

# CASCADE

UO COLLEGE OF ARTS AND SCIENCES



UNIVERSITY  
OF OREGON

FALL 2009

## GENERATION GREEN

ELP students prepare  
to walk the talk





# CAS FACTS

## DEGREE PROGRAMS

Anthropology  
 Asian Studies  
 Biochemistry  
 Biology  
 Chemistry  
 Chinese  
 Classical Civilization  
 Classics  
 Comparative Literature  
 Computer and Information Science  
 Creative Writing  
 Economics  
 English  
 Environmental Science  
 Environmental Studies  
 Ethnic Studies  
 Folklore  
 French  
 General Science  
 Geography  
 Geological Sciences  
 German  
 Greek  
 History  
 Humanities  
 Human Physiology  
 International Studies  
 Italian  
 Japanese  
 Judaic Studies  
 Latin  
 Latin American Studies  
 Linguistics  
 Marine Biology  
 Mathematics  
 Mathematics and Computer Science  
 Medieval Studies  
 Philosophy  
 Physics  
 Political Science  
 Psychology  
 Religious Studies  
 Romance Languages  
 Russian and East European Studies  
 Sociology  
 Spanish  
 Theatre Arts  
 Women's and Gender Studies

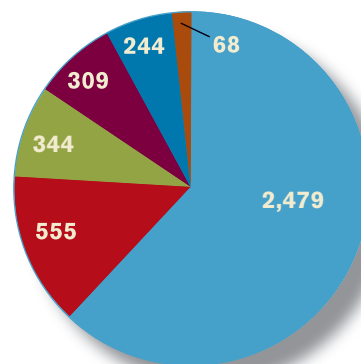
## College of Arts & Sciences — Did You Know?

*The College of Arts and Sciences is the academic heart of the University of Oregon. It provides a nucleus of liberal arts studies through degree programs in Humanities, Social Sciences and Natural Sciences.*

<b>NUMBER OF UNDERGRADUATE STUDENTS</b> .....	<b>10,913</b>
<b>NUMBER OF GRADUATE STUDENTS</b> .....	<b>1,174</b>
<b>UNDERGRADUATE DEGREES AWARDED IN 2007-08</b> .....	<b>2,479</b>
<b>GRADUATE DEGREES AWARDED IN 2007-08</b> .....	<b>306</b>
<b>PERCENT OF UO UNDERGRADUATE DEGREES AWARDED BY CAS</b> .....	<b>62%</b>
<b>PERCENT OF UO PH.D. DEGREES AWARDED BY CAS</b> .....	<b>76%</b>
<b>NUMBER OF LIVING ALUMNI</b> .....	<b>89,980</b>
<b>NUMBER OF FACULTY</b> .....	<b>526</b>
<b>NUMBER OF ACADEMIC DEPARTMENTS AND INTERDISCIPLINARY PROGRAMS</b> .....	<b>40</b>
<b>NUMBER OF MAJORS</b> .....	<b>48</b>

### NUMBER OF UNDERGRADUATE DEGREES (2007-08):

COLLEGE OF ARTS AND SCIENCES	2,479
LUNDQUIST COLLEGE OF BUSINESS	555
SCHOOL OF JOURNALISM AND COMMUNICATION	344
SCHOOL OF ARCHITECTURE AND ALLIED ARTS	309
COLLEGE OF EDUCATION	244
SCHOOL OF MUSIC AND DANCE	68



### TEN MOST POPULAR MAJORS IN THE COLLEGE OF ARTS AND SCIENCES

1. PSYCHOLOGY
2. POLITICAL SCIENCE
3. ENGLISH
4. HUMAN PHYSIOLOGY
5. BIOLOGY
6. SOCIOLOGY
7. ECONOMICS
8. HISTORY
9. ENVIRONMENTAL STUDIES
10. SPANISH

### FACULTY HONORS AND AWARDS (CURRENT AND EMERITUS FACULTY)

- 32** GUGGENHEIM FELLOWS
- 26** FELLOWS OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE
- 15** NATIONAL SCIENCE FOUNDATION CAREER AWARDS
- 8** AMERICAN ACADEMY OF ARTS AND SCIENCES MEMBERS
- 5** NATIONAL ACADEMY OF SCIENCES MEMBERS
- 1** MACARTHUR FELLOW



## CASCADE

UO COLLEGE OF ARTS AND SCIENCES

Cascade is the biannual alumni magazine for the UO College of Arts and Sciences.

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## Features



### GENERATION GREEN

7

ELP students prepare to walk the talk and carry UO's environmental legacy into the future.



### The Life of the Mind in Troubled Times

12

What is the value of the humanities in a precarious economy? Where do we place our priorities when times are tough?

## Departments

### DEAN'S PAGE

2

Thanks, ironically, to the economic downturn, it's been an extraordinary year for faculty recruitment for the College of Arts and Sciences.



### ASK THE EXPERT — PAKISTAN IN CRISIS

3

Instability in Pakistan creates a huge opening for extremism and puts the country's political future — as well as its nuclear arsenal — at risk.



### CAS NEWS

4

Black is the new gray, Obamanomics, reconciliation after "The Troubles," superheroes on campus and more

### HUMANITIES

17

Arabic tops 200, costume design, medieval insults, the healing art of fiction and other highlights from the Humanities

### SOCIAL SCIENCES

20

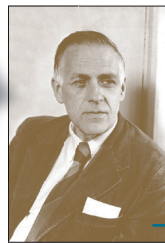
African studies, Latin American explorations, surprising inequities wrought by Katrina and other highlights from the Social Sciences



### NATURAL SCIENCES

23

Spinal control and cerebral palsy, the beauty of math, international exchanges and other highlights from the Natural Sciences



### CAS ALUMNI

28

A memorial tribute to legendary political science professor Jim Klonoski



UNIVERSITY OF OREGON

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## DEAN'S PAGE

*Thanks, ironically, to the economic downturn, it's been an extraordinary year for faculty recruitment for the College of Arts and Sciences. An outstanding cohort of new CAS faculty will be arriving this fall. At the same time a new university-wide academic plan will go into effect — a plan that reaffirms the UO's dedication to liberal arts education, just at a time when there has been intense public conversation on this topic. We invite all CAS alumni to join the conversation.*



Photo: Jack Liu

**T**his promises to be a banner year for the College of Arts and Sciences. We are “firing on all cylinders,” as the saying goes, and I’d like to share with you the reasons for my optimism about the upcoming academic year.

CAS is essentially defined by its faculty. They deliver the goods — the teaching and research that makes CAS the intellectual hub of the UO. CAS is home to more than 500 faculty members, and we are about to welcome an outstanding cohort of new tenure-line faculty to campus.

Thanks, ironically, to the economic downturn, this has been an extraordinary year for faculty recruitment. Many of our new faculty might have been recruited by the most elite private and public universities in the nation, but many of these institutions have been hard hit by the global economic downturn — even more so than the UO.

Private universities like Harvard, which depend on enormous endowments for normal operating expenses, suffered major setbacks when the value of their portfolios plummeted. And public universities typically depend more heavily than the UO does on state funding — so when their state budgets crashed (California’s for instance), so did state investment in higher education, and that meant reductions or even freezes in hiring.

This is the silver lining to the dark cloud of state funding in Oregon. As our new president Richard Lariviere has pointed out, the UO is actually in better shape than many public universities across the country — *precisely because the state of Oregon has been disinvesting in higher education for so long.*

Unlike, say, the University of Arizona, which receives about 40 percent of its funding from the state, the UO depends on state dollars for only 12 percent of its budget. So when the state fiscal crisis hit and rippled through to the UO, it affected a relatively small piece of our overall budget.

This same balance of factors has also contributed to our strong enrollment numbers. Because the UO continues to be a great value — particularly compared to nearby states, where tuition hikes have been much higher — we expect this fall’s enrollment to be robust.

Our new faculty and students will be arriving just as the UO implements a new academic plan that reaffirms the central place of liberal arts and sciences at the UO. “Liberal Education at Our Core,” is stated as the first value in the academic plan and is described as follows:

*We hold fast to a tradition of higher education that has prevailed in this nation since its very founding: a course of study that is rightly described as “liberal” because it prepares students for full participation as citizens in a free, democratic society, and enables the full development of human potential.*

This reaffirmation is essential because the economic downturn has prompted widespread dialogue about the value of liberal arts education. This dialogue continues in this issue of *Cascade* with a roundtable discussion among three humanities professors, entitled “The Life of the Mind in Troubled Times” (page 12).

I invite you to join the conversation by filling out our CAS alumni survey. More than 1,300 alumni have already responded, and if you have not had the opportunity to participate, send an email to [cascade@uoregon.edu](mailto:cascade@uoregon.edu) to get a link to the online survey or a print copy. I am gratified at the response thus far — all the more reason for an optimistic outlook for the year ahead.

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*Scott Coltrane is the Tykeson Dean of Arts and Sciences.*



## Pakistan in Crisis

INSTABILITY CREATES A HUGE OPENING FOR EXTREMISM

*Faculty Expert: Anita Weiss is head of the UO International Studies Department. She is a widely cited expert on Pakistan, with recent appearances on the PBS Newshour and al-Jazeera TV.*

Q:

Pakistan seems increasingly central to U.S. foreign policy in the Muslim world. Why is the current U.S. administration so focused on Pakistan?

A:

Pakistan has indeed received heightened attention from the U.S., and for good reason: it shares a border with both

Iran and Afghanistan, it has long been a moderate leader in the Muslim world, it has nuclear weapons and it is in a state of crisis. Instability in Pakistan creates a huge opening for extremism in the region and puts the country's political future — as well as its nuclear arsenal — at risk.

Pakistanis are angry about U.S. foreign policy, especially the unmanned drones that have been bombing inside of Pakistan and killing unarmed civilians. They are also suspicious about the nuclear accord between the U.S. and India, the country they consider their chief enemy and most serious threat to their security. Many Pakistanis also retain the negative perception that the U.S. has targeted Muslims worldwide.

However, while many external factors contribute to Pakistan's difficulties — particularly the global economic meltdown and U.S. pressure for stepped up measures against Pakistan's Taliban — these are not the primary forces behind the situation Pakistan finds itself in today. The core of Pakistani anger is impoverishment, unemployment and lack of education;



the roots of Pakistan's crisis are indeed deeply internal.

The biggest problem is that the government in power does not have the capacity to tackle the critical issues confronting the state today. The current president Asif Ali Zardari (widower of Benazir Bhutto, who was assassinated in December 2007 when campaigning for election herself) has repeatedly demonstrated an inability to follow through on his own agenda.

### GOVERNMENT BY CAPITULATION

The Zardari government is a weak government, unable to ensure the authority of the state throughout the country; it has been characterized instead by capitulation.

One of Zardari's campaign vows was to reinstate the Supreme Court Chief Justice and members of the judiciary who had been ousted by the previous president, General Pervez Musharraf. But once elected (perhaps fearing the Chief Justice would reopen corruption cases against him), Zardari failed to follow through on this promise until the activist Lawyers' Movement launched a nationwide "Long March" protest in March 2009. Just at the point where it appeared there would be significant reverberations throughout the economy and a united political front emerging against Zardari, he capitulated and reinstated the ousted Chief Justice,

claiming he had been waiting for the standing Chief Justice to retire.

Another significant instance of capitulation is Zardari's agreement with Islamist militants in April of this year, which allowed the imposition of *sharia*, Islamic law, in the Swat Valley. With increasing extremist violence in this former idyllic tourist area, it appeared the Zardari government felt powerless to otherwise control the situation in Swat and so gave in to the militants' demands.

### A FAILED TRUCE

The agreement was supposedly a truce to stem the violence, but the real agenda soon became apparent and thus further exposed the weakness of the state. The bloodshed continued unabated, with waves of incidents like a convoy replete with men brandishing arms and weapons terrorizing the towns of Swabi and Buner without being stopped. Where else in the world can armed militias visibly contest the writ of the state without being confronted?

Harsh tactics by supposedly Islamist groups — such as destroying girls' schools and publicly brutalizing women — have become commonplace. But *sharia* law itself did not close the schools. There is actually limited consensus in Pakistan on what interpretation of *sharia* should be imposed. Islam very

Continued on page 27 ►



## Black is the New Gray

*“Race is not a fixed individual attribute, but rather a changeable marker of status.”*

— Sociologists Aliya Saperstein and Andrew Penner

**W**hen is a black person perceived as white? It may all depend on social status, says a UO researcher. New evidence suggests that racial identity is far from fixed, and that we classify people based on much more than their skin tone.

According to a well-received study by UO sociologist Aliya Saperstein and UC Irvine’s Andrew Penner, categorizations like “white” and “black” rely on a number of factors, including assumptions we make about what people from each racial category do.

Their study reviewed race-related data from a long-term longitudinal survey — where they found surprising discrepancies in the racial categories assigned to certain individuals over time.

In that survey, interviewers phoned or met with subjects regularly beginning in 1979. A whopping 20 percent of the study’s 12,686 subjects had at least one incident in which they were perceived as one race one year and another race the next. The researchers were especially interested in what happened from year to year that might cause a person’s category to shift toward or away from the poles of “white” and “black.”

They found that subjects who were no longer perceived as white (but had been at one point) were more likely to have lost their jobs, been incarcerated or fallen into poverty. In other words, racial status changed once social status had become more aligned with a stereotype of blackness. It was also true, said Saperstein, that whites who were doing well were more likely to “stay” white and blacks who were not doing well were more likely to “stay” black.

“Our study suggests that part of



Photo composite: Kysten Mayfair

how we determine who is white is based on our assumptions about what white people do or what black people do,” said Saperstein. “We are more likely to define successful people as white and unsuccessful people as black.”

Even one’s own race is up for interpretation. Asked to identify their race once in 1979 and once in 2002, the subjects themselves, if they had suffered setbacks, were more likely to reclassify themselves away from white and towards black in 2002.

This suggests that racial stereotypes can become self-fulfilling prophecies, the sociologists concluded. Although black Americans are overrepresented among the poor, the unemployed and the incarcerated, people who find themselves in these life circumstances are also more likely to be seen as and identify as black and less likely to be seen as and identify as white.

Thus, not only does race shape social status, but social status shapes race. —CB ■

## NOW ENTERING THE BLOGOSPHERE

Given all the noise about the economy (everyone, it seems, has an opinion), wouldn’t it be handy to have an expert who extracts the gems of wisdom from all the static and places them in context?

In fact, just such an expert exists: UO *economist* Mark Thoma, whose blog — *The Economist’s View* — is a hugely popular resource for the best in current economic discourse ([economistsview.typepad.com](http://economistsview.typepad.com)).

Thoma’s blog analyzes contemporary events from an economic point of view, reviews academic research and surveys news stories from around the world. It is visited daily by at least 20,000 visitors — plus untold others who read it on sites where the blog is “mirrored.” A recent ranking by Technorati, a blog search engine, ranked it sixth among economics blogs, topping those produced by well-known academics such as Nobel Prize-winner Paul Krugman and Brad DeLong of UC Berkeley.

Thoma generally produces four to five new posts daily, which then generate hundreds of comments. The blog has brought him international renown, with media around the world regularly turning to him as an expert source.

A blogger of a different nature is *physicist* Steven Hsu, who has been active since 2004. On his blog, *Information Processing* ([infoproc.blogspot.com](http://infoproc.blogspot.com)), he regularly posts on cutting edge news from his favorite fields: physics, finance, education and technology. Also grist for his blogging mill: *New Yorker* articles, conversations with rare and fascinating people, books and documentary recommendations, and an endless stream of impressions and ideas on an eclectic range of subjects.

Hsu’s own brand of analysis and personal style is so compelling that the Massachusetts Institute of Technology recently syndicated him on the web site of their magazine *Technology Review*.

Hsu considers himself an entrepreneur (he has founded two technology startups in Silicon Valley), and his entrepreneurial sixth sense is buzzing over the future of academic blogging. Not only does blogging improve the visibility of professors and their institutions, he says, but it grants the public unprecedented access to scholarly dialogues that usually only occur through elite academic journals. —CB and LR ■



# LESSONS FROM THE STREETS OF BELFAST

From half a world away, geography professor Shaul Cohen is making a direct connection with Northern Ireland, giving his students insight into the country's peace-building efforts while providing rare opportunities for dialogue and exchange across the Atlantic.

Over the past two years, Cohen has brought several Northern Ireland reconciliation workers to the UO to share "lessons from the streets" with his students as well as the Eugene community. These visitors have recounted their life stories — sometimes tragic, always moving — and their on-the-ground efforts to reconcile the citizens of a country divided for decades.

"Students always walk away with new perspectives and insights," said Cohen.

Since the late 1960s, "The Troubles" — ongoing strife between Catholics/Nationalists and Protestants/Unionists — have led to more than 3,000 deaths, primarily the result of urban warfare

between paramilitary groups. Political ideology, in addition to religion, has fueled much of the conflict.

Peacemaking efforts by politicians — such as the "Good Friday Agreement" ceasefire in 1998 — have helped stem the tide of violence, but the grassroots efforts of activists like Cohen's guest speakers are carrying out the community-level mediation, negotiation and education needed to heal the wounds.

Cohen also arranged for the speakers to visit various Eugene non-profits and organizations to gather ideas for their work.

Not only has Cohen brought the realities of Northern Ireland to the UO, but he has also arranged internships in Northern Ireland, using his contacts at both government and non-governmental organizations. Five students from his classes on "The Troubles" have interned so far, with more going this fall.

"Without exception," said Cohen, "students return transformed, many



Photo: Lisa Raleigh

Murals commemorating "The Troubles" are a common sight in Belfast.

of them committed to working in the area of dispute resolution, all of them committed to reducing conflict on a personal level."

The Carlton and Wilberta Ripley Savage Endowment for International Relations and Peace funded the visits from the Northern Ireland community workers and has also provided assistance to student interns. —AM and LR ■

## THE ART (AND STUDY) OF THE SUPERHERO

Ben Saunders knows a lot about superheroes. And now he's putting that knowledge into crime-stopping action (well, maybe not the crime-stopping part).

Saunders, an associate professor of English, has been instrumental in bringing images of more than 150 of the world's most famous superheroes to the UO. These images are on display at the Jordan Schnitzer Museum of Art in a special exhibit curated by Saunders called "Faster Than a Speeding Bullet: The Art of the Superhero." The exhibit, which runs through Jan. 23, includes the full pantheon of super-beings: Superman, Batman, Wonder Woman, Spider-Man, the X-Men, the Fantastic Four and more.

For those more academically inclined, Saunders has also organized a conference in conjunction with the exhibit called "Understanding Superheroes," which will take place Oct. 23-24. The conference will examine the cultural origins and significance of superheroes, and provide a venue for the analysis of the comic-book art form by academics and industry authors, creators and writers.

A lifelong comic-book aficionado, Saunders scoured the country for contributions. Much of the art produced by the industry hasn't been preserved over the years — even by the comic companies themselves — so Saunders had to seek out private collectors willing to loan the material for the exhibit. In collaboration with the JSMA staff, Saunders also sequenced the material; decided where and how it is displayed; and organized, wrote and edited the catalog that accompanies the show.

The result is an exhibit containing significant pieces that span the duration of the industry's existence, including 35 images of "golden age" art when comics were in their infancy (1938-1954), from artists like Lou Fine, Mac Raboy and Will Eisner.

Museum-goers can even see superheroes as rendered by their original artists, such as Joe Shuster, Bob Kane, H. G. Peter, Steve Ditko and Jack Kirby, as well as by more recent artists who have put their stamp on the genre, such as Frank Miller (Batman) and Neal Adams (Superman). Contemporary art is also included, such as two pages from "Watchmen" by Dave Gibbons and a page from "V for Vendetta" by Alan Moore and David Lloyd, two comics that made the leap to cinema in the last few years.

Saunders' work exemplifies the emerging field of comic studies, which he says is at a comparable stage to where film studies was a few decades ago — it is now taken more and more seriously as a legitimate academic subject and has great potential for growth.

—AM and LR ■





## OBAMANOMICS



The Obama administration came into office facing a financial market in shambles and an economy in crisis — a situation that required quick and decisive initiatives on fiscal stimulus and banking policy. What has been the impact of those programs thus far, for the nation and for Oregon?

That's the driving question behind next month's Oregon Economic Forum, organized by UO macroeconomist Tim Duy. Widely known for producing the Oregon Economic Index, Duy now also publishes indices specific to Lane County, Central Oregon and the Portland metro area.

Richard Lariviere, UO's new president, will be among the featured speakers at the upcoming forum. Other speakers will include Duy as well as two of his fellow UO economists — Mark Thoma, who will discuss fiscal policy, and Jeremy Piger, whose topic will be the Oregon recession.

Oregon Senate President Peter Courtney is also on the agenda, as is Sarah Lenz Lock, Vice President of the Office of Policy Integration with the AARP. The keynote speaker will be David Altig, Director of Research, Federal Reserve Bank of Atlanta.

Now in its sixth year, the Oregon Economic Forum is part of a series of outreach initiatives by the UO economics department that address timely economic issues confronting the state and region.

**What:** Oregon Economic Forum — *The Economy Under Obama: Assessing the First Nine Months, Looking Toward the Future*

**Where:** Portland Hilton Hotel  
921 SW 6th Ave, Portland, OR

**When:** October 22, 7:30 a.m. – 11:30 a.m.

**Cost:** \$50

Details at [econforum.uoregon.edu](http://econforum.uoregon.edu)

## Don't Try This at Home

Pickle electrocution. Shooting laser lights through Jell-O. Nuking marshmallows to calculate the speed of light.

What could be more fun than thinking up experiments that demonstrate scientific principles for middle-school girls?

That was the enviable task of Miriam Deutsch, associate professor of physics, and her team of graduate students and support staff, who last summer launched the Optical Science Discovery Camp for girls. The OSDC brought together 15 middle-school girls and four high-school girls from Eugene-area schools, for five days of physics fun.

"We made sure that something exploded every day," said Deutsch, who is affiliated with the Oregon Center for Optics at UO.

But the intent was not all fun and games. There is a pronounced shortage of women in many science careers, and research suggests that lack of confidence is one of the most important factors contributing to this disparity.

"Girls often become disinterested in science around middle school," said Deutsch. "Boys tend to be willing to forge ahead with the attitude 'ok, so maybe I'll break it,' while girls tend to be more cautious." So the camp organizers designed experiments to foster a spirit of experimentation and success.

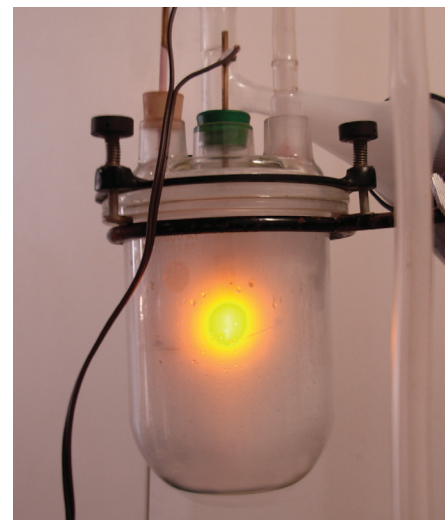


Photo: Lisa Raleigh

*An electrocuted pickle from the Optical Science Discovery Camp. ("High-Tech Voltage-Regulated AC Kosher Dill Transmogriphier" designed by Randy Sullivan of the chemistry department.)*

"We want girls to feel comfortable taking risks and entering into something where the answer is unknown," she said.

To sustain the girls' motivation and interest, they will be invited to join a Facebook group that will keep them in continued interaction with each other, as well as with UO physics faculty, graduate students and undergraduates.

The Optical Science Discovery Camp was funded by the UO Office of Institutional Equity and Diversity and the College of Arts and Sciences. — LR ■

## Celebrating "The Year of the Book"

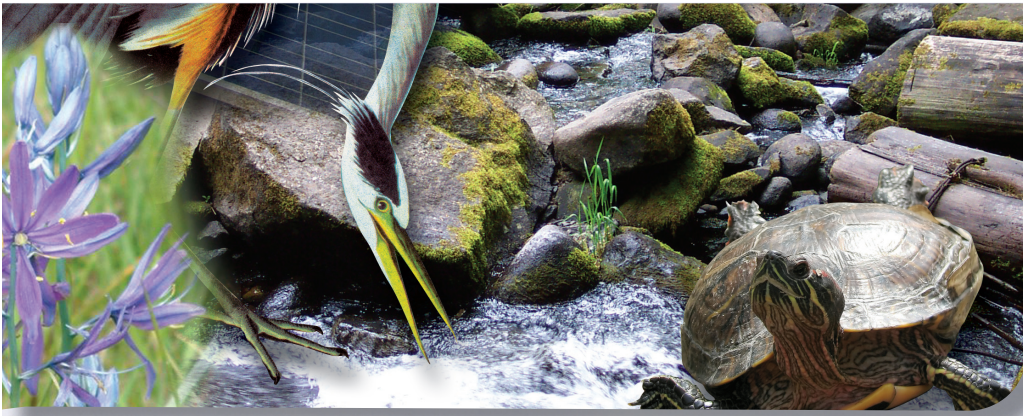
What is the future of the book? How have we arrived at this moment today, with electronic media transforming what it means to publish and read a book?

To explore these issues in depth, the Oregon Humanities Center is celebrating "The Year of the Book," beginning this fall. In partnership with other units on campus, the OHC will offer a series of public events that deal with the past, present and future of the book, as well as other technologies we use to store information and images.

The series will begin with a public lecture in November by Robert Darton, eminent historian of the book, an expert on electronic publishing and director of the Harvard University Library. In winter, the UO Library will host University of Michigan Dean of Libraries Paul Courant, and in spring, the Jordan Schnitzer Museum of Art will host an exhibit of artist books (works of art realized in "book" form). The Department of Theatre Arts, meanwhile, will offer a season of productions all based on books.

Watch for a full calendar of events at the OHC web site: [ohc.uoregon.edu/](http://ohc.uoregon.edu/)





# GENERATION GREEN

ELP students prepare to walk the talk and carry UO's legacy of environmental leadership into the future

*By Chrisanne Becker and Lisa Raleigh*

**W**hat do you get when 100 UO faculty members from 30 programs and departments work together to promote sustainability?

The greening of a university.

And the expansion of UO's green expertise well beyond the boundaries of the campus. UO's leadership is influencing best practices on other campuses and making a direct impact on national public policy, green innovation in industry and more.

UO students, staff and faculty have a longstanding reputation for environmental sophistication and activism. It shows in the eclectic range of green initiatives on campus — from alternative transportation to student “sustainability ambassadors”; from an annual environmental law conference to the journalism school's “Greenwashing Index”; from faculty/industry partnerships via a high-tech “extension” service to a host of UO researchers — chemists, architects, geologists, economists, political scientists and others from dozens of disciplines — advancing the state of “green,” both individually and collectively.

The campus has spawned so many projects committed to environmentalism the UO Office of Sustainability is having trouble counting them all. “The university is working to inventory the wide range of existing sustainability initiatives in curriculum, research, operations, even athletics,” said Steve Mital, the UO's first director of the Office of Sustainability. “The more we find out, the more we learn that we're already heavily engaged.

“The goals of this office are to shrink our carbon footprint at the operational level and then to raise awareness of sustainability broadly,” said Mital, who has long been a sustainability professional. Mital earned a dual masters degree in Planning, Public Policy and Management, as well as Environmental Studies, from the UO in 2001.

Mital is one of scores of graduates of the UO Environmental Studies program who have gone on to leadership positions in government agencies, regional and national non-profits and academic research settings. (See “Tomorrow's Leaders Today,” page 11.) The program







*ELP students have reported on the efficiency of solar panels.*

is an interdisciplinary meeting of the minds that relies on the best thinking from a diverse range of traditional subjects to achieve its goal: to train future leaders in creative problem solving and responsible citizenship. A core of 15 faculty represent disciplines ranging from biology to geography to philosophy. More than 100 additional affiliated faculty come from academic departments far and wide — all united around the common theme of green.

“Building on our university’s long tradition of environmental research and activism, our program sets the standard

in interdisciplinary dialogue and collaboration,” said Alan Dickman, director of the Environmental Studies program.

But studying environmental problems through an interdisciplinary lens means more than looking at a problem from different angles, Dickman explained. “By working together, social scientists, humanists and natural scientists may end up modifying the questions that each of them would have asked alone,” he said, “with the result being that new kinds of answers are developed to existing environmental problems.”

And it’s not just faculty who are developing new kinds of answers. The year Mital was finishing his masters, he became the prime mover behind

### *Environmental Studies is an interdisciplinary meeting of the minds.*

an innovative new program to help his fellow environmental studies students walk the talk — to get professional experience while putting sustainability principles into action.

This “service learning” program —

now called the Environmental Leadership Program (ELP) — has trained hundreds of students over the past eight years — to deploy skills in the field by performing environmental mapping and monitoring and also to educate the next generation about sustainable attitudes and practices.

### **A SOLUTION FOR THE OVERWHELMED**

“Students get so overwhelmed by the enormity of environmental problems presented in traditional classes,” said Mital. “ELP gives them a concrete, productive way to engage.”

ELP sends graduate and undergraduate students out into the community to team up with government agencies, environmental non-profits and local businesses to work on real-world issues and outreach projects. The program’s co-coordinators, Kathryn Lynch and Peg Boulay, cultivate local and regional partnerships that address real community needs.

ELP students conduct their work in traditional classrooms as well as the outdoor classrooms of national forests, streams and wetlands. Their goals are to promote sustainability, environmental education and advocacy, as appropriate to the needs of their particular projects. Name an ecological threat, and they’re probably studying it, monitoring it or preparing the next generation to avoid it.

Many of ELP’s projects employ undergraduates as effective environmental educators for local schoolchildren. ELP raises environmental awareness in K – 12 students and imparts the knowledge and skills to help youth translate their passion into fruitful action.

ELP offers a multilayered approach to training the next wave of environmental change-makers:

- **Graduate students** act as project managers for selected projects, thereby advancing their skills in environmental research design and project leadership, while building



*One ELP team blogged with peers in Canada to study human impacts on glaciers.*



professional contacts and networks. Their project teams are comprised of undergraduates who, under the mentorship and guidance of the graduate student leaders, have two terms to learn, master and implement the best theories behind environmental education — guiding hundreds of schoolchildren through multiple lesson plans, games and field trips.

**Name an ecological threat, and they're probably studying it, monitoring it or preparing the next generation to avoid it.**

- **Undergraduates** identify strategies for addressing the goals of their community partners and then craft curricula for the classroom component, design and employ assessments and create activities that take their young charges “from awareness to action” (the unofficial ELP motto). The undergraduates take their lessons into local schools and take their students out into the field to experience the natural world first hand.

- **K – 12 students** from schools throughout Lane County get exposure to the UO’s best environmental thinking and practices via the undergraduates who carry the message and knowledge to them. While most schools would love to get their students out into nature more often, staff and budget issues make this a challenging goal. ELP fills the gap, bringing together K-12 students and undergraduate environmental educators so that both have the opportunity to learn from field excursions.

When choosing issues, ELP doesn’t just reach for low hanging organic

apples. They ask hard questions about global warming, hunger, habitat, waste management and invasive species.

A few examples:

- In 2008, undergraduates promoted the use of YouTube videos to foster an international dialogue among elementary school students on deforestation and the loss of macaw habitat in Southern Peru.

- In 2009, another team toured schools with a hand-made stream-simulator that demonstrates erosion, shows how land use affects local watersheds and explains the complicated issues surrounding dams.

- Teams of ELP students focusing on mapping and monitoring have surveyed and reported on the efficiency of solar panels in Springfield and monitored restoration projects for local watershed councils.

- In the past, ELP has recycled old televisions, diverted edible food from supermarkets to compost and food banks, and monitored illegal dumping.

One of ELP’s signature strengths involves getting students out into the field for a more personal and physical experience of the world they are striving to understand and protect.

For instance, in spring 2009, middle school students traveled to H.J. Andrews Experimental Forest in the Cascade foothills for a hands-on exploration of the many layers that comprise an old-growth forest. The highlight was gearing up and joining the Pacific Tree Climbing Institute as they propelled themselves up into the forest canopy.



**BIRD’S EYE VIEW OF OLD-GROWTH FORESTS**

On a misty, chilly morning last spring, middle-schoolers in hoodies slipped into harnesses, climbed onto a platform and clipped their harnesses to the ropes dangling from some invisible point skyward. Then, with squeals of laughter and effort, the students mastered the moves to haul themselves higher up. Within a few minutes, their voices were no longer distinguishable from the ground. As the students climbed higher into the canopy, Pacific Tree Climbing Institute’s guides, Rob Miron and Jason Seppa — two of the calmest, most supportive guys you’d ever want to meet in a tree — monitored the students’ progress and reminded them to note the breezes, the sounds of the swaying branches, the tranquility.

Though the students loved climbing, their undergraduate leaders reminded them of their educational mission: to learn about how forests function. Suspended in the sheltering canopy, dangling and twisting gently on the ropes, students pulled out rainproof notebooks and captured their experi-





Dear Representative,  
I can't wait to see you in a tree and it is the most exhilarating thing I have ever experienced. I hope that you can help us get our trees protected.

Dear representative,  
I'm at H.T. Andrews in Oregon. I've learned a lot about why old growth forests are important. They are incredibly beautiful and need to be protected. Please support them.

K.F.  
Kelly Middle School  
97464

H.T. Andrews (Douglas fir tree)  
Representative,  
Currently in a beautiful park they use important H.T. & Kelly Middle School 97464





ences of climbing to the top of an old-growth tree, to share with their political representatives.

While one team climbed, the other three teams visited other stations in the forest, learning about the plants, trees and animals that made up the local ecosystem — and learning to leave no trace when they visited. One team focused on survival skills, searching the forest floor for downed branches and sheets of moss to create a lean-to against a big, sheltering trunk lying on its side. Another learned how to scientifically measure the height of a tree. Yet another studied the stages of decomposition on the forest floor. At the end of the day, each team had been through all four stations.

By the end of spring, more than 100 middle-school students participated in the project, achieving an experiential understanding of the different layers that form an old-growth forest — from decomposing logs to overarching canopy — and a conceptual understanding of the ecosystem services provided by old-growth forests and why they are worthy of protection.

## INTERNATIONAL GLACIER DIALOGUE

Another ELP project launched last year involved an international dialogue about glaciers.

Sometimes motivating students to move from awareness to action is possible only when a problem has been explored from multiple points of view. With that goal in mind, Cody Evers, an ELP graduate student, helped his team

support school-age kids in Eugene as they blogged with new friends in Lethbridge, Canada, like pen-pals of old.

As a team, they were introduced to glaciology. What are glaciers? Why are they changing? To answer these questions, the students studied global warming and the human behaviors that impact this unique and finite resource. The students also learned that their perceptions differed based on their geographic locations — an important lesson for developing an angle of approach for a problem as complex as global warming.

*We already know what environmental threats we face. The question is: Why don't we change our behavior?*

As Evers explained, people already know what environmental threats we face. The question is: Why don't we change our behavior? Students and educators have to have a passion for environmental sustainability, but they also need to develop an action-oriented attitude, and they need the skills to tackle the problem — then they can act. ELP lesson plans guide students along this path.

This same model guides ELP graduate and undergraduate students as they engage their own passions, develop their skills in teaching and curriculum design and then practice those skills in the real world — inspiring and activating a new generation of environmental advocates that will follow them.

As undergraduates from yet another project — the Wetlands Team — explained, teaching happens on both sides. K-12 students look at the world differently than college students do — they see things their teachers miss, ask questions no one anticipated and learn on a variety of experiential levels.

*Last spring, a group of middle school students — led by a team of UO undergraduates — visited the H.J. Andrews Experimental Forest for a hands-on exploration of the many layers of an old-growth forest. One highlight was gearing up for an ascent into the canopy, where, suspended 70 feet above the forest floor, they wrote letters to their legislators.*

Photos: Krysten Mayfair and Amanda Miles

## TOMORROW'S LEADERS TODAY

The Environmental Studies program currently enrolls more than 400 students, and has graduated close to 1,000 undergraduates — many of whom have gone on to work in fields such as environmental planning, environmental education, green investment planning and wildlife biology. A select group of graduate students have earned Masters in Environmental Studies and/or a PhD in Environmental Sciences, Studies and Policy. Some have taken positions in government and environmental organizations while others are leading the next generation forward as researchers and teachers. Among them are:

### **Matthew Booker, MS, 1997**

Assistant Professor, American Environmental History, North Carolina State University

### **Rebecca Briggs, MS, 2009**

Communications Director, Biodynamic Farming and Gardening Association, Junction City, OR

### **Janet Fiskio, PhD, 2009**

Assistant Professor, Environmental Studies, Oberlin College

### **Jenna Garmon, MS, 2006**

Special Programs Coordinator, Long Tom Watershed Council, Eugene

### **Patrick Hurley, MS, 2001, PhD, 2004**

Assistant Professor, Environmental Studies, Ursinus College

### **Tony Leiserowitz, MS, 1998, PhD, 2003**

Research Scientist, Director of Strategic Initiatives, and Director of the Yale Project on Climate Change, Yale University, School of Forestry and Environmental Studies

### **Chaone Mallory, PhD, 2006**

Assistant Professor, Environmental Philosophy, Villanova University

### **Sarah Mazze, MS, 2006**

Program Director, Climate Leadership Initiative, University of Oregon

### **Steve Mital, MS, 2001**

Director, Office of Sustainability, University of Oregon

### **Sarah Jaquette Ray, PhD, 2009**

Assistant Professor, English, University of Alaska Southeast

### **Stacy Rosenberg, PhD, 2005**

Assistant Professor, Politics and Environmental Studies, SUNY Potsdam

### **Trevor Taylor, MS, 1998**

Natural Resources Operations Coordinator, Parks and Open Space Division, City of Eugene

For a more complete list of Environmental Studies alumni, visit [envs.uoregon.edu/alumni/](http://envs.uoregon.edu/alumni/)

Continued on page 26 ►





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# The Life of the Mind in Troubled Times

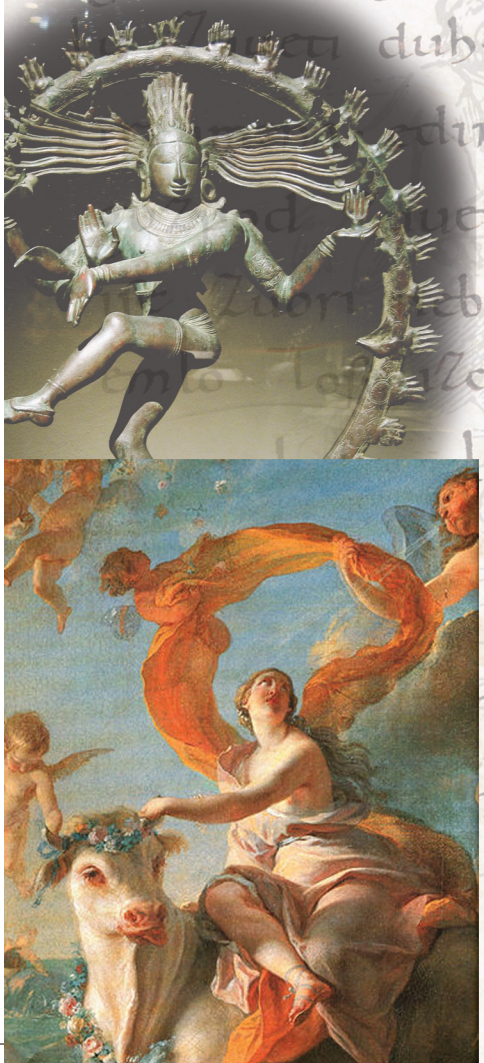
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*What is the value of the humanities in a precarious economy? In other words, what do we value most — in terms of teaching and research — when times are tough? Immediate practicality? Measurable utility? Or do we look instead to lessons that can be gleaned from the study of language and literature, from other cultures, other systems of thought, that endure over distance and time?*

*This issue has surfaced again and again in recent public conversations about the humanities. The New York Times, for instance, recently declared, “In this new era of lengthening unemployment lines and shrinking university endowments, questions about the importance of the humanities in a complex and technologically demanding world have taken on new urgency.”*

*This questioning contains an implied juxtaposition, that it’s one or the other — that a choice must be made between economic justification and the enrichment that the humanities bring. But is this a valid opposition? And if the humanities must indeed justify their worth (as claimed by the Times), what do we mean by “worth”?*

*Cascade convened a panel of humanists to consider these questions and more.*





## OUR PANELISTS



**Barbara Altmann**  
Director of the Oregon  
Humanities Center and  
professor of French



**Lisa Freinkel**  
Director of the Compara-  
tive Literature Program  
and associate professor  
of English



**Daniel Falk**  
Department head and  
associate professor  
of religious studies,  
Director of the Harold  
Schnitzer Family Pro-  
gram in Judaic Studies



**Scott Coltrane** (moderator)  
Dean of the College of Arts  
and Sciences

**Scott Coltrane:** This forum today is designed to look at the relevance of the humanities. UO's new president, Richard Lariviere, has said that part of the public perception challenge is that humanists have failed to make a case for the humanities [see page 15], in part because they engage in esoteric debates over fine points that most of the public doesn't understand. Similarly, the *New York Times* recently ran an article entitled "In tough economic times the humanities must justify their worth." So, our question for today is, what's the relevance of the humanities in an age of information technology and rapid social change — and particularly right now, in a time of economic uncertainty?

**Barbara Altmann:** I come at this from the perspective of a medievalist. I research and teach pre-modern French literature — my own area of expertise is 14th and 15th century narrative and lyric poetry, the study of texts in manuscript and of old and middle French philology. So from that perspective, I've had a lot of practice justifying my existence in the academy.

We are very much a present-tense

society. We have a strong bias toward thinking that today is better than yesterday. It's a built-in human bias: the Renaissance rejected the Middle Ages, the Enlightenment rejected the Baroque and so on. We have a habit of rejecting and finding inferior what came before us. But there's nothing like having a group of students walk around a table on which are displayed medieval manuscripts in all their glory, in all their fallibility, in all of their tattered state — to put them into a kind of confrontation with the material artifact from another era and suddenly wake up to the fact that the Middle Ages were not just barbarism and savagery — that there were technologies a thousand years ago that are superior in many of their mechanisms to the ones we have now, that are less ephemeral, far more lasting, with great intrinsic beauty. That's one kind of an encounter that someone who works in early chronological periods like mine can bring to students who have a cultural memory of about 15 minutes.

My task, as I see it, is to make sure that our students begin to grow some kind of historical consciousness and memory that leaves us much less

insulated in our own current crises, in our own current glories, and to begin to understand not only the large evolutions and shifts that have occurred, but also to go back to those original periods and discover their richness.

**Daniel Falk:** The trajectory I followed into the humanities was very similar to what I tend to find in some of my own students now: I took some religious studies courses as a personal interest and then found myself gradually interested in the study of religion on its own terms. There's a transition for many between some sort of general interest — which often in our younger years is very "me" oriented, thinking about myself — to a process of getting focused on the subject itself and having the ability to defer, a little bit, the questions of what this means about me. This process happens in many of our majors in religious studies.

Bit by bit, I got more and more fascinated in the topic and along the way found myself doing research on the Dead Sea Scrolls. So why commit myself to a career studying ancient texts? These are texts over 2,000 years old, that are





very fragmentary. The Dead Sea Scrolls may generate more interest than other ancient writings, but if you actually read them, most are incredibly boring. It takes a lot of work to get the goods out of them. But they do tell us a lot. The important point is that that they don't tell us anything directly about people living today — these are ancient texts, they are not directly related to Jewish or Christian groups today, quite contrary to their popularity.

So why study them, if there's not that direct link? In the classroom when we deal with the authors of the Dead Sea Scrolls, we are not dealing with any student's direct ideological ancestors, but we can see that debates were heated back then just as they are now. It's fascinating to see what they were wrestling with, the options chosen, and then what happened to them — this is a group that ceased to exist. Students often grasp important lessons more easily in this indirect way than if they felt they were directly studying their own tradition.

I find that studying the distant past helps us get a sense of bearing. We all share, despite our diversity, a great deal in terms of our common worldview. Being able to relativize our worldview is extremely important to be able to think of different possibilities. To be able to get a sense of our placement, a sense of horizon, we need a distant perspective. As someone once said, "The distant future would be equally good — we just don't have access to it."

**Lisa Freinkel:** Human beings are meaning-making and meaning-seeking creatures; that's just what we are. We are always looking for meaning. How do we do it? How do we do it ethically, responsibly, generously? To me, those questions of how and also the question of why — why do we want meaning so much? — are the core questions that started to turn my crank early, probably my freshman year of college, and led me

into studying literature and ultimately becoming a professor of English.

I encountered that question most strongly in reading Augustine's *Confessions*, which I read when I was 18 and which kind of ruined me for everything else I was going to read as a college student. There are two things in that book that were really striking: Augustine in the *Confessions* is praying to God and says something like, "Lord, I have become a problem to myself." And this is the crux of it.

We are meaning-seeking beings and it starts with "me," with a capital M. But the trick of humanistic study is to make that Me-centeredness become so thoroughgoing, so profound, so relentless and unwavering that that Me becomes a problem to itself — and then the Me becomes the whole world. In other words, the pursuit of understanding the self, pursued with courage and conviction, is a pursuit of understanding of the fundamentals of human life — of everything, of our whole wide universe.

The other thing that happened in the *Confessions* that got me going was the moment where Augustine — at the moment of his conversion, which he has been on the brink of his whole adult life — hears a voice. He is in the garden and maybe it is an angel, it's a child's voice saying, "Pick it up and read." And he says to himself, "Ah ha! This voice is directed to me and it is saying pick up this book of Paul's epistles at my side. I will pick it up and I will read whatever is there and I will take it as a lesson for Me!" That egoistic impulse to interpret the world around us as about Me is stunning. It seems to me that it is one of the things that motivates people to study literature: "What does this mean? How does it relate to me? What does it mean that it relates to me? On what basis can I make sense of this?"

That process of making meaning and justifying the meanings that we make — that is both what I study and

what I am engaged in teaching. It is also, I think, really central to my understanding of what I do as a humanist: to refine that process, to understand that process, to teach that process of looking into meaning, justifying the meanings that arise, testing those meanings, trying them on for size, allowing that horizon of difference to turn the self into a problem to relativize our world view — and then, as a scholar, turning over the meanings into another text that someone else can read.

**Coltrane:** I want to step back just a bit and ask the panelists how they each would define "humanities," and perhaps the subtext of that is — because of the discussion thus far about meaning and values — is it different than it has been in the past?

**Altmann:** The obvious answer comes out of an exercise that I just undertook with my third-year literature survey class. When we leapt into the Renaissance we had to consider the notion of humanism — which is generally held up as the key characteristic of what defines the intellectual and artistic movement of the Renaissance — I always march them back, etymologically, to the Latin *humanitas* meaning, "that which is peculiar to or particular to or belongs to humankind."

Now that is kind of a hedge that doesn't necessarily tell us what is particular to humankind, but even though we may be in a sort of crisis about not being able to find true universals, I think at the very least we can say that every human society shares a preoccupation with values, kinship, narrative and cultural production of some sort. In other words, there are things that we can look for at any chronological period or in any geographical area.

For me, humanism is an approach rather than a subject area and that is very dramatically demonstrated in my work with the Humanities Center — and





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## RICHARD LARIVIERE ON THE “DEMISE” OF SANSKRIT AND THE SO-CALLED CRISIS OF THE HUMANITIES

*This exchange is excerpted from a public forum last April that introduced UO's new president Richard Lariviere to the UO community:*

the fact that the faculty who have held Humanities Center fellowships with us come from almost every unit on campus, including those well outside the College of Arts and Sciences. We have had fellows from the Law School, from Journalism and Communications, from the School of Architecture and Allied Arts, from the School of Music and Dance, from departments that are technically in the Social Sciences or technically in the Natural Sciences. So, for me it is not a question of the field; it is a question of methodology and approach.

**Falk:** What the humanities, as an approach, are trying to do is get us to systematically ask questions relating to valuing and meaning. It differs from the hard sciences in that mostly you are not dealing with empirical data and there often are no right answers — which is one of the things that can make the humanities very difficult. It is a basic feature of being human that we constantly face questions of value and meaning — even in terms of the application of the sciences. The sciences can tell us what we *can* do and what will happen, but they cannot tell us if we *should* do such and such: we have a certain technology, should we employ it, and to what limits? The humanities don't give us answers to these questions either, but they do give practice in addressing such questions in systematic and disciplined ways.

**Freinkel:** [Regarding the definition of humanities changing over time] a really interesting example is Renaissance humanism. The humanists of that time became really adept at thinking about the relative nature of the self. Shakespeare asked this question over and over again, the question of Ecclesiastes: Is there nothing new under the sun? Are we different from the past? Are we similar to the past? Where are there continuities? Where are there disjunc-

**IAN MCNEELY:** I am a professor of history and I knew your work on Dharmasāstra before I even knew you were an administrator. My question is this — you were quoted in the *Register Guard* this morning as saying that, “The humanities will not die,” and indeed all of us find it hard to imagine that a millennial-old tradition could either come to an end or wither into insignificance. Some would say that is exactly what happened with the Sanskrit tradition — when Europeans arrived and began prizing practical, utilitarian, scientific knowledge. So my question is, how would you draw upon your lessons from your days as a Sanskritist in order to confront the so-called crisis of the humanities in our own times?

**RICHARD LARIVIERE:** Boy, that is really provocative. I'm not sure that it is a fair characterization — that the Sanskrit tradition died or met the beginning of its demise with the arrival of the Europeans in South Asia. It continued pretty robustly for an additional 100 years and it has never died, but it has become moribund, effectively. It is very hard to find a traditionally trained pundit who is under the age of 85. They tend not to be scholars but repositories of the tradition.

I think a lot of the responsibility for that lies with the Hindu community, which has ceased to value this learning. Traditional Indian pundits are not unlike, well, professors of Sanskrit; they really are at the mercy of the largesse of the communities in which they live because there isn't a commercial application for it. It is really just the love of the learning that supports it. I have been generously and wonderfully supported by federal agencies, private donors, etc. to do my work. But in India there was a period of time, which I think extends nearly up to this day, in which people just didn't think that kind of research, that kind of knowledge, was important anymore. And so they neglected it and allowed it to just drift away. There is some movement to revive it today but it is not very effective. And India doesn't have the tradition of private philanthropy to support scholarly activity in the same way that we do in the United States.

How does that parallel with the humanities? I think there are some significant parallels in that people have ceased to value humanistic study because its utility is not immediately apparent. The discourse about what universities do is almost exclusively focused on the utility of the inquiry that is going on. [When this topic came up yesterday], this is where I said that humanists are really kind of to blame for this, in some sense. My wife is trained as a microbiologist, worked in a lab in Thomas Jefferson Hospital when I was a graduate student, and I was always impressed with the fact that they were working on something technical and abstruse and incomprehensible to the layman — but if you asked them, as a layman, what they were doing, they would respond, “Oh, cancer research.”

Now I came away from that conversation reassured and confident a) that I understood what they were doing and b) that it was important. You talk to a humanist about what they are doing — and I am as guilty of this as any of the rest of the humanists in the audience — we tend to immediately get down into the weeds of what it is that we are looking at. The poor interlocutor has just asked that question, just wanted to know what Sanskrit is, and suddenly I'm talking about Raghunandana Bhattacharya's relationship to the Navya-Nyaya tradition. You can immediately see the curtains come down and you have lost your audience.

We don't do a very good job ourselves, and certainly not in training our graduate students, to explain why studying this topic is of any consequence to anybody. And good Lord, it is. The reason I am so confident that the humanities are never going to die is because it is the one topic that is more important to everybody than anything else — that is, “Who am I and what does my life mean?” That is what humanists engage all the time.

It's an incredibly complex arena of investigation, and it's all the more important for us as humanists to give people landmarks to help make sense of what it is that we are doing. I place the blame for the demise of Sanskrit on the people who didn't understand the value of that tradition and I place the demise of the humanities' “esteem” (it used to be much more central at universities than it is now) largely at the feet of those of us who have failed to make the case for them. And I can say that with some confidence because I am as guilty as you are of that.



*“It's all the more important for us as humanists to give people landmarks to help make sense of what it is that we are doing.”*

Photo: Michael McDermott





tions? In the 16th century, they tried to build into the education of the average English grammar school boy a learning of Latin and a tiny bit of Greek; they were learning how to imitate the ancients; they were trying to figure out where they could connect with Cicero and how they were in rivalry with those guys. Why were they learning this? Why was humanistic education so popular in Tudor England? Because they had an expanding empire that needed functionaries, that needed civil servants.

One of the things that comes up in our contemporary debates about the crisis of the humanities is the notion that we are going to build critical thinking skills that are going to be very valuable for people out in the work force. But those kinds of arguments were around in the 16th century. And those kinds of arguments, it seems to me, have threatened the life of the humanities from its very inception.

Those arguments about utility — the value in economic and political terms of being able to read well, write well, think critically — if we use those kinds of rationales to measure our activity, we are not doing anything new, as it turns out. So there is a kind of crisis at the core that has to do with the issue of the value of the humanities, in utilitarian terms, but it is not going away, precisely because it is not new.

**Coltrane:** Let's talk a little bit more about that critique. So, the story goes, why should I send my kid to the UO or anywhere else to learn "useless" information and feel good about poetry or understand philosophy — what is it going to mean for the bottom line? Do you buy that practical versus abstract, applied versus theoretical argument? How do we respond to that? Does it deserve a response?

**Freinkel:** I think it has to be responded to. At its extreme, the argument for util-

ity turns humanities departments into the service arm of the university. We are the place where you learn critical thinking skills. We are effectively general education and general education is nothing that we really care about. Why do you take English classes? So you can learn to write and communicate well. Why do you do that? So that you can ultimately graduate with a degree that has a market value and then get a good job. Well, first of all, the veracity of that argument seems to be something that we really want to question. And it is also soul-killing, it seems to me.

The students who end up coming into humanities departments with a kind of spark in their eye about majoring in those fields — what is animating them? If we don't find a way to publicly cherish and value that "something," not only are we shooting ourselves in the foot, we are effectively pulling the rug out from under our own students. How do we honor that publicly? They are not there to get critical thinking skills.

**Falk:** Part of the argument that Stanley Fish [literary theorist and *New York Times* blogger] makes, which has generated a lot of discussion, is that many of the utilitarian arguments fail when you actually start pushing them. There really is no evidence that the humanities make people necessarily better critical thinkers or wiser people. Some want to say humanities will make you less prejudiced or less inclined to engage in wars. Fish points out that often the people who get us into wars are well-read, well-educated people. So that argument doesn't really work.

Fish answered honestly for himself why he does what he does (he is a humanities professor): it is for his own enjoyment and he doesn't need any justification. I buy that to a certain extent — although I think he shortchanges

## AUDIENCE ELABORATIONS

*The panel discussion was attended by dozens of humanities faculty and community members, who also contributed to the conversation. Here are excerpts from the audience comments:*

**JUDITH BASKIN (JUDAIC STUDIES, ASSOCIATE DEAN OF HUMANITIES):**

The humanities offer so many different ways to look at the world, and they also demonstrate the complexity and the ambiguity of reality. So often students want the right answer: "Is it a good war or bad war? Who is on the right side? Who is on the wrong side?" When they come into our classrooms they discover that the more you delve into any particular issue, certainty becomes increasingly elusive. This realization complicates but also enriches their outlook on the human condition.

**WARREN GINSBERG (ENGLISH):**

Understanding how language works to make meaning puts a person in a much better position to make decisions that are moral, that are ethical. Humanities, perhaps uniquely among all the disciplines of the university, teaches us how to develop and exercise the ethical and historical imagination.

**JAN ELIOT (ALUMNA):** No great advances in culture, in science, in our society, in our world happen without creative thought. Creative thought is necessary for all progress to be made. Study of the humanities helps humans develop that part of their brain.

**MICHAEL HAMES-GARCIA (ETHNIC STUDIES):**

There is a distinction I think that we have lost sight of a bit, and that is the distinction between basic and applied research. There is a lot of applied research in the humanities — research that has direct claims to social relevance, in relation to everything from the publishing industry to medical ethics. In my field, applied research is well-represented. But we cannot do what we do as applied humanists without other people engaged in basic research.

**MARK UNNO (RELIGIOUS STUDIES):**

Related to the biodiversity metaphor, one of the reasons the spotted owl is considered so important as an endangered species is not just because it's endangered but because it's a marker of what's happening in the ecosystem. So the more we understand any particular point of entry — whether it's the Dead Sea Scrolls or medieval literature — the more it becomes a point of entry into the holographic whole.

Read the entire audience Q&A at [cascade.uoregon.edu](http://cascade.uoregon.edu)

Continued on page 26 ►





## DRESS FOR SUCCESS

**S**andy Bonds is making the past come alive with a course called “Re-inventing Yourself: Creating Your Past Alter Ego.”

Throughout the fall term, students will learn about the lives of Europeans in the medieval and Renaissance periods, as well as design and construct their own period-accurate clothing.

This fall marks the third time Bonds has taught this course as part of the Freshmen Seminar program, which gives first-year students the chance to work closely with faculty members in small class settings of 20 students or fewer.

On the first day of class, Bonds, a theatre arts professor and costume designer, brings in images from illuminated manuscripts, sculpture and other art that depict individuals wearing medieval and Renaissance dress. Students choose which “character” they want to be for the rest of the term.

The selection dictates which time period and location students examine and what clothing they construct. For example, a student who chooses a woman in an Italian fresco from the year 1350 not only reproduces the dress the woman wears, but also researches what her life was like, including the geographic region she lived in, the political climate, what her home and furniture might have looked like and what she might have done in her leisure time.

Meanwhile, Bonds teaches the students basic hand and machine sewing techniques and patterning skills, and the students create their clothing, striving to make it in the ways their characters would have hundreds of years ago. To cap off the term, the students celebrate their success with a party, adorned in their new (but very old-style) clothes.

— AM ■

## ARABIC TOPS 200

Enrollment in Arabic language classes topped 200 students last year, and is expected to surge past that figure this fall.

This is only the fourth year that Arabic has been taught at the UO in a classroom setting (self-study courses have been available for a number of years). With more and more students signing up each year, they rapidly filled first- and second-year classes and created enough momentum that third-year Arabic was successfully offered for the first time last year. All three years of study will continue to be offered in 2009-10.

What’s behind the growing trend? While interest in Arabic may have been inspired by the “war on terror” a few years ago, that is no longer the main impetus, said Jeff Magoto, director of the

World Languages Academy, which has been responsible for Arabic language instruction at the UO.

Instead, current student interest reflects a more complex understanding of the Arab world. Consider this diversity of reasons provided in a recent student survey:

- *I wanted to become fluent in a language that would be helpful to me as a future journalist.*
- *I am an architecture student, so I was not required to take a language course in college. I took this class because I am interested in the culture.*
- *I have already earned my BA requirement credit with Japanese, but I am looking forward to studying Arab and Middle Eastern affairs in*

*graduate school.*

- *I’m Arab and don’t speak Arabic. I know the culture but not the language.*
- *There is an obvious need for Arabic in today’s world. I also find it fascinating and beautiful.*

Or as one student summed it up: “Within the next decades, we will become witness to an unprecedented cultural exchange with the Arab world, and being able to speak the language of our fellow man is an essential skill in the ever-changing world.” — LR ■



## Talking Trash

William Shakespeare was the ultimate trash-talker of his era, with treasured *bon mots* such as “Thou crusty botch of nature!”

But the Bard may have taken a cue from some of his predecessors, as evidenced by the catalog of insults on the Medieval Studies web site.



### OLD NORSE:

“Thú ert brúir Svínfellsáss, em sagt er, hverja ir nífunda nótt ok geri hann thik at konu!”

*“You are the bride of the Svínafell troll, as people say, and every ninth night he treats you like a woman!”*

Skarpheinn to Flosi in *Njal’s Saga*, ch. 123

### MIDDLE ENGLISH:

Lady Holy Church to Piers Plowman:

“Thow dolted daffe!” quod she, “dulle are thi wittes.”

*“You doltish dunce!” she said, “dull are your wits.”*

*Piers Plowman* B.1.140

### MEDIEVAL LATIN:

“Tu sochors! Tu scibalum hedi! Tu scibalum ouis! Tu scibalum equi! Tu fimus bouis! Tu stercus porci! Tu hominis stercus! Tu canis scibalum! Tu uulpis scibalum! Tu muricipis scibalum! Tu galline stercus! Tu asini scibalum! Tu uulpicule omnium uulpiculorum! Tu uulpis cauda! Tu uulpis barba! Tu nebris uulpiculi! Tu uechors et semichors! Tu scurra!”

*“You idiot! You goat dung! Sheep dung! Horse dung! You cow dung! You pig filth! You human dung! You dog dung! Fox dung! Cat dung! Chicken droppings! You donkey dung! You fox cub of all fox cubs! You fox tail! You fox beard! You skin of a fox cub! You idiot and halfwit! You buffoon!”*

The *Colloquy of Ælfric Bata* (England, c. 1000) —AM ■

## THE HEALING ART OF FICTION

Dorothee Ostmeier was never simply a traditional German professor. Her research interests have regularly expanded to include poetry and gender, fairy tales, fantasy literature and psychology. Since coming to the UO in 2001, she’s further expanded her research into alternative philosophies of healing.

In fact, Ostmeier is in good company at the UO: She’s discovered other faculty who are likewise intrigued by the conflicts between current medicinal models. Beginning with a 2003 lecture on ethnicity and culture in medicine, she and her like-minded colleagues formed the Healing Arts Research Interest Group at the UO’s Center for the Study of Women in Society.

Now, the group regularly hosts talks, collaborates on research projects, and melds the study of alternative medicines with their own disciplines. Jewish mysticism, the effects of prayer and stress reduction techniques have all been subjects of recent study.

But Ostmeier had not fully considered literature’s impact on healing until 2006, when her adolescent daughter began suffering debilitating migraines.

“She was crawling, I had to carry her. It came to that point where they suggested putting her into a coma because the pain was not manageable,” said Ostmeier. An acupuncturist finally helped the girl regain her mobility and suggested that some kind of imaginary healing guide might appear, Ostmeier recalls. “During an acupuncture session my daughter ‘encountered’ a unicorn.”



The unicorn, or healing guide, began appearing regularly in her dreams and sharing bits of wisdom that the girl could recount upon waking. Ostmeier preserved her favorites: “If you cannot jump high enough, it is not cheating to use a trampoline.”

Ostmeier observed her daughter’s recovery with an academic’s curiosity. How did imagery help her daughter move past the trauma of the pain, and where do our healing images come from?

Ostmeier now sees an opportunity to combine her intensive knowledge of German literary texts, like Grimm’s fairy tales, with an analysis of the iconic images common in these texts. After completing her current book on gender roles in famous romantic relationships, she hopes to wrap her research on the medicinal properties of fantasy images into a new book called *Healing Fictions* — demonstrating how even literary images can contribute to the healing process. —CB ■

↑  
**Online Extras** – To read fairy tales written by Ostmeier’s students, visit [cascade.uoregon.edu](http://cascade.uoregon.edu)

## FROM THE PRESIDENT’S BLOG

*“I cherish every chance I have to discuss the latest research in the field.”*

—UO President Richard Lariviere, on his visit with the religious studies faculty, where he presented on “The Problem of Chronology in Ancient Hindu Legal and Ritual Texts.”  
[president.uoregon.edu/blog](http://president.uoregon.edu/blog)



# All Saints Day(s)

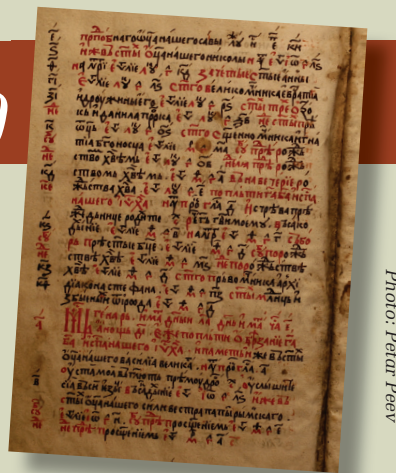
So many saints, so little time to figure out who's who.

Linguistics professor Cynthia Vakareliyska has spent the past year developing an online database of medieval calendars of saints from the Eastern Orthodox Church. Calendars of saints are found in medieval manuscripts such as Psalters (psalms), gospels and acts or epistles. They provided instruction to clergy regarding daily hymns and readings, and identified which saints should be celebrated or prayed to on which days.

During the medieval period, the Eastern Orthodox Church spanned a huge region encompassing Greece, Russia, Serbia, Bulgaria, Macedonia and Romania, but it had no central governing body to oversee the canonization of saints. As a result, scribes would add locally venerated figures to their calendars, delete saints, shift them to different days, leave out descriptions and misspell names.

As part of the project, a colleague of Vakareliyska's at the University of Pittsburgh, professor David Birnbaum, created a computer program for searching a large corpus of medieval calendars that permits the text of the calendars to be read online in the Greek, Old Cyrillic and Roman alphabets.

Vakareliyska and linguistics



A page from a medieval calendar of saints.

graduate student Holly Lakey are entering information into the program from several hundred calendars that Vakareliyska collected from archives in Russia, Bulgaria and England.

The text-encoding of each calendar in the database will allow scholars to search for particular saints by name, gender and country, and thus enable analysis of both individual calendars and a large corpus of them. Vakareliyska will be adding data from hundreds of other medieval calendars to those already available online and hopes other scholars will contribute.

Once enough calendars are encoded, Vakareliyska also plans to examine them for patterns: Calendars often contain borrowed or dialect-specific words and translations, and spellings can reveal regional pronunciations, helping establish where a specific calendar originated. **-AM** ■

Photo: Petar Paev



## FOOD OF THE GODS

The syllabus for professor Mary Jaeger's Greco-Roman class reads a little like an ancient shopping list. She requests that students provide certain supplies: a bowl, spoon, knife and a few basic ingredients including flour, water and salt. Students should be ready to learn about milk and honey one day and the Mediterranean triad of cereals, olives and wine the next.

The class is called "Food in Ancient Greco-Roman Culture," and it explores the meanings and traditions behind all the delicious ingredients one finds in classics like Homer's *Odyssey* and Petronius's *Satyricon*.

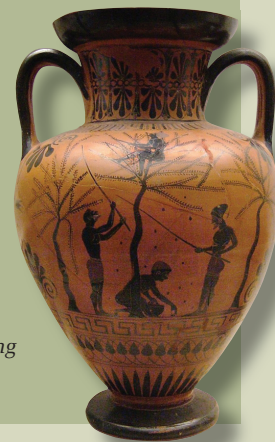
To bring literature to life, Jaeger's students dabble in the ancient art of cooking. For instance, they prepare their own sourdough starter in week four and share their loaves in week six. They experiment with ancient recipes, mixing sweet with savory or disguising foods as the Romans did. One standout recipe consists of dates stuffed surprisingly with whole almonds, then rolled in salt and pepper and fried in honey.

Students learn that in the classic texts, food had social and economic impacts. For instance, says Jaeger, sometimes a cheese is not just a cheese. It's also a means of transporting milk safely from the barbaric, pastoral lands to the civilized city. What was the first thing Odysseus planned to do after blinding the Cyclops? Steal his cheeses!

Jaeger came to her love of food and ancient literature honestly. She's a classics professor who now bakes her own bread, makes her own wine with friends and tends her own vegetable garden, but the outline of this eclectic class has been passed down. Jaeger once had to prepare a great Roman banquet for her own classics professor. It was, said Jaeger, the first time she'd ever seen prosciutto or cooked with olive oil.

**-CB** ■

Greek vase depicting olive gathering, ca. 520 BC.



## Judaic Studies Scholar Named Associate Dean of Humanities



Judith Baskin, Knight Professor of Humanities, has been named Associate Dean of Humanities for the UO College of Arts and Sciences. Professor Baskin has been a member of the UO faculty since fall 2000 and has served as director of the

Harold Schnitzer Family Program in Judaic Studies since her arrival on

campus. From 2005 - 2008, she also served as head of the Department of Religious Studies.

Professor Baskin is an internationally renowned and prolific scholar, and the author or editor of six books and numerous articles. Her work is at the interface of history, medieval studies, religious studies and women's studies. In addition to her university service, she served from 2004-2006 as President of the Association for Jewish Studies.



## Africanists United

**T**here are three things to remember about Africa: Africa is huge, Africa is diverse and Africa is full of hope and promise. So says Janis Weeks, interim director of the African Studies Program at the UO.

A neuroscientist, Weeks teaches classes such as “Diseases of Africa,” and “The Challenge of HIV/AIDS in Africa.” She is one of 24 scholars offering classes that support the new African Studies minor — the first African Studies degree offered in the state of Oregon

Students receive credit toward the minor for classes in disciplines ranging from international studies to linguistics, sociology, law and journalism. They can study abroad in places like Ghana, Kenya and Uganda, and study languages like Arabic and Swahili. The program also features traditional arts, including African dance, drumming, literature and folklore, as well as classes on many aspects of African history and politics.

Weeks began to explore Africa in 1996 when she traveled to South Africa to teach neuroscience to African graduate and medical students as part of the International Brain Research Organization. This teaching opportunity has taken her to various sites throughout the continent, where she learned first-hand about the challenges and successes associated with disease control.

“Through my work in Africa, I became very committed to global health and social justice,” said Weeks, “I felt there was an unfilled need for more courses in this area at the UO, especially for science majors.”

Although a neuroscientist, Weeks initiated a second career in infectious disease and parasitology and is currently the only biologist teaching as part of African Studies. In 2007, the program sent her to shadow medical profession-



Neuroscientist Janis Weeks with a child from Mariele Children's Home, an orphanage in Zimbabwe.

Photo: Isaac Dhlwayo

als in rural Zimbabwe to learn more about disease, with the support of a curriculum development grant.

The African Studies Program is still young, but Weeks hopes it can soon support a major. She may even offer classes in mbira (“thumb piano”) which she learned to play, along with the marimba (wooden xylophone), at the Kutsinhira Cultural Arts Center — a Eugene non-profit dedicated to the music and people of Zimbabwe.

Among the center's many activities, Kutsinhira musical groups perform benefit concerts to support the hospitals and clinics where Weeks works in Zimbabwe.

To learn more about the African Studies Program — events, faculty, courses, languages, Oregon Africanist resources and more — visit [africa.uoregon.edu](http://africa.uoregon.edu). — CB ■

## REINVENTING KNOWLEDGE

Join history professor Ian McNeely in an entertaining and enlightening survey of the key institutions that have organized knowledge in the West, from the classical period onward.

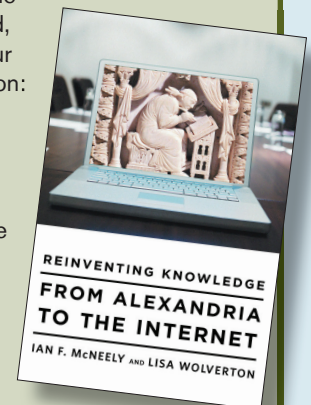
In his new book, *Reinventing Knowledge: From Alexandria to the Internet* (W.W. Norton), McNeely zeroes in on pivotal points of cultural transformation. The motivating question throughout: How does history help us understand the vast changes we are now experiencing in the landscape of knowledge?

This book is not about big ideas, or the thinkers of great thoughts (Newton, Einstein, etc.), but about the institutions that produce knowledge and the often fascinating and contradictory individuals behind them.

We begin with Demetrius of Phaleron, a man who led a flamboyantly decadent lifestyle — and also initiated the construction of the legendary library of Alexandria. From this great center of Hellenistic learning and imperial power, we move on to the monasteries in the wilderness of a collapsed civilization, the vibrant universities of medieval cities and the explosive growth of new discoveries in early modern Europe.

With the development of science and the laboratory as a dominant knowledge institution in the modern period, we arrive at our present position: searching for direction amid the new democracy and commerce of knowledge on the web.

— LR ■



**Online Extras** — To download the first chapter of *Reinventing Knowledge* and link to a YouTube video of Ian McNeely's talk at Google, Inc., visit [cascade.uoregon.edu](http://cascade.uoregon.edu)



## NOT AN EQUAL OPPORTUNITY HURRICANE

UO Sociologist Jim Elliott knows just how devastating Hurricane Katrina was; he was there.

Elliott taught at Tulane University in New Orleans from 1999 to 2006. During hurricane season, evacuation notices were common, he said. However, as Katrina approached, even the neighborhood sentries fled. “We heard people say, ‘This is not the one to stay for,’” Elliott recalled. He took one last look around his deserted neighborhood and joined his wife at the local hospital for lockdown.

For sociologists, Katrina became much more than a hurricane costing billions of dollars and hundreds of lives; it developed into a rare opportunity to study networks of people negotiating new physical, economic and social challenges while recovering from a landscape-altering natural disaster.

Since joining the UO in 2006, Elliott, who’s at the forefront of this research, has begun comparing redevelopment in New Orleans to redevelopment in other storm-ravaged cities to see how vulnerable groups fare over the long term.

In 2005, as the storm passed and the levees failed, Elliott and his sociol-

ogy colleagues began to file for grants, preparing students to act as surveyors documenting the recovery as residents returned. They found surprising disparities amongst racial groups. “The white folks who were displaced were disproportionately able to get help because government aid is directed toward restoring property, not community,” said Elliott.

Rebuilding was an option for those who owned homes and could move back to town quickly, staying with friends or family in undamaged areas. Those undamaged areas were predominantly white. As the recovery progressed, growth in white neighborhoods boomed and the city became a “recovery machine,” said Elliott, “promoting aggressive redevelopment over community and equity concerns.” Inundated black neighborhoods recovered more slowly, and remain in the path of future disasters.

Curious about long-term recovery, Elliott and his colleagues consulted geographic data from cities that suffered hurricanes in the 1990s. They found that New Orleans was following a national trend: Vulnerable populations do not recover from such disasters at the same



rate as privileged populations.

In fact, social conditions often worsen afterwards, in spite of redevelopment dollars — a finding that Elliott hopes will alter the design of future recovery plans. His recent work argues for the egalitarian restoration of whole communities.

Armed with historic data, one of Elliott’s graduate students is now looking to the future: Are residents of the Pacific Northwest prepared for a devastating natural disaster? — CB ■

## LATIN AMERICAN EXPLORATIONS

Latin America is a region characterized by a rich mixture of peoples, cultures,



languages and traditions — and an increasing influence on the world stage. Consider Mexico, Brazil, Cuba and Venezuela and their political and/or economic reach.

The UO now offers students the opportunity to study this complex region from many interrelated angles, with the formalization of a Latin American Studies major degree.

With 30 affiliated faculty from departments such as history, romance languages, anthropology, political science and ethnic studies, the new major examines issues of cultural

change, human rights, immigration, indigenous peoples and cultures, human diasporas, democratic consolidation and human and social development.

Students can delve into a diverse range of topics — from Spanish colonialism and the Mexican, Cuban and Nicaraguan revolutions to baroque art or the poetry of Pablo Neruda and César Vallejo. Undergraduates may go on to earn a minor or a major in Latin American Studies. For graduate students, specialization in Latin American Studies is possible in a number of academic departments. — LR ■



## Ethnography Goes Digital

In January 2006, a group of women in Oaxaca, Mexico took over television and radio stations in support of striking teachers who were being brutalized by state police and paramilitary groups. And now UO faculty and graduate students have developed a website called “Making Rights a Reality,” which gives a direct voice to those who participated in and observed this protest.

“The heart of this website is a set of interlinked testimonials from teachers and others who were illegally detained, tortured and imprisoned for their political activities as well as testimonials from their family members,” said Lynn Stephen, Distinguished Professor of Anthropology and Ethnic Studies and Director for the UO Center for Latino/a and Latin American Studies.

Women who participated in the takeover and reprogramming of the state’s public television and radio stations recorded testimonials as well. Indigenous Mixtec and Zapotec participants in the movement also provided testimonials for the project.

“The testimonials are urgent oral accounts of bearing witness to wrongs committed against the speakers,” she said, “as well as descriptions and analysis of events of the social movement.”

According to Stephen, the website was conceived of as a form of “digital ethnography” that lets viewers hear the voices of those who participated in and observed the Oaxaca social movement of 2006. Ethnography is a form of documentation that strives to produce understanding through richness, texture and detail from the perspectives of local actors who directly experienced and witnessed events.

In addition to 35 video testimonials and dozens of photographs, the website includes information about the histories of different social movements in Oaxaca during the past three decades and a



Image: Alina Padilla-Miller

video timeline of key events of 2006.

“The flexibility of digital media permits viewers to experience the interconnectedness of the different dimensions of the Oaxaca movement,” said Stephen. “It also highlights the links between individual experiences through testimony within the larger political, economic and cultural context.”

Visit [www.mraroaxaca.uoregon.edu](http://www.mraroaxaca.uoregon.edu) for more information. — LR ■

## THE INCREDIBLE SHRINKING LESBIAN WORLD

To loud applause from a raucous — and mostly female — audience, the UO celebrated a triple play of sorts last spring: the launch of a new Department of Women’s and Gender Studies, a new Queer Studies minor and a brand-new lecture series on lesbian studies.

The lecture series, named after noted professor and activist Sally Miller Gearhart, opened with a talk by Arlene Stein, a one-time UO sociologist who now teaches at Rutgers University. In her lecture, entitled *The Incredible Shrinking Lesbian World and Other Queer Conundra*, Stein turned her analytical eye to a conflict occurring within lesbian communities.

While the collective lesbian world has always included a healthy group of softball playing, Birkenstock-wearing women (the classic butch), said Stein,

sex reassignment surgery is presumably changing the mix, with some butch women choosing to become male. Stein explored the claim from lesbian communities that they are now being drained of women who find it increasingly easy to alter their gender through surgery. They fear that a growing segment of their loyal base is “defecting” — passing as men and embracing “male privilege.”

While Stein predicted that the gay and lesbian world would become ever more finely divided under new labels and new identities, the 150-person audience, which included women from every generation, shared their hopes for new solidarities between these groups.

Fittingly, Stein’s lecture was held in Gerlinger Hall, historically UO’s women’s dormitory. Stein was also a fitting choice to kick off the Gearhart

lecture series. She has published a list of titles related to lesbian and gay culture, including *The Stranger Next Door: The Story of a Small Community’s Battle over Sex, Faith, and Civil Rights*, which tracks a gay community’s fight for equal treatment in small-town Oregon.

The lecture series was founded alongside the UO’s new Queer Studies minor, which examines the history of political activism, as well as sexuality’s meaning in legal, medical and religious contexts.

It’s a new program under the Department of Women’s and Gender Studies, which is a new department devoted to the study of gender in national and international contexts. Classes are available both in feminist theory and in the history of women’s advancement in the arts and sciences. — CB ■



## The Russians are Coming (and Chinese, too)

In the worldwide academic community, there are disciplines and research interests that rise above the machinations of international politics. Luckily for the UO, mathematics is one of them.

Out of the UO's 27 mathematics faculty, five have come from China and eight from the former Soviet Union. Both regions have extremely strong mathematical traditions, but have not always enjoyed good political relationships with the U.S.

"Traditionally, science was political in the Soviet Union," said Hal Sadofsky, the head of UO's mathematics department. He speculates that mathematics may have been less political than other scientific disciplines, thereby drawing a somewhat larger percentage of really smart people.

In the last decades of the 20th century, some of those smart mathematicians were able to either visit the west or emigrate and settle into cosmopolitan, highly-regarded research programs like the UO's math department, which is benefitting from their rigorous training.

Sergey Yuzvinsky, for instance, has

been in Oregon since 1980. His primary research interest springs from something called hyperplane arrangements. Starting with simple problems derived from the dissection of three-dimensional objects, the area has developed into an interesting branch of mathematics applicable in many other disciplines, including robotics.

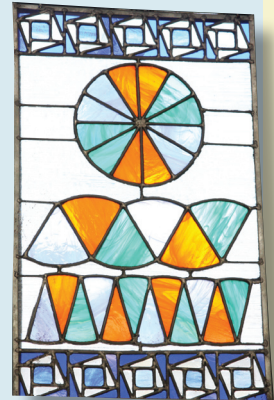
Scholars from China have also contributed to UO's research muscle. Yuan Xu, together with two German colleagues, has recently been working on new algorithms and devices for x-ray tomography that have the potential to improve the imaging quality of the CT machine (used for CT or CAT scans). Since 2004, they have filed seven joint patents. And last year, Xu won one of the UO's prestigious faculty excellence awards.

"A lot of the people we hire did graduate work in the U.S.," said Sadofsky. "As much as people decry the U.S. educational system — for good reasons, I think — our graduate schools are still the graduate schools the world comes to." — CB ■

## THE BEAUTY OF MATH

On display in the second floor student lounge in Deady Hall are four stained glass windows designed by David Jordan and his father while David was

a senior math major at the UO (fall-winter 2005). Each of the designs demonstrates a different mathematical principle. This close-up of one of the panels shows the division of a disk into a number of wedges, and the reassembly of those wedges into a figure that approximates a rectangle. This approximation becomes more and more precise as the wedges become narrower.



**Online Extras** — For more images of mathematical windows, visit [cascade.uoregon.edu](http://cascade.uoregon.edu)

Photo: Krysten Mayfair



## IMB Turns 50

The Institute of Molecular Biology (IMB) turns 50 this year, and a celebration is planned for October.

Founded in 1959, the IMB is one of the oldest institutes of its kind in the world. Its purpose is to investigate biological questions at the molecular level by bringing together researchers from biology, chemistry and physics. These diverse scientific approaches create a rich research environment and also provide exceptional training for young scientists.

The October 24 birthday party will include a day-long symposium featuring 17 distinguished undergraduate and graduate alumni who were affiliated with IMB during their time at UO and who have gone on to conduct significant research as independent investigators at other institutions throughout the U.S. and Canada. In addition, current and former IMB faculty members will be on hand to introduce speakers and provide reflections on the importance of the institute in their lives.

One of those faculty members — Frank Stahl — is also writing a special look-back at the early years of the IMB, which will appear in the fall issue of the biology department newsletter. Stahl, who retired in 2005, inspired generations of young scientists in the 46 years he was affiliated with the institute. He was hired by the UO in 1959 — the same year the IMB was established — and is considered one of the four "founding fathers" of the IMB.

**What:** Institute of Molecular Biology 50th Birthday Party • **When:** October 24, 9 a.m. - 6 p.m. • **Where:** 100 Willamette Hall, UO campus

This event is free and open to the public. For details, visit [molbio.uoregon.edu/IMB50](http://molbio.uoregon.edu/IMB50). Watch for find Frank Stahl's article on the biology web site ([biology.uoregon.edu](http://biology.uoregon.edu)) later this fall.



## BIOLOGIST AND LANDSCAPE ARCHITECT TEAM UP ON CLIMATE CHANGE INVESTIGATIONS

It's clear now that climate change solutions won't be found in academic "silos" — i.e., within the narrow confines of one discipline or another. Instead, researchers across a spectrum of disciplines must combine their expertise and resources if effective answers are to be found.

In this spirit, biologist Scott Bridgham has teamed with landscape architecture professor Bart Johnson on a pair of multi-site projects designed to help enhance biodiversity while protecting people and property from wildfires in the face of a changing climate.

These projects also cross boundaries in other significant ways: by involving the Nature Conservancy, the U.S. Forest Service and Oregon State University, as well as additional UO researchers.

Together these two projects have received \$3.2 million in federal grant support.

The first of these studies examines the impact of future climate change on range distribution — essentially, which

plants grow where — of upland prairie species at sites near Medford, West Eugene and Olympia, Wash.

An additional objective is to examine the robustness of current plant conservation and restoration activities in relation to predicted climate change. In addition to Bridgham and Johnson, post-doctoral associate Laurel Pfeifer-Meister is also collaborating on this project.

The researchers will plant the same 12 range-limited species within a matrix of restored native prairie in 20 plots at each location. They will monitor and manipulate plant growth by increasing temperature 5.4 °F (through infrared lamps) and adding 25 percent more rainfall during the rainy season compared to controls.

These manipulations reflect predictions of how climate will change over the next 50-100 years in the Pacific Northwest. All sites are on nature preserves owned by The Nature Conservancy.

The four-year, \$1.8 million study is funded by the Department of Energy.

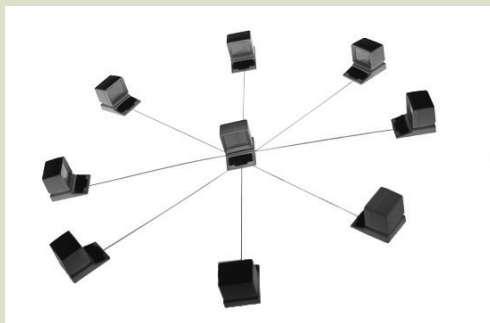
The goal of the second study is to reduce the risk and intensity of potentially catastrophic wildfires in the Willamette Valley through land-management decisions.

*The projects involve the Nature Conservancy, the U.S. Forest Service and OSU as well.*

Hundreds of years ago, prairie and open savanna covered much of the Willamette Valley. Now, those ecosystems occupy no more than 10 percent of their original territory, and dense forests of coniferous trees have taken their place in many locations. These forests carry the

Continued on page 27 ▶

## INTERNATIONAL COMPUTER NETWORK WORKSHOP: MAKE IT, BREAK IT AND DO IT ALL OVER AGAIN



One of the best-kept secrets on the UO campus is the Network Startup Resource Center (NSRC), a non-profit activity housed in Information Services that provides technical assistance to universities and non-governmental organizations (NGOs) in developing countries.

This past summer, NSRC provided a rare opportunity for UO computer science students to get practical experience working side-by-side with engineers from NSRC's international clients — who came from as far away as Ghana, Bangladesh, Malawi, Nigeria, Kenya and Nepal.

In addition, eight Chinese students from Tsinghua University and Peking University also participated as part of a larger educational exchange with Pacific Rim universities called CPATHi 18n.

During the NSRC "summer camp," UO and NSRC network engineers led a lab-based course on the UO campus that provided practical skills in designing and operating computer networks. The

program emphasized the importance of the campus network as the foundation in developing robust, high performance National Research and Education Networks (NRENs).

These configurations were set up so that participants could "design, test, modify, break the network and do it all over again," said Steve Huter, NSRC director.

This meant that UO students got hands-on experience in network design, an opportunity not normally available as part of their academic curriculum. Students also were exposed to another real-world reality: collaboration across

Continued on page 26 ▶



## Training the Spine, One Section at a Time

Cerebral palsy (CP) has deep and lasting effects on a child's quality of life, but human physiology graduate student Sandra Saavedra has hit on something that could permanently improve mobility even in severe cases.

Saavedra studies spinal control. Her research shows that all infants develop control gradually. Within months, typical babies can sit up, but they wobble. At nine months, they no longer struggle. From a sitting position, they can reach, play and resist a gentle push. Spinal control is virtually effortless.

This development process is much slower in children with CP, and some never sit upright without support — which hinders other forms of development like learning to share eye contact or communicating pleasure or need.

Saavedra wondered: Could children with CP be trained to develop greater spinal control? Could greater control help them reach other developmental goals?

She started with typical infants. Essential to her work is a device designed by The Movement Centre, a treatment center in England that is

already helping children train isolated sections of their spines. The center has developed a support apparatus that holds an infant upright by supporting the child at the hip level, the waist, the ribs or right up under the arms.

By testing children at various ages, Saavedra noticed that the younger the child, the higher the apparatus needed to be. In other words, infants developed control of the top of the spine first. As they aged, they needed support only at lower levels. Eventually, the child that needed support at the hips progressed to needing no support at all.

Her next research question: If a child with CP could control only the top level of her spine, could support at the next level help her continue on the path to full spinal control?

She then worked with 11 older children with CP — five to 16 years old — who spent half an hour in the support apparatus multiple times a week. With support, they stretched, reached and played, slowly gaining both mobility and self-sufficiency. After six months, all 11 children showed mobility improvement. One child spontaneously



Graduate student Sandy Saavedra studies spinal control in young infants, seeking insights into possible treatments for cerebral palsy.

used his right arm to keep himself in a sitting position — something he'd never even attempted before.

Saavedra was also heartened to see other benefits. In the five most severe cases, she observed improvements in eye contact, the use of their hands and overall communication.

While The Movement Centre has been training for spinal control in England, no similar treatment options exist in the U.S. Saavedra hopes her research will help change that. — CB ■

## HOFSTADTER HONORED

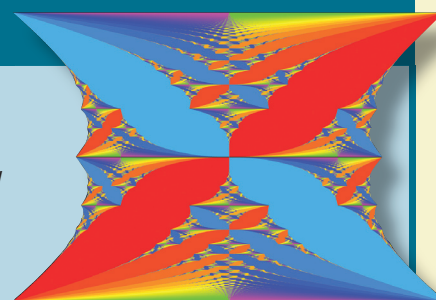
Douglas Hofstadter, who earned his MS ('72) and PhD ('75) in physics at the UO, has been elected to the American Philosophical Society, the oldest learned society in the United States.

Perhaps most widely known for his Pulitzer Prize-winning book *Gödel, Escher, Bach: An Eternal Golden Braid* (1979), Hofstadter is a scholar of "multifarious interests" (as he puts it in his bio on the web site for Indiana University, where he is College Professor of Cognitive Science and Computer Science).

Hofstadter's explorations into the human mind range from examining "errors as a window on the mind ... to the mechanisms of creativity to the nature of consciousness ... to reveal[ing] how analogy-making lies at the base of all human thought," according to his bio.

He is especially intrigued by the role that "irrational analogical leaps" play in physics research and plans eventually to write a book on the topic.

The American Philosophical Society, founded in 1743 by Benjamin Franklin, is an eminent scholarly organization whose early members included George Washington, John Adams, Thomas Jefferson, Alexander Hamilton, Thomas Paine and James Madison. The APS honors and engages distinguished scientists, humanists, social scientists and leaders in civic and cultural affairs. Hofstadter also was recently named a fellow of the American Academy of Arts and Sciences. — LR ■



A colorized image of "Hofstadter's Butterfly," a fractal discovered by Douglas Hofstadter when he was at the UO — the first fractal to be formulated in physics.

**Online Extras** — For more on Douglas Hofstadter, the American Philosophical Society and Hofstadter's books, including *Gödel, Escher, Bach*, visit [cascade.uoregon.edu](http://cascade.uoregon.edu)



# The Life *of the* Mind in Troubled Times

Continued from page 16

the question of really making a case for it. It is not just, “I enjoy it, therefore I do it.” He raises the question of why the public should pay us for doing what we enjoy, and that is a good question. Just because I enjoy it doesn’t mean that anyone else should pay me for it.

## *The real question, which arises again and again is: What is wealth?*

But, there are some things that need protection, that are good for our society — part of what is just a public good even if there is no immediate justification, like preserving wild species. A certain space has to be kept for certain things that *by themselves* need to be there.

**Altmann:** As Lisa said, this is a debate that keeps getting recycled over the

centuries. My answer is really the obvious one — that there are different kinds of economies and the dollar figure is not necessarily the bottom line. That is so obvious to all of us who are engaged in this endeavor, but the real question, which arises again and again is: What is wealth? Wealth is not necessarily measured by a particular bank account or by a particular figure on a page. We are talking about a different kind of wealth and different kind of economy and it just depends on where we are putting our values in a given moment in cultural transformation. ■

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 **Online Extras** – Download the full audio from the panel discussion and link to Stanley Fish's blogs at [cascade.uoregon.edu](http://cascade.uoregon.edu)

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## MAKE IT, BREAK IT...

Continued from page 24

cultural boundaries.

“U.S. companies have internationalized,” said Ginnie Lo, associate professor of computer and information science. “And this workshop gave students an idea of the global nature of the computer networking field.”

Globally relevant computer science education is the aim of CPATHi 18n — an NSF-funded collaboration between the UO and Portland State University. Through CPATHi 18n, the UO has forged relationships with leading universities in Asia through a series of cross-cultural workshops on the internationalization of computer science education. One of the next collaborative projects will be a summer school in global software development in China in 2010.

The NSRC has been promoting Internet technology deployment around the globe for nearly 20 years, with an ultimate goal of making it easier for U.S. scientists, engineers and educators to collaborate via the Internet with international colleagues. Its funders and supporters include the National Science Foundation, the Carnegie Corporation of New York, Internet Society, Cisco Systems and Google, Inc. — LR ■

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 **Online Extras** – Watch video interviews with visitors from Malawi and other developing countries, plus learn more about CPATHi 18n, the NSRC and workshop sponsors at [cascade.uoregon.edu](http://cascade.uoregon.edu)

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## GENERATION GREEN

ELP Students Prepare to Walk the Talk

Continued from page 11

Rather than focusing strictly on the science, the Wetlands Team took a cultural/anthropological approach. They focused their curriculum on a different kind of threatened resource: the lifeways of the Willamette Valley’s Kalapuya Indian tribe.

Only a tiny fraction of the original wetlands remain in the valley, and this is where the ELP undergrads took their young students: to a site near West 11th Ave. in Eugene to study native plants and learn how they are used by the tribe.

## TRIBAL TRADITIONS

They studied the edible camas lily and cattail, learned how to twist cordage and heard about the burning traditions and ecological habits of the tribe. With help from the Willamette Resources and Educational Network and the Institute for Culture and Ecology, students developed a curriculum in which the Kalapuya took part, ensuring a cultural accuracy that benefited both the students and the tribe.

With projects like these, which introduce students to sensitive ecosystems, global perspectives on environmental threats and cultural conservation, the UO is not only making good on its green legacy, but ensuring a future legacy for all concerned — by imparting its best and its brightest ideas to a new generation of environmental leaders. As the threats from climate change become increasingly urgent, UO’s researchers, environmental advocates, student ambassadors, environmental lawyers, green architects and a collaborative host of experts will continue to put awareness into action with real-world solutions. ■

To learn more about ELP projects from the last two years, visit [www.uoregon.edu/~ecostudy/elp/](http://www.uoregon.edu/~ecostudy/elp/)



## ASK THE EXPERT *Pakistan in Crisis*

Continued from page 3

strongly supports not only male education but also female education. There is a hadith of the Prophet Muhammad that says, "Seek knowledge even if you have to go to China." The idea of closing schools of any kind is anathema to Islam, but not to the particular interpretation of Islam by these extremist militants.

Which brings us to the crisis in education as a core element of the current imbroglio. The country's public education system is severely underfunded and lacks resources at all levels to prepare the next generation to participate in the global economy. Less than half the adult population is literate, and these numbers are appreciably lower in the western parts of the county.

Schools hold the greatest potential for effective community mobilization and thereby strengthen participatory democracy. Without question, investment in education must remain a top priority. But too often, funds are mismanaged or wasted in the bureaucracy, and teachers are poorly paid while technocrats dispute what the curriculum should teach.

### SYSTEMS OF POWER AND PATRONAGE

Most importantly, Pakistan's economy is in a shambles — acute shortages of electricity and water occur daily, and 85 percent of the population lives on less than \$2 a day. The cornerstone of the government's poverty alleviation strategy is the Shahid Benazir Bhutto Income Support Fund (BISF), but this appears to be subject to all of the hallmarks of the "systems of power and patronage" endemic in Pakistani politics. Basically, these systems are characterized by individuals ascending to a position of power and then exploiting the position for short-term and self-interested goals for as long as they can hold the position. To the extent that these systems remain in place, the

democratic process will never realize its full potential.

A case in point is the BISF: instead of strengthening the bureaucratic infrastructure, or even strengthening political parties, the distribution of funds is based entirely on the personal largesse of politicians who hand out application forms to "the poor" — without any viable accountability. Already, millions of dollars have been doled out under the BISF, which has come under criticism as significant funds are already not accounted for properly.

It is vital that the 168 million inhabitants of Pakistan (the world's sixth largest country) find a way to build a country that is politically stable and economically thriving, a scenario woefully out of sync with current realities. Pakistanis are frustrated with a government that appears confused as to what it should actually do to solve the country's problems, and which lacks integrity at the local level of government, the foundation of participatory democracy.

The U.S. must be extremely strategic in how it provides aid. Aid efforts must include grassroots community members, who are in the best position to identify their challenges and facilitate specific projects, if we are to claim Pakistanis are living more productive, richer lives because of U.S. support. Valuing local opinions, and following through by acting on their suggestions, would go far in changing perceptions, so that the U.S. could be seen as less judgmental and more collaborative. But as long as the drone attacks continue, this effort to build Pakistani self-sufficiency will be continually undermined. ■

— Anita Weiss, *Department Head, International Studies*

Online Extras – For a mini-history of Pakistan, "A Turbulent Two Years," visit [cascade.uoregon.edu](http://cascade.uoregon.edu)

## BIOLOGIST AND LANDSCAPE ARCHITECT TEAM UP ON CLIMATE CHANGE INITIATIVES

Continued from page 24

potential for devastating canopy fires, which could have increasingly greater impact as more people continue to move into the area and the climate warms over time.

The research team is using a series of simulation models to identify public policies that will enhance biodiversity and decrease fire risk.

Their study will focus on two large areas of mostly private land, one just south of Eugene and the other just east of Sweet Home. The plant-related models include wildfire behavior and forest succession under several different climate change scenarios.

*It's clear now that climate change solutions won't be found in academic "silos."*

These models will be integrated into a larger social model that assesses landowners' willingness to manage their land under different public policies — through techniques such as grazing; light, controlled fire; thinning of brush; and removal of coniferous trees to restore endangered prairie and savanna grasslands and reduce the risk of wildfire.

The National Science Foundation is funding the four-year, \$1.4 million project for which Johnson serves as primary investigator. The research team also includes UO landscape architecture professors David Hulse and Rob Ribe, and scientists from Oregon State University and the U.S. Forest Service. The aim of the project is to use their approach as an example of how to incorporate climate change into local and regional decision-making processes. — AM and LR ■

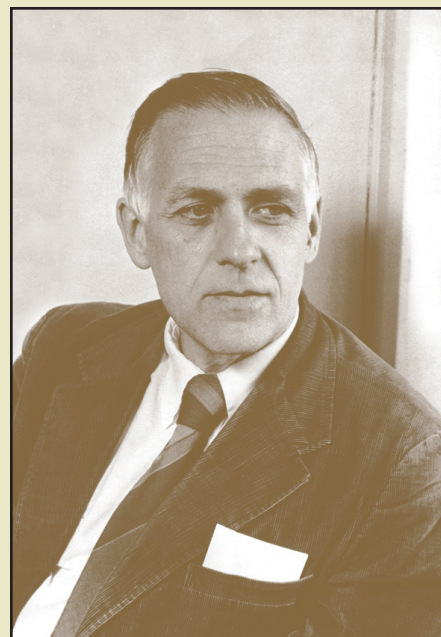


## REMEMBERING JIM KLONOSKI (1925-2009)

*Jim Klonoski was a dynamic presence in the UO Department of Political Science for four decades (1961-1997), teaching classes like American Government, The Presidency, The Supreme Court and, his favorite, Civil Rights and Civil Liberties. He was especially known for his simulations of Supreme Court cases, presidential elections and Senate proceedings. Professor Klonoski's reputation remained so formidable that he was drawn out of retirement to teach again from 1999 to 2002. He left an indelible mark on the lives of innumerable students.*

*Among those students was Ann Aiken who went on to a career in law, graduating from the University of Oregon law school and going on to become a distinguished judge in the state of Oregon. Nominated by President Bill Clinton to a seat on the U.S. District Court, Aiken was confirmed by the U.S. Senate in 1998. She became chief judge of the court this year, the first woman to hold that position on the Oregon court. She married Jim Klonoski in 1978; together they had five children, two of whom are UO graduates. (Klonoski also had three older children.)*

*Klonoski's students have made their mark in a remarkably diverse range of professions, as the alumni tributes on these pages attest. (You will find additional remembrances on the Cascade web site, [cascade.uoregon.edu](http://cascade.uoregon.edu).)*



## RICK ATTIG

1983, BS, Journalism and Political Science (double major)

**Occupation:** Associate Editor and member of the editorial board, *The Oregonian*

**Notable Achievements:** Won more than 40 national, regional and state journalism awards, including the Pulitzer Prize (twice), the National Headliners Award and the Casey Medal for Meritorious Journalism. Was awarded a Knight Fellowship at Stanford University for 2007-08.

*Professor Klonoski was the most influential professor I had at the University of Oregon. He inspired me not only to add political science as a double major, but to focus my career on the public issues that he so powerfully introduced to me in his American government class. Years after I started working for Oregon newspapers, I would call Professor Klonoski to help me understand some political event or another. I never had an opportunity to tell him, but essentially I have spent my entire 27-year career in Oregon journalism struggling with the question that he posed on his final exam, "Who rules America?"*

## ED COLLIGAN

1983, BS, Political Science

**Occupation:** Retired CEO, Palm

**Notable Achievements:** Ed Colligan has been part of starting or founding five technology companies in Silicon Valley, including Handspring, Inc., the company behind the design and development of the Treo smartphone. As president and chief operating officer of Handspring, he designed the marketing strategy for the company's handheld computers and smartphones. At Palm, he was instrumental in building Palm's business and culture from 1993 to 2009, driving Palm's global leadership in innovative mobile products, such as the Palm Pre phone.

*Professor Klonoski drove my passion for politics and current events to new levels, and that stays with me to this day. His class on the Supreme Court — where each student played a role in a simulation, arguing cases that were current before the court — has had an especially lasting influence because it taught me how to understand both sides of an argument. The ability to put yourself in someone else's shoes puts you in a stronger negotiating position, and this*

*has been very useful in my business life. I remember him as passionate and highly intelligent, somewhat crusty in his demeanor but with a high degree of empathy; in other words, tough but fair.*

## SUSAN WHIPPLE LOREEN

1968, BS, Political Science; Teaching Credential, 1969, University of Oregon; Master's Degree, Education, 1999, University of Washington

**Occupation:** Dean, Business Division, Edmonds Community College

**Notable Achievements:** Seven years of college teaching and 20 years of administration in the community college system in the state of Washington. Administrative career includes: Director of Distance Learning, Director of Continuing Education, Dean of the Business Division. Boards: President of the Edmonds Arts Festival Foundation; Board member, Business Development Center, University of Washington; Chair, Washington Distance Education Council as well as a member of several other county and state-wide organizations in the areas of business, education and the arts.



*There are few courses I can recall as well as Jim Klonoski's American Government class my freshman year. Right away I realized this class wasn't going to be a linear history of governance but was going to explore the open wound that was America in 1964 and 1965. Professor Klonoski jumped right into controversial issues. His knowledge of political history and his personal interest and activism made him relevant — something we were all looking for that year. He also had style. With a strong voice, a commanding presence and an uncanny ability to channel people from the past, he was able to keep the 200 students in his class completely engaged. When the class ended, we were well grounded in political history, but we had more questions than answers — a desired Klonoski outcome. For me, he also provided a blueprint for great teaching. As an educational administrator, when I interview potential new faculty, I often look for those exceptional traits that remind me of Jim Klonoski.*

## MARK POOLE

1983, BS, Political Science; J.D. 1997, University of California, Hastings College of the Law

**Occupation:** Deputy Attorney General, California Department of Justice

**Notable Achievements:** Environmental litigator with expertise in areas of climate change, alternative fuels, air quality, water and fish resources. Successfully defended against auto industry challenges to California's greenhouse gas tailpipe emissions standards in federal and state courts, leading to proposed nationwide adoption of California's standards by President Obama. Acted as counsel advising the California Air Resources Board regarding implementation of California's landmark AB 32 program, and the promulgation of the low carbon fuel standard. Counsel in published appellate cases involving California water law, including the implementation of the water quality plan for the Sacramento-San Joaquin

Bay Delta and the legal treatment of groundwater. 2006 Recipient of California AG Award for Excellence.

*My first impression of Professor Klonoski was one of a calloused veteran of many political battles who did not suffer fools lightly. I quickly learned that Jim lived to challenge students to critically analyze the political process and that he also felt deep affection for his students. His dry wit was unmatched. His eyes sparkled in the heat of political debate. His grasp of constitutional law and the politics that make the Supreme Court tick surpass those of any of the law professors or colleagues I have encountered since. But greater than his academic prowess, Jim had an unshakeable belief in the democratic process. I owe a debt of gratitude to Professor Klonoski for inspiring me to a career of public service.*

## JEFFERSON SMITH

1996, BS, Political Science; J.D. Harvard Law School

**Occupation:** Oregon State Representative

**Notable Achievements:** After receiving his degree at UO, Jefferson Smith graduated magna cum laude from Harvard Law School. He then clerked for the U.S. Court of Appeals before turning down numerous offers to work as a lawyer and political activist. Smith is the Founding Chair of the Oregon Bus Project — a grassroots political incubator — and he has become one of the Northwest's foremost spokespersons on developing new civic leadership. The Bus Project has engaged thousands of people in the political process and advocated for forward-thinking public policy. In 2008, Smith was elected to the Oregon legislature, succeeding now-U.S. Senator Jeff Merkely.

*Frog was a bearded man on 13th St. who sold little joke books. "What's invisible and smells like carrots?" "Bunny farts." Most of his jokes were less appropriate and no more humorous. My fraternity friends and I mostly looked down upon this dirty man who dwelled on our streets. One day,*

*Professor Klonoski brought up Frog's troubles in being allowed to remain on the street. He closed by telling the class, "You gotta decide who you're for. This system is one of figuring out what and whom you're for ... And I'm for Frog." Thanks to Jim Klonoski, I'm for Frog too. Jim influenced my life more than any other college professor. We became friends, his family inspires me and I miss him.*

## CHARLES WALKER

1990, BS, Political Science

**Occupation:** Member of Parliament

**Notable Achievements:** Charles Walker was elected to the House of Commons in May 2005, replacing Dame Marion Roe who served the Broxbourne constituency for more than 22 years. Previously, he was a member of Wandsworth London Borough Council for four years. Since being elected to Parliament, he has been involved in numerous local campaigns and in particular has championed the issue of mental health. He is the only Conservative MP who is also a member of a trade union (Amicus).

*Professor Klonoski was a political enthusiast who had a passion for his subject. He may have styled himself as a "liberal curmudgeon" but in a growing age of cynicism, he genuinely believed in the power of the political process and the ability of its players to do good. The professor was a man who not only taught his subject but also knew it, having shaped politics and political thinking throughout his adult life. As with many great but quietly understated people, you only appreciate their full contribution to society once they have gone and the obituaries are published. Professor Klonoski has left a fine legacy, much of which is reflected in the many students he has helped along the path to successful and fulfilling careers in the noble cause of public service.*

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**Online Extras** – To share your own remembrance of Professor Klonoski, visit [cascade.uoregon.edu](http://cascade.uoregon.edu)

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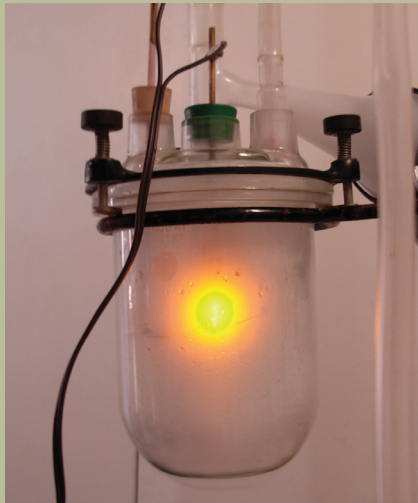
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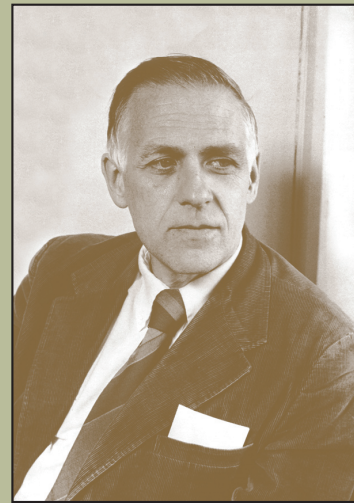
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*Race is not a fixed individual attribute, but rather a changeable marker of status.*



6

*Electrocuted pickles and other enlightening experiments teach girls about science.*



28

*An alumni memorial tribute to political science legend James Klonoski.*



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