

IUPUI PROFESSOR PROVIDES NEW HOPE TO HOMELESS VIA PHOTOGRAPHS

Lynn Pike, professor of sociology within the IU School of Liberal Arts at IUPUI, spent a year visiting an Indianapolis soup kitchen and photographing its guests. She had one question to guide her project: what were the guests going to do with the pictures she gave them? After gaining their trust, she discovered the many needs the homeless had for photos—using them to reconnect with family, giving them to children now in foster care, or providing them to potential employers.

“I didn’t have any idea what would happen,” Pike says. “I just wanted to see if I could develop a relationship and understand their lives. But I had to talk to them. And to get them to talk to me I had to give them something. So I gave them pictures.”

The project took shape when the North Methodist United Church invited her to conduct research at their soup kitchen, Bread & Bowl. The church is located in the inner-city and made a commitment to remain there while many others were moving to suburbs. The North Methodist United Church instead wanted to build relationships with their neighbors—the homeless, the poor.

Pike, a visual sociologist who uses images as data, depended on exchange theory—the act of trading—as a means to gain the trust of the soup kitchen guests—men, women, and children. If a guest allowed her to take a picture, she immediately gave them a copy. She used two cameras for the project—a digital and a Polaroid-like camera made by Fujiji which produced instant polaroid quality photos—allowing her to immediately reciprocate. She gave the guest the Polaroid-style photo and then had the digital photos printed and brought them back to the soup kitchen when she returned.

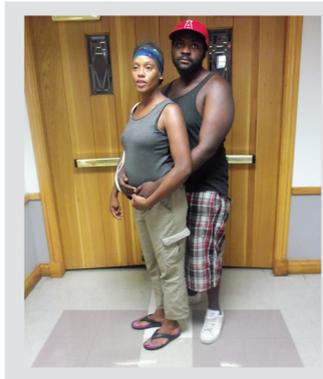
As she took more pictures and spent more time at the Bread & Bowl, she discovered the meaning photos had for the guests. “Many of them saw giving photographs as a means to begin reestablishing relationships with family,” she says. “Particularly when they were doing better—had an apartment or someplace to live or a job. They wanted pictures to send to their relatives.”

The pictures also acted as a means of identification when applying for a job and provided them with the sense of a unique identity. “They were worthy of having their photos taken and that gave them confidence,” Pike says.

Over the course of the year the guests, eager for pictures, began to take control of her project. They’d come in with specific ideas and locations for their photos, such as wanting to pose in front of a snow-draped tree. One man arrived carrying a black plastic garbage bag full of Goodwill clothing and wanted thirteen pictures for thirteen relatives. In the garbage bag were thirteen changes of clothes—one for each photo. They also began to bring their non-homeless relatives for family pictures. One asked for a photo each month to document the progress of her pregnancy. The pictures served as newlyweds’ only wedding photo, and as future obituary photos for the elderly. A photo held the promise of a better future—one man planned to hang his on the bare wall of a new apartment. Others were able to reflect on the pictures as signs of the progress they’d achieved. But the pictures were also grim reminders of trials and traumas. Pictures were meant to be given to children who had been removed from their parent’s care. One woman speculated her mother would soon need a recent photo to give to the police.

“There are so many instances where we take photographs of people who are unfortunately unaware they are being photographed—particularly the homeless sleeping on the street, drunk, mentally ill,” Pike says. “They don’t have any say whether they are giving permission to have their photographs taken. I didn’t want to do that. There’s a lot that has been written about taking advantage of people with photography. I went into [the project] with the idea I was going to give them something in return.”

Pike recently published an article in the journal, *Visual Ethnography*, about her year-long experience and new understanding of the homeless’ use of photographs. “They feel invisible in society and this gave them a presence,” Pike says. “Notice me. I’m here.”



“WHEN UNDERTAKING A PHOTOGRAPHIC STUDY OF INDIANAPOLIS’ HOMELESS, PROFESSOR OF SOCIOLOGY LYNN PIKE FOUND SOUP KITCHEN GUESTS WANTED PICTURES FOR A VARIETY OF REASONS, INCLUDING DOCUMENTING A PREGNANCY.”



“PIKE (RIGHT) MADE COPIES OF PHOTOS FOR THE PATRONS. THE PICTURES OFTEN ACTED AS A MEANS TO REESTABLISH COMMUNICATION WITH FAMILIES, A DOCUMENT FOR EMPLOYMENT, OR A SIGN OF BETTER THINGS TO COME.”



SOMETIMES GUESTS WOULD DISAPPEAR FOR MONTHS, BUT WHEN THEY RETURNED THEY WANTED COPIES OF THEIR PORTRAIT FROM THE “PICTURE LADY.”

CAMPUS-COMMUNITY PARTNERSHIP GIVES NEW IMMIGRANTS TOOLS FOR SUCCESS

By Trista Thomasson, Liberal Arts News Bureau

“I want to learn plumbing and get a license,” says Cesar Garcia. “What is *plumbing*?” asks fellow student Paul Huang. “Plumbing...it’s the transportation of water,” Garcia explains.

Garcia, 28, and Huang, 36, are two students in English for Everyday Living, a program developed by IUPUI graduate students in conjunction with The Indianapolis Public Library. Free to all members of the community who wish to attend, the program serves a diverse population including recent immigrants, refugees, and visiting workers. Classes resumed last September with two eight-week programs that were held simultaneously, one focused on the workplace and the other on everyday living.

Until recently, the options for English language learners in Indianapolis have been limited, something IUPUI alumna Amanda Snell sought to change. As a master’s student in the English department and Teaching English to Speakers of Other Languages (TESOL) program, Snell was approached by Professor Thom Upton to help create the program in 2011. “Dr. Upton knew that I was interested in working at the community level, so he asked me if I wanted to help. I started working with Jessica Moore, Immigration Outreach Specialist at The Indianapolis Public Library, to conduct a needs assessment,” says Snell. She started by finding out what classes were already available in Indianapolis and comparing them to more established programs.

She also did research on the different communities within Indianapolis to find the best locations for an English language program. “Haughville has a large Spanish-speaking population, and Southport has a large Burmese community,” she says. Currently, these are the two library branches that hold the class regularly.

English for Everyday Living is taught exclusively by IUPUI graduate students. One TESOL student and former music professor, Cindy Carr, explains the work that goes into preparing for and teaching one of these classes: “The first time I taught one of the library classes, I probably spent six hours preparing for one two-hour class!” One of the more difficult aspects of planning for a class like this, according to both Snell and Carr, is the varied levels of English that can exist within one group.



AMANDA SNELL, LIBERAL ARTS ALUMNA, TEACHES A CLASS FOR NEW IMMIGRANTS AT THE INDIANAPOLIS PUBLIC LIBRARY.

“In one class I worked with students ranging from an immigrant who was not literate in his native language to doctoral student who just wanted to gain experience with everyday conversation in English,” Carr explains. “You can imagine that planning and executing a class that will have something significant to offer learners at both ends of this spectrum is quite a challenge.”

These are challenges that Carr readily accepts, eager to prepare for her second teaching career. “I’ve been fascinated by languages as long as I can remember. I enjoyed learning Spanish and German in school, then learning Norwegian when I lived in Norway for a year doing post-graduate work in music. I became interested in the idea of teaching English just within the past few years, but I’ve quickly found it fascinating and rewarding,” she says.

“I chose the TESOL program at IUPUI simply because I was living here in Indianapolis and it was available, but I soon learned that it was a nationally-respected program with outstanding faculty who are leading scholars in their field and caring mentors to the students in their program,” Carr explains. According to her students, Carr’s teaching practice clearly reflects what she has seen in her own professors.

“Cindy is wonderful,” says visiting dental research scholar Janet Huang. “She is so professional, but still very kind. The most important thing for me is that I’m not scared to speak here.” Her husband, Paul Huang, explains that though they spent many years learning to read and write English in their home in Wuhan, China, it was imperative that they take English classes when they moved here for Janet’s work.

Cesar Garcia also sees the classes as an important tool in becoming more comfortable in the community, with the ultimate goal of entering school to become a licensed plumber. “This class has helped a lot. We learn reading, writing, pronunciation,” he says.

Thanks to the TESOL program and The Indianapolis Public Library, Garcia and the Huangs are just a few new immigrants who are now better prepared for success—both in the workplace and in their everyday lives in Indianapolis.



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JACKSON ENDOWS FACULTY CHAIR IN ANTHROPOLOGY, A FIRST FOR THE DEPARTMENT

In 1974, Dr. Barbara Jackson arrived at IUPUI with a hefty challenge from Dean Joseph Taylor: develop an anthropology department for the IU School of Liberal Arts. Jackson, who was trained as a socio-cultural anthropologist at Hunter College and the University of Minnesota, was up for the task.

“Together, we envisioned a department of anthropology appropriate to a modern urban campus, one that coupled the strengths of the traditional anthropological perspective with an applied focus,” Jackson says. “Competition for new faculty lines and other resources was intense. But due to the dedication, commitment to students and scholarly accomplishments of the early and subsequent faculty, the department was founded and thrived.”

A field researcher who worked in Mexico, Ojibwa reservation communities and among Midwestern working women, Jackson brought to the new department a focus on Native American cultures, contemporary Latin American culture and society, gender, religion and ethnographic field methods. Today, the department is known for urban archeology, community anthropology, and applied anthropology. It offers students diverse opportunities such as archaeological fieldwork at the Angel Mounds prehistoric archaeology site, ethnography and public history projects with Indianapolis residents, and ethnographic fieldwork in places including Mexico, Africa, and northern Europe.

Now professor emerita of anthropology, Dr. Jackson wants to see these opportunities continue for students and faculty while helping

the department grow. To this end, she’s established the Barbara D. Jackson Endowed Chair in Anthropology, which will be funded through a gift from her estate.

Jackson, who in addition to her work with the School of Liberal Arts was also a founding member of IUPUI’s University College and an associate dean of that unit, knows how important gifts of this kind can be.

She hopes the addition of a senior faculty position will allow the department to further expand its areas of specialization and enhance its ability to respond to an always-changing academic discipline. The endowed chair holder will be a key member of the department and will contribute to its activities through a combination of research, teaching, and service.

Jackson explains, “I wish to provide a significant gift of appreciation to the School of Liberal Arts and the faculty of the Department of Anthropology. At a personal level, I am deeply grateful for the rewarding professional career I enjoyed as a member of the faculty. But most importantly, this is an opportunity to acknowledge their extraordinary accomplishment in taking an ambitious vision for developing an applied anthropology program at IUPUI and making a ‘pipe dream’ a reality.”

“Having founded our Department of Anthropology, Barbara Jackson continues to strengthen and advance it,” said William Blomquist, dean of the School of Liberal Arts. “This is the latest inspiring act of leadership from one of our school’s finest leaders for the past 40 years. We’re truly grateful.”



“DR. BARBARA JACKSON WAS TASKED EARLY IN HER CAREER WITH BUILDING IUPUI’S ANTHROPOLOGY DEPARTMENT. THE BARBARA D. JACKSON ENDOWED CHAIR IN ANTHROPOLOGY WILL ENSURE THE PROGRAM’S CONTINUED GROWTH.”



A GIFT FROM PROFESSORS DAVID AND LINDA BELL ENDOWS A THESIS FELLOWSHIP FOR DEPARTMENT OF SOCIOLOGY GRADUATE STUDENTS.

NEW GIFT ENDOWS SOCIOLOGY GRADUATE THESIS FELLOWSHIP

A new gift to the Department of Sociology has endowed a thesis fellowship for graduate students. The David C. Bell Theory Fellowship in Sociology will be awarded to students based on the quality of their master’s thesis proposals.

The fellowship was created by David Bell, professor of sociology, and Linda Bell, professor of communication studies in the School of Liberal Arts and of family health in the School of Nursing.

“The fellowship provides support for the best thesis proposal,” says David Bell. “It is the result of a trust set up by my grandfather. I have a passion for theory and furthering its development and utility. Theory is the goal of almost all of my research and teaching. Without theory, you can’t make a difference. If you don’t know how society works, you can’t find a way to intervene and make things better.”

Bell hopes the award will encourage graduate students to develop strong theses that enhance their ability to contribute in a major way to social science and to do research that will advance the field of their chosen topic. The first fellowship will be awarded in 2015.

“Our graduate program trains students to go on for a PhD, conduct applied research at the master’s level, and teach,” says Bell. “The fellowship particularly encourages students who are going in these directions.”

Bell, who has been at IUPUI for 8 years, previously worked at a private research company. In his teaching and interaction with graduate students, he utilizes his industry experience to prepare them to use their careers to make a difference in society.

“When I heard that Dave and Linda Bell were going to establish a scholarship for students, I

wasn’t really all that surprised,” says Robert White, chair of the Department of Sociology. “They are wonderful and generous colleagues who lead by example.”

“It is an honor to be able to create this fellowship, to share with the department and encourage students,” says Bell.

ADVANCES IS A PUBLICATION OF THE IU SCHOOL OF LIBERAL ARTS AT IUPUI OFFICE OF DEVELOPMENT AND EXTERNAL AFFAIRS.

Writer: Josh Flynn, BA ’07, English • To contact the editors email libarts@iupui.edu



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BRADBURY DONATIONS BRING AUTHOR'S LEGACY TO IUPUI

Indianapolis is the new home for the papers and office library of one of America's master storytellers, Ray Bradbury (1922-2012). The author's family and his longtime friend, Professor Donn Albright of the Pratt Institute, a native Hoosier, recently donated collections of Bradbury's manuscripts and letters, along with furniture and other items, to the Center for Ray Bradbury Studies, a research component within the Institute for American Thought in the IU School of Liberal Arts at IUPUI. Since the Center's inception in 2007, it has developed an ever-expanding archive of Bradbury's writings and related reference books in the fields of fantasy and science fiction.

"The gifts from the Bradbury family and Professor Albright reinforce the writer's abiding ties to the Midwest. We plan to reconstruct Mr. Bradbury's home office as it existed in the mid-1960s, at the height of his power as a creative writer and cultural visionary," said Jonathan Eller, Chancellor's Professor of English and director of the Bradbury Center. Albright's gift, to be known as the Bradbury-Albright Collection, will be the centerpiece of the Bradbury Memorial. The archive is being created with the gift from the Bradbury family that includes furnishings, correspondence, awards and mementoes from Bradbury's home office.

Bradbury's work and influence span many aspects of modern American intellectual and popular culture, including mainstream literature, and the genre fields of science fiction, fantasy, horror, and detective fiction. His novels and story collections include such

perennial favorites as *The Martian Chronicles*, *The Illustrated Man*, *The Golden Apples of the Sun* and *Fahrenheit 451*. Materials related to these literary works, as well as his film and television adaptations, are included in the donation.

"The Ray Bradbury items are a tremendous addition to the Center for Ray Bradbury Studies, one of five scholarly editions that are part of the Institute for American Thought at IUPUI," IUPUI Chancellor Charles R. Bantz said. "Recently named an IUPUI Signature Center, the Institute for American Thought is internationally recognized for the work of the faculty and staff to preserve, research and publish authoritative texts by important American writers. Being able to display the Ray Bradbury artifacts from his office library will present Bradbury in a compelling way for countless readers of his work."

The new gifts to the Center will further its mission of publishing Bradbury's early stories in their original forms. *The Collected Stories of Ray Bradbury — A Critical Edition: Volume 1, 1938-1943* was published in 2011; Volume 2, comprising Bradbury's stories

of the 1943-44 period, is forthcoming.

"The outreach potential of these gifts is unprecedented," Eller said. "We have an established presence throughout the Indianapolis Public Library system, and we hope the displays and the resources of the Center will enable us to benefit the schools and communities of Indiana, as well as scholars and students across the country and abroad."



PROFESSOR JONATHAN ELLER WITH ITEMS FROM THE BRADBURY FAMILY AND FRIENDS THAT ARE NOW PART OF THE CENTER FOR RAY BRADBURY STUDIES COLLECTION.

STUDENTS EXPERIENCE CULTURE, MUSEUM CARE DURING ALASKA FIELD STUDY

It doesn't take chairs and desks to make a classroom. The students who embarked on a three-week field study in Alaska during summer 2013 had an unforgettable learning adventure, experiencing how to help preserve a community's cultural collections and how to listen to community needs and respond appropriately.

The field study took place with the guidance of Holly Cusack-McVeigh, assistant professor of anthropology and museum studies and a public scholar of collections and community curation, who lived and conducted research in Alaska for two decades before coming to IUPUI.

The first task on the agenda was a tour of the Anchorage Museum where students met with Native American tribal members and discussed environmental and cultural concerns. One of them

was a National Park Service anthropologist from a rural Athabaskan village west of Anchorage. "She said park services and museums often only want to put a few native objects in and then they feel like they've done a good job of incorporating Native perspectives," says Alyssa Boge, a graduate museum studies student. "But realistically they aren't addressing fundamental issues of Native worldviews vs. Western worldviews. So she instilled the idea that it isn't about sprinkling the Native into something."

The students then began their work in the small Nanwalek Museum, focusing on three main goals: rehousing objects, organizing artifact storage, and cleaning objects in the collection. They knew the importance of respecting choices made by community members. "We didn't want



to overstep boundaries," anthropology student Megan Elmore says. "We wanted to make sure they knew we were just trying to help them facilitate their museum work."

"For the anthropology students it was an opportunity for them to live and work in another culture. For the museum studies students, it was an opportunity to apply their classroom skills ▶

ACCESS INDY WORKS TO SUPPORT MUSEUM ACCESSIBILITY

When Kristina Johnson (MA Museum Studies, 2013) began to experience hearing loss, instead of focusing on the negative she decided to let the diagnosis inspire her to seek answers on how she could work to improve museum experiences for others.

People with disabilities can find museums full of obstacles that hinder their experience. A museum might not have been upgraded for wheelchair access. For the visually impaired, audio recordings offering descriptions and information are costly and often beyond museum staff experience. Museum visitors with hearing difficulty miss out on lectures and guided tours.

"My personal experience motivated me to return to school and pursue a career focused on making museums places where people with disabilities can fully participate without facing barriers," she says. While completing her master's degree in Museum Studies from the IU School of Liberal Arts, she met accessibility and disability experts and thought about ways to get people together to talk more about the issues.

The answer to the question was Access Indy, a series of roundtable discussions for museum and cultural arts professionals that launched in November 2012. Thanks to a grant from the Indiana Arts Commission, the program is in its second year of helping Indiana museums improve access and inclusion for people with disabilities.

First year events included discussions about state and federal accessibility laws, the types of barriers that affect visitor experience, and universal design principles. Johnson also led a discussion on how to connect with community partners who can advise museums

on building accessible programs, and techniques to evaluate the effectiveness of accessible programs.

"The Indiana Arts Commission funding is definitely helping us reach a bigger audience by enabling us to build a website and maintain online resources," Johnson says. "The opportunity to offer more roundtable sessions is a great way to influence current museum practice by providing opportunities to discuss difficult topics in an open and non-confrontational setting."

Elizabeth Kryder-Reid, associate professor of anthropology and museum studies and director of the Cultural Heritage Research Center, has mentored Johnson since Access Indy's inception. She helps Johnson identify resources for the program and long-term planning. Kryder-Reid prepared and submitted the grant application to the Indiana Arts Commission, and oversees the administration of that grant through the center. "With her vision and her passion for inclusion and accessibility, Kris is developing a collaborative network that will be a model nationally," says Kryder-Reid.

Johnson says it's important to continue the dialogue about accessibility issues. She says it's more than a government checklist; it's more than two decades after the Americans with Disabilities Act (ADA) was passed, people with disabilities still face obstacles that prevent them from participating in their communities. "Access and inclusion is an important issue that needs our attention," she says. And Access Indy is doing just that.



KRISTINA JOHNSON (MA MUSEUM STUDIES, 2013), WORKING WITH PROFESSOR ELIZABETH KRYDER-REID (LEFT), CREATED ACCESS INDY TO RAISE DISABILITY AWARENESS AT MUSEUMS.

in a real museum setting with very limited resources," says Cusack-McVeigh. "But most importantly it was about working on a community project that was based on community priorities. This was a lesson in learning how to fit in, how to be genuinely accepted and how to work with respect—to determine what the needs and what the desires of the community members were."

Community members visited the students as they worked in the museum and shared stories about specific artifacts and photographs in the collection. The students also taught community members how to take care of the objects and worked to engage the community's children and teens in the preservation of their culture.

"Many of the things my students learned on the field study, they couldn't learn in a classroom," says Cusack-McVeigh. "I could have lectured about the importance of being flexible and responding to community priorities but it is a very different thing to experience this first-hand."



A THREE-WEEK FIELD STUDY IN ALASKA TAUGHT IUPUI STUDENTS HOW TO WORK WITH A COMMUNITY, HELPING THE NANWALEK MUSEUM ORGANIZE AND CLEAN THEIR COLLECTION AND LEARNING FROM LOCAL CITIZENS.

ESCAMILLA BALANCES CLASSROOM, PLAYING FIELD AS STUDENT ATHLETE

College life is hectic enough. There are papers to write, personal and work responsibilities to manage, and exams throughout each semester. Student athletes add strength and conditioning training, team practices, and competition to their work load. That's the life of Emili Escamilla, junior political science major and infielder/pitcher for the IUPUI Jaguars softball team. In the off season, her day begins with weights at 7 a.m. followed by pitching practice. In February, the 50 game southern began (including 11 matchups against six 2013 NCAA tournament teams), ending the academic year with a flurry.

Escamilla, a southern California native, is used to the schedule. She's been playing softball since she was four, and as she moved through the age groups and reached high school competition, the sport became a year-round activity. She found her way to IUPUI through a softball showcase tournament that was heavily attended by college scouts. "I fell in love with the campus and downtown Indianapolis," she says. "I wanted to go outside of California. I felt right at home during my visit and decided to commit."

Two years later, Escamilla's daily planner has become as essential to her life as a ball and glove. "Being a student athlete you are guaranteed to have late nights. The majority of the day you are either training or in class. Nights are to catch up on readings and assignments."

The School of Liberal Arts and the university offer plenty of resources to help her succeed in the classroom. She is a frequent visitor to the Writing Center and appreciates the feedback and advice she receives from the consultants. Athletic academic advisors also match athletes to mentors who help them stay on track. "You always have some sort of assistance," she says. "It's just a matter of taking initiative and asking for help."

During the softball season, Escamilla is faced with missing classes due to competition. "Before the semester even starts I introduce myself and let [professors] know I'm a student athlete and make sure it's ok that I will miss a couple of classes. The professors are really helpful," she says. The team also sets aside study hours for the athletes. Sometimes those hours fall during travel time or before games. "There are times when it's midnight and we're on the bus heading home and I'm on my laptop finishing a paper," she says.

"As a liberal arts student there is a lot of reading and there is a lot of writing that comes with it," she says. "There's a lot of critical thinking involved. It's tough but it's something I enjoy. I can handle it."

With softball season underway, Escamilla expects to see her classroom success echoed on the field, and she anticipates a strong season for the Jaguars. "We have fresh talent, experience," she says. "I feel with that working together it will be a good season for us."



EMILI ESCAMILLA, POLITICAL SCIENCE STUDENT AND ATHLETE, WORKS TO SUCCEED IN THE CLASSROOM AND ON THE DIAMOND.

PUBLIC HISTORY STUDENTS BUILD APP FOR INDIANAPOLIS WALKING TOURS

Ever walked around Indianapolis and wondered about the history of a particular building, like the L.S. Ayers Department Store or Murat Shrine?

Thanks to graduate students in the Liberal Arts' Public History program, there will soon be a smart phone app that gives guided tours around Indianapolis, providing information about the city's history. Students assembled three tours that focus on the themes: Pathways through the City, In Sickness and in Health, and Sacred Spaces. A fourth tour focused on sports is also in the works, and more tours will become available in upcoming months, including neighborhood walking tours. When the app is finished it will be made available as a free download on iTunes and Google Play. The project is a collaboration between the Public History program and the National Council on Public History, which is housed within the School of Liberal Arts.

The app uses geolocation technology to pinpoint user locations and provides text, audio and video, and images. Some of the places included are Hinkle Fieldhouse, the Madame C. J. Walker Theater, and Crown Hill Cemetery. "It's a good opportunity for students to get a sense of what it's like to write for the public sphere and how to tell engaging stories that will be of broad interest," says Rebecca Shrum, assistant professor of history. "We train them to do the full work of historians—to produce articles with the full scholarly apparatus—but also as a public history program we want them to be able to work with public groups and create products the public will engage with and enjoy and learn from."

The project could have a ripple effect by inspiring community interest in the preservation of Indianapolis neighborhoods. Shrum is already finding people who have developed neighborhood walking tours who want to transfer their work into the app. She also envisions opportunities for the general public to share their own recollections about historical events and locations. "Say they are

at a site and they have a story about it or had a family member who lived there and they want to contribute that information, there would be a way for them to be engaged in not just consuming the story but also telling it," Schrum says.

Local organizations such as the Indiana Historical Society, Indiana Historical Bureau, Walk Historical Indy, and Indiana's Department of Natural Resources' Division of Historic Preservation and Archaeology are partners in creating the app, which was also supported by a grant from Indiana Humanities.

Public History is a graduate track available within the Department of History. Students learn to do research, as well as how to analyze, interpret and communicate research results. The ultimate goal is to prepare students to practice their craft in public venues such as museums, government agencies, historical societies, libraries or archives. More information: <http://go.iu.edu/9Xq>

NEW GIFTS ENDOW ECONOMICS' ROBERT SANDY SEMINAR SERIES



GIFTS FROM PROFESSOR EMERITUS ROBERT SANDY (SECOND FROM LEFT) AND ALUM DAVID DRISCOLL (SECOND FROM RIGHT) WILL FUND THE ROBERT SANDY SEMINAR SERIES, BRINGING TOP ECONOMISTS LIKE DAN HAMERMESH (LEFT) TO CAMPUS TO SHARE INSIGHTS WITH GRADUATE STUDENTS AND FACULTY. ALSO PICTURED: PROFESSOR EMERITUS ROBERT KIRK (CENTER) AND PROFESSOR PAUL CARLIN (RIGHT).

Two gifts to the Department of Economics in the IU School of Liberal Arts at IUPUI have endowed the Robert Sandy Seminar Series, ensuring that economics students and faculty will continue to interact with some of the discipline's brightest researchers.

The gifts were made by professor emeritus of economics Robert Sandy and economics alumnus David Driscoll.

The seminar series began as a means to make the economics department more visible, says Professor Emeritus Robert Sandy, who served as the economics department chair for 12 years before finishing his career as an administrator within the Indiana University President's Office. "One way the seminar helped with the visibility of the department is we would invite faculty from nearby universities to give talks and then they would meet the department and see there were people here who were serious scholars. We built a reputation step-by-step through the seminar," he says.

As an undergraduate student at IUPUI in the late 1970s, David Driscoll was in the department in its early years. He was aware of the growth of his undergrad program as he earned his master's and then moved to Boston and began a career as an actuary.

Driscoll has made various gifts to IUPUI and the Economics Department, also helping fund the Robert Kirk New Economics Major Award. He says the Seminar Series is good for students who get to see how economists go about developing their ideas and researching their topics.

"It's wonderful to imagine that over the past 30-some years the department has grown so much both in terms of the quantity and quality of the faculty, and that it's expanded immensely in terms of teaching, the research it turns out, and its reputation," Driscoll says.

"To play a small part in helping facilitate that growth is something I'm very happy to have been able to do."

"The department's seminar series is aptly named for our colleague Bob Sandy who worked so effectively on behalf of the department to advance its research reputation," said William Blomquist, dean of the IU School of Liberal Arts at IUPUI. "We're very grateful to Bob and to our alumnus David Driscoll for their generosity which ensures the series' permanence as well as its prominence."

Today the Robert Sandy Seminar Series features presentations on emerging topics of interest to department faculty and students as well as specialized sessions on specific economics questions. The 2013-2014 seminars kicked off with acclaimed economist Dan Hamermesh from the University of Texas Austin.

IUPUI faculty and graduate students also present their research, says Professor Henry Mak, the Seminar Series coordinator. All are encouraged to present work-in-progress and use the feedback that comes through the Seminar to enhance their research products.

"In addition to the seminars, usually we have individual meetings between the speaker and faculty and the speaker and grad students," Mak says. "So the faculty members can benefit from interacting with the speaker and the students can also benefit because they can talk about their own research and get some feedback."

"We were pretty close to off-the-charts when the seminar began—near the bottom of econ departments around the nation," Sandy says. "[Ten years later] we were competitive with Ph.D. programs around the nation. The culture of the department changed. The seminar makes a huge difference and with my and David's gifts, I hope the department can draw an even wider circle of influence."

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