name change, approved in September, better reflects the discovery emphases of the department. There are more than 30 members on the professional staff and academic faculty working with 80 graduate students and 185 undergraduate students each semester.
Shirley Rietdyk is taking steps to keep older adults on their feet. In less than 20 years, this country will see its largest older-adult population ever. And Rietdyk, professor of health and kinesiology, is working to keep aging baby boomers from falling, which can lead to broken bones and life-threatening health complications. In her biomechanics lab, she is studying how and why people fall by measuring their mobility and balance. By studying the interaction between the body’s neural and mechanical systems, she is learning how the nervous system combines visual and sensory information to coordinate muscle activity.

“No one builds a two-legged chair,” notes Rietdyk, “because it isn’t stable. But that instability gives humans a tremendous amount of flexibility in movement, allowing us to carry items while walking or even to do a cartwheel or backflip.

“How the body and the nervous system work together is thoroughly fascinating. Even the world’s best engineers can’t replicate the human form and its movement. Robots built in human form are awkward and heavy; though they may be able to climb stairs, they can’t climb trees.”

To test human balance, study participants stand on a force plate in the biomechanics lab while their balance is slightly disrupted. Rietdyk and her assistants record participants’ movements with six cameras that capture infrared light emitted from diodes placed on the subjects’ bodies. From this research, Rietdyk hopes to teach people how to fall, so they are less likely to hurt themselves.
Seventeen of the brightest students from the Middle East returned to their home countries with a better understanding of American life as well as better leadership skills, thanks to the time they spent at Purdue University this summer. The students’ visit was part of philosophy professor Donald Mitchell’s mission to encourage understanding among people with different religious and cultural backgrounds (See related story on pages 12–13.).

The visit also was an outgrowth of Mitchell’s collaboration with faculty at Indiana University and the University of Notre Dame in the Indiana Center for Cultural Exchange. As part of the 2004 Summer Institute on American Life and Youth Leadership, these recent high school graduates from Middle Eastern and North African countries, such as Jordan, Saudi Arabia, Lebanon, and Egypt, took classes in government, economics, society, and culture. They visited local, state, and national government offices, attended religious meetings, and even met former heavyweight champion Muhammad Ali at his estate in Michigan.
KATHLEEN KISSELBURGH had strong ideals for service and commitment. She graduated from Purdue with degrees in psychology and sociology in December 2002. In August 2003, she and her hearing dog, Whisper, were hit by a truck while crossing a street together. Kisselburgh died four days later.

In March 2004, Kisselburgh was posthumously awarded the Purdue University Focus Award, given to individuals who have helped improve disability accessibility and diversity at Purdue. Her sister, Lorraine Kisselburgh, says of Kathleen, “She was not afraid to be assertive about things she felt passionately about, knowing that sometimes people need to be made a little uncomfortable in order to understand the reasons for change.”

Kisselburgh provided training and support for those who use service dogs. To expand that work, she was preparing to enter graduate school at the University of Wisconsin to study human-animal interaction in therapeutic and rehabilitation services. Kisselburgh was involved with Canine Companions for Independence, Paws with a Cause, and the Greater Lafayette Disabilities Coalition.

In her honor, her family has endowed a scholarship designed to help students who have overcome significant obstacles in their lives. Kisselburgh felt passionately about the need for educational access for all qualified people. This endowed scholarship will ensure that her name and wishes continue in the future.

For information on the Kathleen Kisselburgh Scholarship, contact Cathleen Ruloff at 800-991-1194 or cruloff@sla.purdue.edu.

GUNther E. Rothenberg, Professor Emeritus, passed away April 26th. Rothenberg authored more than a dozen books and scores of articles. With 50 years of teaching and scholarship, his influence in the field of military history is profound. More than 250 students enrolled annually in his undergraduate course on the Second World War, and he mentored many graduate students.

Rothenberg was born in Berlin in 1923. Upon Hitler’s accession to power in 1933, he and his family fled to Holland and then England. Rothenberg left his parents and traveled to Palestine. He joined the Zionist movement and, at 17, volunteered for the British military. Rothenberg served in North Africa, Italy, and Yugoslavia. He fought in Israel’s War of Independence. In 1949, he reunited with his parents, then in the United States. He volunteered for the US Air Force and served during the Korean War. Afterward, he attended the University of Chicago on the GI Bill. He received his doctorate from the University of Illinois at Champaign-Urbana, then taught at the University of New Mexico before moving to Purdue University in 1972. He retired in 1998 and relocated to Australia, but remained professionally active. He returned to the United States in February 2004 to present the keynote address at the 34th Annual Conference of the Consortium on Revolutionary Europe. He will be deeply missed.

—contributed by Frederick Schneid (MA History ’90; PhD History ’93), High Point University, North Carolina
The Campaign for Purdue, a $1.3 billion fund-raising effort by Purdue University, was launched in 2000. The campaign, which runs through 2007, will support our students, faculty, programs, and facilities and provide unrestricted resources to the School. The School of Liberal Arts goal for the Campaign for Purdue is $26.3 million.

An anonymous donor made a gift of $2 million outright with a challenge to match an additional $2 million raised to complete the new Yue-Kong Pao Hall for Visual and Performing Arts.
Rusty and Patti Rueff pledged $5 million to name the Department of Visual and Performing Arts, the first named department in Purdue’s history.

Financial support continues to come from a variety of sources. Thanks to several significant gifts the School received this year, alumni giving far surpasses other sources.

HISTORICAL SUPPORT FOR LIBERAL ARTS

Gifts to the School of Liberal Arts totaled $14,661,434 for fiscal year 2003–04. This represented a 118 percent increase in gifts and pledges from the 2002–03 fiscal year, and marks the second year in a row we have more than doubled the prior year’s total.

Marilynn and Jim Dammon have named the Dean’s Scholars Program in honor of Jim’s father, former Purdue speech professor, registrar, and director of admissions Clarence Dammon.
2003–04 Scholarships, Prizes, and Awards

Through the generosity of alumni, faculty, and friends, the following scholarships and awards were distributed to students in 2003–04. The minimum contribution to establish an endowed scholarship is $20,000. The principal is invested, and only the income is available each year. The donor names the fund and establishes the criteria.

For further information on setting up a scholarship fund for the School of Liberal Arts, please call 1-800-991-1194 or e-mail gifts@purdue.edu.

**OUTSTANDING HONORS**

**SENIOR SCHOLARSHIP**
- Scott Keller
  Political Science  Brownsville, IN
- Mary Murray
  English  Lexington, IN

**OUTSTANDING HONORS**

**JUNIOR SCHOLARSHIP**
- Jill Anderson
  English  Osceola, IN
- Betsy Gutwein
  Professional Writing  Francesville, IN

**HONORS SCHOLARSHIP**

**FOR SPECIAL MERIT**
- Michelle Fosnaugh
  Political Science  Huntertown, IN
- Daniel Kensinger
  Political Science  Fort Wayne, IN

**CLAYTON AND NANCY LEIN SCHOLARSHIP**
- Elizabeth Horn
  History  Walton, IN

**JILL AND ROBERT MAY HONORS SCHOLARSHIP**
- Mary Murray
  English  Lexington, IN

**HONORS SCHOLARSHIPS**

- Bill Burke
  English  Lafayette, IN
- Rebecca Clemens
  Audiology and Speech Sciences  Brownburg, IN
- Elizabeth Horn
  History  Walton, IN
- Elizabeth Massura
  Visual and Performing Arts  Downers Grove, IL

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**Clarence E. Dammon Dean’s Scholars Program**

Jim and Marilynn Dammon have named the Dean’s Scholars Program in honor of Jim’s father. Our thanks to their generosity and that of others who have named scholarships in the program. (Read more on pages 20–21.)

**DEAN’S SCHOLARS**

- Angela Linsemeyer
  Psychological Sciences  Porter, IN
- Erin Moresko
  Undecided  Mattawan, MI
- Jennifer Orozo
  Psychological Sciences  Tinley Park, IL
- Amy Redman
  Audiology and Speech Sciences  Fort Wayne, IN
- Lindsay Smaron
  Audiology and Speech Sciences  Munster, IN
- Colt Stander
  Industrial Design  Alvo, ME
- Lisa Stanforth
  Communication  Kokomo, IN
- Erin Talbert
  Movement and Sport Science  Russiaville, IN
- Beth Walsman
  Psychological Sciences  Indianapolis, IN

- Megan Bever
  French  Kokomo, IN
- Joseph Celzic
  Psychological Sciences  Fort Wayne, IN
- Sarah Crum
  Spanish Education  Lafayette, IN
- Ashley Eiler
  Communication  Lawrenceburg, IN
- Ryan Evans
  Communication  Sweetser, IN
- Ashley Freer
  Theatre  Losantville, IN
- Jillian Hmurovic
  Psychological Sciences  Munster, IN
- Ryan Johnson
  Psychological Sciences  Granger, IN
- Jennifer Kordas
  English  Wauconda, IL
- Sooji Lee
  Industrial Design  West Chester, OH

- Erin Lewis
  Communication  South Bend, IN
- Natalie Litera
  Undecided  Highland, IN
- Amy McCormick
  Communication  Evergreen Park, IL
- Cole Nearing
  Professional Writing  Lafayette, IN
- Daniel Purdue
  Communication  Newburgh, IN
- Abigail Rouse
  Psychological Sciences  Indianapolis, IN

- Maura Bahu
  Political Science  Flossmoor, IL
- Doria Bakina
  Psychological Sciences  Brentwood, TN
- Natalie Black
  Psychological Sciences  Mishicot, WI
- Jarred Caldwell
  Psychological Sciences  Hinsdale, IL

- Kelly Hough
  Audiology and Speech Sciences  Pittsburgh, PA
- Amanda Kraemer
  Movement and Sport Science  Winchester, MA

- Mauro Bohu
  Political Science  Flossmoor, IL
- Doria Bakina
  Psychological Sciences  Brentwood, TN
- Natalie Black
  Psychological Sciences  Mishicot, WI
- Jarred Caldwell
  Psychological Sciences  Hinsdale, IL

- Karen and Norm Blake
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- Megan Bever
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- Joseph Celzic
  Psychological Sciences  Fort Wayne, IN
- Sarah Crum
  Spanish Education  Lafayette, IN
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  Communication  South Bend, IN
- Natalie Litera
  Undecided  Highland, IN
- Amy McCormick
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- Abigail Rouse
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- Barbara S. Walters
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- Kelly Hough
  Audiology and Speech Sciences  Pittsburgh, PA
- Amanda Kraemer
  Movement and Sport Science  Winchester, MA

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C. HAROLD VEEunker HEALTH EDUCATION SCHOLARSHIP

Megan Gunther
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Rachel Speth
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(*indicates 4.0 graduation indices)

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In Memoriam

The School of Liberal Arts lost many friends in the past year. For a complete listing of donors and alumni who passed away during 2003–04, please go to www.sla.purdue.edu/alumnifriends.
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Dr. Pepper/Seven Up Inc.
Ecotab, Inc.
Electronic Arts
Eli Lilly and Company
Emerson Electric Company
Ernst & Young International
Exelon
Exxon Mobil Corporation
Federated Department Stores Inc.
Fifth Third Bank
First Tennessee National Corporation
Ford Motor Company
Gannett Company Inc.
GenCorp Inc.
General Electric Company
General Mills Inc.
GlaxoSmithKline PLC
Hershey Trust Company
Hewitt Associates LLC
Hewlett-Packard Company
Hexcel Corporation
Intel Corporation
International Business Machines
Irwin Financial Corporation
ITT Industries
J. P. Morgan Chase & Co.
Jostens
KeyCorp
Land America Foundation
Leo Burnett Worldwide Inc.
Lockheed Martin
Loews Corporation
L’OREAL USA
Marathon Oil Co. Foundation/MGP
MBNA America Bank, N. A.
Merck & Company Incorporated
Merrill Lynch & Company Inc.
Microsoft Corporation
Minerals Technologies Inc.
Mutual of America
National City Bank
NiSource Charitable Foundation
Northern Trust Company
Novartis
Ohio National Life Insurance Company
PepsiCo Inc.
Pfizer Incorporated
PPG Industries Inc.
PricewaterhouseCoopers
Procter & Gamble Company
Prudential Insurance Co. of America
Quest Diagnostics
Raytheon Company
Sallie Mae Fund
Sara Lee Corporation
Southern Illinois University
SBC Communications Inc.
Schering-Plough Corporation
Scientific-Atlanta Incorporated
Sentry Insurance Company
Singhal Apparel Inc.
Siperus
Suzu
Supervalu Incorporated
SYSCO Corporation
Tate & Lyle North America, Inc.
Temple-Inland Inc.
Tribune Media Services
United Technologies
Verizon
Vulcan Materials Company
Wachovia MGP
Walt Disney Company
Weyerhaeuser
William H. Phillips (BA Philosophy) has released the third edition of his book Film: An Introduction (Bedford/St. Martin’s), which is based on his years of research and teaching introductory film courses at four universities. He is currently a visiting professor at the University of Wisconsin—Eau Claire. He and the publisher are also updating the book’s companion Web site, which can be accessed at http://www.bedfordstmartins.com/phillips-film.

Phillip K. Tompkins (PhD Communication) and his co-author, Greg Larson, won the Top Paper Award from the Organizational Communication Division of the National Communication Association in 2003. He also has a new book, Apollo, Challenger: Columbia: The Decline of the Space Program (Roxbury).

Larry M. Campbell (BA Humanities and Social Sciences) recently retired as president of marketing from Federal Home Loan Bank in Indianapolis, Indiana.

Tom Moore (BA Theatre; HDR Liberal Arts, 1995) recently directed “The Royal Family” at the Ahmanson Theatre in Los Angeles. Ed Kaufman of the Hollywood Reporter said of the show, “Tom Moore’s savvy direction expertly captures the foibles and follies of America’s ‘first family’ of the theatre when Broadway ruled supreme.” Tom is also a School of Liberal Arts Distinguished Alumnus.

Donald I. Craig Jr. (BA Psychology) recently retired after 20 years of service as program director with the Indiana State Department of Health.

James Gray (BA Humanities and Social Sciences; MA Fine Arts, 1971) returned to his passion of photography through MissionFOTO, a documentary photography/cinematography organization that captures the people and places of mission projects. His pictures bring a face to these mission projects.

Lu Ann Aday (MS Sociology; PhD Sociology, 1973; HDR Social Sciences, 2004) received an honorary doctorate from the School of Liberal Arts during the May 2004 commencement. Aday is a distinguished professor in the School of Public Health at the University of Texas in Houston.

Sandra Stroope Hochel (MA Communication; PhD Communication, 1973) was awarded a Fulbright Scholar grant to teach Intercultural Studies and Business Communication at the College of Communications in Budapest, Hungary, during the Spring 2004 semester. She is currently a professor emerita of Communication at the University of South Carolina–Aiken.

Walter Leon Brant II (BA History) was a finalist in the Distribution and Transportation category of the Ernst & Young Entrepreneurs of the Year awards. He is the President of Indiana Oxygen, Inc.

Thomas R. Wortman (BA German; MA German, 1979) is a German teacher at Logansport Community High School in Logansport, Indiana. He was one of nearly 1,000 applicants to receive a Lilly Fellowship to study language, culture, and foods in Thailand and bring the information he learned back to the classroom.

Sharon Kube (BA English) won the GE Innovation Award for her culinary creation, rustic chicken club, at the 41st Pillsbury Bake-Off. She was one of 13 award winners out of a 100 finalists. Sharon is an account manager with CGH Inc. in West Lafayette, Indiana.

Michael Turchen (PhD Communication) stepped down as chair of the University of South Dakota’s communication department and will officially retire in August 2004.

Catherine Caldwell (BA Physical Recreation Education) was named “teacher of the year” in health and physical education at the elementary level for the State of Indiana.

Douglas Logan (BA Communication) is general manager for Time Warner Sports 26 in Syracuse, New York.

Michael J. Hyde (MA Communication; PhD Communication, 1977) has two new books being published: The Ethics of Rhetoric (University of South Carolina Press, 2004) and The Life-Giving Gift of Acknowledgment: A Philosophical and Rhetorical Inquiry (Purdue University Press, 2005). He is currently a distinguished professor of communication ethics at Wake Forest University in Winston-Salem, North Carolina.

Kathy P. Leistner (BA Communication, MS Humanities and Social Sciences, 1978) is an exercise physiologist and freelance photographer for the Long Island Herald in New York.

Hugh C. Stott (BA Physical Recreation Education) became deputy chief of the West Chicago Fire District in Illinois.

Susan L. Bell Friedman (PhD Political Science) is serving a four-year term on the Albemarle County School Board in Virginia.

Larry R. Thornton (MA History) received Hanover College’s Arthur and Ilene Baynham Award for Outstanding Teaching.

Stephen Zolwinski (BA English) earned a PhD in anthropology from Ohio State University. His dissertation examined agricultural change in a northern Thai mountain valley community.

Martin De Julia (BA History; MA History, 1982) is a practicing criminal defense lawyer in Indiana and teaches at National College of Business and Beckfield College, both in Kentucky.

Patty A. Meissner McKenzie (BA Recreation) is an intake coordinator for Chartwell Midwest in Indiana.

Renu Khator (MA Political Science; PhD Political Science, 1985) was appointed provost of the University of South Florida in Tampa.

Shokrina Radpour Beering (BA English) is a partner with Cohen and Malad LLP in Indianapolis, Indiana.

Selene Phillips (BA Communication; PhD American Studies, 2003) accepted an appointment as assistant professor in the communication department at the University of Louisville.
**1981**

Daria (Karpowich) Verelley (BA Communication) received an MBA in management from Sacred Heart University (Connecticut) in 1996 and received her project management certification from PMU in 1998. She is currently a manager of executive briefings centers for IBM Global Services Northeast.

**1985**

Tracy Hine-Bullion (BA Communication) is the director of corporate underwriting at Star BBS Radio in Fort Wayne, Indiana, a not-for-profit Contemporary Christian station.

Marcia Morrison (MFA Theatre) is the director of fine and performing arts at Genesee Community College in Batavia, New York.

Bob E. Schultz (BA Communication) is on the board of directors of the Indiana Youth Institute in Indianapolis.

Mary Douglas Vavrus (BA Communication; MS Organizational Communication, 1989) recently received the Diamond Anniversary Award from the National Communication Association for her book *Postfeminist News: Political Women in Media Culture*. The award is given to the author of the most outstanding scholarly book related to communication published in the past two years. Vavrus is an associate professor at the University of Minnesota–Twin Cities.

**1986**

Laura L. Herrmann Ezzell (BA Criminal Justice) is an associate attorney for Chester Law Offices in Elkhart, Indiana.

Tamara J. Adcock (BA Communication) is the manager of trade compliance worldwide for Alcoa Wheel and Forged Products in Cleveland, Ohio.

Frances Vavrus (BA Psychology) is an associate professor of education at Teachers College–Columbia University in New York. She is the co-founder of "Partners in Tanzanian Education," a non-governmental organization devoted to creating US-African partnerships to improve education in one of the world’s poorest countries. In addition, she recently published her book *Desire and Decline: Schooled amid Crisis in Tanzania* (Peter Lang Publishing, 2003) and was named associate director of the Teachers College Center for African Education.

**1987**

Anne Fliotsos (BA Communication) is the co-author and contributor of the recently published book *Teaching Theatre Today: Pedagogical Views of Theatre in Higher Education* (Palgrave Macmillan Press). She is currently an assistant professor in the theatre division at Purdue University.

**1988**

Anthony A. Gust (BA Humanities and Social Sciences) is a principal consultant for Systems Evolutions, Inc. in Mason, Ohio.

Melinda Sousa (BA Communication) joined Bedkin Associates Inc., a minority-owned integrated marketing firm, as an account coordinator.

**1989**

Twanda (Duncan) DeBorde (BA Communication) founded CMD and Associates Executive Search Firm in 1990, after working in various management positions for Mobil Oil Corp. and Target Corp.

Karen L. Brimer Queen (BA Actuarial Science) is vice president of actuarial for Berkley Underwriting Partners in Naperville, Illinois.

Christina Sloderbeck (BA Sociology) is a social worker at Kids Plus Children Healthcare Center in Anderson, Indiana.

Phil Timberlake (BA Theatre) is an assistant professor of theatre at Northern Illinois University.

**1991**

Timothy Hoy (BA Psychology) is a director in outreach partnership for the National Institute for Mental Health in Bethesda, Maryland.

John G. Walsh Jr. (BA Political Science) recently became an acquisitions executive with AMC Delancey Group Inc., a national real estate investment, development, and management company in Philadelphia, Pennsylvania.

**1992**

Brad Hainje (BA Communication) became the media relations manager for the Atlanta Braves.

Kimberly A. Hall (BA Psychology) was named one of Chicago’s top 50 singles by Today’s Chicago Woman magazine.

Dan Norris (BA Political Science) is the director for the McLane Firm in Manchester, New Hampshire.

Stacie A. Nourse (BA Communications) is an inventory analyst for Adlink in Los Angeles, California.

Christopher M. Sanchez (BA Communication) is currently consulting for a joint venture for Chase and SBC Global.

Chip Sandlan (BA Theatre) has been a day player on a number of television shows; most recently “Law and Order.”

**1993**

Robert S. Karim (BA English) is a children’s book author and is releasing her fourth book, Faraway Grandpa (Henry Holt). In addition to writing her books, she visits schools, giving author assemblies and writing workshops.

**1994**

Betsy Wiersma (BA Communication), of Wiersma Event Marketing, has been hired to create and manage grassroots events and charity prescreenings for a new movie, “Bobby Jones, Stroke of Genius.” Wiersma is also a 1996 School of Liberal Arts Distinguished Alumna.

**1995**

George Cheney (MA Communication; PhD Communication, 1985) delivered the 7th annual Michael Osborn lecture on rhetoric and communication at the University of Memphis in February 2004. He is currently a professor in the department of communication at the University of Utah.

**1996**

Tamara J. Adcock (BA Communication) is an assistant professor of fine and performing arts at Northern Illinois University.

**1997**

Laura L. Herrmann Ezzell (BA Criminal Justice) is an associate attorney for Chester Law Offices in Elkhart, Indiana.

**1998**

Mary Douglas Vavrus (BA Communication; MS Organizational Communication, 1989) recently received the Diamond Anniversary Award from the National Communication Association for her book *Postfeminist News: Political Women in Media Culture*. The award is given to the author of the most outstanding scholarly book related to communication published in the past two years. Vavrus is an associate professor at the University of Minnesota–Twin Cities.

**1999**

Laura L. Herrmann Ezzell (BA Criminal Justice) is an associate attorney for Chester Law Offices in Elkhart, Indiana.

**2000**

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**2002**

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**2003**

Mary Douglas Vavrus (BA Communication; MS Organizational Communication, 1989) recently received the Diamond Anniversary Award from the National Communication Association for her book *Postfeminist News: Political Women in Media Culture*. The award is given to the author of the most outstanding scholarly book related to communication published in the past two years. Vavrus is an associate professor at the University of Minnesota–Twin Cities.
Melissa M. Spirek (PhD Communication) was inducted into the Beta Tau Circle of the Omicron Delta Kappa Society, a national leadership honor society for college students, faculty, staff, administrators, and alumni who recognizes and encourages superior scholarship, leadership, and exemplary character. She also was one of three scholars who received a $1,000 award from the 2004 Symposium on Democracy’s Public Opinion Division for her meta-analysis of the published 9-11 survey research.

Amy Hertz Stoehr (BA Communication) was promoted to executive vice president of STAR POWER Systems Inc., a leading real estate professional training and motivational organization.

The Most Important Lesson

When Julian Phillips arrived at Purdue from New York City in 1972, the campus appeared to be a very foreign place. Phillips, anchor of “FOX and Friends Weekend” (Saturdays and Sundays 7–10 a.m. ET) on the FOX News Channel, recalls a bit of initial culture shock, but, by fostering significant relationships with people of all backgrounds — rural, urban, foreign, black, white, and Asian — he learned to view life from other people’s perspectives. “It was a real eye-opener for me, and it definitely helped build my character.”

Phillips, a two-time Emmy Award winner, eight-time Emmy nominee, and the recipient of the Edward R. Murrow Award for excellence in journalism, has not forgotten his alma mater. A communications major, he has served on the Liberal Arts Alumni Board for three terms, offering advice on curriculum, marketing, scholarships, and more.

Though Phillips has certainly found fame, he does not believe that should be the motivating factor in a person’s life. “Look at college in a twofold way,” he suggests to new students. “Embrace the education you are receiving, but also try to learn as much as you can about people who are different than you are: that may be the most important part of your education.”

1993

David L. Brotherton (BA Economics) is a managing partner for JDB of New Mexico Inc. in Albuquerque.

Michael Clark (BA Communication) joined Dell’s consumer marketing department after completing the executive MBA program at Vanderbilt.

Melissa S. Emily Rothenberger (BA Sociology) is a general manager for Steaks N Shake in Lewisville, Texas.

Bey-Ling Shih (BA Communication) accepted a position as assistant professor in the School of Communication at San Diego State University.

John Stafford (MA American Studies) was awarded tenure in the department of American language and literature at Harvard University. He is currently the John L. Leech Associate Professor of the Humanities at Harvard.

Paige K. Turner (MA Communication; PhD Communication, 1998) was invited to speak at “The Educator in the Information Age” seminar in Belo Horizonte, Brazil.

1994

Edward P. Glenn (BA Interior Design) is a vice president of sales for Polar Graphics USA in Kent, Washington.

Christy Snider (MA History; PhD History, 2000) will have her article, “Women’s History through Family History: A Variation on a Theme,” published in Teaching History.

Rob Willingham (MA History) accepted a faculty position at Roanoke College in Virginia.

1995

Betsi Burns (BA Psychology) accepted the position of assistant director of academic and student services at Northwestern University in Evanston, Illinois.

Christopher Decker (BA Political Science) is a researcher for the European Centre for Minority Issues in Flensburg, Germany.

Vallee (Bowen) Gries (BA Psychological Sciences) is a middle school math teacher in Evansville, Indiana.

Allison Kriener (BA Theatre) recently worked on several short films and radio and television commercials. She is also an actor, voiceover artist, and massage therapist.

Koula Sophianou (BA Communications; MA Foreign Languages, 1997) is a diplomat at the Permanent Representation of the Republic of Cyprus to the European Union in Brussels, Belgium.

Andy Stout (BA Theatre) received an MFA in acting from Northern Illinois University and is an actor, stuntman, and model. He was an assistant teacher at an acting workshop at the Gaiety School of Drama in Dublin, Ireland, and has been involved in various acting projects. Currently, he is a talent booking agent for Real People Talent Agency and teaches acting workshops in Nebraska.

1996

Marcel W. Bigger (BA Economics) is the head of information and data projects for Swissca in Zurich.

Ted Bumbleburg (BA Physical Recreation Education) was appointed superintendent for the Lafayette Parks and Recreation Department in Lafayette, Indiana. He is also the new president of the School of Liberal Arts Alumni Board.

Karen Lagasssee (BA Physical Recreation Education) received her master’s degree in athletic administration from Michigan State University.

H. Clark Maddux (MA English; PhD American Studies, 2001) was awarded the National Endowment for the Humanities Summer Stipend.

Ryan Shively (MFA Theatre) recently played opposite Alec Baldwin and Anne Heche in “The Twentieth Century” at the Roundabout Theatre.

1997

Jennifer Batielle-Kosfeld (BA Communication) is an account executive with Bader Rutter & Associates advertising agency in Milwaukee, Wisconsin.

James D. Hafstrom (BA Political Science) was recently elected president of the Student Bar Association at Chapman University School of Law.

Victoria (Osmolski) Lindamood (BA Political Science) is the regional human relations manager for Nationwide Insurance in Carmel, Indiana.

Kelly McClure (BA Communication) became the marketing manager for Bowman, Barrett & Associates Inc., a full-service engineering firm in Chicago, Illinois, that provides professional services to the transportation industry, architects, and builders.

1998

Michiel Adriansens (BA Theatre) completed his contract with Endemol Entertainment, which produced such shows as “Who Wants to Be a Millionaire” and “Big Brother” in the Netherlands.

Jeremy Carlson (BA History) is general manager for Dairy Queen in West Lafayette, Indiana.

Francis Joseph M. Dy (BA Physical Recreation Education) is key accounts specialist for Nestlé in Makati City, Philippines.
Michelle Kuhn-Clark (MA Communication) joined the J. Paul Getty Trust in Los Angeles as a trainer for the Department of Security and Operations Support.

James Lohr (BA Theatre) is assistant director for professional development at National Association for College Administration Counseling in Alexandria, Virginia.

Bryan H. Paton (BA Political Science) received the Navy and Marine Corps Commendation Medal.

Michelle Trelfa (BA Theatre) taught English in both business and educational settings in Hiroshima City, Japan.

Melissa L. Schafer Yim (BA Physical Recreation Education) is a communications manager for Fidelity Investments in Merrimack, New Hampshire.

1999

Allyssa Goff (MA Theatre) recently joined Ravenswood Special Events in Chicago as a production manager coordinating street festivals, concerts, events, and motorcycle rallies.

Nick Jones (BA Theatre) continues to direct, write, and produce plays for Smoke and Mirror productions and recently presented a stage reading of his symphonic theatre, "Berlioz: Episode in the Life of an Artist," to commemorate the 200th birthday of romantic composer Hector Berlioz.

Shauna Meador (MFA Theater) is a member of the faculty in costume design at the University of Central Arkansas.

Ronald Miller (MS Psychological Sciences; PhD Psychological Sciences, 2003) accepted a position as an assistant professor of psychology at Brigham Young University in Hawaii.

Joseph P. Sus Jr. (BA Interior Design) is an interior designer at Walgreen Company in Deerfield, Illinois, and recently completed a project with Integrated Architecture that was published in both Interior Design magazine and Architectural Record magazine.

Kim Wagner (MFA Theatre) accepted a faculty position in the department of English and theatre arts at Edinboro University of Pennsylvania.

Ann Boyd (PhD American Studies) recently published Writing for Immortality: Women and the Emergence of High Literary Culture in America. She is an assistant professor of American literature at the University of New Orleans in Louisiana.

2000

Molly J. Ankney (BA Communications) is an associate director of development in the College of Engineering at the University of Arizona in Tucson.

Amanda Brown (BA Sociology) received her master’s in social work from the University of Michigan and accepted a position within the Office of Budget for the U.S. Department of Health and Human Services in Washington, DC.

Jason Cornwell (MFA Theatre) is completing his master’s degree in guidance and rehabilitation for developmentally disabled populations from Columbia University. He currently manages a home for disabled adults in New York City while continuing to audition for television and film roles.

Kristen M. DeWitt (BA Organizational Communication) joined the Tribune Company in Chicago, Illinois, as a benefits representative. She recently received her PHR certification from the Society for Human Resource Management.

Kristin DiFidi (BA Communication) is the gift planning assistant at Cedar Crest in West Milford, New Jersey.

Jennifer Fitzery (MFA Theatre) is the arts and education coordinator at the Kenan Center, a multi-arts center in New York. She has been performing in numerous stage productions and will appear in “Moby Dick the Musical” and “Electra.”

Benjamin J. Hasse (BA Foreign Languages and Literatures) recently returned from two and a half years in El Salvador with the Peace Corps. He will begin studies to become a Catholic priest at Mundelein Seminary in Chicago, Illinois.

Martin Swoverland (BA Theatre) completed his MFA in acting at the University of California–Irvine.

Shannon Waymire (BA Communication) is a pricing analyst for Baker and Taylor, Inc. in Charlotte, North Carolina.

Brooke Wilson (BA Communication; MA Communication, 2003) is an applications administrator at Purdue University’s Information Technology for WebCT and Vista, Purdue University’s online course-management systems.

2001

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2002

Katherine Currin (BA Communication) is the marketing and community relations representative at Whole Foods Market in Willowbrook, Illinois.

Jason Hamman (BA Theatre) is an audio engineer at the Indiana Repertory Theatre in Indianapolis.

Marie Hernandez (BA Public Relations) is Midwest Sales Manager for Marriott International, based in Chicago.

Margaret M. Hruskocy (BA Physical Recreation Education) is an exercise specialist for Fitness Pointe in Munster, Indiana.

Velma Jones (BA Political Science), who has worked for Purdue’s Telefund since 2000 (most recently as associate director), has accepted a position as director of development for Lafayette in the University’s Annual Giving office.

Melissa Pence (BA Communication) is the special events and volunteer manager for the Indiana State Chapter of the National Multiple Sclerosis Society.

Shyam Siram (BA Political Science) is a PhD candidate and a teaching assistant in the department of political science at Georgia State University.

Rachel D. Stafford (BA Interior Design) is a showroom director for Albert Square Ltd. in Carmel, Indiana.

Ericka S. Taylor-Joseph (BA Psychology) is a manager for Blockbuster Inc. in South Bend, Indiana.

Amanda L. Alexander Wright (BA Psychological Sciences) is an instructor/case manager at Noble of Indiana.

2003

John W. Apolzan (BA Physical Recreation Education) is a graduate student and research assistant at Purdue University in West Lafayette, Indiana.
Steven Belluscio (PhD American Studies) accepted an appointment as assistant professor of English at the Borough of Manhattan Community College.

Ashley E. Culbertson (BA Communication) is a consultant for Booz Allen Hamilton in Washington, D.C.

John R. Klemme (BA Sociology) was recently named director of marketing for K. L. Security Enterprises, LLC.

Timothy W. McKinney (BA Foreign Languages and Literatures) completed U.S. Navy basic training at Recruit Training Command in Great Lakes, Illinois.

Evan Middlesworth (BA Theatre) recently worked on the productions “Twelfth Night” and “Epic Proportions” with director Walter Baker (MA Theatre, 1986).

Kari A. Terzino (BA Psychological Sciences) is a graduate student at the University of Buffalo in New York.

LaBonika Thomas (MA Theatre) is the literary manager for Serendipity Theatre Company, a writer for Backstage.com, and a box office manager at the Live Bait Theatre — all in Chicago. In addition, she was the dramaturgy for numerous stage performances and directed “Sour Plums” for the Salon Series at Stockyards Theatre Project.

Anna (Hite) Walker (BA Foreign Languages and Literatures) was named Lake Highland (Texas) High School’s “outstanding first-year teacher.” The Spanish teacher also was recognized for passing the Texas Oral Proficiency Test on her first attempt. She is on the school’s technology team, serves as sponsor for the junior class, and is now helping with new-teacher orientation.

Joel Zuidhof (MA Theatre) performs with the band, Overhang, at numerous locations in the Midwest. The band won the New Band Showcase and performed at the Cornerstone Music Festival.

Erin C. Clark (BA Communication) joined Muchmore Harrington Smallley and Associates as a legislative consultant. She is working on numerous advocacy and client projects.

Jim Harris (MFA Theater) received the Patti and Rusty Rueff Department of Visual and Performing Arts graduate student excellence in teaching award.

Michelle Johnson (BA History) is the manager of the Abercrombie and Fitch store in Chicago, Illinois.

Amanda M. Piegza (BA Psychology) is now attending IUPUI for a master’s degree in social work.

Christian R. Richards (BA Law and Society) is serving two years in the Peace Corps as a health/water and sanitation education volunteer in Accra, Ghana.

Henry L. Roediger III (HDR Social Sciences) received an honorary doctorate from the School of Liberal Arts during the May 2004 commencement. Roediger taught in the department of psychological sciences at Purdue for 15 years and is currently chair of the department of psychology at Washington University in St. Louis, Missouri.

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2005 DISTINGUISHED ALUMNI NOMINATION

The School of Liberal Arts Alumni Association announces the call for nominations for the 2005 Distinguished Alumni Awards. Alumni, faculty, staff, students, and friends may nominate an alumna/us who is distinguished through professional achievements, commitment to community, and/or involvement with Purdue University.

To nominate an alumna/us, photocopy this form, use a similar format to describe the nominee, or get a form at www.sla.purdue.edu. Mail the nomination, a résumé, two letters of support, or any other supporting materials, including newspaper and magazine articles, by December 1, 2004, to:

Selection Committee Chair
Attn: Chris Sharp
Purdue University
Beering Hall – Room 1280 (Development Office)
100 North University Street
West Lafayette, IN 47907-2098

NOMINEE

ADDRESS

CITY __________________________________________ STATE __________ ZIP __________

TELEPHONE __________________________________________

OCCUPATION ________________________________________

YEAR OF GRADUATION, DEGREE, AND MAJOR ______________________________________

NOMINATOR’S NAME

ADDRESS

CITY __________________________________________ STATE __________ ZIP __________

TELEPHONE __________________________________________

EXPOND ON THE FOLLOWING:

1. Personal qualities that distinguish the nominee ______________________________________

2. Community service __________________________________________________________

3. Professional accomplishments ________________________________________________

4. Purdue University involvement, if any ____________________________________________

5. Why nominee deserves award ________________________________________________

For more information or questions, please contact Chris Sharp at 765-494-7884 or ctsharp@sla.purdue.edu.
Your membership in the Purdue Alumni Association entitles you to Member-Only benefits such as:

- Subscription to the *Purdue Alumnus* magazine
- PAA Business Directory
- Purdue Wall Calendar
- Member Appreciation Day (July 11)
- Up to 25 percent off on new subscriptions to *Gold and Black Illustrated*
- John Purdue Club points
- 20 percent discount on Purdue University Press items
- 10 percent discount on PAA merchandise sold in our Alumni Boutique
- 10 percent discount on University Book Store apparel and spirit merchandise purchased via the UBS Web site
- A vote in the election of Alumni Association board of directors and alumni trustees
- PAA membership card and window decal
- Life Members receive a Life Membership certificate

In addition, your PAA membership helps to support programs such as:

- PAA alumni clubs
- Homecoming and Gala weekends
- Alumni E-mail forwarding
- Alumni Web community services
- Alumni tours and bowl games
- PART (Purdue Alumni Recruiting for Tomorrow)
- Career Services
- Purdue Employees Federal Credit Union
- Invitations to Purdue and PAA events in your area
- Group insurance plans
- MBNA credit card
- Alumni locator service
- Discounts on select car rentals and hotel reservations and moving expenses with North American Van Lines
- Official Purdue University class ring program
- Purdue Alumni Kids Club

**PURDUE ALUMNI ASSOCIATION**

**ANNUAL and LIFE MEMBERSHIP OPTIONS:**

- Individual, annual — $40  □  Joint, annual - $45
- Individual, life – $600  □  Joint, life - $650

Name ________________________________________

Class Year/Degree __________________________________

Home Address ____________________________________

City/State/Zip ____________________________________

Home Phone ____________________________________

Business Phone ____________________________________

E-mail Address ____________________________________

Company Name____________________________________

Job Title ________________________________________

Business Address __________________________________

City/State/Zip ____________________________________

Preferred Mailing Address □ Home  □ Business

Spouse Name ____________________________________

Class Year/Degree __________________________________

**PAYMENT METHOD**

□ Check or Money Order (made payable to: Purdue Alumni Association)
□ Visa  □ MasterCard

Name on Card (print) ________________________________

Card Number ______________________Exp. Date __________

Signature of Cardholder ______________________________

Please return a copy of this form with your payment to:

Purdue Alumni Association
Attn: Membership, Dick and Sandy Dauch Alumni Center
403 W. Wood St.
West Lafayette, IN 47907-2007

Or fax it to (765) 494-9179. Questions? Call us at (800) 414-1541 or (765) 494-5175. You also may join online at www.purdue.edu/paa.
Greetings alumni and friends! The fall season brings a variety of changes, including new insights and initiatives.

There has been quite a bit of change with the SLA Alumni Board. Our president, Chris Clarke, accepted a position at Duke University and resigned his position as president of the board. Chris has been a member for seven years, and we will miss his great contributions and leadership. We wish the best for Chris in his new role and hope he comes home to Purdue often.

There has also been change in the Purdue Alumni Association. On July 1, we welcomed Todd Coleman as the new Executive Director of PAA. Todd graduated from Indiana State University, but comes from a long line of Boilermakers. Before joining the Purdue family, he was the executive director of the University of Missouri Alumni Association. Todd spoke with the SLA Alumni Board during its August meeting and shared exciting plans, including the creation of a student alumni board, an increase in funding to the school alumni boards, and an initiative to increase membership. Many of his visions also coincide with the recently approved SLA Alumni Board strategic plan. It is a great time to be a PAA member!

I accepted the vacancy left by Chris Clarke to become president of the board. I graduated in 1990 with a BS in Supervision from the School of Technology, and in 1996 with a BA in Leisure Studies from the School of Liberal Arts. I joined the Alumni Board five years ago and am currently superintendent for the Lafayette Parks Department.

I am looking forward to continuing my work with SLA alumni, students, faculty, and staff. A new initiative for the alumni board is the creation of a strategic plan. Our mission is:

To engage SLA alumni, students, staff, faculty, and friends with the School and the University while fostering their sense of pride for Purdue and the School of Liberal Arts.

In addition, the plan describes four specific goals of the board:

- To involve current SLA students in the activities of the Alumni Board and PAA so they discover the benefits of staying active as alumni.
- To engage alumni, especially graduates of the last decade.
- To support major gifts and other SLA development efforts.
- To promote the mission, vision, and name of the Alumni Board to alumni, students, faculty, and staff.

Change is good, even if we have to say goodbye to a person or activity. If you have questions about the SLA Alumni Board or how you may be able to become involved, please contact Chris Sharp, Alumni Relations Coordinator, at ctsharp@sla.purdue.edu or 765-494-7884. I am looking forward to meeting many of you at our upcoming events.

HAIL PURDUE!

TED BUMBLEBURG
President
School of Liberal Arts Alumni Board
BA, 1996, Leisure Studies
Dean's Advisory Council

D. CAROL KRIEBEL BANGERT
BA, Sociology and Anthropology, 1981, Purdue University

MARY ANN COMBS
BS, History, 1954, Purdue University
MS, Education, 1991, Purdue University

SUSAN ERLER
BS, Audiology and Speech Sciences, 1969, Purdue University
PhD, 1995, Northwestern University

FOREST J. FARMER
BS, Health, Kinesiology, and Leisure Studies, 1965, Purdue University

JAY D. FEHNEL
BS, Communication, 1984, Purdue University
MBA, Business Administration, 1992, Northwestern University

MARGARET KERNAN
BA, Sociology and Anthropology, 1974, Purdue University

ALLEN MONTGOMERY
PhD, Audiology and Speech Sciences, 1967, Purdue University

JULIAN PHILLIPS
BA, Communication, 1977, Purdue University

TED PRIEBE
BA, Humanities, Social Science, and Education, 1968, Purdue University

AMY ROBBINS
MA, Audiology and Speech Sciences, 1979, Purdue University

J. RUSSELL "RUSTY" RUEFF JR.
BA, Communication, 1984, Purdue University
MS, Education, 1986, Purdue University

CAROLYN A. WURM
BS, Psychological Sciences, 1961, Purdue University
MA, Psychology, 1964, University of Maryland
PhD, Psychology, 1969, University of Maryland

TED W. BUMBLEBURG, Alumni Board President
BA, Physical Education, 1996

R. E. SMITH, Faculty representative
Associate Professor, Communication

Alumni Board

TED W. BUMBLEBURG, President
BA, Physical Education, 1996

TOM JENKINS, SECRETARY
BA, English, 1965

LILLIE MARTIN FISHER, Immediate Past President
BA, English, 1960
MFA, English, 2001

RON J. ALTING
BPE, Physical Education, 1996

BRIAN BEELER
BA, History, 1995

WINIFRED CLARK
BS, Speech, 1955
MS, Audiology and Speech Sciences, 1967

MARGARET J. HAND
BA, English, 1975

ELEANOR A. HANNEmann
BA, History, 1982

BETSY ISMAIL
BA, Fine Arts, 1987

M. LEROY KEYES
BS, Physical Education, 1969

JO ANN M. KLOOZ
BA, Communication, 1984

MARGARET KERNAN
BA, Sociology and Anthropology, 1974, Purdue University

ALLEN MONTGOMERY
PhD, Audiology and Speech Sciences, 1967, Purdue University

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TED W. BUMBLEBURG, Alumni Board President
BA, Physical Education, 1996

R. E. SMITH, Faculty representative
Associate Professor, Communication

DOROTHY RUNK MENNEN
MA, Theatre, 1964

SHERI RAHDERT
BA, English, 1990

BEATRICE H. SMITH
BA, Creative Arts, 1974

ROBERT B. WHITESEL
BS, Psychology, 1973

KORINA WILBERT
BA, Foreign Languages and Literatures, 1989
## OCTOBER 2004

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>25–Dec. 4</td>
<td>Purdue Galleries’ Jose Guadalupe Posada: My Mexico (Robert L. Ringel Gallery and Stewart Center Gallery)</td>
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## NOVEMBER 2004

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>11–21</td>
<td>Theatre’s performance of “Buried Child” (Experimental Theatre)</td>
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## DECEMBER 2004

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>1</td>
<td>Distinguished Alumni nominations returned</td>
</tr>
<tr>
<td>2</td>
<td>Dept. of Philosophy Colloquium Series — Jonathan Schaffer, University of Massachusetts (<a href="http://www.sla.purdue.edu/academic/phil/events.html">www.sla.purdue.edu/academic/phil/events.html</a>)</td>
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<tr>
<td>19</td>
<td>Winter commencement</td>
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## FEBRUARY 2005

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>3, 10, 17</td>
<td>Department of English — Books and Coffee (4 p.m.; Stewart Center room 302)</td>
</tr>
<tr>
<td>18–26</td>
<td>Theatre’s performance of “A Funny Thing Happened on the Way to the Forum” (Loeb Playhouse)</td>
</tr>
<tr>
<td>24</td>
<td>Dept. of Philosophy Colloquium Series — Richard Shusterman, Temple University (<a href="http://www.sla.purdue.edu/academic/phil/events.html">www.sla.purdue.edu/academic/phil/events.html</a>)</td>
</tr>
<tr>
<td>24</td>
<td>Department of English — Books and Coffee (4 p.m.; Stewart Center room 302)</td>
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## MARCH 2005

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>3</td>
<td>Dept. of Philosophy’s Colloquium Series — Michael Murray, Franklin and Marshall College (<a href="http://www.sla.purdue.edu/academic/phil/events.html">www.sla.purdue.edu/academic/phil/events.html</a>)</td>
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<tr>
<td>31–Apr. 10</td>
<td>Theatre’s performance of “His Occupation” (Black Box Theatre)</td>
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## APRIL 2005

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<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>1–3</td>
<td>The Problem of Evil Conference (<a href="http://www.sla.purdue.edu/academic/idis/phil-lit/">www.sla.purdue.edu/academic/idis/phil-lit/</a>)</td>
</tr>
<tr>
<td>7–10</td>
<td>Theatre’s performance of “Metamorphoses” (Experimental Theatre)</td>
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<tr>
<td>14</td>
<td>Annual Alumni Awards sponsored by the SLA Alumni Board</td>
</tr>
<tr>
<td>16–17</td>
<td>Gala Weekend/Spring Fest — Be sure to stop by the SLA booth on Memorial Mall!</td>
</tr>
<tr>
<td>20</td>
<td>Department of English — Literary Awards (<a href="http://www.sla.purdue.edu/academic/engl/literary-awards/">http://www.sla.purdue.edu/academic/engl/literary-awards/</a>)</td>
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