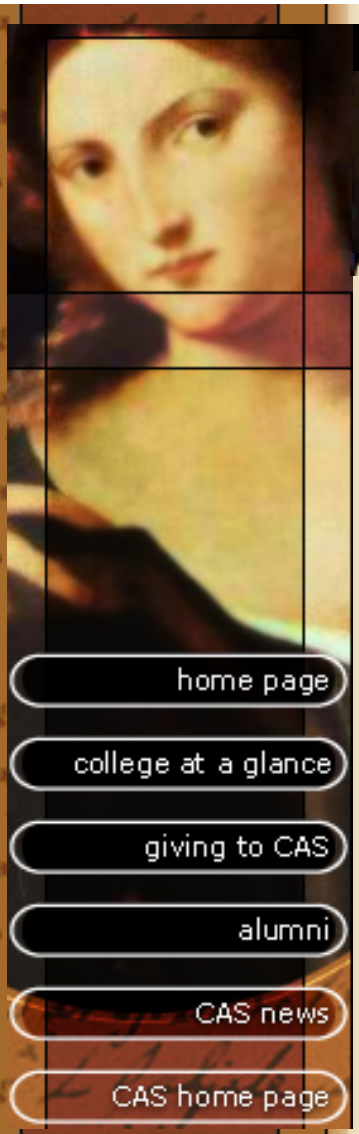

ALUMNI & DEVELOPMENT

UNIVERSITY OF OREGON
COLLEGE OF ARTS & SCIENCES

CAS NEWS

Cascade

Spring 2004

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

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Updated June 1, 2004

WIRED

George Sheridan's class uses new and traditional media to study the European Union.

"To google or not to google?" That is the question.

Or rather it was.

A quick web search for that phrase returned at least five hits. A clever lead bamgoogled again.

Still, all fun and googles aside, the ubiquitous search engine *does* demand to be reckoned with—and, even in academics, the question still applies.

How are instructors and librarians managing to guide young researchers in a world of "too much" information?

To some extent, the younger generation's familiarity with the world of search engines and search results should make the job easier. And it does. But the advantages are balanced with some new challenges.

While wired students may know how to quickly retrieve information from the web, it's not always the best information, or even good information. Information literacy projects at the UO are teaching students to tell the difference.

Some arts and sciences faculty members go one step further in responding to the needs of a wired student populace. They are utilizing students' conversance in—and, in many cases, preference for—all things tech by integrating web-based course work into their curriculum.

Conducting Research Online

Bitty Roy teaches Biology 131, a nonmajors science class. Each year, she wants her students to be able to apply the basic principles of evolutionary

biology to a topic that interests them by researching and writing a scientific paper.

Of course, she wants to teach them to write well. However, there's another teaching objective for Roy: information literacy.

How well are students deciphering good information from bad?

"At some time in their lives, each of my students will need to understand a scientific issue or a medical problem," says Roy. "I think it is part of basic literacy to be able to use science references and to understand the difference between peer-reviewed scientific research papers and websites that any yahoo can build."

These distinctions are a major— and valid—concern of most professors assigning research projects.

"Right now, many students resort to what they know, which is the web, a search engine," says **Colleen Bell**, Library Instruction Coordinator. "And right now the web doesn't always lead them to scholarly resources, which is what many of the faculty expect to see in bibliographies."

But Bell acknowledges that having access to more than 3,000 libraries online can be overwhelming to new UO students. Her own college experience was "pretty clear cut" by comparison: the research options were card catalogs or print indexes.

All indexes are now online, yet many freshman and sophomores don't know where they are, or even what they are. And, though the catalogs are significantly vaster and more complex, the mere fact that they're online can often make them less intimidating to the student novice. "If we're talking about periodical indexes and a student is looking at us blankly, we can say: 'it's basically a search engine for articles,'" explains Bell.

However, even when students are trained in how to find good information for academic papers, many of them still fall back on the basics, the simple box in the middle of the screen.

"The reality is that when you do a search in Google you're guaranteed to get hits," says Bell. "Whether they're good results or not is another issue all together. Students find 'success' immediately."

Lise Nelson recognizes that many of the freshman and sophomores in her Geography of Latin America class are intimidated by the library, which is why she incorporates a short information training and research assignment into her syllabus. "It's important for students to be learning and negotiating

and discerning good information from bad. And I think practicing is invaluable..."

Bell was the librarian who assisted Nelson's class in their research process. "I was focusing on how to find the information; [Lise] was focusing on why it was important . . . I can teach them the skills, but I can't teach them to think like a geographer."

Bell says the collaborative effort between instructor and librarian gives students a well-rounded approach to information-seeking in academia. **George Sheridan**, associate professor of history, and **Tom Stave** in the library's Documents Center provide another model. Together, they've created an innovative course that examines the history of the European Union—even as it's being made.

Stave has been thrilled with the opportunity to work with Sheridan and his students on this project, particularly since the Knight Library has been a European Union depository since 1965. "[The collection] just needed a core of students to sort of open it up," he says.

Stave's extensive knowledge of EU resources has been invaluable, especially since one of Professor Sheridan's goals in the course is to expose young historians to research using primary sources, which range from EU legislative documents to internal market scoreboard reports. As opposed to finding an article that already opines about a policy, Sheridan encourages students to find the actual documents that embody the policy, and learn to decipher their information and meaning.

Amazingly, one finds much of this, too, available online. Each week, the EURO 410 listserv suggests new or developing research sources, such as the *Eurobarometer,* which reports on public opinion surveys of EU countries.

Last winter, the first time the course was offered, Sheridan and Stave asked students to write one-page descriptions of their research process in addition to their bibliographies.

"It really gave us a window into students' minds and processes," says Stave. "Where did they start? Where did that lead them?"

When asked how many started with Google, he smiles and shrugs, good-naturedly: "Everybody loves Google."

Conducting Classes Online

In the Department of Exercise and Movement Science (soon to become the Department of Human Physiology), **Rick Troxel** has been making plans to teach the fourth hour of his four-unit spring term course online. This means that students in Physiology of Injury and Trauma will be able to access some of their lectures at home, at any time they choose.

The flexibility in timing is a bonus for students, but it also provides Troxel

Online and in class, Rick Troxel balances the high tech with the human.

with a new opportunity to open the podium to others: he'll be utilizing a repository of health experts, local physicians, and visiting scholars whose busy schedules would otherwise preclude them from being able to teach a class.

Troxel isn't the only professor who is finding that online teaching and learning can present new possibilities in the classroom. Several online courses will be offered in arts and sciences this spring: The Birth and Death of Stars; Micro and Macro Economics; The Structure of English Words; US Politics; Fossil Records; and Oceanography show the range of course content being taught online.

Using the Virage software application, Troxel's online lectures will show video of the instructor presenting side-by-side with PowerPoint slides of his key points. The video files will also be searchable on the course website by keyword, allowing students to review for exams by replaying targeted lecture clips.

A benefit of holding exam reviews and lectures online, Troxel predicts, is that class time will be under less pressure and discussions can therefore be more student-directed. "I never have enough time in a term to cover everything I want to cover," he says, "but I don't want to stifle class discussion. I don't want to stop talk on something students are clearly interested in just to stay on track."

Troxel calls himself both a tech geek and a dinosaur; he's come a long way with using technology in the classroom since he began teaching at the UO in 1983. He would also readily admit to being one of the department's "tech-vangelists," frequently encouraging others in his department to explore new media and approach their own technological learning curves.

"It can be daunting," he says. "There's a lot to learn, and a lot of prep work."

But the Department of Exercise and Movement Science is starting to see the possibilities. All fall and winter lectures of Human Anatomy and Human Physiology were transmitted in real time to students at the OUS Bend campus. In addition, the department is working to refine an html web-based laboratory experience to be utilized by both distance education students and students in Eugene.

These computer interfaces reproduce data as if students were actually running the experiments. They can manipulate the variables and, in a sense, work with "real time organisms," says Troxel.

This enhances distance education possibilities but it also makes actual lab sessions more effective for local students by allowing them to run preparatory sessions before they actually get into the lab.

“Again, students can access this prep session at anytime,” says Troxel, “and of course we can track whether they’re accessing it, too... In many ways, students prefer working with the material in this way.”

Students are increasingly unresponsive to a simple audio-lecture, according to Troxel. However, he sees a clear danger in accommodating the student demand for visual and interactive technology too much: “You have to keep in perspective that the purpose of education is not merely to entertain, but to inform, and to educate.”

For this reason, Troxel remains committed to the benefits of traditional teaching and research. “Students need to learn to sit in the library with a book or a journal, too,” he says. And, he adds, the face-to-face interaction between students and faculty is still something that can’t be replicated online.

“Anyone who teaches knows that the special moments in the classroom are largely serendipitous and unexpected,” he says. Troxel knows that he gets important nonverbal feedback in class about whether his students are actually grasping the material. “The a-ha! moments people get in lecture occur mostly when I’m explaining something in response to someone’s question.”

So, while Troxel delights in his new toys in the lab and lecture room—which include a virtual chalkboard and a touch screen program that enables him to make his fingers act as virtual colored markers—he recognizes that technology is only a tool to help the real teaching happen.

“We need to be vigilant that we don’t become so enamored with tech that we forget why we’re here.”

—JL

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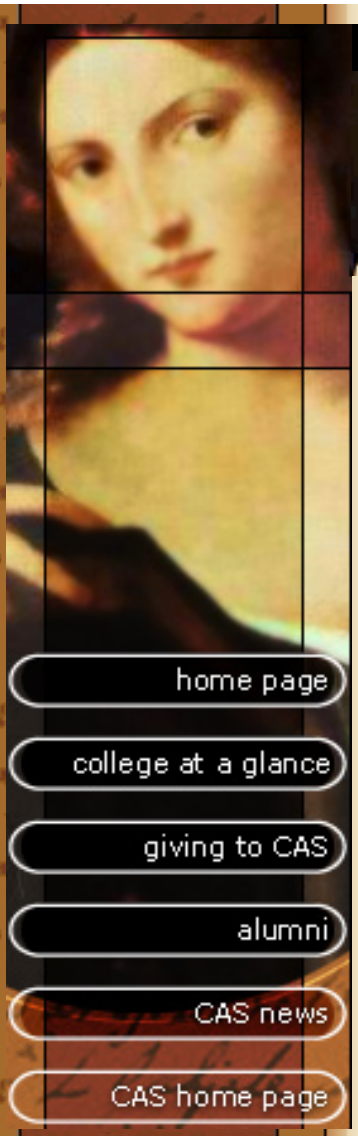

CAS NEWS

UO Online

Take a virtual walk around campus: tour.uoregon.edu

Adoption History Project
Learn about the history of adoption at history professor Ellen Herman's site through a timeline, pictures and an adoption document archives.

Infographics Lab
Print campus maps for safe navigation at night or on bike. This site also offers background on recent lab projects, including the renowned *Atlas of Oregon* CD Rom.

Zebrafish Information Network
Study the zebrafish, a model for vertebrate development and genetics, through publications, maps, and resources for K-12 instructors.

E-Asia
Browse the virtual stacks of the UO's collection of digitized e-books from and about East Asia.

Yamada Language Center
Study a language in an online classroom with the virtual language lab and links to dictionaries, tests, and other resources.

Jane Grant
'The New Yorker' and the Oregon Legacy of a Twentieth Century Feminist
Explore the photos, letters and sketches of Jane Grant, an important figure at *The New Yorker* and *The New York Times* during the first half of the twentieth century.

The Labor Project
Explore this virtual attic crammed with letters, diaries, corporate records and photographs documenting the lives of workers and the politics of labor in the Pacific Northwest.

Social Sciences Instructional Lab
Research census data, economics and business statistics, and

environmental records.

Alumni Community, Staying Connected

Join the online community of University of Oregon alumni and get connected with old classmates and friends. Also, free affinity email to all graduates.

Computer Science Activity Groups

Explore the budding world of computer programming through user groups on programming, game development, and women in computer science.

Leadership at the University of Oregon

Discover the many ways that students become involved in campus life and experience leadership through academic and extracurricular programs.

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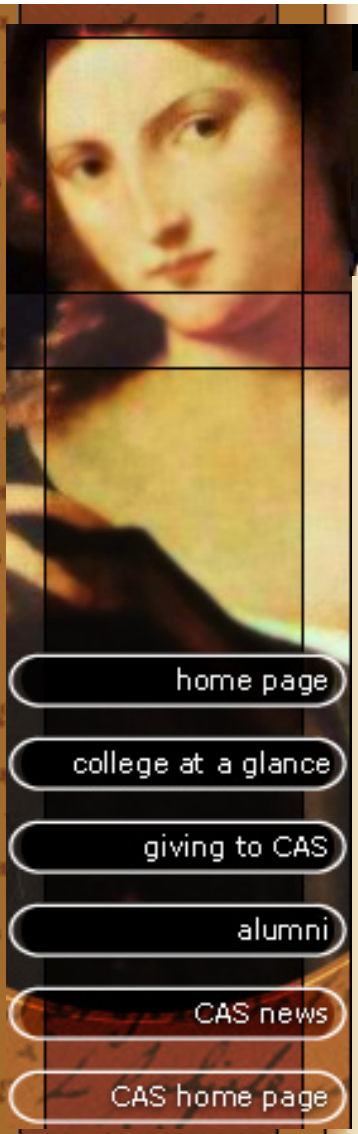

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CAS NEWS

The Dean's Letter

To Communicate, Innovate, and Lead

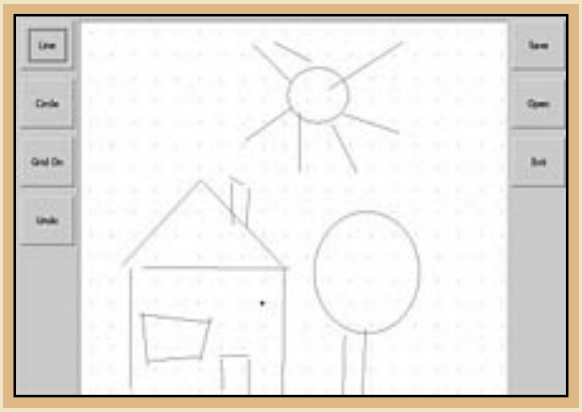
Joe Stone, Dean of Arts and Sciences

Joe Stone asks senior Anna Cavender about her work with the *EyeDraw* software.

By now, many are familiar with the remarkable story of **Bethany McLean**, a young writer for *Fortune,* who in early 2001 deciphered the accounting manipulations of Enron long before anyone else. She challenged the prevailing wisdom on Wall Street by asking a simple question: “Just how does Enron actually make any money?” When McLean was not appeased by confused answers from Enron, company executives pressured *Fortune* to get McLean to back off.

How did McLean outsmart both the conventional wisdom on Wall Street and Enron executives, otherwise known as *The Smartest Guys in the Room* in McLean’s new book? There was no “Deep Throat” insider. Nor is McLean an M.B.A. from Sloan or Wharton. Instead, she is a liberal arts graduate from Williams College in English and mathematics, who had apprenticed as an analyst for Goldman-Sachs before turning to journalism. As she reviewed Enron’s accounting, McLean explains that she had an epiphany, realizing that most of Enron’s profits were bogus manipulations. I’ve been impressed by her account on at least two levels. First, it appears to have taken a liberal arts major in English and math to uncover the Enron story. But, second, when was the last time you heard the words “accounting” and “epiphany” in the same sentence?

By educating students broadly in the liberal arts, the College of Arts and Sciences helps them to be effective communicators, inventive problem solvers, and experienced in reflective and critical thought— in other words, to communicate, innovate, and lead. Rather than training our students merely for the transient jobs of today, we help them develop the skills and intellect to adapt to the challenges and opportunities of the jobs of the future, as well as for a lifetime of personal fulfillment.



The *EyeDraw* research team hopes that their program may someday allow paralyzed children the ability to draw.

One example in this issue of *Cascade* is **Anna Cavender**, a senior in Computer and Information Science. In collaboration with Professor **Anthony Hornof** and fellow undergraduate **Rob Hoselton**, Anna developed a computer drawing program that relies only on eye movements, which someday may provide profoundly paralyzed children and adults the ability to draw, design, and manipulate computer operations. As a computer scientist, Anna is already a leader—chosen among the nation's best as a prime example of success in undergraduate computing— and she communicates her passion for scientific research with ease, eloquence, and good humor. It's clear from talking to her that she has a vision beyond zeroes and ones; she sees people in her problems, and works to create software from that broader perspective.

Whether they are digging up artifacts in Israel or traveling to the deep sea for genetic research, students in the liberal arts are free to chart their own courses. Though requirements in the curriculum encourage a breadth of discovery, students are guided within that context by their own unique curiosity and personal commitment to a lifetime of learning.

These pages offer some examples of where that path has led our students, faculty, and alumni. I hope you enjoy the issue.

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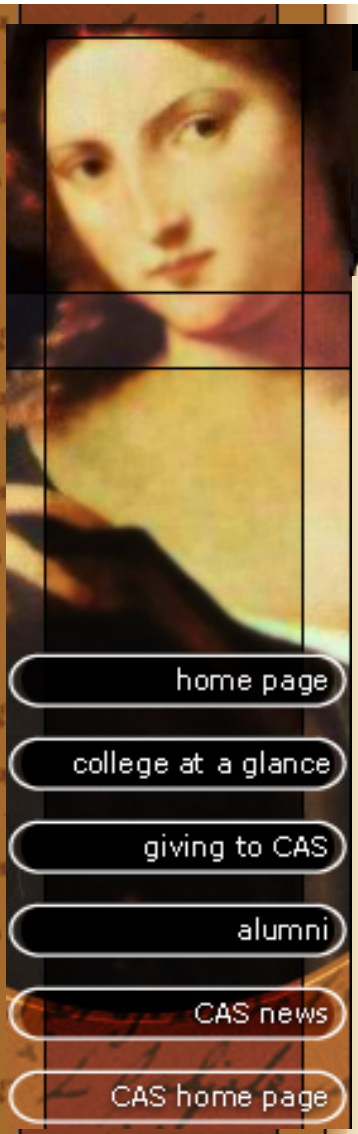

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CAS NEWS

UO Senior Honored as North America's Top Student

A University of Oregon senior has been named North America's 2004 Outstanding Female Undergraduate in Computer Science and Engineering by the Computing Research Association (CRA) of Washington, D.C.

CRA award winner Anna Cavender.

The honor recognizes **Anna Cavender's** "extraordinary commitment to public service" as shown by her work on two significant projects, says **Anthony Hornof**, the UO assistant professor of computer and information science who nominated her for the award.

"Anna's work in the field of human-computer interaction opens up the creative and scientific world to those who've been locked out due to gender inequality or physical impairments," he says.

Cavender, originally from Ft. Collins, Colorado, was lead programmer for the Adventures of Josie True software project designed to counter social pressures that turn middleschool girls away from math and computers.

Currently, she has a lead role helping Hornof develop EyeDraw, a system to enable children with profound physical disabilities to draw using only their eyes. She and a fellow student, **Rob Hoselton**, worked together on the project now being tested at three sites around the U.S. by children and adults with significant motor impairment. Cavender helped to unveil the project at "CHI 2004" in Vienna, the annual international Computer Human Interface conference.

Cavender is the **Erwin & Gertrude Juilfs Scholar** in the Arts and Sciences. Her research is also supported by a Research Experiences for Undergraduates grant from the National Science Foundation.

The Computing Research Association's members include more than 200 North American academic departments of computer science and computer engineering, as well as industry and government labs including Microsoft,

Hewlett- Packard, and Accenture.

Cavender will graduate from the UO this June with a bachelor's degree and enter the Ph.D. program in computer science at the University of Washington in fall.

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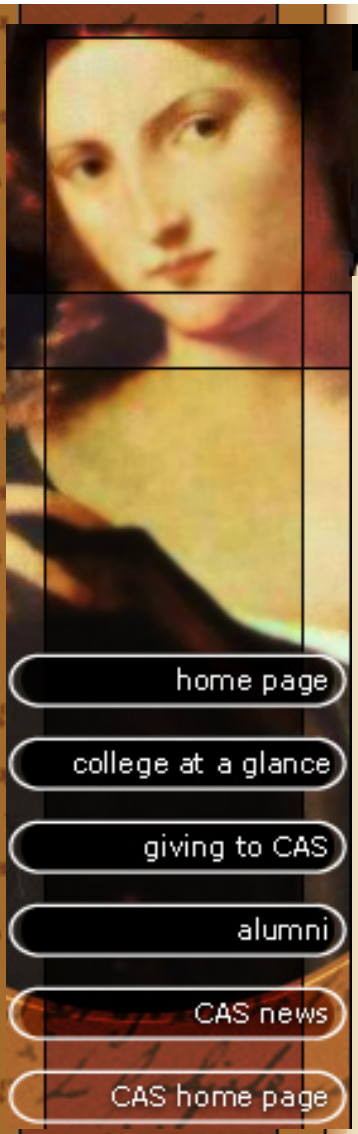

CAS NEWS

Faculty Book on Israeli-Palestine Conflict Wins National Prize

David A. Frank, a professor of rhetoric in the University of Oregon's Robert D. Clark Honors College, and co-author Robert Rowland of the University of Kansas have won the first biennial $10,000 Kohrs-Campbell Prize in Rhetorical Criticism for their book, *Shared Land/Conflicting Identity: Trajectories of Israeli and Palestinian Symbol Use* (Michigan State University Press, 2002).

In their acclaimed book, Frank and Rowland emphasize that rhetoric, ideology, and myth have played key roles in influencing the development of the 100-year-long conflict. They argue that the conflict is not just about issues of land and water in what is now Israel, but is also about deeply entrenched symbols—speeches, stories, collective memories, bedrock beliefs and crippling distortions—all existing in three symbolic systems.

The prize-winning book grew out of Frank's work with the **Carlton Raymond and Wilberta Ripley Savage Endowment for International Relations and Peace Committee**. That UO panel awarded him an $80,000 grant to create a program that brought scholars to campus to examine the Palestinian-Israeli conflict and spark dialogue among UO faculty on the issue.

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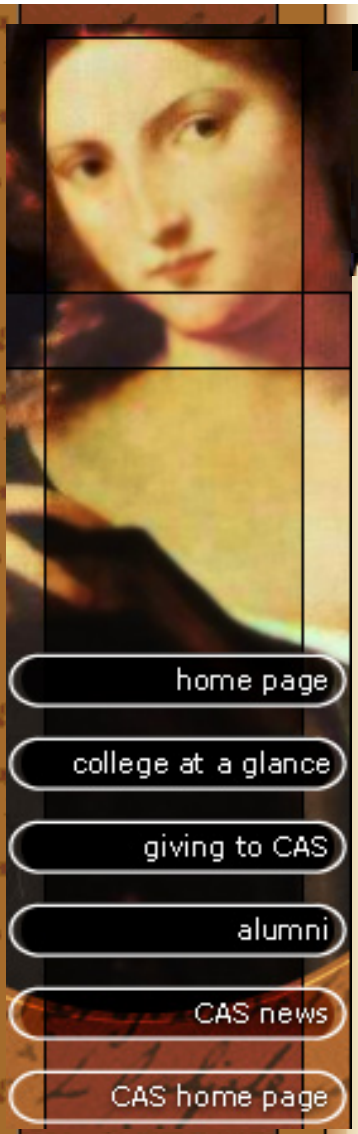

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CAS NEWS

UO Theatre Arts Students Honored

An original play by **Matthew Chorpenning**, a University of Oregon theater arts student, was named the regional winner of the John Cauble Short Play contest during the recent Northwest Drama Conference (NWDC) in Moscow, Idaho.

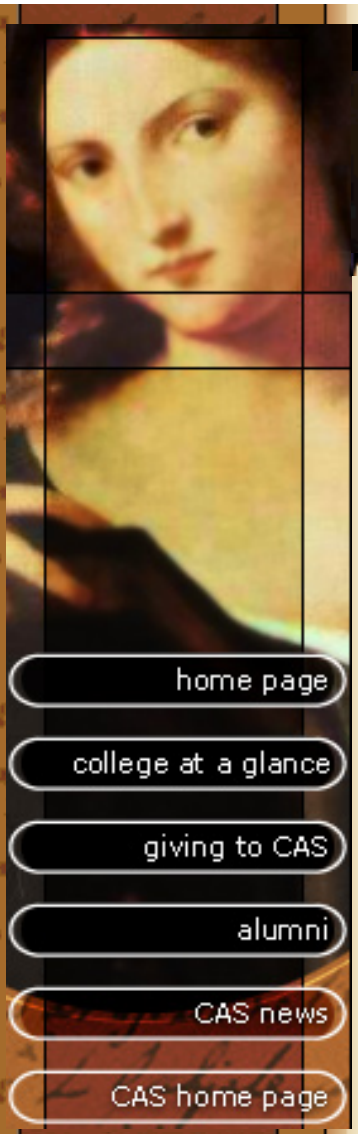
His play, “Talking to Strangers,” was staged as a featured event during the Feb. 17–21 conference that also was the Region VII meeting for the Kennedy Center American College Theatre Festival (KCACTF).

First presented as part of the University Theatre (UT) New Voices series in November, Chorpenning’s play was judged in competition with plays presented by students from around the nation. He also received the Student Fellowship for Region VII that will allow him to attend a national conference at the Kennedy Center and participate in workshops with nationally acclaimed playwrights and theater artists.

In addition, nine UO students were nominated for their work in University Theatre plays during the past year.

A paper by **Wayne Bund**, “Multiplicity of Gender in Edward II,” won the undergraduate scholarly paper contest, and he also was the first runner-up in the critic’s symposium.

UO theater arts faculty members singled out for awards included **Jerry Hooker**, UT scenic designer, and **Jack Watson**, associate professor in theater performance.



CAS NEWS

Five-Year Cell Research Grant

The U.S. Department of Health and Human Services has awarded a five-year grant worth $2.4 million to University of Oregon biology professor **William Roberts** for research into how human cells communicate chemically.

The study is aimed at gaining a better understanding of how humans hear and see and could have implications for treating or preventing cell trauma. Roberts, who has been conducting cell research at UO for thirteen years, will examine how cells process calcium signals to encode minute time delays between the two ears to pinpoint the origin of a sound.

In trauma cases, cells lose their ability to regulate the calcium, causing cell damage. Roberts' research could lead to ways to help cells regulate chemicals, including calcium.

Funding for the grant's first year totals $560,969 and will support five new employees in Roberts' lab.

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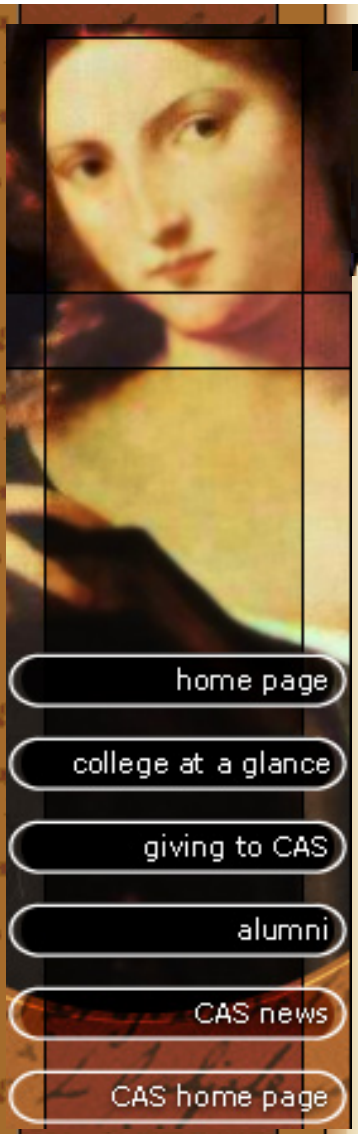

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CAS NEWS

UO Hosts Iraqi Fulbright Scholars

Six Fulbright scholars from Iraq enrolled at the University of Oregon last winter. They are part of the first group of Iraqis to study in the United States since Saddam Hussein's 1990 invasion and occupation of Kuwait.

En route to the UO, Iraqi scholars visited the White House.

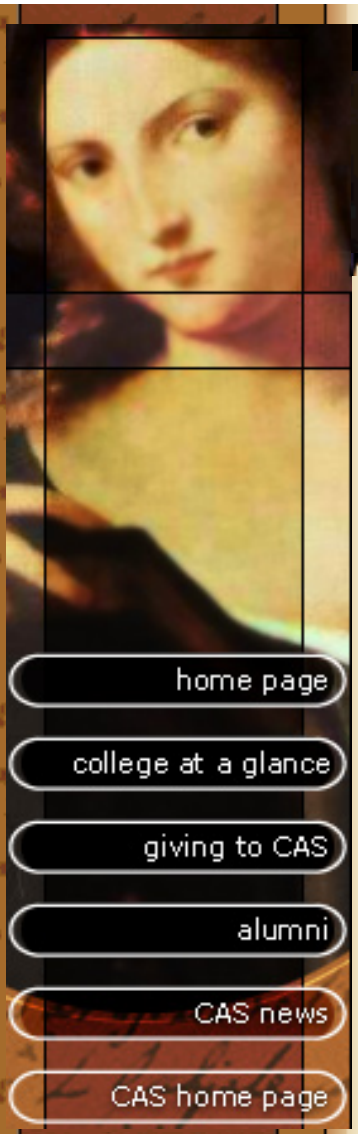
The Iraqis have been working to upgrade their English skills at the UO's American English Institute (AEI) before enrolling in master's degreelevel study programs at various American universities.

"This is a wonderful opportunity for the UO to foster international understanding and build bridges across cultures," said UO President **Dave Frohnmayer** upon their arrival.

The students—four men and two women—plan to pursue studies in journalism, public health, environmental studies, and English translation and interpretation for one to two years before returning home.

In the last two years, the AEI had provided intensive English language instruction and pre-graduate academic preparation to 18 Fulbright students as well as to 19 Hubert H. Humphrey fellows—accomplished mid-level professionals from designated countries around the world who come to the United States for a year of study and professional experience.

The AEI provides English language instruction to international students who want to enter American universities or learn English for personal or professional reasons. The institute's goal is to help students learn to communicate and study effectively in English and to gain a greater understanding of American culture.



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CAS NEWS

New Internships in Materials Science

A new graduate internship program through the UO's Materials Science Institute will bring students to the Pacific Northwest National Laboratory (PNNL) for rotational assignments beginning spring term.

PNNL joins more than seventeen other MSI internship program partners such as Intel, LSI Logic, Hewlett Packard, and Hynix Semiconductor. Internships allow students to learn new types of chemistry, gain valuable real-world experience, connect their science to new applications, develop professional skills, and identify desirable career paths.

The intern program is associated with the Oregon Nanoscience and Microtechnologies Institute (ONAMI), a collaborative effort between UO, Oregon State University and Portland State University that is aimed toward the development of nano- and micro-scale products. In recognition of UO's strengths in this area, the State of Oregon last year authorized the creation of a signature research center in multi-scale materials on the UO campus.

The graduate-level intern program at PNNL will start out as a pilot program with up to eight students participating for up to five months each.

CAS NEWS

Earning UO Credits

Excavating an Ancient City

UO senior Annie Caruso

Last summer, **Annie Caruso** and **Peter Calley** spent several sweaty weeks sifting through sand in Tel Rehov, five miles south of the West Bank. Both UO seniors and Judaic Studies majors, Caruso and Calley said the dig helped set the stage for their academic futures.

Calley is writing an honors thesis on the excavation and will also receive credit for his three-week trip. Caruso's five-week trip earned her credits for her other major, anthropology.

Caruso said she first learned of the excavation while researching Dr. Amihai Mazar, a prominent Israeli biblical archaeologist, whom she was considering as a mentor for graduate studies at Hebrew University, the institutional sponsor of the excavation.

"I wanted to meet him as an undergraduate and gain specific experience in the area in which I hope to complete graduate research: Near Eastern archaeology of the late Bronze and Iron Age periods," Caruso said.

No stranger to archaeological excavations, Caruso has dug in Oregon, the Caribbean, and Micronesia. The 22-year-old Eugene resident had aspired to study archaeology in Israel since she was in elementary school.

Despite her prior archaeological experience, Caruso felt unprepared, from a methodological perspective, to begin her graduate research. Tel Rehov helped train her eye to the specific architectural features and artifacts

common to Iron Age archaeology of the eastern Mediterranean, she said, and she's now able to recognize a mud brick wall, the floor of a room, an artificial pit, or a household stove.

Ancient pitcher found at Tel Rehov.

"At first, I couldn't even visually differentiate the bricks from the soil," she said, "but by the end of the dig, I could tell a brick by the noise my trowel made when I scraped across it."

The Tel Rehov dig was eye-opening for Peter Calley as well.

"The most incredible realization was that I was excavating a city that was over 3,000 years old," he said. "When an artifact was recovered I knew that I was one of the first people in over three millennia to see it and touch it. That was truly amazing."

Calley holds a 3,000-year-old artifact.

Both Calley and Caruso prepared for their trips by studying the culture and religion of the region, as well as Modern Hebrew, in the UO's **Harold Schnitzer Family Program in Judaic Studies**. The program, established in 1998, is interdisciplinary and offers a comprehensive undergraduate curriculum in the history, religion, and civilization of the Jewish people, as well as courses in Hebrew language and literature.

Despite all their preparations, Calley said one element in particular still took him by surprise: the heat.

"I knew that it was going to be very warm but I have never experienced a place that was so hot, even at night," said the Corvallis native. "We had to finish our work by noon— which meant that we started at 5:30 a.m. every day—so as to be back at our kibbutz before it became next to unbearable."

Calley is planning to apply to Oxford University in England to pursue a Masters of Theology degree in Hebrew and Jewish Studies next year.

And, though Caruso's long-time dream of studying archaeology in Israel was fulfilled this past summer, her curiosity hasn't been quenched. She's also applying to graduate programs and aims to earn her doctorate in

Near Eastern studies here in the United States.

But that doesn't mean she'll be putting away her traveling shoes. This spring, after spending a month in Europe, she'll return to the Caribbean to assist with a dig on the island of Carriacou.

—JR

"At first, I couldn't even visually differentiate the bricks from the soil, said Caruso, but by the end of the dig, I could tell a brick by the noise my trowel made when I scraped across it."

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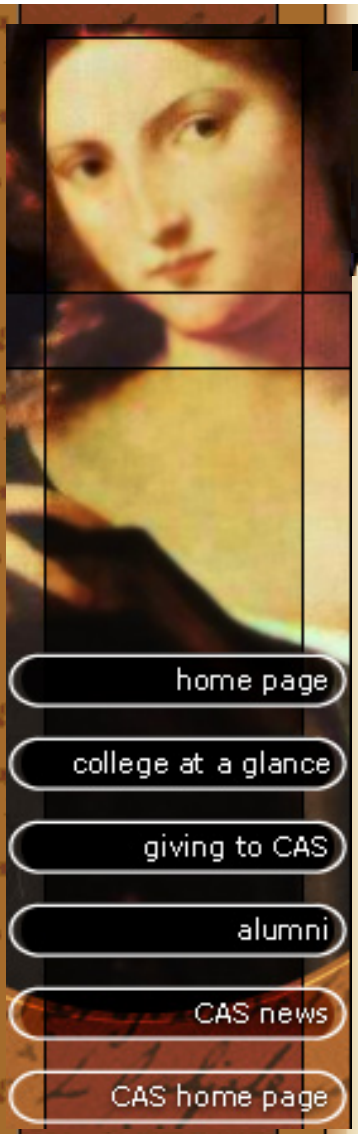

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Ancient Treasures Online

The Wired Humanities Project

Centuries ago, the Nahua and Zapotec peoples of Mexico painted elaborate pictures, or *mapas,* whose scenes, landscapes, and villages offered a glimpse into the lives of these rich indigenous communities.

Unprocessed documents and manuscripts, State Archuve, Zacatecas, Mexico.

But before the **Wired Humanities Project** (WHP), these documents were found only in the University of Oregon's historical archives. Now these elaborate windows to the past are available with the click of a mouse.

Led by **Judith Musick**, the associate director of the Center for the Study of Women in Society, WHP is an effort to marry technology with humanities teaching and research. The WHP offers a number of services to faculty and graduate students, including creating searchable research databases, department web sites, and grant applications.

The Mapas Project is building what Musick conceives as a "distance research environment" where manuscripts, transcriptions, translations, and other materials are digitized and posted online.

"It's our hope that scholars in U.S., Mexico, and Europe—and potentially elsewhere—can consult together, improve upon, and interpret the materials jointly," said **Stephanie Wood**, lead scholar behind the Mapas Project and the WHP's co-director.

Currently, two *mapas* from the UO's Museum of Natural History and one manuscript from the Jay I. Kislak Foundation can be found online. These manuscripts highlight life in Nahua and Zapotec communities after Spanish colonization.

By placing texts online through distance projects such as the Mapas Project,

These ancient drawings can now be accessed with a click of a mouse.

researchers can simultaneously study materials anywhere and anytime, from spots all around the globe.

“Making the images accessible to everyone, no matter where they are, allows for us to point out and discuss minute details.” Wood said.

“We also can use the same distance research environment with troubling passages,” Wood added. “Having several pairs of eyes studying a particularly stubborn passage produces a much better transcription, and therefore, a better translation.”

In addition to serving as a digital library for documents such as the *mapas,* the WHP provides instructional resources for faculty. The Digital Teaching Unit (DTU) has become an increasingly popular teaching tool. By creating a DTU, professors can use sound files, video clips, and digital images to showcase their latest research findings, illuminate lectures and assigned reading, and spark class discussion. DTUs developed through the WHP have reached more than 4,000 students.

Wood first came to the WHP after building a digital teaching unit.

“I could see immediately how video clips could be used to spawn discussion in the classroom, especially when a film has been assigned for students to view on their own time,” she said. “I can play a particularly meaningful scene and ask students to interpret it.”

Wood noted that she appreciates being able to use her expertise to help other UO professors begin “wired” projects. One such endeavor is a project to digitize the Burgess Collection of medieval texts. Working with key members of the Knight Library staff and professors in the Romance Languages department, Musick and Wood are helping to expand access to a unique text written in old French.

The WHP staff hopes to see all the technology units on campus work together to create a more unified clearinghouse for technical assistance to faculty. Making texts more accessible to UO students as well as researchers all around the world, the WHP wishes to bring more of history’s buried treasures into the digital age.

—TB

CAS NEWS

Active Germanics

Teaching through Fairy Tales, Plays

Nicole Campbell as Lysistrata.

The ravens came down and squawked at the jealous princess: 'You're pretty now, but like a cow you'll look like when eighteen rolls in.' And with that, eighteen years had passed and the girl began to moo and snort, and still green with envy, she transformed completely into a cow, tearing her pretty clothes.

Ravens, princesses, and magical spells: all part of a day's homework? For **Paige Cramond** and her classmates in "The German Fairy Tale," these things were just par for the course. German 356, the outreach course of the Department of Germanic Languages and Literatures, doesn't require its students to speak German, only to approach this aspect of German culture and literature with an attitude of both seriousness and fun.

After exploring the stylistic and formal narrative styles of the German fairy tale tradition, Cramond wrote "Elendelle," and others wrote equally fanciful tales. Their professor, **Dorothee Ostemeier**, explained that she includes the assignment so that "the students learn to transform their theoretical knowledge."

The class studied 18th and 19th German tales within the context of tales from other European countries, and observed how cultural shifts affect the revision of tales. They also considered the presentation of fairy tales in contemporary media culture. For example, they compared cynical versions of the Little Red Riding Hood tale, such as depicted in Anne Sexton's poem "Red Riding Hood," to the rosier tale by Charles Perrault, later adopted by Walt Disney.

As part of the course, Ostmeier invited Jack Zipes, an internationally renowned fairy tale and folklore scholar to give two lectures and lead a

colloquium. “This was an eye-opener for undergraduate students,” said Ostemeier. “[A visiting lecturer] always engages new ideas, approaches, and discourses.”

In another innovative course, “German Play Performance,” students rehearsed and performed *Lysistrata*—the classic Greek play, translated into German—which played to packed audiences in the University Theater’s Pocket Playhouse.

For **Karla Shultz**, professor and director of the play, this was the seventh year to lead such a production. Handling everything from the costumes, scenery and props to the annunciation and expression of the actors, the class is a labor of love for her.

“I am always just so proud of the students,” she said.

For German major **Nicole Campbell**, the class was particularly instructive. “I’ve always liked theater, so being able to combine my favorite foreign language with being on stage was wonderful,” she enthused. “Acting in German also makes you so much more aware of the language.”

Campbell played Lysistrata, the title character. A powerful persuader, Lysistrata convinces the women of Greece to abstain from sex with their husbands in a scheme to end the twenty-year war between Athens and Sparta. Though the controversial play has landed on many banned books lists since its inception, Campbell appreciated its message—and its ending. “The women get their way,” she said, smiling.

—KW

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Updated June 1, 2004

New Media for 17th Century China

Colorful Lanterns in Shangyuan, a 17th century scroll, depicts a lantern festival in the former Chinese capitol of Nanjing.

When reading history professor **Ina Asim's** list of academic accomplishments, one might mistake her for an archeologist: she's recovering ancient artifacts into digital form. But she could also be an art expert, or a master of Japanese culture, German literature, and women's studies.

It may be Asim's German education, which required her to specialize in three disciplines instead of one, that lends to her broad expertise. More likely, it's her fascination with people, their lives and even their secrets that sends her skipping across the disciplines—and even genres.

The Scroll

Her latest project, a book entitled "Coiling Dragon—Crouching Tiger: Urban Life in Late Nanjing," will join the growing camp of academic text that integrates new media to enhance the written word. The book will incorporate a digital version of "Colorful Lanterns at Shangyuan" From the former

Chinese capital of Nanjing, the 17th Century scroll image will allow Asim's readers a unique glimpse at Chinese urban culture, says Asim.

Scrolls are a common form of artwork in China, but the nature of this particular scene, painted by an anonymous artist, sets it apart from others. The painting depicts a lantern festival in the former Chinese capital of Nanjing. Large (25.5 cm x 266.6 cm) and enormously detailed, it shows hundreds of people and objects, each with its own symbol and story.

Detail of open marketplace.

"It is much livelier than other paintings that were commissioned to commemorate similar events," Asim said. "Even a painting showing the lantern festival at the imperial court in the Palace Museum in Beijing cannot compare with this work."

The scroll's owner, Jeff Hsü of Taipei, furnished Asim with ektachrome prints, which she then turned over to the university's Social Science Instructional Laboratory (SSIL). The technology experts at SSIL scanned the prints, arranged the pieces, and washed away the dark coloration caused by age. When she received the final version, Asim was amazed to find the painting come to life. With the discoloration gone, many objects, people, and scenes she hadn't seen before were now visible, she said.

The final project will be made into a CD-ROM that will accompany her book, scheduled to be released in the fall of 2004. Viewers can enlarge small areas of the painting to closely examine small objects, clothing and even facial expressions—all of which carry various cultural meanings.

The Symbolism

"Chinese history, art history and literature cannot be understood without the knowledge of the symbolism that is expressed in spoken and written language," said Asim.

Symbolism plays an important role in Asim's analysis of the lantern festival painting, as well as in her overall study of Chinese material culture.

Lanterns are used to convey good wishes, and provide information about the purpose and importance of Chinese celebrations. Valuable objects such as antiques, musical instruments, and furniture can show the status of the festival participants. These symbols provide Asim with a historical window.

"The painting uniquely demonstrates the overlapping of the public and private spheres," she said. "Collectibles on display for private consumption are not offered in an exclusive store, open for customers of a certain range of income, but are publicly displayed in an open market."

The scroll before restoration, left, and after.

Much of Asim's current research centers on private life and how material objects and cultural settings—or the absence of them—reflect aspects of individuals' lives that can't be seen. For example, Asim was surprised to find few women depicted in the painting, when it was expected that women would attend such an event. In addition, the few women who are included in the painting are included primarily as entertainers. This might reflect their function in the male world as seen by the artist.

"Though the lantern festival is a public event, reasons for attending are private," Asim said. "The study of material culture helps to understand the behaviors and psychology of people."

Asim will present her work on the UO campus in the fall of 2004 as part of a conference entitled "Private Life in Late Imperial China: Objects, Images and Texts." A panel of Chinese cultural scholars will discuss the private lives expressed in material and visual culture, as well as in written sources.

A special exhibition at the University of Oregon's Museum of Art will also offer visitors a glimpse of the original scroll painting, on temporary loan from the Hsü collection. Other objects from the museum's collection that illustrate this period of China's history will also be on display.

— LS

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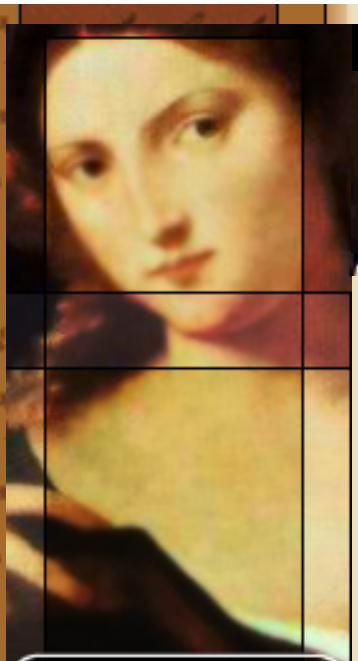
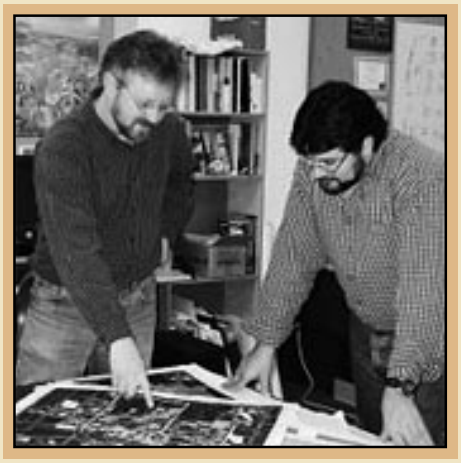


CAS NEWS

Mapping Information

Oregon's InfoGraphics Lab



Director Jim Meacham and Ken Kato.

Maps are for one thing, right? They tell you how to get from Point A to Point B. Well, according to the folks at Oregon's InfoGraphics Lab, maps can do much more than that. They can track immigration patterns, review Oregon's salmon recovery effort, and highlight family-friendly services on campus.

In fact, according to **Jim Meacham**, the lab's director, this is all part of a day's work. Through cutting-edge technology and design, the lab mirrors the university's mission. "We provide research, teaching, and public service," Meacham noted. "Many times our projects achieve all three at once."

Often, projects are collaborations with faculty outside the lab. Dr. **Susan Hardwick** has been working with Meacham's staff of students to map Russian and Southeast Asian refugees in the Portland metro area. "Through this project, we now have more than thirty full-color maps that show the residential and commercial patterns of each group," Hardwick said.

In addition to scholarly research, the lab regularly works on public service projects with state agencies such as ODOT and the Oregon Watershed Enhancement Board (OWEB). In fact, this is how the lab began.

The lab's current work with OWEB, which tracks the state's salmon recovery effort, is an offshoot from their work on the awardwinning *Atlas of Oregon.* "In many ways we are acting as a research and cartographic extension of OWEB, and using the expertise and technology developed with our atlas mapping to present information in a comprehensive, yet accessible way," Meacham said.

Working both within and outside academia is a bonus for Meacham. “This way we get to cross-pollinate ideas is one of my favorite things about working in the InfoGraphics Lab,” Meacham noted. “It’s a way to use the tools of geography for several types of disciplines.”

And though the InfoGraphics Lab is known for mapping information in innovative ways, they still know how to knock out a good directional map.

For example, Infographic’s program manager, **Ken Kato**, coordinates the campus mapping project, which overlays useful information about the university with the conventional campus map. The recently released “Campus at Night” map details lighted routes and public safety call boxes.

“We are continually striving to present information in new ways so that people can understand the university in new ways,” said Kato.

Not only does the Infographics Lab benefit the university by providing this service, but it also provides GIS students with valuable research and design experience.

“Through creating and designing these maps, students get to try new mapping techniques as well as new graphic designs,” Kato said.

Overall, the lab is continually trying to “do what we do better,” he said. “We’ve got a great tradition of cartographic excellence, and we want to build on that.”

—TB

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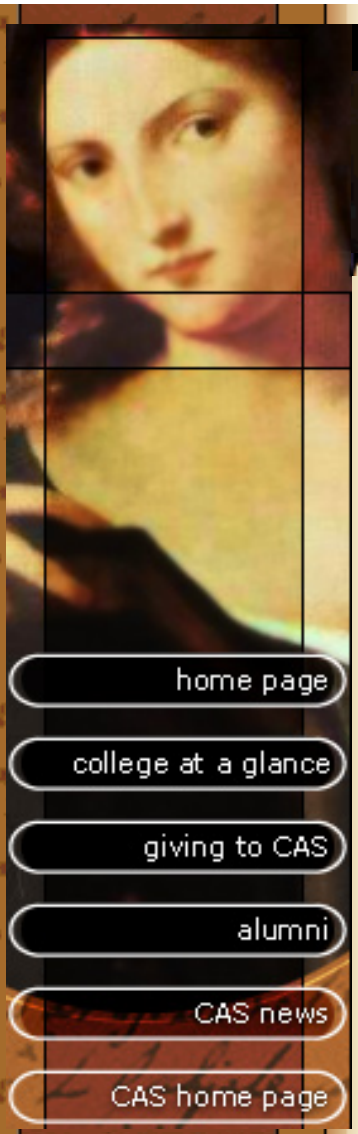

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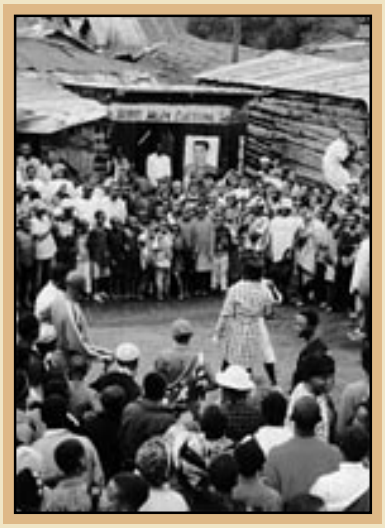
'The Rewards Were Infinite'

HipHop and HIV/AIDS Prevention inTanzania

"Washing was a full day experience; it took me about five or six hours. I think I ditched my jeans in week two! Kangas are much easier to wash."

*Senior **Kristin Gunderson** is studying comparative international development through the International Studies Program. Her year-long study abroad experience enabled her to see her ideas into action, and learn about what two communities on different continents shared in common.*

In the excerpt that follows, Kirstin reflects upon her internship experience in Tanzania, where she was based in Arusha. She planted trees and organized marches for World AIDS Day, volunteered at an orphanage, and taught computer literacy and Spanish to young students of all levels.



My time in Tanzania was packed with little epiphanies and big lessons, and it was an experience that shaped my path more than any other here at the University of Oregon. Nestled into the hanging valley between Mt. Meru and Mt. Kilimanjaro in northern Tanzania is the United African Alliance Community Center (UAACC), where I worked during my three months in the program.

The UAACC is a small, communitybased organization that has grown to include an amalgam of classes and services ranging from HIV/AIDS prevention to courses in computer literacy. My position at the center gave me the

opportunity to both teach and help organize community events, as well as delve into my own studies on the effects of hip hop on the fight against HIV/AIDS.

Crowd surrounds performers during World AIDS Day.

In Tanzania, I lived and worked in Swahili, a feat that left me smiling and nodding much of the time, trying out simple phrases like “how did you sleep,” and having them come out more like “and how is your cat?” But I considered Swahili a welcome challenge, and in the end the rewards were infinite.

In my time at the UAACC, perhaps the biggest lesson I learned was one of humility, meaning that if you want to be heard, you must make what you say relevant to others. The [IE3 Global Internships] program gave me the chance to be a constructive voice, a teacher, and a student—all in a context that was independent and yet supported.

—KG

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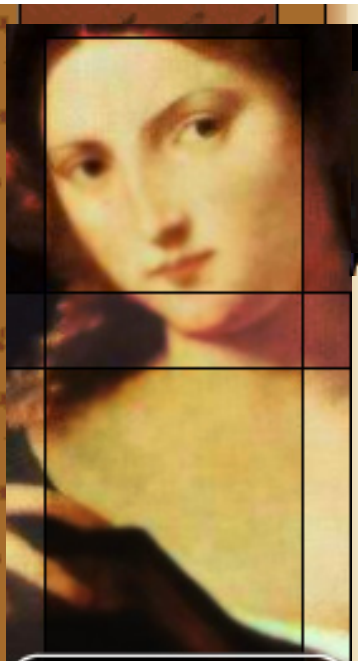

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Bioinformatics in the Johnson Lab

Eric Johnson and his student research team map fruit fly DNA with the hope of contributing to medical knowledge of how tumors metastasize.

Q: The Johnson Lab at the UO conducts:
a. fruit fly research
b. genetic research
c. cancer research
d. computing research
e. all of the above

Biology has come a long way since Watson and Crick first revealed DNA as the carrier of genetic information. This discovery, and the subsequent sequencing of several organisms' complete genomes, has led to an explosion in the quantity of biological data available to scientists.

Some would even argue that the basic focus of biology should shift from the production of data to the understanding and interpretation of the mountains of data that have already been obtained.

Though most aspiring biologists don't enter the field planning to learn computer programming or advanced statistical analysis, the reality of the competitive research being done in today's biological sciences is that they won't get very far without at least some training in "bioinformatics."

Fortunately, biology students at the UO's College of Arts and Sciences can prepare themselves by gaining research experience with faculty whose work involves extensive use of bioinformatic tools.

Biologist **Eric Johnson** employs approximately ten researchers in his lab, from undergraduates to post-docs. His research team, funded by grants from the National Science Foundation and the American Cancer Society, primarily studies the effect of conditions of low oxygen (hypoxia) on fruit flies.

With slightly more than 10,000 unique genes total, the fruit fly has been completely sequenced and most potential genes have been identified, which

makes it one of the premier organisms for biological research.

“The genes involved in oxygen responses in flies are virtually identical to human genes,” says Johnson. “This holds the potential for an easy transfer of discoveries from fly biology to human medical research.”

With the genome sequence to work from, Johnson’s lab can measure how much a gene is turned “up” or “down” when exposed to a low-oxygen environment.

How can such measurements be taken? Through a remarkable feat of pattern matching and analysis of DNA from fruit flies. To accomplish this, the lab uses:

• A microarray, which is a grid of 20,000 miniscule spots of DNA, about the size of a human hair, printed onto a glass slide.

• Computer scripts, written by Dr. Johnson, that keep track of where each DNA sample is located on the microslide.

• Extracted RNA from experimental flies and fluorescent dyes used to produce labeled DNA molecules.

The fluorescent DNA molecules from the experimental flies, when overlayed on the microarray slide, randomly bump into the 20,000 DNA probes fixed to the glass microslide until they find a perfect genetic match.

The combined DNA sample is then scanned with a laser. The brighter the spot fluoresces, the more mRNA of that kind was in that fly.

The real work of microarray science is sorting key genes from, in this case, the 20,000 possibilities printed on the DNA slide. “It may take us a week to do all the necessary array experiments,” says Johnson, “and a year to sift through all of the results.”

Researchers in the lab use complex statistical analyses to group the results into specific “clusters.”

Gene clustering is a very efficient approach to discovering the function of genes which have not yet been identified. This is due to the fact that unknown genes generally cluster with genes of similar function, genes that are under similar regulatory control, or genes with a common evolutionary history.

Many bioinformatic tools also allow researchers to conceptualize their data in a visual format.

“Doing microarray experiments without automated data analysis would be virtually impossible,” says **Doug Turnbull**, a Ph.D. student in the lab. “With these computational tools, we can find all sorts of interesting patterns.”

Researchers in the Johnson lab hope these patterns may tell us something

of how oxygen supply, or lack of it, affects cancer cells.

Consider the fact that metastasis occurs when a tumor recruits blood vessels to obtain more oxygen. Eventually, the tumor grows so that it invades the blood stream, spreading cancer to different areas of the body. This is the stage at which most cancers become deadly.

By unlocking the secrets of how tumors respond to low levels of oxygen, scientists may eventually know enough to prevent cancers from metastasizing.

Medical science is constantly searching for new genes that could serve as targets for potential therapies or drugs. As Dr. Johnson notes, “Several potential cancer drugs have recently been developed based on targeting genes in the oxygen response pathway. Our lab hopes to identify several new genes involved in oxygen responses which could be useful targets for drug development.”

—JC

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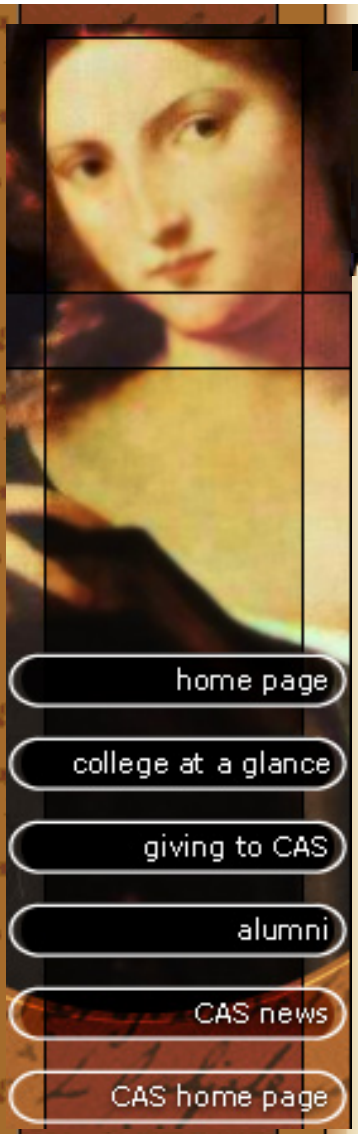

CAS NEWS

Immersed in Research

Kristy Henscheid, a graduate student in chemistry, recently returned from a fieldwork excursion on the ocean floor. Why travel to the deepest depths of the ocean? To study the Pompeii worm, one of the world's most heat resistant animals.

Henscheid said the trip was a unique research opportunity: "I got to learn quite a bit about a sort of research I don't normally do... Making do with what you have, pulling late nights because of limited time, trying to work with several other groups with different goals but using the same instruments. . . . It was an amazing experience."

Henscheid's fieldwork took place 1,000 miles off the coast of Costa Rica in a small research submarine named Alvin. UO chemistry professor **Andy Berglund** has made two trips to the ocean floor, where he's tried to uncover the mysteries of how a small, fuzzy, grey creature can survive in near boiling water at the bottom of the ocean. Henscheid said that she'd been looking forward diving in Alvin in since she began working in Berglund's lab.

But Henscheid is not a marine biologist. Her work focuses on RNA splicing, "a step of extra processing in the pathway between the information in DNA coding."

"Our lab looks at the molecules involved in RNA splicing from a number of organisms—human, yeast, and fruit fly," she said. "I'm working on (the RNA molecules) from the Pompeii worm in the hopes that they'll be more stable and easier to work with because they come from a critter that's adapted to extremes."

Henscheid also said that by studying the Pompeii worm, scientists like she

and Berglund can learn more about how certain animals adapt to harsh conditions.

There's also a larger evolutionary question being asked: Some scientists believe that life originated in ocean vents. If that theory proves to be true, the study of the Pompeii worm could begin to answer questions about the origin of life.

The Pompeii worm may also be instructive to scientists seeking proof of life far from planet earth. "If we're ever to find life outside of Earth, say on Mars, it's likely that it's going to be more like the weird critters that live at hydrothermal vents than what we think of as 'mainstream' life, up here where the sun shines," said Henscheid.

—LS

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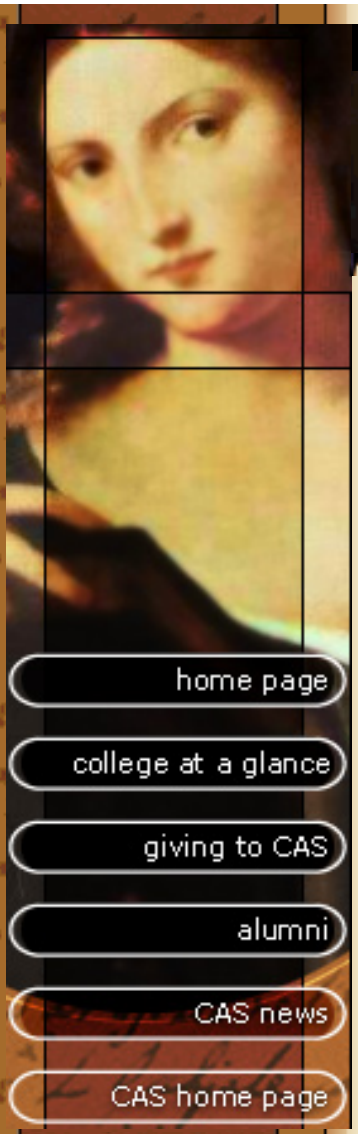

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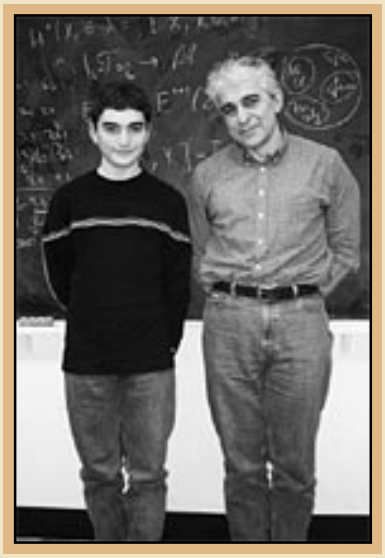
The Next Generation of Mathematicians

In most ways, **Dmitry (Mitka) Vaintrob**, is a typical UO student; he rides his bike to campus each day, completes his homework each night, and has spent the last two years figuring out exactly which math courses best suit his skill level. Two years ago, he took Honors Calculus, an upperlevel undergraduate course, which he found “a little too easy.” He moved onto Complex Analysis and Differential Geometry, both mixed-level undergraduate/ graduate courses, which were slightly more challenging. Finally, he enrolled in Abstract Algebra, a graduate seminar, about which Mitka happily admits: “I actually don’t know anything, so that’s really interesting.” His experience is likely similar to other students who excel at mathematics, except for one fact: Mitka Vaintrob is fourteen years old. When he is not taking math courses at the UO, he is a freshman at South Eugene High School.



Dmitry Vaintrob and his father, UO professor Arkady Vaintrob.

Brad Shelton, mathematics department head, was Mitka’s Abstract Algebra professor this fall. He explains the challenges of having a young teenager in his class: “I couldn’t read his work at the beginning of the term. He had the handwriting of a thirteenyear- old.” So Shelton taught Mitka a mathematical software program, only to encounter a second problem: “He hadn’t yet learned to type!” Aside from penmanship, though, Shelton is quick to add: “He’s just like a regular student, well, one of the better ones.”

For Mitka, the decision to take college courses at age thirteen was an easy one: “There wasn’t anything left (in middle school) that would be interesting for me.” Throughout elementary school, Mitka took math courses a year ahead of his classmates. Between fifth and sixth grade, he says simply, “I taught myself calculus.” At a time when other ten-year-olds were interested in dirt bikes or dodge ball, Mitka explains: “I got really interested in sequences and series. I like the idea that you can take the sum of an infinite

number of numbers and get something reasonable. You can take the sum of 1 + 1/8 + 1/27—all inverse cubes—and it's equal to some number, but nobody knows what it is. So I came up with different formulas to write for that number. And since series are very related to calculus, I learned calculus."

Such a gift for mathematics might seem natural, given Mitka's family. **Arkady Vaintrob**, Mitka's father, is an associate professor in the mathematics department, his research focusing on the intersection of geometry and physics. After leaving Moscow twelve years ago, Professor Vaintrob taught at Harvard, University of Texas, and New Mexico State before joining the UO faculty four years ago.

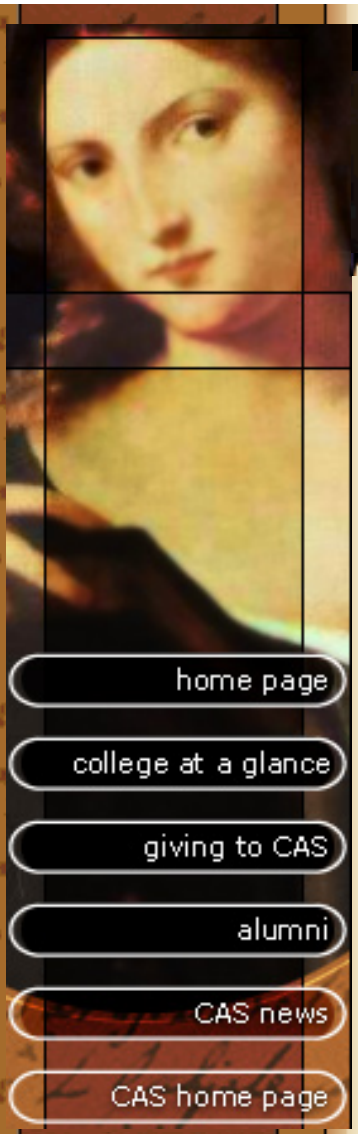
His son's interest in math, though, he insists, is all his own. "He's always had an inquisitive mind," says Prof. Vaintrob. "Once he started talking, he was asking questions, not mathematical questions, just general ones."

There was never pressure on Mitka to follow in his father's footsteps. Even as Mitka's attention first turned to math at age six, there was no formal instruction between father and son. "We would go on walks and he would look at the sky," recalls Prof. Vaintrob. "He would ask about the clouds and then mountains or bugs and he would ask me about numbers; we would have these conversations, but I never taught him seriously. Ultimately, it was his motivation and my knowledge that cultivated (his interest). He was guiding me; he really asked good questions."

And those questions clearly paid off. Today, Mitka shares a classroom with peers nearly twice his age, undaunted by the age difference: "They're just like regular kids," he says. After years of feeling unchallenged, he has finally found a setting that pushes him to succeed: "Abstract Algebra is pretty challenging. In most of my other classes, I already knew most of the material. But in this one, I'm learning along with everyone else. I probably even know less than some other people."

He acknowledges there are some difficulties. When one professor encouraged study groups, Mitka often was unable to attend because he was home most evenings babysitting his sister. "It made some of the work harder," he admits. But luckily, he had a study group of his own: "Whenever I had a question, I could ask my dad."

—MG



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If the Human Genome Were a Novel You Had to Edit...

It would have 23 chapters and contain about 6 million pages.

The author would only allow you to read 500 words at one time.

Some of the sections would repeat themselves.

There would be no paragraphs or punctuation, and only 5 percent of the words would be relevant to the plot.

The sections wouldn't be delivered in chronological order, so you would have to decipher whether you were reading from the end, middle, or beginning of the story.

—Compiled with help from Bret Pearson, Ph.D. candidate, Institute of Neuroscience

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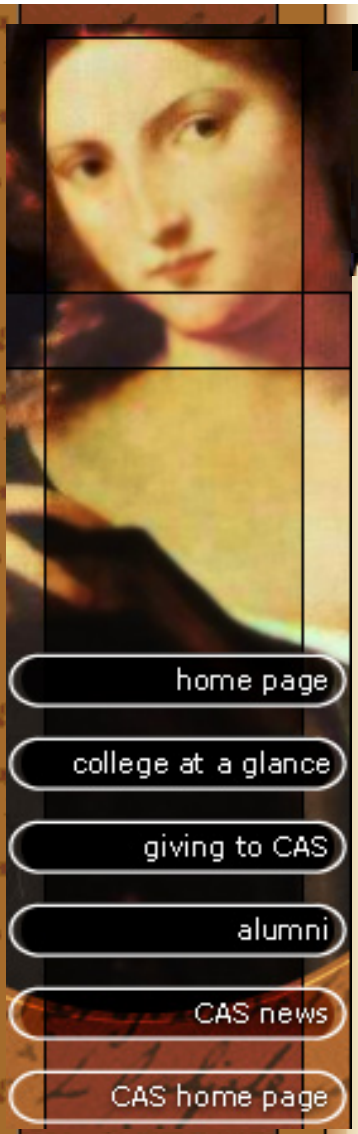

CAS NEWS

Science Byte

Researchers at the College of Arts and Science's Neuroinformatics Center last year received a $1-million grant from the National Science Foundation to build high-performance computer grid at the UO.

Using Linux and IBM supercomputer technology, this network will be able to tackle huge amounts of scientific information, which may help speed the diagnosis and treatment of brain-related conditions such as Epilepsy, stroke, and depression.

The Neuroinformatics Center is part of the college's Brain, Biology, Machine Initiative.

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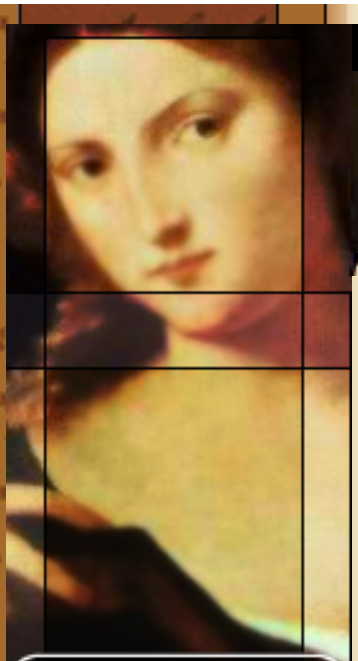

ALUMNI

Mapping Her Future

Geography Graduate Charts the Course for Legendary Newspaper

When **Erin Aigner** left Portland for Eugene in 1995, it was with dreams of one day returning to set roots in her hometown as an architect.

Nine years later she finds herself far away from the architectural profession and even farther geographically from family and close friends.

But the University of Oregon could not have been more advantageous to the gifted Aigner, who graduated in 1999 with a double major in geography and environmental studies, seized a M.A. in geography three years later, and currently serves as one of four cartographers at the *Washington Post.*

Erin Aigner ’99 M.A. ’02 is a cartographer for the *Washington Post.*

“I guess you could say it was accidental that I became a cartographer,” Aigner says by telephone from her Washington, D.C., home, where the nation’s capitol building is in view from her street. “It certainly wasn’t my plan.”

The plan was altered by her freshman year when Aigner dropped architecture for geography, but continually put off the major’s required cartography course because of the computer-driven aspect of the curriculum.

“I waited until my senior year to take cartography, but with my interest and background in design I really enjoyed it and I did well,” she says.

Senior Research Associate **Jim Meacham** gave Aigner college credits for her efforts in helping to complete the *Atlas of Lane County* during the summer of 1999. Later that year when Meacham needed a cartographer for the *Atlas of Oregon,* helping to celebrate the 125th anniversary of UO, he called Aigner, who had graduated and was working in a Eugene boutique.

'Do you want to come back to school?' Aigner remembers Meacham asking her.

She did, and spent six months in Medford, Oregon, working closely with the book's co-author **Stuart Allen** on final production. The experience, more than any other, pulled the curtain on the professional cartographic experience.

"It was a totally eye-opening and invaluable time and really made me think that I could do this for a career," she says.

That career took a giant step forward in the summer 2002 when Aigner's UO advisor **Susan Hardwick** called with an opportunity. "There was an internship in the cartographic division of *National Geographic* in Washington, D.C.," Aigner says, "and she had a connection there."

Aigner got the internship. On August 27, she finished her master's thesis and two days later she boarded a plane for the nation's capitol. "My dad and I used to page through *National Geographic* together," she says. "I figured it was a great opportunity. I'd be there three months, and I'd come home."

But two weeks into her internship, Meacham contacted her again. "He said that he knew someone at the *Washington Post* and they were looking for a cartographer," Aigner recalls. "The newspaper was only two blocks away, so I figured it would be interesting and maybe I could get an interview."

Four interview sessions with more than twenty people and one month later, Aigner was offered the job.

"Remember, this was the fall of 2002, and the sniper shootings were going on in D.C. and we were talking about going to war," she says. "I was asking myself, 'Do you really want to move here?' But then I thought if I went home, I'd spend the rest of my life kicking myself and saying, 'You turned down a job at the *Washington Post.*'"

Eighteen months later Aigner has settled into her position as a cartographer and artist in the *Post's* News and Art departments.

"Six weeks after I started we went to war, so I was making maps of Iraq nearly every day," she says. "But now I'm doing a lot of metro D.C. maps, as well as more obscure regions for our foreign pages."

She says the paper gives her creative freedom when the story calls for it, such as the variety of fonts and colors she used on a map of Western Australia for a story on the film *Rabbit Proof Fence,* or the cartoon version of Mt. Hood she created for a travel story on her home state.

Aigner credits the *Washington Post* and *New York Times* for doing more in-house mapping than other newspapers, providing more of an ability to tell a story with a map as opposed to a graphic artist.

"I notice when I read the *Oregonian* the local maps are by a staff artist," she says, "but the international maps are mostly all from the wire services."

Post cartographers have the option of attaching their byline to the maps they create, but Aigner says she decides that on a case-by-case basis. "I recently created a map for a school shooting where a kid was killed, and I didn't feel right about attaching my name to it. But when I do, there's something special about having your work delivered to your doorstep each day."

And though she was born five years after *Washington Post* reporters Bob Woodward and Carl Bernstein broke the Watergate story wide open in 1972, Aigner can relate to the history and the star power of the paper she works for.

"I called the paper one Saturday morning to check on a map I was working on," she remembers. "My editor told me that **Bob Woodward** was interested in putting the story on the front page."

"And I said, 'I'll be right in.'"

—SH

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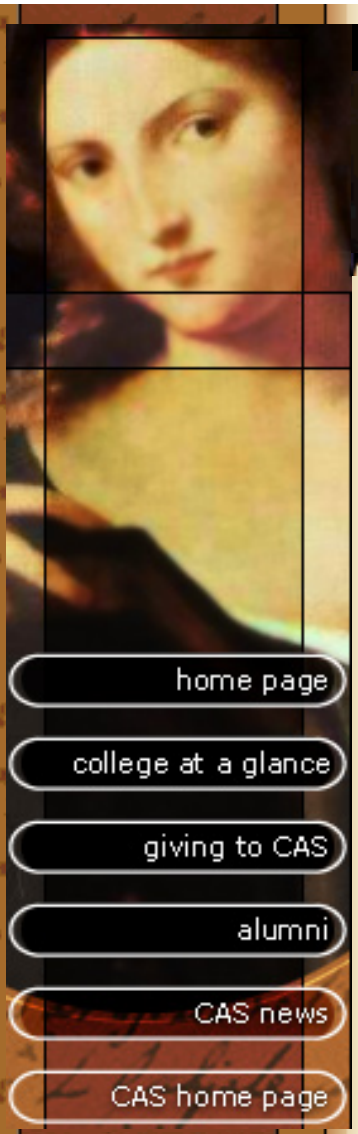
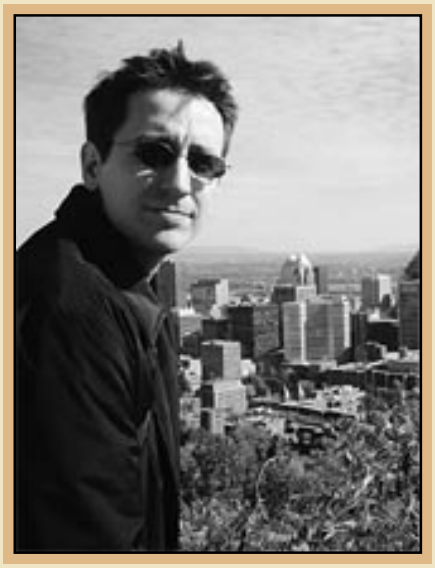


ALUMNI

Graduate's Non-profit Named a 'Point of Light'



Jade Rubick: creating a 'SAFE' place.

Jade Rubick, '97, turned a desire to help those who are victims of domestic violence into a grassroots organization while a student at the University of Oregon. His group, Stop Abuse for Everyone, today is a major non-profit agency serving thousands of individuals every month and, most recently, earning praise from both the White House and the Points of Light Foundation.

"I started SAFE because I had come out of an abusive relationship and was trying to understand what I had been through. I spent a lot of time reading research papers on the topic in the UO library to gain insight into this," he explains. Through SAFE, he promoted a new model of dealing with domestic violence, treating victims "regardless of what type of person they are, their gender and sexual orientation."

Today, SAFE provides professional training, a speakers bureau, court advocacy, support groups, hotlines, and community resources. And Rubick's success in confronting domestic abuse recently earned him the "spotlight" on the Points of Light Foundation web site, as well as letters of recognition from former President Bush, who initially helped promote his efforts, and President George W. Bush.

SAFE has received extensive media attention and was chosen by the National Crime Prevention Council as one of the most promising programs in the United States for combating domestic violence.

"We look for those who typically fall between the cracks," Rubick adds, "and are receiving the least amount of help—people for whom few services are available. Our approach is to view domestic violence as a human issue. We often say it this way: 'It doesn't matter what type of person you are, if you're

in an abusive relationship, it is the type of experience you're having that is important. The services you receive should be based on what you need, rather than who you are.' That's the goal we work toward."

Rubick emphasizes that SAFE wants to end violence against women, "but also violence against men, and gay and lesbian couples."

A holder of degrees from UO in computer science, Asian studies, and Japanese, Rubick lives in Portland with his wife and cat. He works four days a week as a web developer and one day a week on SAFE-related activities.

—PO

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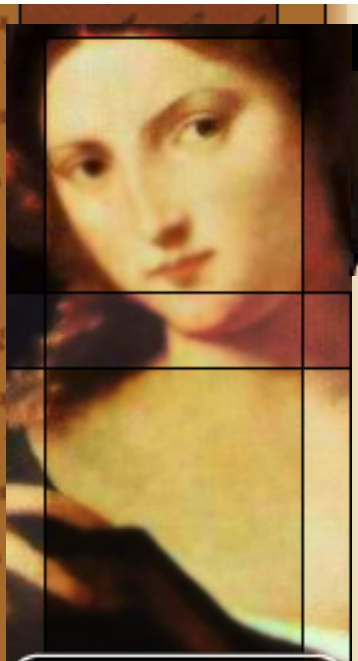

ALUMNI

Forty Percent of International Alumni Hail from Asia

Read profiles of **Eui-Gak Hwang**, **Ben Lu** and **Yung Wei**

President **Dave Frohnmayer** occasionally travels to Asia and stopped last year in Taipei, where the UO has its second largest international alumni association. In an interview with the *Taiwan News,* the president discussed the intercontinental connections that become established on the Eugene campus: “It’s especially important when the world is as troubled as it is right now that people have some sense of bridges and friendships across continents... I am amazed when I hear some American universities saying they are proud that they have 140 students from some place else. I say, ‘We have 1,400!’”

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ALUMNI

Eui-Gak Hwang

Finding Purpose in Unpredictability

In spring of 2005, economics scholar Eui-Gak Hwang will retire from his professorship at Korea University after more than thirty years in academia. For someone whose life has often changed at a moment's notice, and whose path has traversed the world, it's difficult for Hwang to predict what retirement has in store.

"I often want to relax, but things have not been working in that way," Hwang said. "Frankly, I have no word about tomorrow."

It seems Hwang has spent his life never knowing what is in store for him. The first step of Hwang's unpredictable career journey was a teaching job in Seoul, South Korea. His wife Young-Ya and their two young children stayed behind and continued to live at Amazon student housing until the family could afford the airfare to South Korea.

When Hwang returned to Eugene at the end of the year to prepare his family for the move to Seoul, he found another opportunity waiting for him. Hwang was offered a postdoctoral fellowship at the University of Chicago and the long-awaited flight to bring his family home was momentarily suspended. The Hwang family packed their 1962 Dodge Lance and drove to Illinois.

Hwang eventually moved back to South Korea, where he taught at Korea University for five years, but returned to the UO in 1986 for a one-year visiting professorship, where he taught graduate and undergraduate economics. He came back to the states again in 1990 to conduct independent studies on the North and South Korean economies at the Brookings Institution in Washington, D.C.

In addition to U.S. institutions, Hwang has held professorships in China, South Africa and Germany.

In 1997, just before departing for the University of Auckland in New Zealand,

Hwang was diagnosed with stomach cancer and says he has since gained new focus and appreciation for the work of “breathing and remaining healthy.”

“It feels like being reborn a stronger person in my faith as well as in my daily philosophy,” Hwang said. “I think that my priorities have changed from my personal-purpose-driven life to the purpose-driven life.”

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Updated June 1, 2004

Ben Lu

Testing New Ideas

If you've ever wondered how Australian rice found its way to Hong Kong, follow Benjamin Lu's family tree. More than 50 years ago, Lu's grandfather had a hunch that Australian rice would be a hit in his home county. He was right. Today Lui Hing Hop Co. imports rice for some of Hong Kong's largest supermarket chains.

And the knack for innovation seems to run in the family. As assistant manager of his family's business, Lu is constantly looking for ways to keep the company thriving.

"I'm trying to figure out how to evolve the business and create other kinds of opportunities for import," he said. "When I travel, I look for products that are not available in Hong Kong that would sell well."

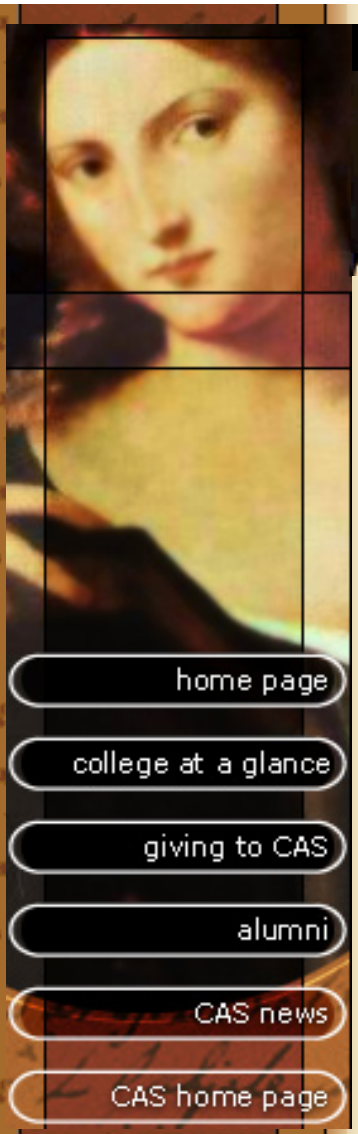
Lu said he is considering importing products such as fruit bars and certain kinds of bottled water, which might flourish in the Hong Kong market.

But in addition to striving for success in business, Lu also seeks balance in life. In order to achieve both, Lu has developed a way to synthesize his skills as a salesman with his passion for windsurfing.

Over the years, Lu has been seeking out the best manufacturers of windsurfing parts from various places around the world. He hopes one day to begin importing the highest quality parts to Hong Kong and selling them to fellow windsurfing enthusiasts.

Of course, after he receives the parts, he tests them himself. "It's crucial to have personal experience with a product," says Lu.

"In this type of business it's important to have good customer service and be really behind your product," he said. "These are things they don't teach you in school. I've learned a lot just trying things out and doing them."



ALUMNI

Yung Wei

Remembering A Leader

Political Science alumnus Yung Wei died on March 3, 2004, soon after *Cascade* chose to profile his distinguished career.

From an active member of parliament to a leading researcher in the International Studies Association, UO graduate Yung Wei's extensive education, research, and experience in the field of politics made him one of the foremost experts in political science and international relations.

After graduating from the UO in 1969, Wei spent several years conducting research at leading US universities including University of Michigan and Stanford University. Wei returned to Taiwan in 1975 to become deputy director of the Institute of International Relations at National Chengchi University.

In 1976, Wei joined the Republic of China's Executive Cabinet. During his twelve years as chairman of the Research, Development, and Evaluation Commission, Wei was credited to have introduced many of the theories and methods applied to administration reforms in the Republic government, especially in the areas of policy planning and computer application in government works.

In 1991, Wei won a seat in the Republic of China's Legislative Parliament. Wei served as chairman of the Foreign Relations Committee and led delegation representing the Republic of China in the United States, Japan, France and Russia. Throughout his career, Wei held professorships at numerous universities, including Memphis State University and National Chaio-Tung University in Taiwan.

Most recently, Wei was a professor of political science at Shih Hsin University and an adjunct professor at National Taiwan University. He also served as chair of the Graduate Institute of International Affairs and

Strategic Studies at Tamkang University. Wei is survived by his wife, Serena Ning Sun and two daughters, Yuan and Lynn.

—LS

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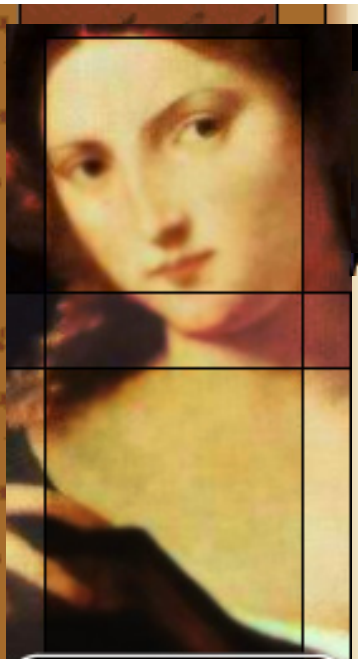

ALUMNI

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Search our *Cascade* archive of Class Notes

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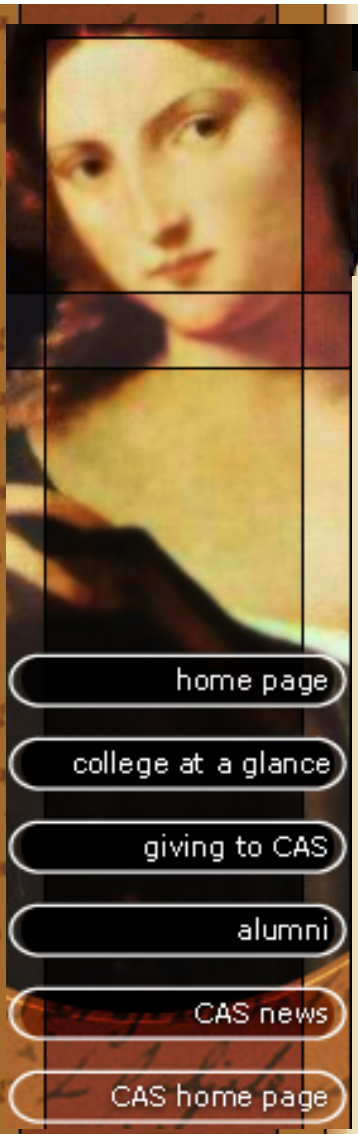

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CAS NEWS

Couple Endows Gift to English

Appreciating Shakespeare, and Teachers of Shakespeare

Jane Austen once said of Shakespeare: “His thoughts and beauties are so spread abroad that one touches them everywhere, one is intimate with him by instinct.”

Gloria and Robert Lee

As **Lisa Freinkel’s** class labors through a particularly difficult passage, it’s unlikely that she would say such knowledge comes “instinctively” to her students, but it does come to some of them with surprising rewards.

Freinkel notes that, whenever possible, she tries to get them to slow down and linger over Shakespeare’s language, to luxuriate in his imagery and wordplay.

“It’s a real challenge for most of them,” she says. “Our culture is predominately a visual one, while Shakespeare’s world was first and foremost a world of *words.* Most of us today are simply not used to this kind of verbal richness and complexity.”

But once students begin to experience the language in that way, she says, “a whole new universe falls open” for them.

Though the Bard has been taught at the UO for more than a century, students continue to gain fresh and relevant insights from his work. And, happily, a College of Arts and Sciences alumnus and his wife have ensured that tomorrow’s students will as well.

Admiration for a former English professor—along with a great love of literature and art— motivated **Robert and Gloria Lee** to fund an endowed professorship in Shakespeare, as well as a student scholarship in art history.

The Lees’ donation, when fully funded, will provide more than $1 million to the university.

Ian Bragg reads a passage of *Twelfth Night* aloud.

The professorship will be established with funds from a charitable trust and a bequest after the Lees' deaths, and will be only the second of its kind for the UO Department of English.

The Santa Cruz couple chose to name the professorship in honor of **A. Kingsley Weatherhead**, who was Robert Lee's teacher and advisor when he was pursuing his doctorate in English at the UO from 1961-66.

"This gift honors the legacy of Professor Weatherhead, who became renowned to hundreds, if not thousands, of students studying modern literature," says **Joe Stone**, dean of the College of Arts and Sciences. "The endowed professorship will significantly enhance the ability of our English department to attract and retain the very best professors."

Lee remembers Weatherhead as a "gentle man" who sharpened his writing skills and inspired him to be respectful of students in his own teaching. Lee taught literature, art history, and other humanities courses at California State University at San Bernardino from 1968-92.

"Students will say or write silly things sometimes, and it's easy to mock or criticize, but that's discouraging to students," Lee says. "Professor Weatherhead was gentle with students, and I tried to take the same approach in my own teaching."

Margaux DeRoux, a junior, is one of 700 students who enrolled in Shakespeare this year.

Lee liked Weatherhead's suggestion that the endowed professorship be directed to the teaching of Shakespeare. "Shakespeare's works tell us more about England's past than any other body of literature," he says.

Weatherhead, who lives in Eugene, says he was very flattered by the Lees' decision to name the professorship in his honor. He suggested the Shakespeare emphasis because "Shakespeare is the best and must always be a part of instruction at any great university..."

"Everybody in the department is utterly delighted, not only because the Lees have made this gift, but because it honors Kingsley Weatherhead," says English department head **Warren Ginsberg**. "This is the kind of affirmation that every teacher can't help but smile at having one of our colleagues receive."

The endowed position will strengthen the department's already distinguished teaching and research in Renaissance studies and will benefit many students. About 700 students, both majors and nonmajors, take courses in Shakespeare each year.

UO Giving Website: giving.uoregon.edu

—AM, JL

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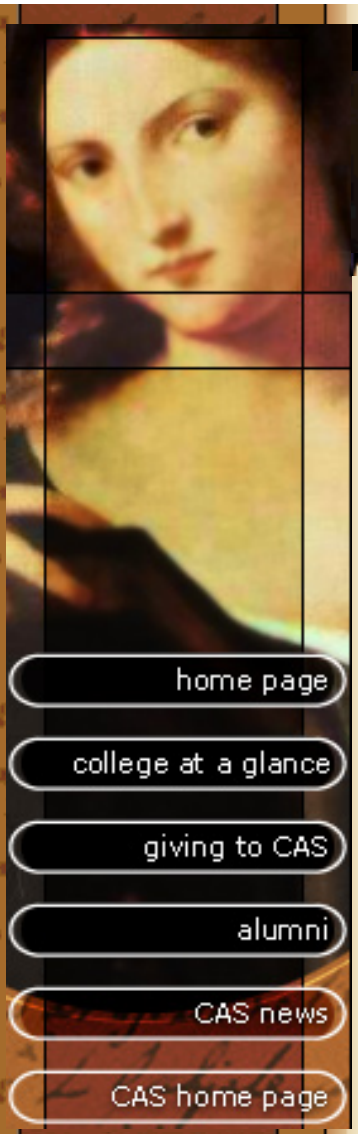

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CAS NEWS

CAS Program Grants

Annual gifts to the **College of Arts and Sciences Dean's Fund** provide the dean with a pool of discretionary money that can be used to support innovative faculty programs. Dean Stone awarded three such grants this year.

Julie Haack: green chemistry goes virtual.

Julie Haack:
A Green Chemistry Laboratory for Chemical Educators

Julie Haack has contributed to pioneering one of the first web-based collaborative chemistry laboratories. Haack will continue the next development phase of an interactive, web-based collection of green chemistry experiments. The database will allow faculty to access innovative curricular materials from around the world that can be integrated into undergraduate and graduate level courses. The interactive collection will be a collaborative resource that transcends traditional methods of teaching. As a model for the development of new forms of collaborative education, the database will increase the University of Oregon's visibility as leaders in innovative curriculum development and teacher preparation.

Timothy Gianotti:
Struggling for God: *an extended, scholarly conversation exploring the martial dimensions of Judaism, Christianity, and Islam within the broader context of the Abrahamic quest for justice and peace*

Timothy Gianotti has developed a series of symposia to explore the concept of conflict in the Abrahamic religions. Gathered scholars in critical areas of Judaism, Christianity, and Islam will come to the UO to share perspectives on the phenomena of militant language and martial metaphor within the larger context of the religious visions of justice and peace. This formal conversation will extend over a period of several academic years. During the first symposium this February, "War and Martial Metaphor in Scripture," scholars discussed the language and imagery of war within the sacred texts.

"From Holy War to Holy Peace" (winter 2006-spring 2008) will explore the potential roles that traditions can play in resolving conflict and establishing a just peace.

Ina Asim:
Private Life in Late Imperial China: Objects, Images, and Texts

The conference "Private Life in Late Imperial China: Objects, Images, and Texts" will be held October 22–23, 2004. International and interdisciplinary speakers will present the latest research results from the study of material objects, written private records, and literary and visual sources. The objective is to integrate the diversity of expressions of the private revealed by these sources to enhance the concepts of private life in China. A special exhibition of the 16th Century scroll painting "Colorful Lanterns at Shangyuan" will be held at the University of Oregon Museum of Art. *For more information on Asim's research on the scroll painting and its impact on the study of private life, read "New Media for 17th Century China".*

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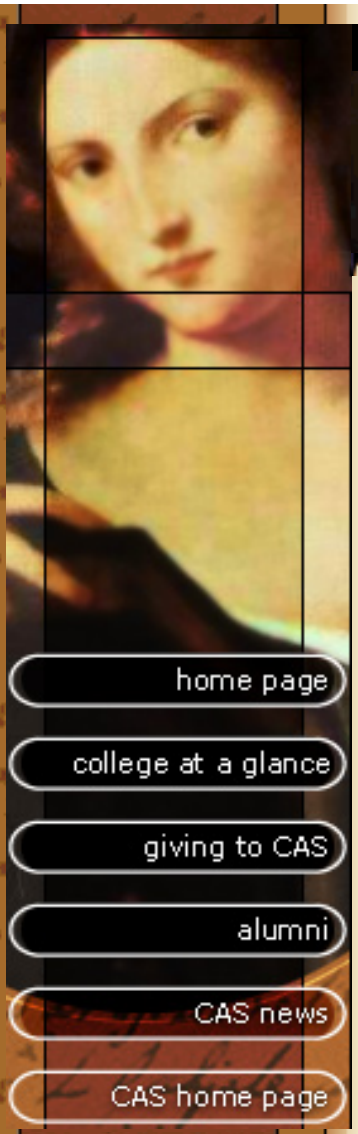

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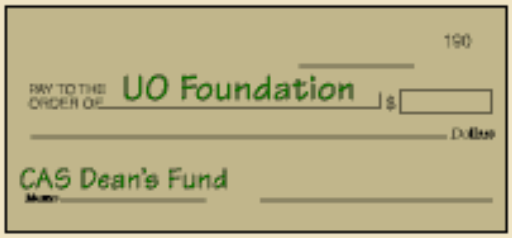
You may give to the CAS Dean's Fund, any CAS department or program, or a variety of programs at the UO. (Click here for some ideas about funding needs in the College of Arts and Sciences.) Either send a note with your check, or put the information on the "memo" line of your check. Example:



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Why I Give

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

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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
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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.

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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.

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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).

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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.**

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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.**

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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.**

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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**.

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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.*

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