

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

**Cascade**
Autumn 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.

home page

college at a glance

giving to CAS

alumni

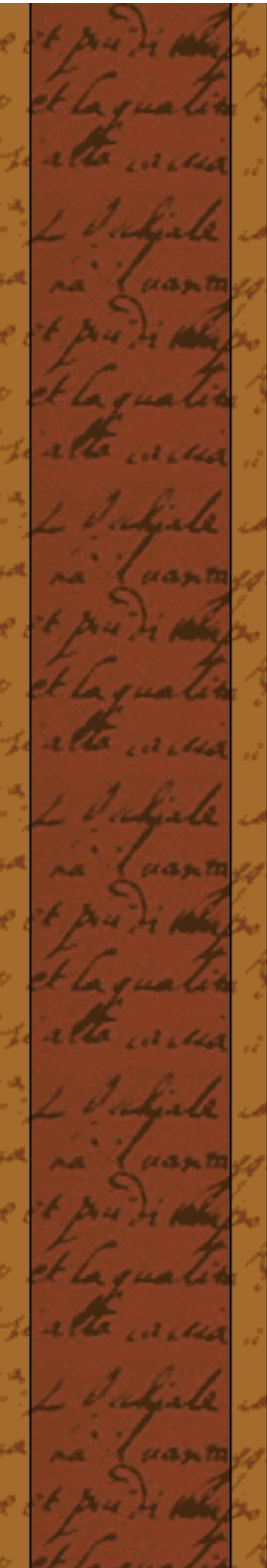
CAS news

CAS home page

Cover Story**Student Idealism** And a Hardworking Generation Y**Omnibus****The Dean's Letter**

The World of Ideas

Crystal Apples Awarded in the College of Arts and SciencesMolecular Biologists' Research Supported by **Cancer Society Grants**Three Student Researchers Selected as 2003-2004 **Goldwater Scholars**UO Chemist Wins Prestigious **Guggenheim Award**Geographer Assumes **International Leadership Role****Social Science**Distinguished Professor **Lynn Stephen**, Public AnthropologistWhat is the **Essence of America?****Natural Science**Sequencing of **Fungus Genome** Spurs Research on Gene Silencing, Cancer



	<p>The Many Faces of Geology:</p> <ul style="list-style-type: none">• A "Blue Sky" Topic on the Red Planet• Distinguished Professor Kathy Cashman Following Lava• Intercontinental Geology: Students Bridge and Study Gaps
Humanities	<p>Distinguished Professor Warren Ginsberg: Text & Context</p> <p>25 Languages in 25 Rooms: Foreign Language and International Studies Day Celebrates 25 Years</p> <p>The Language Advantage</p> <p>Increasingly International: UO Language Facts</p>
Alumni Profiles	<p>Brian Booth '58: Preserving Oregon's Heritage</p> <p>Nickerson Family: UO Ties to Family Past, Family Future</p> <p>Barbara Nelson '64: Successful Auto Dealer Enjoys Retirement</p> <p>Connie Vandament '53: From Espionage to Finance</p> <p>Online Class Notes</p>
Giving	<p>Your Gifts, Our Thanks</p> <p>2003-2004 Scholarship Recipients</p> <p>Letter from the Chair: Finding Life's Passions</p> <p>Gift Rap™: The Best Laid Plans...</p> <p>Ten Ways to Invest in UO Students</p>



COLLEGE OF ARTS AND SCIENCES
University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](#)

Updated November 4, 2003

[UO HOME](#) [ADMISSIONS](#) [FINANCIAL AID](#) [CAS HOME](#) [SEARCH](#)

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

Student Idealism

and a Hardworking Generation Y

On an average day, Samantha Bouton carries three bags and three jobs. The Hello Kitty sack carries enough food for a breakfast, lunch, and dinner on campus; the book bag, which she wishes were lighter, carries her wireless laptop; and a purse, which she wishes were heavier, carries a pin that says “I’m young, I’m a Democrat, I vote.”



In addition to being a full-time student and working twenty hours a week as an assistant in the library, Samantha volunteers between three and seven hours a week in the College Democrats office. At twenty years old, she is politically active and personally driven—and already being asked when she’ll run for elected office. Bouton, a political science and Japanese double major, laughs at the suggestion, aware of both the limits and liberties of her youth.

She admits she’d like to be a politician, but for now she’s happy campaigning for the candidates and causes she believes in. She thinks she’s pretty good at it, too.

“Students are very effective at grass roots campaigning. We’re more likely to go out and canvass an entire city. I’ve seen it. It’s kind of amazing actually,” she says with a grin. “I think, in general, people are a little more open to having us talk about our points of view as college students. It’s less patronizing, not as threatening.”

Although Bouton is undoubtedly a unique student voice, she may well fit the profile of a UO student activist this decade: They are both wired and overworked; their causes are local, though their concerns are global. As a group, these students are juggling a commitment to educating themselves well, the burden of paying for that education, and a sense of obligation for doing what they think is right.

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

Such competing student concerns are not unique to the Oregon campus. According to the 37th annual survey of the Higher Education Research Institute [HERI], 65.3% of incoming freshmen worry that they will not have enough money to complete college. A record-high number, 47%, also expect to work through college.

The heavy load that many UO students carry might be a factor in a perceived decrease in political involvement, says Jarrett White, Bouton's counterpart in the College Republicans student group.

The HERI study revealed that 32.9 percent of freshmen consider political engagement a "very important" or "essential" life goal, compared to an all-time low of 28.1 percent in 2000. However, though the percentage has increased in recent years, political interest remains far lower than the high of 60.3 percent reported in 1966.

So it's no surprise that their boomer parents, who came of age in the 60's and 70's, would level accusations of moral malaise and political apathy at this cell phone generation.

Are students like Bouton the exception to the rule?

Bouton says, "This campus is an exception."

CAMPUS DEBATE

Twice listed on the Mother Jones top ten campuses for activism in the past ten years, campus life at the University of Oregon is a pastiche of student involvement and idealism: SETA (Students for the Ethical Treatment of Animals) has distributed information about vegetarianism at the EMU; the Black Student Union holds an arts festival each spring; organizations such as Amnesty International work on human rights and solidarity; a gay student group sponsors film festivals, music and speakers to build community and promote campus discussion; and women working for Saferide nightly provide a safe alternative to walking alone at night and risking sexual assault.

Despite this apparently active student body, Michael Kleckner '03, former editor of the *Oregon Daily Emerald*, believes that student involvement revolves around the small tight-knit student community in the EMU—and that this is a relatively small part of the campus population.

"The 1,800 or so who voted in the student elections were most of the same people who were involved and engaged," says Kleckner, who says he experienced a "deafening silence" on campus before the War on Iraq.

"At a lot of the campus debates, you see many of the same faces," admits Jarrett White, a senior in political science. "I'm not saying it's entirely their fault. Most people really *don't* have the time."

For this reason, it may be unfair to compare them to their parents' generation, says Alex Gonzalez, external coordinator for the Multicultural

Center and member of Students for Peace. "You have to look at our social situation," he says, describing the serious debt that he and most of his friends are accruing in school. "We're totally focused on school. We take that investment seriously."

So, he doesn't begrudge those who choose to study or go to work instead of attending meetings or volunteering. However, he, along with many others, tries to make time for both.

Pira Kelly, for instance, dedicates at least fifteen hours a week at the campus Survival Center, an incubator for campus activism since the 1970's.

"I learn a lot about the world in here," says Kelly.

Many students, including Kelly, said that being involved and pursuing their ideals has been a vital component to their college experience.

Gonzalez says he'd always been "vocal" but hadn't, until college, taken it to the next step. "I got tired of watching things go by without challenge," he says. "I wanted to raise some of my questions in public."

COMMUNITY SERVICE

And students aren't just putting their minds to what they believe in, they are putting their hands to work for it, too.

61% of students nationwide reported that they volunteered for community service in the past year. Sociology major Shannon McLean thinks even more people would dedicate their time if they had time to give.

"I know [my friends] would get involved if they didn't have to worry so much about how they were going to eat," says McLean, who receives her parents' support while in school. "I'm not working 40-50 hours a week like they are, so I feel obligated to do what I can in the time that I have."

So far in her three years at college, McLean has volunteered at NARAL, Birth to Three, and the Student Health Center's peer tutor program. Next year, she'll also become involved with the local HIV-AIDS Alliance.

McLean is just one example of the positive influence UO students have in the community. More than a hundred Ducks each year dedicate their time to help Lane County children through SMART (Start Making A Reader Today) and Relief Nursery programs.

Nancy Hafner, who has an average of five volunteers in each of her quarterly domestic violence training courses at Womenspace, describes her UO students as focused and hardworking. "They come ready to learn and do what they can."

By doing work locally and dedicating energies to grass roots campaigns, students experience the immediacy of their positive action. Given that more than twice the percentage of college students reported participation in

community service as had voted, it's possible that they are choosing to make change through work instead of working through public policy.

POLITICAL (AND CRITICAL) ENGAGEMENT

Survey statistics from the Institute of Politics (IOP) at Harvard University indicate that the "political disenfranchisement" of the college-age voting population may also be changing.

While only 32 percent of all 18 to 24 year olds voted in the 2000 presidential election, 59 percent of the college students polled said they "definitely will be voting" in 2004. Three quarters disagreed with the statement "politics is not relevant to my life right now" and four out of five (85%) students reported following current events.

Politically, the IOP survey revealed that most students think of themselves as moderates, with the majority leaning left on social issues and right on economic policy, which will likely be the lead political issue for this voter group in 2004. Among this group, approval ratings for President George Bush in the spring of 2003 ranged from 61% to 65%.

Though Jarrett White believes he's in the minority on the UO campus as a supporter of Bush, he's also working hard to make sure that the conservative viewpoint is heard. Aside from being a pro-war demonstrator last April, he has also helped arrange for conservative voices to speak on campus and present their viewpoints.

As a result, and in contrast to Kleckner's "deafening silence," Bouton says she enjoyed a lively campus debate on campus during war time.

Students for Peace helped organize "teach-ins" in the after-hours of the school day to provide a venue for dialogue about terrorism, hate speech, war, and Middle Eastern politics on campus. The first teach-in, held in November 2001 in response to September 11th, drew more than 2,000 to the EMU.

Gonzalez, an active member of that group, thinks that the educational focus is a different—and perhaps better—approach to the more emotional rallies of the 60's. "Our parents' generation laid down the brickwork. They taught themselves to become critical. To us, it's a given."

Rallies are not always the way to get people thinking, agrees Bouton. "If you go to a meeting for a political party or you go to a rally, you're in a vacuum where everyone agrees with what you're saying."

A BROADENING CONTEXT

That is not to say that political rallies are nonexistent on the Oregon campus. On the whole, they're just different from what they were: more likely to be collaborations with other local organizations, university administration, and community leaders.

Though young activism may be taking a different form, this generation of college students—equipped with cell phones, Walkmans, and T3 connections, and wired to a world of instantaneous communication—continues to ask the hard questions.

James Freedman, former president of Dartmouth College and author of *Idealism and Liberal Education*, writes that the purpose of a liberal education is to address such questions, to help students define “the dilemma of being human.”

Truly engaging in this purpose requires multiple viewpoints.

“When we consider and debate a wide variety of ideas,” said Marisa Gordon Picard in her honors college commencement speech last spring, “we make it more likely that truths will be spoken, recognized and acted upon and that things will change for the better.”

For this reason, providing opportunities for open discourse, both inside the classroom and out, is an essential element to the educational process.

In writing classes, history discussions, geography lessons, and, yes, political rallies, students learn to look outside of themselves and consider the human circumstance in wider terms.

GOOD CHANGE

Commencement ceremonies convey the energy of student idealism better than any words could. As graduates do the obligatory look back, and look forward, they often reflect upon how their education has served as a path to a passion.

Some 2003 graduates said they’d found meaning and purpose in their studies even though their new knowledge hadn’t always been inspiring in positive ways.

“[Knowledge about injustice] can make you disillusioned about positive change,” says English and Women’s Studies graduate Kristina Armenakis ’03. “But, strangely, it’s also strengthened who I want to be and my sense of what I want to do in the world.”

Among her peers, new alumni were going on to teach in inner city schools, study law, pursue religious ministry, and study environmental policy in Washington, D.C.

And, for many students who graduated that day, knowledge itself is a high ideal.

Haralambos Hadjivassiliou, a biochemistry major, described his life’s goal as



pursuing the “Holy Grail” of biochemistry and structural biology: genetics research. He’ll use his undergraduate experience in Professor Brian Matthew’s lab in a research laboratory at UCSF before applying to grad schools.

“I just feel empowered and ready to move forward,” said Hadjivassiliou.

In a graduation speech for the Department of Inter-national Studies, a Master’s graduate, Yuka Sakamoto, described her UO experience in one word: “transformational.” “Now my charge is to put my knowledge into action,” she said.

The small ceremony closed with drumming by another graduate student and member of the Klamath Nation, Gordon Bettles. Together, their chant was for “good change.”



COLLEGE OF ARTS AND SCIENCES
University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](http://www.uoregon.edu)

Updated October 3, 2003

[UO HOME](#) [ADMISSIONS](#) [FINANCIAL AID](#) [CAS HOME](#) [SEARCH](#)

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

The Dean's Letter

The World of Ideas

Joe Stone, Dean of Arts and Sciences



Joe Stone

Hopes and dreams enroll with every student each fall. The energy and enthusiasm they reflect is youthful—as much for those who've been on campus more than twenty years, as I have, as for those who are setting foot here for the first time. So, this time of year often prompts me to reflect upon that younger version of myself, the undergraduate, who suddenly became aware of a different kind of world—full of ideas.

At the University of Texas at El Paso, my dorm sat at the edge of campus, overlooking the Rio Grande. I didn't have a clear sense of what I wanted to do, but, from that vantage point, I felt open to all possibility. I wandered around

campus with the same eagerness that I often recognize in the whirl of student faces around me each fall.

Revitalized by a summer of preparation and research, professors are also energized by the fresh and eager faces. Students aren't just recipients of knowledge but *participants* in the academic enterprise. A common refrain among faculty is that we never really understand a subject until we teach it. Students invariably raise questions, challenge concepts, or offer new observations that shed new light on our own thinking and research. Often, students have asked me, "Why is that?" and, when dissatisfied with my own answer, I invited them to investigate their own answers with my help.

An environment of open discourse is crucial to a liberal arts education: students are encouraged to question, to wander in uncertainty—at the boundaries of known and unknown—and to explore the breadth of inquiry offered by the humanities, social and natural sciences.

In this issue, we present the 2003–2004 College of Arts and Sciences

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

Distinguished Professors [[Lynn Stephen](#), [Kathy Cashman](#), [Warren Ginsberg](#)] who have inspired their students through teaching and research. Other dedicated CAS faculty have also been recognized by our president at graduation or surprised in their classrooms with crystal apples to recognize outstanding teaching. These professors, and many more, bring their research to the classroom in ways that allow students to become uniquely engaged with the world of ideas.

I was fortunate to have professors like them as models. Sitting in history lecture halls, for example, I learned to love to listen to a professor frame a question or approach a problem out loud, one they had studied for years, and know that I was being given a unique window into someone else's mind, their ideas, their logic. It was a marvel and inspiration to me.

Eventually, I began to learn to ask my own questions. From my dorm, I could see across the Rio Grande to an adobe community at the outskirts of Ciudad Juarez. I wondered why, on one side of the river, people were desperately poor and why, almost within a stone's throw, others with the same culture and native language were relatively prosperous. I found answers suggested by history, politics and economics, and these set me on my way to finding my own.

In the feature article of this issue, "[Student Idealism](#)", a small sampling of our undergraduate student body illustrates ways in which students take their excitement for ideas, their passion for politics or their concern for social problems into and beyond our campus community. They become involved and discover, as I did, that their link to the community enlivens and enlarges their university experience.

They also share concerns about the heavy financial load that many of them carry. Though the UO is still an incredible bargain for higher education, state budget cuts have forced another tuition increase this fall. This means that more students will be taking on more jobs, more loans, and will have even less time to dedicate to their academic experience.

As the Class of 2007 enters this year, our office will be working to provide more of them with [scholarships](#), funds for [research travel](#), and grants to [study abroad](#). The 2003 [Honor Roll](#) for the College of Arts and Sciences demonstrates that our alumni are dedicated to making this happen. We thank all of you who have participated in making a liberal arts education accessible to our students. For many of them, you are indeed giving them the world.

—Joe Stone

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

Crystal Apples

Awarded in the College of Arts and Sciences

President Dave Frohnmayer presented the 2003 Crystal Apple awards to four exceptional teachers at the University of Oregon last spring, all of them in the College of Arts and Sciences. The professors, also honored at the June 2003 commencement ceremony, will receive a \$2,000 annual salary increase this year.

The Thomas F. Herman Faculty Achievement Award for Distinguished Teaching honors UO faculty who have demonstrated long-standing excellence in teaching. The Ersted Awards for Distinguished Teaching reward teaching excellence by faculty early in their careers. Award selections are based upon the recommendations of UO faculty and students, who praise their colleagues and mentors for inspiring by example.



Massimo Lollini

Massimo Lollini

Department of Romance Languages
Baroque and modern Italian literature,
comparative modern literature

*Thomas F. Herman Faculty Achievement
Award for Distinguished Teaching*

His students say: "Massimo Lollini is a giant among teachers... He demonstrates his humanity while cultivating the intellect of his students, ultimately making him a teacher 'parfetto.'"

Bruce Blonigen

Department of Economics
Applied econometrics, industrial organization, international trade

Ersted Award for Distinguished Teaching

It's easy to understand why Blonigen earned this award when you hear the comments his students make, calling him "inspiring and enthusiastic" while

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page



Bruce Blonigen and students

exhorting that “This is the first time I’ve felt this passionate about a research topic.”



John Schmor

John Schmor

Department of Theater Arts
Theory, history, playwriting

Ersted Award for Distinguished Teaching

Schmor is an inspiration, a storyteller and a mentor, helping students in their growth as performers. Students consistently praise his superior coaching, his passion and, as one student wrote, “his beautiful honesty.”



Jon Brundan and Dave Frohnmayer

Jon Brundan

Department of Mathematics
Representation theory, Lie theory

Ersted Award for Distinguished Teaching

Brundan, who joined the UO faculty in 1997, is a mathematician who plumbs the depths of this difficult field, yet can explain it to just about anyone. As one student enthused, Brundan is “hands down the best math teacher I have ever had. His lectures are captivating, exciting, inspiring and funny!”

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

**Molecular Biologists' Research
Supported by Cancer Society Grants**

Assistant Professor Karen
Guillemín

Karen J. Guillemín and Eric Johnson, assistant professors of biology and members of the UO Institute of Molecular Biology, are the recipients of two separate research grants from the American Cancer Society, totaling more than 1.3 million dollars.

Guillemín's received \$600,000 in funding for her three-year research project, "Cellular Basis of Helicobacter pylori Pathogenesis," which may lead to improved patient screening and better antibiotics for stomach cancer.

At a press conference, Guillemín described her excitement at the discovery that gastric cancer could be caused by a bacterial agent in addition chemical carcinogens and genetics. "This indicates that it can be a manipulatable system," explained Guillemín. "There are ways to interfere and change the dialogue between bacteria and cells." Her research seeks to understand the circumstances surrounding the bacteria in the host cells.

"One of the tenets of our mission as a research university is that basic science contributes valuable new knowledge at the fundamental level," said President Dave Frohnmayer, who added that Guillemín's award illustrates the "brilliance and tenacity" of young researchers at the UO.

Eric Johnson also does basic biological research related to cancer cell growth, specifically on hypoxia or low oxygen levels in cancer cells. Johnson's work also received recognition this year from the American Cancer Society in the form of a check for \$720,000.

Johnson and Guillemín, who met and married as post-docs at Stanford University, will be using the ACS grants to more firmly establish their own research labs at the UO.

[home page](#)
[college at a glance](#)
[giving to CAS](#)
[alumni](#)
[CAS news](#)
[CAS home page](#)

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

**Three Student Researchers
Selected as 2003-2004 Goldwater Scholars**

Goldwater scholar Michael D. Pluth

Three University of Oregon science students were named among the nation's top undergraduates in science and mathematics last spring when they were awarded the renowned Barry M. Goldwater Scholarship for 2003-04.

Xavier J. Kyablue and Michael D. Pluth, both of Eugene, and Tahirih Motazedian, from Corvallis, were nominated by their faculty mentors in chemistry, physics and geology and selected on the basis of academic merit from a field of 1,093 mathematics, science and

engineering students.

Xavier Kyablue is a sophomore chemistry and physics major interested in solid-state chemistry and material sciences. He intends to conduct research on finding a better, more energy-efficient method of making existing materials.

Michael Pluth is a junior honors chemistry and applied mathematics major doing research in inorganic/ organometallic chemistry. He joined Professor David Tyler's lab in June of 2001 where he quickly became the "talk of the lab." Some of Pluth's chemical research has already been submitted to professional journals and the university has also filed a patent on one of his discoveries.

Tahirih Motazedian is a junior geology major with an emphasis on geophysics. Interested in planetary science, her career goals include researching the geological surface of Mars for NASA.

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

Each student will receive up to \$7,500 per year to cover the cost of tuition, fees, books, and room and board.

A tribute to Senator Barry M. Goldwater, the federally-endowed scholarship program was established to foster and encourage excellence in science and mathematics by encouraging outstanding students to pursue careers in the fields of mathematics, the natural sciences, and engineering. It is the premier undergraduate award of its type in these fields.

Nineteen UO science students have received this award since its inception in 1989.



COLLEGE OF ARTS AND SCIENCES

University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](#)

Updated October 3, 2003

[UO HOME](#) [ADMISSIONS](#) [FINANCIAL AID](#) [CAS HOME](#) [SEARCH](#)

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

**UO Chemist Wins
Prestigious Guggenheim Award**

Jeffrey A. Cina, a professor of theoretical physical chemistry at the University of Oregon, has won a 2003 Fellowship Award from the John Simon Guggenheim Memorial Foundation.

He is one of only two 2003 Guggenheim recipients in the Northwest.

Cina, a member of the UO's Oregon Center for Optics, was singled out for his studies in the area of ultrafast electronic energy transfer. One place where ultrafast transfer occurs is during the initial process in photosynthesis where light energy is transformed into chemical energy—a process of fundamental interest to biologists, chemists and physicists.

At the UO since 1995, Cina will use the cash award of \$35,000 to travel to universities in California and Mexico to pursue ongoing collaborations with fellow researchers.

[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)

COLLEGE OF ARTS AND SCIENCES

University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](#)

Updated November 4, 2003

[UO HOME](#) [ADMISSIONS](#) [FINANCIAL AID](#) [CAS HOME](#) [SEARCH](#)

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

**Geographer Assumes
International Leadership Role**

Geography professor Alexander Murphy began a term as president of the Association of American Geographers (AAG) on July 1, 2003. Founded in 1904, the scientific and educational society has more than 7,500 members in sixty-two countries. During the organization's centenary year, Murphy plans to use his term as president to advance initiatives that will expand public awareness of the importance of geography and enhance the discipline's position in public debate.



Professor Alexander Murphy

"Geography has much to contribute to an understanding of matters ranging from globalization to human alteration of the environment. Yet geographical ignorance is widespread, and many view the discipline in outmoded or simplistic terms," says Murphy. "The AAG is at the forefront of the effort to address this state of affairs."

Murphy, the James F. and Shirley K. Rippey Chair in Liberal Arts and Sciences, has long been a leader on the University of Oregon campus, where he has been teaching since 1987. Specializing in cultural and political geography, Murphy serves as North American editor of *Progress in Human Geography* and has published more than fifty articles and several books, including *Human Geography: Culture, Society, and Space*. Professor Murphy holds a bachelors degree in archaeology from Yale University, a law degree from the Columbia University School of Law, and a Ph.D. in geography from the University of Chicago. He is the recipient of numerous grants and awards, including a Fulbright Fellowship, a National Endowment for the Humanities Fellowship, a National Science Foundation Presidential Young Investigator Award, and a National Council for Geographic Education Distinguished Teaching Award.

[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

Distinguished Professor

Lynn Stephen
Public Anthropologist

In her anthropology courses, Lynn Stephen engages students in discussion about cultural similarities and differences around the world, but she also teaches by example, involving them in research projects and providing them with opportunities to see how advocacy can relate to anthropology.

UO students like Rachel Hansen ('03) receive the invaluable experience of "doing anthropology" and seeing their work impact lives. Hansen worked with Stephen on "The Life of a Strawberry: Labor Relations from Field to Dinner Plate," a project that followed the path of produce from the Willamette Valley to the dinner plates of UO students, highlighting the gendered and ethnic dimensions of labor relations in the food production process. She helped conduct interviews and observations in the fields, as well as with frozen food warehouses, distributors, and workers in UO food service.

But the project didn't stop there.

Stephen then challenged her students to take their research and transform it into a bilingual educational play, to be performed for farm workers, at a labor conference, and in university and junior high classrooms. Throughout, Stephen served as an inspiration for her students, says Hansen: "She was organizing us, but also giving us enough space and time. She would let us find our own passions about the subject matter and [our own] reasons for being there."

The outreach component of this project also highlights Stephen's



Professor Lynn Stephen

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

commitment to “public anthropology.” As a researcher, she works to make sure that her work is relevant and helpful to those she studies.

“She challenges outdated anthropological paradigms and offers a bold example of engaged research,” says colleague Carol Silverman. “A hallmark of her work is the integration of analysis of national and international political and economic conditions with local understandings, interpretations and responses to these conditions.”

Though Stephen has conducted research in Brazil, Chile, Paraguay, and El Salvador, her work has focused on Mexico during the past decade. Her most recent book is “Zapata Lives! Histories and Cultural Politics in Southern Mexico,” which was published in 2002 and has since been adopted in many college classrooms studying Latin America.

This distinguished professor brought her diverse interests and broad expertise to the University of Oregon campus in 1998, after teaching appointments at M.I.T. and Northeastern University. Stephen says she especially values the West Coast’s opportunities to be closer to—and bring her students within reach of—prime research locations.

“Being at the University of Oregon and in Oregon is very exciting, and I’ve forged unique links,” she said. “Moving from Boston, I’m in a position of really connecting with the work I’m doing in Mexico.”

During the summer, Stephen did field work in Oaxaca, learning about indigenous textile weaving cooperatives formed by workers who once lived in the United States. And, this fall, Stephen will lead a student team in researching the impact of immigration on rural America. While the UO student team will focus on the community of Woodburn, Ore., their work will be part of a larger national comparative project funded by the U.S. Department of Agriculture.

—RW



COLLEGE OF ARTS AND SCIENCES
University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](http://www.uoregon.edu)

Updated October 3, 2003

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

What is the Essence of America?

In *Red, White, and Blue Letter Days: An American Calendar*, University of Oregon history professor Matthew Dennis offers a history of the United States through its changing holidays. "What I try to do is to bridge academic and popular history, to take seriously the history that people carry around in their heads and recognize that history is not the exclusive monopoly of historians—nor should it be," said Dennis in a recent campus lecture, which also aired on C-SPAN's *BookTV*.



According to Professor Matthew Dennis calendars not only measure time but also how we think and live.

While researching his book, Dennis saw how the ubiquity of holidays provided a commonality among people, and he became more and more interested in what people commemorated, in "how and why and what they were trying to accomplish." Teaching American history through its holidays has also given Dennis a new opportunity to engage his students—and gives his students a chance to enter a realm in which they too are "experts." Through the study of holidays, students find relevance between history and their own lives.

But what sort of historical insights can be derived from a year's calendar, its red- white-and blue- lettered holidays? According to Dennis, calendars not only measure time but also how we think and live: "They give form and meaning to our collective experience, even while we mold them to reflect who we are or who we think we are, or what we are to become."

Thus, the changing face of American history is reflected in its changing celebrations. For instance, the original meaning of **Memorial Day**—which

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

today marks the onset of summer and gives occasion for outside picnics—was designed as a somber remembrance of the 620,000 Civil War dead, yet it was already being forgotten shortly after the Civil War. “We see a kind of purposeful amnesia as the North and South could forget the issue of slavery and civil rights, which drew them into conflict,” Dennis said. “A different kind of history could be remembered.”

The meaning of **Columbus Day** has changed just in the last decade: “For 499 years, Columbus was the most boring guy in second grade history,” Dennis declared, “and all of a sudden he becomes controversial.” Originally, however, Columbus Day allowed Americans to embrace their European origins while turning their backs completely on England. In Christopher Columbus, Americans found a non-English ancestor to celebrate as the first American.

In the late nineteenth century, **Independence Day** was often celebrated on Native American reservations through battle reenactments. “The Battle of Little Bighorn occurred on June 25, 1876, just before the great centennial of the country. In the process of celebrating their nation, a nation in which they weren’t citizens, they reenacted a battle in which they were the victors,” Dennis explained. “The closeness of the two dates allowed Indians to celebrate a distinctive sort of national identity, one that was American but was also Native American.” Celebrations such as this have allowed Americans an interpretation of history that is relevant to their own lives and identities.

The search for American identity continues today through celebrations such as **Cinco de Mayo**. Nearly every year letters to the editor complain that Cinco de Mayo is not an American holiday and therefore should not be celebrated, but Dennis disagrees. “To push that line is to hold that holiday to a higher standard than a lot of other ones, whose origins are at least as obscure,” he said. Holidays like this provide a means for those of a particular ethnicity to retain their cultural identity while finding a way to show that it is legitimate and authentically American, claims Dennis. “The tricky thing about these holidays is that they have to be simultaneously universal and particular,” he added.

Because **Martin Luther King** is a universal hero for civil rights and human rights and a particular hero for African-Americans, his celebration has become a powerful holiday, though it’s only been official since the 1980s. “One of the things that makes holidays vital is not if the government imposes them but if they come from below,” Dennis proposed. It is people—the individuals, rather than government officials or historians—who really form holidays and keep history alive. “People make history all the time,” he said. “They are defining and communicating to themselves and to each other what Americans deem worthy of remembering.”

–SA

Did You Know?

facts excerpted from
Red, White, and Blue Letter Days: An American Calendar

In South Carolina, state employees can take off one of three Confederate holidays instead of Martin Luther King Day. Those who take the third Monday of January must celebrate the birth of Robert E. Lee, born January 19. (p. 277)



Despite legends surrounding Thanksgiving, it is really Victorian, gathering its Pilgrim lore after becoming a national holiday in 1863. (p. 85)

Kwanzaa was created in 1966 by Dr. Maulana Ron Karenga as a nondenominational but spiritual holiday for African-Americans to celebrate their cultural identity. (p. 265-266)

In 1933, President Roosevelt changed the date of Thanksgiving to a week earlier in order to prolong the shopping season and to boost the flagging economy. (p. 105)

Independence Day was often used as a political resource: for the working class, who celebrated it as a Labor Day, and for women such as Susan B. Anthony, who used the day to pioneer the women's rights cause. (p. 35)

In 1779, one of the first St. Patrick's Day parades in New York City was organized to recruit Irish soldiers to defend the British Empire. (p. 142)

In 1968, the Monday Holiday Act ordered the calendar to create three-day weekends, recognizing the importance of leisure and spending. (p. 220)



COLLEGE OF ARTS AND SCIENCES
 University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
 (541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](http://www.uoregon.edu)

Updated October 3, 2003

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

Sequencing of Fungus Genome Spurs Research on Gene Silencing, Cancer[home page](#)[college at a glance](#)[giving to CAS](#)[alumni](#)[CAS news](#)[CAS home page](#)

Professor Eric Selker has researched *Neurospora*'s DNA at the UO for more than twenty years.

In 355 Streisinger Hall, beakers the color of Tang proliferate the shelves. Inside, a simple mold, *Neurospora crassa*, is used to find answers to some complex genetic questions.

Professor of Biology Eric Selker has been studying the fungus since his undergraduate days at Reed College and graduate school days at Stanford, and has more recently been instrumental in sequencing its genome (*Nature*, 24 April 2003).

But Selker's interest is not merely in the sequence. His lab also investigates what the genome sequence of the fungus can tell us about DNA function: specifically, why and how some genes are methylated and "silenced."

Gene silencing is critical for normal development in mammals but can sometimes go astray, turning off important genes such as tumor suppressors.

"*Neurospora* is a spectacular system to elucidate this important, but poorly understood, genetic process," said Selker, describing two distinct advantages in using the *Neurospora* fungus to study DNA methylation.

"What's so exciting about *Neurospora crassa* is that it's an easy system," he explained. "Humans have 100 times as much DNA per nucleus but surprisingly only three times as many genes, many of which are duplicates."

The lack of duplicated DNA in *N. crassa* results from an efficient genome defense system—discovered by Selker in the late 80's—that protects the

fungus from “selfish genes,” which would otherwise replicate and spread throughout the genome. This genome defense, called “RIP” (for repeat-induced point mutation), gets rid of or mutates extra copies of selfish DNA. If two copies of a normal gene are present, both copies will be inactivated during the sexual development of the fungus.

The RIP function not only provides researchers with a “stripped down” genetic system but also with a convenient method for studying gene function.

“We can make mutants easily,” said Selker. “We just insert an extra copy of an interesting gene and watch what happens.”

The defect that results can be as slight as a change in color or as drastic as the death of the organism. By observing what has been “turned off” during the mutation, scientists can begin to code the function of each of the fungus’s 10,000 genes.

Selker’s lab continues to be at the forefront of this type of genetic analysis for *Neurospora crassa*. A major breakthrough for the lab in 2001 demonstrated an unsuspected link between DNA methylation and a modification of one of the proteins that “packages” DNA.

In addition, Selker and his collaborators at the UO, National Institutes of Health, University of Miami and USC discovered that a drug called zebularine can reactivate tumor-suppressing genes previously silenced by DNA methylation. Preliminary studies revealed that oral administration of the drug resulted in a reduction of malignant tumors in mice, and an international patent is now pending on the discovery.

Methylation research in *Neurospora* has potential to lead to significant medical advances—and researchers in the Selker lab are leading the winding way.



COLLEGE OF ARTS AND SCIENCES

University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](http://www.uoregon.edu)

Updated October 3, 2003

[UO HOME](#) [ADMISSIONS](#) [FINANCIAL AID](#) [CAS HOME](#) [SEARCH](#)

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

A “Blue Sky” Topic on the Red Planet

Tahirih Motazedian '04, Geophysics Major



Tahirih Motazedian

In the summer of 2002 at the Arkansas-Oklahoma Center for Space and Planetary Sciences, UO student Tahirih Motazedian was given free rein to find her internship research topic, a “blue sky” assignment. And, in the process of analyzing thousands of photos, she discovered it—in some darkly streaked images that she believes provide evidence of water on Mars.

Since then, her summer research paper has caused much speculation about water—and the possibilities of life—on the Red Planet.

Motazedian’s theory is that geothermal activity around the Olympus Mons volcano is melting subsurface ice, releasing brine that dissolves surrounding minerals. Due to a high salt content, the water freezes at a lower temperature and takes longer to evaporate, allowing it the time needed to flow downhill, leaving those mineral-laden streaks.

Motazedian published her findings in the journal *Lunar and Planetary Science*, after which she was asked to present them to the world’s largest annual gathering of planetary scientists.

“My experience as an REU student [Research Experience for Undergraduates] gave me my first taste of real scientific discovery,” said Motazedian, who says her mind was both stimulated and sharpened by the long research hours. “I will spend my life unraveling the enigmas of Mars.”

This summer, Tahirih had the opportunity to do just that, through another research internship at CalTech. Her mentor, Dr. Oded Aharonson, is a lead planetary scientist who holds the opposing theory about the surface stains on Mars—that is, that dry dust flows are carving them, not water.

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

Aharonson had contacted Motazedian after reading her paper, and the two had the opportunity to meet at the planetary science conference last March, beginning an in-depth email discussion which continued in person in Southern California this summer.

“Tahirih is a highly motivated young researcher,” said Dr. Aharonson. “Although she and I disagree on the interpretation of the martian features she is studying (Slope Streaks), she has been a pleasure to mentor... She is a driven ‘go-getter’... and already known by many leaders in the field!”

Undoubtedly, Tahirih’s summer research experiences have been crucial to her development as a scientist. However, the discovery of her passion for astronomy happened at the UO during her sophomore year, she remembers, and it felt like “falling in love.”

“I needed to take a class to complete my last general-education requirement in science. After fifteen minutes in the astronomy course, I knew what I wanted to do with my life. My stomach was all fluttery. I bought a book on astronomy that day, didn’t eat much, and was up all hours reading. I couldn’t concentrate on anything else.”

At the UO, Tahirih has worked closely with geology professor Mark Reed on her research. “He, and everyone I went to for help, drew upon all their resources to help me,” she said.

This young geologist has definite promise in scientific research, and has been acknowledged with a prestigious Gold-water scholarship among her other honors. The European Space Agency has even asked Motazedian to suggest sites to be photographed by their “Mars Express” spacecraft next winter.

Motazedian plans to complete her UO degree then pursue a Ph.D. in planetary science. Her goal is to work for NASA—as a crew member on the first manned expedition to Mars. “My greatest dream is to see human beings walk on the Red Planet during my lifetime,” she wrote in her Goldwater essay, “and I will devote all my energy to helping that possibility become a reality.”

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

Distinguished Professor

Kathy Cashman Following Lava



Professor Kathy Cashman brings her enthusiasm for field research into the classroom, but she also brings her classroom to the field.

What began as an education at Middlebury College in Vermont has taken geology professor Kathy Cashman on a worldwide career journey: from studies at New Zealand's Victoria University and Johns Hopkins University to field work in Ecuador, Italy and Martinique. As a volcanologist, Cashman has worked for the United States Geologic Survey and as a professor at Princeton University and the UO, where she integrates her field work with her teaching so well that the College of Arts and Sciences is honoring her for both.

"I can give a lot more flavor to the subjects because I've worked in the field," says Cashman, who believes that one of the best ways to teach students about volcanoes is to present them with real data.

"It gets them immersed more than just a library project," she said.

All this hands-on research doesn't come by spending countless hours in the classroom—though she does that as well. In the past thirteen months, Cashman's work has carted her off to three continents.

Currently working on three NSF-funded studies, Cashman has many opportunities to bring her findings into the classroom. In courses that cover everything from science writing to proposals to individual research projects, she uses videos and visuals to bring her lessons to life and serve as examples for students' own end-of-the-term projects.

[home page](#)
[college at a glance](#)
[giving to CAS](#)
[alumni](#)
[CAS news](#)
[CAS home page](#)

Sometimes, the research isn't just brought to the classroom, but the classroom is brought to the research.

With help from the Department of Geological Sciences, she's been able to bring students along on her path of discovery with semi-annual trips, where students travel free of charge. The last venture was to Hawaii, and Cashman has her eye on Iceland for next year.

Students are up for the daily challenges Cashman presents to them, whether it's in the classroom or in the field.

"It's been amazing," graduate student Heather Wright said. "Kathy is so good at getting students involved... She just seems to have endless energy and time for her students and making sure different students have opportunities. She's incredibly knowledgeable about her area and very good [at communicating her knowledge] on the student level."

Dana Johnston, head of the Department of Geological Sciences, says that Cashman's contributions to the field are twofold: through her research and through her mentorship of young geologists such as Wright. "Kathy excels as a mentor and a role model for graduate and undergraduate students alike and is incredibly generous with her time and grant funding," wrote Johnston. "[She's] done a spectacular job of encouraging women to develop into competitive contributors in a field that has unquestionably been male-dominated throughout its history. Not any more!"

—RW



COLLEGE OF ARTS AND SCIENCES
University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](http://www.uoregon.edu)

Updated October 3, 2003

[UO HOME](#) [ADMISSIONS](#) [FINANCIAL AID](#) [CAS HOME](#) [SEARCH](#)

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

Intercontinental Geology

Students Bridge and Study Gaps

Since the inception of the school summer break, the phrase *summer camp* has been synonymous with leisure activities such as swimming, horseback riding, and, of course, camping. Today, for a few select UO geology students, *summer camp* means packing for the long trip to the base of the Tian Shan mountain range in Kyrgyzstan, Central Asia.



In July 2003, Ray Weldon, PhD, professor of structural geology and neotectonics at the UO Department of Geology, traveled to a field camp in Kyrgyzstan with five American students, three chosen from his department. At the camp, they collaborated with other students, professors, and scientists from the European Union and Central Asia.

The camp represented the second year of a National Science Foundation grant-funded project designed to train and educate geology students. On paper, the nearly \$1 million grant, spread over five years, pays students' transportation and field-camp expenses. In actuality, all participants gain not only a rare chance to study actively uplifting mountains, but also the experience of spending three to four weeks living and working closely with people of very different cultures, religions, languages and political beliefs. Weldon believes this exposure equals the importance of the field and research experience. Students often bypass the option to pay tuition and receive credit, and focus instead on the trip's unique opportunity.

"I think it's really quite important that the students get to see that different people think differently, not better or worse but differently, and they get to see that there are real humans behind these stereotypes that are put out there," says Weldon.

Reed Burgette, a second-year graduate student earning his PhD in geology,

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

concur. He participated in the 2002 field camp as well as a 2001 expedition to lay the groundwork. This time his tool kit included basic Russian to help bridge the language barrier within the work party.

“It was a really rewarding experience in a lot of ways. It was really interesting to interact with people from very different cultures,” he says.

Through email Burgette maintains the connections he made with others at the camp, including a few Belgian students. Despite the shadow of global politics and wars, students put aside preconceived notions and appreciated each other as individuals united by a common love for natural sciences.

“We had a lot of discussions about politics, but no one had any sort of strong feelings against another country,” says Burgette of his 2002 trip.

Kyrgyzstan is a predominantly Islamic country slightly smaller than the square-foot size of South Dakota. The towering Tian Shan mountain range defines the country’s eastern border with China and is a preeminent example of mountains that are uplifted some distance away from a plate boundary, according to Weldon. A live example of the long-quiet Rocky Mountains, the Tian Shan houses ancient river terraces and bedrock that are perfect for geologic surveying and mapping. First-time camp participant Nicole Myers, BS '03, jumped at the opportunity to use her geology and environmental studies skills in such a dynamic area.

“I hope to come away with a great experience. I look forward to learning about a new part of the world and working with geologic features I wouldn’t otherwise work with. This is an amazing opportunity,” she said prior to departing.

Myers also eagerly anticipated working with students and staff of other cultures. As one of the few women in the camp, she was prepared to face the different cultural standards for women and get to the work at hand.

“I am just very honored to have this opportunity,” she said. “For that reason, I plan on just going with the flow and enjoying the adventure without expectations.”

—CL

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

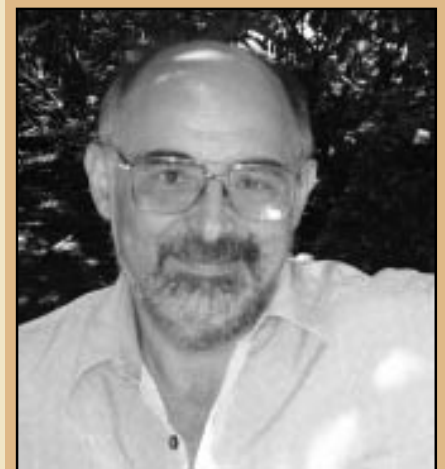
CAS NEWS

Distinguished Professor

Warren Ginsberg

Text & Context

Before arriving to Oregon in fall 2000, Warren Ginsberg's resume could be read as an impressive, professional palindrome. Following a degree from the State University of New York at Stony Brook and a Ph.D. in Medieval Studies from Yale University, he went on to professorships at Yale and at State University of New York at Albany. His list of publications, which includes five scholarly books and one in the making, also provides a mirror of some sort—one that reflects a longstanding interest in the relationship between literature and culture, especially medieval English and Italian culture.



Professor Warren Ginsberg

"His readings are not only timely—that is, vivid and vital for modern and modernist readers of medieval literature—but also illuminate the real continuity between medieval and modern aesthetics, so often (and so counter-productively) considered separate universes," wrote Gina Psaki, professor of Italian language and literature.

"Warren's expertise crosses departmental and disciplinary boundaries, and his presence on the UO faculty has been a boon to the Italian sector in particular."

Psaki also praised Ginsberg's discussion format, even in his lecture classes of 200-plus students. Ginsberg doesn't just talk at students about his observations on the relationship between writing and culture. He invites them to learn with him.

"His intimate knowledge of the texts and their contexts is extraordinary," says graduate student Tom Regele, who describes Ginsberg's teaching style as both animated and magnetic. "I consider him to be one of the

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

greatest professors I have ever encountered.”

In his courses, Ginsberg also tries to encourage students to examine the intersections and differences between literature and American culture.

“When they get used to it—that is, asking why certain words or events in texts strike them as odd—students find themselves in the wonderful position of being able to consider their own time, place, and attitudes from an altered perspective,” says Ginsberg. “Reading Chaucer or Dante can make us more intensely aware of how we stand in the world now.”

Since arriving to Oregon, Ginsberg has served as director of the creative writing program and the co-director of the medieval studies program.

He begins a term as head of the English department this fall.

—RW



COLLEGE OF ARTS AND SCIENCES
University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](#)

Updated October 3, 2003

[UO HOME](#) [ADMISSIONS](#) [FINANCIAL AID](#) [CAS HOME](#) [SEARCH](#)

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

25 Languages in 25 Rooms

Foreign Language and International Studies Day
Celebrates 25 Years

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page



A sea of excited high school students from around the Northwest poured into the EMU for Foreign Language and International Studies Day (FLIS) last spring. Consulting their schedules and zigzagging the halls of a bustling student union, they may have been on their way to any number of classes: *Traditions and Customs of Italy*; *Chinese Folks Songs and Pop Music*; or perhaps *Cool Things About American Indian Languages*.

Of the many language and cultural learning opportunities, high school senior Hakme Lee said, "You get what you give." By ten a.m. Lee had already attended two sessions, including one that presented the role of African dance in Brazilian culture. "People dropped out as the steps got harder," she said enthusiastically of the lesson. "I did a horrible job, but I did it."

As a Korean-American studying Japanese in high school, Hakme is well aware of her Asian heritage, but she says activities like *Japanese Woodblock Prints* presented new cultural questions. "I realize I have an identity somewhere," said Hakme. "It's found by looking in other cultures."

The collaboration between the schools and the university must be working: the FLIS program celebrated its 25th anniversary this year, attracting approximately 1,400 high school students. Generally, the program is attended by sophomores and juniors enrolled in a second-year foreign language class. As well as glimpsing the diversity of language study offered at the University of Oregon (twenty-five languages, compared to some high

schools offering only one or two), students enjoy “the excitement of coming to a college campus for the day,” says Jeff Magoto, the Yamada Language Center and FLIS Day director.

The turnout for the *Balkan Folk Dance with Live Music* workshop affirms the popularity of this event. There, in a room full to capacity, nearly all the students participated in a group activity which involved a large circle, live music and a lot of lively dancing. Another session that drew a hefty crowd was one entitled *Fairytales or Scarytales? The Real Cinderella*. This look into the gruesome world of the Grimms Brothers’ fairytales was quickly filled with curious high schoolers. According to Magoto, Foreign Language Day brings more students on campus for academic purposes than nearly any other event, rivaled only by the Model UN program.

A possible change to future Foreign Language days is to increase the number of rooms and activities to accommodate the large crowds. There are already twenty-five rooms potentially in use per hour and FLIS Day activities extend beyond the EMU to other buildings on campus including McKenzie and Pacific Halls. However, says Magoto, students often prefer the “more intimate surroundings” of an origami demonstration or a mini-lesson in German.

For next year, the Yamada Language Center also hopes to increase enrollment and continue to get kids excited about the prospect of studying language. Recently, as schools around the state have been affected by budget cuts, it has become increasingly difficult to keep a diverse range of language options available in high schools. “In times when language becomes a non-core subject area,” says Magoto, “the FLIS program reminds kids—and ourselves—that what we do is important. It’s gratifying in many ways.”

There is strong evidence of the importance and impact of the FLIS program. One teacher from Klamath Falls has brought her students to the Foreign Language and International Studies Day for twenty-four of the last twenty-five years. Stories like these rate the program a success and act as motivation to maintain the tradition.

—SA

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

The Language Advantage

If you stopped an average Duck, chances are one in fifteen that he or she would be majoring in a language. Odds are one in five that the student is currently enrolled in a language class.

As recently as 1992, the likelihood of finding a language major would have been less than one in twenty. In the past decade, the majority of foreign language departments across the nation, including the UO, have experienced increased student enrollments. Why?



Certainly, the technology-driven transformations of the 1990's—the rapid exchange of ideas, goods, people and money—have underscored the benefits of an international education. In an international policy paper of 2002, the American Council on Education called for "global competence," that is, an ability on the part of American students to speak a foreign language proficiently and function in other cultural environments effectively.

Yet, although the sense of relevance may indeed be high, students don't always study language for practical reasons.

We asked a sampling of 2003 graduates—all Phi Beta Kappans and double-majors—to discuss their language experience and motivations. Here are some interesting facts that helped us choose this group: an average of 41% of foreign language majors pursues a non-language degree concurrently. Also, Phi Beta Kappans were twice as likely to choose a language major in 2002 and 2003.

Following are excerpts from their answers.

SYDNEY EDLUND-JERMAIN,

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

Anthropology and French,
took upper-level anthropology classes at the Université de Lyon II.

I can read the works of important scholars in their original language, which I think is often easier because there are nuances that often cannot be translated...

I conceptualize the whole world differently in French than I do in English . . . Learning a second language encourages the student to incorporate a variety of beliefs and cultural practices into their world view.

...it has been made very clear to me that the more languages I study, the more interesting the world will become.

MARGARET MAFFAI,

Philosophy and Italian,
looks forward to her future trips to Europe.

...Learning a language in college has been very useful to me insofar as it has made me want to learn about other cultures, to speak other languages and, above all, to travel to foreign countries to experience these places first-hand. My experience with Italian studies has inspired me to study Spanish and Arabic as well.

TAMBI BOYLE,

Mathematics and Romance Languages,
claims that the most memorable part of her Romance Languages education was her community internship under the mentorship of Senior Instructor Doris Baker.

Originally I was only a mathematics major; however, I started taking Spanish classes as a freshman and loved them so much I couldn't stop myself from taking more. Since I plan to become a teacher, I decided that a double major in Spanish and mathematics would make a dynamic combination, which has already been proven to me several times. I have learned a great deal from both majors. However, it is my Spanish classes that have inspired me to become more creative—especially in how I present materials both in written and oral forms—and have helped me gain a deep understanding of different cultures and appreciation of all forms of literature.

MELISSA MAGARO,

Psychology and Romance Languages

I chose to major in Spanish as well as Psychology not only to learn about other cultures but to try to become as bilingual as possible. A second language is priceless, and I believe that it added to my qualifications when applying to graduate schools.

NATALIE SCHRANER,

Germanic Languages and Literatures and Women's and Gender Studies,
would like to combine her pursuits as a feminist with an international career.

...By learning the intricacies of the German language, I have grown to understand the people. I also pursued German to open avenues of communication with my Swiss grandparents. Prior to my studies, our dialogues were filled with long silences and confused smiles. Now when I visit them, I can listen to the stories of their lives and explain my own American life in detail.



**SHEERIN
NILOOFAR
SHAHINPOOR,**

History
and
Spanish
*hopes to
pursue a
future in
law and, eventually, politics.*

Melissa Magaro will use her Spanish speaking skills as a research assistant in clinical psychology.



Sheerin Niloofar Shahinpoor
in Mexico

In every class I have taken, I can see the roots of my language education... As I retrospectively view the past four years of education, I recall hours of studying and memorizing and reading, but many of the specific details of each class are lost on me. In contrast, my Spanish major has provided me with a tangible, beautiful gift... the ability to speak another language. In one sentence: The proverbial frosting on the cake of my education, it has made everything that much better, that much more interesting.



COLLEGE OF ARTS AND SCIENCES
University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](http://www.uoregon.edu)

Updated October 3, 2003

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

Increasingly International UO Language Facts

Percentage of students who plan to study abroad while in college [national poll]
48%

Actual percentage of students who study abroad while in college
3%

Average percentage of Ducks who study abroad
14%

Number of languages taught at UO in 2003
25

Number of languages taught at UO in 1923
10

Number of languages required to receive a Bachelor's degree in 1883
3

Number of Spanish majors at UO in 1995
101

Number of Spanish majors at UO in 2002
304

Rank of German department nationally, according to number of majors
11th

Average number of students enrolled in Chinese each term
323

Average number of students enrolled in French each term
615

Maximum number of students in an advanced French seminar
15

[home page](#)

[college at a glance](#)

[giving to CAS](#)

[alumni](#)

[CAS news](#)

[CAS home page](#)

Sources: American Council on Education; UO Office of International Programs; Chronicle of Higher Education; the Association of Departments of Foreign Languages' Bulletin; Monatshefte; UO Student Data Warehouse.



COLLEGE OF ARTS AND SCIENCES
University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](http://www.uoregon.edu)

Updated October 3, 2003

[UO HOME](#) [ADMISSIONS](#) [FINANCIAL AID](#) [CAS HOME](#) [SEARCH](#)

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

ALUMNI

Preserving Oregon's Heritage

Portland Attorney and Civic Leader, Brian G. Booth

Latest Alumni Fellows

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

When he recruits young lawyers into his firm, Brian Booth '58 will often tell them: "Oregon's a place you can make things happen."

Selected as the 2003-2004 Distinguished Alumni Fellow for the College of Arts and Sciences, Booth's own achievements are a testament to that statement.

Listed in every edition of *The Best Lawyers in America*, Booth is a founding partner in the prestigious Tonkon Torp LLP law firm, which represents leading corporations such as Nike, Inc. as well as prominent members of Oregon's creative community. He has also founded two non-profit organizations that have made significant contributions to Oregon's literary and cultural life: the Oregon Institute of Literary Arts (now Literary Arts, Inc.) and the Oregon Cultural Heritage Commission.

These two organizations reveal the motivation behind Booth's varied personal interests and civic involvements; they focus on building a better Oregon by valuing its rich and complex heritage. Indeed, he has been dedicated to that cause in a variety of ways: through invited public lectures on topics ranging from the arts to Oregon history; governor-appointed leadership of the Oregon Parks Commission; and an impressive list of memberships on regional boards, all aiming to protect and build the quality of life for Oregonians.



"I've always been very proud of Oregon," says Booth.

“There’s a tradition of private citizens having an impact on the state,” says Booth. Though he admits his idealism has changed a bit since his days as an economics student at the University of Oregon and as a law student at Stanford, he remains committed to the idea that the non-profit sector remains a “place you can get things done.”

A former trustee of the University of Oregon Foundation, he has also done much to protect Oregon’s strong tradition of public education: through support of the library’s collections, leadership on the boards of the Oregon Humanities Center and the Museum of Art, and membership on President Frohnmayer’s Council of 100.

During the late 50’s, Booth’s campus leadership roles reflected his evolving and diverse interests. He edited a column for the *Oregon Daily Emerald*, helped to found the *Northwest Review*, and served as president of both his fraternity and his class. However, even then, his active public life was balanced with an active inner life.

Graduating with departmental and Phi Beta Kappa honors, Booth cultivated his intellectual curiosity and talents through liberal arts coursework—in philosophy, creative writing, history, and political science—and, he says, lots of time in the library.

A fourth-generation Oregonian, Booth spent his childhood on an orchard near the Umpqua River, reading and “following all the Oregon teams.” “I never wanted to go to Stanford or Princeton,” he says. “I’ve always been very proud of Oregon.”

In many ways, Booth’s dedication to Oregon’s history is inextricable from his family history. His great-uncle Robert, known as R.A. Booth, started the parks movement in Oregon, preserving places along the coast and in the gorge that Brian himself would work to protect generations later. From his grand-father, who was an educational advocate and avid book collector, he gained “a sense of wonder about books” and an inspiration to build his own estimable private collection.

Much of his work now has to do with “rekindling that appreciation” of Oregon’s environmental and cultural resources. He says it’s about looking back at what others, like R.A., have contributed and saying: “This didn’t just happen. It took leadership, and gifts.”

Booth also credits his current family for inspiring and supporting his success. The father of two children and stepfather to four children, Booth feels fortunate that his wife, Gwyneth Gamble Booth, has both supported and participated in his civic involvements. In 1997, the couple was jointly presented with the Tom McCall Leadership Award for contributions to Oregon’s quality of life and named as First Citizens of Portland in 1998.

Booth’s family, with his classmates and colleagues, will come together to honor his accomplishments on October 24th on the University of Oregon campus.

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

ALUMNI

UO Ties to Family Past, Family Future

It was in 1941 when the first Nickerson, or soon-to-be Nickerson, appeared in Eugene and began work at the University Press. Four years later, Nadine Petersen met a sailor on campus named Lewis Nickerson (Political Science '50).

Nadine and Lewis married and had five children, all of whom would graduate from the University of Oregon over the next forty years: Carl Nickerson '76; Lissa Nickerson-Cooley '76; Peter Nickerson '79; Dane Nickerson '81; and, the last of Nick and Nadine's children, Dena Nickerson, graduated in the class of 1990 with a sociology degree. But the story does not end there.



The Nickersons

In 2002, Nicole Nickerson became the first grandchild to graduate from the University of Oregon, with degrees in International Studies and French—and waiting in the wings are nine other grandchildren who might well be Ducks.

Together the Nickerson's span sixty plus years worth of University of Oregon history. "Each of us has stories and experiences we can share about our time at Oregon," says Dane Nickerson, "and there are more yet to come."

At the 2003 commencement ceremony, student body president Rachel Pilliod spoke about the quiet influence of her grandmother Flora Hill (English, '45):

In her life she has traveled to nearly every continent, raised seven children, helped to raise eighteen grandchildren, volunteered at countless organizations, earned her masters in education, healed the ailments of numerous bruises, broken bones and broken hearts, learned Hawaiian and Tahitian dances, joined the choir of nearly every church in which she has been a member, provided food for enough to create an army, never turned away a hand in need...

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page



Flora Hill and Rachel Pilliod

Pilliod herself won't graduate until 2004, after which time she plans to pursue a master's degree in public health, but she is already dedicating her knowledge, talent and time with a sense of "the responsibility owed to society for the gifts and opportunities received."

Pilliod has represented Oregon students as a spokesperson at the State Board of Higher Education meetings, helped increase voter registration among students, and worked with the UO administration to develop a planned response to Measure 28.

Off campus, Pilliod is corporate secretary of the United States Student Association (USSA), based in Washington, D.C. and a volunteer with the Oregon Bus Project and Sacred Heart Medical Center in Eugene.

Flora Hill set an example of following one's passion; now, her granddaughter passes along that message.



COLLEGE OF ARTS AND SCIENCES

University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](http://www.uoregon.edu)

Updated October 3, 2003

[UO HOME](#) [ADMISSIONS](#) [FINANCIAL AID](#) [CAS HOME](#) [SEARCH](#)

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

ALUMNI

Nelson Goes on Auto Pilot

For those who are curious how the word “retirement” fits into the work-ethic world of Barbara Nelson, whose Bellevue Acura has been one of the great automobile business success stories in the Pacific Northwest, just ask her husband Bruce, who recently celebrated three years of marriage with Nelson (General Social Science '64).



Barbara Nelson

“I asked her what she wanted to do for our anniversary, and she wanted to do the same thing as she did on our honeymoon,” he says. “She wanted to go fishing.”

Then again, Barbara Nelson has always pushed life’s gigantic envelope a little farther than the next person. She went to college in Eugene when everyone thought she’d stay close to her Sedro-Woolley, Wash., home. She headed for San Francisco with her degree, working as a ramp and photography model, when everyone assumed she would put her four years of schooling to use in Washington State.

And when her first husband left her in 1980 with, as she puts it, “two kids and nothing to do,” Nelson used her accounting skills as a breadwinner at the Honda store her family had just purchased in suburban Seattle.

“Soon I found that I didn’t like accounting, so I worked my way up to general manager,” Nelson says by telephone from her part-time home in Montana’s Bitterroot Valley region. “It was 1981 and the world was realizing women bought cars, too. I decided it would be fun to have a store of my own.”

The Japanese-made Acura had just been introduced and Nelson applied for a franchise. “I was eager, and I was the only woman qualified at that time,” she says. “I guess they liked that, and in (November) 1986 I opened Bellevue Acura.”

With a dealership fifteen miles east of Seattle, Nelson started from scratch and built a loyal foundation of customers by relying on quality service to bring every person back a second time.

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

“The first thing I did was to tell all my sales guys to treat every woman as they did the men,” she remembers. “My philosophy was ‘customer for life,’ and that was before it was the thing to do. I put everything into this business. I was knee-deep from the very first day.”

Nelson grew the company, opening a second Acura store in Spokane, Wash., and a separate BMW/Subaru/ Volkswagen dealership near her flagship location. In 1994, she won the Nellie Cashman Woman Business Owner of the Year Award, which recognizes Puget Sound-area women entrepreneurs who have made outstanding contributions to the status of women business owners through their leadership in business and the community.

“I guess I never spent time thinking of myself as a woman in business,” says Nelson, who was named Washington State Dealer of the Year in 2000. “When I started, some people weren’t comfortable with a woman in an automobile business or as the head of a company.”

But as Bruce, when pressed, is quick to point out: “She has a determination to be competitive. And she’s always been smarter than the rest of them.”

Four years ago Nelson kept a promise that she would take six months off when she turned sixty. She’s never gone back to work. She remains a 100-percent owner of the dealerships now being run by her son—and still keeps close tabs on the numbers.

But retirement brings with it no schedule, projections or flow charts, and Nelson always finds time to stay at her Seattle condominium or to visit her two children who live in Washington’s Skagit County region, about an hour north of Seattle, where Bruce’s children also live.

One day she’ll turn over all the keys at Bellevue Acura, and when she does finally give it up completely, Nelson says there will be no looking back.

“I want to play,” she says enthusiastically. “I’ve got a Harley-Davidson, a guitar, a sewing machine, a garden. I like to paint. I like to write. These are all the things in my life that I have never had the time to do. And now I do.”

—SH

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

ALUMNI

Connie Vandament '53

French Grad, From Espionage to Finance

With the chill of the Cold War dominating the political and cultural landscape of 1953, the optimism of the recent Post-War years had dimmed. Advances in science were tempered by the development of newer, larger nuclear weapons, and the threat of their use added measurably to the fear and uncertainty of the time.



Connie Vandament

For a young woman from Mohawk, Oregon, proudly brandishing her University of Oregon diploma, 1953 held immense promise and surprise. Constance Joan Ohlsen had done very well in college, majoring in French and French literature, and earning a Phi Beta Kappa Key. Her success drew the attention of her future employer—the CIA. “I really wanted to put my language skills to work, and I didn’t care to teach,” she said. “So I decided to work for the government.”

The government gave her training and a new identity, and sent her off to Europe by herself. “It was so thrilling,” she said. “I went across the ocean by myself; I didn’t have any idea what was going to happen.” She was stationed in Switzerland—a year in Bern and two in Geneva—as “Janice M. Pavlides,” where she worked as an assistant to the Chief Economic Officer of the section. Asked what she learned during her time as a spy, Connie’s response, “how to keep a secret,” was delivered with an air of intrigue—and followed by only a smile.

After her assignment in Geneva, Connie moved to San Francisco for her next post. Connie describes the late-1950s as ‘the scariest time,’ as a result of the escalation of tensions between the US and the former USSR. One major change she did not anticipate was the pace of American life.

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

"Everything was too fast and frenzied," she exclaimed. But it was another challenge she overcame.

It was not long after the Bay of Pigs, she says, that the agency's focus shifted to the far east. This was not as interesting to her as was Europe, so after a couple of years, she left government work for the private sector, going to work for Vandament Engineering and moving quickly into the financial arena.

The shift from language to finance came naturally to Connie. "In a sense, they are both languages," she says. "There are analytical aspects in each."

At Vandament, she accepted another name change when she married the president of the company. Together, they helped build the Olympic Village at Squaw Valley, with Connie in charge of budget.

She became a CPA in 1971 and opened her own shop, Vandament Accountancy, which she moved from Mill Valley to Larkspur six years later. After twenty-five years there, Vandament says she still finds the work interesting and fun. "We have a good list of clients," she says, "and there's always plenty to do."

Though leisure time is at a premium, Vandament still enjoys the thrill of travel. A few years ago, she revisited her old neighborhood in Geneva, recalling the excitement and adventure of those early years after graduation. Another happy return for this accountant: her trip to the University of Oregon last spring for her fiftieth class reunion.



COLLEGE OF ARTS AND SCIENCES
University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](http://cas.uoregon.edu)

Updated November 4, 2003

[UO HOME](#) [ADMISSIONS](#) [FINANCIAL AID](#) [CAS HOME](#) [SEARCH](#)

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

ALUMNI

Looking for an old friend?

Search our *Cascade* archive of Class Notes

Every year in *Cascade* we print Class Notes from alumni of the UO College of Arts and Sciences. From this page you can search our archive for recent submissions.

What's new in your life? Submit a Class Note with our [online form](#).

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

Simple Search

Find names in the Class Notes archives

Enter Name

Advanced Search

Select only the fields you need

Name

Major

**Class Year
(by decade)**

**Cascade
Issue**



COLLEGE OF ARTS AND SCIENCES
University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © [University of Oregon](http://www.uoregon.edu)

[UO HOME](#) [ADMISSIONS](#) [FINANCIAL AID](#) [CAS HOME](#) [SEARCH](#)

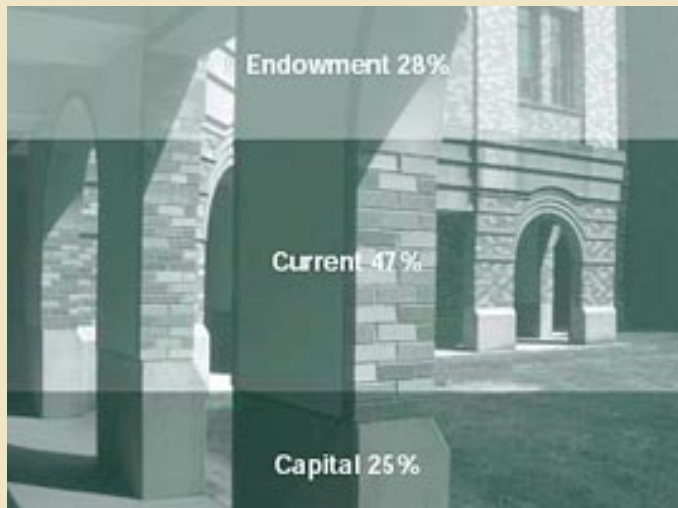
ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

GIVING TO CAS

Your Gifts, Our Thanks

July 1, 2002 – June 30, 2003



Private contributions provide the College of Arts and Sciences with the means to make a substantial impact on the educational opportunities offered by its forty-four departments and programs.

We want all of our donors to know that your gifts to the college are exceptionally important.

Thank you for your continued interest and good friendship.

ENDOWMENTS are gifts invested by the University of Oregon Foundation, with a portion of the investment earnings distributed yearly toward the donor's designated purpose. Endowments support the college in perpetuity.

CURRENT USE GIFTS can be used immediately to meet the college's most important needs. They allow the college to capitalize on timely growth opportunities and help fill the gap when state budget cuts negatively impact our programs.

CAPITAL SUPPORT helps build the future, by creating the spaces in which learning takes place. New laboratories and renovated classrooms allow our faculty and students to be most effective in their classes and research.

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

2003-2004

College of Arts and Sciences
Scholarship Recipients

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

Anna Barnett; Biology;*The Mildred Braaten Archibald Scholarship*

"Anna has interests and expertise in many aspects of the arts and sciences, making it a joy to interact with her. She thinks creatively and lucidly about her science and has an extraordinary ability to communicate complex ideas."

—Peggy Saks, *Biology*

Meghan Madden; Political Science and Romance Languages;*The College of Arts and Sciences Scholarship*

"Meghan has done a great job of identifying and gathering data that I am using to evaluate environmental treaty effectiveness. Her excellent, thorough, and careful work has produced results that have helped move my research forward quickly."

—Ronald Mitchell, *Political Science*



Professor Gina Psaki and Sarah
Holmes Countryman

Sarah Holmes Countryman;

Italian;

*The Dorothy Jane and William
Joseph Green Foreign Languages
Scholarship*

"She was an active discussant in class and a really positive element in many ways. She was not only motivated and always prepared, but she studied regularly with two other students who were not native speakers of English."

—Gina Psaki, *Department of
Romance Languages*

Zeb Cooley; Economics;*The Mary Chambers Brockelbank**Endowed Assistance Fund*

“My best judgment says Zeb, measured by knowledge and intellect, ranks easily in the top 5%—possibly in the top 1%—of the 8,000-10,000 undergraduates I’ve taught or advised.”

—Ed Whitelaw, *Economics*

Xavier Kyablue; Physics and Chemistry;
The College of Arts and Sciences Scholarship

“He tends to grasp the ‘big picture’ immediately. He thinks about the ideas of physics creatively.”

—Ray Frey, *Physics*

Jen Erickson; Anthropology;
The Risa Palm Graduate Fellowship

“Erickson is a very impressive student for several reasons: she has done extraordinary original research, she is highly motivated, and she has already published her work.”

—Carol Silverman, *Anthropology*



Jen Erickson

Carey Benom; Linguistics;
The John L. and Naomi Luvaas Graduate Fellowship

“Carey Benom did the first survey ever to be completed of Tibetan dialects spoken in SE China, traveling around the countryside entirely on his own.” —Spike Gildea, *Linguistics*



COLLEGE OF ARTS AND SCIENCES
University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](http://www.uoregon.edu)

Updated October 3, 2003

[UO HOME](#) [ADMISSIONS](#) [FINANCIAL AID](#) [CAS HOME](#) [SEARCH](#)

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

Letter from the Chair

Finding Life's Passions

The College of Arts and Sciences Advisory Council recently decided to extend the term of the chairmanship to make the council more effective. Serving a second year as chair of your alumni advisory council, Mike Couch is a political science grad and active community volunteer.



Mike Couch

I recently made a trip to Portland for a reunion with twenty fraternity brothers and spouses, some of whom I hadn't seen in twenty years! The experience provided an affirmation of why I continue to be involved with my university in my adult life.

When Vice President Dan Williams thanked me for being involved with the CAS Advisory Council, I responded by saying that I have gotten more out of the experience than I have given. It's true. Meeting faculty members has kept me in touch with the passion they bring to their academic pursuits, and reminds me of how they serve as models for students who are finding their own life's passions.

My active participation in my community, now such an integral and rewarding aspect of my life, began with undergraduate political science courses—particularly, a tutorial with Dr. Unger, chair of the political science department, during his last quarter of teaching. During our weekly meetings, he encouraged me to be of service to community and society. Those conversations left a lasting impression on me, and with more than a philosophical outlook. They gave me practical guidance in finding work that I would find stimulating and enjoyable in my life.

Remembering my own faculty role models has underscored for me the crucial part that universities play in developing the skills and the responsible citizenry needed to build successful communities.

Each of us has skills and knowledge that could be of service. Are you using

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

them? Are you the person your mentors thought you could be? Our ideals may have shifted or softened in the years since graduation, but we should still give ourselves time to think about them and act upon them.

Choosing to give service to the University of Oregon gets me back in touch with a community of people that stimulates a productive idealism in the minds of students who will go on to be the agents of change and invention in our society, and encourages growth in the regional economy as well. Witnessing the university's progress and taking part in university's mission has made, and continues to make, a personal difference in my life.

Mike is happy to hear your thoughts. Send them to advcncl@cas.uoregon.edu.



COLLEGE OF ARTS AND SCIENCES
University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](http://www.uoregon.edu)

Updated October 3, 2003

[UO HOME](#) [ADMISSIONS](#) [FINANCIAL AID](#) [CAS HOME](#) [SEARCH](#)

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

GIVING TO CAS

Gift Rap™

Questions and Answers about Charitable Giving



Welcome to Gift Rap, the CAS column about gifts and ways to give them. Gift Rap is for people who wish to make charitable contributions, but need some ideas about the mechanics about giving. If you have a special question or idea for converting an asset to a gift, please send it to

alumnidev@cas.uoregon.edu.

Please remember: CAS development staff members are officers of the University of Oregon. We can offer answers to your questions, but we cannot serve as your personal consultants or advisors. If you are thinking about making a charitable gift, please be sure to obtain independent, professional assistance from an accountant or attorney before making any agreements or signing contracts regarding the transfer of your assets, whether they be in the form of cash, stocks, bonds, real estate, or other property.

Contents

[The Best Laid Plans...](#) (Autumn 2003)

[The Importance of Annual Gifts](#) (Autumn 2002)

[Appreciated Stocks](#) (Spring 2002)

[Estate Tax Phase Out](#) (Fall 2001)

[Got IRAs?](#) (Fall 2000)

home page

college at a glance

giving to CAS

alumni

CAS news

CAS home page

The Best Laid Plans...

(*"Gift Rap," Cascade, Autumn 2003*)

Typically, the phrase "best laid plans" is followed by tales of mishap or woe. Often, however, the best plans produce the best results. That's particularly the case when people make plans to make charitable gifts.

According to Webster's, a plan is "an orderly arrangement of parts of an overall design or objective." For an increasing number of UO alumni, philanthropy planning has become an important part of either managing an asset base or arranging for future giving—for many, it's a combination of the two. Here are a couple of examples of vehicles for making "planned gifts."

WILLS

Everyone knows about Wills. In your "Last Will and Testament," you record what assets or amounts you intend others to have after you die. In your Will you state your intention to transfer something from your estate to someone else or to charity.

Benefits: Wills can be written fairly easily and can be changed with a good degree of ease. The documentation can be as simple as filling out a form obtained online, at a library, or from the local stationer. When you notify a charity of your bequest intentions, you may be eligible for various donor benefits related to publications, event invitations, seminars, etc. And, of course, the charity will gratefully acknowledge your intended generosity.

Considerations: Wills may contain a variety of complex provisions for which you might seek the professional help of an attorney. Wills should be completed within the state and/or county of residence, and signed and witnessed in the presence of a notary. Writing and filing a Will won't give you any tax benefits related to charitable giving.

CHARITABLE TRUSTS

A charitable trust is a vehicle used to orchestrate your gift of assets to a charity or charities. In creating a Trust, you transfer assets you own to an entity charged with management of those assets during your lifetime or beyond with distribution of the assets at your death or at the end of the term of the Trust.

Benefits: Creating a charitable trust carries a tax benefit for you in the year you fund it. The amount of the benefit depends upon such factors as what types of assets you use to fund the Trust, the amount you put into it, your age, what you get in return (in the form of life income or interest), and the length of the term of the Trust. You may instruct the Trust to pay benefits to your survivors for a specified term as well. You may still control these assets if you're the Trustee, although the Trust will own them. A properly prepared Trust, along with your Will, provides documentation for the final distribution of your assets after you die. Additionally, you become a recognized donor to

the charities named as beneficiaries.

Considerations: You may change your mind about which charities get how much, but, once you establish the Trust, you create an irrevocable commitment to give away your money. It's important to inform the charities of their future benefit, and what you have in mind for the terms of the gift. You'll want to be sure your desires are compatible with the mission of the institution you hope to benefit.

—DB

Wise But Not Wealthy

The Importance of Annual Gifts
 ("Gift Rap," Cascade, Autumn 2002)

Q. **Dear Gift Rap:** Every time I read your column, you talk about gifts of stock or real estate—big gifts that, frankly, I'm in no position to make. Nevertheless, I'm a loyal alum who'd like to give something back to my alma mater. How can my gifts of \$250, or even \$500, have the greatest impact?

Interested but Not Wealthy

A. **Dear Interested:** You've made my day! Your intentions are both generous and extremely valued. Let me explain.

Every year through our Annual Giving Program, alumni like you give something on the order of \$300,000 to the various departments, programs, and special projects under the CAS umbrella. In academic year 2001-02, over 3,200 contributed.

Annual gift donors play an important role in providing our forty-four departments and programs with directed or discretionary dollars to help support teaching and research in focused ways. As direct funding from the state continues to decrease, your gifts assist our students and faculty in carrying out the important business of higher education. For example, the Economics department uses annual gifts to bring visiting professors to campus; Romance Languages augment several smaller scholarship funds with gift dollars; Chemistry helps support peer tutors and undergraduate poster sessions at which students present their research. Our academic community is sustained in myriad ways through your generosity.

In addition to department and program giving, many of our CAS alumni designate their gifts for the highest priorities of the liberal arts and sciences. The dean of the college uses these contributions to underpin the broader instructional and research agenda and also to help promote additional

participation by alumni. For the past several years, unrestricted gifts have been used to launch innovative curriculum across the college, such as the Professional Distinctions Program that began just last year.

Aggregate annual support of CAS is an essential component in building a funding package for all the parts of our academic unit. You can't have the aggregate without the individuals who make up the whole. Please know that we're very grateful for the assistance.

For more ideas about making annual gifts, please see [10 Ways to Make a Difference](#).

Appreciated Stocks

How Can I Be So Rich and Feel So Poor?
(*"Gift Rap," Cascade, Spring 2002*)

Q. **Dear Gift Rap:** In calendar 2000, I made charitable gifts using some highly appreciated tech stocks. Since then, many of those stocks have tanked! While I have maintained a relatively diversified portfolio, the overall loss of value to it has been significant. I still want to make charitable contributions to the UO, but don't know if stock is still the gift vehicle of choice anymore. What are you hearing from other people?

Depreciated in Drain

A. **Dear Drain:** First, thank you for your prior giving and for your intention to continue as a donor. You represent that solid gold cohort of alumni and friends whose annual gifts help us to maintain the quality of teaching and research we have come to expect at the UO.

Second, let's address your concern about using stocks to make gifts. One of the folks on campus who keeps track of stock gift transactions has confirmed that such gifts in aggregate were down for the busy season between September and the end of December. This has clearly been the case across the charitable giving sector.

However, there are still many people taking advantage of this very efficient way to make charitable gifts. Indeed, among the stock brokers with whom we typically do business, most made their charitable gifts using appreciated stock again in 2001. And they encourage their clients who have gift intentions to do the same.

Although the markets are down, many people purchased stock several years ago and have seen significant appreciation in individual stocks from the time they bought them. Many stocks soared during the boom years, and

subsequently fell back from their high points. Nevertheless, a lot of these same stocks have a far greater value than their original purchase price.

Here's an illustration: you bought ZipCo stock for \$10 a share in 1985. By 2000, it had split twice and was selling at \$85. But, its value dropped precipitously during 2001; it's now selling at \$50. But look: you now have perhaps 4 times the number of shares that you started with, and each one is worth \$40 more than what you paid for it! You have been thinking of starting a scholarship fund or a faculty retention fund at the UO, and were going to do so with a gift of \$25,000. If you sold your ZipCo stock to create the cash for such a gift, you'd have to pay tax on the difference between what you paid for the stock and its current sale price (500 shares x \$40 per share x 20% long term capital gain = \$4,000). By transferring the shares to the UO Foundation, you would get a tax deduction for the fair market value of the stock and you pay no capital gain tax on the transaction.

It's not too early to begin planning your charitable gifts for 2002, and to consider what kind of assets you will use to make your gifts. For many people, a direct transfer of appreciated stock or mutual fund shares is still a very efficient way to make charitable gifts. But the key word here is planning. You may want to evaluate your portfolio and discuss your intentions with your broker, financial advisor, or accountant.

Q. **Dear Gift Rap:** The formerly amazing stock markets of not long ago gave me a great tool for making gifts to my favorite charities, the UO being top of my list. I had created a special portfolio of stocks to give me some extra income and to build a nice equipment fund for the UO's biology department. Ultimately, the UO will get the remainder of the portfolio when I die. At present, it's worth about \$250,000.

Since the markets have stopped soaring, I'm wondering if you have some ideas about how I can use my "UO Stock Fund" over time to make my gifts, get some income, and perhaps keep the principal from eroding too much.

Pondering in Pendleton

A. **Dear Pondering:** The preceding illustration offered a great opportunity to suggest planning an annual strategy for making charitable gifts. You have taken this notion several steps further by developing a long term gift plan. In executing the plan you have already benefited the UO, and for this we are very grateful. However, it sounds like you're wondering what you can do to continue the plan given a downturn in the market that might have an adverse impact on your ultimate gift to the UO.

A charitable trust, established with the University of Oregon Foundation (UOF), could be the way to continue with your plan in full measure. The UOF will convert your stock to a fund that will pay you income for the rest of your

life. By giving the stock to the UOF, you will avoid paying the gains taxes you would have incurred had you sold the stocks yourself. While you will have to pay regular income tax on the distributions you get from the trust, you may well mitigate these by making your annual gifts to the biology department.

There are additional benefits as well

- you will get a tax deduction in the year you establish the charitable trust
- you can choose fixed amount trust payments, or variable payments that will be tied to the performance of the trust investments
- the final distribution to benefit the biology department may well exceed your original intentions

It's important to note that the formula for figuring income and tax deduction is dependent upon your age and a few other criteria. As with any such vehicle, it's always important to consult with your own financial advisors before signing away your assets.

Estate Tax Phase Out

By Terri Krumm, Director, UO Office of Gift Planning
 ("Gift Rap," Cascade, Fall 2001)

Q. **Dear Gift Rap:** I'm 58 and my wife is 56. Over the past several years, we have enjoyed sharing our good fortune with our alma mater, the UO, and would like to continue doing so. Our goal is to make a lasting difference for the Department of Geography. We were planning to do this via our wills. Does that still make sense with the estate tax phase out and repeal? Is estate planning a thing of the past? What should we be concerned with now?

Planning in Portland

A. **Dear Planning:** You raise some good questions. Even with a repeal of the estate tax, estate planning will still be necessary because, under the new law, the tax burden will be shifted from the estate to the heirs. Congress has legislated for the repeal of the estate tax three times in the past, yet those laws were defeated before they could be enacted. The estate tax repeal provision calls for a phase-out of the estate tax during the years 2002 to 2010. In 2010, Congress must re-enact the law for it to continue to be effective.

Here is a chart of the phase-out schedule:

ESTATE TAX PHASE-OUT SCHEDULE

Year	Exempt Amount	Maximum Rate
2002	\$1,000,000	50%
2003	1,000,000	49%
2004	1,500,000	48%
2005	1,500,000	47%
2006	2,000,000	46%
2007	2,000,000	45%
2008	2,000,000	45%
2009	3,500,000	45%
2010	Tax Repealed	0%

The effect of the repeal of the estate tax:

In the year 2010, property inherited by heirs in excess of the exemption amounts will be subject to capital gains tax when it is sold. Under the previous law, the heirs received the assets on a "stepped-up" basis, and the estate paid taxes on the appreciation of the property. With the repeal of the estate tax, the estate will no longer pay tax; however, the heirs will. Under this scenario, the heirs will not receive a "stepped-up" basis on the assets. Instead, they will receive the assets at "carryover" basis, which is *the value of the original basis*. The effect of this will be that if the heirs liquidate the asset, they will have to pay capital gains tax, currently at a rate of 20%, on all appreciation of the asset from the original date of acquisition. But remember, the repeal is slated for 2010. A lot could happen between now and then.

Also even under the new law, retirement plan assets (and IRAs) will still be subject to income tax of up to 35%-38.6% by the recipient. So, these are good assets to give to the College of Arts and Sciences, because the University of Oregon Foundation is a nonprofit corporation, and will not have

to pay income taxes on these tax-deferred assets, like an heir would. In fact, IRAs are still one of the best assets to give to charities, because the taxes incurred on them before they reach the heirs would amount to the heirs receiving twenty-five cents on the dollar, until 2010, at least.

Planning your estate is a journey that involves a look into your future and what you would like to accomplish in your life. First, consider your needs. What portion of your wealth are you going to need now and in retirement to assure financial independence? Second, after providing for your financial independence, what do you want to provide for your family? What values could you pass on to them? Third, what legacy do you want to leave that reaches beyond your family, to your community? This legacy can also communicate your values and create a legacy for future generations. One way you could establish an enduring legacy is by supporting the College of Arts and Sciences through a gift to the University of Oregon Foundation.

Many people think that estate planning involves attorneys, accountants, and other advisers. Actually, the process begins with you. So, take an active role in planning your future and deciding what kind of difference you would like to make in your lives, the lives of family members, and your community. The College of Arts and Sciences development staff will be happy to discuss your estate plans with you and give you ideas.

Got IRAs?

("Gift Rap," Cascade, Fall 2000)

Q. **Dear Gift Rap:** I'll be 68 next year, and my husband turns 70 in December. We're both working, although I plan to retire soon. Our long-term financial picture looks good: we have pensions, a solid stock portfolio and significant assets in IRAs. We started opening IRAs twenty years ago, so the funds have accumulated quite a bit. We want to share our good fortune with the UO and would like to establish a fund for faculty in the Department of Philosophy.

Originally we were going to transfer some of our IRA assets to the UO, thinking they worked like stock. However, I was told that we cannot simply transfer the IRAs to the UO Foundation—that first we must take distributions as regular income, pay the tax, and then give away cash. Is this correct? We were thinking of using the IRAs for charities and passing some along to our kids. What are our options?

Lottsa IRAs in Bend



Dear Bend: Thanks for your question. Your desire to increase your charitable giving is admirable. Making such an investment at the UO will have an important impact. Any of our staff would be pleased to discuss gift options with you.

Regarding your Individual Retirement Annuity (IRA) dilemma, many folks find themselves in a similar situation. You are correct about how you may use your IRA to make a charitable gift: at present, you cannot simply transfer IRA assets to a charity, but first must take the distribution and then make a cash gift. Also, beginning at age 70½, you must take minimum IRA distributions, and these are treated as regular income with concomitant income tax liabilities.

Additionally, IRAs are opened with after-tax dollars, and the tax on the growth is deferred until you start taking distributions. The hitch is that whatever you do not use during your lifetime is subject to significant taxation upon your death. Under the current rules, if you leave a large portfolio of IRAs, there's a very high probability that a huge percentage of your remaining IRA assets will go to pay the taxes on the accumulated growth. It's not uncommon to have as much as 80 percent of the remainder go to taxes, leaving little of the IRAs for either a bequest or inheritance.

In most cases, you do have some recourse. Depending on the limitations of the individual account, you can make a charitable organization, like the UO Foundation, beneficiary of your IRAs. This may reduce your estate's tax liability relative to the IRAs. Second, and in the near term, you can use the IRA distribution to make a cash gift. Because it's cash, you can claim a charitable deduction of up to 50 percent of your adjusted gross income (AGI) in the year you make the gift. If you can't use the entire deduction that year, you can carry it forward for five more years. The deduction for appreciated property (stock, real estate) is 30 percent (and you avoid the capital gain tax). Many people find that they can make a pretty substantial gift using IRA funds and limit—if not mitigate entirely—the tax on the IRA distribution.

Here's an example:

Your AGI of \$150,000 includes an IRA distribution of \$50,000. You give \$50,000 in cash to the UO Foundation to establish a faculty fund in philosophy. You can deduct the entire \$50,000, thereby reducing your taxable income to \$100,000.

But please consider consulting with your accountant or tax advisor if you have not already done so. It is very important to review IRAs and the contracts that stipulate the terms of distributions. It also will be useful to get a head start on your tax planning for this year, especially if you're contemplating a pretty big change in your income picture. You'll want to give yourselves plenty of time for filing the necessary paperwork for IRA distributions. It can sometimes be a lengthy process. Don't wait until November to start the process.

I referred earlier to the rules about IRAs as they apply today. Several pieces of legislation currently are pending that may well change how, when and to whom you can give your IRA assets. The changes may occur soon, or could take years. In the meantime, it is possible to formulate strategies for using your IRA assets to best suit your living expense and charitable contribution plans.



COLLEGE OF ARTS AND SCIENCES
University of Oregon

COMMUNICATE INNOVATE LEAD

1245 University of Oregon • Eugene, OR • 97403-1245
(541) 346.3950 • FAX (541) 346.3282 • alumnidev@cas.uoregon.edu

Copyright © 2003 [University of Oregon](#)

Updated October 3, 2003

[UO HOME](#) [ADMISSIONS](#) [FINANCIAL AID](#) [CAS HOME](#) [SEARCH](#)

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

GIVING TO CAS

How to Make a Gift

Everything you always wanted to know
about charitable giving to the UO

How You Can Give

Check	IRAs
Visa/MasterCard	Gifts with life income (trusts, annuities)
Stocks, securities, mutual funds	Gifts through your estate (wills)
Real estate	Matching Gifts
Other property	How to Designate Your Gift



Thanks for considering a gift to the UO. For some of you, this will be your first gift; for others, this may assist you in making some decisions about your ongoing support of the UO. Giving to higher education is an important and worthwhile investment in our future. And your gifts DO make a difference at Oregon.

You can make contributions using several kinds of assets. To learn more, just scroll down the page -- or see our [page menu](#) for options.

Check

[home page](#)

[college at a glance](#)

[giving to CAS](#)

[alumni](#)

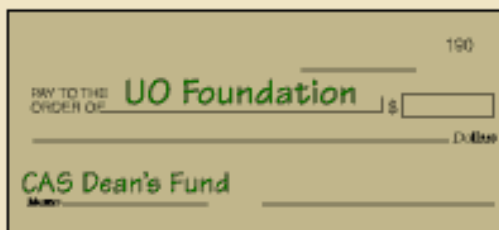
[CAS news](#)

[CAS home page](#)

This is the easiest and quickest way to contribute. Simply make your check payable to the UO Foundation, and mail it to:

UO Foundation
PO Box 3346
Eugene, OR 97403-0346

You may give to the CAS Dean's Fund, any CAS department or program, or a variety of programs at the UO. ([Click here](#) for some ideas about funding needs in the College of Arts and Sciences.) Either send a note with your check, or put the information on the "memo" line of your check. Example:



or

"Dear UO Foundation,
Please use my gift for the highest priorities in Arts and Sciences.
(signed) Pat Alum"

▲ [Return to page menu](#)

Why I Give

I have had the pleasure of meeting with a number of the students and know the James T. Wetzel Scholarship is an important contribution to the accomplishment of their goals.

Mary Alice Wetzel '53
James T. Wetzel Memorial Scholarship Fund

Visa/MasterCard

Yes, we take plastic! So, call the University of Oregon Annual Giving Program at **(800) 289-2354** and make your credit card transaction with a live person. Or click the Give button and be linked to the UO's online pledge form.



Don't forget: your gift is tax deductible. You may deduct your cash gift for up to 50% of your adjusted gross income. If you can't use the entire deduction in the year you make the gift, you can carry it over for up to five (5) successive years.

Again, you can designate how you want your gift to be used -- [click here](#) for a list of options.

▲ [Return to page menu](#)

Why I Give

The economics education I obtained at the UO has played an important role in my business life. I'm pleased to be in a position to help enhance the experience for today's econ students.

George Slape '76

Slape Visiting Speaker Fund in Economics

Stock, securities, bonds, mutual funds



Easy to do, and the tax savings potential could be very high, depending on how much the assets have grown since you acquired them. By making your gift using appreciated stock, you get two benefits:

- 1) you get an income tax deduction for the full fair-market value of the securities at the time you give them;
- 2) you do not pay capital gain tax on the increased value of the stock. Here's an example:

You own 1,000 shares of Giftco stock which you purchased in 1985 for \$10 a share. Its current market value is \$25 a share. If you sell the stock, you will face capital gains tax on the amount by which the stock grew since you bought it -- \$14 a share. At 20% (the current long-term gain tax percentage), you will face a tax bill of \$2,800 on the sale.

However, you choose to give the UO this part of your stock portfolio. Your gift is worth \$25,000. You can deduct the full fair-market value of this gift up to 30% of your adjusted gross income (AGI).

The UO gets \$25,000 to use for a priority program or project, you get a handsome tax deduction, and the cost incurred by you on your gift to the UO is a small fraction of its actual value. Best of all, you have made a significant impact on sustaining and improving the quality of education and research at the UO.

For gifts of stock worth \$100,000 and more, you might want to consider a gift with life income ([click here](#) for information on trusts).

If you are interested in making a gift of stock, or have questions about how to make one, please call **(541) 346-3950** and ask either for the CAS Development Office or for someone to assist you with a stock transfer gift.

▲ [Return to page menu](#)

Why I Give

My husband's and my life experiences have demonstrated the need for broad training in the liberal arts and sciences. My own education included study of the classics as well as the sciences and I want others to have access to the same rich experience.

Phyllis Hart '48

College of Arts and Sciences Scholarship Fund

Real Estate



This has become a popular vehicle for making a gift (either outright or with life income). Its formula works pretty much the same way it does for giving securities. You get an income tax deduction based upon fair market value, as determined by a qualified appraisal, and you do not pay capital gains tax if the property has increased in value since you acquired it.

The tax rules differ relative to the kind of real estate. If you sell your primary residence, you may not face capital gains taxes. However, for vacation homes, unimproved property, or rental property, the capital gains tax on appreciation will apply to the sale. However, if you make a gift of appreciated property, you will avoid the capital gains tax. Example:

In 1980, you paid \$25,000 for a beach house in Florence. Its current market value is \$125,000. If you sold it, you would owe \$20,000 in capital gains tax (\$100,000 long-term gain @ 20%). Instead, you give it to the UO. Your gift is worth \$125,000 in tax deduction up to 30% of your AGI. If you cannot use all of this deduction in the year you make the gift, you can carry the remainder for up to an additional five (5) years.

For gifts of this magnitude and more, you might want to consider a gift with life income ([click here](#) for information on trusts).

Now, you don't have to give the entire piece of property -- whether it's your home, a rental, a vacation home, or a vacant lot. You can give a part of the property, and get the same gift and tax benefits on the part or percentage of the property you give. This is called an "undivided fractional interest" in the property. You and the UO, as partners, will sell the property, and you will face capital gains tax only on the part you still own. This plan provides you with some cash as well as a substantial tax deduction.

For more information, please call **(541) 346-3950** and ask either for the CAS Development Office, or for someone to assist you with a gift of real estate.

▲ [Return to page menu](#)

Why I Give

With a gift to the university, the return on investment is the knowledge that it helps the institution change lives. It's transformational—and, for me, it's a form of psychic income.

John Natt '64

Natt Endowment in the Arts and Sciences

Other kinds of property

(Art, rare books, boats, cars, etc.)



Planes, trains, and automobiles? Almost. You can make a gift using a variety of kinds of property. As with both stocks and real estate, you get a tax deduction and you do not have to pay capital gains taxes if the asset has appreciated in value since you acquired it.

With this category of "other kinds of property," your income tax deduction will depend on the "related use" clause. This means that if your gift is used for the educational mission of the university -- rare books for the library or fossils for the geology department -- then you can deduct the full fair-market value of the property. However, if you give your stamp collection to the Philosophy department to sell and establish a lecture series, you can only deduct your cost basis in the collection.

This can be a bit complicated, so if you're thinking of using some kind of asset other than stocks or real estate, please call the CAS Development Office to discuss your ideas. You can reach it at **(541) 346-3950**.

Again, for gifts of \$100,000 or more, you might want to consider a gift with life income ([click here](#) for information on trusts).

▲ [Return to page menu](#)

Why I Give

Professor Ken DeBevoise tapped into a passion my son never realized he had. I knew he would use the money well and for the right purpose: getting students excited about the process of learning.

Shipley Jenkins, parent
Political Science Fund

IRAs



What a marvelous invention! Sit back and watch them grow. Unlike other types of investments, IRAs carry a couple of longer term challenges. First, once you reach age 70-1/2, you **MUST** take distributions from your IRAs. Second, IRAs grow tax deferred, so all your distributions are subject to your regular tax rate. Finally, unlike other assets, you can't give your IRAs away during your lifetime without first taking distribution and paying tax on it.

However, using your IRA to make charitable gifts during your lifetime and/or through your estate each have advantages.

After taking an IRA distribution, you can use the cash to make a charitable gift. You may deduct your cash gift for up to 50% of your adjusted gross income. If you can't use the entire deduction in the year you make the gift, you can carry it over for up to five (5) successive years. This may have a highly mitigating effect on the tax burden you face from taking the IRA distribution. You will want to discuss this with your tax or financial advisor(s) before you choose this route. For additional discussion and examples about gifts of IRAs, read "[Gift Rap](#)" (*Cascade*, Fall 2000).

Note: recently, a donor to CAS used IRA assets to make a gift of \$1 million. With careful planning, and with very astute financial advice, his gift offset his tax burden almost completely!

You may also wish to consider using your IRA assets to make a gift through your estate. [Click here](#) for information on estate gifts.

For additional discussion about using IRAs for charitable contributions,

please call the CAS Development Office at **(541) 346-3950**.

▲ [Return to page menu](#)

Gifts that pay you income for life



OK. So you've got a TON of stock that you're saving for retirement. As you need the money, you will sell off the low basis stock and live well, for many years. However, the stock has appreciated greatly. As you sell it, you will face significant capital gains tax payments. Whatever shall you do?

You could transfer the stock to the University of Oregon Foundation (UOF) and establish a charitable remainder trust. The UOF will convert your stock to a fund that will pay you income for the rest of your life. By giving the stock to the UOF, you will avoid paying the gains taxes. You will have to pay regular income tax on the distributions you get from the trust. However, you will be able to arrange for considerable control over the flow of that income. Also, you will get a tax deduction in the year you establish the charitable trust.

Perhaps you have a large pool of dividend producing securities with a high market value, but the dividends are low. You may actually be able to increase your income through a charitable remainder trust.

And you can choose fixed amount trust payments, or variable payments that will be tied to the performance of the trust investments. You have the choice of a predictable payment, or the possibility of continued growth of your trust.

Perhaps you own rental property and you're tired of being a landlord. Or maybe you have a vacation home that does not pay for itself. These kinds of assets can also be converted to charitable remainder trusts, and could pay you considerably over the years of your retirement.

There are many ways to make your assets serve you and your favorite charities. For more information on life income gifts, please contact either the CAS Development Office at **(541) 346-3950** or a staff member in the UO Gift Planning Office at **(800) 289-2354**.

▲ [Return to page menu](#)

Gifts through your estate (wills)



It's surprising to some people that, despite our best efforts, wealth does sometimes accumulate beyond our intention or time to spend it. If you wish to leave some (or all) of your remaining assets to the UO for use after your death, you will need a properly written and executed Will. This is called "an estate gift," and your Will will document your intentions. Your Will should state:

"I hereby give, devise, and bequeath to the University of Oregon Foundation, a corporation existing under the laws of the State of Oregon, the following described property (or amount):"

If you decide to include the UO in your Will, please let us know so we can thank you. It will also be useful for us to review the document as it pertains to the UO, so please send us a copy of that portion along with the completed and executed signature page.

Don't forget, you can designate your estate gift for a particular interest in the College of Arts and Sciences. However, as the UO's needs change over time, it will be a good idea to discuss your intentions with someone from our Development Office to be sure that your interests and the UO's are met for the longer term. ([Click here](#) for gift priorities.)

Please contact either the CAS Development Office at **(541) 346-3950** or a staff member in the UO Gift Planning Office at **(800) 289-2354**.

▲ [Return to page menu](#)

Funding Options



Use our secure online pledge form!

CAS Dean's Fund.

Provides high utility unrestricted funds for CAS priorities, special projects, seed money for new curriculum or research initiatives, supplemental dollars for otherwise underfunded areas.

CAS Scholarships and Fellowships.

The CAS Scholarship Fund gives annual awards for the "best and the

brightest" undergraduate students in Arts and Sciences. [CAS Alumni Scholarships](#) program, established in 2000, give bright need-based Oregon residents who plan to major in the College of Arts & Sciences an opportunity to attend the UO. Fellowships, such as the Risa Palm Graduate Fellowship, provide an annual award for Masters and Ph.D. level students of particular distinction.

Faculty support to recruit and retain the best faculty.

Support assists in faculty teaching and research activities.

Facilities.

Support provides matching dollars for building renovations needed to improve the quality of teaching and research for students and faculty.

Department or Program fund.

For larger gifts to endow faculty positions, named scholarship funds, equipment funds, buildings, and other ideas you might have, please contact either Jane Gary in the CAS Development Office at **(541) 346-3950** or Hal Abrams in the UO Gift Planning Office at **(800) 289-2354**, giftplan@uoregon.edu.

▲ [Return to page menu](#)

Ten Ways to Give to Programs that Give Back

For more information, call the CAS Development Office at (541) 346-3950.

Community Classics.

Bring the tragedy and comedy of ancient Greece to the UO stage. Support the performance and study of classical drama through regular performances lectures, and courses combining the classics and theatre arts disciplines. *\$2,500.*

Social Function.

Help provide a forum for the discussion of political, social, economic, and environmental issues, and broaden student access to internships and research opportunities through the establishment of a Center for the Social Sciences. *\$2.5-3 million.*

Regional Roundtable.

Help connect business, government, community, and university leaders with UO economists to consider the important economic questions facing Oregon and the United States at large. *\$25,000 per year.*

Archiving the Northwest.

Support a full time archivist to preserve the Randall V. Mills Archive of

Northwest Folklore, the largest collection of archival documents from the people of Oregon and the Northwest. *\$1 million.*

Legal Lessons.

Give undergraduates the opportunity to learn about the civic, political, social, and cultural functions of law here and abroad. *\$9,000 per course.*

Rational Counsel.

Establish a pilot program for a consulting center to provide low-cost advice and analysis of ethical and planning problems to individuals, groups, institutions, and businesses. *\$250,000.*

Service Orientations.

Help shed light on the essential role of public service in American history and provide students with balanced view of the benefits of public policy and service. Two core courses would help students gain a better understanding of public policy's role in American aspirations. *\$3.3 million.*

Europe Online.

Provide students with interactive ways of observing the dynamics of change in European history and culture through the Darkwing Atlas Project's combination of history and "new media." A series of online animated historical maps of Europe illuminate some of the most crucial conflicts and problems in the history of Europe. *\$50,000.*

Watch Words.

It's predicted that 50 to 90 percent of languages currently spoken will die out by the end of the 21st Century. Help graduate students in linguistics preserve and revitalize endangered languages. *\$750,000.*

Medically Minded.

Help establish the Center for Biomedical Research and Health Assessment and support medical research on aging, obesity, Parkinson's disease, and hypertension. *\$400,000.*

▲ [Return to page menu](#)
