

UNIVERSITY OF MINNESOTA

CLA Today

College of Liberal Arts 1997-98 Annual Report

**ON THE INSIDE...
A YEAR IN THE LIFE
OF CLA**

Teaching Art as Contagion

1997-98 Annual Report

CLAToday

College of Liberal Arts

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UNIVERSITY OF MINNESOTA

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From the development director, Mary Hicks

A record year for giving.

CLA on the leading edge

The final fall quarter at the University of Minnesota is under way, and already my mind is racing ahead to semesters. But before I move on to the challenges of this year and the next, I must pay homage to the spectacular successes of this past year. We have broken ground, broken records, and set new standards—in fundraising, curricular innovation, technology enhancement, service to students, and faculty development.

This special issue of *CLA Today* gives you a status report on the College of Liberal Arts. Our successes show not only in the numbers but also in the compelling stories of people making a difference. In the following pages you will read about just a few of the many CLA people whose commitment of genius, vision, and energy have kept the college vital and strong; and about some of the students who are the beneficiaries of that commitment.

In CLA, we have much to celebrate. Our faculty—augmented this fall by 34 new rising stars—is exceptionally strong and productive. Thanks to support from many places—including the Minnesota legislature and our generous alumni/ae and friends—CLA's programs and facilities are enjoying a renaissance unparalleled in recent years. Our students are extraordinary—with the Class of 2002 one of the strongest incoming classes on record.

It goes without saying that the world these students inhabit is very different from the one we—or I, at least—grew up and went to school in. Most of us remember well a time when a web site was a spider's exclusive territory and a mouse pad was a hole-in-the-wall for rodents. To most freshmen, typewriters, reel-to-reel tapes, and dial phones are quaint relics of antiquity. Their world is shaped by a powerful network of computers that stretches across the University landscape and connects them to each other, to their professors, and to an international community.

In many ways, our students look and act the way they did ten, or even thirty, years ago. Jeans are still the uniform of choice (worn with maroon-and-gold sweatshirts, of course). Students still meet in the union for lunch, dance to live music in the Great Hall, debate ideas over coffee, and stay up all night cramming for finals. They grouse about exams, call home for money, and wish they had more time for goofing off.

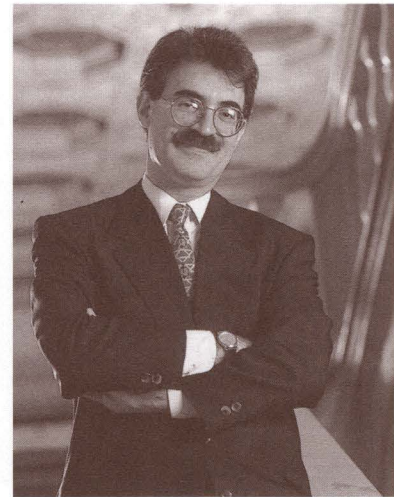
Yet much has changed. Most obviously, our students are not queuing up, except for free pizza on the mall: registration lines have gone the way of handwritten transcripts and parking on the river flats. These days, students cruise the information highway to register for classes—and to do research, check out library books, and plan their degree programs. Most don't even line up at campus parking lots: nearly 80 percent of new students are living in campus residence halls.

But more profound changes are occurring, too. With conversion to semesters, we are transforming undergraduate education. Although the liberal arts have always been interdisciplinary at their core, university faculties sometimes have tucked themselves into cramped and isolated disciplinary boxes. You will read in this issue about CLA faculty and programs breaking out of these narrow compartments to enable a fuller, richer, better understanding of the world—and to help students make sense of the world's relentless tumult of words and images, travel and communicate comfortably across real and virtual geographic and cultural boundaries, and adjust swiftly and deftly to constant change.

CLA is leading the way toward a new vision of undergraduate education for the 21st century. We have rededicated ourselves to engaging undergraduates as full partners in the educational collaborations among academic disciplines, between faculty and students, and between the University and the "real world." The stories we tell in future issues of *CLA Today* will be their stories—stories of their success and leadership both on campus and off.

As I think about the state of the college and its ambitious agenda for the new century, I feel proud and optimistic. The future is unpredictable, but the present is brimming with promise. The students of the Class of 2002 are fortunate to be here at such a remarkable time. And with our alumni/ae and friends helping to lead the way, the best is yet to come.

—Dean Steven J. Rosenstone



Dean Steven J. Rosenstone

Front cover,
Clarence Morgan,
renowned painter
and art professor.

At left, guests
show their
appreciation at
the CLA Cabaret
of Stars.

Leaving the comfort zone. Seizing opportunity. Crossing boundaries. Making a difference. This, and more, is what students in the College of Liberal Arts are doing every day as they prepare for their futures.

Leaving the comfort zone

When Alexandra Mattson opened her award letter from the Fulbright committee, she says, “I just bounded around, hooting and hollering.” Then she called her mother.

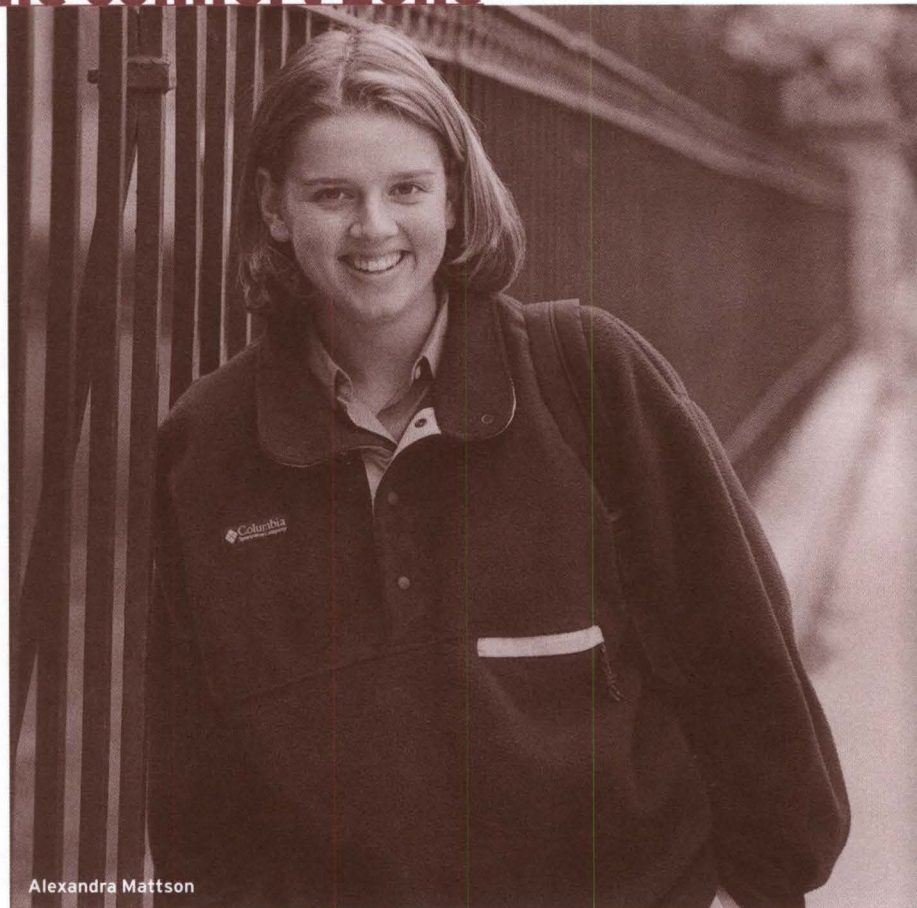
Not many undergraduates win Fulbright grants for research—in this decade exactly one other University undergraduate has been so honored—but Mattson parlayed an earlier experience in Argentina into the prestigious fellowship. Worried at first that she wouldn’t be competitive, she nonetheless applied at the urging of Sally Lieberman in the CLA Honors Program, because “to go to Latin America on a Fulbright is the top, and I wanted to go for the top.”

In choosing a college, Mattson had faced a dilemma: she wanted to be close to home, and yet, she says, “I still wanted to get away. I had never been out of the Midwest.” Attending the University of Minnesota and studying abroad allowed her to satisfy her yearnings in both directions. As soon as she arrived at the University, she began scouring for study abroad opportunities.

Because she wanted to learn Spanish quickly and wanted to go somewhere “the opposite of Minnesota,” Mattson decided to spend the fall quarter of her sophomore year in the Dominican Republic. “The Dominican Republic is definitely the opposite of Minnesota,” she chuckles.

Mattson admits she was scared before leaving for the Dominican Republic, but she also knew that “to become the person I wanted to be, I had to leave my comfort zone.” When she traveled to Argentina the following year, the trip was “still scary,” but she had more confidence in her ability to handle the disruptions and challenges of living abroad.

During that trip, Mattson volunteered at a school in Córdoba. Argentina had recently passed its first education law this century and was just beginning to implement reforms. With her Fulbright, Mattson will follow those reforms, visiting schools in a hands-on effort to find out how the new education system functions in Argentine society. Interested in education, she calls this “a phenomenal opportunity.”



Alexandra Mattson

And that reminds her of another reason why she chose the University. “I wanted a big school,” she says. “I didn’t know at first what I wanted to do, and the University offered a lot of options.” The tremendous variety of courses meant she could be independent and study what she wanted.

And what she wanted was to concentrate on language. She first learned Spanish in elementary school and thought it was “really cool to speak another language.” She continued studying Spanish at the University and learned some Portuguese on a “side trip” to Brazil. A Portuguese class taught by Professor Fernando Arenas—whom she calls “amazing”—convinced her to pick up Portuguese as a second major.

Mattson has held many jobs as a student, including as a track and gymnastics coach and as a nanny. She now works at both the Latin American Resource Center and First Star Bank, never worrying for

a minute about whether her liberal arts degree will make her marketable. "I got hired into the business world with a Spanish degree," she notes.

Her travel experiences have given her not only a career advantage but also important personal insights. Travel changes a person, she says: "It goes by so fast. I think it's harder to come home than to go.

After being away, you learn who you're comfortable with, who's really important. I have a small group of friends who stick."

After graduate school she "definitely" wants to teach but allows, "Maybe I'll just coach gymnastics forever." She laughs, then turns serious. "No, really. With my experiences at the U, there's no limit to what I can do."
—Terri Peterson

Seizing opportunity at home and abroad

During her first quarter at the University of Minnesota, Jessica Brent took "Introduction to the University"—a one-credit course featuring lectures by several different professors. There she met Theofanis Stavrou, professor of history and director of the Modern Greek Studies program. "He gave this great lecture, and then invited students to come to his office hours any time," Brent recalls. "So I took him up on it, we started talking, and he invited me to go with his group of students to Greece." The group was traveling with SPAN, the Student Project for Amity among Nations, a study abroad organization that maintains several programs around the world.

After a few months of intensive tutoring in Greek, Brent was in Athens, studying the life and influences of conductor Dimitri Mitropoulos. "I studied him as a product of Greek culture," she says. "I got to talk to composers, pianists, and violinists and I went to dozens of concerts to get a feel for the local classical scene."

From that first, life-expanding encounter with Professor Stavrou, Brent consistently has demonstrated a knack for seizing opportunities at the University. Her experiences run the gamut from study abroad to honors housing, with extracurricular stops along the way. "A whole new world has opened up for me," she says.

Brent came to Minnesota well-prepared, with several Advanced Placement and post-secondary courses already completed at the University of Missouri, where her parents are professors. Once here, she enrolled in the Honors Program and opted to live in honors housing in Middlebrook Hall. "I really enjoyed living there," she says. "It's so much fun to be around people who are as excited about school as I am, and I knew if I needed help with anything there was always a math major down the hall, or a lin-

guistics student right next door."

Back at the University after her experience in Greece, Brent decided to complete a second year of study in Greek and also explore languages more broadly. "I've always been fascinated with languages," she says, "and Greek is so beautiful. I've been able to read some Greek literature in the original language—now I know how much I've been missing." Her studies in Greek culture and linguistics have led Brent to a double major in English and philosophy. "I'm really interested in the way language reveals logic and truth in our thinking," she says.

In addition to her academic work, Brent rows with the University Women's Crew

"I've been so grateful to receive these awards," says Brent, "especially as a nonresident student with higher tuition—they've been an enormous help."



Jessica Brent, center

team, is an editor of *Wayfarer* and *Juvenilia*—undergraduate magazines in the English and philosophy departments—and is president of the English Undergraduate Organization. In recognition of her academic gifts, she has been awarded CLA's prestigious Selmer Birke-lo scholarship twice—a rare honor. "I've been so grateful to receive these awards," says Brent, "especially as a nonresident student with higher tuition—they've been an enormous help."

By taking full advantage of the University's opportunities, Brent has kept her options open. "I'll only be a junior this year," she says, "and there are so many amazing things out there. I came here because I wanted an urban environment with a lot of cultural influences. There are so many different kinds of people here, and so many interesting departments and programs. I like the challenge of being a small fish in a big pond."
—Katherine Brielmaier

Andrew Toftey: Putting people on the map

When Andrew Toftey talks about his University experiences, his normally reserved manner melts away. "The U of M is truly the most incredible thing in my life," he says. "No other place has so many opportunities and advantages, so many ways for you to stretch your wings."

Toftey's wings have gotten a workout. He is a student representative to the Board of Regents and last summer completed an internship with Representative James Oberstar in the U.S. Congress. He has suited up as Goldy Gopher for women's athletics and participated in Big Ten student government. Last spring, he received the Donald R. Zander Student Leader of the Year award. In October, he ran his first marathon.

The geography major also is working on his senior thesis, a study of health-care access for Spanish-speaking populations. "I'm trying to find out how [immigrants'] needs are being met in terms of language and cultural differences," he says. "Unfortunately, I speak Norwegian, not Spanish. So far it's not a problem, though, and maybe having my own cultural and language barriers will help me understand theirs."

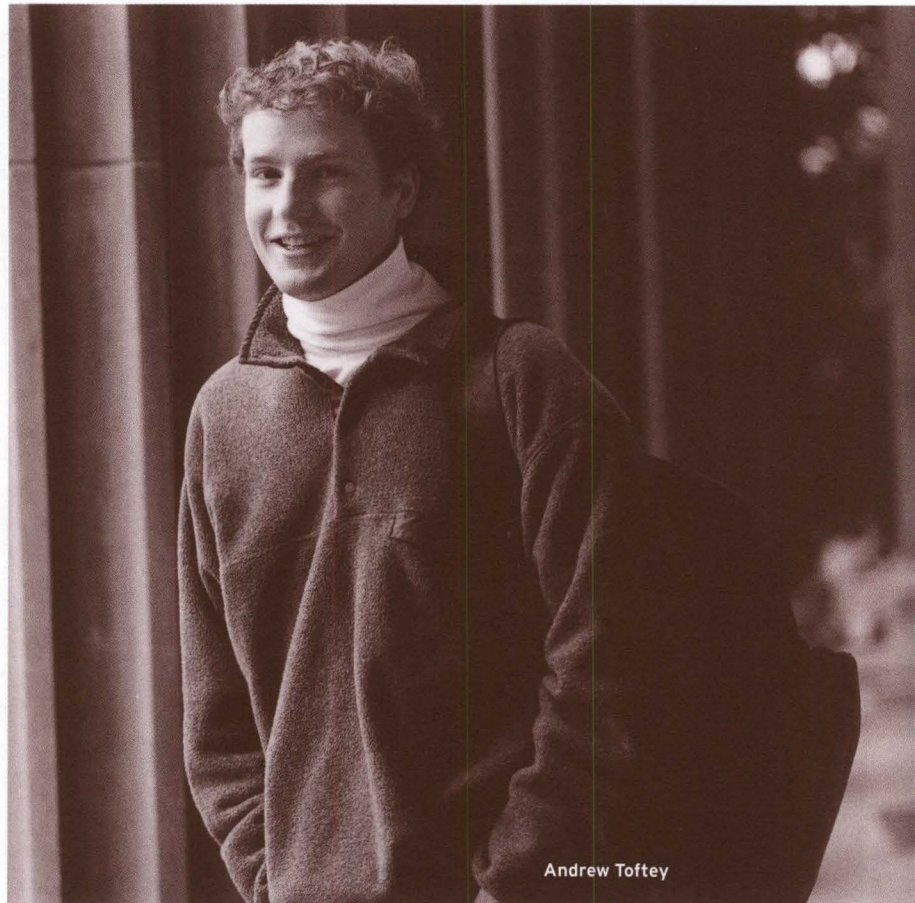
Toftey would like to parlay his multiple interests and his social-activist bent into a career in public service. "I was told that if you really want to help people, get into social sciences," he says. His geography major gave him the intellectual grounding he sought and also captured his imagination. "When I was little I drew maps of imaginary countries, with little roads to connect all the cities, so geography seemed like the natural choice."

One of those roads has led all the way to the nation's capital for his internship. And an odd moniker he picked up in his Duluth high school helped pave the way. "I wrote a paper for the National Endowment for the Humanities about the 'devil-character' in pre- and post-Reformation literature, and everyone started calling me 'Devil Boy.'" Toftey laughs at the memory. "I went to high school with [a guy who would become] Oberstar's chief of staff—his reaction was 'We're gonna have Devil Boy on our staff?!'" Grinning, Toftey shrugs, "I think that may have helped."

Aside from learning about Congress, Toftey learned new lessons about something that always had come naturally to him in less politically charged surroundings—earning people's trust. "The entire sum-

mer was amazingly educational," he muses. "It's funny—when I was Goldy, everybody loved me, even though they had no idea who was inside the suit. In Washington, callers were automatically suspicious of me because I was with the government. But I'd say, 'Hey, I was just in that area this summer, I know what you're talking about, and I think we can help you out with this.' I could show them that a real person was on the other end of the line."

So what will he do after he graduates this spring? "I'm thinking about law school," he says, "and I'd like to attend divinity school as well, for a master's in theological studies. I'd like to show people that it's possible to be liberal, but still Christian. I never want to use it as a tool, but as a way of showing that the two aren't mutually exclusive." Meanwhile, he continues his leadership activities and is excited about the "new energy" at the University—"There's a huge sense of renaissance."
—Katherine Brielmaier



Andrew Toftey

Teaching art as contagion

Clarence Morgan spreads his arms as if to soar along a current of creative forces. Actually, he's splayed across a bench in his cavernous studio, "letting go" as he does when he paints.

"I'd just as soon as get lost in material and formal confusion," he says. He shifts positions, trying to capture the physical shape of this

"For nearly 25 years, [Clarence Morgan] has been creating paintings, drawings, and collages of amazing quality and interest. . . . He's truly a master of his materials."

—Nelson Britt, director,
Greenville Museum of Art,
from *The Archaeology of the Edge*
(The Marianna Kistler Beal
Museum of Art, Kansas State
University)

heady experience. "It's through finding my way out of that confusion that the work yields some very unexpected kinds of things," he explains. Morgan brings this exuberance to his teaching, along with an instinctive empathy. He encourages his students to take risks and trust their own creativity by letting them see his own explorations, his own creative process.

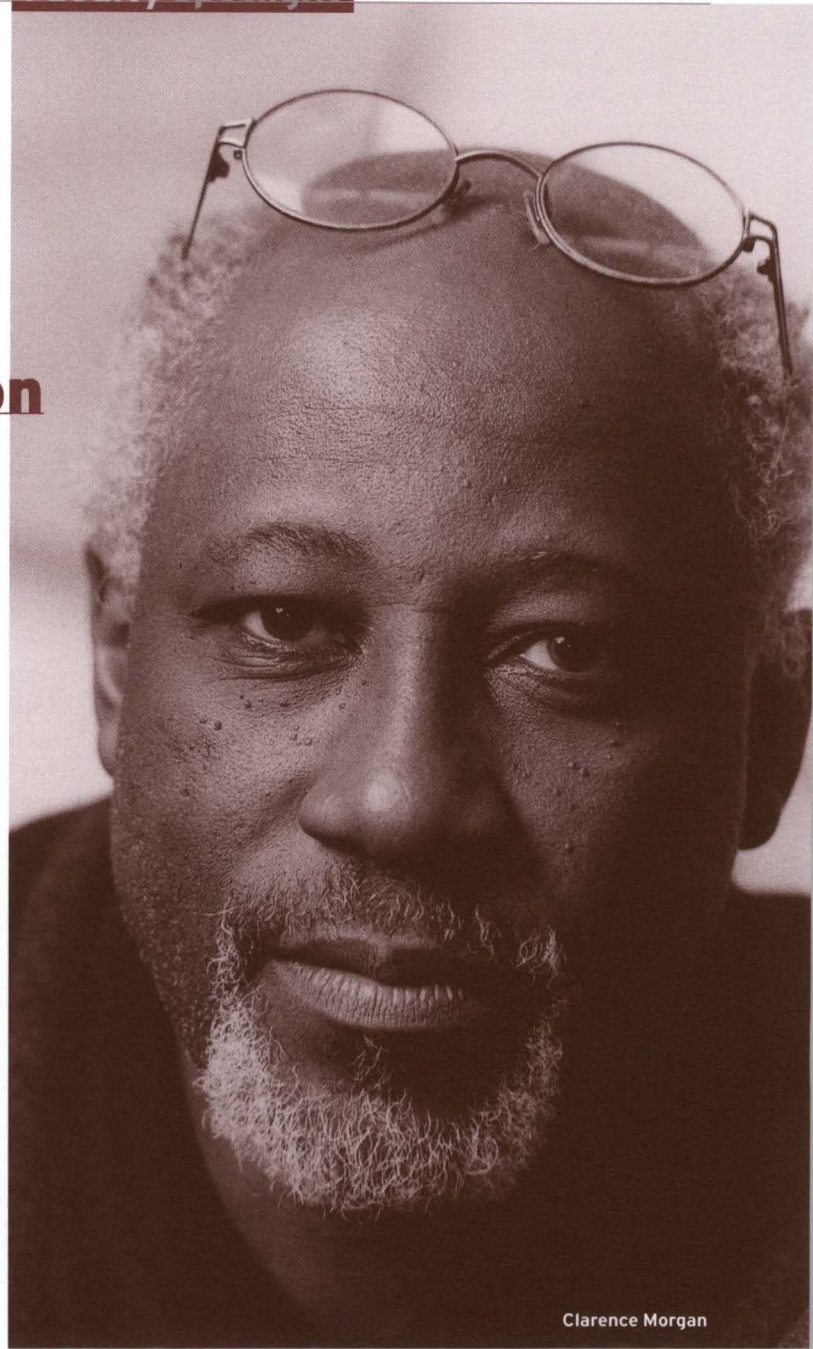
"I have to be willing to make an ass of myself in front of my students," he says, "so that when they do something stupid or idiotic in their attempts to make art, they don't feel so uptight or filled with anxiety that somehow they failed,

or they did it wrong." Much as he does in his thick and contemplative paintings, Morgan layers his words for precise effect, adding, "I have to show them that even as a successful teacher I do wrong things, too."

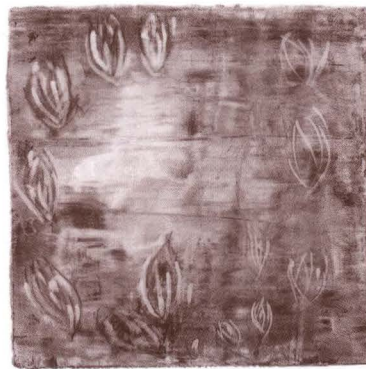
Already a nationally known artist whose work had been exhibited in more than 20 states and in Paris, Morgan came to the University from East Carolina University in 1992. Support from CLA and grants from local organizations such as the Bush Foundation, Jerome Foundation, and Minnesota State Arts Board have allowed him to thrive as a teacher, artist, and scholar. "I think I'm supported very, very, well here," he says. "If there's any ideal situation for an artist, I consider this as close to ideal as possible."

Alert to the perils of developing an "institutional aesthetic," Morgan guards against the deadening of his own curiosity by constantly moving forward with his own work and staying involved with his students. Wrinkling his nose, he says, "Students can sniff out boredom."

Teaching is a kinetic act for Morgan, a high-voltage exchange of energy. Every quarter, he says, he gets "a fresh pack of students, like super-charged batteries. The enthusiasm's contagious." And that contagion—that synergy—sparks his own creativity.



Clarence Morgan



Current exhibitions

Leadbetter Lusk Gallery,
Memphis, Tenn.

Montgomery Glasoe Fine Arts,
Minneapolis, Minn.

Morgan's work is currently
on exhibit in more than
25 collections in the United States
and Canada.

Left, *Witness & Advocate*, 1997
acrylic, gel medium, gouache,
chalk on wood,
16" x 16"

Morgan is emphatically not in competition with his students, believing that “their success is my success.” A student’s greatest achievement, he says, is to “surpass the instructor.” If his students pass him—and he’s “not making it easy for them, not standing still”—“I know they’re hot,” he says. “I know I’ve done my job.”

Such vigorous involvement with his students underscores his entire relationship with the University. “I don’t believe in being a faculty member who just hides out,” he says. “You need to be a team

player.” Morgan not only sits on faculty committees but also has been involved for three years in Residential College, a living-and-learning program for new students.

“I believe in helping students acclimate themselves to their new [campus] environment,” he says. “Students are not numbers. They’re young women and men, and you have to remember always to treat them with dignity and care.”

—Terri Peterson

Relationships, lust, and lutefisk

Regents’ professor Ellen Berscheid grimaces at the title her publisher chose for her new book, *Lust: What we know about human sexual desire*. “That wasn’t our title,” she says emphatically. She chuckles ruefully as she recalls the title she and coauthor P.C. Regan chose: “You’ll love it—*Theory and research on human sexual desire*.”

“I did not want a jazzy title,” says Berscheid, “because it is not a jazzy book.” Granting that the book’s subject invariably arouses great popular interest, Berscheid says there has been much academic research on the physical aspects of desire. Yet, she adds, “Very little research has been done on the true erogenous zone of the human anatomy, the mind.” Her book is an attempt to fill the gap.

Berscheid observes that while “relationship science” is a young field, it’s also an explosively growing one. When she offered her first class on the topic, she expected 10 or 15 students, so she didn’t bother to limit enrollment. Hundreds signed up. “I’ll never forget that,” she remembers. “I had no lectures, no exams. I had to work

“Relationship science is essential to the further development of all the social, behavioral, and biological sciences.”

like mad.” Even after learning that the course was rigorously academic and not, as she put it “touch-feely,” students stayed to learn about the research on relationships. Berscheid attributes this interest in part to the students’ own relationship anxieties: “They’re eager to learn what the secrets of a successful relationship are.”

There are also good intellectual reasons for such interest, Berscheid insists, explaining, “Relationship science is essential to the further development of all the social, behavioral, and biological sciences.” Pointing out

that every human being is born into, lives in, and dies in relationships, she maintains that “If this is the context in which humans behave, then we’re not going to be able to do a very good job of predicting our underlying behavior if we don’t take that context into consideration.”

That context is just one of several reasons for Berscheid’s remaining at the University despite attractive offers from other universities. Her family lives in the area, and she points to her Norwegian-American heritage as a factor in her comfort with Minnesota. “This area, and this culture, and I think even the cold winters—and the lefse and the lutefisk—are in my genes,” she says, smiling wryly as if this, too, was a scholar’s insight.



Ellen Berscheid

Berscheid lauds the University for hiring her when, in the late 1960s, the term “female professor” was practically a contradiction in terms. “I don’t think that would have happened at very many universities in this country,” she says. She also appreciates the freedom she has been given at Minnesota to collaborate with colleagues at other institutions. “For someone like me, who was very indepen-

dent anyway, and, frankly, always very suspicious of authority, it's perfect," she says.

There is hardly an honor in her field that Berscheid hasn't received—from election to the American Academy of Arts and Sciences to an unprecedented two distinguished achievement awards from the American Psychological Association. An offer of an endowed chair almost lured her away from the University in 1988, but her appointment to a prestigious Regents' professorship convinced her to stay. The award "meant a great deal," she says, "because it comes from people who know me best." Moreover, she is a true believer in

the value of public higher education—and the University is virtually without peer among public universities in the field of psychology.

Berscheid herself is described by her colleagues as one of the reasons for the department's preeminence. Department chair Eugene Borgida calls her "*the* most influential scholar in the burgeoning field of interpersonal relationships." As long as there are relationships to study, she will no doubt continue her longstanding and fruitful relationship with the University of Minnesota. "Emotion in relationships," she says, "that is really the thing that I've always been most interested in."
—Terri Peterson



John Fraser Hart

"No one knows our rural landscapes better than John Fraser Hart, and no one has written so clearly and tellingly about them. [His book] is a richly illustrated and informative work about our constantly changing countryside."

—D.W. Meinig, author of
The Shaping of America

Elizabeth Kaplan, a senior in the department. "He's got a great reputation—everybody loves his classes."

Hart's career at the University began in 1967, when he moved here from Indiana University. He has taught several courses on farming in the United States over the years, most recently the undergraduate course "The Geography of the U.S. and Canada" and seminars on geographic writing and "The Rural Landscape." Hart is excited about

Geography on a human scale

"My publications are like children to me," says John Fraser Hart. "I work on them for so long, and then send them out into the world. Now, they belong to everybody." A professor of geography, Hart has spent his career studying the changing face of farming in the Midwest, working to bring the subject to life through teaching and writing. His conversation reflects his enthusiasm as he begins to talk about current trends in agriculture today, peppering his discussion with anecdotes about the farmers he has met during his fieldwork—a style that he also uses in his classroom lectures. "I use a lot of slides and examples in class," he notes. "You have to keep geography interesting on a human level, otherwise, who's going to pay attention? People aren't going to learn much if they're asleep. The way to learn geography is to see it."

Hart's techniques have worked: his classes are very popular, and geography students go to great lengths to take his seminars: "I put off my graduation so I could take a class from Professor Hart," says

the latter class: "It's going to be a really good course. I can cut loose and concentrate on my hobby. My research has been so interesting and exciting that I want to share it."

The Rural Landscape is also the title of his most recent book, published this year. Designed to be accessible to a wide audience, the book examines farming operations both in the United States and in Europe, and shows how urban expansion has affected the growth and processes of farming. An older book by Hart, *The Land That Feeds Us*, is being reissued in a "coffee-table" version. Hart is enthusiastic about the reissue. "Writing is such hard work that I don't want to write anything that people don't want to read," he says. "Anything I can do to reach a larger audience, I'll do."

Hart has indeed reached a very large audience. His sphere extends well beyond the University—and so does his renown as one of the nation's preeminent geographers. The tireless professor serves as editor of several publications of the Association of American Geo-

graphers, chair of the Geography Section of the Minnesota Academy of Science, and councilor in the Canadian Association of Geographers. He is in great demand as a lecturer at universities nationwide. And he still finds time to write. His latest major project is a book about “the changing scale of American agriculture” and the demise of family farms. An award from the Association of American Geographers has been named for him: the John Fraser Hart

Award for Research Excellence each year recognizes a scholar who, like Hart, “has achieved and maintained excellence in the fields of agricultural and rural geography.”

Hart has absolutely no plans to retire. “Teaching classes allows me to go out and talk to people,” he says. “As long as I’m enjoying it, and as long as the students like it, I see no point in stopping!”

—Katherine Brielmaier

Accompanying students in music's vanguard

When Margo Garrett is asked about her plans for the piano accompaniment program in the School of Music, her eyes gleam. Leaning into her words, Garrett punctuates her conversation with broad gestures, conveying an infectious enthusiasm. “This

School of Music,” she says, “because it’s next door to a thriving theatre, near concert halls and museums, in a city with two major orchestras and an enormously respected opera program, and situated in a uniquely artistic area with a solid base work already here, has phe-



Margo Garrett, left, with Shannon Unger, graduate student in voice.

nominal potential—more than any other school of music I've seen.”

Garrett, the Ethel Alice Hitchcock Land Grant Professor of Accompanying and Coaching, should know: she taught for many years at the Juilliard School in New York, the New England Conservatory in Boston, and the Tanglewood Music Center. An accomplished pianist, she has collaborated with some of the world's most outstanding artists in chamber, instrumental, and vocal recitals and accompanied Kathleen Battle in her April 1991 Carnegie Hall debut recital—a recording of which earned a 1992 Grammy for Best Classical Vocal Performance. She is currently prepping for a concert tour in November and a children's recording project with renowned soprano Dawn Upshaw. She is recording a demo here at the University as well, in the Ted Mann Concert Hall on the West Bank: “The hall has just incredible acoustics. I'd really like to see this place become a center for recordings. Minnesota has enormous potential in that area.”

That potential is one of the things that first attracted Garrett to the school. “This place is eminently livable,” she says. “It's full of wonderful colleagues and tremendous challenges. There are so many apprenticeship programs for accompaniment students with the Minnesota Orchestra and the Minnesota Opera that can't be found anywhere else.” Garrett also was drawn to the contrast between Minnesota's pioneering attitude and the more traditional schools of thought on the East Coast: “This is a major area of new composition and a cen-

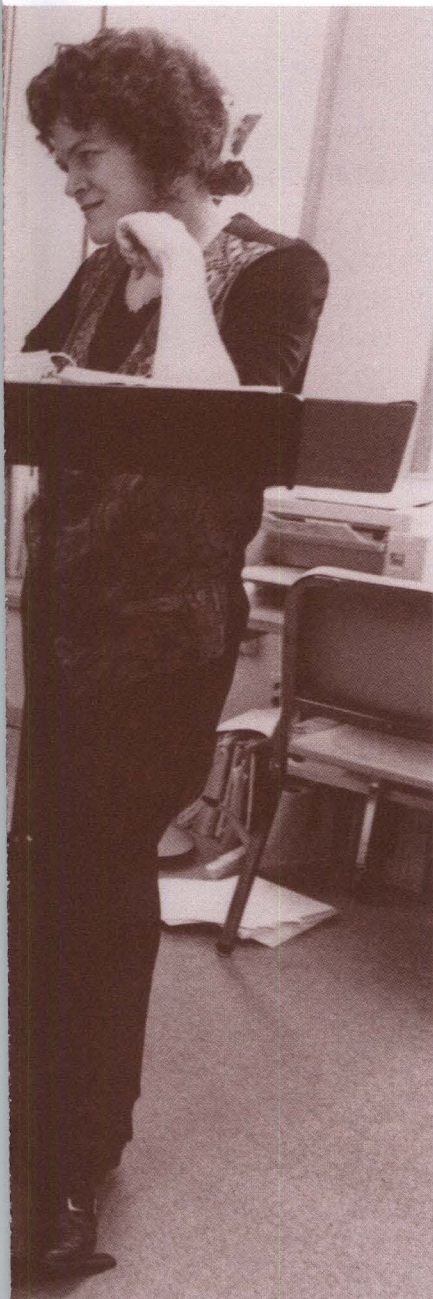
ter of performance of new music. I can see the Twin Cities becoming the music center of the country in the years to come.”

Garrett came to Minnesota with the goal of building a curriculum that could attract the finest students and, in turn, meet the standards of the performing community. She has succeeded in creating a program that is internationally recognized as one of the best in the accompaniment discipline. “We have a wonderful group of students,” she exults. “We get musicians from all over the world—this year from Korea, Taiwan, and Germany, and in the past from Japan, South America, and Scandinavia. The different styles they bring feed us as collaborators, making us stretch ourselves.” The program this year will consist of twelve full-time students, which is the maximum load, according to Garrett: “With this many students, we can provide aid for the rest of the school when musicians need accompaniment. This is the perfect complement for a school this size with two faculty members on the program.”

The other professor, new this year, is Karl Paulnack, who was a Fellow at Tanglewood while Garrett taught there. She is extremely excited about his arrival: “He's a remarkable performer and a superb pianist and scholar; he's also a brilliant professor and one of the most important teachers of new, contemporary music. Karl's presence completes the base for us to do everything we want to in terms of collaborative work. Now we can really give these students the education they deserve.”

All in all, Garrett is looking forward to the coming year. “I've been busy organizing the curriculum,” she says. “Now we can literally start all over, going from scratch to dream our dreams and reach all the areas that the program can encompass.”

—Katherine Brielmaier



Crossing disciplines, rethinking ideas

David Roediger loves to teach history classes brimming with first-year students. “These students come very eager to learn,” he says. “They keep some of that eagerness, but the initial blush of it is really a lot of fun.”

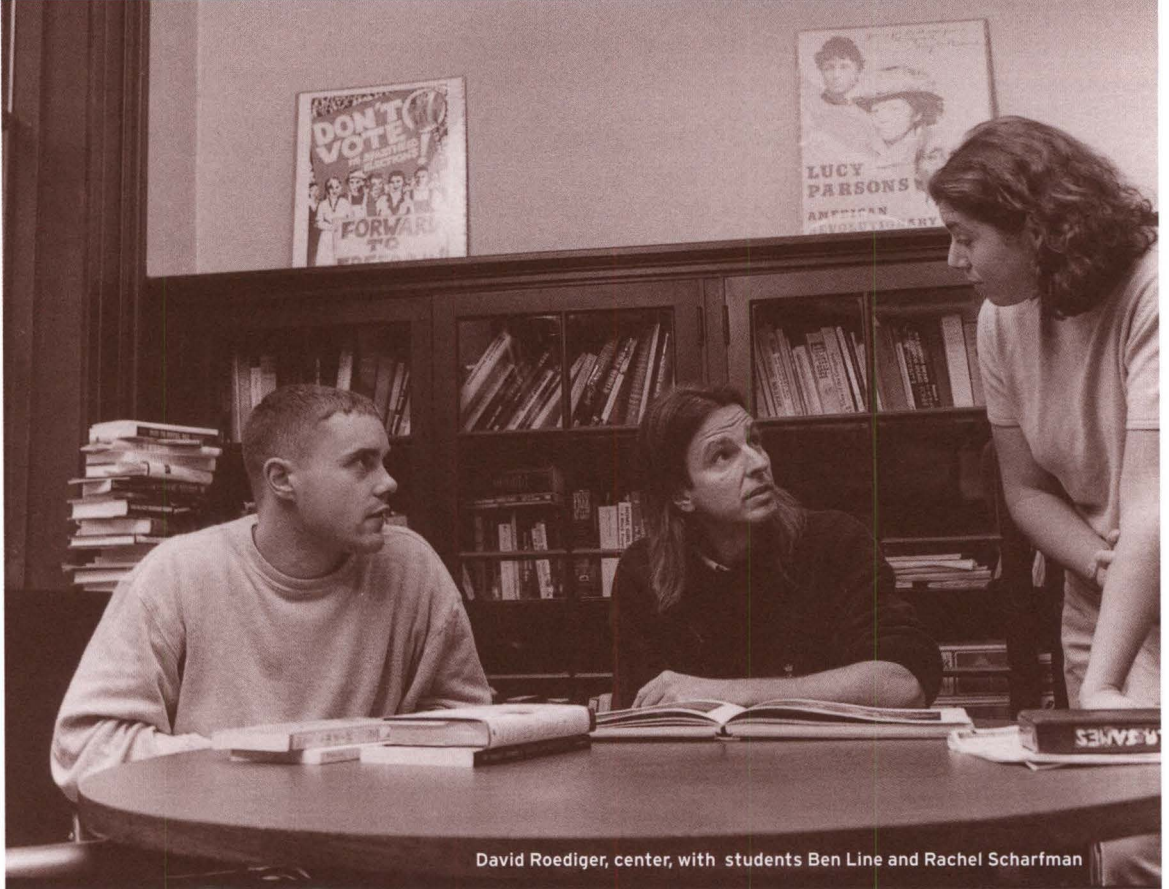
Eager students are well suited to his approach to teaching history, Roediger says, which is less about imparting “a body of knowledge” than about encouraging students to “think like historians.” For Roediger, this means constantly turning a fresh critical eye to “all of the big themes in U.S. history.” This is how he keeps his teaching lively after 20 years, he explains: “It's challenging to rewrite the material in terms of today's students and what we know now that we didn't know before.”

Searching and thoughtful, Roediger eagerly welcomes the new insights that emerge in conversation. A similar openness has characterized his career as a scholar. Propelled by his family's involvement in trade unionism, he began his academic career as a labor historian. Struck by the attraction of white workers to political conservatives, he began to rethink his approach to the study of history.

Roediger is today in the vanguard of “critical white studies,” a relatively new movement among white intellectuals but “part of a very long-standing tradition in African American and American

“White writers have long been positioned as the leading and most dispassionate investigators of the lives, values, and abilities of people of color. White writing about whiteness is rarer, with discussions of what it means to be human standing in for considerations of how racial identity influences white lives. Writers of color . . . are cast as providing insight, often presumed to be highly subjective, of what it is like to be ‘a minority.’ Lost in this destructive shuffle is the fact that from folk tales onward African Americans have been among the nation’s keenest students of white consciousness and white behavior.”

—David Roediger, from the introduction to *Black on White: Black Writers on What It Means to Be White*



David Roediger, center, with students Ben Line and Rachel Scharfman

Indian thought.” Thinking about white identity is “hardly new,” he says—an observation that informs his new and widely acclaimed book, *Black on White: Black Writers on What It Means to Be White*. The book includes essays by Langston Hughes and W.E.B Du Bois, among others, and excerpts of works by James Baldwin and Toni Morrison, whom Roediger credits as his “great teachers” on race.

For Roediger, teaching American history means teaching about race and class. Not all of his students are receptive, of course—for example, “there’s the student who says, ‘I grew up in an all-white suburb and I never had to think about race, so it’s hard for me to think about race.’” Roediger responds by coaxing students into an understanding of their own racial identity—to “give these students their own way into the conversation.”

Roediger came to the University’s history department in 1994 with his spouse, Jean Allman, professor of African-American history. A dyed-in-the-wool interdisciplinary, he soon signed on with American Studies as one of 70 or so adjunct faculty, and the following year was asked to chair the program. The cross-fertilization of disciplines, he says, “works to the benefit of both programs.”

Because Roediger’s work intersects with disciplines both within and outside the College of Liberal Arts, it brings him into contact with students and faculty across the University. As a role model he singles out John Powell, University law professor and director of the Race and Poverty Institute, whose work, he says, “exemplifies the rewards of interdisciplinarity. It’s been useful for me to be around someone who’s so willing to rethink premises.” For Roediger, rethinking premises is what scholarship and teaching are all about.

—Terri Peterson

“Although long dismissed as irrelevant or biased, African American views on whiteness are . . . crucial to any intelligent discussion on race. By documenting the history of these views, David Roediger is not only addressing a compelling need, [but] enriching the field of Race Studies.”

—Toni Morrison, Nobel- and Pulitzer-Prize winning author and literary critic

New faces, new voices

From poets and fiction writers to historians, cultural critics, and social scientists, 34 new faculty members (plus visiting faculty) join the College of Liberal Arts this year. Many already are accomplished researchers and teachers. Others are among the nation's most up-and-coming teacher-scholars. They join a faculty already notable for excellence in teaching, research, and scholarship.

Patricia Albers

Professor and Chair
of American Indian Studies
Ph.D. Anthropology 1974,
U. of Wisconsin

Research interests: range from medical problems to stereotypes to gender issues, especially among American Indians in Utah, Minnesota, and Wisconsin.

Thomas Augst

Assistant Professor of English
Ph.D. History of American
Civilization 1996, Harvard U.
Research interests: American
literature and drama, history and
theory of reading, and the culture
of the late 18th and 19th
centuries.

Bruce Braun

Assistant Professor
of Geography
Ph.D. Geography 1996,
U. of British Columbia

Research interests: human-
environment relations, society
and space, environmental
politics.

Timothy Brennan

Associate Professor of Cultural
Studies and Comparative
Literature
Ph.D. 1987, Columbia U.

Research interests: colonialism,
cultural theory, translation
theory, Latin America, 20th-
century Marxism, and historical
narrative.

Cesare Cesarino

Assistant Professor of Cultural
Studies and Comparative
Literature

Ph.D. Literature 1994, Duke U.
Research interests: from Joseph
Conrad to Marxism.

Sarah Chambers

Assistant Professor of History
Ph.D. History 1992, U.
of Wisconsin-Madison

Research interests: colonialism,
Latin American and world
history, women and gender in
Latin America.

Joe Chen

Assistant Professor in the
Institute of Linguistics and
Asian and Slavic Languages
and Literatures
Ph.D. Comparative Literature
1997, Princeton U.

Research interests: traditional
fiction and drama, fiction of the
Ming and Qing Dynasties, Yuan
zaju drama, and modern Chinese
literature.

Catherine Choy

Assistant Professor
of American Studies
Ph.D. American Studies 1998,
U. of California-Los Angeles

Research interests: American
immigration, women's studies,
history of the American West,
Asian American culture, and
Philippine history.

Lois Cucullu

Assistant Professor of English
Ph.D. English 1995, Brown U.

Research interests: range from
original poetry to historical
criticism to gender theory and
women writers.

Jigna Desai

Assistant Professor
of Women's Studies
Ph.D. English, Women's
Studies 1998, U. of Minnesota

Research interests: women and
resettlement in Asia, postcolonial
and Asian American women's
studies, travel and diaspora in
women's narrative.

Ray Gonzalez

Assistant Professor of English
M.F.A. Creative Writing 1995,
Southwest Texas State U.

Celebrated editor and poet;
nature and environmental
literature.

Mary Kennedy

Assistant Professor
of Communication Disorders
Ph.D. Communication Disorders
1996, U. of Washington-Seattle

Research interests: speech-
language pathology, especially in
children.

Narayana Kocherlakota

Professor of Economics
Ph.D. Economics 1987,
U. of Chicago

Research interests: political
economy, macroeconomics, and
international economics.

Robert Kruger

Assistant Professor
of Psychology
Ph.D. Psychology 1997,
U. of Wisconsin-Madison

Research interests: personality
traits and mental disorders,
"the crime-prone personality,"
psychology of abuse; received
J.S. Tanaka Award for
Outstanding Dissertation in
Personality Psychology.

Sonja Kuflinec

Assistant Professor
of Theatre Arts
Ph.D. Directing, Theater History,
and Criticism 1996, Stanford U.

Research interests: community
and identity through theatre.
Extensive work developing
theater projects in refugee camps
in Bosnia-Herzegovina.

Alexis Kuhr

Assistant Professor of Art
M.F.A. Painting 1987, Stanford U.
Painting, drawing, and art theory;
lecturer and visiting artist since
1982; widely exhibited in the U.S.
and Europe.

Erika Lee

Assistant Professor of History
Ph.D. History 1998, U.
of California-Berkeley

Research interests: immigration
history, Chinese immigrants, and
Asian Americans; U.S. history,
modern Chinese history, and
cross-cultural studies.

Bernard Levinson

Associate Professor of Jewish
Studies and Hebrew Bible,
Berman Family Chair
Ph.D. Near Eastern and Judaic
Studies 1991, Brandeis U.

Research interests: religious and
Bible studies, Jewish studies,
textual analysis of biblical law
and modern Jewish thought.

Ian Ross MacMillan

Assistant Professor of Sociology
Ph.D. Sociology 1998,
U. of Toronto

Research interests: law, crime and
deviance studies; urban
sociology, life course studies;
racial attitudes and criminal
justice.

Patrizia Carollo McBride

Assistant Professor of German,
Scandinavian and Dutch
Ph.D. German Studies 1998,
Indiana U.

Research interests: German
literature and philosophy, ethics
and politics, and 20th-century
modernism.

Andrea Moro

Assistant Professor
of Economics
Ph.D. Economics 1998,
U. of Pennsylvania

Research interests:
interdisciplinary: public
economics and applied
microeconomics; effects of
affirmative action in the
competitive economy.

Leslie Morris

Assistant Professor of German,
Scandinavian and Dutch
Ph.D. Germanic Languages
and Literatures 1992,
U. of Massachusetts-Amherst

Research interests: Jewish culture
in contemporary Germany and
German languages and
literatures.

Alexs Pate

Associate Professor of American
Studies and Afro-American
Studies (visiting)

Acclaimed writer (*Losing
Absalom, Amistad*) and
performing artist.



A year in the life of CLA

Photos, pages 13-15: New faculty
members get acquainted
at dean's reception.



Faculty retirements

Several valued faculty members have retired from the College of Liberal Arts during the past academic year. Their contributions to the college and to their fields were varied and substantial, ranging from AIDS research to opera composition. Their combined talents and expertise and their groundbreaking scholarship and creative work have helped build nationally recognized programs across the college and have helped launch the dreams and careers of hundreds, even thousands, of students.

Dominick Argento Music

Dominick Argento, one of the most frequently performed 20th-century composers of opera, has composed more than a dozen operas and several song cycles, many of them on their way to becoming classics. Among his many honors are a Fulbright Fellowship, two Guggenheim Fellowships, the OPERA America Award for Achievement, the Peabody Medal, the Pulitzer Prize for Music, and most recently, the McKnight Distinguished Artist Award. He began teaching at the University in 1958 and held the position of Regents' Professor of Music, the University's highest honor.

Robert Fulton Sociology

Robert Fulton has devoted his research to the sociology of AIDS, medicine, death, and the life course. Working with Professor Robert Kennedy, he has studied the impact of the AIDS epidemic among white male heterosexuals, transfusion recipients, and caregivers who work with HIV-infected patients. Fulton also has done research on society's treatment of death and dying, as well as on the cultural and social rituals surrounding death and burial.

Donald Gillmor Journalism

An award-winning professor specializing in media ethics and law, Silha Professor Donald Gillmor has taught at the University since 1965. He is the author of numerous articles and essays, and his book *Mass Communication, Law: Cases and Comment*, coauthored with Jerome Barron and Todd Simon, is considered the classic textbook in the field. A popular and accomplished teacher, Gillmor has inspired countless undergraduate and graduate students over the years. When asked to comment on his retirement, one student said, "The only thing to do... would be to clone him."

Alan Kagan Music

As a professor of ethnomusicology, Alan Kagan has worked on a series of projects ranging from bluegrass music and fiddle to Chinese string instruments and Javanese gamelan ensembles. Some of Kagan's other interests include cross-cultural comparisons of musical memorials for the dead and the Klezmer violin repertoire. Kagan has won many awards as a performer in bluegrass and fiddle competitions.

Karl Paulnack
Assistant Professor
of Music
D.M.A. Accompanying,
Harpichord, Music History
and Opera 1986, U. of
Southern California
Applied piano
accompaniment; vocal
repertory and operatic
repertory.

Thomas Pepper
Assistant Professor
of Cultural Studies and
Comparative Literature
Ph.D. Comparative
Literature 1991, Yale U.
Research interests:
Kierkegaard, German
studies, philosophy, and
gender.

Peihua Qiu
Assistant Professor
of Statistics
Ph.D. Statistics 1996,
U. of Wisconsin-Madison
Formerly consulting
statistician for various
Midwestern universities.

Rita Raley
Assistant Professor
of English
Ph.D. English Literature
1998, U. of California-Santa
Barbara

Research interests:
Anglophone, world, and
postcolonial literature;
women's and minority
studies; technology and
media; Third World
literature.

Paul Sackett
Professor of Psychology
Ph.D. Psychology 1979,
Ohio State U.

Research interests:
psychology of the
workplace; statistics and
methods, organizational
psychology.

David Samuels
Assistant Professor
of Political Science
Ph.D. Political Science
1998, U. of California-
San Diego
Research interests: political
issues in Brazil and Chile
and the South American
electoral system;
Portuguese political history,
and Brazilian nationalism.

Jani Scandura
Assistant Professor
of English
Ph.D. English Literature
1997, U. of Michigan
Widely published writer;
modern critical theory;
modern poetry, fiction and
film, and ethnic literatures.

Valerie Tiberius
Assistant Professor
of Philosophy
Ph.D. Philosophy 1997,
U. of North Carolina-
Chapel Hill
Research interests: values
formation; philosophical
issues in feminism, political
philosophy, and decision
theory.

Karen Till
Assistant Professor
of Geography
Ph.D. Geography 1996,
U. of Wisconsin-Madison
Research interests: German
and urban geography,
World War II museums and
memorials in Berlin,
cultural memories and the
"topography of terror."

Eden Torres
Assistant Professor
of Women's Studies
Ph.D. American Studies
1997, U. of Minnesota
Research interests:
Chicana/Latina studies,
especially myths about
ethnic traditions that cross
cultural boundaries.

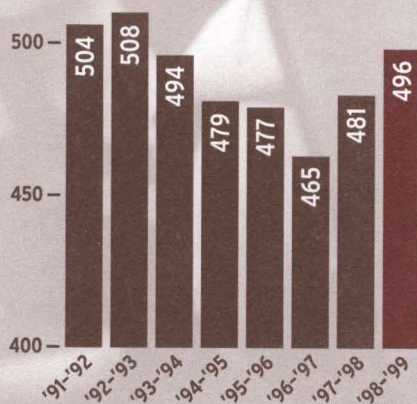
Tamara Underiner
Assistant Professor
of Theatre Arts
Ph.D. Drama 1997, U.
of Washington-Seattle
Research interests: theater
in history, regional Mayan
theatre; extensive work with
theater companies in the
United States and Mexico.

Barbara Welke
Assistant Professor
of History
Ph.D. History 1995,
U. of Chicago
Research interests: U.S.
legal and social history.

Rebuilding the faculty

After several years of declining numbers in CLA, the faculty is returning to full strength. In a very competitive environment, endowed chairs are helping us attract and retain distinguished faculty, and college-wide initiatives have helped us to build programs whose excellence draws some of the very best scholars from around the world.

Faculty: full-time equivalent



**Robert Kennedy
Sociology**

Robert Kennedy has often worked with Robert Fulton, bringing his knowledge of social demographics and the sociology of health to their joint project on AIDS. His work has been presented at AIDS conferences world wide and has shed new light on the progression of the AIDS epidemic and society's stereotypes of people infected with HIV.

**Kinley Larntz
Statistics**

Kinley Larntz has worked to create greater practical applications for the field of statistics, examining such factors as sample size, procedures, and experimental design to improve statistical data-gathering. He also has been a pioneer in bringing statistics to bear on social problems and has worked with the National Institute of Justice to carry out an experiment to determine the best police response to incidents of domestic violence.

**Bernard Lindgren
Statistics**

Bernard Lindgren realized years ago that "mathematics and statistics are poorly communicated to those who need them." As a result, he has devoted his career to education, writing textbooks, and improving the course curriculum. He has worked to develop logical sequences of topics, preparing stimulating problems and examples, explaining complex concepts in simple ways, and introducing current research and new ideas into traditional materials.

**Janet Spector
Anthropology**

Janet Spector's research has focused on the archaeology of the Midwest. She has headed numerous excavations in Dakota and Winnebago Indian sites, concentrating on the role of women and male/female task differentiation. She has been a pioneer in the field of feminist archaeology and the study of gender and was a former women's studies chair and head of the University of Minnesota Commission on Women.

**Stephan Spitzer
Sociology**

Stephan Spitzer has focused his research on deviant behavior, program evaluation, and policy analysis and visual sociology. He has worked with several media, including computer software and instructional video and film. A prolific writer, he has published over 30 scholarly papers and several books.

**Gerhard Weiss
German,
Scandinavian and Dutch**

A beloved teacher and esteemed scholar of German language and culture, Weiss has taught at the University for 34 years. During this time he was honored many times for his teaching and scholarship; honors and awards include the Morse-Alumni Distinguished Teaching Award, the American Association of Teachers of German Outstanding German Educator Award, the Cross of Merit First Class of the Order of Merit of the Federal Republic of Germany, and the University of Minnesota President's Outstanding Service Award.

In memoriam

David Cooperman, professor of sociology, died in September after 42 years on the faculty. He was, in the words of a colleague, "a scholar in the oldest and best sense of the word. He was a voracious reader, an avid student of political and social thought, an expert on the Holocaust, a guardian and champion of social justice, a community activist and mediator, an award-winning teacher, a student of languages (with proficiency in several), and an accomplished musician. A true renaissance man, he was a gifted leader with a broad range of interests and... a real passion for social justice."

Virginia A. Harris, retired journalism faculty member, died in June. Harris retired in 1982 after teaching advertising and broadcast courses for 17 years. She received the Distinguished Teaching Award from the Minnesota Press Club in 1971 and, for her television commercials, was awarded gold medals from the director's clubs of Chicago, San Francisco, and Minneapolis.

Paul Murphy, retired Regents' Professor of American history, died in July 1997, just weeks before his colleagues had planned to surprise him with a book on constitutional history written by several of his former students. Widely regarded as one of the great scholars of American Constitutional history, he also was a much-revered teacher and colleague. He was recently inducted into the University's Teachers Hall of Fame.

Retired journalism professor **Raymond Nixon**, often referred to as the "senior statesman" of the journalism school, died in December 1998 at 94. Known as a pioneer in journalism education and a dedicated teacher, Nixon joined the school in 1952. The University of Missouri awarded him the Medal of Honor in Journalism in 1974.

Wolfgang Taraba, retired German professor, died in August 1997 in his home town of Werne, Germany. Taraba retired in 1996 after 33 years at the University. A popular and gifted teacher, he was the first recipient of Continuing Education and Extension's teaching award.

CLA VITAL SIGNS/1997-98

Faculty grants for research and creative work

Through their research and other creative work, CLA faculty are engaged every day in activities with impact far beyond the boundaries of the academic community. Their work finds its way into classrooms, libraries and bookstores, board rooms, galleries, and concert halls, in turn sparking new ideas for scholarly inquiry and performance—feeding a continuous cycle of creativity that benefits students, the college, the University, and the larger community.

This fiscal year, CLA faculty and departments received more than \$10.2 million in grant funding. Foundations and agencies that have invested in faculty research and CLA programs include:

- The Ford Foundation—\$75,000
- Institute of International Education—\$116,181
- Japan Foundation—\$38,130
- League of Minnesota Cities—\$61,799
- The John D. and Catherine T. MacArthur Foundation—\$2,533,670
- Minnesota Department of Transportation—\$89,710
- National Eye Institute—\$620,918
- National Institutes of Health—\$3,060,329
- National Science Foundation—\$1,243,672
- United States Department of Education—\$483,240
- University of California-Irvine—\$137,199

For a partial list of books published recently by CLA faculty, see the Web page "About CLA: Celebrating Excellence": http://www2.cla.umn.edu/about_cla/celebrating.asp.

Right, Gariba B. Al-Abdul Korah, history graduate student, with CLA associate dean Ann Waltner.

The life of a college resembles the life of any community: over a year's time, people come and go, exchange information, form relationships, build things, change things, make plans for the future, suffer losses and celebrate gains. The College of Liberal Arts in 1997-98 premiered some new programs, launched innovative educational and research initiatives, brought visitors to campus for personal and educational enrichment, saluted retiring faculty, and welcomed new faces.

Taken together, the events of this past year demonstrate the breadth, richness, and vitality of CLA. Below are just a few of the highlights of 1997-98.

NEWS IN THE ARTS

Print artists exhibit at Nash Gallery

The second Minnesota National Print Biennial, a nationally competitive exhibition of print artists in at the **Katherine E. Nash Gallery**, brought hundreds of art lovers to campus to see original prints selected by jurors from more than 400 submissions.

Arts spill over campus walls

In its 3rd year, CLA's A+ program brought teachers to campus for "arts-infused teaching and learning" as part of CLA's outreach to K-12 schools.

Big brass comes to town

In June, the International Tuba and Euphonium Conference brought to campus brass musicians and scholars from all over the world and featured a sold-out performance by the U.S. Marine Band.

CONFERENCES

1st National Media Ethics and Law Conference

Members and guests of the Silha Center for Media Ethics and Law paid tribute in April to retiring Silha Professor **Don Gillmor** and brought together more than 100 journalists and legal scholars to discuss issues of media ethics, new technology, and news gathering.

Into the 21st Century: Ethnic Studies in the State & the Nation

CLA's Afro-American, American Indian, and Chicano studies departments hosted a three-day conference in April to examine emerging issues of these and other ethnic studies departments and the students they serve.

TECHNOLOGY:

CLA HARDWIRES TECH INITIATIVES

Even professors with limited knowledge of technology can now create and publish course materials on the Internet, thanks to an easy-to-use, forms-based program. **ClassWeb** has been used by about 260 faculty and 3,000 students—with many more on deck.

Besides funding **ClassWeb** development, the CLA InfoTech Fees Committee awarded more than \$400,000 for instructional development and more than \$650,000 to improve student access to computing facilities. Funded projects included political science multimedia materials, a writing center computer lab, and computerized language proficiency exams. A state-of-the-art CLA computer lab opened its doors last spring in Anderson Hall on the West Bank.

CARGILL GRANT BOOSTS SERVICE TO STUDENTS

A \$20,000 grant from Cargill, Inc. will enable computer upgrades in the Office for Special Learning Opportunities (OSLO), CLA's critically important career resource center. The gift demonstrates Cargill's interest in funding targeted projects that directly benefit students.

ALUMNI/AE INITIATIVES

CLA alumni/ae membership in the **University of Minnesota Alumni Association (UMAA)** increased nearly 13 percent during 1997-98. CLA has nearly 10,000 UMAA members beginning the 1998-99 year, more than at any point in its history.

Want to become a member? Please call 1-800-UM-ALUMS.

The **CLA Mentorship Program** ("10,000 Gophers") experienced an equally impressive gain this past year, as more than 100 new alumni/ae were matched with students—for a total of 600 mentors. The goal for this year is 1,000—toward an ultimate goal of 5,000. To find out how you can help a student succeed, please call Clay Tenquist at 612/625-4324.

MINNESOTA LEGISLATURE COMES THROUGH FOR CLA

CLA was a winner in the 1998 legislative session, securing funding for the new media initiative and for restoration of Murphy and Ford Halls, and receiving legislative planning funds for design of new art building and for renovations of Folwell Hall.

A national search is under way for a director for the **Institute for New Media Studies**, which will be a center for interdisciplinary research and teaching in such key areas as new media technology, media management, public journalism, and media ethics. Major renovation of Murphy and Ford will begin spring 1999.

NEWS ON THE ACADEMIC FRONT

CLA strides toward semesters

Putting everything in place for a smooth transition, CLA has taken the lead in moving the University from quarters to semesters. We have reviewed and updated the college's entire curriculum and added academic advisers to help students prepare. Semester classes are already scheduled for 1999-2000!

Curricular innovations funded

In 1997-98, the college awarded more than \$300,000 to fund 23 proposals from 16 departments for curricular innovations. Many of the funded projects enhance partnerships with the community and facilitate collaborations across disciplinary boundaries.

CLA Symposium sparks interdisciplinary discussion

The second annual CLA Symposium, "**Breaking Out of Boxes: Connecting Research and Teaching**," brought together about 130 faculty and professional staff to explore connections between teaching, research, artistic production, and service in five areas: writing across the curriculum, information technology, visual culture, service learning and the land grant mission, and internationalizing the curriculum. The ideas generated are helping CLA create innovative programs and collaborations for the 21st century.

OUTREACH AND SPECIAL EVENTS

Critical Dialogues showcase CLA faculty and alumni

Fall 1997, CLA and the UMAA inaugurated a new series of public dialogues featuring CLA faculty and alumni/ae.

Reflecting the broad sweep of CLA, programs in the series have included discussions of "hard time," with sociology professor **David Ward** and **James Bruton**, '65, warden of Oak Park Heights maximum security prison; media ethics and public journalism, with **William Babcock**, director of the Silha Center for the Study of Media Ethics and the Law, and **Ron Handberg**, '60, media critic, author, and former news director and general manager of WCCO-TV; and creativity, with **Marcia Eaton**, professor of philosophy, and **Dominick Argento**, Pulitzer Prize-winning Regents' professor emeritus of music.

The 1998-99 series, cosponsored by Minnesota Public Radio (MPR), opened in October with a dialogue on the family, featuring **Elaine Tyler May**, American studies professor, and **Mitchell Pearlstein**, founding president of the Center of the American Experiment.

For more information, contact Clay Tenquist, CLA alumni programs coordinator, at 612/625-4324 or tenqu002@tc.umn.edu.

Economics Roundtables air public policy issues

During the 1997-98 academic year, the Department of Economics and the CLA launched a series of roundtables, bringing economics faculty and members of the Twin Cities business community together for lively and thoughtful discussions of public policy issues.

Topics have included federal deposit insurance reform; the prospects for free trade in the aftermath of last year's defeat of the proposed extension of NAFTA; the flat tax; academic approaches to tax reform; creating a workers' bill of rights; and reasons and possible remedies for inequality.

For information about future Economics Roundtables, please contact Caty Bach at 612/625-6859 or bach@atlas.socsci.umn.edu.

CLA donors and friends celebrate creativity

In May, the CLA Cabaret brought 150 donors and friends to campus to honor them and to celebrate CLA student and faculty achievements in the arts. Guests were treated to a cavalcade of CLA stars, including performers in dance, theater, and music. The final performance of the evening was a preview by the cast of *Hair*, which later in the month performed the play to full houses at Rarig.

CLA OPENS DOORS TO EDUCATION AND RESEARCH CENTERS

Directors were named this summer to two new interdisciplinary centers: the **Institute for Global Studies** and the **Humanities Institute**. These institutes will bring together faculty, students, and members of the community to explore issues of mutual concern, solve problems, and provide broad-ranging educational programs related to local, regional, and global issues.

The **Institute for Global Studies**, headed by anthropology professor **Gloria Raheja**, is developing groundbreaking new programs for students interested in a broadly interdisciplinary approach to international studies. Already the new institute has sponsored several lectures and launched an international search for three new faculty—an anthropologist, a geographer, and a historian—whose work will extend beyond disciplinary and regional boundaries.

"Globalization requires a broader and deeper understanding of the world's societies and cultures," says Raheja. The institute will create "enhanced opportunities for students and creation of a top research program with a broad range that facilitates collaboration

across departments," she says, adding, "This program is going to be really wonderful for students and for the University."

As director of the new **Humanities Institute**, Professor **Daniel Brewer** is excited about growing opportunities for CLA faculty to converse outside of their departments and disciplines. As he sees it, learning about other perspectives is a civic responsibility. And humanities education is at its core the study of multiple perspectives.

"Humanities education helps people become informed and critical participants in public life," says Brewer, explaining that one very important purpose of the institute is to nurture the kind of innovative teaching that will help students think critically about values and understand their roles as citizens of the world. "Students of the humanities learn that current events are not unique and isolated occurrences," Brewer says. "Events are patterned and linked—historically, culturally, politically—so that we can understand them only by paying attention to many different voices."

That humanities and global

studies are interdisciplinary is nothing new. But the institutes provide *hubs* for collaborative research and platforms for teaching and outreach into the broader community.

MORE ON CENTERS

A \$1 million anonymous gift and some other major gifts helped to launch the new **Center for Holocaust and Genocide Studies**. Look for more information in the winter issue of *CLA Today*.

Cargill has donated \$30,000 to the college to help fund the **Center for Political Economy**, whose goal is to "provide an understanding of how markets influence political decisions and how political institutions influence markets and economies." Cargill's gift will fund comparative research on the economic performance of East Asian and Latin America and on the institutions of Asian governments.

CLA VITAL SIGNS/1997-98

Alumni/ae

- CLA membership in the Alumni Association has grown 78 percent in three years.
- More than 600 undergraduates are paired with alumni/ae as part of our Alumni Mentoring Program.

Students

- The average high school rank of this year's entering class—the class of 2002—is the 82nd percentile.
- The average high school rank of students entering the CLA Honors Program is the 96th percentile.
- Applications to CLA are up 35 percent over the past five years.
- Average class size in CLA has declined 25 percent in ten years, to 27 students.
- In a 1997 survey, nearly 95 percent of students said they were "satisfied" or "very satisfied" with CLA advising.
- About four out of five new students are living in campus residence halls—up from about 40 percent in the late 80s—helping to build a strong CLA student community.
- About 23,000 of the University's 38,000 students on the Twin Cities campus are undergraduates. About 13,500 of those undergraduates are CLA students; and thousands more—students in the Institute of Technology, Carlson School of Management, and other colleges—enroll in CLA classes every year.

Awards and Accolades

Background photo; Adrian Gaskins, American Studies graduate fellowship student, with Dean Rosenstone.

STUDENTS

Esther Schissler, recent economics graduate, received the Best Senior Thesis Award from the Minnesota Economics Association.

In his first year at the University, **James McClean** won the NCAA Individual Men's Golf Championship and was the first man in 36 years to win both the State Amateur and State Open. Named to the all-Big Ten team, he also was named Big Ten Freshman of the Year.

Three CLA students—**Amy Bergholz**, **Esther Connor**, and **Brian Reichert**—were awarded the University's first Paulo Freire Community Service Grants. They will be working in Guatemala, China, and India.

FACULTY

Steven Smith (political science) was named a Distinguished McKnight Professor. The award recognizes outstanding mid-career faculty and includes a 5-year grant of \$100,000.

Andre Lardinois (classical/Near Eastern studies) and **Martha Tappen** (anthropology) were named McKnight Land Grant Professors. The award recognizes outstanding junior faculty.

Regents' Professor of English **Patricia Hampl** was selected for inclusion in the 23rd annual Pushcart Prize Anthology.

Regents' Professor Emeritus **Dominick Argento** received the McKnight Distinguished Artist Award in recognition of his outstanding contributions to the world of music.

Regents' Professor Emeritus of Psychology **Paul Meehl** (who taught at the U for 53 years) was named a James McKeen Cattell Fellow by the American Psychological Society, the society's highest honor, for significant intellectual contributions in the area of applied psychological research.

Regents' Professor of Psychology **Ellen Berscheid** received a Lifetime Achievement Award from the American Psychological Association and a Distinguished Career Award from the International Society for the Study of Personal Relationships; and was elected to the National Academy of Arts and Sciences.

Sociology professor **William Brustein** was selected to serve as chair of the American Sociology Association representing Ph.D.-granting institutions.

Philosophy professor **Norman Dahl** was given a Distinguished Alumnus Award by Pacifica Lutheran University.

Journalism professor **Ron Faber** was named editor of the *Journal of Advertising*, the top journal in the field.

History professor **Alan Isaacman** was awarded a John Simon Guggenheim Memorial Fellowship and a Fulbright Fellowship.

Psychology professor **Mark Snyder** received the medal of the Franqui Foundation of Belgium, one of Belgium's highest scientific honors.

English professor **Charles Sugnet** received the 1997–98 Arthur H. "Red" Motley Outstanding Teaching Award.

STAFF

The following CLA staff members received the 1998 Civil Service/Bargaining Unit Outstanding Service Award: **Naaz Babvani**, sociology; **Mary Lymer**, CLA administration; **John Marty**, music; **Davis Meissner**, cultural studies/comparative literature; **Pam Mitman**, theatre arts and dance; **Helen Rieger**, Indian studies and Chicano studies; **Judy Scullin**, classical and Near Eastern studies; and **Andrea Turngren**, English.

Want to buy a vowel? **Diana van Deusen**, associate clinical specialist in communication disorders, was a big winner in "Wheel of Fortune" in July, winning almost \$52,000 and other prizes, including a Greek Island cruise.

ALUMNI/AE

Ross Bernstein ('92, French) recently published his book *Fifty Years, Fifty Heroes: A Celebration of Minnesota Sports*. Bernstein also wrote *Gopher Hockey by the Hockey Gopher*, a history of hockey in Minnesota.

Jim Winter-Ruiz ('98, history) and his band, The Legendary Jim Ruiz Group, were honored in July by Mayor Sharon Sayles Belton with a "Legendary Jim Ruiz Group Week" in Minneapolis. The band also has released a new CD, *Sniff*.

Kimberly Elise ('89, speech-communication) is getting rave reviews for her performance in the Oprah Winfrey production of Toni Morrison's *Beloved*. Elise also has been featured in *Set It Off*, and her short film, *The Joy of Mama's Recall*, earned a Director's Fellowship at the American Film Institute.

Billy Golfus (M.A. '89, speech-communication) won a Guggenheim Fellowship for screenwriting for his documentary *When Billy Broke His Head... and other tales of wonder* and for overall accomplishment. He also won a script development grant for the Independent Television Service.

Daniel Weiner (Ph.D. '50, psychology) received the Minnesota Psychological Association's Outstanding Contributions to Psychology Award.

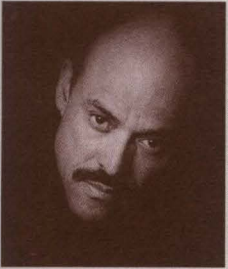
Shawn Towle ('94, political science) was awarded one of only five Point of Excellence Awards by PBS Online for his Web site, www.checksandbalances.com.

COLLEGE SCHOLARS RECEIVE AWARDS

Since 1986, the **Scholars of the College** award has acknowledged outstanding achievement by faculty in the College of Liberal Arts. Supported by private gifts, the prestigious award provides a \$3,000/year stipend to support research or creative work for three academic years.

Lou Bellamy, Professor, Department of Theatre Arts and Dance

As founder and artistic director of Penumbra Theatre, Lou Bellamy has successfully created and managed the second largest theater in the United States dedicated to producing plays about the African-American experience. At the University, Bellamy has integrated his theater experiences with his scholarly



Lou Bellamy

work to bring to his students a unique perspective on African-American drama. Bellamy's many awards include the Griffin Award for Excellence in the Arts, the Minnesota Martin Luther King, Jr. Humanitarian Award, and an award for Outstanding Service to Black Students at the University of Minnesota.

Dennis Cook, Professor, Department of Statistics

Dennis Cook's colleagues describe him as "one of the most influential applied statisticians in the world," and "the top person, world-wide, in the area of regression analysis." His contributions to the field of statistics include innovations in experimental design, diagnostics and graphics, and the concept called "Cook's Distance," which is now an inte-

gral part of the world of statistical analysis. He has been named a fellow of the American Statistical Association, a fellow of the Institute of Mathematical Statistics, and a member of the International Statistical Institute.

Jeylan Mortimer, Professor, Department of Sociology

Jeylan Mortimer's contributions to the field of sociology have been described by colleagues as "legendary." An expert on youth employment and its relation to achievement later in life, Mortimer is described by one colleague as "without equal in her pathbreaking research on work and health over the first 25 years of life." She has published four books and over 75 articles and chapters, and given more than 100 lectures and conference presentations. Mortimer is an internationally known authority in the areas of social psychology and the sociology of the life course.

Jack Zipes, Professor and Chair, Department of German, Scandinavian and Dutch

Jack Zipes' scholarly research has ranged from folklore and children's theater to Jewish studies and European Romanticism. He has taught in several universities throughout Europe, bringing American literature and drama, fairy tales, and critical theory to life in Munich, Paris, and Berlin. Among Zipes' awards are a Fulbright grant and a Guggenheim fellowship. One of the world's leading experts on fairy tales, he is described by colleagues as "one of the leading forces in our profession"; as a scholar with an encyclopedic intellect who pursues his interests with "scholarly care, integrity, depth, and creativity"; and as "one of the college's treasures."

U PRESIDENT RECOGNIZES OUTSTANDING SERVICE

Three CLA people received the President's Award for Outstanding Service this year. The award recognizes outstanding service to the University, its schools, colleges, departments, and service units by any active or retired member of the faculty or staff.

Virginia Gray, Regents' professor of political science, is a dedicated teacher and scholar who teaches introductory classes for freshmen as well as graduate seminars and directed study. Her principle expertise is in government and politics at the state level, including elections, state officials, and public policies. Her recent publications include *American States and Cities* and *Politics in the American States* (soon to be published in its 7th edition).

Tom Trow, CLA's director of community and cultural affairs, works to connect University resources and staff with communities around the state. His

recent projects include developing support for renovation of the Minnesota Showboat, promoting out-state internships for CLA students, and coordinating faculty involvement in the A+ Program for teaching of the arts in the public schools. "It's just been a gas," he says. "Any piece of my job, any six pieces, is all enormous fun."

John S. Adams, a longtime geography professor, is a specialist in social and economic geography, studying trends in housing, ethnicity, poverty, and segregation. He also regularly takes students into the field to examine urban problems at close range. "After being recruited to Minnesota in 1970," Adams says, "I have tried hard to repay the college, the University, and the state of Minnesota for all that I have received from them."

CLA VITAL SIGNS/1997-98

Faculty

- Over the past three years, CLA faculty have been awarded more than 1/3 of the University's McKnight Distinguished University Professorships.
- Over the past ten years, more than half of all Fulbright fellowships awarded on the Twin Cities campus have been awarded to CLA faculty.

Departments and programs

- One-third of CLA's programs rank in the top 20 in the nation.

Fall 1997 CLA enrollment

- Fall 1997 CLA undergraduate enrollment was 13,491 students, with 3,573 freshmen, 3,287 sophomores, 3,086 juniors, and 3,269 seniors.
- 31.5% were from states other than Minnesota.
- Minority enrollment was 1,929 (14.3%).
- 58% were female, 42% were male.
- The average high school rank of the fall 1997 entering class was 80.5—five percentage points higher than in 1988.
- Graduate students with CLA majors numbered 1,636.

For an up-to-date look at excellence in teaching, advising, and student achievement, see "Celebrating Excellence" on the CLA Web site:
http://www2.cla.umn.edu/about_cla/celebrating.asp

Alchemist Archabal ignites Minnesota history

When President Clinton presented Nina Archabal with a National Humanities Medal last fall, he described her as “a fireball who lets no one stand in the way of her mission.” True to form, as director of the Minnesota Historical Society, Archabal has lit some fires. Her vision and tenacity have helped pull the society’s artifact collections out of mothballs into the Minnesota History Center’s spectacular new exhibition space. And her leadership has helped spark a revival of public interest in Minnesota history. Through its museums, historic sites, and educational programs, the Historical Society today serves more than 1.5 million people each year.

“People tell me I’m intense,” says Archabal, “but there is nothing glamorous about the work the society has done. The society has gotten where it is because we persist. Big success is made of tiny accomplishments.”

Archabal traces some of her own success to her graduate work in the University’s School of Music, where she received her Ph.D in 1974. “The University taught me how to write and how to think and how to respect research,” she says. “I don’t think you can do this job if you have not done research. Everything that we do at the Historical Society, even our programming for children, is based on solid research—and I learned that at the University.”

Archabal’s first love, music, brought her to the University and continues to play a central role in her life—though not the role she once expected. She had always planned to become a music professor. “I remember very clearly making my first decision to major in music as an undergrad at Radcliffe College,” she says. “Music was something I loved more than anything in life. I couldn’t have imagined, as a young undergraduate, that I would one day choose other, broader paths.”

At the University, Archabal’s interests broadened as she pursued the unorthodox multidisciplinary studies encouraged by her graduate adviser, Professor Johannes Riedel—whose passions ranged from Lutheran church music to Ecuadorian folk music to jazz, ragtime, and soul. “He encouraged me to think about sociology, about all the world that surrounds music,” says Archabal. “That opened the door to many, many things. It made almost anything possible.”

As part of her dissertation, Archabal displayed her considerable entrepreneurial talents, not only organizing an exhibit of the paintings of the modern American composer and painter Carl Ruggles, but also arranging for the Minnesota Orchestra and the St. Paul Chamber Orchestra to perform Ruggles’ compositions. “That [project] began to open up all kinds of possibilities in the museum world, the art world, the nonprofit world, and the cultural world,” she says.

Little did she know then what an impact she would one day have on that world. After working for the University Art Museum and then for ten years at the Historical Society, she was named the society’s director in 1987—when the History Center was barely a sketch



Nina Archabal

on paper. The center today embodies Archabal’s vision of a place whose exhibits would feature Minnesotans talking about their own experiences in their own voices—bringing into focus such complex topics as immigration, the Vietnam war, and American families. “[History] takes on a personal quality, and our visitors understand it and empathize with it,” says Archabal. “I think in many ways the History Center really revolutionized the concept of what a history museum is. Time and again people have said to me, ‘You know, I really don’t like history museums, but I love the history center.’”

When she accepted the position as the center’s director, Archabal seemed to have strayed far from her original academic ambi-

tions. "I always felt a little bit guilty," she says, "because a Ph.D. is a professional degree and I don't teach." But when the University's Graduate School invited her to speak at commencement, she viewed the invitation as both an honor and a kind of validation. "It was like the University was proud," she says—

even though, she adds, "I wasn't doing what I was trained to do." Indeed, the University recognizes that, like good scholars everywhere, Archabal has tackled some of the most important intellectual and social issues of our time.

—Jennifer Amie

Restoring journalism's golden age

Most people would point to Burt Cohen ('54) as one of CLA's luminaries. After all, he's president of MSP Communications and publisher of such magazines as *Mpls/St. Paul* and *Twin Cities Business Monthly*. Yet, after rereading some of the columns he wrote for his high school paper, he laments, "I have not improved one iota—not in 50 years!" Cohen clearly is not one to brag.

He has no problem, however, showering praise, money, and time on civic organizations in general and the University of Minnesota in particular. "I'm a great believer in giving back—to

our society, our community," he says. Both he and his wife, Audrey "Rusty" Cohen (education '54) grew up with parents who contributed to civic life and who handed down to their children a philanthropic sensibility.

Obligation is not the only motivation for Cohen's philanthropy and organizational involvement. "I find it very stimulating," he says. "I work with good people I would otherwise not know"—including Rusty, whom he met while he was the president of the Interfraternity Council and she headed the Panhellenic Council. Could their courtship also help explain his abiding affection for the University? "Well, yes," he admits with a chuckle.

Cohen attended the University from 1948 to 1954, graduating with a journalism degree. In those days of burgeoning campus enrollments, spirits were high, and so were expectations. "It was great," he says, recalling that the campus was "entering a period of unprecedented growth."

Viewed through a 1990s lens, that was an "innocent" time, Cohen says—"although we didn't think of it then as innocent." His memories may seem rose-colored, but reality, he insists, and not nostalgia, anchors his memories. "Everybody was happy, elated, beginning to do well. The great American Dream seemed realistic, not just fantasy: the home, car, picket fence." It was, he says unabashedly, a "Golden Age."

It was also a terrific time to be a journalism student at the University: "We had a great faculty—some of the real giants." Men such as Ralph Casey, J. Edward Gerald, Edwin Emery, and Ray Nixon, he adds, were "big people, distinguished, dedicated, committed, and highly regarded." These men, he remembers, "created a synergy, an added luster."

These memories helped coax Cohen to the table to serve on the Communications Studies Task Force last fall. "The dean told us to look at ways of taking journalism from where it is to where it could be," he explains, "and he gave us free reign." The result was legislative funding for renovation of Murphy Hall (scheduled to begin spring 1999), building of the School of Journalism and Communication, and creation of a path-breaking Institute for New Media Studies.



"All I cared about, all anybody cared about," he says, "was what you do to take a school of journalism that was once at the pinnacle and bring it to the point where we can claim it once again as one of the world's great schools of journalism." Thanks to the work of the task force and the support of the legislature, that goal promises to be realized.

Cohen's enthusiasm for journalism cascades over the University as a whole "I love the new leadership," he says. He believes the University and the college are being led by "people with great intellect and great sensitivity to the realities of the world." As he considers the changes wrought by these and other University leaders, the words pulse out of him: "I love it. I'm excited about it." —Terri Peterson

Transformations: From CLA to submarines

Judith Corson's ('68, English) current relationship to the University of Minnesota is remarkable, considering her memories of her student days in the mid-1960s. "It wasn't a happy experience," she ventures, detailing the difficulties transfer students then faced—not to mention a bout with mononucleosis and reservations about living in a residence hall.

So why did she agree to sit on the board of the University of Minnesota Foundation (UMF)? "When you have a situation," explains Corson, "you work with it, you don't quit." Given that she doesn't like to dwell on the negative, Corson has relished the chance to transform her relationship to the University. "I believe what's happening at the University is very exciting," she says. "The school has taken to heart the experiences of people like me."

A similar persistence propelled her after she transferred to the University from Lake Forest College, a small private school outside of Chicago. "I stuck it out," Corson states simply. Ultimately, she moved into the Gamma Phi Delta House, where she flourished. "That was a very positive experience," she says. "It gave me more of the small-school feeling that I needed."

"I believe what's happening at the University is very exciting. The school has taken to heart the experiences of people like me."

Her new life on campus also gave Corson a chance to "learn how to get things done, with a small group of people and with no resources." She believes strongly that all undergraduates should find some way to get involved in extracurricular activities. "A big part of college is maturation as an individual," she maintains. "It's a socialization process to get you ready to live in the world independently."

Corson had already displayed some independence in her decision to concentrate on building a career rather than on having a family. But she also listened to her CLA adviser, who encouraged her



to pursue a liberal arts degree instead of "drilling down" into a specialty. She's never been sorry she followed the broader educational path: "You can be taught [job skills] through a company, or in continuing education," she says, "but interpersonal skills allow you to survive." Although she later attended Harvard's Advanced Management Program, she considers the early grounding in liberal arts essential. "In business," she says, "how well you do depends on how you relate to people."

"Had it not been for the University of Minnesota," she readily admits, "I wouldn't have gotten [my first] job at Pillsbury." She recalls a lunchtime call from Norma Friedrich of Pillsbury about a position in the company's marketing research department. "It was unbelievable that I would be sitting there for lunch, with my roommate Barbara sitting next to me, and Norma was calling." Even 30 years later, her

voice blooms with pleasure and pride.

At Pillsbury, she recalls, "I just blossomed. I was 21 years old and felt overwhelmed, but in a very positive sense." After ten years, she decided to move on, and in 1974 she and Jeffrey Pope started Custom Research, Inc. (CRI). "My partner and I didn't know each other very well when we started the business," she says, recalling her alarm when he announced his "three-year boredom threshold" for any activity. As CRI approached its third year, she asked Pope if he was bored. No, he decided, he was quite happy co-owning a business. So was she. In 1996, their company was the smallest ever to win the prestigious Malcolm Baldrige National Quality Award.

The transition from CLA to ownership of a small business seems quite natural in retrospect. "Everything I've wanted to do," Corson exclaims, "I've done." And it's been an exciting journey. Over 25 years, she has met with firewalkers in India and with foreign ministers. She has visited all seven continents. And in 1999, she plans to board a Trident submarine and an aircraft carrier.—Terri Peterson

Giving from the heart, making connections

It's a record year for giving to the College of Liberal Arts. Private gifts from nearly 5,000 donors totaled nearly \$12 million—a whopping two-and-one-half times last year's record total. But why are so many people coming forward to support liberal arts education at the University of Minnesota?

It's not just the booming economy, although prosperity surely plays a role. It seems there's a new spirit of giving in the air, nourished by a deep wellspring of loyalty to CLA and confidence in its future. The consensus is clear: CLA's alumni/ae and friends are fired up about new directions in their college.

If there's an anthem of charitable intent, the refrain is familiar: If you have, you give. If you receive, you give back. Although there are many ways for alum-

ni/ae and friends to contribute—including gifts of service such as mentorships—donors are united in their belief that they should share their good fortune.

CLA's donors see themselves not as saints or saviors but as partners in a relationship with a community. Their donations are less about charity than about reciprocity and payback. They give because they feel a connection—with a program, a person, a place, a cause. They give because they want to recognize others—a faculty member, a student, a colleague, family member, or friend.

They give to CLA because CLA has enriched their lives—as students, faculty, staff, alumni, and citizens. They want to help CLA do the same for future generations. They believe that supporting education is the best way to make a difference in the world.

Taking a turn

After the death of her husband, Everett ('31, economics; '33, law), Ruth Drake ('31, English) honored his memory with a gift to the Law School. Then she decided it was time to follow an independent streak in her nature. "I thought I should give something to my college!" she says. The gift wouldn't be her first to CLA, but



Ruth Drake

this time she wanted to do "something more personal."

"I knew [professor and School of Music director Vern Sutton and his late wife, Phyllis], and I liked what they'd done," she says—and so one day she went to lunch with the Suttons to talk about ways to contribute. "I told Vern that I wasn't interested in getting any recognition," she recalls, "but Vern wanted my name." It would lend prestige to the fund, he insisted, and inspire others to give. By the time lunch was over, the Ruth D. Drake Visiting Artist Series endowment was born.

Regents Professor Benjamin Liu (Ph.D. '60, mechanical engineering) says that he and his wife, Helen (M.A. '67, library science), had given to many causes over the years and "decided it

was the University's turn." The Lius have spread their University philanthropy around, supporting such projects as the Minnesota Centennial Showboat, Institute of Technology scholarships, and several fellowships and scholarships in CLA's Department of Theatre Arts and Dance. "I've spent 40 years at the U, so we had pretty definite ideas of what we wanted to support," says Professor Liu. "Helen is very fond of theatre, so that was an easy choice for us."

Getting reconnected

When a friend told Emily Wilson ('69, English) that University donors don't often think about supporting faculty research, "that got me thinking," Wilson says—so she called for information about CLA giving opportunities. She decided that Scholars of the College, which provides support for outstanding research and creative work, "seemed a good way to go." She's pleased that in giving to Scholars of the College she is supporting one of the college's core values—the development of faculty as scholars and teachers.

Wilson's gift of stock comes a year after her first, a smaller cash gift, was inspired by news of changes at the University. When CLA Dean Steven Rosenstone invited her to a luncheon, she decided it

was time to “get reacquainted” with the college she had once known. “I had been away for a long time,” she says.

“CLA was where I spent my undergraduate time,” she adds, “and that’s my link to the University. CLA seemed to be going in the right direction, and I wanted to make a contribution.”



Emily Wilson

Strengthening unbroken connections

Wilson came back to renew an old acquaintance. Others never broke the ties. They have given consistently to the University year after year, or they have decided after many years as faculty, staff, or active alumni/ae that it’s time to pay something back. For some, giving to the University is a bit like a variation on the theme “charity begins at home.”

John Adams (M.A. ’62, economics; Ph.D. ’66, geography), Caroline Brede (’33, library science), and Benjamin Liu have spent decades at the University, first as students and then as faculty or staff. Adams, a geography professor since 1970, says that giving both creates connections and strengthens existing ones. He has given



Helen and Benjamin Liu

for years, but it’s only recently—since his children are grown—that he has been able to make a significant contribution to the Ralph H. Brown Scholarship fund, to honor a much-revered professor and to support graduate student research and travel.

Caroline Brede’s relationship with the University goes back 64 years, to her student days. After working at the Law Library for 47 years, she was lured from retirement to work in the dean’s office. That was 16 years ago—and she still helps out with events a few days a week. When she began her estate planning a few years ago, she realized that the University had provided her with “a career and a good share of money, so I decided to give some of it back.” Although her degree is in library science, Brede’s longstanding interest in languages motivated her to establish a scholarship fund in the Department of German, Scandinavian, and Dutch.

But haven’t these long-term University employees already “given at the office”? Why should they give part of their paycheck back to their employer? The answer is that the money doesn’t just go back—it’s reinvested in programs the donor cares about. Liu believes that giving to the University is a civic responsibility. “In the 21st century it is human capital that will make the country,” he says. “We have to support the development of that human capital, and the University is where that’s happening.” John Adams concurs, saying, “We’re citizens, and we benefit from the U—that we work here doesn’t diminish that.”

Harriet Thwing Holden (’33, English) has never worked at the University but has, in effect, never really left. She was president of the CLA Alumni Board, has sat on a number of scholarship committees, and along with her husband, Harold (’31, business), served on the alumni board. She began giving to the University in “little dibs and dabs” in the 1950s and recently gave generously to women’s athletics and to CLA. In establishing the Harriet Thwing Holden Scholarship in CLA, she was moved by a simple motive: “With so many students working,” she says, “any help you can give a kid is really great.”

Like many others, Holden is content to let the college administer the scholarship—so all she needs to do is bask in the pleasure of giving. “A thank-you note from recipients is enough,” she notes. “I get a personal sense of satisfaction helping someone else to get along.” Drake echoes the sentiment: “I just feel that I’m very blessed with good health and with resources, and I want to give it away,” she says. An anonymous donor joins in the chorus: “It makes us feel good to make a contribution to help other students along.”

Finding the ways and means to give

Just as these donors contribute to different projects, they also give in different ways. Some write checks; others sign over stock, set up charitable gift annuities to endow a fund, or name CLA as a beneficiary of their estates; still others do a combination of the above. Some pay off their gift pledges in two or more installments. Many start small and increase the size of their gifts over a lifetime.

Adams, Wilson, Holden, and Brede all began lifetimes of philanthropy with small gifts. As their financial circumstances improved, their contributions grew. Trustees Society member Brede notes that it wasn’t until she drew up her will that she discovered how large



John Adams

her estate really was. "My gift got correspondingly larger," she says. "It was a nice surprise."

Sometimes it takes a community—individual donors whose collective gifts add up to a hefty sum. The Julia M. Davis Speech-Language-Hearing Center and the Dave Moore Scholarship for students in theatre and journalism are cases in point. Once the funds were announced, donations came rolling in from colleagues, friends and family members, students and former students, and University faculty and staff members, in amounts ranging from \$25 to nearly \$15,000. And the funds are still growing.

It's not just about taxes

There are, of course, tax benefits to contributing. Although these benefits did not affect her decision to give or her choice of recipient, Wilson says, they did affect the timing of her gifts. Holden, on the other hand, states flatly, "It's better to give to the University than to Uncle Sam!"

But whatever the tax advantages, for those who have given to CLA, philanthropy is not simply a cold financial transaction. Donors give as much from their hearts as from their checking accounts. They give their time and their resources not only to CLA but also to other organizations and concerns with which they feel a deep affinity—to their churches and synagogues, to community programs, to social and political causes. They give as an expression of deeply held principles and values. They give because they feel a connection.

Donors view philanthropy as way of giving thanks for all they have received and ensuring that others may benefit as they have. This is their enduring legacy to CLA.

—Katherine Brielmaier, Terri Peterson, Eugenia Smith

Champion theater-goer pays back

Dorothy Lamberton's (B.A. '47, M.A. '66) love of learning brought her to the University of Minnesota from a small town that didn't even have a library. She says she has been "enormously grateful [to the University] ever since for introducing me to the life of the mind!" Recognizing that "the degrees the four Lambertons received were generously underwritten by the taxpayers of Minnesota," she decided recently that it was "Lamberton payback time." In her seventies, she decided to establish a graduate fellowship in theater—"not only to assuage my guilt about all the Lamberton family had received from the University, but also by way of a thank you to the University Theatre for the hundreds of performances [my husband] Richard and I had enjoyed since the 1950s."

"I know," she says, "what a precarious financial existence [theatre people] can experience. I hoped a fellowship would enable a talented student to consider a career commitment to a vital art form that I love—the theatre."

As a student, Lamberton worked more than 25 hours a week. Yet she graduated from the University after only three "heady and exuberant" years, with majors in humanities and psychology and minors in philosophy and economics. At 75, she is both a student and a teacher in the University's ElderLearning program. And she continues to hold the unofficial record as University Theatre's longest continuous season ticket holder. Now *that's* loyalty.

—Eugenia Smith



Dorothy Lamberton, left, with CLA Dean Steven Rosenstone and scholarship student Alisa Lee.

MATCHING GIFTS

The following companies matched their employees' gifts to CLA this past year. In many cases, companies contribute double, or even triple, the amount of an employee gift. To find out whether your employer offers a matching gift program, contact your human resources representative or call Clay Tenquist at 612/625-4324.

1st National Bank of Chicago Foundation
 3M Company
 3M Foundation, Inc.
 Abbott Laboratories Fund
 ADC Telecommunications, Inc.
 ADP Foundation
 Agribank FCB
 American Express Company
 American Express Foundation
 Amex Financial Advisors, Inc.
 Andersen Consulting LLP
 Arthur Andersen & Company Foundation
 Ashland Oil, Inc.
 The Ashland Oil Foundation Inc.
 AT&T Foundation
 AT&T Communications, Inc.
 AT&T Company
 Banta Corporation Foundation, Inc.
 Bellcore
 The Boeing Company
 Cargill Foundation
 Cargill, Inc.
 CBS, Inc.
 Champion International Corporation
 Chevron Corporation
 Chrysler Corporation Fund
 Con Edison
 Cooper Industries Foundation

Cowles Media Company
 Cray Research Foundation
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 Deluxe Corporation Foundation
 The Earthgrains Company
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 GE Fund
 General Mills Foundation
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 Hewitt Associates
 Hewlett-Packard Company
 Honeywell Foundation
 Honeywell, Inc.
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 Johnson Controls Foundation
 Knight-Ridder, Inc.
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Lyondell Petrochemical Company
 McGraw-Hill Book Company
 The McGraw-Hill Foundation, Inc.
 The Medtronic Foundation
 Medtronic, Inc.
 Meredith Corporation
 Merrill Lynch
 Microsoft Corporation
 Midwest Communications, Inc.
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 Minnesota Mutual Foundation
 Minnesota Mutual Life Insurance Company
 New England Electric
 Northeastern University
 Norwest Bank Minnesota NA
 Norwest Corporation
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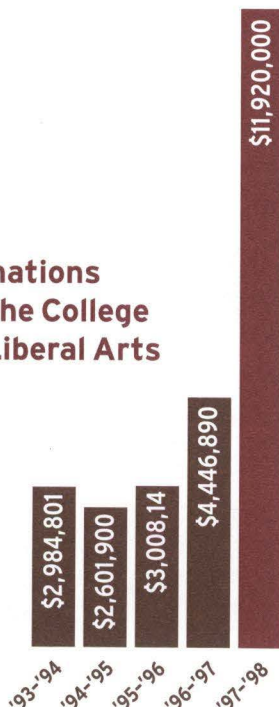
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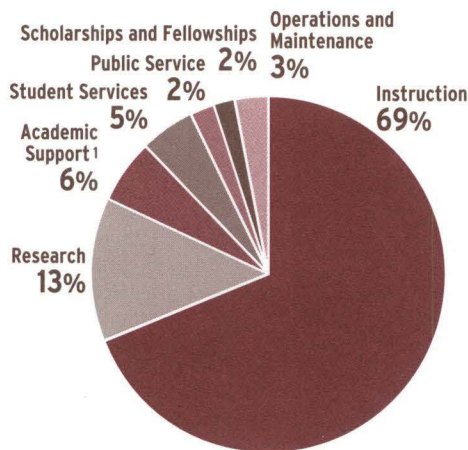
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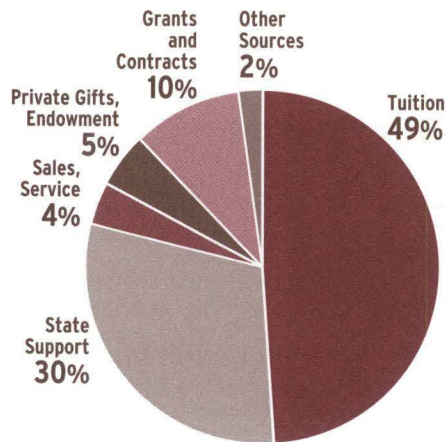
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- \$1.6 million to the Department of Political Science.
- \$1.5 million to establish the Sundet Family Chair in New Testament and Christian Studies.
- \$1 million to the Center for Holocaust and Genocide Studies.
- \$800,000 to complete the Barbara Barker Center for Dance.
- \$107,000 for a visiting artist series in the School of Music.
- \$77,000 to support the work of the Silha Center for Media Ethics and Law.
- Gifts from current or retired faculty to support their departments.
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- Contributions to Scholars of the College, to support faculty scholarship and creative work.

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Honors the following individuals and couples who have given gifts between \$100,000 and \$999,999. * indicates faculty or staff members. ♦ indicates deceased. **Bold face** indicates contribution made in the current year.

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■ \$50,000
can create
an endowment
for faculty
research
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■ \$2.5 million
will create an
endowed chair
in perpetuity for
a full-time senior
faculty member.

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1997-98 a record year for charitable giving

Dear Friends,
Throughout this special issue of *CLA Today*, you've read about the stunning achievements of people in your College of Liberal Arts. I hope our stories help you see how CLA is building on the gifts of the past—gifts of time, talent, resources, caring, passion, and creativity. We are all both beneficiaries and stewards of the magnificent work of those who were here before us. The generous gifts of this year's donors honor those predecessors while passing the legacy to future generations.

Generous is almost an understatement. This year, nearly 5,000 alumni/ae and friends delivered a 155 percent increase in gifts—more than \$11.92 million—to CLA students, faculty, and staff. Much of that total came in the form of endowments to ensure that the programs would be available in perpetuity. Some came in gifts of \$25; others in individual gifts of \$50,000,

\$200,000, even \$2 million. Some people made gifts of cash or appreciated stock; others used credit cards; others created trusts or annuities. All of these people had two things in common: they saw an opportunity to invest in CLA's future, and they truly did give from their hearts.

While the state supports ongoing faculty needs, private gifts allow us to attract world-class faculty and development centers of extraordinary excellence in the college. Lee and Louise Sundet understood this when they endowed the Sundet Family Chair in New Testament and Christian Studies. So did Ruth Drake, whose gift will bring visiting stars of opera and musical theater to the School of Music. And so did Emily Wilson, whose gift to the Scholars of the College fund will support vital faculty research.

Private gifts also support and nurture the talents of our best and brightest students. A \$2.7 million gift from Donald "Night Hawk" Hawkins of KSTP-radio fame will support undergraduate students in speech-communication and English. A \$1.6 million gift from N. Marbury Efi-



Merle Loppnow with Music School student Rachel Honthorn

menco will support graduate students in political science. Harriet Thwing Holden is supporting honor students through a charitable remainder trust. Caroline Brede's gift will support students in German. Shirley Moore, honoring her late husband, Dave, created a scholarship for theatre arts and journalism students. Professor Warren Roberts honored students in psychology with a gift for scholarships, and Merle Loppnow continued his support of theatre. Jean McGough Holten celebrated her passion for opera by creating a scholarship for promising opera students.

All of these gifts and many, many others have helped us to break new ground. The Center for Holocaust and Genocide Studies is opening its doors this year, thanks to a \$1 million gift from an anonymous donor. The Barbara Barker Center for Dance will open in March, thanks to the continuing generosity of dance enthusiasts Sage and John Cowles and a generous gift from Sheldon and Ellie Sturgis.

I understand the many competing interests and priorities that we all face when making philanthropic decisions. Those of you who have given to CLA belong to a very special community. Maroon and gold runs deep in your veins. You believe in CLA. You believe in a world of possibilities and want to ensure the continued greatness of this wonderful University. Our promise to you is that we will use your gifts to preserve what is best about CLA while building a future for the college that will continue to make you proud. On behalf of the faculty, students, and staff of CLA, I thank you from the bottom of my heart. And I invite the rest of you to join us this year and see what a difference you can make. —*Mary Hicks*

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GIFTS OF SERVICE

Besides recognizing on these pages those who have made monetary gifts to the college, we also want to pay tribute to CLA alumni/ae and friends for their invaluable gifts of service. Many have provided inspiration and wise counsel to the dean and others as we chart new directions and embark on new journeys in the college. Others have provided gifts of service to students—as mentors, as advisers and role models, as teachers. Many have opened their doors to offer our students guided tours into their futures through internships. All have opened their hearts and their minds to inspire, to lead, and to give.

We want to thank...

- Department chairs and other members of the faculty and staff, for their willingness always to go "above and beyond"; for their vision, their collaborative spirit, their good humor, and their wise, intelligent, and principled leadership and counsel.
- Members of the CLA Alumni Board, for their loyalty, their tireless service, and their heartfelt commitment to building relationships between the college and the alumni/ae community.
- Members of search committees, for their dedication to bringing to the college the very best candidates for faculty and staff positions.
- Members of the Communication Studies Task Force, for their careful research, their thorough and thoughtful examination of issues, their innovative and imaginative thinking, their spirit of cooperation, and their unerring commitment to excellence.
- Members of the business community, advisory boards, and steering committees, who have brought to the table their experience, their innovative ideas, their resources, and their commitment to liberal arts education—for helping to fuel change in the college and help chart new directions.
- All of the alumni/ae mentors who have been exemplars and guides for our students.
- All of our alumni/ae and friends who have been ambassadors for the college.



Harriet Thwing Holden

UNIVERSITY OF MINNESOTA

225 Johnston Hall
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Minneapolis, MN 55455

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10 Walter Library

See the sites: CLA on the Web

CLA's Web site was designed by B-Swing, a company cofounded by CLA alumna Jennifer Alstad '92 (see her story in the spring/summer issue of *CLA Today*). Check out the site at <http://www2.cla.umn.edu>.

If you click on Departments, Centers, and Programs, you'll find information about award-winning CLA faculty, academic programs, research projects, resources for students, and more!

<http://oslo.umn.edu/oslohome.htm>

Office for Special Learning Opportunities: Career services, internships, field learning and community service opportunities with businesses, government, human services, and arts organizations.

<http://events.tc.umn.edu/>

Find out what's happening at the U! Search for events at the U of M by date, name of event, or key word.

<http://cla.umn.edu/theater/index.html>

Upcoming events in theater and dance on campus.

<http://artdept.umn.edu/>

View faculty and student art work on the Web.

http://www2.cla.umn.edu/cla_courses/alist.asp

Some of CLA's hottest courses highlighted.

<http://www.bookstore.umn.edu/>

Buy books on line. Or look through the eye of the bookstore camera at <http://www.bookstore.umn.edu/stores/ebbscam.html>!

<http://go4ville.tc.umn.edu>

Gopherville is designed to help first-year commuter students adjust to campus life. Visitors may chat with other students, take virtual campus tours, link to other University Web sites, and more.

<http://www.daily.umn.edu>

Read the award-winning student newspaper on line.

<http://facm.umn.edu>

Updates on new facilities construction at the U—including the Barbara Barker Center for Dance.

<http://www.CISW.cla.umn.edu>

Resources of the Center for Interdisciplinary Studies of Writing, which sponsors research on writing and a range of other services.

<http://www.writinghelp.umn.edu>

Features online tutors—the Grammar Oracle and a Quick Check Grammar Guide; resources for students who are not native speakers of English; and help for finding writing tutors.

<http://www.isp.acad.umn.edu/>

International dateline news, international campus resources.

<http://www-engl.cla.umn.edu/lkd/vfg/VFGHome>

Voices From the Gaps: Women Writers of Color—focuses on the lives and works of many writers; has won six Internet awards.

<http://www.music.umn.edu/marchingband/songs.html>

Tune in to the University Marching Band's rendition of the "Minnesota Rouser," "Hail Minnesota!" and other U songs.

<http://www.semesters.tc.umn.edu>

Fall 1999, the U is changing from quarters to semesters. Check out this site for everything you need to know about semester conversion.

<http://www1.umn.edu/tc/courses/guide.html>

Descriptions of University courses; includes book lists, links to professors, ClassWeb links, and links to other sites.

<http://www.sjmc.umn.edu/resonance>

The School of Journalism's first Webzine, covering music and music-related topics in Minnesota. With RealAudio, you can tune in to music.

