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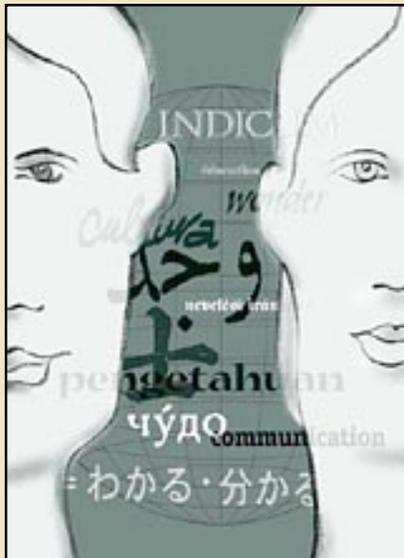
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CAS NEWS

From Latin to HTML

Language Fluency and the Liberal Arts

[Test Your Language Savvy](#)

Computer programmers, editors, translators, french teachers, international businessmen, poets. college of arts and sciences alumni apply language fluency to their work in a variety of ways.

But what all of them have in common — indeed, with all UO alumni since the university's inception — is an exposure to foreign language learning.

The UO offers language courses in 22 different languages — from Kiswahili to Arabic, from Latin to HTML — and more than 4,550 students enroll in language courses each term. In doing so, they are fulfilling a graduation requirement

that has been in effect at the university since 1876.

But what's behind the requirement?

Russ Tomlin, Associate Dean for the Humanities and Professor of Linguistics, says that the skills gained from language learning reinforce the key components of a liberal arts education.

“To learn the intricacies of a second language requires intellectual discipline; it develops analytical ability and memory. Aside from that, language demands that you engage *emotionally* in communication — something that can not truly occur without the capacity for empathy. It is uniquely human, and it helps us understand our humanity.”

LANGUAGE AS A WINDOW

Salman Rushdie said something wise about language: to understand a culture, look at its untranslatable words.

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In Indonesian, for instance, the word *rojong* (pronounced ROY-yong) means “the relationship among a group of people committed to accomplishing a task of mutual benefit.” This makes sense for a culture that emphasizes a cooperative, communal existence. American English, spoken in a culture that places high value on individualism, does not have a direct equivalent.

Gina Psaki, the Guistina Family Distinguished Professor of Italian, says that, in the process of acquiring another language, language students learn about “the cultural differences governing the ways we conceive and express ourselves.”

“When we study foreign languages,” she says, “we become aware of those values in our own culture that our use of language communicates to others.”

Noriko Fujii, Associate Professor of Japanese, says that there are many concepts that don’t quite “translate” to the Western student when beginning to study Japanese.

“There are different linguistic codes depending upon the power relationship between speakers. It’s very difficult at the beginning to make assessments of who is the “in-group” and who is the “out-group” — and all communication is based upon that assumed knowledge.”

To be an effective teacher of language, she says, you have to constantly create realistic situations in which students can test that contextual knowledge.

Evlyn Gould, head of the Department of Romance Languages, agrees. Language learning in her department — which teaches 67% of all foreign language students — happens both through immersion and analysis.

“If the class ‘pretends’ that we are all creating an imaginary environment in which we can all only communicate in the target language, it also expects students to adduce, to analyze, and yes, memorize, rules and tools of grammar,” she says.

There are also many ways for students to be exposed to and participate in this cultural conversation outside of class.

In the Germanic Languages and Literature Department, students produced Bertolt Brecht and Kurt Weill’s *Threepenny Opera* this fall and, in conjunction with other language departments on campus, they will have the opportunity to go on a language retreat this spring.

The Department of Romance Languages has hosted Cameroonian novelist Mongo Beti and La Venexiana, a vocal ensemble from Italy that performed Renaissance music. The department also holds weekly conversation groups, open to the public, in French, Italian, and Spanish.

But one of the greatest learning environments that a language student can have is abroad. Fourteen percent of UO students study abroad, one of the highest percentages nationally among public universities.

Britta Ameel, now studying abroad at the Universite Lumiere Lyon 2, is discovering the limits and nuances of her second language in Lyon, France: “The French have a way to say ‘love at first sight’ that is perfectly fitting for the feeling and even sound of the experience: coup de foudre, which is literally a strike of lightning. There are little things like that that make me love the French, and other things — like the frustrating lack of a simple verb for ‘stand’ — make me miss my native tongue!”

Students who stay closer to home still have opportunities to immerse themselves in a second language through a variety of internship programs. Participatory learning experiences pair Spanish-speaking romance language majors with schools and programs in Eugene’s Latino community. Interns also teach elementary students in the French Immersion program.

Evlyn Gould says language majors often go into the teaching profession and into the community service sector since they have been taught to be attentive to the perspectives of others. However, they do not necessarily become language teachers.

Increasingly, language majors also go on to jobs in international business, banking, or tourism, in advertising and computer graphics.

“Language skills are an enhancement: they offer a level of awareness about others that can be of use in any walk of life,” says Gould.

THE UNSPOKEN

Daniel Falk, Assistant Professor in the Department of Religious Studies, is studying Ancient Hebrew and Aramaic texts over 2,000 years old. He believes these texts, called the Dead Sea Scrolls, have something to teach us about what the Jewish community on the Dead Sea’s western shores believed, how they prayed, and what their cultural rules may have been.

Though these languages are, for the most part, extinct — and the manuscripts themselves are in fragments — they are a vital link to ancient Jewish culture and history.

“Filling in the gaps in a manuscript is difficult and precarious,” says Falk. The reconstruction of texts requires a detailed understanding not only of language and grammar but also of the particular genres of the time.

Thankfully, scholars like Falk continue to study the remnants of our linguistic past.

Similarly, Christina Calhoun, instructor of Latin, says that classic languages give her students “the opportunity to gaze into the Roman Empire.”

Though there have been recent attempts to revive Latin — by translating Harry Potter into Latin, for instance — Calhoun still feels as if the richness in studying the language lies in making connections to the past. She revels in

“the sheer excitement and awe that many students experience at the width and relevance of human experience so far removed, yet so amazingly contemporary.”

These moments are what Calhoun calls the “intangibles of an impractical education.”

But there *are* practical aspects as well, she says. In realizing the subtleties of the English vocabulary, students often see a net improvement in their writing skills as a consequence.

In addition, the analytical skills and intellectual discipline needed to learn Latin’s sophisticated grammar have served many graduates well in the work world.

Casey Singleton ’01, who majored in both Latin and English, now works for a financial institution in Portland. Singleton, who wasn’t formally trained in accounting, claims he got his first job by saying “Hey, if I can learn Latin, I can learn anything!”

His employers were impressed with the self-motivation he demonstrated at the UO, knowing that his courses of study required a high level of discipline and complex skills in analysis. They agreed to pay for his further instruction in finance.

Analytical skills are the key to grasping computer languages as well, says Sarah Douglas, head of the Computer and Information Sciences Department (CIS).

“Programming code has a syntax, a semantics, and a pragmatics,” says Douglas. “But it differs from spoken language in that it is unambiguous. It is a medium of communication between a human and a machine.”

Of course, this communication between human and machine has profoundly changed how we, as humans, communicate in the information age: web sites, emails, instant messages.

Because the technologies are advancing so rapidly, it becomes even more important for CIS students to lay a theoretical foundation for learning the computer languages of the future.

Peter Ebersson ’96, who was exposed to five programming languages when he attended the UO, says “I think it’s not the language itself that is important in learning computer science. There are basic concepts that are important in creating computer programs that are universal, regardless of what language you are using.”

Michelle Hart ’97 agrees: “My classes taught me the key programming concepts and problem-solving techniques that can be applied to programming in most languages, giving me what I needed to be able to pick up the rest “in the real world.””

TRANSLATABLE SKILLS

Languages serve us by giving us a way to fully encounter and express the complexities of our lives.

And the benefits of studying language — deepened understanding, analytical ability, improved listening and clear articulation of ideas — are all transferable skills to a full scope of work and life situations.

But students like Britta Ameal and young alumnus Casey Singleton might also say that language can be studied for the joy of language itself.

“From Latin, I learned to enjoy some of the subtle nuances of literature and language,” says Singleton. “I would say that I learned how to formulate and deliver a thesis through my English classes, and how to deliver that thesis well through Latin.”

As Singleton attests, there is reciprocity to language learning. Facility with one language applies to a facility with another.

A Linguistic Olympics, hosted by the UO, tests that theory each year. The purpose of the event is to encourage secondary students to apply what they know about language to something entirely new.

Thomas Payne, a research associate and volunteer of the program, says that the event challenges students to “extend themselves beyond their usual thought patterns to discover the ways in which speakers of different languages approach reality.”

In doing the exercises, students are often amazed by the common logic that underlies foreign language structures — and by their ability to decipher them.

Alumna Michelle Hart says that one of the most important skills she gained in college was the ability to “adapt existing solutions to new problems.” This is what a foreign language challenges us to do.

“Because of my coursework,” Hart says, “I feel I can pick up any language quickly — even ones that haven’t been invented yet.”

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Test Your Language Savvy

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The following is an example taken from the Linguistic Olympics, which has been held at the UO for middle and high school students for the past four years.

The following Hawaiian sentences, with their English translations, are about a girl named Mele and a boy named Keone:

1. He has seven elder brothers.
Ehiku ona kaikuaana.
2. Mele has one brother.
Ekahi o Mele kaikunane.
3. Keone has one younger brother.
Ekahi o Keone kaikaina.
4. Mele has no elder sisters.
Aohe o Mele kaikuaana.
5. Keone has no sisters.
Aohe o Keone kaikuahine.
6. I have one canoe.
Ekahi ou waa.
7. Mele has no younger sisters.
Aohe o Mele kaikaina.

A: There are two possible English translations for the following Hawaiian sentence. What are they?

Aohe ou kaikuaana.

B: Translate the following sentence into English and indicate who is speaking, Mele or Keone:

Aohe ou kaikuahine.

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C. There is more than one possible Hawaiian translation for each of the following English sentences. Explain why this is true.

Keone has one brother.

Mele has seven sisters.

Creator, V. Belikov. Material copyrighted by the Department of Linguistics at the University of Oregon.

For more puzzles, or to send in your answers, visit the department's website at <http://logos.uoregon.edu/>.



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CAS NEWS

Letter From The Dean

By Joe Stone*Dean of Arts and Sciences*

Language lies at the heart of human experience. This issue of *Cascade* traces — from “Latin to HTML” — the importance of the study of languages and a liberal arts education to personal growth and success, as well as to the larger world. Language study has always been taken very seriously at the University of Oregon. Indeed, one of the most intense debates early in the university’s history revolved around the issue of whether to allow German, a language of increasing importance in fields like Chemistry, to substitute for classical Latin or Greek. Now, of course, we teach courses

in at least fourteen different languages, plus many others in self-study formats through our Yamada Language Laboratory. Among universities in the United States, we typically rank at or near the top in the proportion of students who study abroad, where students typically study the language, literature, culture, and history of a foreign country. The central role of language study, as well as the international orientation of our campus, is a distinctive quality of our campus and the College of Arts and Sciences.

UO students and Fulbright scholars who study and research abroad are not the only reason that the UO has an international reputation. Last term, the American English Institute enrolled students from 26 different countries speaking at least 14 different languages: Argentinians, Azerbaijanis, Bulgarians, Canadians, Germans, Indonesians, Mexicans, Peruvians, Taiwanese, and Thai, to name a just a few. In this issue, you’ll hear perspectives from a couple of the college’s international students and see how each plans to put her UO education to work.

You will also hear from some of our social science faculty about how their various disciplines have responded to the complicated political and social questions that students, and all of us, have been asking since the events of September 11th. These questions call on our commitment to open dialogue,

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respect for differing opinions, and the importance of our common humanity.

Those dark days of September put our more local problems in perspective. Even so, many of you have expressed concern about the revenue shortfall for the State of Oregon and how that will affect campus. While the further withdrawal of state support for higher education is regrettable, we are long accustomed to finding ways to be creative and flexible, and are seeking greater institutional autonomy as the state continues to withdraw support. Ironically, current cuts in state support come just as enrollments are surging, pushing our campus to greater enrollments than ever before. In the short term, we will need to rely primarily on the tuition from these additional students to cushion state cuts, to sustain the quality of our programs, and to teach all the new classes these students will want to take. We have become much more efficient in the use of our classroom space and more flexible with class scheduling.

These measures will help but, over the longer term, we believe that the State of Oregon will be well served by close attention to investment in higher education and the kinds of things our campus can offer. Consider the following:

- UO is the only university in Oregon selected for membership in the Association of American Universities, which represents the best universities in the U.S.
- Liberal arts and sciences faculty at the UO rank among the top fifteen nationally among public research universities.
- UO generates approximately 485 million dollars annually in revenue for Oregon, almost six to one for every dollar of state support.
- Liberal arts and sciences graduates have greater lifetime earnings, which strengthen the economy and support a stronger tax base, but they also have extraordinary commitments and contributions to their communities.
- The fastest growing sectors of the state economy — high technology and high-end service — are also the most in need of college educated workers.
- Higher education investment addresses the needs of all Oregonians, directly or indirectly, whether or not they actually attend.

But regardless of state budget decisions and special legislative sessions, it's important to remember that the College of Arts and Sciences has weathered much change in its 125-year history. From my window, I can see Deady Hall, its brick walls three feet thick, made to last 1,000 years in 1876. The building serves as a reminder of the solidity and permanence of our institution, and the students that linger on its steps make me hopeful of its future. In reading *Cascade's* success stories about students from the class of '37 and students from the class of '06, I hope you will share my view.

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Teaching and Learning
The International Cultural Service Program

About 35 students from 29-30 countries participate each year in the International Cultural Service Program (ICSP).

Students in this program provide eighty hours per year of cultural and educational service to the community in return for scholarship assistance while studying at the university.

[Alina Tureeva](#) and [Roseleen Sachavirawongse](#), both seniors, took time to reflect upon their time in the ICSP and at the UO.

Fiddling with the Recipe: My International Education

By Roseleen Sachavirawongse, Senior, English

Som-tam, kimchi, mantou, yaki soba, samosa....
Determined to give me the best education, my parents strove to provide me with the opportunity to taste an international education — and they endured much inconvenience to do so. Nevertheless, upon graduating from an international high school in Bangkok, the next course arranged for me was marriage.

But I craved something else.

I began at a university in the Midwest, where I was given a campus map and a list of “General Education Requirements” to find my way.

For the next three semesters, I hopped from major to major, fiddling with the recipe of my international education. I sampled everything from Kinesiology to Child Development, and still, something was missing.

The learning spirit was rare. And I was still hungry.

I withdrew and returned home. No matter which major I had settled upon, the



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fixed sequence of classes and training had been unchallenging for me; I concluded that I did not want a “ready-made” education.

With strengthened commitment to a broad liberal arts education, I proposed to pursue an undergraduate degree in English and applied for an International Cultural Service Program (ICSP) scholarship at the UO.

Though I’ve always had an abstract commitment to education, I’ve recommitted to the idea in a very real way at Oregon. The social, political, and historical knowledge I have gained in my two and a half years here has inspired me to take action in the community.

In doing so, I’ve discovered two essential ingredients for my own “best education:” a community of learning and public service.

I’ve decided to become a teacher.

ICSP has provided me with many opportunities to take part in various community programs, including at-risk-youth programs. But aside from the community outreach that is part of my scholarship, I have also tutored at a middle school and volunteered at child development centers.

For my Theories of Literacy class this term, I am interning in an adult basic literacy classroom. Such curricular incorporation of community learning is a reflection of a sincere commitment on the part of this academic community to bridge the gulf between theory and practice — and for that I am grateful.

While I will be graduating this year, I am disinclined to let a degree demarcate my relationship with education. As a teacher, I hope I might be a champion of the tradition of learning — as opposed to traditional learning — and encourage my students to taste everything that life has to offer.

From Uzbekistan to Switzerland: Where the UO Fits In

By Alina Tureeva, Senior, International Studies

When I came to the UO from a relatively small community college in Vancouver, WA — and before that, from Nukus in Uzbekistan — I found myself in a time of immense opportunity and challenge.

It took me a couple of quarters to get used to the size of this school and academic expectations that came along. The college I attended previously had a population of about ten thousand students and the average student, according to statistics, was a 33 year-old white single mother. This school has a much bigger campus and the diversity is enormous. I was excited to learn that the international students on this campus come from one hundred countries of the



world. I was also feeling a little overwhelmed by some of my classes with a hundred students. All these factors showed the beginning of the “real” college experience for me.

Being away from home and not seeing family for six years has certainly added to the stress of managing classes with work and extracurricular activities. But even with the homesickness, the long study nights, immeasurable amounts of rain and caffeine, I wouldn't have to think twice about doing it all over again.

I think my most interesting and challenging experience in this school is being a participant of the International Cultural Service Program. In this program, I am one of the students from all over the world who acts as an ambassador providing information about my homeland to the Eugene/Springfield communities.

When I walk into a room of school kids, I see some faces that want to learn and some that don't even know what to expect from me. They might not know how to pronounce the name of my country or even find it on the world map. But regardless of what part of my culture I teach them about — whether it's some history, music, art, or fairytales — when at the end of the presentation someone approaches me and says “I want to go there some day,” I am thrilled. Having a feeling that I made some sort of difference, taught that one child something, gives me positive outlook on my everyday struggles at school and in personal life.

At the end of this year, I am moving to Switzerland to pursue my goals of working for the United Nations. And I am hoping that in Europe I will talk to someone about the University of Oregon and hear them say: “I want to go there some day.”



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CAS NEWS

UO Alum Lee Bollinger Takes Top Job at Columbia



Lee Bollinger (BA '68) has come a long way since his days as an undergraduate political science major at the University of Oregon. This fall, the former president of the University of Michigan will assume a new post as president of New York's Columbia University, one of the country's most prestigious research institutions.

Bollinger is used to the limelight. He led a highly public defense of the University of Michigan's affirmative action policy in admissions in response to lawsuits charging that the policy discriminates against Whites in favor of less qualified minorities.

A first amendment scholar and law professor, Bollinger plans to continue that fight as president of Columbia, both as a defendant in the Michigan case and on principle.

"I think this is one of the most important cases of our time," says Bollinger, who has rallied support for Michigan's case from other universities and major corporations. If the University of Michigan battle reaches the U.S. Supreme Court, as many predict it will, justices may have to reconsider the 1978 landmark ruling, *Regents of the University of California v. Bakke*, which allows colleges and graduate schools to use race as one factor in selecting students.

Bollinger is also known for being passionate about the arts and life sciences. At Michigan, he spearheaded the Life Sciences Initiative, which included creation of a \$100 million life sciences institute staffed by 20 to 30 world-class research teams.

At Columbia, Bollinger will continue to forge ties between the university and New York's thriving arts community by, for example, hiring accomplished artists as instructors. Columbia already boasts such luminaries as two-time Academy Award-winning film director Milos Forman and painter Archie Rand,

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who has had more than 80 solo exhibitions.

A committed educator, Bollinger believes that “nurturing young people has to be a basic principle of any university.” At Michigan, he taught an undergraduate course on freedom of speech, a practice he will continue at Columbia.

Bollinger traces his intellectual development back to his undergraduate days at the UO.

“College had a profound effect on me. I recall it as a remarkably serious intellectual experience when I felt deeply the quality of the education available to me.”

As a student in the politically turbulent 1960s, Bollinger initially became involved in student government but later realized he was an academic at heart.

“My senior year was one of the best years of my life,” he recalls. “I lived alone and read — it was a wonderful opportunity to digest an incredible array of novels, philosophy and social theory, and to be around great intellectuals.”

He still thinks fondly of two former UO professors — Stanley Pierson (history) and James Klonoski (political science) — with “deepest respect for their commitment to intellectual life and teaching students.”

As a freshman, he met his future wife, Jean Magnano Bollinger, a graduate of the UO and Columbia, and now an established artist. They have two children — Lee and Carey — both of whom followed in their father’s footsteps into law school.

While the job of a university president has become increasingly concerned with fundraising, Bollinger doesn’t lose sight of his broader role as an intellectual leader.

“Ultimately, the job of a university president is to enhance the academic life of the institution,” he says. “I believe strongly in continuously working on building the best intellectual life you can.”

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Personal Dedication,
Public Good

Environmental Economist Trudy Cameron

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“The optimal amount of pollution is not zero,” explains Trudy Cameron, the UO’s new Raymond F. Mikesell Chair in Environmental and Resource Economics.

Cameron’s work considers the margin in which it doesn’t make sense to clean anymore: when the costs sacrifice children’s health, vaccinations, or feeding the hungry. Somewhere between what Greenpeace would like and what industry might like is actually optimal for the greatest social welfare, she says.

As the chair of the Science Advisory Board for the U.S. Environmental Protection Agency (EPA), Cameron has the opportunity to work with industry, government and environmental activists in negotiating and recommending environmental regulations that meet the public good.

“There can be a level of defensiveness with those of an advocacy stripe, so sometimes you have to start off by reminding them that economics is about the allocation of scarce resources among competing end users.”

Instead of allocating labor between different firms or products between buyers, environmental economists may

Education

PhD 1982 Princeton University

Professional Background

1984-2001 University of California, Los Angeles
Chair, US Environmental Protection Agency, Science Advisory Board, Advisory Council on Clean Air Compliance

Selected Honors and Awards

Two National Science Foundation grants awarded in 1999

Work in Progress

Research on popular support for climate change policy
Research on the values of environmental resources to

indigenous populations
Research on how people
evaluate morbidity risks

allocate lands: for housing, development,
wetlands, forest, or species preservation.

Currently, Cameron is working on the effects of the Clean Air Act with an advisory board of the EPA dedicated to analyzing the costs and benefits of this legislation in its first decade, as well as projecting the benefits it might provide in the second.

Cameron will also continue a research project with UCLA colleagues in her first year at Oregon; their climate change mitigation study was funded by the National Science Foundation (NSF) in 1999.

In this current research, as in much of her research, Cameron spends her time quantifying “public goods.” What it will cost to mitigate the effects of global warming are pretty easy to calculate; Cameron, however, has taken on the difficult task of quantifying the value or the benefits that such regulation might provide.

The NSF funding has allowed her to ask 200 U.S. and Canadian homes through web TV surveys (which is free in exchange for their weekly participation) how much they’d be willing to pay for policy changes that might positively affect their health or lifestyle.

In her personal life, Cameron weighs the benefits of living in Oregon pretty easily: “I began to realize that I heard the ‘world- in-20-minutes’ news cycle at least three times a day on my way to work!” Her husband and children will also enjoy living closer to their relatives in Oregon, she says.

Van Kolpin, head of the Department of Economics says the faculty and students are “thrilled” to have her in the department: “Professor Cameron is widely recognized as one of the world’s premier environmental economists. She is also a fabulous teacher, both in terms of classroom instruction and supervision of student research.”

The Raymond F. Mikesell Chair in Environmental and Resource Economics was established with a generous gift from Ray Mikesell, a professor emeritus in economics. Cameron will hold the first permanent appointment to the chair.



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Excitement Builds In Theatre

New Department Head Jeffrey Mason

Could it be? Yes, it could. Something's comin', something good...
— from *West Side Story*, music by Leonard Bernstein

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When Jeffrey Mason entered Juilliard, it was to become the next Leonard Bernstein.

But, after a year in New York, Mason decided to enroll at Stanford for the opportunity to “play” in the liberal arts, as well as in the orchestra. “I was like a kid in a candy store,” he says. “I took eleven courses in ten departments in my first year!”

Education

PhD 1983, Dramatic Art
University of California, Berkeley

Professional Background

1984-2001 Professor of Theatre,
Chair of the Fine Arts
Department, at California State
University, Bakersfield
1983-1984 Lecturer in Theatre
Arts, San Francisco State
University

Selected Honors and Awards

Last Dance, his one-act play
which premiered in April 2000,
was one of three plays selected
for production by FirstStage in
Hollywood.

Work in Progress

His enthusiasm for learning and love of the dramatic arts led him to receive a Master of Arts in Education from Stanford and then into the high school classroom. However, teaching drama made him realize how much there was still to learn about it, he says, and he moved on to pursue his Ph.D. in Dramatic Art at UC Berkeley.

At Stanford, Mason had received what Bernstein once called “an initiation into the love of learning” — now, Mason’s talent for teaching and passion for study will inspire the same in students at the University of Oregon.

Although a voracious learner, Mason describes himself as having been a “quiet observer” as an undergraduate. “I don’t let

A book on the political theatre of Arthur Miller (supported by a 2002 UO Summer Research Award)

my students get away with that now," he says. But he doesn't have to do too much to get his UO students involved: "Once I get them started, they are unstoppable!"

As a teacher, Mason is well-attuned to his students, and that is reflected both in his classroom and on his vita. Students are eager to participate in his discussion-format classes: taking and reading notes on their laptops, volunteering to read, risking their contrary opinions. His vita includes numerous special teaching projects, from curriculum development to web-based learning exercises. When asked how one such project, a handbook *Survival Guide for Students*, came about, his reply was simply that "it needed to be done."

At the UO, Mason is charged with getting several new projects done. As the new head of the Department of Theatre Arts, he's looking forward to creating the new facility that will accommodate the UO's growing theatre program, which now consists of approximately 150 majors.

"Larger programs have to be especially attentive to the stage opportunities they can offer their students," he says. "This new complex will be crucial to the success of our students."

Over the next couple years, the department will also be developing a new series of courses entitled "Themes in Dramatic Literature." Political Drama, the pilot class of this series, was taught by Mason this winter. As part of this course, renowned poet and playwright Amiri Baraka visited campus to explore the identity politics at work in his plays.

Mason is undoubtedly an energetic addition to the department, already at home in the halls of Villard.

"We have a wonderful faculty here and a great group of graduate students doing incredible things," he says. "As department head, I think the real challenge will be to find out how we can do it even better."



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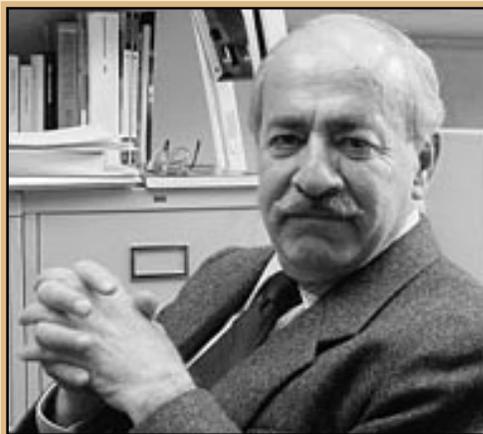
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Challenging Boundaries

Interdisciplinary Arif Dirlik



The history of Arif Dirlik's career in history is complicated. Perhaps the timeline begins with a young scholar convincing the Fulbright commission and the intellectual historians at the University of Rochester to let him change his course of study from nuclear physics to Chinese history. Perhaps it begins with a humanities course in his training as an electrical engineer at the University of Istanbul.

Education

PhD 1973 University of Rochester

Professional Background

1971-2001 Duke University
Visiting Professorships: 3
Editorial Boards: 10
Book length works: 23

Selected Honors and Awards

Knight Knight Professor of Social Science, University of Oregon, 2001
International Senior Research Fellow, The Research Center for Contemporary China, Beijing University

Work in Progress

An Interpretive History of Chinese Socialism — A book on the Cantonese communes and

Perhaps when his career began is irrelevant; where it has gone is remarkable.

Dirlik was drawn to history as a discipline because its boundaries were "wide open." "I decided that I could go into history and decide later what I would do: science historian, literary historian, whatever!"

Twenty-nine years later, Dirlik's astonishing body of work reflects the diversity of his interest: no less than twenty-three books, their topics ranging from the Chinese Cultural Revolution, colonialism, post-modernism, to the Chinese-American experience. Many are used as resource texts in comparative literature and anthropology, as well as in history.

Dirlik, who holds a joint appointment in history and anthropology at the UO, says

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the revolutionary movement in Guangdong

he considers himself to be a professor of social science. “Even that feels a bit restricting. The line between social science and humanities is not at all clear to me,” he says. “But, if my discipline becomes vague to some people, or blurred, I am quite happy with that.”

Challenging definitions is not so much a decision to be contrary, says Dirlik, but comes from a dissatisfaction with clichés invading serious intellectual work.

“At some point I decided to take on globalization. I thought: everybody’s talking about globalization. What does this mean?”

Jokingly, Dirlik questions whether his distaste for intellectual labels is in fact “perverse.” “When an idea becomes fashionable, I get really nervous,” he says.

His courses, too, are in constant revision, reflecting the current interests or, perhaps, dissatisfactions of this scholar. In proposing the course “The Worlds of the Modern Chinese,” he proposed that there is more than one China: the China of the People’s Republic, the China in Singapore, the China that is right here in the United States. In renaming the course “Pre-Modern China” to “Inventing China,” he wanted to see “what it meant to look at the history of China through dynasties.”

Through invention and reinvention, Dirlik pushes the boundaries of his discipline.

Dirlik sees this cross-disciplinary work as the essence of what he wants to accomplish here at the University of Oregon. One of the vehicles for this cross-disciplinary discussion is the Center for Critical Theory and Transnational Studies, which began under Dirlik’s leadership this year.

Next year, he looks forward to teaching a new interdisciplinary seminar that will examine how political elements enter into the formation of the academic disciplines themselves. The seminar will include graduate students from history, anthropology, geology and literature. “It’s exciting — and all too rare — to get these graduate students together in one room,” he says.

Professor Dirlik will teach “old” topics as well. His first course on China will focus on socialism and revolution in Eastern Asia, which brings him back to his early studies in Rochester during the Cultural Revolution, he says.

But while the topic is the same, the content will not be. “I never teach the same course twice,” says Dirlik.

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UO Around the Globe

Eleven Fulbright Scholars
from the College of Arts and Sciences

Four College of Arts and Sciences faculty members and seven students received Fulbright awards for the current academic year.

Among them, **Zary Segall** recently became the first professor from any Oregon university to earn a prestigious appointment to the Fulbright Distinguished Chairs Program.

During the 2002-2003 school year, Segall will occupy the Fulbright-Stockholm Information Technology Chair in Wireless E-Commerce, a research and teaching post in Sweden. He will teach graduate courses in wearable computer technology at the Stockholm School of Economics and the Royal Institute of Technology in Kista. He also will engage in research with Ericsson, Telia, IBM Sweden and venture capital firm Brainheart Capital, all Swedish companies that funded the grant.

“My interest is in augmenting people with wireless mobile computing or ‘invisible technology’ to improve lives and help differently abled people,” says Segall, who along with fellow computer science professor Steve Fickas, heads the UO Wearable Computing Group. “This research also will connect the University of Oregon with industry and key academic leaders overseas.”

The Fulbright program was proposed to the U.S. Congress in 1945 as a way to give grantees and their hosts the opportunity to gain a better understanding

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of each other's institutions, cultures and societies. It promotes intercultural communication between the United States and other countries and encourages the American and international scholars to share information.

Since 1950, 135 current UO faculty members have had Fulbright study and teaching opportunities.

Joining that group this year is **Sarah Klinghammer**, a senior instructor with the UO American English Institute who left in September for Ankara, Turkey, to teach English as a foreign language at Bilkent University. **Thomas Payne**, research associate in the UO Department of Linguistics, also departed in September for Novosibirsk, Russia where he is researching and lecturing on the linguistic typology of Siberian languages. **Allan Shanks**, associate professor at the Oregon Institute of Marine Biology, traveled to Santiago, Chile, in October for a lecturing and research position at the Catholic University of Chile. He is teaching an introductory course in biological oceanography and researching the effects of certain types of waves on larval transport.

Several College of Arts and Sciences students and recent graduates have also joined the ranks of Fulbright scholars. **Zintars Beldavs, Jennifer Cameron, Anthony Clark, Elizabeth Cogan, Brandy Nalani McDougall, Joshua Morse** and **Matthew Well** are working on research, artistic projects or course work abroad following their selection earlier as Fulbright Fellows for 2001-2002.

Tom Mills, UO Fulbright Program adviser and director of the Office of International Programs, says that having seven students named Fulbright Fellows is a remarkable achievement for any university, and that it is even more remarkable for a moderate-sized, public university like Oregon.

"In any given year," he notes, "less than thirty universities in the entire country may claim this honor." In terms of the number of applicants accepted in 2001, the University of Oregon edged out dozens of larger public and private universities, joining the ranks of schools such as Harvard, UCLA and the University of Michigan.

"Fulbright awards to UO faculty and students distinguish our university as one of the leading public universities in the country and facilitate important intellectual exchanges between our scholars and researchers and those at leading institutions around the world," says Joe Stone, dean of the College of Arts and Sciences. "Both the distinction and the exchanges are of tremendous value to the State of Oregon."

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Student in the Spotlight

Stephen Hughes

When freshman Stephen Hughes came to campus last fall, so did the camera crews for the *Rosie* show in New York.

Rosie O'Donnell selected him to appear on her daytime talk show as a "superkid" last November — and *Rosie* magazine profiled him in its December issue.

Superkid?

In many ways, Stephen Hughes is your typical freshman: working hard, playing hard, complaining about dorm food, changing his major.

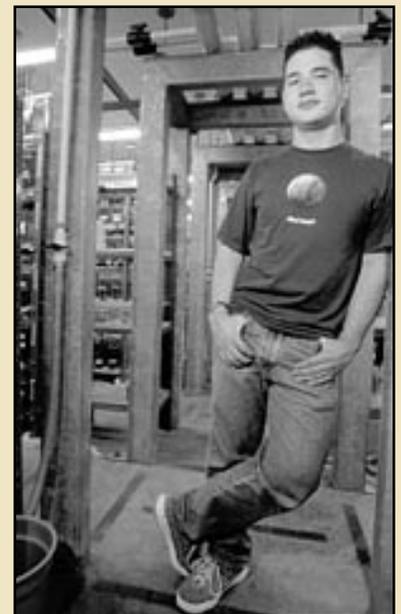
But what makes Hughes so extraordinary is not so much what he does on campus now — it's what he did to get here.

Hughes' family lived the majority of his life without a home: in pickup trucks, hotels, parking lots and campsites. Despite this, he managed to keep a 4.0 grade point average and serve as president of the honor society at El Dorado High in Las Vegas, Nevada.

When it was discovered that he was washing up in the school bathrooms each morning, his high school teachers formed a support team, and the group that began by packing his lunches eventually sent him packing to college, pitching in for dorm necessities and connecting him with a job in Eugene. With their help — and the aid of several scholarships — Hughes made his way up north.

Hughes enjoys Eugene, saying "it's a whole different world out here." A resident of McClain Hall, this freshman says that dorm life offers him a great social environment and a real sense of community.

A promising scientist who ranked in the top percentile on a nationwide



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science exam, Hughes says he wants to study “something in biology” but enthuses about his ballroom dancing class as well.

While leaving Las Vegas has been an adjustment for this “superkid,” he loves both the physical and academic environment of Oregon.

“Being here is one of the greatest experiences of my life so far,” he says.

Photo by Leighton White



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Romance Translation

Amanda Powell and Massimo Lollini
on the Subtle Art of Translation[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)

Since even the most accomplished polyglot can know only a few of the world's hundreds of languages, translators are indispensable. In fact, translating texts is a literary endeavor almost as important as creating them, but readers rarely think about the inevitable differences between a translated text and the original or about the issues and difficulties translators face in rendering an author's work into another language.

Romance Languages faculty members Amanda Powell and Massimo Lollini have both translated numerous foreign texts into their respective native languages, Powell from Spanish into English, and Lollini from English into Italian. To Amanda Powell, translation is so important in literary study that she considers literary criticism a "subset" of it because "translation requires giving a text a complete and thorough reading, an interpretation of every part. A critical reading is always partial, and if critics writing about texts don't know what to do with certain parts, they can just ignore them; a translator can't do that."



Amanda Powell

Powell began to study Spanish in college, first making translations of poems by the Spanish surrealists, but by the time she graduated she was more interested in baroque women writers. After reading the works of Sor Juana Inez de la Cruz and St. Teresa of Avila, and translating some of the former's sonnets, she wondered about other women writers of the 16th and 17th centuries. "At that time," says Powell, "it was a project of discovering who the writers were and finding texts because these women had been completely written out of literary history." Sor Juana and St. Teresa had been nuns, and "given the social conditions in that period, the place where a woman might be literate and have mental space and time to write would be the convent, so I wrote a

proposal to go to Spain to look for texts.” In Madrid she found the long-neglected writings of many nuns and began to translate them. These translations appeared in *Untold Sisters: Hispanic Nuns in Their Own Works*. Powell recalls that what “was satisfying about that project was publishing a book that became foundational for a new area of study.”

Powell continues to research and translate texts by nuns of that period, mainly those of Sor Juana, but she has also undertaken other translation projects, one being World to World/Mundo a Mundo: A Binational Literary Translation Workshop. Participants meet in Mexico City for two weeks of discussion, study, and practice. As leader of the workshop, Powell addresses three aspects of translation: “transculturation,” or making elements unique to one culture understandable to members of another; translating figurative and colloquial language; and translation as a co-creative process between the author and translator. Apart from technical questions, she says of the workshop that “what often comes up in our conversations is an awareness of United States-Mexican relations and of that problematic, permeable border. It’s part of the atmosphere we’re in. And then we look at texts and ask how can we be responsible to the different cultural worlds represented in them.”

Surprisingly, when working on a text, Powell worries more about her English than about her Spanish. “It’s the skills I have as a writer of the language I’m translating into that are most important, which doesn’t mean that a thorough knowledge of the source language and text and especially the culture aren’t important, but I can check on them.” She thinks translators must be both bold and humble: “translation is a paradoxical endeavor and it requires a paradoxical personality. You have to be a perfectionist and yet not be daunted by impossible problems.”

Massimo Lollini does not consider himself a professional translator, though he willingly translates when asked to or when a work or author interests him. He began to study English in high school in Bologna, and after attending the university there, he went to Yale to complete a Ph. D., where he started translating “to become more acquainted with the culture I was living in.”



Massimo Lollini

In New Haven he was introduced to the Society of Friends and began to attend a meeting. He says, “I wanted to study the intellectual and theological foundations of Quakerism, so I read an anthology of Quaker texts and decided that translating it would help me to understand it better.” But he notes that, without attending the Quaker meeting, it would have been more difficult, if not impossible, to understand the texts properly, which is why he believes translators should not only be fluent in the language but must also live in the culture. “There are cultural elements,” he says, “that you can’t grasp if you haven’t lived in it. That’s why the translations I did are related to my experience in this country.”

Some friends in Italy asked him to publish his translations of George Fox, John Woolman, and others “because there was nothing recent in Italian on Quakerism.” The work, he recalls, was an enriching experience: “After the translation was published, a Quaker meeting was founded in Bologna; and so I was an intermediary between the Quaker writers and the Italian people, and I felt I had provided a service.” Lollini has also translated a selection of Emerson’s writings, including “Nature” and “Self-Reliance.”

According to Lollini, the greatest obstacle translators face is the element of alterity, untranslatable differences of cultural meaning manifested in language. “It helps to realize that there is a cultural element in language that cannot be translated, but can be understood, and understood as different,” he says. “The task of a translator is to show that element but still manage to convey the meaning and help people to understand the text in its alterity.” As an example, he cites Emerson’s concept of self-reliance, which is foundational in American culture.

Self-reliance, he says, “does not mean the same thing in Italy, so it was a challenge to convey that difference and at the same time help the Italian reader understand what Emerson was saying.” Such differences make literal translation impossible, though he says that “translators should pursue it as a goal.”

[Poema 164]

[En que satisface un recelo con la retórica del llanto.]

Esta tarde, mi bien, cuando te hablaba,
como en tu rostro y tus acciones vía
que con palabras no te persuadía,
que el corazón me vieses deseaba;

y Amor, que mis intentos ayudaba,
venció lo que imposible parecía:
pues entre el llanto, que el dolor vertía,
el corazón deshecho destilaba.

Baste ya de rigores, mi bien, baste;
no te atormenten más celos tiranos,
ni el vil recelo tu quietud contraste

con sombras necias, con indicios vanos,
pues ya en líquido humor viste y tocaste
mi corazón deshecho entre tus manos.

Poema 164 from “The Answer/La Respuesta,” by Sor Juana Inés de la Cruz, translated and edited by Amanda Powell and Electa Arenal (The Feminist Press, 1994)

[Poem 164]

[In which she answers a suspicion with the eloquence of tears.]

This afternoon, my darling, when we spoke,
and in your face and gestures I could see
that I was not persuading you with words,
I wished you might look straight into my heart;

and Love, who was assisting my designs,
succeeded in what seemed impossible:
for in the stream of tears which anguish loosed
my heart itself, dissolved, dropped slowly down.

Enough unkindness now, my love, enough;
don't let these tyrant jealousies torment you
nor base suspicions shatter your repose

with foolish shadows, empty evidence:
in liquid humor you have seen and touched
my heart undone and passing through your hands.



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Harry Potter in Hollywood

Examining the Impact of Hype on Young Readers



Elizabeth Wheeler

Last spring, young readers at Westmoreland Elementary School bubbled over with excitement about J.K. Rowling's best-selling *Harry Potter* books. It was heartening, says UO Assistant Professor of English Elizabeth Wheeler, to talk with children so fired up about reading.

"They had an absolute loyalty to the books," says Wheeler, who interviewed seventeen third-through-fifth graders as part of her research on how marketing affects the way kids relate to literature. "It helped dispel my skepticism about hype."

The early publicity surrounding the books was followed by a media blitz promoting the movie, which put Hollywood's version of Potter on everything from t-shirts to backpacks. How did all the hype affect kids' attachment to the books? Wheeler hopes to find out when she returns to interview the same group this year.

Westmoreland Elementary in Eugene was a natural choice for the interviews. Wheeler's research assistant, Christy Shaver, a graduate student in the School of Education, was completing an internship there. Neil Callahan, an undergraduate English student at the time (now a graduate student in education), was already volunteering at the school and eager to assist with the research.

The seventeen students who volunteered to participate in the project had been reading the books on their own time outside of school. Wheeler was struck by how strongly they identified with the fictional Potter.

"Kids started telling me about their scars," she recalls. When readers meet Potter in the first book, he has just survived a vicious attack by the evil

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Voldemort. His parents die in the episode, while the infant Potter is left with a scar on his head that hurts whenever he is in the presence of evil.

“Kids this age (8-11) think so much about not being the underdog, not being the little one,” says Wheeler. “The book seemed to be saying to them that it’s okay not to always come out on top because that’s just part of the life experience.”

“Many kids transferred their feelings about the books into real life ‘power games’ at home or in school,” she adds. One girl told Wheeler that if she had an “invisibility cloak,” (a magical cloak used by Potter to wander about unseen) she’d find out who her brother likes and tell his friends. One of the boys liked to rhyme off the many obscure facts he had gleaned about life at Hogwarts (the academy for young wizards where most of the action takes place).

“Reading the books seemed to make them feel more powerful and in charge,” observes Wheeler.

Will kids think less of the books after viewing Potter on the big screen? Wheeler isn’t sure, but she’s keeping an open mind. Talking with the Westmoreland students reminded her that kids are used to being bombarded by marketing messages, and tend to take it in stride.

“When I asked kids what they thought about product placements, they said ‘everything is like that now,’ everything has tie-ins,” says Wheeler. She likens it to the way Pleasant Company (owned by Mattel) pairs its American Girl books with dolls and other products. Devoted fans flock to the company’s huge American Girl Place in Chicago, where they can view a live musical and treat their dolls to high tea.

“I suspect the phenomenon is much bigger than Harry Potter,” says Wheeler, who plans to publish her findings in a book tentatively titled *Commodity Fiction*. In the end it isn’t the products or marketing campaigns themselves that interest her, but kids’ reactions: “What I want to know is, does this change the way their imaginations work?”



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Spring Syllabus:
Neuroscience, Literature, Philosophy,
and the Body

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Mark Johnson and Louise Westling

Most of us learn to think of our minds as transcendent, inhabiting and using our bodies without being part of them. Philosophers long ago gave the name *mind-body dualism* to this idea; it is a core concept of Western civilization, and according to Professors Mark Johnson and Louise Westling, who are team-teaching a course called “The Living Body,” it is completely wrong.

In the special course, sponsored by The Williams Fund for Undergraduate Education, Johnson and Westling argue that mind is an aspect of bodily experience and cannot be separated from it. Johnson says, “We’re going to look at how consciousness is tied up with having a body, how the way your body is — the way it interacts with things — determines the kind of person you are: what you’re aware of, what your values are, that kind of thing.”

Throughout the term, the two professors will use texts from contemporary psychology and cognitive neuroscience, as well as literature by Ernest Hemingway and Muriel Rukeyser, to support the idea that “a human being is a complex interaction of an organism.”

However, says Johnson, our minds and brains are not identical: “You cannot explain mental phenomena just by referring to brain states. The brain is only

part of the whole system of embodied being.” He dates his earliest thinking about the embodied mind to 1978, when he began collaborating with George Lakoff on the book *Philosophy in the Flesh*. They proposed that “metaphors are grounded in aspects of our bodily experience,” which eventually led to the idea that the mind itself is an “outgrowth” of bodily experience.

The idea of embodiment also began to interest Westling in the late seventies, when she discovered how problematic the human body and the landscape are for many women writers. Her studies in feminism and environmentalism convinced her that “attitudes towards the body are absolutely intertwined with attitudes toward the land. To acknowledge ourselves as embodied would put us in a position to recognize our kinship with the rest of the living community, which is what sustains us.” While searching for conceptual frameworks on which to base her literary studies, Westling read *Philosophy in the Flesh* and encouraged the members of Mesa Verde, a student-faculty eco-criticism group, to invite Johnson to speak. Their idea for the Williams course developed during subsequent conversations.

Besides lectures and interdisciplinary readings, the course includes meetings with a body movement practitioner. Students will participate in exercises to make them more aware of their bodies and show how abstract concepts are grounded in bodily phenomena. Johnson noted that our concept of justice, for instance, which we traditionally symbolize with a set of twin-pan scales, can be derived from the bi-lateral symmetry of our bodies and our experience of balance. Westling says the exercises should “make people aware of how embodied their thinking is.”

Both professors believe that giving up the dualistic idea of mind and body has profound consequences. Johnson says, “At a very deep level, it should suggest a different way of thinking about who you are, where your values come from and what’s possible for you as human being.”

Westling adds that “our very survival depends on an opening out of our understanding to the fullness of our experience, which is embodied.”



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Faculty Perspectives

[Alexander B. Murphy](#) • [Marion Goldman](#)
[Ronald B. Mitchell](#) • [Diane Baxter](#)

Rethinking Old Maps

Alexander B. Murphy, Professor, Geography



"We live in a complex world." A more banal statement would be hard to formulate in this day and age. Yet for all the lip service paid to the notion, much of the American policy and media elite continue out of habit to view the world through a simplistic prism, a prism that is utterly at odds with the complexity that determines today's geopolitical reality.

That prism is the map that hangs on the walls of our homes, our classrooms, and even our foreign policy institutes: the map showing the 200-odd countries of the world. And our continued unthinking use of that map is now downright dangerous, as the reaction to the September 11 atrocities demonstrates.

Consider the oft-heard comparisons with Pearl Harbor and the notion that we are again at war. When Pearl Harbor was bombed, there was no question what that meant: war with Japan — and by extension Germany and its European allies.

During the Cold War era, we didn't just think in terms of the map of states, of course. There was a clear bi-polar geopolitical order that overlay the map of states, but it operated in and through the state system. From both a Soviet and an American perspective, the fundamental policy question was whether states were for or against "us," and policy was shaped by its likely impacts on state allegiance to one side or the other.

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Over the past few decades, however, it has become increasingly clear that the map of states is not the only map of importance. Other maps clearly matter — maps of ethnicity, maps of wealth and poverty, maps of the flow of goods and people. The importance of such alternative maps was made startlingly clear in the aftermath of the break-up of the communist bloc in Europe and then the Soviet Union. Many people — including self-proclaimed experts — seemed surprised by the ethnic diversity of the Soviet Union, the depth of ties between the Baltic States and parts of Scandinavia, interregional antagonisms in Eastern European states, and much more. All of this was easy to ignore when, even in our own educational system, we were more concerned with understanding political alignments than with the geographical complexity of the planet.

Especially in light of the current political situation, that complexity can no longer be ignored.

The desire for justice in the wake of the attack on New York City and Washington, DC — together with the hold that the old geopolitical order still has on our imaginations — makes it tempting to cast Afghanistan as the enemy. Yet what is Afghanistan? A product of a nineteenth-century geopolitical compromise between Russia and Great Britain that is made up of many different peoples — Pushtuns, Tajiks, Uzbeks, Turkmens, Hazaras to name just a few.

So our present world is not just one in which communication and trade networks are not reducible to the map of states; it is one in which the state itself can be a hollow concept...

Rejecting Easy Answers

Marion Goldman, Professor, Sociology of Religion

Since the events of September 11th, students in my classes in the sociology of religion have asked many questions about the relationships of spirituality and violence. They have discussed Islamic, Jewish, and Christian fundamentalisms, observing differences and similarities among all three religious traditions.

Some students draw parallels between the terrible events at the World Trade Center and the equally awful but often unobserved terrorism against abortion clinics and the health professionals working in them in the USA. These upper division students reject easy answers to complicated questions, and the demonization of any group. Instead they are concerned with the global processes involving religion and religious activities.

Addressing Student Interest

Ronald B. Mitchell, Associate Professor, International Politics

The events of September 11th have led to a significant shift in how political scientists think about international relations, American politics, and comparative politics. It has caused many of the faculty at the University of Oregon to alter both the ways they teach these subjects and the responses of students to the subjects they teach.



Consider the basic facts of September 11th. The attacks on the World Trade Center and the Pentagon were undertaken by terrorists who were not American nationals, who were motivated by their interpretations of both religious principles and processes and events usually referred to as globalization, who were not acting on behalf of any nation-state, who used “technologies” readily available throughout the world.

In the field of international relations, these facts have caused most scholars to pay far more attention to the role of religion in international affairs, highlighting arguments made earlier in the decade by Samuel Huntington that the post-Cold War world will be characterized, at least in part, by a “clash of civilizations.” The events have also induced greater caution with respect to traditional claims that it is nation-states rather than non-state actors that play the central roles in international events. The response of the United States and other governments to September 11th, especially those likely once the war in Afghanistan is concluded, demonstrate an increasing ability to discriminate between attacking the governments of terrorist states and attacking terrorists who may reside in a particular state. The events also provide support to claims that have been made for over two decades that the security of a state involves many aspects beyond — and that cannot be provided for exclusively by — military security.

In the field of American politics, the events of September 11th have both highlighted and changed traditional patterns of American politics surrounding race, ethnicity, religion, and immigration. It has simultaneously caused scholars to re-think understandings of how Americans manage the tradeoffs between freedom and security, understand the reasons for and costs of protecting civil rights, and respond to the many racial, ethnic, and religious differences that exist in American society.

In the field of comparative politics, the attacks have helped draw attention to differentials in the power many foreign governments have over the citizens (and non-citizens) who reside within their borders, in the de facto influence that non-citizens can have over governmental policy in such states, and the different roles of religion and culture in the politics of other states. Although these and related issues are not “news” to professional scholars of comparative politics, the events of September 11th have increased both the interest in and the understanding of these insights by students.

Many classes in the Political Science department have been adapted so that these issues and student interest in these issues can be addressed. From

introductory courses to upper level courses, syllabi have been reshaped to raise the importance of elements that already were discussed and to add components that directly address both new understandings and new student interest in elements of international relations.

Making the Strange Familiar

Diane Baxter, Assistant Professor, Cultural Anthropology

Along with shock, anger, fear, and grief, September 11 brought for many people this response: how could they do something so terrible to us? This is, of course, an understandable immediate reaction to a horrendous event, but begs many important questions. Who, for example, is they? Is it all Middle Easterners? Just men? Only Saudis? Is it all Muslims or just Middle Eastern Muslims? Whoever “they” are, why is their “culture” so violent? So unreasonable, even, perhaps, so evil? So unlike “ours?”

Questions that examine cultures and individuals’ relationship to culture are the bread and butter of Cultural Anthropology. In most introductory courses, professors attempt to impress students with the idea of cultural relativity and an appreciation for cultures, at least in some ways, unlike their own. In my courses, I’m eager to show the diversity within cultures and the multiple ways in which individuals identify with, accept, and resist their society’s norms, dictates, and values. As anthropologist, Melford Spiro, was fond of saying, one of my goals is to “make the strange familiar.” Breaking down unfortunate and divisive barriers — that is, negative stereotypes of “exotic others” — is always a part of my course objectives.

After September 11, it became even more important and so this fall, along with my GTF’s, I engaged students in dialogues that focused on the way we view ourselves, the diversity of our cultures (not all students come from the same “culture”), and those of “others.” Can we call a culture evil? And, if so, why can’t others call us evil? Do human beings share a common human nature or not? Can we explain terrorism more reasonably by looking at geopolitics, economics, political psychology, rather than saying, “It’s just their culture?” While these are issues that are generally a part of my introductory courses, the events of September 11 made them immediate, emotional, and intense.

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CAS NEWS

An Evolving Partnership

UO Biologists Bradshaw and Holzapfel
Catch International Attention for Mosquito Discovery

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Christina Holzapfel
and William Bradshaw

Within the last thirty years, questions about global warming have come to the forefront — and so has the work of William Bradshaw and Christina Holzapfel, members of the UO's Department of Biology since 1971.

“The earth has warmed faster in the last thirty years than at any time over the last 1,000 years,” says Bradshaw. “Many plants and animals now bloom, migrate, or reproduce earlier than they did thirty years ago.”

In the first study of its kind, Bradshaw and Holzapfel, working in the Ecology and Evolution program, provide scientific evidence that a type of mosquito is changing genetically in response to global warming.

Their study, which appeared as the cover article in the scientific journal *Proceedings of the National Academy of Science*, demonstrates that the pitcher plant mosquito is postponing hibernation as the growing seasons become longer.

Bradshaw and Holzapfel have collaborated in research since graduate school at the University of Michigan. Bradshaw's interest was in physiology and ecology while Holzapfel leaned more toward evolution and systematics. However, a common background in insects and biological clocks laid the foundation for this married couple's research.

Supported by the National Science Foundation (NSF) for over thirty years, this research team has taken several sabbaticals together, traveling to Florida, Canada, and Europe to collect mosquitoes and bring them back to their lab.

But global warming was never an object of their research. “Nobody set out to test for the effects of global warming thirty years ago,” says Holzapfel. “It was simply a non-issue.”

However, after two decades of data collection, Bradshaw and Holzapfel began to wonder: “Has there been adaptive evolution in response to global warming?”

When they compared the mosquito population collected in 1996 to their 1972 counterparts, they discovered that yes, the pitcher plant mosquito had genetically altered its life cycle in response to longer summers and shorter winters. Even more surprising was that, in comparing mosquito populations between 1988 and 1993, they found that evolutionary adaptation could occur in a time span as short as five years.

“This is evolution happening at a breakneck speed,” says Bradshaw.

And the mosquito adaptations have important implications for other biological creatures as well. “A wide variety of plants and animals use the length of day, or photoperiod, as a pivotal environmental cue,” he explains. If the pitcher plant mosquito is adapting to longer growing seasons, then there is good reason to believe that the seasonal patterns of dormancy, migration, development, and reproduction may be changing in other insects, animals, and plants.

Researchers are also considering how global warming might aid the spread of insect-borne diseases, such as malaria. Portions of the southern United States and Europe are formerly malaria-endemic regions and a longer growing season could eventually spread the disease further into North America.

“Global warming is already permitting a wider impact of dengue, yellow fever, and other viral diseases in North America,” says Holzapfel.

Delicate ecosystems may also be affected. Some species of songbird have shown signs of decline because their offspring arrival had previously coincided with the development of their insect food, guaranteeing it an adequate food supply.

A major effect of global warming is going to be the disruption of such seasonal interactions, predict the researchers.

So, it turns out that this tiny bug may have very big applications to environmental policy.

“Since we’ve now shown that genetic change can occur in response to recent environmental change, politicians and environmentalists have keen interest in our results,” says Holzapfel.

The findings have been publicized internationally — in the *London Times*, *New York Times*, *Scientific American*, and *Nature* to name a few. Such

coverage, along with publication in *PNAS*, has brought greater visibility to the Biology Department's Ecology and Evolution Program and will likely attract even more graduate students and faculty who want to participate in ecological research at the UO.

The lab's success also reflects the hard work of many undergraduates. Bradshaw and Holzapfel consider student training to be part of their job as researchers. In weekly meetings, students go over the progress of their projects, ask questions about experimentation in general, and sometimes even seek opinions on graduate school or world news.

Brian Haggerty, a senior in Biology, is one of ten undergraduates currently working alongside Bradshaw and Holzapfel.

"Bill and Chris have allowed me to test my own curiosities as well as theirs, using lab space to set up my own experiments," says Haggerty. "While the theories and raw experiments have been thought up by Bill and Chris, they leave it up to me to plan the project, maintain the integrity of every aspect of the work, and manage the research from start to finish."

Bradshaw and Holzapfel ask their students to think critically and pose questions beyond what the research itself demands. "Consistent hard work, although usually required, is not itself sufficient to guarantee results," says Holzapfel.

Challenged by the research, Brian Haggerty says that his curiosity about the world has grown tremendously in the three years he's worked in the lab.

Scott Stevens, another undergraduate research assistant, says that the experience has "put the biology within a tangible framework, making it easier to understand that the idea of 'consequence' is not just theory."

As mentors, Bradshaw and Holzapfel serve the scientific community twofold: through their research and through the thoughtful training of our next generation of scientists.



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CAS NEWS

Mothers in Motion

Professor Dare Baldwin Studies the Building Blocks of Infant Understanding

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Dare Baldwin and son,
Rocky

“What a PREtty BAby!”

Parents coo at cribs and in playgrounds everyday, complete with wavy pattern of intonation. Children simply inspire animated language. But “mother-ese” has an essential function, too, says Dare Baldwin, UO associate professor of psychology.

“It’s been demonstrated that infants benefit in their processing of language from hearing the language in this way as opposed to just hearing adult directed speech,” says Baldwin. Mother-ese is slower, less monotone, and much more active.

“It exaggerates the structure of the speech so that the infant has a better opportunity to analyze the internal structure of the sentence and words,” Baldwin says. Word boundaries are seldom

marked by pauses, but rhythms and stress allow the listener to distinguish the ends of words. Each sentence unit is contained in a sort of intonational envelope.

“It occurred to me that there might be a similar phenomenon in the realm of motion,” says Baldwin. “When you or I or anybody else carries out our goals and intentions, our motions are patterns and there are a number of things that are predictable about the kinds of motions that we’re making.”

Baldwin’s next study, funded in part by a 2002 University of Oregon Summer Research Award, will investigate “Infants’ Processing of Dynamic Human Action.” To do this, Baldwin is building upon a research method she used in an earlier study.

In this previous study, a video of Baldwin cleaning her kitchen was shown to a number of ten- to eleven-month-olds. The infants were relatively uninterested

when the video of Baldwin paused just after grasping a towel but before she began to hang it on the rack; however, they were glued to the screen when the action was frozen in mid-stream, when a pause interrupted the action of reaching for the towel.

Baldwin and co-investigators Jodie Baird, Megan Saylor, and Angela Clark concluded that infants as well as adults detect structure in action that coincides with the initiation and completion of intentions.

“The idea is that, while babies may not understand much about the intentions and goals of particular actions, they are really good at picking out the patterns that happen to coincide with this higher-level thinking,” says Baldwin.

In a new study, Baldwin is back in her kitchen, but this time she’s in the dark. With small lights on her joints, Baldwin picks something up off the floor, puts something in the oven, and places something in a cupboard. If her hunch is right, the infants will show the same ability to locate the endpoints of the action. “If it’s true that they’re recognizing a temporal pattern, we should get the same results.”

“As adults, pattern recognition has become so automatic that it operates largely outside of our consciousness,” she says, “so one becomes keenly aware of the value and power of this system when in contact with an individual who no longer possesses it.”

Baldwin’s research into intentionality may help autistic individuals, in particular, by sorting out whether difficulties recognizing stable patterns within others’ motions plays a role in their delays in social understanding.

“It can be a very devastating disorder,” says Baldwin. “I hope my research might be able to offer autistic children some assistance.”



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CAS NEWS

Solid Foundations
for Green Chemistry

Tyler Grant Funds Showcase Teaching Lab

No longer confined to noisy fume hoods, or limited to hazardous reactants, UO chemistry students are now able to work in the open and with each other, using chemical quantities that more closely resemble experiments done in industrial and research settings.

Last fall, the Alice C. Tyler Perpetual Trust gave the Green Chemistry Program \$300,000 to complete its showcase teaching laboratory.



In "green chemistry," students use less toxic materials that produce the same chemical reactions. Though green chemistry principles are occasionally taught in organic chemistry classrooms, green chemistry experiments did not make it into instructional laboratories until UO professors Jim Hutchison and Ken Doxsee developed a pilot laboratory course in green chemistry in 1998.

This new curriculum is safer for students and the environment, creates a better atmosphere for learning, and makes the students feel better about what they're doing.

Lallie McKenzie, an undergraduate chemistry major, says the new approach not only eliminates the headaches she used to have after every lab session but also makes it easier to tell people what she's studying. "Often the response you get is very negative when you tell people you're a chemistry major, that we're using all these chemicals and ruining the environment," she says. "For me to say I'm a chemistry major with the green chemistry focus is a lot easier and makes me feel better about being a chemistry major."

"This grant will have a profound effect on our undergraduate chemistry curriculum," says Hutchison. "The new instrumentation lab will allow all our students, even freshmen in 100 level classes, to use state-of-the-art

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equipment and get real data on their samples.”



The new facility will also allow more students to be in the lab at a time, and that makes students and instructors happy. Space constraints will no longer require them to attend lab classes on nights and weekends.

Doctoral candidate Marvin Warner says undergrads seem more relaxed and focused in the new lab. “I’ve noticed a definite increase in students’ overall enthusiasm,” says Warner. “It’s not just the standard organic lab they have to get through to be a pre-med major. They put a little more thought into what they’re doing.”

“I like the trend that, as chemists, we’re trying to take responsibility for our role in the environment,” agrees graduate student Lauren Huffman. “We don’t just dump it down the sink and it’s magically gone. We’re taking responsibility for what we consume and produce.”

Not only is teaching “green” safer and more efficient, but these students are developing marketable job skills while learning organic chemistry. Industry leaders, such as Nike and Intel, are already employing green chemists to analyze their companies’ manufacturing processes.

“A strong environmental track record is becoming increasingly important to investors,” says Hutchison. “More and more companies are considering the ‘triple bottom line’ and are trying to position their companies on the axis of fiscal, social and environmental responsibility.”

Hutchison predicts that the demand for green graduates will only continue to grow — and that UO students, the only students to have this kind of background, will be very competitive in this new job market.

Using the new lab facility, the UO chemistry department will also promote green chemistry to students outside the grounds of the Eugene campus by sharing curriculum and laboratory methods with high school and college educators in other parts of the state and around the globe.

“The University of Oregon’s green chemistry program has demonstrated international leadership,” says Dr. Dennis Hjeresen of the Green Chemistry Institute in Washington, D.C., which will match \$100,000 of the Tyler grant with its own funds. “The lab will catalyze the development and dissemination of new educational materials to educators around the world.”



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Classmates and Colleagues
Parallel Paths to a Shared Pulitzer

Rick Attig and Brent Walth

Brent Walth '84 spent a lot of his time in the summer of 2000 interviewing people he would never be able to write a word about. As an investigative journalist for *The Oregonian*, Walth found that for every family who spoke to him about the abuses they'd experienced at the hands of the INS, there were six or seven more who wouldn't agree to go on record with their story, even if their case was settled.

Around that same time, Rick Attig '83 was interviewing members of congress and learning that conflicts with the INS were among the most common complaints from constituents. As a member of *The Oregonian's* editorial board, Attig also spoke with current and former INS employees in the process of developing the newspaper's editorial viewpoint.

"Liberty's Heavy Hand," the resulting series published in six parts in December 2000, was a devastating critique of the U.S. Immigration and Naturalization Service. And Walth and Attig — as part of *The Oregonian* team that created this series — were awarded the 2001 Pulitzer Prize for Public Service.

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However, the two rarely communicated about the issues directly because there were strict firewalls between reporters and the editorial board. “As reporters, we are never asked our opinions,” says Walth, “and we never give them.”

Running on parallel paths is nothing new for these two. While both double-majored in political science and journalism, they were classmates only in the technical sense of the word.

“I knew Rick more by reputation than by anything else,” says Walth. While on staff at the UO’s student newspaper, *The Emerald*, he and the other student journalists spent a lot of time wondering if they’d ever get “real jobs.” “But Rick was this mythical figure that was still in school *and* working for a newspaper,” he remembers.

Attig’s work appeared in *The Springfield News* for another year after graduation. Over the next thirteen years, Attig ascended the ranks at *The Bend Bulletin*, completing his career with the paper as its executive editor. He joined *The Oregonian*’s editorial board as associate editor in February 1998.

Walth had arrived at the paper four years earlier. He says that his political science background has been a huge influence on the positions he’s held as a reporter. “I loved following politics and knew I wanted to write about them.”

After graduation, he exercised his passion for political reporting at *The Daily Journal of Commerce* and *The Register-Guard*. “When I was 23 and just starting out, I was covering the Oregon legislature.” During this time, Walth often recalled the influential lectures of a former political science professor, Harmon Zigler.

“I learned a lot in his classes about political theory and how it actually plays out,” says Walth. “He talked about agenda setting and how the government can control what the media writes about. I would watch all the reporters go from press conference to press conference and I said, ‘I’m not sure I want to participate in this’.”

At *The Oregonian*, Walth has held the positions of Washington D.C. correspondent, environmental reporter, and now senior reporter on the newspaper’s investigative team.

Between the two of them, they have forty years of experience in Oregon newspapers. But it wasn’t until 1999 that their paths actually crossed.

Investigative reporters at *The Oregonian* had discovered that a 15-year-old Chinese refugee was being held in a Portland juvenile jail, despite the fact that she’d been granted political asylum more than six weeks previous; a Chinese businesswoman at the airport was strip-searched; and the German wife of an U.S. citizen was deported, and separated from her infant daughter in the process.

A larger story was beginning to unfold — and Walth wanted to get involved. With his knowledge of political science as a foundation, he felt he could delve deeply into the issues at hand.

Attig, assigned to be the lead editorial writer on INS issues, also makes the connection between the work he does at the paper and the work he did in the political science department at the UO. “I spend my days at *The Oregonian* studying and writing about public policy issues, politics, and government,” he says. “The coursework I had at the UO was terrific preparation.”

Attig wrote opinion pieces that demanded the dismissal of the local INS director, the release of documents pertaining to individual cases, and many changes in INS procedures and federal immigration laws. The INS took those actions.

Since “Liberty’s Heavy Hand,” Walth and Attig have had the pleasure of watching reforms unfold as a result of their team’s efforts. “The whole tone and tenor of the Portland district has changed,” says Attig. “People have been released from jail, or won asylum, or have been reunited with their children, probably in part because of our calls for change.”

The UO now counts nine Pulitzer Prize winners among its alumni.



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ALUMNI & DEVELOPMENT

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Dave Edlund '87

Environmentalist Explores New Source of Power



Though it's not a big campus, the University of Oregon boasts over 5,000 trees — which often makes visitors exclaim at the greenness of the campus and students feel like they're attending classes in the middle of a large park. So it's no surprise, given the lushness of the surroundings, that Ducks have a reputation for being environmentalists.

However, environmentalists, like everyone else, need electricity. So, especially in light of last year's energy crisis and the current utility rate increases, they continue to consider energy alternatives. But gas plants pollute. Nuclear power still makes people uneasy. Hydropower is great, but wavers during droughts. And solar and wind power are not 100 percent reliable.

UO alumnus Dr. David Edlund has another answer: hydrogen power. More specifically, hydrogen-powered fuel cells — potentially a miniaturized source of power in every home on the block that, he says, “will be a low-cost item to be replaced, rather than repaired, once it's reached the end of its lifetime.”

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Hydrogen power has long been one of the most sought-after power sources. It's the most abundant element on our planet, and, when utilized properly, generates only hot water and air as waste products. But it's also been an elusive source of power — until now.

When Dr. Edlund graduated from the UO in 1987 with his doctorate in chemistry, he didn't know he would have a hand in creating a power source both reliable and environmentally sound.

"The things that stand out most about the UO," he says, "were the people that I worked with as a grad student, the exposure to a variety of research ideas, and the exposure to a good problem-solving process."

Within eight years of graduating, Edlund put those problem-solving skills and research experience to work, forming a company known as NorthWest Power Sources with two partners. After IdaCorp, a holding company based in Boise, Idaho, made a substantial investment, NPS was renamed IdaTech. And the ideas began to grow.

"Fuel cells produce direct-current electricity," Edlund says, "very similar to a battery. But unlike a battery, they don't need to be recharged."

And these specific fuel cells, also unlike a battery, are not powered by fuels that may potentially damage the environment — rather, they run off of the most abundant element on the planet.

Edlund predicts that these fuel cells will be available to the average consumer in two to five years. The Research and Development Division of Electricité de France, one of the world's leading energy holding corporations, is planning on field testing the fuel cells in spring 2002, following the successful spring 2001 lab tests. Closer to home, Bonneville Power Administration, of the Pacific Northwest, is conducting similar tests.

"It's going to take some time, but I think hydrogen fuel cells will give consumers an opportunity to have electricity available anywhere," he says. The cells are both quieter and cleaner than the vast majority of power sources on the market today, and, unlike most, will be available to customers who live off of the power grid, are mobile, or simply want an inexpensive back-up to standard power systems.

So, what's an earth-loving Duck to do when confronted with a polluting and unreliable system? David Edlund's response was simple — revolutionize the industry.

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Unlocking the Molecule

Pamela Bjorkman '78 National Academy Scientist

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Just slightly over 163 years ago, then-President Abraham Lincoln signed a bill creating a national academy to “investigate, examine, experiment, and report on any subject of science or art” for the United States government. In those 163 years, the National Academy of Sciences has researched everything from biology-based technology for space exploration to the education of children in poverty-stricken areas of the country.

Each year, the NAS elects a small number of elite scientists to join its ranks — including Dr. Pamela Bjorkman, a University of Oregon alumna and professor and executive officer for biology at the California Institute of Technology. Since she began her scientific career, Bjorkman has attended several elite universities — but it all began with her degree in chemistry at the UO.

“The opportunity to do research here was great,” she says. “I learned a huge amount of how science is done.”

Bjorkman went on to earn her PhD from Harvard in biochemistry and molecular biology. She stayed on at Harvard as a postdoctoral fellow, then accepted a second postdoctoral fellowship at Stanford University’s School of Medicine in the Department of Microbiology and Immunology.

Today, Bjorkman and her research team at Caltech are making major advances in molecular immunology. In a 1999 study, Bjorkman’s lab determined the structure of a protein that causes cachexia, a wasting syndrome in cancer and AIDS patients. The discovery provides the scientific basis for future medical strategies in controlling cachexia and treating obesity.

Investigators in her lab use a combined approach, including X-ray crystallography, molecular biology, and biochemistry.

"I think one of the reasons she has been so successful is the combination of her extensive technical expertise, especially regarding crystallography, and her wide understanding of the biology of the systems that we study," says Dr. Andrew Herr, a postdoctoral scholar studying in the Bjorkman Laboratory. "I have really benefited from her expertise in the field."

"The opportunity to try to link together bits of seemingly unrelated biological data to get the big picture is the most personally satisfying aspect of my work," Bjorkman says. "Every once in a while, something clicks and I feel like our work contributes to understanding some part of biological function that was previously a mystery."

Bjorkman's expertise in the field has been noted almost from the very beginning of her career as a scientist. She received numerous academic awards as a student at the UO, including a membership in Phi Beta Kappa, the elite undergraduate honors society. She went on to be awarded an American Cancer Society postdoctoral fellowship, a Pew fellowship, and a Gairdner Foundation International Award for achievements in medical science, among many others.

"It is very gratifying to have played even a small role in Pamela Bjorkman's developing career," says Dr. Hayes Griffith, UO professor of chemistry, who mentored Bjorkman as an undergraduate. "That is perhaps the most satisfying aspect of being a teacher."



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A Life of Service

UO Alumnus Carl Jones
Dedicates Himself to Serving the Public

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It was 1939. The Great Depression still scarred America; the wartime boom had yet to boost the economy; and good jobs were scarce, even for the most promising. Young Carl N. Jones '37 — after four years at the UO, a political science degree and a membership in Phi Beta Kappa — found himself unsatisfied in a bank job, uncertain of where to go next. He considered returning to school for his master's degree; instead, he chose to take a test that would permanently alter the path of his life.

The federal exam Jones took, aimed at those with social science degrees, landed him a job offer with the U.S. Civil Service Commission and, for the native Oregonian, a new start in Washington, D.C. It was the beginning of his life as a public servant, a life that would place him in the midst of some of the defining moments of the twentieth century.

"In school, I was most interested in government and international relations," Jones explains. After a short stint with the Civil Service, Jones moved on to the personnel sector of the State Department.

World War II again altered Jones's career path.

"All the Japanese-American citizens were in relocation camps, and not many Americans spoke Japanese," he says. "I joined the navy and was sent to study Japanese at the University of Colorado."

Jones was stationed in Tokyo immediately after the war but, a few years later, returned to his passion for international relations, working in the Treaty Affairs sector of the State Department.

His next move was to the international office of the Atomic Energy Commission, working on the “Atoms for Peace” program. Created by President Eisenhower, “Atoms for Peace,” he says, was “designed to assist other countries in peaceful use of atomic energy.”

Eventually, Jones moved again — this time, to the position of director of operations support in the international office of NASA. His primary job was obtaining the assistance of countries in support of the U.S. space program. This involved the negotiation of international agreements for the establishment of stations around the world to track the flight of manned and unmanned satellites.

“Particularly in the early days,” he explains, “things weren’t as secure. There were tracking systems in lots of different countries.”

When the space program began to pick up in the 1960s, so did Jones’ career.

“It was a very exciting time to be at NASA,” he recalls. He participated in meetings with astronauts John Glenn, Wally Schirra, and Scott Carpenter and, later, had the honor of witnessing history’s first moon landing from the heart of the space program.

“It was a tremendous feeling of accomplishment,” he says. “A tremendous feeling of achievement.”

Jones cites his experience at the UO as laying the foundation for his success: “I was able to use my degree to get my first meaningful job. I took the federal exam because my political science courses had fostered an interest in international relations and diplomacy.”

Though he is now retired, Jones maintains his ties with the space program by volunteering as a docent at the Smithsonian Air and Space Museum.

“I believe that public service is meaningful,” he says. “It can provide a real sense of satisfaction that one is contributing, even in a small way, to his country’s welfare.”

From the Great Depression to World War II to benign use of nuclear power and the first man on the moon, Jones witnessed — and took part in — some of the most important events in the twentieth century.

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Meet Your Advisory Council



Back, from L: Chris Kantrowitz, Bobby Bramlett, Judi Davis, Ray Honerlah, Katie Honerlah, Marv Abeene, David McNutt, Tom Mesher, Harriet Dixon, Scott Andrews, Gary Feldman, Dar Isensee, Dean Joe Stone.

Seated, from L: Michael Couch, Carolyn Younger, Judy Calkins, Penny Martin, Maury Schwarz.

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Marv Abeene '66 (Business Economics) has been a trust banker for more than thirty years. Currently trust officer for the Salem Office of Bank of the Cascades, Marv is also very active in his community: Salem Area Chamber of Commerce, Salem Rotary Club, Salem Hospital Foundation, Salem Art Association and others.

Scott Andrews '74 (Management) is president of Melvin Mark Properties and executive vice president of Melvin Mark Brokerage Company. He is currently the treasurer of the Association for Portland Progress (the downtown Portland business association) and chair emeritus of the Portland Oregon Sports Authority. Scott participated in the recent Olympic Torch Ceremony held in Portland.

John Barlow '78 (English) is an attorney for Fenner Barnhisel Willis & Barlow. John currently resides in Corvallis.

Bobby Bramlett '83 (Sociology) is president of Aire Sheet Metal, Inc. in Redwood City, CA. His work can be seen from San Francisco to Saudi Arabia. In his free time, he coaches a tournament basketball team and listens to his daughter perform. He lives with his wife Charlotte in Saratoga, CA.

Spencer Brush '67 (History) is Senior Vice President of Dean Witter Reynolds, Inc., operating out of San Francisco's financial district. Spence resides in Piedmont, CA with wife Sydney. His son, Stewart, is now attending the UO.

John Busterud, '43 (Economics) is a retired attorney living in Palo Alto, CA with his wife, Ann. He is a former chairman of the President's Council on Environmental Quality and a past president of the Commonwealth Club of California. He recently authored *Below the Salt*, the story of his role in the discovery of gold and art treasures in a German salt mine during World War II.

Judy Calkins '88 (Journalism) '91 (Law) is a partner in the law firm of Calkins & Calkins in Eugene, OR., and specializes in estate law. Judy has served on the boards of several local community service and non-profit organizations, including Goodwill Industries.

Michael Couch '64 (Political Science) is the president and owner of Couch Properties, with offices in Los Altos, CA and Palo Alto, CA. Mike is an active volunteer for organizations such as the YMCA in the mid-peninsula area. He and his wife Jean live in Los Altos, Hills, CA.

Judi (Darling) Davis '70 (Fine Arts) works as an artist in Portland where she lives with her husband Gaylord ('68). Both her daughters, Marie ('01) and Annie ('03) have attended the University of Oregon.

Harriett Dixon '78 (Political Science) lives in Lake Oswego, OR. In addition to her work for the college, she volunteers for OHSU's Women's Center, is a

member of Women in Philanthropy, serves on a board supporting ESL (English as a second language), and has been active in fund raising for Jesuit High School.

Lynn Endicott '65 (Physics) is the vice president of Southern Lumber for the Weyerhaeuser Company. Lynn and his wife Cheri currently live in Hot Springs, AR.

Gary Feldman '77 (Economics) is corporate vice president and branch manager of A.G. Edwards & Sons, Inc in Eugene, managing \$2 billion in client assets. Gary is past president and current board member of the Convention and Visitors Association of Lane County, and board member of the Eugene Town Club.

Katie Honerlah '66 (Education) is a retired teacher and Portland businesswoman. Her husband, and co-council member, Ray Honerlah '64 (Math) is the former Program Officer for M. J. Murdock Charitable Trust. Ray and Katie reside in Langley, Washington.

Dar Isensee '62 (Business Economics) is a stockbroker and investment counselor with UBS Paine Webber, operating out of Portland, OR. Dar, who enjoys fly fishing, is also an officer on the board of Oregon Trout, a non-profit organization interested in the preservation of Oregon's trout fishing streams.

Kristine Iverson '69 (Economics) is a retired counselor for Portland School District 1J.

Craig Iverson '67 (Economics) is an Attorney/ CPA for Craig Iverson, CPA/ Attorney. Craig, his wife Kristine, and their son Kirk live in Portland.

Christopher Kantrowitz '97 (Political Science) is president of 7ate9 Productions, a television and video production company located in Hollywood, CA. 7ate9's current projects include an upcoming show for MTV and an IMAX DVD for the Disney X-Games show.

Ann Gerlinger Lyman '55 (Social Science) is a sales associate for Roy Ferris, Realtor, in Salem, OR. From a long line of Ducks, Ann is also a former trustee of the UO Foundation. She and husband Ron, '54 live in Salem.

Penny Pettit Martin '61 (History) is account manager for Microsoft Corporation, serving the Central US. Penny and her husband David live in Medina, WA, where she is active with charities such as Shephard's Counseling Service and Residence East.

David McNutt '56 (Psychology) is a real estate broker with Coldwell-Banker Barbara Sue Seal Properties in Portland, OR. His career has taken him to jobs in Singapore and Japan, where he worked for many years with US Bank. He is also involved with non-profit arts organizations in the Portland-metro area.

Thomas Mesher '67 (Political Science) is the president of Manzanita Holding Company. Tom has had a long career in the tea business, which has included creation of such well-known products as Stash Tea and Tazo.

John Natt '64 (Chemistry) is managing director for Clear Vision Associates, which analyzes and forecasts business trends and conditions in the forest products industry. He is a member of the National Association of Business Economists and the American Chemical Society.

John Patton '66 (Romance Languages) is the president of Cadence Management Corporation, a project management, training, and consulting firm with an international client base. Cadence has offices in Portland, OR and San Jose, CA.

Shirley Rippey '53 (Psychology) resides in Tigard, OR with her husband Jim '53 (Business). In addition to her years of service to the UO, Shirley has been active with several community organizations and charities.

Maurice J. Schwarz '62 and '65 (Chemistry) has held leadership positions at CIBA-Geigy Corporation and Cell Therapeutics, Inc. He now consults for the pharmaceutical industry and resides in Seattle with his wife, Sandy ('63).

Dick Sorensen '62 (History) is senior vice president and complex manager in UBS PaineWebber's Portland, OR office. The complex manages more than \$5.5 billion in assets with approximately 175 employees. His two sons, Mitchell and Matthew, are also UO alumni.

Keith Swayne '62 (Economics) is retired president and CEO of Case Swayne Company, Inc, a leading developer of custom sauces, seasonings, and prepared foods that was acquired by Bestfoods, Inc in 1999. Keith has many years of service among southern California community services organizations such as Boys and Girls Clubs of America, the Orange County Human Relations Council, and United Way.

Mary Alice Wetzel '53 (Business Administration) is the retired vice-president for Human Resources at Liberty House in Hawaii. Currently, she manages property in Wailea, Maui, where she also manages to play quite a bit of golf!
