

# Inquiry



Information from the frontiers of knowledge.

**Spring 2004 Articles:**

**UO Liberal Arts Prepares Workforce of the Future**

**Cultural Competence can Amplify Work Force Performance**

**Center Makes a Difference for Women**

**U.S. Global Market Dominance Challenged**

**Wired Humanities Project Transports Virtual Artifacts**

**Researchers Preserve and Teach Languages**

**Research Reveals How We Forget**

**Advances Link UO Research to Medicine**

**Points of Pride**

**Research and Diversity at UO**

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## UO Liberal Arts Prepares Workforce of the Future



Joe Stone

The best preparation for tomorrow's work force may be a college degree that has formed the cornerstone of education for centuries. Students earning a general liberal arts degree bring a broad range of skills to the job market, including critical thinking, written and oral communication, and interpersonal skills. **read more >>**

## Cultural Competence can Amplify Work Force Performance

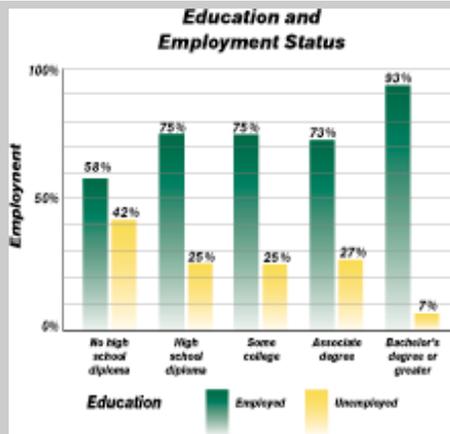


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Oregon Humanities Center Director, Steven Shankman, seated on right, interviews a guest for the UO Today television program

China's efforts to establish its own technical standards could challenge the dominance of U.S. firms in determining the "technological architecture" for global production networks. That's according to new research by Pete Suttmeier of the UO's Center for Asian and Pacific Studies and graduate student Xiangkui Yao. [read more >>](#)

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The Wired Humanities Project (WHP) can bring the ancient world to your doorstep--or at least to your computer. Project researchers photograph and scan historical documents or artifacts to create a virtual resource bank of electronic images. [read more >>](#)

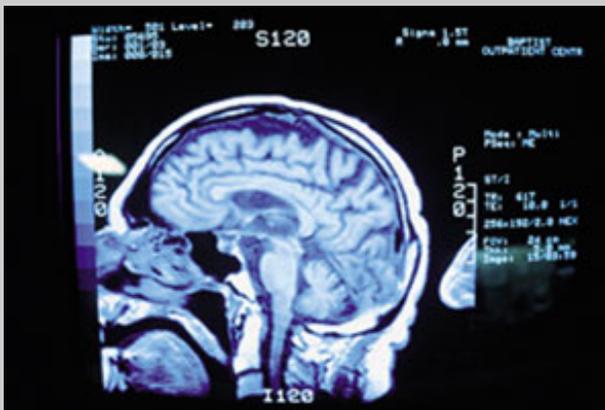
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Janne Underriner

Time is a luxury that the UO Northwest Indian Language Institute (NILI) does not have. "There is an urgency to restoring and teaching the estimated twenty-five Native American languages in Oregon," says director Janne Underriner. "We are losing the elders who still speak those languages." [read more >>](#)

## Research Reveals How We Forget



Several months after the World Trade Center towers were destroyed, Michael Anderson sat in his living room enjoying a movie that was set in New York City. The film featured a view of the World Trade Center towers, and for Anderson that brought back memories of September 11. He found himself "clamping down on my thoughts, not wanting to think about the immense tragedy the towers represent." [read more >>](#)

Several months after the World Trade Center towers were destroyed, Michael Anderson sat in his living room enjoying a movie that was set in New York City. The film featured a view of the World Trade Center towers, and for

## Advances Link UO Research to Medicine



Dense array EEG developed by Electrical Geodesics is modeled here by an infant

Recent innovations at the University of Oregon have potential benefits to the public for curing life-threatening diseases and obtaining faster medical diagnoses. [read more >>](#)

## Points of Pride

**Empowering Battered Women.** Krista Chronister, assistant professor of counseling psychology, created a pilot program that helps decrease a battered woman's risk of returning to an abusive situation. Advancing Career Counseling and Educational Support for Survivors of Domestic Violence (ACCESS) provides economic and career development assistance, long-term financial resources, and life skills. Read more: <http://darkwing.uoregon.edu/newscenter/chronister.html> [read more >>](#)

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Joe Stone

graduates are most likely to become entrepreneurs because they study a more diverse curriculum rather than concentrating in one area.

The arts and sciences represent the evolution of human thought over several millennia, according to Stone. In the past century, he says, liberal arts has changed "from a fixed canon that students master in fixed ways, to a flexible notion that is more diverse, has varied voices, with a range of contributors from national, international, and ethnic sources."

Students who take liberal-arts courses at the University of Oregon are encouraged to engage the important questions of why things are as they are, and to draw distinctions and comparisons between issues and ideas.

The College of Arts and Sciences offers courses in the social sciences, such as anthropology and international studies; the natural sciences, such as microbiology and human physiology; and the humanities, such as religious studies and East Asian languages and literatures.

In addition, Stone says, the University of Oregon is distinguished by the ways in which the liberal arts and professional schools are intertwined, offering collaborative fields of study that give students the best of both worlds. Students of the arts and sciences are encouraged to obtain a minor in a professional field, such as business administration, to complement their liberal-arts major.

The best preparation for tomorrow's work force may be a college degree that has formed the cornerstone of education for centuries. Students earning a general liberal arts degree bring a broad range of skills to the job market, including critical thinking, written and oral communication, and interpersonal skills.

"We prepare students not just for the jobs of today, but the jobs of the future," said Joe Stone, dean of the University of Oregon's College of Arts and Sciences.

Liberal-arts graduates develop broad skills that allow them to be adaptable, critical thinkers and that help them to "learn how to learn," Stone says, pointing to research from Stanford University that shows broadly educated

Research reported by Trusteeship Magazine shows that the liberal arts provide a solid background, no matter the major, representing the best opportunity for long-term professional success, says Stone. A full forty percent of all Fortune 500 CEOs, for instance, are liberal-arts majors.

Read more: <http://cas.uoregon.edu/alumnidev/college/dean.html>

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## ALUMNI &amp; DEVELOPMENT

UNIVERSITY OF OREGON  
COLLEGE OF ARTS & SCIENCES

## COLLEGE AT A GLANCE

## Dean's Column

## Why have universities survived for a thousand years?

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college at a glance

giving to CAS

alumni

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CAS home page

Joe Stone

By Dean Joe Stone

*W.E. Miner Professor of Economics*

*Plus ça change, plus c'est la même chose* is particularly true for colleges and universities: "The more things change, the more they stay the same." The pace of technological, economic, political and social change is accelerating, not abating. In the face of such intense change, it is often expedient for us to think that

universities in general and the University of Oregon in particular are necessarily failing to keep pace, particularly with changes in the marketplace.

Yet, few institutions have proved to be as resilient and enduring as universities. Indeed, but for a handful of exceptions, universities are virtually the only institutions to have survived for more than the last thousand years. Why?

**Strength of core liberal arts curriculum:** The ability to read and write, and to think critically, are even more fundamentally important as technical training for those who will be required to adapt to, orchestrate and utilize the changes our society will face. People whose intellectual development has been fostered by broad exposure to the humanities and social sciences make more productive employees, thoughtful citizens, and competent leaders.

**Adaptability:** In the early 1990s, tax reform initiatives in Oregon hit higher education hard. However, the UO responded to severe cuts in state funding by developing programs designed to attract students: new majors in environmental studies, ethnic studies, Judaic studies, information technology; an advising program for students who have not yet declared a major; and several honors track programs for advanced students. Additional changes in the state system (now Oregon University System), will be very beneficial to us -- specifically because they tend to put fate in our own hands.

**Benevolent support:** An important part of our recent success rests upon others. Congratulations for the truly wonderful support we have received from alumni, friends, foundations and corporations should go to our donors, not to us. Endowed chairs in the humanities and social sciences, gifts supporting cutting-edge research in the sciences, and scholarship endowments across the entire spectrum of the college have changed the way we do business in a dramatic way. The utility we derive from private support has played a significant role in the evolution of our campus. For this we are immensely grateful.

A popular song on the radio declares: "The change will do you good." And while I don't have a crystal ball (we all know by now that economists do not have one), I am confident that we will face the accelerating change with a positive view toward the future.

*[Read an excerpt](#) from an interview with Dean Stone that was broadcast in May 1999 on UO Today, a 30-minute weekly television show that takes viewers inside the university.*



COLLEGE OF ARTS AND SCIENCES  
University of Oregon

COMMUNICATE INNOVATE LEAD

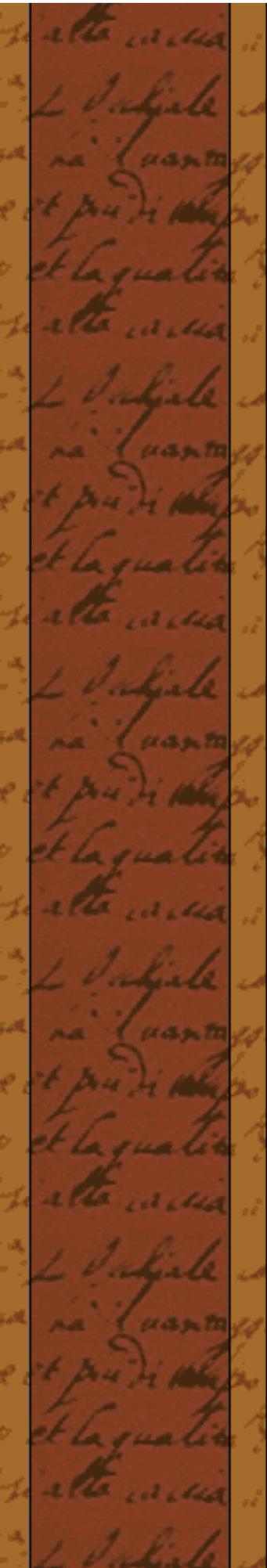
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## Cultural Competence can Amplify Work Force Performance



Thai students present at the Lundquist Center for Entrepreneurship's New Venture Championship

A new University of Oregon project seeks to help individuals better address the challenges and opportunities of diversity on the campus, in the workplace, and throughout our region.

John Shuford, cochair of the university's Center on Diversity and Community (CODAC), says the Cultural Competence Project grew out of its 2003 Oregon Summit on last year's University of Michigan affirmative action cases.

The U.S. Supreme Court held that public universities have a "compelling state interest" in achieving meaningfully diverse learning environments. "As a public university," says Shuford, "that interest applies to the University of Oregon."

The issue is important to business, too. Sixty-six Fortune 500 companies filed legal briefs in support of Michigan's affirmative action programs based on needs for a diverse and culturally competent work force.

According to U.S. Census projections, half of the U.S. population will claim a nonwhite identity by the middle of the century. By 2025, one in five Oregonians will claim a nonwhite identity-double today's figures.

"That widespread diversity will make communication increasingly complicated," says Deb Merskin, associate professor of journalism and center cochair.

"A focus on cultural competence in education helps to break through the polarization of 'us versus them' by fostering attitudes and practices of acceptance and inclusion."

The center's Cultural Competence Project will begin by surveying the university's "existing terrain," and then researching what other

institutions and companies, academic and otherwise, are already doing successfully.

Once compiled, the center will make available the results of its research for use throughout the UO campus so that cultural competence becomes second nature for graduates.

Read more:

<http://www.uoregon.edu/~codac/>

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"Through our scientific genius we have made of the world a neighborhood;  
Now through our moral and spiritual genius we must make of it a brotherhood."

-- Dr. Martin Luther King, Jr.

# CODAC

## Center on Diversity and Community

• CULTURAL COMPETENCY • DIVERSITY RESEARCH • PROGRAMS & EVENTS •  
INFORMATION •

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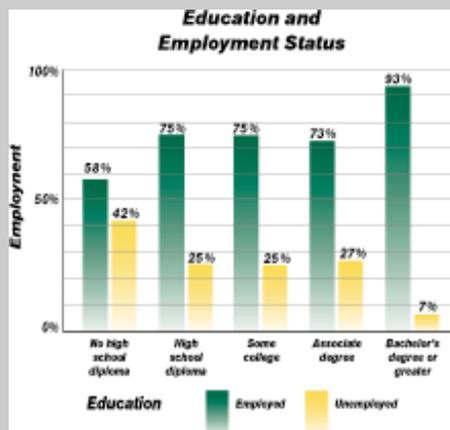
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## Center Makes a Difference for Women



When the Center for the Study of Women in Society (CSWS) recently won the prestigious Women Who Make a Difference Award, it was a very public statement about the significance of the center's efforts on welfare-to-work issues.

The award, conferred by the National Council for Research on Women, recognized the center for the "outstanding work linking research, theory, and policy, and the profound impact it has had on the

community and, in particular, the Northwest region."

Oregon's welfare-to-work policies earned national recognition in the 1990s for their dramatic reduction of public caseloads. But the center's research showed the policies did little to address the underlying issue of poverty.

"We all wanted to fix the problem," said center director Sandra Morgen of widespread acknowledgement in the 1980s and '90s that the welfare system was broken, "but the debate was so politicized that the way it got 'fixed' was not based on research."

In a two-year center study of some 900 Oregon families who left or were diverted from welfare, it was determined that most respondents had low-paying jobs, limited benefits, and little or no job mobility.

The study established that reform "safety nets" such as child care and the Oregon Health Plan were inadequate, and that increasing economic security for low-income families requires an investment in education and training.

The study results were used to produce policy briefs that led to passage of legislation in 2003 allowing some Oregon welfare recipients to fulfill mandated work requirements through higher education.

The center has funded more than \$1.5 million in faculty and graduate research since 1973, sponsoring conferences, speakers, and symposiums. By championing the university's teaching mission, the center has upheld its own: to generate, support, and disseminate research on women's lives.

Read more:

<http://csws.uoregon.edu/> or  
<http://wnw.uoregon.edu/>

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Welcome to the  
Center for the Study of  
Women in Society  
University of Oregon

Generating  
Supporting  
Disseminating  
Research on Women

**CSWS**

*Peru: Machu Picchu Revisited* © Betty LaDuke

Click on the image to enter the [Center for the Study of Women in Society Web Site](#).



CSWS

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[Site Map](#)



A CSWS RESEARCH INITIATIVE  
**WOMEN IN THE  
NORTHWEST**

CENTER FOR THE STUDY OF WOMEN IN SOCIETY | UNIVERSITY OF OREGON



## Women in the Northwest

### Initiative Expands Research Focus to Human Security - 2004

Members of the Women, Work and Restructuring RIG received a grant from the Wayne Morse Center for Law and Politics to support a Winter 2004 speaker series "[Producing Security and Insecurities](#)" and a Spring 2004 conference "[The Borders of Human Security: Geopolitics Comes Home](#)".

This work builds on the success of our research and policy work on welfare restructuring as a significant factor in the production of economic security in the U.S. This new work on "human security" considers a broad range of issues that produce security and insecurity differentially across the lines of gender, race, ethnicity and class.

Over the past years, the Women in the Northwest project has

### Links of Interest

#### [Oregon Policy Perspectives](#)

for a quick look at the main points of the team's welfare study.

#### [Welfare Research In Oregon](#)

includes information on the welfare team and related documents.

[Work, Welfare and Politics](#), a book of papers from the 2000 conference of the same name, published by the UO Press.

#### [Wayne Morse Center for Law and Politics](#)

#### **Contacts:**

#### [Oregon House and Senate Representatives](#)

#### [U.S. House of Representatives](#)

#### [U.S. Senate](#)

sponsored a range of activities, including:

- Policy Matters report, [Welfare Restructuring, Work & Poverty](#), published May 2002 developed from the three-year study: [Oregon Families Who Left Temporary Assistance to Needy Families \(TANF\) or Food Stamps](#)

- 

Inauguration of a public policy research series that began with [Valuing Families: The State of Oregon's Families](#), authored by law professor [Leslie Harris](#) and CSWS director [Sandra Morgen](#) (as the series editor).

- 

Co-publishing a sourcebook, [The Status of Women in Oregon](#), with the Washington, D.C.-based [Institute for Women's Policy Research](#).

- 

Sponsoring a conference, "Widening the Circle," for and about Native American women in higher education.

- 

Publication of the sourcebook, *Women in Oregon: A Profile from the 1990 Census*.

- 

Projects emerging from [Research Interest Groups](#), focusing on [Native American Communities](#), [Welfare](#), and the intersection of Sex, Gender, and the Law.

**Contact the Women in the Northwest Research Initiative:**

[Center for the Study of Women in Society](#)

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[csws@uoregon.edu](mailto:csws@uoregon.edu)

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## U.S. Global Market Dominance Challenged



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The globalization of products is often seen as providing little opportunity for cultural differences, says Suttmeier, who is a leading expert on Chinese science and technology.

But China's new emphasis on technical standards could change that paradigm by dictating China-friendly guidelines for new products worldwide. Likely places for China to start include software, communications devices, and efforts to "globalize" Chinese medicine.

The stakes are high. "The company that dictates the technical standards for products and holds the intellectual property rights to those standards wins," Suttmeier says. "The secret to success is control."

The United States has long dominated global markets because its innovative strengths allow it to set technological standards for products shipped worldwide. But national security, economic, and cultural issues are driving China to challenge that dominance.

U.S. education policy and support for research, Suttmeier says, are essential to maintaining our competitive advantage.

Established in 1988, the center builds on the university's Asian Studies Program, now in its sixty-second year and one of the nation's oldest interdisciplinary programs focusing on Asia.

Its research is more relevant than ever as Asian economies assume

prominent positions in the global market.

Read more: <http://darkwing.uoregon.edu/~caps/index.html>

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## **Center for Asian and Pacific Studies**

The Center for Asian and Pacific Studies brings together the University of Oregon's diverse programs and expertise related to the study of Asia and the Pacific. The center's affiliated faculty members are engaged in teaching and research on the peoples, histories, languages, cultural traditions, and economies of East, South Southeast Asia and the Pacific Islands.

### **Upcoming Events Presented or Cosponsored by CAPS**

#### **Monday, February 21, 2005**

Jeremiah Public Lecture

"Early Taoist Meditation"

Harold Roth, Professor of Chinese Religions, Brown University

Lillis Hall, Room 182

7:30 pm

#### **Wednesday, February 23, 2005**

Jeremiah Public Lecture

"History, Identity and Security: Commemorating National Humiliation Day in China"

William A Callahan, Senior Lecturer in International Politics; Director, Centre for Contemporary China Studies, University of Durham, England

Clark Honors College Library (Chapman Hall, Room 301)

4:00 pm

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The Wired Humanities Project (WHP) can bring the ancient world to your doorstep--or at least to your computer. Project researchers photograph and scan historical documents or artifacts to create a virtual resource bank of electronic images.

The process protects the original artifact from excessive handling, while making the virtual item available for research and instruction.

Director Judith Musick says the project employs a Field of Dreams, "if you build it, they will come" strategy. "We are building a virtual collection of treasured items from libraries and museums that people, scholars, and

students can visit electronically."

Other WHP work enhances humanities instruction for university and, for special projects, K-12 teachers by producing multimedia "digital teaching units"--video clips and sound files added to the electronic images to illustrate lectures and encourage in-class discussion.

The virtual image can be displayed to an entire classroom, with sections enlarged to focus on specific detail. The information in the digital teaching units can be rearranged to tailor each lecture to the audience, adding or removing material as needed.

The project also custom designs searchable databases for researchers, providing scholars and students ready access to thousands of documents and artifacts.

Researchers worlds apart can view and analyze the same image, sharing information on artifacts that were once only available to those on site. The images can be manipulated, enlarged, or enhanced to aid analysis, transcription, or appreciation.

Musick says WHP is currently working to obtain funding for the Oregon Treasures Project, which will digitize prized artifacts from the UO Libraries collection, including pioneer diaries and missionary letters.

Read more:  
<http://whp.uoregon.edu/>

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## Researchers Preserve and Teach Languages



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eighth grade.

Time is a luxury that the UO Northwest Indian Language Institute (NILI) does not have. "There is an urgency to restoring and teaching the estimated twenty-five Native American languages in Oregon," says director Janne Underriner. "We are losing the elders who still speak those languages."

In response to tribal requests in 1997, the institute began as a two-week summer workshop providing formal training to Native American language teachers.

Today, in addition to the summer institute, NILI faculty members provide on-site training, offer consultation services to tribes, document and archive languages, and develop curriculum for classes from early childhood through

"The effort is really paying off," says Underriner. "By learning the language and culture of their environment, young people have a better sense of self. They bring the language home, motivate others, and teach their parents." Some tribes require parents to attend community language classes, she says.

The number of languages poses another challenge to NILI. Distinct languages--not just dialects--developed in virtually every river valley and mountain range in Oregon, says Underriner. Each is derived from a unique culture and demands its own curriculum. The institute faculty uses applied and theoretical linguistics along with such other tools as language immersion schools to help restore and teach these languages.

Underriner says the pieces are starting to come together for the institute. Tribes and other organizations are beginning to provide much-needed funding, and the Oregon Department of Education collaborates with NILI to create and strengthen native language education policy. It couldn't happen too soon.

Read more:  
<http://babel.uoregon.edu/nili/>

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- language program design
- computer assisted language learning (CALL)
- language and educational policy
- resource development

\*Click the names below to see the information on the NILI faculty members

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- [Dr. Janne Underriner](#), Director, NILI, University of Oregon
- [Dr. Scott DeLancey](#), Professor of Linguistics, University of Oregon
- [Dr. Tim Thornes](#), NILI, University of Oregon
- [Judith Fernandes](#), NILI, University of Oregon
- [Gloria Muniz](#), NILI, University of Oregon
- [Dr. John Medicine Horse Kelly](#), Carleton University, Ottawa, Canada
- [Tony Johnson](#), NILI; Confederated Tribes of Grand Ronde
- [Jeff Magoto](#), Director Yamada Language Center, University of Oregon
- [Dr. Dan Van Otten](#), Public Affairs Research Consultants; University of Oregon
- [Modesta Minthorn](#), Computer Technology Specialist
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