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CAS NEWS

Letter from the Dean

[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)**By Joe Stone***Dean of Arts and Sciences*

Are there particular courses or professors that you remember from your own days at the University of Oregon? For many years after our days in college, and perhaps all our lives, many of us will remember individual courses and special professors—those few who truly made distinctive, life-long impressions. At the same time, we are daily reminded—in

our jobs and in our personal lives—of the many other courses and professors that helped us build the foundation for a lifetime of learning, intellectual curiosity, and professional success, even as they blur together in our memories. Of course, education means more than just sitting in classrooms and reading books. It involves meaningful interactions with stellar faculty, exchanging ideas with peers, and finding ways to apply intellect and learning in immediate, practical ways. The whole of a student's undergraduate education—distinctively memorable courses and professors, the larger set of courses and professors that form the foundation of a degree, and the more informal ways of learning and interacting with others—is, indeed, greater than the sum of the individual parts.

The University of Oregon continues to explore better ways to challenge and educate the current generation of students. As the UO's largest academic unit—almost two-thirds of all undergraduates major in the liberal arts, and all undergraduates take liberal arts classes—the College of Arts & Sciences seeks ways, new and old, to provide students with the opportunities

that will best prepare them for life after college. To this end, CAS has played an active and central role in a variety of recent initiatives, including:

Rippey Freshman Interest Groups, an innovative set of our popular Freshman Interest Groups in which freshmen have the opportunity during the fall term to interact with professors who coordinate several themes across their courses (e.g., the interplay between economics and journalism, urban politics and world history, or science and philosophy).

Pathways, a creative set of thematically linked courses and activities designed to provide freshmen with a small-college experience throughout the first year and into the second, while meeting general university requirements and allowing flexibility to take courses outside the Pathway.

Faculty-in-Residence, faculty who work closely with students in individual dormitories to build a sense of community, challenge their intellect, reinforce the academic experience from formal courses, and nurture the maturity needed to make wise personal choices.

Week of Welcome for incoming students, which has an increased focus on academic rigor and gives students opportunities to interact with faculty in various parts of the campus, to benefit from the advice and insights of peer advisers, and to enjoy the festivity of our academic community.

Participatory Learning Experiences (PLEs) for upper-division undergraduates, a range of hands-on learning opportunities, including internships, volunteer experiences, field camps, laboratory activities and research projects supervised by faculty.

Dean's Scholarships, which are offered to a wide range of high-achieving high school graduates and have helped to make Oregon more attractive and affordable to many of the best resident and nonresident high school graduates.

CAS Alumni Scholarships, which are offered to a set of the brightest, most needy Oregon high school graduates who are intending to major in the liberal arts and sciences. Contributions through alumni like you make these scholarships possible and are already helping bring to campus some of Oregon's top students with otherwise limited opportunities to attend college.

This issue of Cascade illustrates the wide variety of practical learning experiences offered to students throughout the humanities, social sciences, and sciences in the College of Arts and Sciences. Some of the hands-on learning opportunities available to students include map design, applications of

geographic information systems, creative writing and performance, theater, community literacy programs, pre-medical training, speech and debate, writing and editing for the nation's first undergraduate law journal, searching for artifacts of the distant past, digging to reveal geological formations, and innovative technological research and application in science laboratories and computer science. I hope you enjoy the illustrations in this issue, the opportunities they provide to the current generation of students, and the dedication of our faculty they represent.

Photo by Jack Liu



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Participatory Learning

Students Put Classroom Knowledge to Work

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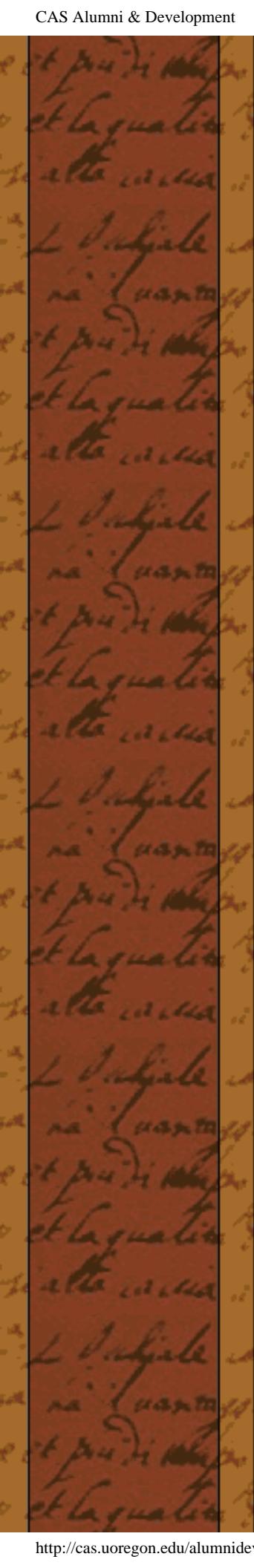


Elizabeth White, who graduated in June 2000 with a psychology degree, appreciates the time she spent as an intern at the Maude Kerns Art Center in Eugene during her senior year. White helped develop evaluation tools for preschoolers, adolescents and adults in the Center's art classes; helped create a video that represented the center; and worked with pre-schoolers in a class, "Art All Around Us."

White says the internship introduced her to nonprofit organizations, teaching and the amazing art community here in Eugene, as well as elsewhere. "I think that having done this internship, some of my ideas about my future were enhanced, like working with people of all ages and having the opportunity to always be creative, while totally new ideas, such as working for a nonprofit organization, were introduced," she says.

White's internship was part of the University of Oregon's new focus on Participatory Learning Experiences (PLEs), which enable students to put classroom learning into practice. Through PLEs, students can earn academic credit while exploring their vocational and avocational interests.

PLEs encompass a range of hands-on learning opportunities, including internships, volunteer projects, field studies, laboratory activities and individual research projects closely supervised by faculty. They are broadened conceptions of traditional internships, says Donald Van Houten, former Arts and Sciences



dean who chairs an advisory committee that coordinates PLE programs across campus. PLEs should enhance students' abilities to analyze problems, develop solutions and communicate clearly, he says.

Created as part of the university's Process for Change—a two-year effort to plan and implement ideas for educational improvements—PLEs play an important role in the university's efforts to create a more student-centered education model. While the concept is not new to the UO, the current emphasis on PLEs will expand and improve these learning opportunities throughout the university.

Van Houten's committee has established a set of criteria to help ensure students have a quality experience and know what to expect from departments. He says the criteria also are important because they help "community partners" who are supervising students know what to expect from students and the university.

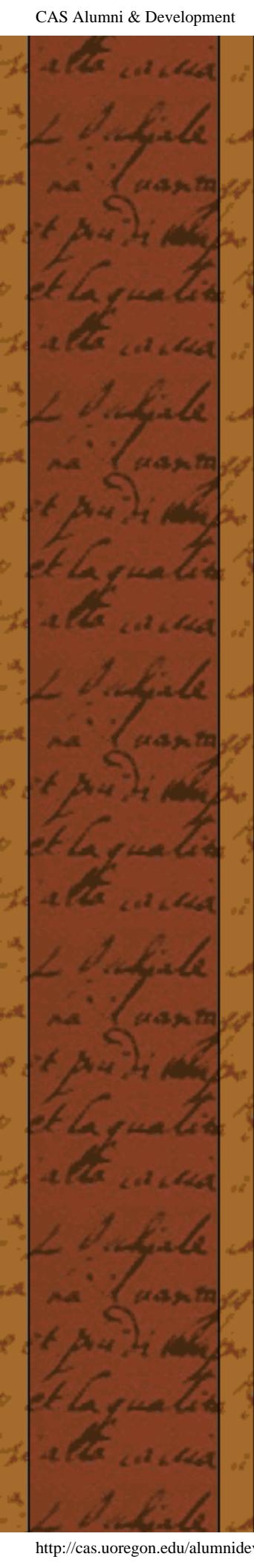
Standards specify that PLEs must be related to departmental educational objectives, they must be graded on a pass/no pass basis, and departments must approve and supervise the students' involvement.

Jane S. De Gidio, associate vice provost for the Division of Student Academic Affairs and a committee member, says student involvement on campus and in the community helps ensure student success. She adds that students who do internships are more likely to get jobs in their field.

Already more than twenty-five departments and schools have signed up to offer PLEs, including CAS departments such as anthropology, English, geography, biology, psychology, linguistics, theatre arts, and exercise and movement science, to name a few.

Doris Payne, a professor of linguistics, believes PLEs benefit students by providing greater world awareness and a firsthand knowledge of the research process. Payne has had undergraduates work with her on a variety of linguistics research projects, including the Yagua texts, a minority language of South America, and the Maasai language project. She says these kinds of research opportunities have helped students develop skills uniquely related to linguistics research, such as the understanding and use of electronic/database programs for text analysis and use of acoustic phonetic tools for language processing.

PLEs are particularly prevalent in exercise and movement science, a popular area of study for students who plan to work



in health professions. For Lacey Alexander, who recently received a bachelor's degree in exercise and movement science and general science, completing an internship at the Eye Center gave her an opportunity to gain clinical experience and to observe the practice of medicine in order to aid her career decisions. She also was able to integrate the knowledge she was gaining from her classes with the practical experience she was acquiring at the Eye Center.

"I enjoyed the connection between the material we covered in anatomy and how that knowledge is applied clinically," she says. "There was a patient who was diagnosed with pupil sparing diabetic third nerve (oculomotor nerve) palsy, as I was studying the cranial nerves and their functions in anatomy. Not knowing the diagnosis, I was given this patient's case as a research question. When presented with the question, I immediately concluded that the diagnosis had something to do with a disorder of the oculomotor nerve simply from my anatomical knowledge. This situation is an example of a culminating moment during the course of my internship of the integration between academic knowledge and clinical application."

The College of Arts & Sciences hopes to bring awareness to the opportunities presented by the university's emphasis on participatory learning. Last spring, as part of a challenge grant, the Annual Giving Program raised more than \$25,000 in Telefund donations for PLEs. CAS Director of Development David Begun says, "Our faculty and our donors are excited about this program. We're grateful to all the donors who helped us meet this challenge."

Graduate Elizabeth White says PLEs create diversity within the college education experience, and students should take advantage of them. "I would recommend that if anyone has the desire or opportunity to do an internship to do so," she says.

Photo: PLEs give students in several CAS departments, such as exercise and movement science, an opportunity to apply knowledge to practice.

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Renowned Chemist and Esteemed Writer Honored

CAS Names 2000-01 Distinguished Professors

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[1998-1999 Distinguished Professors](#)

Frederick "Rick" Dahlquist and **Garrett Hongo** are the recipients of the 2000-2001 College of Arts & Sciences Distinguished Professorships. This annual award recognizes senior CAS faculty members for their scholarly accomplishments. A committee of emeriti faculty and currently endowed chair holders selects the candidates from departmental nominations. As part of the award appointment, each professor will present a lecture on campus during the 2000-2001 academic year. The lectures, which are held in Gerlinger Lounge, are free and open to the public.

Dahlquist, professor and head of the chemistry department, is internationally recognized for his leadership in structural biology and microbiology. In his nearly thirty years at the UO, Dahlquist has worked on one of the central problems in quantitative molecular biology, trying to understand the molecular basis of the recognition and dynamics of interactions within macromolecular machines that control the function of living cells. In recent years, he has studied the molecular mechanisms that allow proteins to process information. His research has led to a better understanding of how proteins recognize and interact with each other to carry out their biological function; research



that has brought him to the forefront of his field. Dahlquist is the recipient of a Sloan Research Fellowship and is a Fellow of the American Academy of Microbiology. Dahlquist will present his lecture at 4 p.m. on Tuesday, April 24, 2001.



Garrett Hongo is a writer whose poetry, memoir and essays have helped define current and continuing visions of the American experience. Hongo joined the UO creative writing faculty in 1989 and currently serves as professor and director of the program. He is the author of a memoir, *Volcano* (Knopf, 1995), which won the 1996 Oregon Book Award for Literary Nonfiction, and two books of poetry, *Yellow Light* and *The River of Heaven*. *The River of Heaven* was the Academy of American Poets' 1987 Lamont Poetry Selection and a finalist for the Pulitzer Prize in 1989. His poems and essays have appeared in *American Poetry Review*, *Antaeus*, *New England Review*, *Ploughshares*, the *New York Times*, the *Los Angeles Times*, and the *New Yorker*. He has received numerous honors, including fellowships from the National Endowment for the Arts and Guggenheim Foundation, and he was profiled on the PBS series, "Moyers: The Power of the Word." Hongo will present his lecture at 4 p.m. on Tuesday, Nov. 14, 2000.



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Green Chemistry

UO Chemistry Student Receives National Honors for His Efforts

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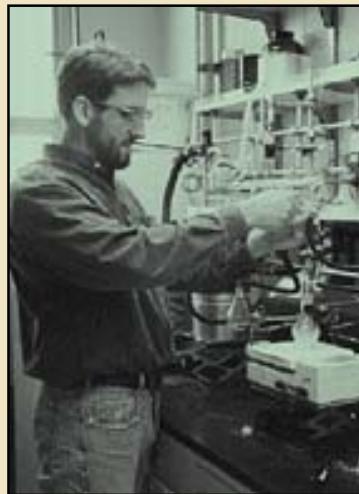
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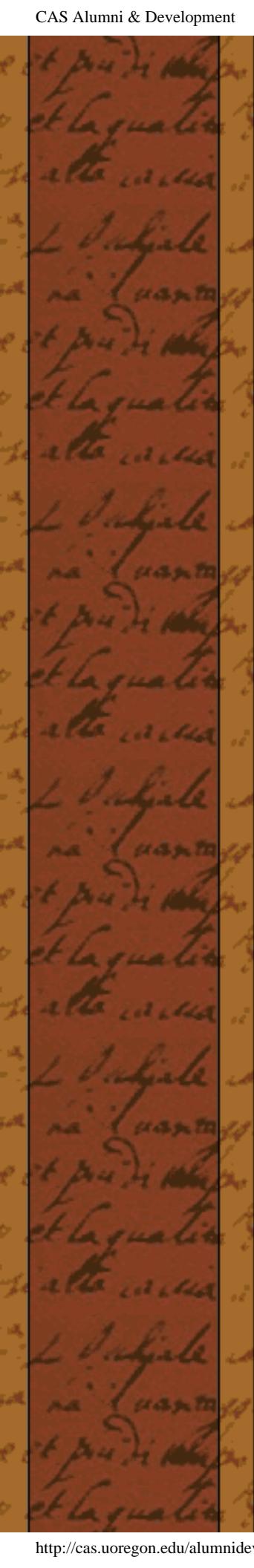
A University of Oregon chemistry student is helping to make the world a little greener, and his efforts are being noticed nationally.

Scott Reed, a fifth-year doctoral student in chemistry, recently received the Kenneth G. Hancock Memorial Student Award in Green Chemistry for his role in developing the world's first organic green chemistry instructional laboratory for undergraduates at the UO. Presented by the

American Chemical Society to just one student per year, the award carries tremendous prestige for those working in the growing area of green chemistry.

Reed, who accepted his award this summer in Washington, D.C., says winning the Hancock Award added legitimacy to the project. "They [the committee] appreciate that one of the best ways to make a conceptual change in chemistry is to change the way we educate people," he said.

Green chemistry methods seek to reduce the potential for hazard in chemistry by finding creative ways to minimize the human and environmental impact without stifling scientific progress. While green chemistry principles occasionally are taught in organic chemistry classrooms, green chemistry experiments did not make it into instructional laboratories until the UO's pilot green chemistry lab in 1998, a lab that Reed and other graduate students helped design.



Reed became interested in helping develop the lab after his advisor, chemistry professor Jim Hutchison, began researching green chemistry as a way to reduce reliance on the limited lab safety equipment that is necessary to protect students from the toxic chemicals used in traditional organic labs. Hutchison and fellow professor Ken Doxsee began to design the curriculum, and they recruited several graduate students to help.

Reed's role was to research and modify experiments that would work within the space and time restrictions of an instructional lab setting. It turned out to be a very big challenge. "For every lab we changed, there was a lot of effort involved," he says.

The key challenge the lab designers faced was to find experiments that would teach the same skills and techniques as a traditional lab, but use more benign chemicals to illustrate those concepts, says Reed. Although green experiments existed in the literature, none were tailored to the time restrictions of a student lab.

One of Reed's most noteworthy accomplishments is the adaptation of an experiment to synthesize adipic acid, a chemical used to make nylon. Typically, nitric acid is used as the oxidant. An unfortunate byproduct is nitrous oxide, a chemical that contributes to ozone depletion. The green version substitutes a low concentration of hydrogen peroxide as an alternative to the nitric acid, making the experiment much less hazardous. Reed was able to modify and optimize the experiment for the teaching laboratory. The *Journal of Chemical Education* recently accepted his experiment for publication this year.

While it is unusual for graduate students to be involved in curriculum development, Reed received a special fellowship through the Department of Education, which provided him with funding to focus on designing the new experiments. Reed says although work on his doctoral project sometimes had to be put on the back burner, the experience was worth the extra effort and will forever influence the way he looks at chemistry.

"Anyone who's doing chemistry is pulling chemicals off the shelf and anyone can use the concepts of green chemistry in deciding what they pull off the shelf," Reed says. "Someday, green chemistry will just be the way chemistry is done."

The UO eventually plans to convert all organic chemistry labs to the green format. Professor Hutchison says he hopes students of green chemistry will carry their new knowledge with them to work. "We really believe that the experiments students learn will help plant the seed to use these kinds of chemistry in industrial

settings," he says. Perhaps they can teach their co-workers to think a little harder about what they pull off that shelf.

Photo: Scott Reed at work in the chemistry lab. (Photo by Cindy Lundeen)



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Computer and Information Science Leading the Way in Networking Research

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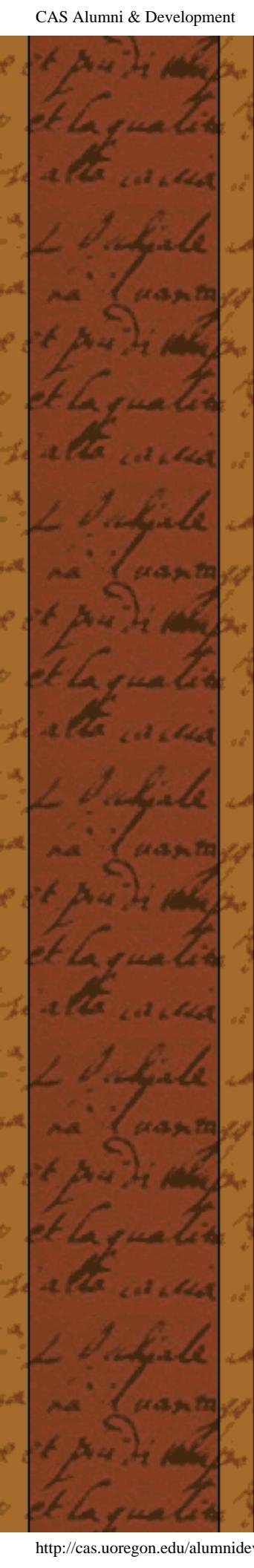
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Who doesn't like to receive money for their birthday? For the Department of Computer and Information Science—one of the oldest computer science departments in the country—turning thirty this year was reason to celebrate. And the occasion was sweetened by the department's recent receipt of nearly \$1 million in grants from the National Science Foundation and the Intel Curriculum Foundation that will enable researchers to break new ground in the area of networking.

Since the department's creation in 1969, the University of Oregon long has been among the forward-looking universities in recognizing the importance of computer science. During the years, the department has made changes to keep up with emerging technologies. Modern computers have replaced the department's original clunky mainframe computer, and a little more than a decade ago, the department got a substantial upgrade with the completion of Deschutes Hall. The three-story, 30,000-square-foot structure is a vast improvement over the department's previous campus quarters in the cramped basement of Prince Lucien Campbell Hall. Curriculum also has expanded on all levels. According to department head Sarah Douglas, after the Ph.D. program was added in 1982, the department's focus shifted from teaching to a greater emphasis on research. Today, that research predominantly centers on networking.

"In the broadest sense, networking is hooking computers together so they can share information and computational



power," explains Virginia "Ginnie" Lo, associate professor. "The latest thing is trying to use the Internet and all the different computers that are hooked to it for high-performance computing."

For Lo, assistant professor Daniel Zappala, professor Andrzej Proskurowski, and professor and associate department head Arthur Farley, the three-year, \$922,000 grant from the National Science Foundation will support research on the scientific foundation for multicast technology, an advanced form of networking. Simply put, multicast is group communication using the Internet. Research will target large-scale communication capacity along with transmission quality. For example, in the future a television network may want to broadcast a program through the Internet to personal computers. "If CNN sends all those video images to each person who wants to receive it, that would totally overwhelm the Internet. Multicast is a way to send it to lots and lots of receivers very efficiently," says Lo. She sees the technology ultimately branching from one source to multiple sources with interactive multiple receivers.

The one-year, \$70,000 grant from Intel will support the team of Lo, Zappala and associate professor Allen Malony in their efforts to develop laboratory-based coursework in networking and operating systems. Zappala began teaching networking at the UO in 1997, but now will expand graduate courses to include creating software that uses technological research such as multicast. In turn, undergraduate students will benefit by using that software in their courses, says Zappala. The grant also will fund a 20-computer Internet lab designated for networking research and courses.

For the 500-plus students currently majoring in computer science, CIS' focus on networking research and coursework will give them an advantage as they enter the job market. A recent projection by the Department of Commerce shows Oregon's technology workforce tripling in the next six years, with intense growth in the area of networking.

Joannie Humphreys recently completed her undergraduate degree as a joint math and computer science major and soon will begin her graduate studies. She sees her career choices as spanning from research to systems administration to teaching computer science. "I'm definitely interested in anything networking-related. Even as an undergraduate, there is an amazing amount of jobs out there," she says.

Sivaramakrishna Iyer Krishnan applied to the CIS graduate program after completing his undergrad studies in India. He received four job offers during the summer, including from Intel and CISCO. "I see myself as a leading researcher in the field of

computer science who will contribute a lot to science," he says.

Photo: CIS master's student Joannie Humphreys (sitting) and Professors Ginnie Lo and Daniel Zappala. (Photo by Cindy Lundeen)



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Exercise and Movement Science Students

Providing Rehabilitation Services for the Community

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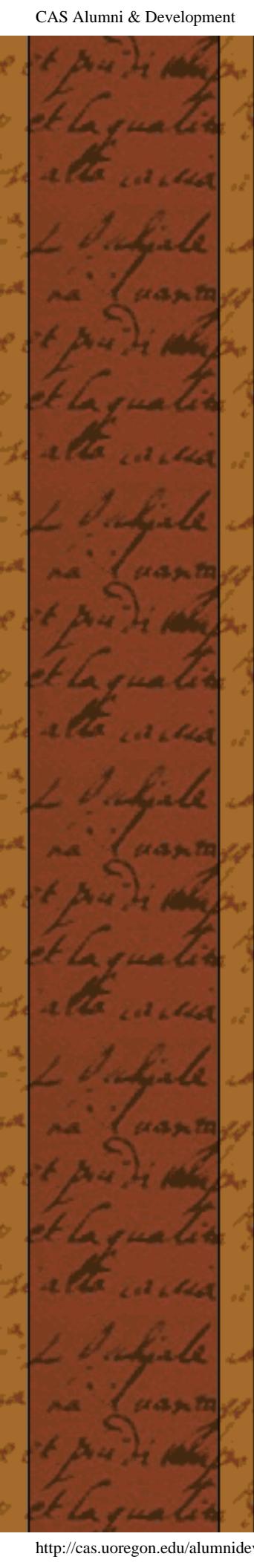
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EMS graduate student Sandra Chu works with an ATSC client. (Photo by Cindy Lundeen)

Local athletes of all levels have a refuge of healing at the University of Oregon. Tucked inside a corner of the Bowerman Building, the Athletic Training Service Center (ATSC) serves the growing physical rehabilitation needs of the community in conjunction with the educational interests of the Department of Exercise and Movement Science (EMS) graduate students.

The ATSC began in 1997 out of recognition that the students in the EMS department needed a way to put their skills to practice. Likewise, the local community's involvement in athleticism provided the inspiration to mix the two for mutual benefit. Richard Troxel, coordinator of the athletic training program, and Henriette Heiny, director of the neighboring International Institute for Sports, the nonprofit umbrella organization under which the ATSC exists, established the clinic. They then approached master's students with the opportunity to volunteer.



The growing popularity of the clinic since opening has boosted the number of people served to more than 700.

Today, the clinic provides services to athletes of all ages, from elementary school to senior citizens. The majority of the clients are "masters athletes," or post-collegiate recreational and competitive athletes, says Susan Verscheure, Ph.D. student and clinic coordinator. "We have lots of recreational athletes, but some people are training for a marathon. Some people are part of the track club here, or the swim club or play tennis," she says. Her involvement with the clinic as a graduate student initially grew from volunteering. Beginning fall 2000, graduate students are required to participate twice per week for one term of their choice. Part of the reasoning is giving students and clients the chance to develop a relationship through the client's recovery. "One of the fun parts of the job is that you develop these relationships with people and you want to see them through," says Verscheure.

Master's student Sandra Chu came to the UO's EMS program from Canada after hearing about the program from acquaintances. She likes that the clinic serves a wide range of injuries and ages. She says she started working at the ATSC because it allows her to work with a different group of clientele and environment than the traditional athletic training position. "After I'm done, I hope to do clinic work much like what I do at the ATSC: assessment, rehab and education," she says.

Gary Klug, EMS department head and professor, also sees the variety of clients served as being beneficial for students. "The ATSC provides the opportunity for exposure to this unique population of patients and, in doing so, broadens the technical and communications skills of trainers. Consequently, their employment opportunities increase as they become more competitive for nontraditional positions out of sports," he says.

New ATSC clients come in for a half-hour assessment appointment at a cost of \$15, or can purchase a \$40 membership for two appointments per week for one month. The center operates from 11 a.m. until 2 p.m., Monday through Friday. A physician's prescription rarely is necessary to become a client. Students provide an initial assessment in the first appointment, then develop a rehabilitation plan and educate the client about preventing and treating his or her injury in follow-up appointments. They also may supplement treatment with a home-therapy exercise regimen. "I think the community benefits because many people don't have access to trainers, or can't afford to go see someone," says Chu. "The ATSC provides a needed service at a very economical price."

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Making Maps Come Alive

UO Infographics Lab Integrates New Technologies with Mapmaking

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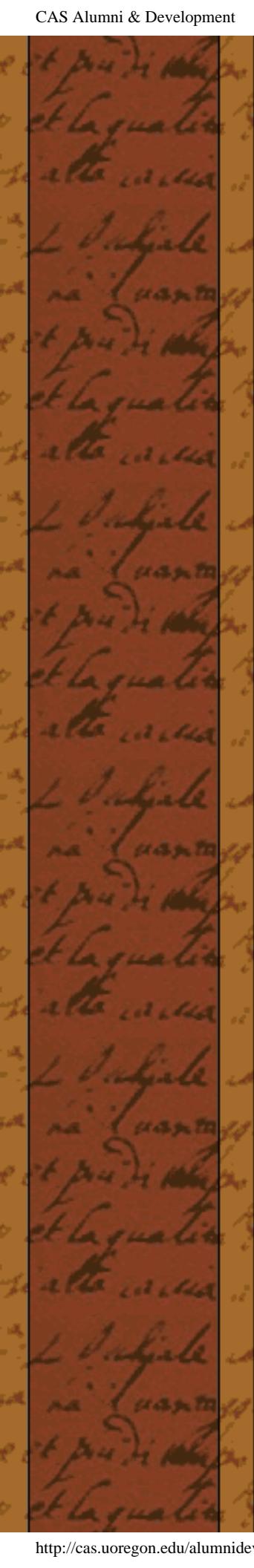


Andrea Ball, Jim Meacham, Kenneth Kato, Blake Andrew, and Mike Englemann in the Infographics Lab. (Photo by Cindy Lundeen)

Blake Andrew examines a map of Oregon's rural counties on his computer screen and pulls up a photograph of the Clatsop Plains area. He points his mouse to a list of options—details on the land's geology, soils, wetlands and other features are just a click away.

Andrew, a senior majoring in environmental studies, works at the University of Oregon's Infographics Lab, where pictures truly speak a thousand words. The lab's cartographers make points on a map come alive by converting one-dimensional pictures into multi-layered visual texts.

Andrew joined the lab last spring to assist with the Oregon Rural Lands Database, an outgrowth of the Clatsop Plains Regional Problem Solving Area pilot project. He likes applying skills learned in his cartography class to real situations.



"I enjoy getting the hands-on experience," Andrew says. "I get to be on a big prestigious project and build up my portfolio."

Andrew works with Kenneth Kato, a graduate student in Planning and Public Policy Management who led the Clatsop Plains project. The pilot project proved that soil is a good starting point for mapping counties, says Kato. Raw soil data can be converted into meaningful information, such as "high value farmland" or "coastal dairy soil." That data forms a basis for understanding other aspects of the land, such as its geology or wetlands, and how its various features interact.

The Infographics team will map the remaining thirty-two counties during the next year. The result will be a valuable tool for regional governments working on complex planning issues.

Lab director Jim Meacham hopes the Clatsop Plains project will be another award winner for the Infographics team. He's entering it in the next Environmental Systems Research Institute's International User Conference. Last year's entry, "Mapping the University of Oregon's Campus," won top honors in the Map Gallery competition, topping 550 entries.

Integration is the key to creating useful maps, says Meacham. "We use a whole variety of mapping software tools to solve mapping problems." The lab takes a user-driven approach by bringing end-users into the process. For example, the campus map involved people from facilities and architecture who may use it to focus in on buildings slated for remodeling or repairs.

The lab combines Computer Aided Design (CAD) databases and Geographic Information Systems (GIS) with graphics software. Information is added in layers, allowing users to zoom in from broad topics to specific details. The tools make it relatively easy to visualize and analyze complex data.

The lab employs ten to twelve students at a time and relies on grants and outside contract work to fund projects. Projects cover a wide range, from public service-oriented work, such as the official state highway map, to scholarly research. On one project, Meacham teamed up with Esther Jacobson, a professor in the Department of Art History, to illustrate her research on petroglyphic images in ancient Mongolia.

"The application of mapping technologies to my project has been immeasurably helpful," says Jacobson. "It is a way of giving physical form to complexities of thousands of years and many cultural issues."

The lab's many other projects include an online atlas of Lane County and an historical build-out animation of the UO campus.

Every project challenges students to find fresh approaches to mapping problems, which is the real benefit of working in the lab, says Meacham.

"Students learn to integrate tools and to gain experience in a real work environment," he says. "But this isn't just a production environment. Everyone has the flexibility to explore what these tools can do."



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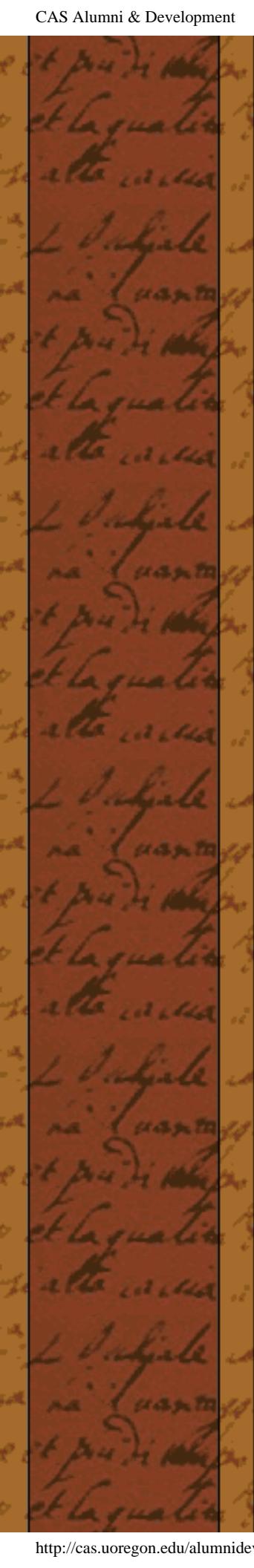
Undergraduate political science students at the UO are getting to do what many law students consider to be the loftiest of law school activities—participate in the publication of their own law journal.

The *Oregon Advocate*, which is student-founded and produced, provides undergraduates with experience in academic writing and an open arena to discuss topics related to the field of law. The quarterly journal is the brainchild of UO senior Daniel Katz, a political science major, who came up with the idea while taking a "United States Supreme Court Class" taught by professor emeritus James Klonoski in winter 1999.

Katz says although the journal is not quite comparable to a full law review that is produced by law school students, he felt that outstanding undergraduate students were capable of doing similar work. He likes to call the journal the "law review lite." "We might be less filling, but we still taste great," he says.

While it is rare to find an undergraduate publication on a college campus, Katz says it is absolutely unheard of to find a journal of law in undergraduate circles. Katz has been told by many sources that the *Oregon Advocate* is the only undergraduate journal of law in the entire nation.

Katz says many of the students who work on the journal plan to



attend law and/or graduate school. Students write and edit the articles, case notes and book reviews that appear in the journal. He says the project gives students the opportunity to improve their writing skills, and it also gives the editors the practical experience that will help them should they work on law review journals or other publications in the future.

In addition to the student staff members, a journalism graduate student assists with copy editing, and three UO faculty members serve as advisors to the editorial board.

Professor Klonoski, who serves as the primary advisor, says the *Oregon Advocate* is unique. Through his many years of teaching political science, Klonoski has seen student-created political science journals emerge, but this is the first time he has seen an undergraduate law journal. He describes the *Oregon Advocate* as an “innovative, imaginative undergraduate publication” that deserves to be read, and he hopes it will continue. “It’s a remarkable achievement by undergraduates,” he says.

Julie Novkov, an assistant professor of political science who also serves on the editorial board, says the students are gaining invaluable experience in designing and implementing major research and editorial projects. “Longer term, it [the journal] will become a wonderful outlet for the best undergraduate research in law and political science at the UO,” she says.

Already into its third issue, the publication has met with a great response, and the staff has received calls and emails from students and faculty nationwide, says Katz. In addition, the journal has received many financial contributions, which have helped greatly with printing and production costs.

Currently, the *Oregon Advocate* goes to a list of preferred subscribers that include publication contributors and members of the university’s academic community. Copies also are available to students in the EMU and in the political science department office. The journal can be accessed online at <http://gladstone.uoregon.edu/~uofla> and paper subscriptions are available for \$40 (add \$10 for overseas delivery).

Photo: Dan Katz presents the *Oregon Advocate*.

ALUMNI & DEVELOPMENT

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CAS NEWS

Recording Local History

Students Document Farmworker Efforts from Field to Dinner Plate

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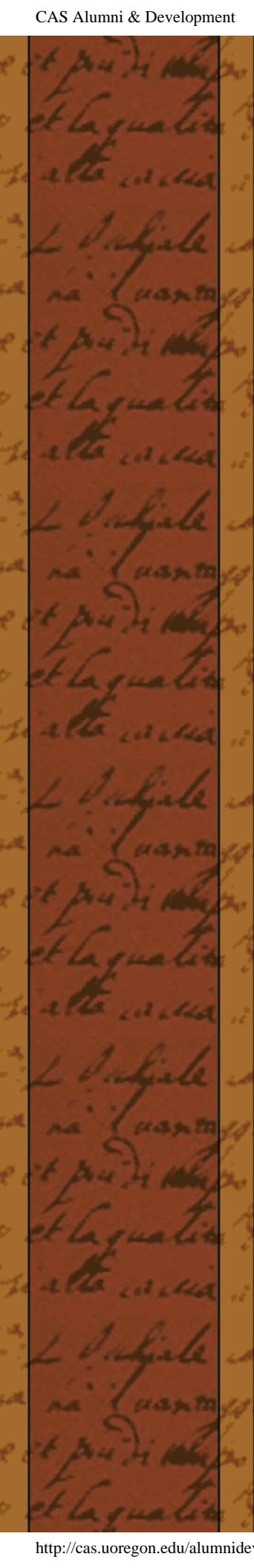
UO anthropologist Lynn Stephen is leading a student research project that will help Oregonians better understand the Oregon farmworkers' history and how their efforts impact society on a broader scale.

Stephen, a professor of anthropology, and her

students began working on this two-part project last academic year. The project's goals are to document the history of the Oregon farmworker movement and to show how the results of the farmworkers' labor fits into the broader perspective of national and international labor and consumption relations.

The project's first phase involved producing the first written history of the Oregon farmworker movement and of PCUN (Pioneros y Campesinos Unidos del Noreste/Northwest Tree Planters and Farm Workers United). To do this, Stephen and a small group of students spent several months poring over documents in the PCUN archives, located in Woodburn. Stephen and the students also recorded interviews with farmworkers, union organizers, lawyers, and religious and community leaders.

"The result of this research is a twenty-year, type-set timeline with photos, which is posted both in the union hall and in the library of PCUN on one wall; a twenty-five page history book of PCUN and the farmworker movement; and several edited and



translated testimonials from farmworkers," says Stephen. She adds that the history book is already being used to train students and interns who work with PCUN.

In addition, the students in the research project participated with twenty-nine other students in Stephen's "U.S. Immigration Policy and the Farmworker Experience" class, which gave them an opportunity to hear from guest speakers, take field trips and produce innovative group projects. Students explored and presented a wide range of issues, including U.S.-Mexican economic relations; health, housing and education issues of farmworkers; proposed guest worker legislation; and issues of women and families in the farmworker population.

Stephen says the purpose of the second phase of the project, which will take place during the 2000-01 academic year, is to research and document in detail all of the different structural elements and human relations involved in food production and distribution. "In other words—putting the life of the farmworker and the farmworker movement into a broader international political economy," she says.

To conduct research, a student research team comprised of six undergraduate and two graduate students will trace the life of produce such as strawberries and broccoli from the fields (both in Oregon and elsewhere) to student dinner plates—either through the University food system or grocery stores. Students will research this process, produce visual materials such as flow charts and brochures documenting it, and also be trained as an educational team to provide workshops in a variety of forums.

Students participating in the projects will benefit from the experiential learning process in doing research at the academic level and will receive academic credit for their work, Stephen says. They also will gain valuable research experience they can put on their resume for applying for advanced degrees or work. "Students will learn how to translate their findings into products such as workshops, brochures and displays, as well as writing. These kinds of oral, visual and conceptual communications skills are useful in a wide range of work areas. Finally, they get a chance to work as part of a team in close contact with a professor to learn first-hand how research is done," she says.

Both parts of Stephen's project have received support from the university's Wayne Morse Chair of Law and Politics endowment.

Photo: Anthropology professor Lynn Stephen with student Mayra Gomez in front of the PCUN mural.

ALUMNI & DEVELOPMENT

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CAS NEWS

The UO MFA Program in Creative Writing

Sending Forth Some of Today's Best Writers

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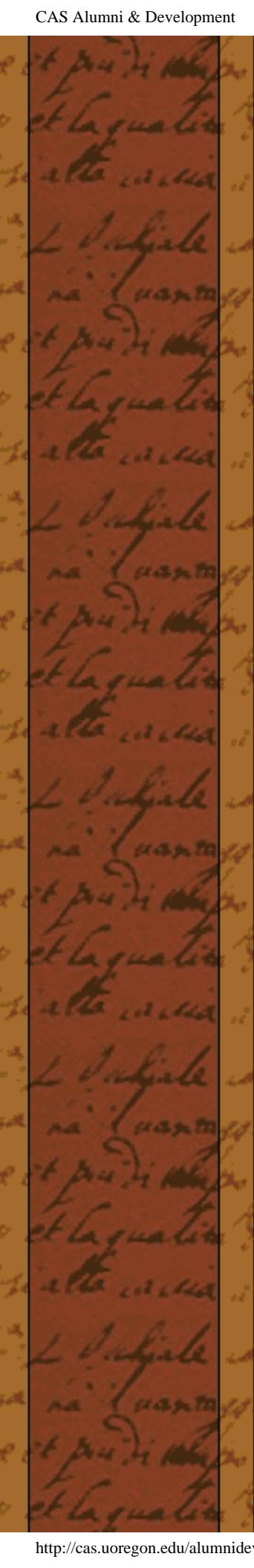
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If a creative writing program can be measured by its graduates' achievements, the UO Program in Creative Writing certainly has reached ambitious heights. Six former graduates published books in the past academic year alone, each to critical acclaim, and other graduates are moving quickly toward publication.

Receiving several hundred applicants a year, of which twelve graduate students are selected, the Program in Creative Writing is able to

nurture the best of today's budding authors. Under the guidance of talented faculty such as nationally renowned writer Garrett Hongo, director of the program; prize-winning poet Dorianne Laux; and Oregon Book Award winners Ehud Havazelet and Pimone Triplett, the program has proven to be a significant incubator for creative work and a powerful launch for promising young writers. Many of the books by recent graduates include material originally written as a portion of the student master's thesis, one of the graduation requirements from the nationally esteemed program. The newly published graduates attribute a good part of their success to the two years spent at the UO under the guidance of acclaimed creative writing faculty —priceless time, they say, to allow their creative impulses to come to fruition.



Chang-Rae Lee MFA '93 is perhaps one of the best known authors to emerge from the program with his highly regarded *Native Speaker*, which won the prestigious PEN/Hemingway prize-winning for first novel, and *A Gesture Life* (Riverhead Books, 1999), lauded as one of the best books published last year. Lee, who is now the director of creative writing at Hunter College, greatly values his time spent in the creative writing program. On a visit to campus last spring, Lee thanked his mentor, Garrett Hongo, and expressed appreciation for the opportunity to launch both successful books from Eugene. "The UO's MFA Program," he says, "is the best time in students' lives to figure out their work. It sure was for me."

Other recently published graduates such as Susan Rich MFA '96, Charles Flowers MFA '91 and Eugene Gloria MFA '92 share similar praise for their time in the program and the influence of faculty members, such as Hongo. Gloria, whose book *Drivers at the Short Time Motel* (Viking Penguin, 2000) was selected by Pulitzer Prize-winning poet Yusef Komunyakaa for the 1999 National Poetry Series Open Competition, noted the particularly strong challenge to write well that came from Hongo. "He gave me a sense of direction and purpose for my poetry," Gloria says. "In Oregon, I learned to enlarge my appreciation further for poetry that taught me to value myself as a human being."

During their time in the program, students have ample opportunity to write. The current program structure, which Hongo redesigned along studio lines after he was hired in 1991, recognizes the need for students to spend more time at their writing while emphasizing performance and productivity as the students' primary responsibility. In addition, MFA students have access to some of the nation's most distinguished fiction writers and poets, who expose students to their work and respective approaches to the creative process. Visiting writers often visit for a period of three days to full academic years. Just this past academic year, the UO hosted novelist and essayist David Bradley, novelists Danzy Senna and Chang-Rae Lee, writer Barry Lopez, and three winners of the Pulitzer Prize for poetry: Carolyn Kizer, Charles Wright and Gary Snyder.

These kinds of learning experiences are sure to replicate the kinds of success for which the program is known. In June, recent year graduates went off with degrees and promising credentials: Tobias Woolf selected Shimon Tanaka's work for inclusion in *Best New American Voices*, Matt Friedson's stories were accepted for publication by two prestigious literary magazines, and Sandra Liu won honorable mention in the *Atlantic Monthly* writing contest. In addition, four MFA students

received full scholarships to attend one of the most influential summer writing conferences in the country, Bread Loaf, at Middlebury College in Vermont.

Photo: MFA students in the 1999-2000 creative writing program.

2000-2001 Reading Series

In 2000-01, the UO Program in Creative Writing Reading Series will continue its tradition of excellence with a lineup of prestigious and noteworthy visiting writers who will present their work and meet with students in the program.

Thursday, Oct. 12, 7:30 p.m.

Peter Coyote, actor, activist and nonfiction writer, 150 Columbia

Thursday, Oct. 26, 8 p.m.

Michael Collier, award-winning poet, Gerlinger Hall

Thursday, Nov. 9, 8 p.m.

Nicholas Christopher, poet and novelist, Gerlinger Hall

Winter term will bring novelist **Samantha Chang** and acclaimed poet **Philip Levine** to campus, while novelist **Fred Busch** will visit during spring term. Additional readings will be announced soon.



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ALUMNI & DEVELOPMENT

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CAS NEWS

Judaic Studies Hires First Director

Judith Baskin Brings Energy and Experience to Program

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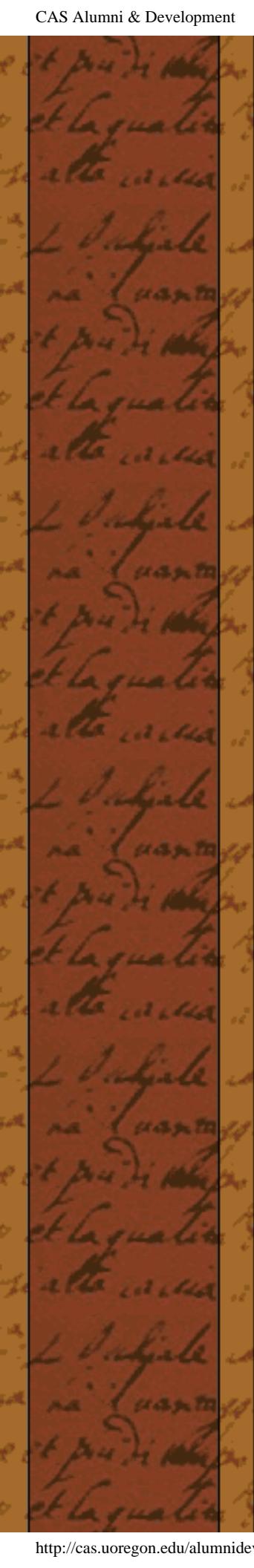


Judith Baskin sometimes wonders whether she might have become a rabbi like her father and grandfather if she had been born a few years later. The rabbinate wasn't open to women when she was growing up.

But now she's glad she took a different path, where she has opened the world of Jewish life, history, philosophy, arts, and religion to thousands of students from a variety of ethnic backgrounds. As chair of the Department of Judaic Studies at the State University of New York at Albany for more than ten years, Baskin revitalized one of the country's oldest Judaic Studies programs; won several teaching awards; published books on topics ranging from Jewish-Christian intellectual history to women in Jewish history and literature; rose to a leadership role in the national Association for Jewish Studies; and lectured and consulted all over the world.

"I was so enthralled with the intellectual experience of studying Judaism," says Baskin, "that I often wonder, had I been a little younger, if I might have chosen a rabbinic career. I'm very glad I didn't. I'm better suited for academic life."

This fall, Baskin brings that academic life to the University of Oregon, where she has been named director of the Harold Schnitzer Family Program in Judaic Studies. The UO Judaic Studies program was started in 1999 with a \$1.5-million gift from the Harold and Arlene Schnitzer CARE Foundation, founded by Portland philanthropists Harold, Arlene, and Jordan



Schnitzer. Jordan Schnitzer, a UO Foundation trustee, says he and his parents are thrilled about Baskin's appointment. "We were extremely impressed with her academic credentials, her personality, her insight, her quickness," he says. "All of us remember from college a professor or two who had that spark that got us all excited about learning. She has that spark, that passion to get these ideas across to you."

Baskin says she's excited about the opportunities and challenges of the UO position. Her primary goal is "working creatively with my colleagues to develop innovative, appealing, and substantive courses to reach the widest and most diverse group of undergraduates possible."

She also would like to heighten the program's visibility both on campus and off by bringing in speakers and sponsoring conferences. And she wants to help carry out the Schnitzers' vision of a statewide consortium of Judaic Studies programs among public and private universities in Oregon.

Baskin says Judaic Studies programs are needed at universities for many of the same reasons that women's studies and ethnic studies programs are needed. "It's a way of including important historical, religious, gender, and racial traditions that are an intrinsic part of the human experience from which we can learn a great deal but which sometimes get pushed aside" in traditional university curricula, she says.

Baskin's research specialties are the study of women in rabbinic literature and Jewish women in the Middle Ages. She received her bachelor's degree in history from Antioch College in 1971 and her doctorate in medieval studies from Yale University in 1976.

Born and raised in Hamilton, Ontario, Canada, Baskin says she was interested in history and Judaism even as a child. Her father was the rabbi of the Reformed congregation in Hamilton for forty years. Her grandfather had been an Orthodox rabbi in New York City. Baskin's husband, Warren Ginsberg, also a medievalist and a recent Guggenheim fellow, will join the UO English department faculty this fall. Baskin and Ginsberg have two children.

Schnitzer and Russell Tomlin, CAS associate dean for humanities, say Baskin seems to be just the right fit for the UO position. "It took two years to complete a search to find someone of the caliber we believe we've found in Judith Baskin," says Tomlin. "I think she has a burning desire to make this a nationally recognized Judaic Studies program," says Schnitzer.

Photo: Judith Baskin with Jordan (l) and Harold Schnitzer (r).
(Photo by Jack Liu)



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CAS NEWS

UO's Forensics Program Students Argue Their Way to the Top

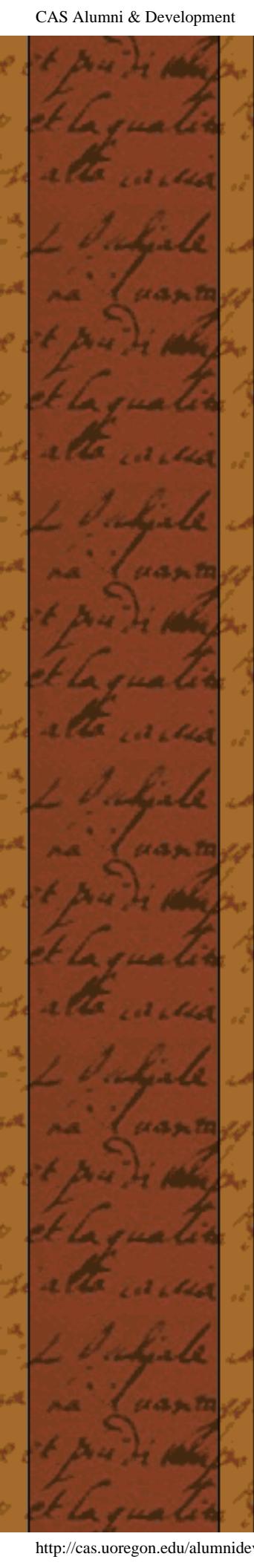
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UO debate team competes at the UO tournament, the largest in the Northwest. (Photo by Jack Liu)

Tom Suarez waited nervously for his turn to speak at last year's National Individual Event Tournament in Tuscaloosa, Alabama. Nerves combined with the hot, humid air were making him sweat profusely. He was still a bit overwhelmed by the news that he had made it to the competition's quarterfinal round, one of 24 out of 150 to qualify.

Suarez, a veteran of the UO Forensics Program's Speech and Debate team, also was worried about the mainly conservative audience's reaction to his topic: a call to boycott Monsanto Corporation for dumping toxic chemicals. But as his name was called, he felt a surge of confidence.

"I thought to myself, 'I don't care how well I do or how they react,' " says Suarez. "This is an important speech that people need to hear. And that was my epiphany. I realized that this is a forum for issues, it's about questioning how we think."



Suarez, a senior who has been involved with speech and debate throughout his entire time at the UO and during high school, describes forensics as the defining activity of his life. It's a passion he shares with other forensics aficionados.

"It is not an exaggeration to say that the forensics program provided me with more training in the skills relevant to being a lawyer than every other course I took at the UO combined," says Alec Boyd '89, a forensics alumnus who now works for the San Francisco law office of Arter & Hadden.

Heidemarie Ford, a political science major, says forensics "has helped me in my academic and professional pursuits in a way no other group, team, or organization has been able to do."

Forensics teaches students important life skills, says David Frank, program director since 1981. They learn to research complicated subjects, organize their ideas and present concise arguments. Students discover how to question their own preconceptions by exhaustively researching such weighty matters as U.S. foreign policy, political oppression, gun control and civil rights. They may not change their convictions, but they figure out that there are no simple answers.

"If we haven't changed their opinions, we've failed," says Frank. "Students become more sympathetic to the complexity of issues."

Forensics has a long history at the UO. It grew out of two literary debate societies formed soon after the university was founded in 1876. By 1910, debating contests were drawing large crowds of paying spectators. The debate team at the time even gave money to the fledgling football team. In 1969, the program was ranked No. 1 in the country.

Frank since has led the team to hundreds of awards at state and national competitions. Last year, one debate duo made it to the octafinals at the national level, placing them ninth in the country. In 1987, the team won the Northwest Forensic Conference and a list of other major events.

Each year, the team of twenty to thirty students enters between fifteen and twenty tournaments that covers three categories: policy debate, parliamentary debate and individual events. Tournaments require travel and giving up many weekends. While students earn credit through the Robert D. Clark Honors College, the commitment is rigorous and time-consuming.

But Boyd, for one, wouldn't have missed the road trips. He remembers piling into a van and talking for hours about politics, art and sports en route to regional tournaments. "We would try

to solve the world's problems," he says.

"It's a real learning community," adds Frank. "This program best exemplifies what an undergraduate education ought to provide."



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ALUMNI

Gregg Bleakney '98

Seasoned Young Travelers Offer New Website for Globe Trotters

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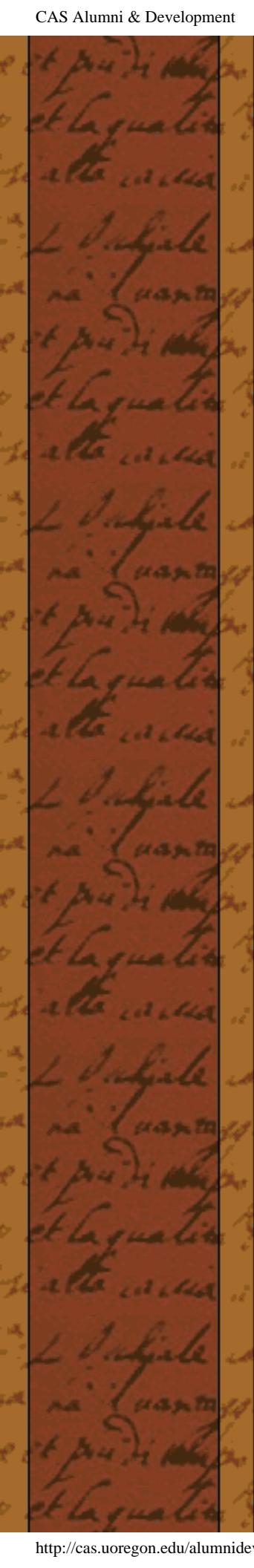


Staff celebrate the launch of Wherenext.com. From left to right: Anne Rothlisberger, Chris Nelson, Kaarin Knudson, Andrew Johnston, Gregg Bleakney, Wes Horner, and Pam Huyser

In just a little over two years after graduating, Gregg Bleakney, a 1998 psychology major, has made great strides in carving out a niche in the Internet travel business. Bleakney is the CEO and cofounder of Wherenext.com, an online travel guide, recently listed in dbusiness.com's "Portland's Top Fifty to Watch."

During college, Bleakney's travels in Europe competing in track circuits already were helping him make discoveries that would prove useful later when his idea for an Internet company turned serious. First, he found that contacts made in competitions could result in corporate sponsorship and advancement, and second, he became aware of the communication and information values of the Internet.

But it was Bleakney's growing frustration with travel guidebook



information that either was out of date or just plain inaccurate that proved to be the impetus for his business idea. By the end of his senior year in 1998, he was ready to do something about it. "The idea came in spring term to blend the Internet with a travel resource," says Bleakney.

Bleakney had the opportunity to think seriously about implementing his idea when he injured his knee competing in track at the USA Nationals in New Orleans. He returned to Eugene for rehabilitation and began talking with specific friends about his idea. By March 1999, Bleakney and four business partners had their first round of funding. One year later on March 10, 2000—with \$400,000 in seed funding from thirteen investors—WhereNext officially launched into the competitive world of dot-com businesses.

All UO alumni, the company founders include CAS graduates Bleakney and Andrew Johnston '98, vice president of business development; journalism school graduates Kaarin Knudson '99 (double major with fine arts), editor-in-chief, and Anne Rothlisberger '98, marketing director; and fine arts graduate Chris Nelson '98, creative director. All five founders are connected by histories in track and field; they collectively hold six NCAA awards, says Bleakney. All five individually traveled in Europe prior to starting WhereNext, and Rothlisberger actually lived overseas for five years. Most important, all five shared the desire to own a business. Bleakney says they all have entrepreneurial tendencies. His started as a kid when he sold petrified wood at neighborhood lemonade stands. He moved into tropical fish breeding and sales to local pet stores. During college, Bleakney dabbled first in his own auto detailing business, then in a t-shirt company.

Bleakney and his co-founders designed WhereNext for adventurous, dollar-conscious travelers in the 18 to 34-year-old range. However, the site provides a range of travel information interesting to the young at heart as well. The philosophy driving WhereNext results in reviews of events, distinctive experiences and affordable accommodations, rather than more conventional reviews of eateries. "The last thing young travelers look at is restaurants," says Bleakney. "We can tell you where to rent roller blades in Paris. It's the unique things that truly are memorable on a trip." While the focus now is on European travel, Bleakney hopes soon to include destinations in Australia and Asia.

WhereNext staff work long hours to provide constantly updated information, which Bleakney says gives them the edge against the closest competition. While other online travel sites provide video clips, WhereNext provides "been there, done that"

reviews on accommodations and eclectic experiences. Growing interest in the site is resulting in visitor feedback. "We're starting to get a user and member base. Version 2.0 of the site is the next stage," Bleakney says. His vision for WhereNext includes database capability for customers to input personal interest profiles and in return receive a customized travel guide. Eventually, that information will evolve from print format to Palm Pilot-type download technology. In addition, partnered third-party vendors may target relevant products to customers based on the individual profiles. Bleakney sees the real profit from WhereNext stemming from such expanded services. The company now seeks investors with like-minded vision, contacts and capital to complement that growth.

When asked for advice on starting a dot-com business, Bleakney's enthusiasm is tempered by the reality of owning a company. "Go for it! It will be one of the most valuable experiences of your life, but be prepared to give everything to it."



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Susan Sygall M.S. '82

Originality, Creativity, and Dedication Earn Her Genius Award

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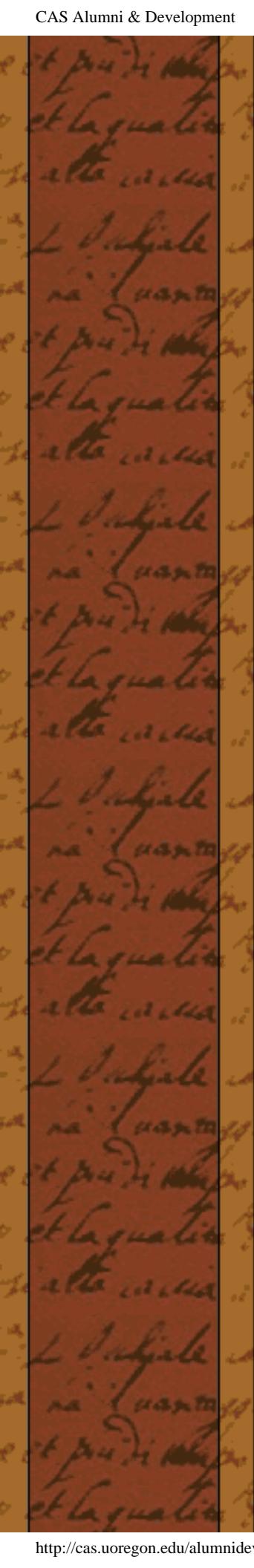
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Since her high school years in Queens, New York, through and beyond her studies at the University of Oregon, Susan Sygall has personified the “active” in activism. Her tireless advocacy in championing the rights and changing the lives of persons with disabilities recently earned Sygall a \$500,000 no-strings attached MacArthur Fellowship.

Sygall was one of twenty-five scientists, scholars, activists and artists nationwide selected for the 2000 MacArthur awards—commonly referred to as “genius awards”—which recognize creativity and potential. By design, the fellowship is granted to individuals who demonstrate extraordinary originality and dedication in their creative, self-directed pursuits. No restrictions are made on how the grant money can be spent so that fellowship recipients will have maximum freedom and flexibility in using the award in ways that most effectively facilitate their future work. For Sygall, the award means the freedom to forge ahead with whatever project comes her way next. “Exciting plans in the future include being involved in a unique microcredit program for women with disabilities in Africa



and international exchange programs with Uzbekistan and Vietnam," she says.

Sygall is the executive director of Mobility International USA (MIUSA), a nonprofit organization she co-founded in 1981 to promote international educational exchange, leadership development and travel opportunities for people with disabilities. Sygall's inspiration for MIUSA came from her master's project in therapeutic recreation, now a Mobility International publication entitled "A World of Options: A Guide to International Exchange, Community Service and Travel for Persons with Disabilities." Her project became one of the first publications for people with disabilities and international exchange organizations and discussed including people with disabilities in work, study, research and volunteer programs, says Sygall. "Very significant in my studies at the University of Oregon was taking courses in international studies and those advisors that enabled me to go beyond preconceived notions about what therapeutic recreation should accomplish," she says.

Sygall herself uses a wheelchair as a result of a spinal injury suffered in a car accident when she was seventeen years old, just prior to beginning classes at the University of Colorado. Determined even as a young woman, she used the challenge of her yearlong recovery to lay the foundation for what became her life's passion. She went on to the University of California in Berkeley in the early 70s. She joined a disabled women's coalition that promoted equality and rights for disabled people, and she put belief to practice by cultivating her love for travel and recreation. To date, she has been to more than twenty-five countries around the world. She also writes for a variety of magazines and is a columnist for *Transitions Abroad*, a national magazine.

A much-abbreviated list of Sygall's other dynamic accomplishments and projects clearly illustrates her dedication. Sygall co-founded and directed the Bay Area Outreach Recreation Program; she spearheaded the 1995 International Symposium on Women with Disabilities in Beijing, the 1997 Women's Institute on Leadership and Disability and the 1998 International Symposium on Microcredit for Women with Disabilities; and she received the Rotary Scholar Alumni Achievement Award in 1998.

Aside from her innately spirited attitude, Sygall modestly gives credit for her drive and determination both to her time at the UO and to the people she has met along her journey. "During my years at the University of Oregon, I was surrounded by other graduate and doctoral students who encouraged me and also worked side-by-side with me to develop and implement what is

now MISUA," she says. "Meeting people with disabilities from around the world and seeing their dedication and experiencing their passion for the improvement of human rights for people with disabilities around the world is something that refuels my energy."



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Dorothy Schick '78

This Geology Alumna Sees Earth from the Skies

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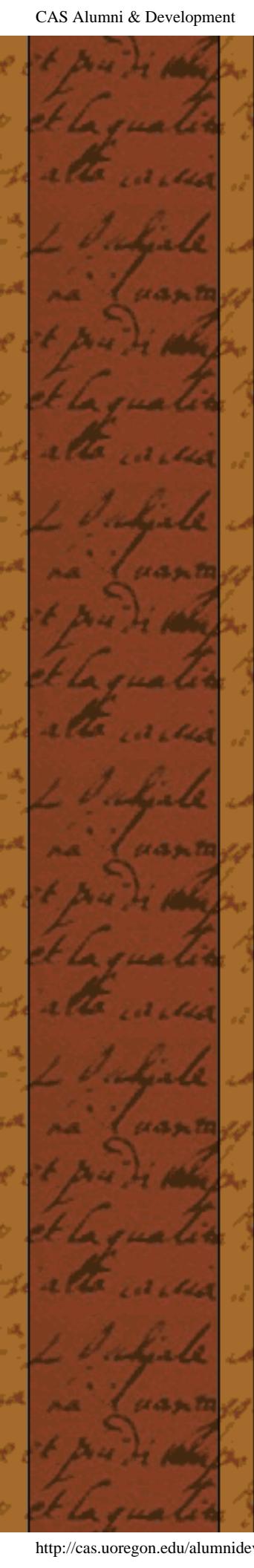
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The view from either of Dorothy Schick's offices is beautiful. Her ground-level office faces quiet pastures and farms flanked by green, gently rolling hills. Her mobile office flies hundreds of feet overhead and overlooks anything from city centers to remote, river-carved valleys. Meet the energetic owner/operator of TakeWING Incorporated, a multi-faceted, small aircraft flight school operating out of the Creswell Airport.



When Schick graduated from the UO in 1978 with a B.S. in geology, she had no idea she later would put her liberal arts degree to work from the cockpit of her own plane. Her desire to fly started innocently enough as a child in Salt Lake City, Utah, when her older brothers convinced her to jump from a rooftop with an umbrella, à la Mary Poppins. Growing up, she spent hours watching the air traffic from a nearby dirt airstrip. In her teens, her parents reluctantly endorsed the official beginning of her airborne adventures. "In high school when I was just about 15, I just harangued them, and they finally gave up and signed a release so I could go skydiving," laughs Schick.

Schick came to the UO hoping to study under biology professor Jane Gray whose past articles had impressed Schick. Gray, who recently died, had interests in paleontology and geology, and became a mentor for Schick. After graduating, Schick worked for the U.S. Forest Service's geotechnical engineering department. She kept her interest in flying alive by training for her private pilot's license. Interweaving training with career



shifts during the next several years, she received her license in 1985 and by 1996 also had obtained her instrument rating, commercial pilot's certificate, and flight instructor's certificate.

It was the death of one of her older brothers in 1994, combined with her father's death the same year, that provided the catalyst for Schick to launch her own flight business. "We always say that 'life is short, do the things you want to do,'" says Schick. "I realized if I want to follow what I want to do in life, why wait?" She founded TakeWING Incorporated in August 1994. Last spring, Schick talked about pursuing her dream on the *Oprah Winfrey* episode "Women Who Left Their Jobs to Follow Their Passion."

Today, Schick is one of three Master Certified Flight Instructors (CFI) in Oregon and one of 200 in the United States. The National Association of Flight Instructors issues the difficult two-year certification, which combines demonstrated abilities in areas such as teaching, volunteering and article writing. The certification distinguishes Schick as a proficient pilot who's dedicated to professional education. She developed TakeWING's trademarked instructional programs and the *Pilot Logbook and Journal*, now in its third printing, during that certification period.

Schick also regularly employs her education when businesses approach her for aerial photo flights. "One company was doing photos of drainage systems of the Willamette River. Knowing what I do from my geology background, it was very easy for me to understand what they wanted and how to help them approach that project," she says. She also likes pointing out geological features to clients while on scenic flights.

Schick tries to balance administrative details and long hours of owning her own business with just enjoying it. "It's a balancing act between loving what you do and the day-to-day drudgeries," says Schick. She looks toward the plane parked outside her office window. "And I do love what I do," she says, smiling.

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Collins Hemingway M.A. '79

Co-author of New Book with Bill Gates

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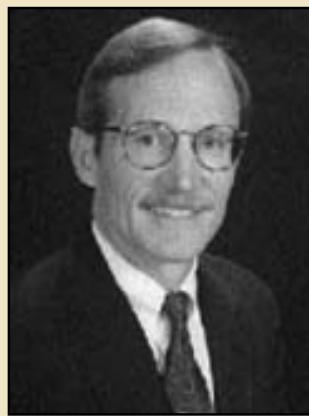
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When Collins Hemingway was asked if he would co-author a book about business along with the richest man in the world, he said, "Yes." Who could have predicted that Hemingway's background in English would lead to such an endeavor with Bill Gates, chairman and CEO of Microsoft?

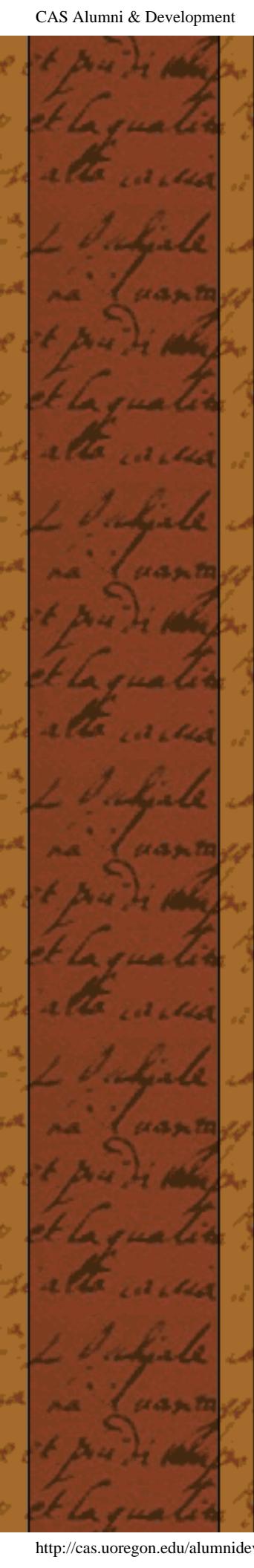
Their No. 1 best-selling book, *Business @ the Speed of Thought: Using a Digital Nervous System*, was prompted by

Gates, who believes business is going to change more in the next ten years than it has in the last fifty. The book outlines how corporations can build better electronic communications systems in the fast-emerging E-business age utilizing the latest technological applications and, in turn, drastically increase their productivity.

"Although the technology will age, the management principles laid out in the book will still be relevant in the future," says Hemingway.

Hemingway, 50, recently retired from Microsoft and now lives in Bend, Oregon. His involvement with Microsoft's systems products began in 1987. From 1994 to 1996, he served as director of international and partner marketing for its Personal and Business Systems Division and then as director of executive communications. He spent his last year at Microsoft co-authoring the book with Gates.

Hemingway's writing career began as editor of his high school paper in Little Rock, Arkansas. After earning a degree in



English from the University of Arkansas, he became a sportswriter. Along the way, he met politician Bill Clinton. "He was a teacher at the University of Arkansas when I was there and taught my brother's constitutional law class," says Collins. "We gave him a hard time because all of his political ads were just big pictures of himself."

In 1976, Hemingway answered an advertisement for a sports copy editor position at the *Register-Guard* newspaper in Eugene, Oregon. He got the job, which was to begin during the Olympic Trials to be held in town that year, but prior to his arrival, staff assignments were restructured, and his job was changed to copy editor in the news department. Since he was in Eugene, he also decided to earn his master's degree in English at the UO.

While at the *Register-Guard*, Hemingway helped move paper production from an antiquated typeset system to a user-friendly and efficient computerized system. Editors from papers around the country traveled to Eugene to see how it was done.

The computer industry caught wind of Hemingway, too. Four years later, a small computer company in Portland, Oregon, recruited him as a technical writer. From there, he moved into marketing and after making a name for himself, Waggener Edstrom, a public relations firm in Portland, recruited him to work on the Microsoft account. He was the first person dedicated to Microsoft's business. During the following years, Microsoft made several offers to Hemingway to work for them, and, in 1992, he received an offer he couldn't refuse. Thus began his whirlwind life at Microsoft in public relations, and later, in the Business Systems Division.

Hemingway worked exclusively on the *Business @ the Speed of Thought: Using a Digital Nervous System* during his last year. "I like to say that Bill wrote the even words and I wrote the odd words," he says, "but that's not quite right...." He says what did happen was that he and Gates worked together on the book's outline, and then Gates reviewed the drafts of the book, chapter by chapter. Hemingway conducted extensive interviews with the companies that are case studies in the book. He has been credited with capturing Gates' persona, which he achieved by taping the meetings so he could use Bill's actual words. Hemingway says the book was truly a joint effort and that Gates is easy to work with as long as you have done your homework thoroughly and are supremely prepared for the meeting. While the book is a best-seller, it has not made Collins wildly rich. Nor has it made Gates even more wildly rich, because all of the book's proceeds are being donated to charity.

What's in store for Hemingway in life after Microsoft? He is far

from retired: he has started his own business consulting company, Escape Velocity Ventures. His title? Chief Escape Artist. A licensed pilot, Hemingway recently bought a four-person Lance-Air Columbia 300 plane for general aviation. He also is enjoying extra time with his wife, Wendy, and growing hay for their horses on their thirty acres that face the Three Sisters mountains. His future plans include writing a novel.



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Della Roy '47

Cement Paves the Way to Illustrious Career

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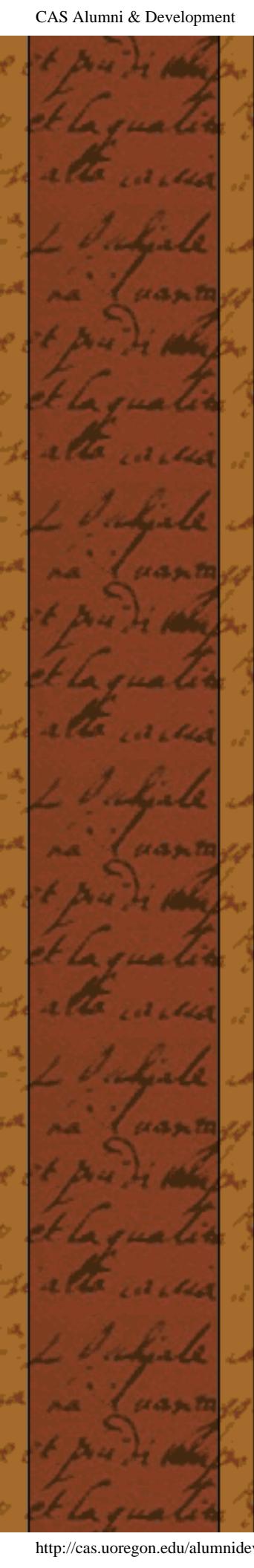
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It's been 53 years since Della Roy finished her bachelor's degree in chemistry at the University of Oregon. During that time, Roy has built a career in materials science and engineering at Penn State that would exhaust most mortals. She has authored 400 publications and four patents, edited eight books, founded a research magazine, mentored thirty-six graduate students, and chaired numerous conferences and committees—and those are just the highlights. "Retired" since 1992, Roy still puts in a full day at the office whenever she is in town.

"One is stimulated by activity," says Roy. "I just find it energizing." Even while a top student at the UO, Roy was busy with band, piano lessons, hiking, and intramural sports, in addition to her chemistry studies. "The one thing I missed was the opportunity to learn to play golf," she says. Roy graduated in 1947 with many honors—magna cum laude, Phi Beta Kappa, and Sigma Xi. "I had a very heavy academic program and yet I managed to find time to do some of the other activities I liked to do." She says she feels an enormous gratitude to her instructors and professors at the UO. "If I have done half as well for my graduate students, I consider that a great plus," she says.

Fortunately for science, research is one of the things Della Roy greatly enjoys. And so it's been—throughout her long and illustrious career as a leader in cement and biomaterials. Elected to the prestigious National Academy of Engineering in 1987, Roy has focused much of her research on gaining a fundamental understanding of cement and its numerous applications. Her synthesis of low-porosity cement has been



used to develop nuclear waste storage, and her research on ultra high-strength cement has influenced other researchers and led to the development of new products.

One of her favorite projects involves the synthesis of biomaterials used for dental bone implants. She and her colleagues at Penn State worked for more than two years with little financial support to develop a synthetic porous material to be used for dental implant restoration. The research led to a patent that has earned Penn State a nice sum in royalties. "It was finally something that was useful for people," says Roy.

The bulk of Roy's research has focused on cement. While cement research may seem unglamorous at first glance, concrete is the most widely used material in the world in terms of volume, and advances in cement make a big difference, says Roy. "Because cement is so widely used, even small improvements have a very big impact on society," she says. If highways and buildings last longer, we produce less waste as a society and everyone benefits.

In 1971, Roy founded the journal *Cement and Concrete Research*, now recognized as a leading voice in the field. Roy decided to start the international journal for materials scientists and engineers when she realized there wasn't an adequate voice for the science. The magazine is published twelve months a year, and Roy has been the chief editor since its inception.

Roy believes the future of cement may be tied to waste. She currently is working to find ways to use fly ash, a by-product of coal generation in power plants, as a component of cement. "There's a great opportunity in cement research on the use of waste materials in cement and concrete," says Roy. It's an area of research that can have enormous societal benefits down the road.

But whether people outside the cement community know about her great contributions to society or not, Roy's name will go down in history—as Dellaite. She and her husband, Rustum, have minerals named in their honor. "As far as I know, we were the first husband and wife team to have minerals named after them," she says.

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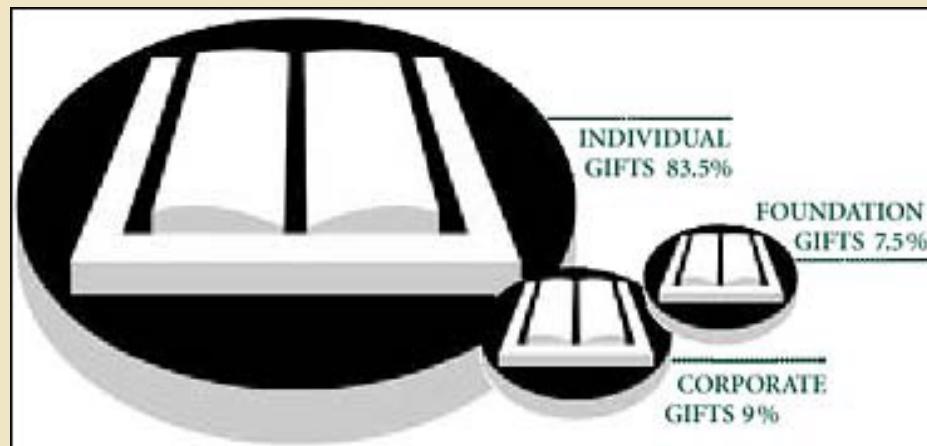
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