

## ALUMNI &amp; DEVELOPMENT

UNIVERSITY OF OREGON  
COLLEGE OF ARTS & SCIENCES

## CAS NEWS

**Cascade**  
**Spring 2003**

*Cascade*, the biannual publication of the College of Arts & Sciences, features recent activities and ground-breaking research by faculty members and demonstrates the many ways students and graduates benefit from their UO education.

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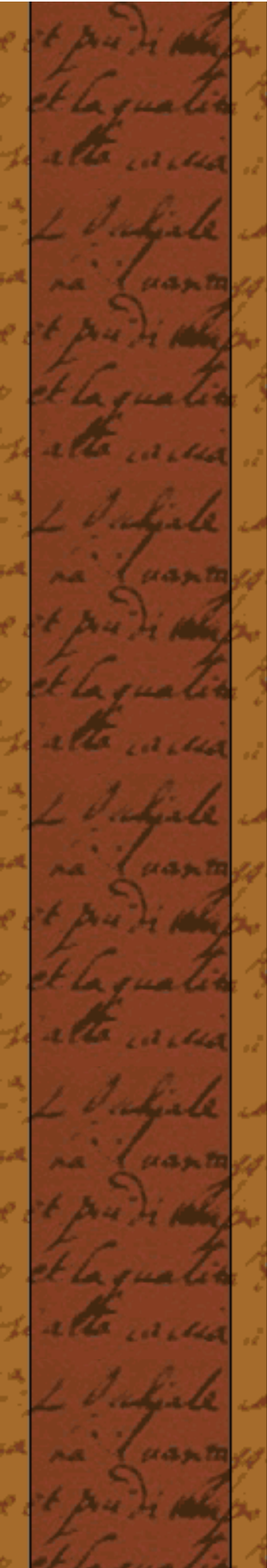
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## ALUMNI &amp; DEVELOPMENT

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## CAS NEWS

## Listening to the Past

## Using Knowledge of History to Understand, Restore, Imagine



Left to right: Watchmaker and jewelry store, c. 1899;  
Apache dwelling, c. 1903; Women at voting poll, NYC, c. 1922.

The use of historical perspectives in the social sciences is evidence of how important history is now considered for understanding any aspect of the human world, even contemporary political and social problems. History permeates and affects all human existence. Whatever else we must know to understand anything, we must know its history.

What, then, is historical knowledge? And what difference does it make?



History professor Carlos Aguirre defines historical knowledge as the "systematic analysis and interpretation of events and processes that took place in the past," and distinguishes between this and other types of knowledge of the past, such as myths and memories. Historians look at the facts of the past in an effort to "get as close as possible to what actually happened," even while recognizing that this is "ultimately impossible."

In history, facts are only a means to interpretation. "History is not just concerned with discovering new facts or correcting errors about dates and names," says Aguirre. Historical knowledge results from putting the facts into a framework, one that is informed by theories about how human societies operate. He says, "The best history is an interpretation involving a dialogue between facts and theory. Both are informed by each other."

Another important aspect of historical knowledge, which Aguirre describes as "the relationship between our views about the past and the present," is

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also best understood as a dialogue. Our views about the past cannot be totally objective, because the political, social, and cultural contexts in which we live cannot help but shape our understanding. "How we interpret the past shapes our views about the present," he says.

To illustrate, Aguirre cites an example from the recent history of Peru, his native country. "In the 1980's there was an insurgency movement called the Shining Path, which was extremely violent. The whole society was trapped in a cycle of violence, and if you look at what historians at that time wrote about Peruvian society, violence was the dominant theme." So, he says, this dialogue is both crucial and unavoidable: "There is a constant interaction between what we think about the past and how we face the challenges of the present."



While historians work primarily with written documents, archaeologists work with what emeritus anthropology professor Mel Aikens calls "unwritten documents: the things people have made, used, and left behind, archived in the earth." Such artifacts, Aikens says, "extend our historical perspective on humanity vastly deeper in time than written documentation can reach."

While the earliest historical documents on the Northwest are only a few hundred years old, archaeological documentation carries the record back at least 13,000 years. When excavating a site, Aikens says he has a very strong sense of historical time. He describes a dig at Hogup Cave in northern Utah: "We cut down through thirteen feet of dry, finely stratified cultural deposit and could see, in dozens of thin layers, the traces of many human events that took place during repeated visits to the cave over some 9,000 years. There were fine thin layers of golden chaff winnowed from tiny seeds and fine layers of antelope hair from the workings of hides, repeated again and again down through time. There was ash from small campfires. And there were very thin layers of droppings from bats who lived in the cracks and crevices of the ceiling, indicating times when no one came to the cave."

The historical perspective provided by archaeology shows that "people everywhere share a common humanity and a vast body of knowledge derived from the collective experience of our ancestors." We are far more alike than we are different, Aiken says, yet there are also genuine differences among peoples which result from their unique experiences over hundreds or thousands of generations.

"What also shows up clearly in the archaeological record is that people are a part of nature," he says. "We can learn a lot about how to live with the rest of the natural world in the future by learning how we have lived with it in the past."



One would expect geographers to be more concerned with spatial relations than with temporal ones, yet Associate Professor Susan Hardwick, who studies

human geography, says that the insights of history are indispensable to her discipline. "Whether we are studying physical topics like long-term climate change or human topics such as migration, the historical view is essential to understand present-day patterns. It gives geographers a clearer sense of how the world works, and what processes have contributed to its current economic, political, cultural, social, and physical systems." Hardwick says that combining historical and geographical perspectives can yield deeper insights into our world and ourselves.

Hardwick's current research, funded last year by the National Science Foundation, studies refugee migration to the Portland urban area. She refers to it as an example of how history and geography "in tandem produce a clearer and more dramatic picture of what's happening." According to Hardwick, tens of thousands of refugees from places including Somalia, Ethiopia, Bosnia, and Southeast Asia have recently come to Oregon, and more than 60,000 refugees and immigrants from Russia and Ukraine now live in Portland. "This makes the global connections we all experience everyday increasingly clear," she says.



In addition to making the nature of the relations between immigrants and an established population clearer, historical knowledge helps us understand the complexity of interactions among a country's various domestic groups. Director of the Ethnic Studies Program Shari Huhndorf says that history in her discipline has to be considered in two ways. "It represents events and social processes that characterize the experiences of people of color in the past and shape the world we inhabit today, but it also has to be thought of as the discipline developed to interpret past events, determining not only which ones are important and how we should understand them, but who gets to decide these issues."

And so "history," in this sense, defines our collective national identity. Huhndorf points out that race and ethnicity are also historical categories, developed in conjunction with changing social relations, including the European conquest of the western hemisphere and the rise of colonialism, slavery, and capitalism.

"Understanding the histories of these ideas makes their present impact comprehensible and enables us to challenge commonplace and seemingly natural world views."

For example, to comprehend the poverty on Indian reservations and the tangled legal and political relationships that Native peoples have with the federal government, one must understand the histories of U.S. colonialism, the creation of treaties, and the nature of federal Indian policy. All of these were based on changing understandings of race and ethnicity, Huhndorf says.

Similarly, to understand the importance of affirmative action policies and the problems surrounding them, she says we must "consider the historical role

of education in constructing and maintaining social hierarchies."

"In short, we can't understand the social dynamics of the contemporary world without historical knowledge about how it came to be the way it is."



Finally, even how we think about a subject that many consider private is affected by social discourses that have a complicated history. According to Elizabeth Reis, a professor in the Women's and Gender Studies Program, sex and sexuality are also historical-and not merely because humans have engaged in sexual relations since the beginning of their existence.

"History is not merely the past but what people have made of it," says Reis.

"Historical depictions of the past change as humanity changes," she says. "It is understandable that ideas and behaviors regarding sexuality have changed as well & As interpretations and applications of moral values shift, the sexual matters to which they are applied take on new meanings."

If sexuality is a historical phenomenon, it is also a public matter. "We typically consider sexual acts to be private, but they have public implications which make them subject to discussion, debate, and deliberation by courts and congresses," says Reis, adding that public dissonance can often reveal the competing ideals, as well as the imperfect realities, of human life.

"We need to grasp that our understanding of sexuality has been an important foundation for the social construction of gender and race, of cultural identity and difference; that beliefs and standards have varied over time; and that sexual matters have been the focus of significant concern and conflict throughout American history."

*-Donald Laird*

*(Photos courtesy of Library of Congress)*



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## CAS NEWS

### The Dean's Letter

**Joe Stone, Dean of Arts and Sciences**

Challenges have not been in short supply this year in Oregon, or for that matter in most other states around the U.S. State funding for the University of Oregon has dropped by more than 16% over this biennium, while enrollments have soared by almost as much. The decline in funding for higher education places Oregon dead last among the 50 states. At the same time, UO enrollment has climbed to almost 21,000 students, up by more than 12% over the last two years, and by even more (15%) in the College of Arts and Sciences. We are feeling the pressures in many ways, including the 30% increase in the number of Spanish language classes required to meet the needs of new students, the space crunch in serving new students while some buildings are closed for renovation and expansion, and the need to remain competitive in recruiting and retaining world-class faculty.

Despite these challenges, my report this spring is one of continued and greater success. Our faculty, staff, and students have met the twin challenges of lower state funding and higher enrollments with creativity and commitment. Indeed, at a recent conference of deans in universities that are members of the prestigious Association of American Universities, the UO was virtually the only public university not undergoing massive program cutbacks. Through creativity, grit, and the insights gained from past experience, our faculty and staff have met the needs of increased numbers of students, with continued availability of programs and classes. In one innovative move to ease our classroom crunch, we offered tuition discounts this year to help encourage students to select classes in off-peak hours of early morning, late afternoon, or early evening. As a result, we have actually had a better experience with classroom scheduling than in previous years. A key to our ability to offer an adequate number of courses has been our ability to continue to recruit excellent faculty. Due primarily to openings due to retirements, we have hired more than half of the faculty in CAS in the last six years, and have continued to hire top-notch faculty throughout this year.

As we look toward the future, two key issues arise from the continued cuts to our state funding. One issue is that our students now pick up an increasing share of the cost of their education. Whereas a generation ago students picked up only about one third of the cost of their education, today they

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cover at least two thirds of the cost. As costs to students increase, we are looking for ways to supplement financial aid for the neediest, brightest students and are also placing undergraduate scholarships as one of our highest fundraising priorities. The second issue is the need for the UO to be able to exercise greater autonomy in meeting the needs of students with even greater efficiency and effectiveness. The Higher Education Efficiency Act, currently before the Oregon Legislature, is a step in this direction, and I urge you to learn more about the importance of this issue. [Ed. note: See <http://oga.uoregon.edu> for news and information about this initiative.]

One reason the University of Oregon has managed the current funding crises so well, is that we have so much past experience with similar crises! Indeed, "listening to the past" is a central theme of this issue of *Cascade*. Knowledge and understanding of the past are the rudder and compass for our futures. This issue of *Cascade* highlights some of the scholars in the arts and sciences who are deeply engaged with the past, from the study of literature to the investigation of [ichthyosaurs](#).

The interrelationship between history and the present is illustrated, for example, in [David Bradley's](#) literary explorations; in student [travelogues from Hanoi](#), which discover the unchanging amidst the bustle of Vietnamese streets; or in [Charli Carpenter's](#) research, which challenges some historical preconceptions of gender and war.

As you listen to our students, faculty and alumni in this issue, I hope that you will be as impressed as I am at their accomplishments, and conclude that we have met this year's challenges well.

-Joe A. Stone



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### Economic Impact of the University of Oregon

#### 10:1 Return on Investment

#### FINDINGS:

As alumni, no one knows better the impact a university education can have on one's life. But the University of Oregon's impact extends far beyond individual experience.

The College of Arts and Sciences recently helped fund a study that quantifies the magnitude of the UO's many contributions to Oregon: the crucial part it plays in the state economy; the contribution of new knowledge and opportunity it proffers; and the potential of its graduates as regional, national, and international leaders.

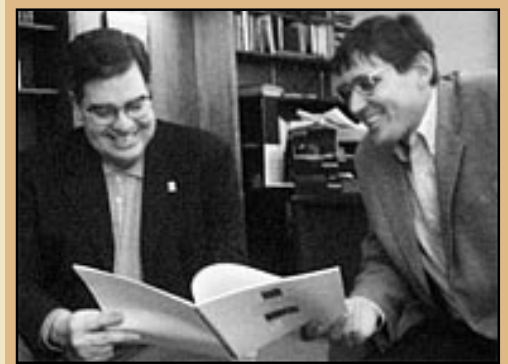
CAS faculty member Larry Singell, who conducted the study, reports that the UO returns nearly \$10 in income to the state for every tax dollar its citizens invest.

Professor Singell's findings also show that the UO, in the fulfillment of its teaching and research mission:

#### Carries a direct economic benefit for the state of Oregon

In fiscal year 2002, UO brought \$75 million dollars in research dollars to Oregon, an average of \$120,000 per tenured or tenure-track faculty member. (CAS research awards: \$44 million)

For each million in research support, the U.S. Department of Commerce estimates that 47 jobs are created in Oregon.



CAS economists Joe Stone and Larry Singell discuss the return on the state's UO investments.

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The UO employs more than 3,750 people full time.

The UO spent \$109 million with nearly 4,500 Oregon businesses in fiscal year 2002.

The UO attracted 20,044 students in 2002-3, generating out-of-state tuition dollars (60% of total tuition revenue) and receiving approx. \$87 million in federal funds through student financial aid. (CAS enrollments, same period: 11,097)

### **Creates new knowledge and opportunity that improves the quality of life in Oregon and beyond**

9 start-up companies in the Riverfront Research Park originated in the last decade as a result of research initiated in CAS departments, programs, and institutes. Examples include: Electrical Geodesics, Computational Intelligence Research Lab and Language Learning Solutions.

CAS faculty hold more than 65 patents for new scientific and technological discoveries.

The UO attracts students from every U.S. state, as well as 80 foreign countries, and houses two major museums of natural history and art, adding significantly to the cultural and artistic vitality of Oregon.

The presence of a major research university helps attract new industry to the state.

### **Educates leaders who are full participants in the local and world community**

More than 2/3 of UO grads stay in Oregon after graduation.

For every dollar the state invests in UO students, it receives \$1.60 in the form of income taxes during that graduate's career.

CAS alumni are making their mark from the Willamette Valley vineyards to the brewery blocks in Portland; they've been elected as Woman Entrepreneur of the Year and appointed to the U.S. Department of Commerce; they are teachers, inventors, doctors, and politicians.

Community service agencies benefit from the quality of CAS student leaders who offer volunteer services on a wide range of community projects: data analysis for non-profits (Economics), community literacy (English), and environmental restoration (Environmental Studies), to name a few.

*(Photo by Audrey Gomez)*

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**FIG Participants  
Record Higher Grades****Statistics show higher GPAs for freshmen  
who live in UO residence halls, participate in FIG program**

University Housing reports that freshmen living in residence halls earn higher grade-point averages (GPAs) than those who live off campus. Moreover, first-year students participating in Freshman Interest Groups (FIGs) get better grades than their peers who go at it alone.



For Fall Term 2001, freshmen living in the residence halls earned a 2.95 GPA compared to the 2.75 GPA achieved by freshmen living off campus. This trend held true throughout the academic year.

During the same period, FIG participants recorded a 3.05 GPA, compared to a 2.94 average for nonparticipating students.

The academic success of FIG participants can be attributed, at least partly, to faculty involvement in the programs for groups of 25 freshmen, all of whom enroll in a cluster of classes centered on a common theme. FIG organizers recruit faculty members who can offer freshmen a unique opportunity to connect not only with the university but also with a close-knit group of peers with similar academic and social interests.

"The first term of the freshman year is vital," says Mike Eyster, assistant vice president for student affairs and housing director. "Freshmen in FIG programs come to know that their instructors aren't scary, authoritative figures, but approachable people who wish to help."

*(Photo by Jack Liu)*

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### CAS Gift Expands Library's E-Journal Collection

Thanks to a recent gift from the UO College of Arts and Sciences, students and faculty using the UO Libraries now have far more electronic journal titles at their fingertips.

The CAS gift has been used to subscribe to the complete offerings of Project Muse, an e-journal subscription database offering online access to full-text articles in more than 200 electronic journals from 30 scholarly publishers. The UO Libraries had previously subscribed to only about 50 of the titles.

Last spring, CAS matched a \$25,000 gift from UO head football coach Mike Bellotti and his wife Colleen for library support. The UO Department of Intercollegiate Athletics also matched the gift, allowing the UO Libraries both to create a new endowment fund and immediately expand its holdings.

Project Muse, a comprehensive collection of electronic journals from Johns Hopkins Press, is a popular library resource for accessing e-journals. The Project Muse journal titles cover the fields of literature and criticism, history, the visual and performing arts, cultural studies, education, political science, gender studies, economics, and many others.

University Librarian Deborah Carver says the decision to expand coverage in the area of electronic journals was based on demand. "The Project Muse collection is used very heavily now, and I expect use to increase significantly now that we have the additional titles," she explains. "We are grateful to CAS for helping us take full advantage of this resource."

Joe Stone, CAS dean, says that the gift was made because "we wanted to help in underscoring the campus-wide importance of the library and the symbolic cooperation of Coach Bellotti, Athletics, and the College of Arts and Sciences in support of the library."

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## UO Dedicates New Brain Imaging Center



The University of Oregon dedicated the new Robert and Beverly Lewis Center for Neuroimaging this fall. The 3,200-square-foot facility houses a high-powered, research-grade (3-Tesla) functional magnetic resonance imaging (fMRI) machine.

Research work conducted at the facility will include imaging of brain function and living tissue that can help scientists better understand the brain's anatomy as it relates to thought and behavior. This research will lay groundwork for greater understanding of how the brain learns, remembers, experiences emotions and pays attention. Such basic research could lead to wide-ranging applications, from new ways to teach children languages to improved treatment for stroke victims.

UO alumni Bob and Beverly Lewis pledged \$10 million for cognitive neuroscience research at the UO. Part of their gift provided matching funds and other startup costs associated with the construction of the fMRI facility. Oregon's congressional delegation worked hard to acquire approximately \$5.3 million in federal funding for the project, with additional allocations currently in process.

Researchers in the UO Department of Psychology and Institute of Neuroscience, who will be among the main users of the facility, brought in nearly \$27 million in grant and contract support in 2002-nearly all of it from federal sources such as the National Science Foundation and the National Institutes of Health.

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### UO Research Funding Jumps 30 Percent

New contract and grant awards for University of Oregon faculty research broke all previous records last year, bringing an unprecedented number of out-of-state dollars into Oregon. Total awards received in fiscal year 02 were \$75,055,860—a 29.9 percent increase in total dollars. Applications submitted by units in the College of Arts and Sciences received 58.6 percent of all dollars or \$44 million in awards, representing a 34 percent increase in award dollars over the prior fiscal year.

"This was an unprecedented success in attracting external support for faculty research and scholarship," says Rich Linton, vice president for research and graduate studies and dean of the Graduate School. "That success equates to an average of \$120,000 per tenured or tenure-track faculty member."

The three largest funding agencies for UO research and other sponsored projects are the U.S. Department of Health and Human Services (\$25 million), U.S. Department of Education (\$19 million) and the National Science Foundation (\$11 million).



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## Protecting All Civilians

**Political Science student, and recent MacArthur fellowship recipient, brings a new perspective to International Relations**

At a recent campus lecture, Political Science graduate student Charli Carpenter spoke powerfully about her research on gender and humanitarian intervention in war-affected societies. "Throughout history," Carpenter said "armed conflict has been justified by reference to the protection of 'women and children,' because 'women and children' as civilians are presumably both 'innocent' and 'particularly vulnerable.'" But why, Carpenter asked, do we tend to presume that women and children are more "innocent," or "particularly vulnerable" than, say, unarmed or non-combatant men? Might our ideas about who is likely to be "vulnerable" and who is likely to be "combatant" be based upon gendered presumptions, rather than biological realities?

Carpenter's probing questions held the attention of a small audience in Hendricks Hall, who had gathered to hear her speak for the Center for the Study of Women and Society's (CSWS) "Wednesdays at Noon" lecture series. The recipient of the Jane Grant Dissertation Fellowship, Carpenter used her CSWS award monies to do an in-depth case study on mass evacuation procedures in Srebrenica, Bosnia. This research enabled her to compare "the 'gender realities' of citizens' vulnerability in times of war to the 'reality' of humanitarian protection initiatives."

Carpenter pointed out that in war-torn Bosnia, "the pattern of executing draft-age men and boys while permitting women, children, and the elderly to flee was repeated throughout the conflict." In such situations, where men and boys may have been more "vulnerable" to death, one might expect humanitarian workers to have considered evacuating captive men and boys at least as quickly as the other members of a community. But Carpenter's research revealed that despite the immediate vulnerability of men and boys,



Charli Carpenter's graduate research examines the humanitarian response in war-torn Bosnia.

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humanitarian workers "typically evacuated only women, children and the elderly from besieged areas." The actions of humanitarian protection workers in Bosnia suggest that culturally inherited preconceptions-which typically ally vulnerability with women and combativeness with men-might influence the ways in which humanitarian workers protect civilians in times of crisis.

Carpenter wonders if these types of gendered preconceptions might be detrimental to our social structures in times of war *and* peace. "The idea that states and armies exist to protect 'women and children' serves to create a notion of manhood that correlates to militarism; to define women, like children, as objects of state protection rather than agents; and to gloss over the extent to which both women and children are actually victimized both by soldiers on the 'other' side and by their 'own' men in times of war," Carpenter said. "Real attention to gender and to women's needs means disrupting simplistic stereotypes: that women and children are all innocent, all especially vulnerable, all alike. Addressing gender assumptions is also crucial in protecting civilian men and boys in humanitarian emergencies."

Other feminist International Relations scholars might suggest that research like this runs the risk of taking attention and resources away from women, who, one might argue, have been marginalized for so long. Carpenter maintains that though this is a valid concern, her work does not undermine but rather contributes to women's human rights causes. "Identifying both men and women as civilians and combatants, as potential victims and perpetrators, is a step toward undermining [a militaristic system], and it is also a step toward creating better policy for protecting all civilians: men, children and women."

Carpenter has been committed to creating new frameworks since she began studying political science at the UO. When she first started to consider gender as a theoretical framework in International Relations, none of the UO faculty in her field specialized in gender. But, Carpenter says, "all of them were willing to humor me." Carpenter especially noted the support she gained from former professor Robert Darst, who "sparked" her interests in humanitarian issues and comparative genocide studies, and Associate Professor Ronald Mitchell, who always pushed her "to make the most rigorous argument possible."

These days, Charli Carpenter garners support from a number of organizations. After completing the research funded by CSWS, Carpenter was awarded a grant from the MacArthur Foundation to fund her proposed research on a book about children of war rape. She plans to interview non-governmental organizations about the political and social issues involved in both treating forced pregnancy survivors and protecting their children.

It seems that all of Charli Carpenter's projects are motivated by the vision of a true humanitarian.

-Kate Westhaver



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## Postcards from Hanoi

## Student Travelogues from Vietnam

With the inception of *Doi Moi* (renovation) policies in 1986 and the warming of relations between the United States and Vietnam, university colleagues on both sides of the Pacific recognized the need for their cultures to begin the process of reconciliation after a long period of war and isolation. Since 1989, a Sister Universities Project has enabled over twenty journeys to Vietnam, by professors and students alike.



This winter term, five students accompanied Associate Professor Rob Proudfoot to Hanoi to conduct collaborative participatory research in Vietnam; take courses on Vietnamese history, culture and language; and teach in the national university as part of the graduate field school. For his work in establishing the graduate research program abroad, Professor Proudfoot was awarded this year's Medal for the Cause of Education, given by the Vietnam Ministry of Education and Training.

International Studies students Colby Whitenack-Bode'wadmi, Lorraine Brundige, Shin Ueno, Simon Kimata, and Zelda Lopez Haro are the other UO representatives this year. They are a culturally diverse group on a voyage of cultural discovery . . .



**Vietnam** is an undulating collection of questions addressing the continually changing nature of what is best for a nation and its people. -Colby

**Having grown up in Tokyo**, having received college education in Oregon and Alabama, and now experiencing culture of Vietnam, I am urged to think of how privileged I am . . . It further makes me go back to the point at which my own sense of belonging becomes clearer, more vulnerable and yet much

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stronger. Interestingly or ironically, enough, the more I learned about the history and culture of Vietnam, the more I think about the peoples in Japan and struggles they have been facing . . . What is it that encourages the people to struggle to remain who they are? *-Shin*

**Their respect for higher education** goes far beyond economic advantage or power gains. *-Lorraine*

**Finally**, I am glad I am able to use chopsticks! *-Simon*



**My first visions of Vietnam** are of the countryside that surrounds the capital city. At first, it seems as if time and the influence of the world have skipped these lands . . . The rice fields, bamboo structures, water buffalos, and Vietnamese working in the fields seem like something from hundreds of years ago. From some reading and conversation, I have begun to understand that before Hanoi was an industrialized urban center, the villages surrounding the city supplied the food, material goods, and labor. What is hard for outsiders to understand is that today many of those same systems and values are in place,

dynamically and strategically responding to the growing needs of the urban center. *-Colby*

**Being 6' 2" tall** seems to be very unusual in Vietnam and draws a lot of attention. The second day we got there, we went to the museum and, to my surprise, some people asked to take pictures with me! *-Simon*

**What do I take back with me?** What have the people of Hanoi taught me? I take back with me a better understanding of what I have taken for granted... Hanoi has changed my perception of myself and what I believed to be suffering. I take back home, in order to help my people, the lessons I have learned from the Vietnamese and their survival, and hope that these lessons will aid myself and others in our struggle with cultural survival. *-Zelda*

**I have come to the conclusion** that Hanoi is not a location, it is a state of mind. *-Zelda*

**Being a penniless, struggling student** from the Americas has nobasis in reality for the Vietnamese people. The idea that I was seen as affluent made me realize the relative nature of how I understood poverty and discrimination. I have had to learn to take myself out of my own worldview and try to see myself through the eyes of Vietnamese people. *-Lorraine*



**In Vietnam**, I can see one thing, judge it from my own perspectives and out of my own experiences, and yet the reality of the situation is far more

complicated, complex and deep. Walking along the streets of Hanoi, I must confront myself . . . -Colby

**I continually** found myself lost, confused, yet still excited. -Lorraine



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## ALUMNI &amp; DEVELOPMENT

UNIVERSITY OF OREGON  
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## CAS NEWS

Interview With  
David Bradley

*Visiting Professor David Bradley recently accepted a full-time position as Associate Professor of Fiction in the Creative Writing Program. Author of the novels South Street and The Chaneyville Incident, Bradley is currently completing a nonfiction book on race in America, entitled The Bondage Hypothesis. We recently caught up with Professor Bradley to talk about his new book and his new job at the UO.*



Associate Professor David Bradley grew up “on the verge of history.”

**CAS:** Congratulations on your new job in the Creative Writing Program. Why did you decide to take the permanent position here?

**DB:** This is my third stint as a Visiting Professor at the UO. The first time I was here, in spring 2000, I had a great time. The spring’s so nice in Eugene, I think I got snookered! But I like the Creative Writing Program. It has a lot of potential and flexibility, and it’s great for writers.

**CAS:** You write a lot about history and the idea of “home.” Does Eugene feel like a home to you?

**DB:** Well, once you’ve had a home, I think you can live almost anywhere. I like Eugene and that’s important. But the things I like here are off-beat. I like the Prefontaine running trail, and I love the river, and Springfield. I love the weirdness. Eugene is a real place.

**CAS:** Has Oregon influenced your writing?

**DB:** I’m not sure yet. It takes so long for things to influence my writing— I might not live long enough for Oregon to influence my writing! But I like to

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get into the history of things, the background. I don't know enough about Eugene yet to write about it directly, but there comes a time when you want to get to know a place on a more ongoing basis, and I'm ready to do that here. But we'll see. I'm still writing about my hometown!

**CAS:** Tell us about your hometown.

**DB:** I grew up in Western Pennsylvania, in a small town called Bedford. It's a very historic place. I remember when I went to college my father told me: "never forget that where you grew up was once on the verge of history." And I went to school, looked around in the books and found out he was right. At one point it was the outpost of western civilization.

**CAS:** Did a lot of your hometown history go into *Chaneyville*?

**DB:** Yes, basically that's the town. Very little history in the novel is made up. Why make it up? People do so many cockamamie things.

**CAS:** For you, what is the relationship between "history" and a "story"?

**DB:** History is a story. I grew up with so many people behind me— aunts and uncles and all their stories—that for years I didn't think I did anything of my own accord. There are fundamental reasons why people do things, and you can't know those unless you know where people come from.

**CAS:** Is it especially important for Americans to pay attention to where they come from?

**DB:** I think so. Our personal histories are important. When I was about 30 or 35, after my father had died, I came across a book about the Ku Klux Klan. It mentioned a town very near the one I grew up in, and it talked about how the Klan in that town—in 1922 or so—was threatening to castrate a black boy. And I'm sitting there, thinking this has nothing to do with me, when suddenly it hits me that that boy was my father. Because he was the black boy who wanted to go to college, and the Klan didn't like that idea. My father never told me about that experience, but looking back, I can see all kinds of behavior that must have come out of it. I understand him better now than when he was alive, and its not just age and distance; it's that I know more about the conditions of his history.

**CAS:** There are a lot of untold stories in American history, and *Chaneyville* deals explicitly with the theme of repressed historical narratives. How do we tell these untold stories?

**DB:** Well, that's what writers do: tell the stories. And if we don't have the facts, we make them up. But we make them up knowing what we can about a place and the people who lived there. The wonderful thing about being a writer is that people now respond to the same stories people responded to 2000 years ago. You can dress stories up, but there are always the same rhythms. I mean, you can read Aristotle, you can read Shakespeare, and it's remarkable: you will respond to them almost the same way an audience did

eight hundred, a thousand years ago did. Because people still do the same things. We still get up every morning and drink whatever we drink, and do whatever we do, and God only knows why.

**CAS:** Your new book, *The Bondage Hypothesis*, examines some of the negative ways of thinking we've inherited from our past. Can you tell us more about this project?

**DB:** In America, we've fallen into this mode of living with problems instead of curing them. And we also have certain erroneous notions about how this country came to be. Some of our ideas of history take people out of the equation: that's the basis of *The Bondage Hypothesis*. The book asks questions about history and race in America, but it also gets into issues of historiography: how and why we've inherited the particular theories of history and race that we have.

**CAS:** What do you hope people will take away from the book?

**DB:** I want people to stop repeating the same negative behavior. I hope readers will finish the book and reflect upon why, historically, people do the things they do. Then we can examine issues in the world today, give up some of the entrenched language, ask what we can do, and make it happen.

—Kate Westhaver  
(Photo by Audrey Gomez)



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## ALUMNI &amp; DEVELOPMENT

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## Broadening the Conversation

**How the second largest philosophy program in the West is also working to become one of the most diverse.**

Philosophers think about who they are. You might say it's their job. So it's not strange to imagine that UO philosophers also began thinking about who they were collectively and about what it meant to work within a profession that has been traditionally male and traditionally white. How has this limited contemporary thought? How might it change?

Department head Scott Pratt and Professor Naomi Zack proposed acting upon these questions soon after Zack was hired into the department in 2001. One year later, the result of their efforts is the Minority Recruitment Initiative (MRI), a program that invites undergraduate philosophers of color to the UO campus to explore the possibility of graduate study.

"This program could be a model for us," says Provost John Moseley, whose office has agreed to support the initiative for three more years. "The philosophy department, and particularly Zack and Pratt, are to be commended for their creative thinking in the development of this initiative."

### THE PHILOSOPHY BEHIND IT

"Because our country is racially diverse," says Zack, "people from all groups should have an opportunity to participate in *all* disciplines of higher education in which they have well-developed interests and demonstrated ability."

A major obstacle to improved minority representation at the graduate level—where less than 8% of philosophy doctorate recipients are ethnic minorities—is the lack of diversity among undergraduates.



Professor Mark Johnson (right) with prospective student.

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The key is making philosophy accessible to everyone, says Pratt, who praises his faculty for their ability to demonstrate relevance between their students' questions and philosophical studies. With 170 undergraduates, they must be doing something right: the UO has one of the largest programs among the Big Ten and Pac-10, second to UCLA.

"Most people do philosophy all the time," says Pratt. "We just try to give students wider, more interesting ways of doing it."

### A RICHER TRADITION

Pratt admits that there can be a "narrow picture" among people in the community of what philosophy should be. "I mean, we still read Plato," he jokes.

But the faculty's scholarship also reflects their awareness that "traditional" readings are probably in conversation with many minority thinkers who didn't make it into the canon.

Pratt's own work acknowledges this in *Native Pragmatism: Rethinking the Roots of American Philosophy*.

Zack, who recently added the book *Philosophy of Science and Race* to her impressive list of publication credits, stresses that while philosophers of color may broaden the philosophical conversation they do not engage in "some special kind of philosophy." Rather, they contribute to "an inclusive engagement" with traditional philosophical topics-extending those topics to areas of social and human life thus far neglected.

### TAKING THE INITIATIVE

The MRI combats the lack of minority representation by inviting philosophers of color to visit campus for a weekend preview of the scope and diversity of UO scholarship.

The inaugural fall program began with an evening banquet where faculty introduced their work and shared the ideas that motivate them. A graduate student panel the following day provided students with the opportunity to ask their most pressing questions: What is it like to study philosophy at the graduate level? What is the shape of the program? What is it that you've learned?

"It was nice to get to know some of the students and faculty there so I could get an idea of who I could be working with and whether the type of program suited my interests," says Sruthi Matthews, one of eight MRI participants who have since applied to the program.

But, aside from the practical aspects, Matthews says the program also introduced her to "the extremely pervasive quality of philosophy, and how tremendously inclusive it can be."



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**The Microchip Master's**

Thinking small is big business these days. Manufacturers compete to make electronic devices smaller, lighter, faster. Think they couldn't possibly get any smaller? Any better? Any cheaper? The Materials Science Institute (MSI) has provided chemistry and physics students with the equipment, environment, and knowledge to experiment and, possibly, revolutionize our computer technologies since 1985. Now, they are also providing them with industrial research opportunities through the internship master's program.



Hynix mentor and MSI alumnus Rob Danner (right) with interns Michael Gonzales and Shaun Swartz.

The "microchip master's" and the expansion of the institute's research have been synergistic, says MSI faculty member in chemistry David Johnson. "In the six years since we started the program, MSI's research funding has more than tripled."

"We started this degree because we perceived that there was something missing between the bachelor's degree and the Ph.D., which the traditional master's did not really serve," says physics department head Dietrich Belitz. Alumni and industry partners continually underscored the need for more specific professional preparation, so faculty members in physics and chemistry began the discussion of how to incorporate targeted technical training into the curriculum, soliciting input from Hynix and Hewlett-Packard along the way.

"Good students coming out of universities with B.S. degrees in physics or chemistry are very good at general problem solving in those fields, but do not have the specialized knowledge needed to work in the industrial environment on specific technologies," says MSI director David Cohen. Intensive summer courses in the MSI program provide the specialized knowledge, technical vocabulary, and hands-on training that are specific to

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jobs in semiconductor technology or polymer science. "This provides the technical bridge to get them started and is followed with a nine-month internship training at an industrial site."

Being exposed to both chemical and physical processes broadens students' perspectives to the challenges that industries face, says Belitz. Alumna Andrea Sieg, who interned and now works for Intel, says that the extensive training received through the program has given her a better understanding of the entire manufacturing process. "This program gave me the comprehensive theoretical background to be an active participant in several process engineering groups," she says. "I am finding that I am able to move around within the company to continue learning and challenging myself."

Success of UO alumni like Sieg has begun to dispel the perception that the preparation of electronic materials and the fabrication of microelectronic devices are limited to the realm of electrical engineers. Many of the material fabrication processes rely heavily on chemical methods, and trained chemists and physicists are in high demand in the "Silicon Forest." UO graduate students in physics and chemistry have applied their semiconductor research skills for several Northwest industry partners, including Hewlett-Packard, Intel, LSI Logic, and Hynix, among others.

Les Tovey is the internship coordinator for Hynix Semiconductor Manufacturing America, which maintains one of the largest fabs in the world. "When our affiliation with the UO began," says Tovey "I was pleasantly surprised to discover this source of technical knowledge so close to the plant." Even without an engineering program, the university this year provided his company with seven interns, and six of their current researchers were hired directly from their UO internships.

As a matter of fact, more than 90% of internship master's students are hired directly from the institute.

From the student perspective, the opportunity to receive a job offer is a huge incentive to succeed in the program-and a reason that many apply. In addition to the full-time pay of a bachelor's-level employee, which averages over \$36,000 per year, interns appreciate the level of responsibility given to them during their internships. "I worked on the same level as a full-time process engineer, with the full support of my boss," says Sieg.

"Each intern is given some ownership on a process," says Tovey of the internship strategy at Hynix. While each intern is assigned a peer mentor during the program, he or she is eventually expected to be able to lead a team of technical engineers on the manufacturing procedures to which they have been assigned.

During his internship at Hynix in 2000, Michael James was assigned to the project of defect analysis and cost reduction. More specifically, he was to institute a recycling program that would either reuse wafers (the foundation of memory chips) or increase their lifetime. James played with the "recipes" he learned in the classroom and, in the end, came up with a solution that cut

the number of wafers by half-and reduced costs by 62%. Not bad for an intern.

Success stories such as this have not gone unnoticed by the UO's industrial partners. Hynix, for example, has recently made an additional investment in the program's future by establishing a \$20,000 scholarship fund. Their gift will provide annual scholarships of \$2,500 for up to eight students who have demonstrated creative ability, academic merit, and financial need.

Staffing, Diversity and Development Manager Steve Doran notes that-in addition to being an "excellent source of capable and qualified contributors" to the success of Hynix's Eugene facility-the MSI has also offered a diverse group of students, which has been rare in technical fields and continues to be important to his organization. Hynix expects that these scholarship opportunities will encourage even more diversity in the field.

"This program continually improves to address the changing needs of business," Doran says.



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**Computer Scientists Benefit  
from Broad Educational Approach****Sony Disk Manufacturing's Distinguished Lecture Series**[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)

How many computers do you have in your home?

Dr. James Foley has sixty-eight. However, most of those are not desktop PCs or Macs. They are microprocessors, embedded in his stereo, refrigerator, oven, and even in his car. In fact, typical automobiles stay on the road with the help of twelve to twenty-four microprocessors. As this visiting lecturer likes to say, "Computers are doing stuff."

But the main message that Dr. Foley brought to the UO during his recent lecture was that, since computers have been integrated into almost every aspect our lives, computer scientists should be encouraged to educate themselves in disciplines outside of computer and information science (CIS). If they study and work in different areas, says Foley, they'll be better prepared to design computers for the diverse environments in which people use them.

CIS Professor Janice Cuny agrees. "Increasingly, computer science is looking outward," she says. "Many universities are moving toward a broader, more integrated view of computing. Multidisciplinary approaches are popular with CIS students who want to see the close-up, practical implications of their work."

Because computers have implications for researchers in many disciplines, argues Foley, students should be prepared to participate in projects with experts in fields as wide-ranging as psychology, literature, engineering, and math. To illustrate, Foley uses an example from his own research in the Graphics and Visualization Center at Georgia Tech. Virtual Reality Therapy, which simulates high-stress situations so that patients can learn to confront their everyday anxieties, integrates the study of computers with, and for, the study of people. "If we want to create new learning environments," says Foley, "we need to bridge the gaps between administrative, academic, and intellectual structures."

In fact, the CIS department at the UO is already bridging those gaps. CIS

researchers are currently working on collaborative projects with neurobiology, geology, and other departments. "The relationship is synergistic," notes Cuny. "Other departments benefit from our innovative approaches to problems, and CIS students have a continuous, rich source of problems to solve. Our work enables other researchers to do their work."

This collaboration extends off-campus as well. Sony Disk Manufacturing hosts the department's Distinguished Lecture Series, which this year focused on Graphics and Multimedia and included discussions of "The New Frontier in Graphics" and "Motion Models for Animation." Meilani Kelley, a representative from Sony Disk Manufacturing, says the company is proud to be a sponsor: "Business and education partnerships are important to the health of our community."

"It was great that Sony funded this series," says Cuny. "The presence of world-class speakers and researchers such as Dr. Foley energizes the whole department!"



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## CAS NEWS

## Prehistory Comes Alive

## Motani Brings Jurassic Lab to UO



The Loch Ness monster just may have turned up at the University of Oregon. Ryosuke Motani, the college's new Geologic Sciences professor, will soon begin researching Nessie's prototype, the ancient plesiosaur. "Nobody knows what they were doing with their necks," says Motani, who plans to use a half million dollar award from the National Science Foundation to study this prehistoric reptile, known for its exceedingly long neck.

The NSF's CAREER award "recognizes and supports the early career-development activities of those teacher-scholars who are most likely to become the academic leaders of the 21st century." New to the UO this year, Motani joins a geology department that has two other CAREER recipients on its faculty, Michael Manga and Ray Weldon.

"Dr. Motani is a leading scholar in his discipline of vertebrate paleontology," says Chris McGowan, who recently retired as senior curator in the Department of Paleobiology at the Royal Ontario Museum. "I have never encountered a brighter, more innovative, motivated or more promising young scientist than Ryosuke Motani."

Motani hopes to institute state-of-the-art laboratory facilities for his research while establishing tenure at the University of Oregon. Motani says he will use a portion of the CAREER grant to equip his lab with

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the computers necessary to construct three-dimensional shapes from fossil structures. "We cannot get genes so we have to rely on machines," says Motani. "We scan the bones and use computers to analyze function and determine family relationships among vertebrates."

This technology will put Motani and the University of Oregon on the cutting edge of fossil research. "Not many labs in the world have this capability," Motani says. "We would be one of the first."

As his extensive research shows, Motani's true passion lies with the ichthyosaur, the fantastic paleo-fish of the Jurassic period. In life, it survived as both a lizard and a fish-evolving into a sea animal as dinosaurs walked the earth-and thus earned its name: "ichthyos" (fish) and "sauros" (lizard). Motani studies the evolutionary changes and constraints of this reptile-turned-fish, whose vertebrae changed as it became a deep sea diver.

Motani is currently teaching "Vertebrate Paleontology," which explores the evolution of vertebrates, including humans and ancient species, through the examination of fossil evidence. "The students who are taking my course are very interested, and they are asking very good questions," says Motani. "I am very happy about it." Another course, "Dinosaurs and Vertebrate Biodiversity," is being developed for non-geology majors and will most likely be offered in 2004.

Despite a busy schedule of research and instruction, Motani is collaborating with *National Geographic* on a project about marine reptiles and other mysterious creatures of the deep, which may include a television program, magazine, and IMAX film. As an expert on the ichthyosaur and other prehistoric vertebrates, Motani is no stranger to television. He has appeared in many scientific documentaries, including the BBC's *Raising the Dragon*. He has also published articles for non-expert audiences, such as "Rulers of the Jurassic Seas," which appeared in *Scientific American* in December 2000.

Motani received his B.S. in geology at the University of Tokyo and his M.S. and Ph.D. in zoology at the University of Toronto. He currently lives in Eugene with his wife, Yoko, their daughter, and several South American rodents.



Paleontologist Ryosuke Motani is an expert on the ichthyosaur.

(Photos by Chris McGowern and Yoko Motani)

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**Ducks Advance to  
World Programming Competition**

Congratulations to Daniel Stutzbach, James Marr, Carl Howells and their coach Professor Eugene Luks (left to right) for taking first place in the Western regional collegiate programming competition. The UO "Buffleheads" competed against seventy-seven other teams, including

Northern California powerhouses UC Berkeley and Stanford, in this timed head-to-head contest. Problems included the brokering of unsold airline seats and the efficient placement of fiber optic cable.

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# ALUMNI & DEVELOPMENT

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## ALUMNI

### Kurt Widmer '78

#### Brewed in Oregon

Driving east on Freemont Bridge, Kurt Widmer ('78 Psychology) doesn't have to see steam rising to know Widmer brewmasters are hard at work. "If we're brewing that morning, I can smell it from the bridge," says Widmer, who co-founded Widmer Brothers Brewing Company with his brother, Rob, in 1984.

Once at work, he has full view of the kettle stack. Located in a 19th century brick landmark, once slated for demolition, his office also preserves a more personal piece of history: a faded black and white photograph of his grandfather, "Pa" Engele, with other members of Germany's Eskadron Dragoner-Regiment circa 1886-each holding a glass of "bier."



At UO, Kurt Widmer '78 tapped into a love of learning.

Though Widmer studied German at the UO in the '70s, exploring his German roots didn't seem to have much connection to his future, only his past. He launched into a "general survey" of courses which included anthropology, religious studies, and psychology.

Until that time, he says, learning had seemed tedious: "At the University of Oregon, I learned that it's fun, and now it's just a part of my life."

#### Taking His UO Education to Germany -- Twice

After graduating in 1974, Widmer worked for a pharmaceutical company in Freiburg, Germany. His two-year stay was motivated by his desire to "finally master German" and to distance himself from the United States, post-Vietnam.

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"I wanted to get a perspective on the United States from outside the United States," says Widmer. "It was very interesting, having a beer with [German students] and listening to their political philosophy... Europeans in general have a very international perspective."

While his time in Germany gave him a different outlook on the United States, it also gave him a different perspective on beer. "When I came back, I started home brewing, trying to recreate some of the beers I became familiar with over there." A few German beers were available, but the time it took to import them often compromised the quality. "It was a personal challenge to see how close I could get," he says, "but, honestly, I didn't really get that close!"

After he and his brother home-brewed for five years, they decided to take the plunge. "We raised the money from family and friends-not nearly enough as it turns out!-but we basically built it by hand," says Widmer.

"Our brewing results improved dramatically," he remembers. However, there was still a lot to learn-how to set up a business, and how to brew on a scale much larger than their kitchens.

His college education prepared him for that leap, he thinks. "My liberal arts education has given me the confidence to try new things. When I look back, it was pretty stupid of me to think I could brew commercially just because I had a home brewery. But we just did a lot of research in the library..."

His research also led him back to the country where he'd discovered the distinct flavor that inspired him to make his own. There, family connections helped Widmer receive some first-hand advice and instruction about the careful techniques of the microbrewery-including an ingredient analysis on the Widmer brew and a few take-home samples of yeast, a strain of which he still uses today.

The trip was a whirlwind, in-depth education in brewing from the experts. "It seemed like my brain was going to explode a lot of times," says Widmer. However, his passion for learning urged him on. "The greatest value that I got from my time at the University of Oregon was learning how to learn," he says. "And that's a life-long thing."

### **Bringing It Home**

Aside from research, the other key to the success of this family business is just that: family.

Though they have two different but "complementary" personalities, the Widmer brothers also have mutual trust. Working twelve to sixteen hour days in the beginning, they depended on each other heavily for support-and the occasional "reality check."

"When you're working that long and you're exhausted, you can get really depressed about little things," says Widmer. A mislabeled a bag of grain

and, consequently, a ruined batch could have seemed like the end of their business.

These days, business is steady. The Institute for Brewing Studies recently awarded Widmer Brothers Brewing as the 2002 Mid-Sized Brewing Company of the Year.

Despite the size of their company, the Widmers treat their 130 employees as an extension of the Widmer family. "We're a very family-friendly company," he says, explaining that many employees come back to the restaurant during non-work hours with their families.

In fact, one of his most loyal and valuable employees recently celebrated his 83rd birthday there: Widmer's dad has been a steady presence at the brewery since the beginning. "We couldn't afford to pay him then," Widmer smiles. "But we do now."

### Northwest Innovations

Kurt Widmer is convinced his company's success couldn't have happened anywhere but the Northwest.

"People in the Northwest are willing to try new things. They don't have to be convinced through huge marketing campaigns," says Widmer. "They'll try it. That's all you can really ask of a consumer. Then, if they don't like it, that's your problem."

No problem here. Consumers have made the Widmer hefeweizen Oregon's top-selling draught microbrew for over fourteen years. *America's Original Hefeweizen®* now accounts for about 82% of the company's sales.

While remaining committed to providing the market with the familiar flavors of Widmer, the spirit of innovation that launched the company continues to move it forward. Widmer Brothers was the first brewery, post prohibition, to introduce seasonal beers. Their latest, Spring Run IPA, hit shelves in mid-February.

"The reality is that brewing is almost as much art as it is science," says Widmer.

-Oralea Howard

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## ALUMNI

## Bob Gerding '61

## Building Portland Right



The Brewery Blocks, a 1.7 million-square-foot development project, revitalizes an important historic landmark and creates a gateway to Portland's Pearl District.

Had Bob Gerding chased his initial calling, he might be a university professor today, providing biochemical research and managing a laboratory full of graduate students.

Instead the ex-biochemist is instrumental in redefining 21st-century Portland, his hometown. As founder and co-principal of Gerding/Edlen Development Co, one of the Pacific Northwest's most ambitious commercial real estate consulting and development groups, Gerding is watching over Brewery Blocks, a five-city-block facelift in the Rose City's blossoming Pearl District neighborhood.

When completed in early 2005, the \$200 million project will have transformed three historic landmarks-including the legendary Blitz-Weinhard Brewhouse and the 112-year-old Portland Armory-into 1.7 million square feet of urban retail, office space, condominiums and parking. The design features modern amenities and infrastructure, but will remain loyal to the surrounding neighborhood and to the industrial charm of the former brewery.

And Gerding, who first envisioned Brewery Blocks more than five years ago from the roof of a nearby building his company had developed, can literally observe its progress from his office window.

"As a single project, this may be the largest mixed-use development this city has ever done at one time," says Gerding who graduated from Portland's

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Bob Gerding '61, Principal,  
Gerding/Edlen Development

Lincoln High School and holds a Ph.D. in Biology ('61). "To develop new environments and change the landscape, you must have landscape. I had wondered how long the old brewery would stay there, and I looked at it as land."

Gerding showed an early interest to city leaders, and once the Blitz-Weinhard closed in 1999, officials decided his plans for sustainable materials and a mixed-use development would match the aura of the neighborhood. A deal was struck.

In January 2000, Gerding/Edlen purchased the complex, assuring preservation of the historic buildings—including iconic structures such as stairs, railings and beams, and a \$600,000 seismic upgrade to maintain the

brewery's original chimney.

"There is a shared vision in the majority of redevelopments being done here that Portland remains a wonderful place to live, work and play," says Gerding. "It's easy to put up a high-rise tower with no relationship to what's around it. But you must respect the neighborhoods and environments around you."

Brewery Blocks is adjacent to the bustling Powell's Books, renowned as the world's largest bookstore, and Gerding predicts similar activity in and around the new complex, which he foresees as the gateway to the Pearl District.

"We aim to create street activity that goes on for eighteen hours a day," he says. "I see safe streets, good lighting, a mixture of activity and people spilling out onto the sidewalks. It's typical in the suburbs that you have to drive places. Here, you can walk from your home, or use a streetcar, and go to a grocery store, a medical facility, a park or the cultural center. That's Portland."

It was in Portland that Gerding and his wife Diana raised two children. Riding a biochemistry degree, Gerding found limited research funds during the Vietnam War. He shifted focus to medical biochemistry, which took him to St. Louis for several years before the Pacific Northwest called him home.

"My grandfather had a background in real estate development, so you could say it runs in the family," says Gerding, who formed Gerding Investment Company nearly two decades ago.

His partner Mark Edlen is also an Oregon grad. "I run into Oregon alumni often in this business," Gerding continues. "Architects, engineers-Oregon

State folks, too, but you don't have to put that in there."

Gerding calls Brewery Blocks a "team effort," an accomplishment that one day will be measured by good tenants, successful residential sales, and a neighborhood and city that is joyful with the outcome. He's confident about all three.

"I am enjoying having something to do with the evolution of this city," he says. "It's not only exciting, it's a great privilege."

-Scott Holter



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Updated May 5, 2003

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# ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON  
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## ALUMNI

### The Extra Edge

#### Steven Raymund '78 on Getting His Start

When computer mogul Steven Raymund attended the University of Oregon in the late seventies, the tech industry consisted of punch cards, electric typewriters, and adding machines, and slinging vinyl at the "Little Professor" record store on Alder was the closest he came to technological sales.

Since then, things have changed.

Computers now permeate every aspect of modern business and culture, and Raymund's company, Tech Data Corp, is a leading provider of IT products worldwide. He's parlayed his UO education into a multi-billion dollar, multinational business-this year, ranked 117th among the Fortune 500.



Steven Raymund is CEO of Tech Data Corp, a multinational technology distributor.

"I didn't really have a clear idea of my direction," says Raymund of his first years in college. He notes he "wasn't really leaning toward business" and was more interested in economics and social sciences.

Dr. Cheyney Ryan taught philosophy to Raymund in '77. "He was an excellent student & an impressive young man whose success does not surprise me," he says. Raymund remembers Ryan, and other UO professors, as both "charismatic and energetic."

He also credits Ray Mikesell, an international economics professor, for encouraging his curiosity about the world outside the United States, an interest which prompted him to study international politics at Georgetown University. After earning a graduate degree in 1980, Raymund packed his bags for Brazil. "Spanish and French were so widely spoken, I thought maybe Portuguese would give me an extra edge," he says.

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Raymund's instincts were right, as Brazil now represents more than half the total Gross Domestic Product of Latin America. Sao Paulo is also home to a 33,000-square-foot distribution center for Tech Data, which earns most of its revenue from international sales.

Raymund's father, who gave Raymund his start, founded Tech Data in 1974. Shortly after Raymund began working there, "the majority of employees left en masse in a kind of palace coup," he says, taking many of their customers with them. After the company had stabilized-but during a time when the company was still struggling to make money-Raymund bought Tech Data from his father with a down payment of approximately \$10,000, most of which his father had lent him.

"If he (Raymund's father) had closed it down, I would have had to go out and get a real job. God forbid," he laughs.

Though he now ranks as one of Forbes' "Most Powerful People," Raymund had little knowledge of the business world then. He says two things helped to keep him ahead: his father's good advice and a rapidly expanding market. Raymund developed a different business model for Tech Data, eventually transforming it into a wholesale-only business.

"This all coincided with a massive shift toward the PC," says Raymund. "We were able to ride the wave with a lot of other people."

By the time the dot-com market crested and dropped in October of 2000, Raymund's experience with the company had made him a shrewd businessman, able to compete in an "error-intolerant" market. In addition, an Oregon perspective has enabled him to ride the waves of change.

"My UO years helped give me a greater identity outside my professional identity," says Raymund, who believes the values he cultivated at the university have contributed to his "holistic approach" to business. "In Eugene, the values and lifestyle are very different than what you would find in Washington, New York, or Boston, where it's more about promoting yourself, advancing your career & the materialistic side of life."

Raymund's college years taught him to appreciate the outdoors, his friends, and his family. Today, he lives in Florida with his wife, Sonia, and their two children, and volunteers for All Children's Hospital, the Partnership for a Drug Free America, and Temple Beth-El.

And, when he isn't busy being chairman of the board or generating \$16 billion in sales, Raymund's busy "relaxing" with the sharks of Belize. He says he got hooked on adventure travel at eighteen when he ran with the bulls in Pamplona. "I like to see the world, and I'm always interested in other cultures, languages and people," he says. "That sometimes puts me on the edge."



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## ALUMNI

## Lisa Finkelstein '00

## Women's Studies Graduate Makes Activism a Career

Three years ago, Lisa Finkelstein was getting ready to enter the workforce. Today, she's running her own business. As the Executive Director of the Jared Polis Foundation -a non-profit organization dedicated to developing teaching and technology programs-she is working to make the technology resources more accessible.

Finkelstein spent many of her days at the University of Oregon taking women's studies, geography and African dance classes. She attributed much of her success to strong instructors.

"Judith Raiskin and Barbara Pope led us through such passionate intellectualism that it carried me into what I do now," she said. "The study of gender in society provided me a sense of social justice that I try to bring into my career everyday."

Her instructors praised Finkelstein's efforts.

"She was so into learning and just was very engaged and willing," said Judith Raiskin, Finkelstein's advisor in Feminist Praxis, a two-term senior year internship. For Finkelstein's project, she volunteered at New Roads alternative high school for homeless teenagers. Raiskin said that Finkelstein approached this challenge with enthusiasm and courage.

"It was difficult working with these kids on the street. They were not very open to having her being their college pal," she said. "But she was not naïve. She was trying to do what she could under the constraints of their lives and learn from them."



Within a year of graduation, Finkelstein became Executive Director of the Jared Polis Foundation. She is now leading a staff of ten and working toward her master's degree in non-profit management.

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Outside school, Finkelstein was active in Oregon Hillel, a Jewish student organization.

"I grew into a whole person in that unique community. I feel so fortunate to have been part of a group of open-minded and caring individuals," she said.

On campus, she was also in the University of Oregon Lesbian, Gay, Bisexual, Transgender Queer Alliance.

"As a Jewish Queer on campus, my worlds were met very positively. I felt a tremendous amount of support from both & I never felt that I had to choose between my Queer activism and my Jewish activism. They were unique but intertwined," she said.

"Many different social service organizations collaborated frequently, and I think this is a unique partnership on the majority of American college campuses."

By June 2000, after earning a Bachelor of Arts degree in women's studies and a certification in Substance Abuse Prevention Programming, Finkelstein moved to Colorado to be closer to family. There, she worked as a youth treatment counselor at the Denver Children's Home.

Six months later, she elected to work on a campaign for the Colorado State Board of Education candidate, Jared Polis. She recognized that his philanthropy efforts were thriving, but realized that they needed a clearer mission. This thought was the starting point for the Jared Polis Foundation.

She said that many of the outreach efforts came after Colorado legislative budget cuts and federal funding took a nosedive. She knew that technology and education were two of the strongest assets for any community's growth, and thought she could help focus these efforts.

From her experiences, Finkelstein offered advice for up-and-coming graduates. Individuality, she said, is one of the utmost lessons she learned and would teach to college students.

"Take time for yourself as an individual being, work for social justice no matter where you are after college, and find community wherever you are in this great big land," she said.

Although she has a career, Finkelstein is also still a student, working to develop herself and her community simultaneously. She currently attends graduate school for non-profit management at Regis University in Denver, CO.

*-Robin Weber*

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### Where Are They Now?

#### Recent Graduates from the College of Arts and Sciences

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A recent survey by the Oregon University System reported that 83% of its 2000-2001 graduates found jobs (up from 71% in 1996), with the average salary ranging from \$30,000 to \$45,000 in the first year.

Cascade's informal survey of some arts and science graduates from the UO gives more anecdotal evidence that young Ducks are finding success in both the public and private sectors. From chemistry lab to foreign embassy, recent graduates of the College of Arts and Sciences are employed in a wide array of work environments.

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#### **Moulik Berkana '00**

English  
*Consular and Public  
Diplomacy Officer*  
Libreville, Gabon



After teaching in the Teach for America Program in New York City, Berkana moved to Gabon to serve as a Foreign Service Officer in the US Embassy. His advice to future graduates: "Don't be afraid to leave the bubble of academia, to roll up your sleeves and to enter with courage into the world."

#### **Katie Such '01**

Sociology  
*Kindergarten Teacher*  
Kalamazoo, Michigan



Katie Such, formerly Garrett, teaches at-risk students as a kindergarten instructor. She reflects on the feeling of community at the UO: "The University of Oregon campus has a fantastic feel to it when you are walking around; so many people from all over the world hanging out together."

**Lauren Huffman '01**  
Chemistry/Spanish  
*Chemist*  
Kingsport, Tennessee

After completing a master's degree in Chemistry last year, Huffman moved to Tennessee to work as a chemist for the Eastman Chemical Company. Of her position, she says, "My job allows me to work independently on interesting projects and with wonderful people."

**Corrina Falkenstein '01**  
Psychology  
*Research Assistant/  
UO Graduate Student*  
Eugene, Oregon

While completing a master's degree in Psychology at the UO, Falkenstein also works as a research assistant at the Oregon Research Institute. Of her education, she says, "My undergraduate degree from the University of Oregon has opened doors and provided me with knowledge to pursue my interest in assisting children and families."

**David Howell '01**  
Computer and  
Information Science  
*Systems Analyst and  
Developer*  
Eugene, Oregon



Howell began work in healthcare informatics for PeaceHealth Healthcare after graduation. Of his position, he says, "This is exactly what I intended to do upon commencement."

**Nelly Ganesan '02**  
Economics  
*Income Research  
Assistant*  
Washington, D.C.



After graduation, Ganesan left Eugene to work as a research assistant in Washington, D.C. for the National Academy of Social Insurance, a non-profit organization. Of her college days, Ganesan misses her friends most: "It is so hard to meet people once you leave the academic sphere of things."

**Artur Nogueira dos Santos Jr. '00**  
Economics  
*Planning and Budget  
Manager*  
Goias, Brazil



An international student, Santos recently returned to his native Brazil to work for the Agencia Goiana de Desenvolvimento Rural e Fundiario, a state agency that fosters rural development.

**Alex Bates '00**  
Mathematics/Computer  
and Information Science  
*Software Engineer/  
Software Architect*  
San Diego, California

Bates explains the work he has done recently by saying, "I've been working on developing analytics for the largest databases in the world, trying to detect patterns and predict future behavior based upon those patterns."

**Liz Rose Ryan '00**  
Theatre  
*Advertising Executive*  
Los Angeles, California

As an advertising executive, Ryan currently manages the Barbie and Girls Toys account for Mattel. She credits Theatre Professor Sandy Bonds with making the biggest impact on her future: "Because of Sandy, I have my own private clothes line on the side."

**Jen Updike '00**  
Psychology  
*Combat Medic*  
Oak Grove, Kentucky

After graduation, Updike joined the Army, and serves as a combat medic for the 101st Airborne Division. She recently returned from a deployment to Afghanistan and expects to be sent to Iraq very soon.

**Jeung Bin Kim '01**  
Mathematics  
*Harvard Graduate Student*  
Cambridge, Massachusetts



Kim plans to attend Cornell for his Ph.D. after completing his master's degree in Public Administration at Harvard. Thinking back to his days in Eugene, Kim says the person that made the biggest impact on him was Professor Richard Koch of the Mathematics Department. "He was very humble and did his best to help students. I've never met a professor like Professor Koch, even at Harvard and Cornell."

**David Cho '00**  
Sociology  
*Account Executive*  
Portland, Oregon



Cho is currently working in the healthcare industry as an account executive with Sonus USA. He offers this advice for navigating the job market: "It is not what you know, but who you know. It comes down to networking."

**Norine Madden '00**  
History/General Science  
*Medical Student*  
Chicago, Illinois



A busy third-year student at the University of Chicago's Pritzker School of Medicine, Madden plans a career in surgery or emergency medicine. She misses many aspects of life at the UO: "I miss a campus with trees. I miss tomato cheese soup at the Glenwood & I miss history and English classes. I miss sleep."

**Karina Elstrom '01**  
Psychology  
*Sales Manager*  
San Francisco, CA

Elmstrom is currently engaged in a management training program for Abercrombie and Fitch. She gives this advice to future students: "Sit in the front row. Be bold."

**Sara Ekelund '00**

Exercise and  
Movement Science/  
Dance  
*Research Assistant*  
Tigard, Oregon

Ekelund is currently employed as a research assistant for the Division of Health Promotion and Sports at Oregon Health and Science University, and volunteers for the American Cancer Society in her spare time.



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Updated May 5, 2003

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