The Future is Us

What will the CHC look like in fifty years? At our fiftieth commencement in 2011, our very first graduate, the noted educator Margaret Reedy Moore ’61, challenged us to imagine.

I’m especially honored to be included in the ceremonies for the graduating class in the fiftieth anniversary year of the Clark Honors College. I’m here as real evidence to how rapidly time passes. I graduated fifty years ago yesterday. And, yes, it does seem like yesterday!

I’ve been nudged to tell you something about myself and my experience at Oregon and in the newly created Honors College before going on to the rest of my comments. Fortunately—or otherwise—you’ll also be hearing from me tomorrow at the university commencement, where I’ll touch on some of the more colorful parts of 1960 campus life.

I’m not sure what matters these days in terms of student activities, but I edited the Oregana, was a class officer, competed with the University of Oregon General Electric College Bowl Team, and counseled in Susan Campbell Hall (then a freshman women’s dorm) where one of our jobs was to keep the girls from hanging out of the windows during panty raids. I also was selected for Kwama, Phi Theta Upsilon (do those still exist?), also Mortar Board and that co-ed fraternity—Phi Beta Kappa.

The Honors College was brand new my senior year, and we were given our very own corner in the Friendly Hall basement. The challenge of the new college intrigued me and, since I’d taken the full Sophomore Honors program earlier, I was eligible for it. I was the chair of the Advisory Board, probably being the only senior. Our first “duties” were organizing ourselves, planning freshman orientation, and hosting the visit of C.P. Snow—about whom I’ll speak a bit more later on.

I must confess that year is a bit of a blur. I enjoyed the colloquia, wrote my thesis about “A Philosophy of Education for Children in a Democracy,” and defended it in a small office with Tom Koplin, the head of the Honors College; Grace Graham, my advisor; and someone else who now escapes me. My thesis is missing from the top shelf in Chapman, which is probably a very good thing, since I was also practice teaching, recovering from pneumonia, and making up 19 hours of missed finals, promoted to president of my sorority after the previous one got caught sneaking out at night, and planning a June 14 wedding to my fiancé who had spent his college years at Stanford—all before we moved to Germany at the end of June.

I know—that probably sounds a lot like how your senior year has gone, too, doesn’t it? But, enough about me; let’s get on with celebrating your big day!

My comments today are entitled “The Future is Us” which probably grates on the ears of you brilliant new graduates. But fasten your seat belts and stay with me for a while; I want to take all of Us on a journey into the Future. It’s a story about you, about me, about all of us.

Though it appears to be 2011, it’s really 2061. The Clark Honors College is celebrating its 100th anniversary, and most likely one of you is standing where I am today. In addition, we have a large group from the international media with us. They’re here because they have just realized that three Nobel prizes in the last ten years have been awarded to graduates of the Clark Honors College—a small, liberal arts college within a much larger public university on the west coast of the United States. How can this be? What is it about the relatively small CHC that has produced such achievement?

What they’ve found is that each Nobel laureate can trace his or her success back to important decisions that were
Dean’s Message

The Robert Donald Clark Honors College celebrated its fiftieth anniversary during the 2010–11 academic year. This year, we look ahead to the next fifty years. Our vision includes purposeful efforts to diversify our student body, enrich our curriculum to better teach scientific reasoning and the liberal arts, and to expand our tenure-related faculty. In early 2012, Chapman Hall will be entirely dedicated to the Clark Honors College. The new Global Scholars Hall, located in the UO’s east campus area, will open in fall 2012 to provide residential living for the incoming CHC freshman class. In this state-of-the-art facility there will be ample learning opportunities both in and out of regular classrooms. The hall features scholarship and language immersion, and will have its own resident scholar and librarian. Also in 2012, we plan to hire a tenure-track scientist in the field of biophysics.

We are proud of our academic tradition and of our resident faculty, including fourteen tenure-related professors who serve as academic advisors and mentors to CHC students while remaining active researchers in their own academic fields. We are proud of our small classes of nineteen or fewer students, and our Inside Out Prison Exchange Program, which is nationally recognized. We are also proud of the scholars and academic programs we bring to campus, including Pulitzer Prize-winning journalist Seymour Hersh, our collaboration with the New York City-based Carnegie Council on Ethics in International Affairs, and additional projects featuring civil rights, building on our successful event last May commemorating the Freedom Rides and featuring outstanding documentary filmmakers. The CHC community of scholars continues to expand to include Marshall Scholars, a Mitchell Scholar, and Fulbright Fellowship winners. The Clark Honors College offers the best in a liberal arts education, an outstanding faculty, and a truly remarkable community of high-achieving students.

Robert D. Clark, who served as UO president during 1969–1975, believed the best students deserved the best education. The Clark Honors College was his idea, and he believed that it was his most important achievement as an educator. He would be proud of our history and thrilled about our future.

A Memorable Commencement

Theses defended, term papers turned in, graduation audits completed—the class of 2011 was ready to graduate on Sunday, June 12, 2011. The CHC commencement would be held outside, after many years in the EMU Ballroom, with a stage erected in front of Knight Library and chairs laid out on the grass of the Memorial Quadrangle. Commencement booklets were placed on the chairs, sound checks completed, faculty members and students donned their regalia in anticipation of the ceremony. But, it’s Oregon! A day that began with wonderful sunshine turned cloudy and rainy by early afternoon, and by the end of the day Eugene had received half an inch of rain, nearly half of the month’s total.

As raindrops continued to fall on the Quad, the ceremony was moved to the west grandstand at historic Hayward Field. Soon-to-be-graduates, family members and CHC faculty members filed into the grandstand, and the ceremony began. Despite the wet conditions, spirits remained high—clapping, cheering, fist pumps in the air—as the assembled crowd welcomed new graduates of the Clark Honors College!

CHC alumna Margaret Reedy Moore ’61, the first graduate of the Clark Honors College, presented the commencement address (see page 1). Professor Joseph Fracchia presented the thesis award winners, and assistant professor Susanna Lim read the names of all graduates while standing underneath a large black umbrella. The Don Latarski Group provided music during the recessional. Our 2011 commencement was truly memorable!
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made in the early twenty-first century. The CHC used its fiftieth anniversary as a time for serious self-examination, to refocus on priorities for the future, and to launch itself on an accelerated track toward recognition as a world-class liberal arts college.

These Nobels were awarded for quite diverse achievements: one award went to a first-generation American who found a way to harness solar energy to bring clean water, cheap electricity, and a healthy environment to central Africa—thereby allowing the region to feed itself, free its people from disease, and allow peaceful nation-building to move forward.

The second Nobel went to a team of three, led by a CHC graduate, which was able to bring an enduring peace to the Middle East that is now in its twenty-fourth year. Not too surprisingly, this graduate was also our second Rhodes Scholar.

And the final Nobel award went to a graduate who brought multiple scientific disciplines together to actually regenerate nerves and help those with severe nerve damage walk again. The interesting thing is that she had been wheel-chair bound since her early teens due to a farm accident which made her despair of ever actually attending college independently regardless of her obviously brilliant mind.

What did the CHC do to provide such a fertile field for these scholars?

First of all, in 2011 the college set a vision for itself that within twenty years it would be recognized as one of the premier liberal arts schools in the nation. Until the early 2000s there had been some uncertainty about what the proper reach of this small part of the University of Oregon was. Did it compete with other state schools? Did it compete regionally? Or was there a more significant role here that allowed it to see itself as a nationally competitive college among all other liberal arts institutions, private or public, large or small? Our team, of course, chose the national scope!

The CHC embraced its role as the “jewel of the university.” Because of my professional career working with gifted students, I realize there probably will always be some public ambivalence about programs for exceptionally capable students. However, the Clark Honors College chose to fly the banner of the university president of that time, who said, “I’m from Texas and believe, as they say there, ‘If you can do it—you can talk about it.’”

The University of Oregon had begun to see itself as a player on the national stage athletically—with facilities to match—why not academically, too? Our CHC students are the real superstars in the primary business of any great university—gathering, sharing, and creating knowledge.

Because of skyrocketing college costs, the CHC realized it had the distinct advantage of being able to attract outstanding young scholars who could avoid long plane flights, pay more reasonable undergraduate tuition, and still obtain the finest education possible. Gifted faculty were also drawn to it, because of strong support, an opportunity to work with very bright students individually and in smaller classes, and the ability to thrive academically by being imbedded in a great research institution.

Secondly, to be relevant in the twenty-first century, the CHC recognized it needed to become increasingly transdisciplinary and move away from traditional academic silos. The enduring model of distinct academic disciplines was meant to organize research and learning, but it was increasingly outdated as a way to address highly complex issues desperately in need of solutions.

In the very first year of its existence—my time—100 years ago, the Honors College brought the British scholar Sir C.P. Snow to the campus to discuss his small book, The Two Cultures and the Scientific Revolution. He spoke about how critical it is to cross-pollinate sciences with the other liberal arts to truly understand the complexities of the disciplines and their importance to each other. Seems his topic is timeless! Many years later, strategic hires by the CHC began to focus on such interdisciplinary studies. Students were encouraged to create their own programs, and graduates of the CHC often had very nontraditional-sounding majors.

Along with blurring the boundaries of academic fields, the college also softened the edges of the classroom. With enhanced technology, it became possible for students to communicate with one another across campuses, domains, and nations. Students could count for credit work done
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elsewhere or in the field through hands-on experience. This was a logical outgrowth of the current dean’s emphasis on “getting your passport punched” by the time you graduate—with an emphasis on making your education relevant in an ever-expanding—yet shrinking—world.

In addition, the CHC became a model for academic diversity. There had always been some emphasis on it, but the dimensions of diversity expanded and were reflected in a true, rich milieu of ideas, opinions, experience, and personal attributes that more closely reflected the world in which the students would ultimately live and contribute. By its geography, the Pacific Northwest is not particularly representative of the global realities of our gnarliest problems! Innovative faculty, increased opportunities for students to interact broadly, and deliberate efforts to encourage bright students from a variety of backgrounds led to a richer environment for all.

Finally, the CHC ramped up its effort to reach out to alumni for help, understanding that the most valuable resource for any school is its graduates. And, yes, you are now included in this category! These are the public faces that ultimately establish the continuing value of the program and its diploma. And our grads became increasingly aware of how they could give a leg up to the next generations of scholars.

One of the first things the CHC did was to capitalize on the fact that its graduates didn’t want to be finished learning upon graduation. They still were pretty good thinkers and interested in what could be done to improve things! The college began a series of seminars in various cities where grads lived and invited them to come meet with professors about timely, interesting topics, with the added benefit—there were to be no quizzes!

The CHC also expanded its resource bank so grads could find each other and serve as professional resources for whatever they needed.

This continuing contact with and among graduates yielded other benefits. There were many who were able to serve as mentors for current students. Of course, the enhanced technology in Chapman meant these mentorships could be both on-site with the mentor or via distance-learning technology.

As potential guests in the classroom, the alums were terrific, adding another dimension to important classroom work.

Then, more magic happened. In 2011 funding for higher education in the state of Oregon had reached a grim point somewhere between dismal and nonexistent. Although it was called a state university, in truth, Oregon, as in other states, was providing less than seven to eight percent of the actual funding. Some schools simply eliminated unique programs and settled for basic education, with increased class sizes. But, to continue growing its long-term vision, the CHC reached out to its alumni and other community members who were concerned about maintaining academic excellence.

And they responded. Even though everyone knows young alums aren’t in a position to give magnificently, they did begin to give a little. Those smaller gifts, all the more generous because of what they meant to the giver, added up and began a habit of life-long investment in the program that had been so instrumental to their future. The CHC made a difference for these students that changed the trajectory of their lives, and they honored that with checks and plastic as they were able.

In addition, the parents and families of the students decided that, stretched as they were to pay for college for their children, they were very pleased with the education they received and showed support for the faculty and program that launched their children so well. And, members of the community, mentors from far places, and others who prized the strong CHC academic program all stepped forward to help.

Because of this generosity, the CHC was able to completely renovate Chapman Hall and make it an extraordinary center for the work of their students and faculty. It could also continue the small classes that are the hallmark of its experience. Those gifts brought in outside speakers and mentors, kept technology abreast of new possibilities, gave scholarships to highly capable students who wouldn’t otherwise go to college, and allowed the CHC to remain innovative and effective.

Well, the media interviewed our Nobels about their experiences as CHC students, and they all named one or more aspects of its vision for the next fifty years that was really significant to them personally.

The winner who made Africa bloom had come from an immigrant family of modest means on a scholarship. He did long-distance mentorships with an agronomist and a solar energy expert, as well as two quarters in Africa studying the problem first-hand. Through the availability of advanced technology, he was able to enlist expertise and coordinate the work of many in far-flung sites. Interdisciplinary classes and colloquia were key to crystallizing his thinking. Eventually, he came back to campus, spoke with students and served as an advisor for a senior thesis by a student—to whom he was a personal hero.

Our Nobel winner who resolved the Middle East crisis began by living in the CHC residence on campus. There he encountered another student who shared his passion for political science and diplomacy. And, after many long evenings in deep discussion, they found a State Department mentor and, later, a partner in Beirut, and pursued their work together over distance conferencing technology. In addition to off-campus opportunities, our laureate cited leadership and conflict resolution classes taken while at the CHC as extremely important in mediating this previously intractable problem.

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Finally, the laureate who found how to regenerate nerves would never have made it to the CHC, if not for a special program to find and admit bright students with financial need. The physical improvements to Chapman Hall and the adaptive technologies available were critical to her success. She benefitted from the interdisciplinary approach and was able to coordinate her work with breakthroughs in other locations around the country using remote technology.

Through this little fantasy trip, I think you can see the Future indeed will be shaped by each of Us. These achievements could be yours—or they will be lifted on your shoulders—or on those of students yet to be born.

I wish I could be with you when you gather here fifty years from now—at the centennial celebration of the CHC. I know you'll be very proud of what you've helped been placed in me by the people I looked up to,” she said. She also mentioned the academic diversity exhibited in her classmates’ thesis topics.

“We are all graduating fifty years and over 2,000 theses after Margaret Reedy Moore, the first graduate of the Clark Honors College,” said Bailey. “For me, her presence during our moment stands as testament to the depth of this community and the scope of our educational experience. The fact that she is congratulating us today tells me that the community of scholars featured here is a significant one, one that probably won’t leave us alone.”

Bailey is currently living in Berkeley working as a litigation assistant for the Prison Law office, a nonprofit law office that advocates for the constitutional rights of California prisoners. She is planning on continuing this work for another year at least, before applying to law school.

Award-winning graduates with Margaret Reedy Moore and faculty.

Madeline Bailey ’11, Delivered Student Commencement Speech

In her commencement speech, Madeline Bailey, a member of the class of 2011, echoed Margaret Reedy Moore’s ideas about the high expectations the CHC faculty members continue to have of Clark Honors College students. “My freshman year, I received my first B, and as the story goes, was faced with the reality of the work that lay ahead,” she said.

Moore and Bailey came together at one rainy commencement ceremony, representing the beginning and present of the Clark Honors College, which remains an academically rigorous environment that challenges students to make a difference in the world. Moore did that, and Bailey is doing it now, as will future students of the Clark Honors College.

“I think that whether we like it or not, we are a part of a really powerful community of committed and intelligent people,” said Bailey. “I’ve gotten to know some of you more than others, but I’m confident that each of you have had a class or a professor that has made an impact on where you are right now.”

During her time at the CHC, Bailey participated in the Inside-Out Prison Exchange Program, a class that brought twelve Clark Honors College students inside the Oregon State Penitentiary to study Dostoevsky with students living inside the prison.

During the summer before and fall term of her senior year, Bailey was an intern at the Peace and Reconciliation Group in Northern Ireland. “I became fascinated by the politics of conflict resolution, and by the dynamic of a society attempting to reconcile itself over thirty years of intense sectarian violence,” she said. “I made the decision to pursue this topic further, and cautiously chose to go to Northern Ireland to conduct research for my thesis.”

Like Bailey, Moore was encouraged and supported by her professors, who took the time to invest in her as a student, as a researcher, and as a young person. “Looking back, I was really empowered by the degree of trust that I felt had been placed in me by the people I looked up to,” she said. 

For me, her presence during our moment stands as testament to the depth of this community and the scope of our educational experience. The fact that she is congratulating us today tells me that the community of scholars featured here is a significant one, one that probably won’t leave us alone.”

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Congratulations on your magnificent achievement, your persistence, and your dedication to work that really matters. We can’t wait to know what your Future will bring to all of Us!

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Katherine von Ofenheim Studied in Middle East During Egyptian Uprising

“%I had traveled before, but I’d never been away for that long,” said senior international studies and geography major Katherine von Ofenheim, of her recent trip to the Middle East. “The longest I’d ever been out of the country was about two weeks. I had never traveled alone before. I flew from Bahrain to Kuwait to Jordan. I arrived in a country where I did not know a soul, had no plans, and just went for it.”

Von Ofenheim, who is from Portland, spent nine months in the Middle East, beginning in the summer of 2010. She returned to the U.S. during the winter term of her junior year (in 2011, soon after the Egyptian revolution had begun). She traveled to the Middle East to work on her Arabic language skills. After her return, she declared a minor in African studies, and is currently working on a thesis related to the uprisings in the Middle East.

Von Ofenheim spent her first month abroad in Bahrain working with a program that operates in coordination with the U.S. Embassy and the Bahraini government to run summer camps for disaffected youth. “Then I stayed in a Bedouin village in southern Jordan with a family,” she said, “helping out with the computer and English. It was a great experience. I loved it. It was the most gorgeous place I’ve ever been. And I had so much fun. It was a village of about 1,000 people and I was the only foreigner.” She studied abroad in Amman, Jordan, and also traveled in Turkey, Israel, and Egypt. In addition, she worked as an intern at an NGO in southern Israel in an Arab-Bedouin village. After a few months, her internship ended, and the revolution had begun in Egypt.

“I went to a couple of rallies and protests in the West Bank,” she said. “After Mubarak fell, and Egypt had started to settle down a bit, I decided that was the place to be, so I went back to Jordan and caught a flight to Cairo and spent about a week just being in Cairo to experience the revolution there, and be in Tahrir Square.”

According to von Ofenheim, “The most moving part of my trips was just being there. I adored living with the Bedouin family and playing with the kids. I fasted for the month of Ramadan. And it felt cool to be part of life there and not just a tourist passing through, which is the experience that most people get. When I was in Cairo, there was a big protest in the square, and I saw different rallies and even went to the pyramids because there were no other tourists there. One of my favorite times there was visiting with a bread maker and his family in a suburb of Cairo.”

Von Ofenheim encourages other Clark Honors College students to study abroad, to travel on their own, and to challenge themselves. “My best times were definitely when I was on my own,” she said. “It’s amazing to have that kind of freedom, to realize that you’re capable of doing it yourself.”

Katherine in the Wadi Rum Desert in Southern Jordan.

Katherine and two of her Bedouin sisters in the Wadi Rum Desert in southern Jordan.

Katherine talking to women in a Bedouin tent in the Al Araqib village in southern Israel. The Israeli government periodically bulldozes the village.
Students, Professor Collaborate on Research

During summer 2011, assistant professor of history Mark Carey teamed up with four Clark Honors College students to conduct research on a variety of topics related to global climate change, water history in the Peruvian Andes, climate perceptions in national parks, and international historical interactions between people and glaciers. Carey’s research and the student work are being supported by a three-year grant from the National Science Foundation on “Hydrologic Transformations and Human Resilience to Climate Change in the Peruvian Andes.” Carey is carrying out this collaborative research with glaciologist Bryan Mark at Ohio State University, human geographer Jeffrey Bury at the University of California, Santa Cruz, and bio-geographer Kenneth Young at the University of Texas, Austin.

Clark Honors College students Ben DeJarnette, Vanessa Fiedler, Kerry Snodgrass, and Kelsey Ward were able to develop and refine a variety of new skills as they worked on Carey’s various research projects. As a journalism major, DeJarnette worked to communicate information to the public and professionals by creating a user-friendly website (glaciers.uoregon.edu) with vast resources on glacial-society dynamics and glacial hazards, including a digital bibliography and online database. The website has already received significant traffic with visits from forty-four countries—and much praise from glaciologists, students, journalists, and others worldwide. Fiedler, a June 2011 honors college graduate in international studies and political science, conducted research almost entirely in Spanish as she found nearly-impossible-to-locate Peruvian government documents and research reports to help reconstruct the history of Santa River water use and

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Monique R. Balbuena organized the panel “Ladino in the Americas: Encounters and Exchanges,” in which she presented the paper “Ladino among Latinos Today: What is it saying? And who is listening?” at the Latin American Jewish Studies Association Conference in June. After that she participated in the Summer Institute for Israel Studies organized by the Schusterman Center at Brandeis University. She spent two weeks in Waltham, Massachusetts, following an intensive program of lectures with national and international scholars. Balbuena prepared two new courses with topics related to Israel: one titled “Linguistic and Literary Landscapes in Israel: Languages and Identity Construction,” and another on Israeli music. The group then travelled to Israel for the second part of the program. Balbuena spent the summer of 2011 in Israel, where she completed the last level of the Hebrew Ulpan and successfully passed the Hebrew exemption exam, which allows any new immigrant to pursue university studies in Israel. Balbuena did research for her book on the revival of Ladino at the Israel National Library, the Institute Ben Zvi, and the National Sound Archives in Jerusalem. In November Balbuena participated in the workshop “Sephardic Literary Studies and Comparative Methodologies in Iberia and the Americas” hosted by the Institute of Sephardic Studies at the CUNY-Graduate Center and co-sponsored by the Zelikovitz Centre for Jewish Studies at Carleton University. In December she is taking part in the forty-third annual conference of the Association for Jewish Studies in Washington, D.C., where she will participate in a roundtable, talking about “Repertoire and Jewish Languages,” and will be the respondent of a panel on Sephardic literature. A special Latin American issue of the Journal of Jewish Identities co-edited by Balbuena and Adriana Brodsky will also be launched. A version of her article “Athens, Salonika and Israel in Margalit Matitiahu’s Poetry” is appearing at the Cadernos de Língua e Literatura Hebraica, in São Paulo, Brazil. Balbuena is also contributing essays to The Cambridge Companion to Holocaust Literature and The Routledge Handbook to Contemporary Jewish Cultures. Balbuena is spending her sabbatical year in Berkeley, California.


Assistant professor Mark Carey’s courses in the Clark Honors College provide unique opportunities for undergraduate students (see page 7), such as an upcoming spring 2012 course on Climate and Culture in the Americas, which will correspond with a May 24, 2012, conference on “Indigenous People, Climate Change, and Environmental Knowledge.” Carey currently has several ongoing research projects: an environmental history book examining human-glacier interactions worldwide; a book on the history of mountaineering in South America; and a collaborative, three-year National Science Foundation grant on climate change and water management in Peru with glaciologist Bryan Mark at Ohio State University, geographer Jeffrey Bury at the University of California, Santa Cruz, and bio-geographer Kenneth Young at the University of Texas, Austin.

Professor Frances Cogan wrote and finished an eighty-three-page chapter in her third book, The Other Ellis Island: Castle Garden, New York 1855–1890. Once she writes the introduction the book will be finished. Assistant professor Samantha Hopkins spent the summer in Eastern Oregon. This field research was part of her examination of the role climate has played in ecological evolution of fossil mammals. With a team of graduate students and a pair of CHC undergraduates, Hopkins continued her efforts to relocate sites where fossils were discovered in the past, and to study the geologic evidence for their ecological and temporal relationships. At the end of the trip, she also spent time studying rodents in the collection at John Day Fossil Beds National Monument, research that will allow her to extend the study of climate and mammal evolution over more than 30 million years of Oregon’s history.

Assistant professor Ocean Howell chaired a session on “Liberalism and the Politics of Race in Post World War II San Francisco” at the Pacific Coast Branch of the American Historical Association conference in Seattle in August. He is working on his book about race and urban space in San Francisco.

Vera Keller has been invited back to the UK to speak at a conference this January, “Worlds of Paper. Writing Natural History from Gessner to Darwin,” hosted by the Linnean Society in London. In March, she will be giving papers at the Renaissance Society of America’s annual meeting in Washington, D.C., and at the triennial conference in early modern German history at Duke University, whose theme this year is “Visual Acuity and the Arts.

Samantha Hopkins  
University of Oregon Clark Honors College
of Communication in Early Modern Germany.” In April, she will go to Vancouver, BC, to give a paper at the conference, “Scientiae: Disciplines of Knowing in the early modern World.” She is currently co-organizing her own international conference, “The New World of Projects, 1550–1750,” which will be hosted by USC and the Huntington Library this June, and she is co-editing the conference proceedings of the conference she co-organized there last spring, “Ingenious Acts: The Nature of Invention in early modern Europe.” She has recently had two articles accepted for publication, “Accounting for Invention: Guido Pancirolli’s Lost and Found Things and the Development of Desiderata,” accepted for the Journal for the History of Ideas and “‘Non qui graeca scit ... doctus est’: The Authority of Practice in the Alchemy of Sir John Heydon,” accepted for Ambix, the Journal for the Society of the History of Alchemy and Chemistry. Her essay, “How to Make a Seventeenth-Century Natural Philosopher: The Case of Cornelis Drebbel,” recently appeared in the edited volume, Silent Messengers: The Circulation of Material Objects of Knowledge in the Early Modern Low Countries (Berlin: LIT Verlag, 2011).

Associate professor Roxann Prazniak gave a lecture at the Centre for the Study of Developing Societies-Muslim Studies Project in New Delhi, India, on September 7, 2011. The topic was “The India-Europe trade through Tabriz during the Mongol Empire.” She was also in India for research on her current book project, Sudden Appearances: The Mongol Era in the Making of Modernity. She worked at the Vidya Joti and Jawharal Nehru University libraries in New Delhi as well at the Centre for Developmental Studies in Thiruvananthapuram, Kerala, the largest library collection in southern India with materials on Indian Ocean trade networks to the South China Sea, the Persian Gulf, and the Mediterranean. She also gave a talk on “Changing Visuality across Eurasia, 1200–1600” in October 2011 at Suzhou University in Jiangsu, China.

Associate professor Daniel Rosenberg was promoted to associate dean in August. Over the summer, he curated a show at Princeton University Art Museum based on his recent book, Cartographies of Time. The museum show was reviewed in Art Forum, and was a “critic’s pick” in the publication, which noted, “Every so often, scholars dramatically revise and expand our knowledge of particular visual phenomena. . . . Last year, the historians Daniel Rosenberg and Anthony Grafton performed a similar feat with their book Cartographies of Time, on the history of timelines. This small exhibition, drawn primarily from the library collections at Princeton, where Grafton teaches, is a welcome reminder to look beyond fine art for revelatory, informative visual experiences. New Yorkers seeking a final summer day outside the city should consider a trip here.”

Helen Southworth traveled to Glasgow, Scotland, in June for the annual International Virginia Woolf Conference where she delivered a paper on Woolf and Hogarth Press author Francesca Allinson. A version of that paper will be published in the January 2012 issue of the Virginia Woolf Bulletin. While in the United Kingdom she also did research at the University of Edinburgh library special collections, the archives of the Victoria and Albert Museum, and the British Library. Southworth spent much of the summer completing her Cambridge Companion to the Bloomsbury Group chapter focused on the Bloomsbury Group and the book arts. Her “Virginia Woolf et Colette, deux visions de la sexualite feminine” appeared this fall in the Cahiers de l’Herne volume and her Leonard and Virginia Woolf and the Networks of Modernism will be released in paperback early next year. She plans to spend the upcoming year working on a book-length biographical study of Francesca Allinson with support from the Center for the Study of Women and Society at the UO.
Students, Professor Collaborate continued from page 7

Carey is writing called *How Glaciers Changed the World, Advanced Science, and Captured Our Imagination*. She has investigated themes as diverse as Ice Age floods, Cold War science in Antarctica, the history of ice core drilling, and how objects such as bodies and airplanes emerge from melting glaciers.

Carey says enthusiastically that “it is a privilege, even humbling, to work in the Clark Honors College with such creative, smart, motivated, and helpful students. They have enriched my own research, and I value the opportunity not only to teach and mentor great students, but also to truly work and learn together as we study these fascinating topics.”

The students have also enjoyed and benefitted from their experiences working closely with a Clark Honors College professor. As DeJarnette explains, “The web development work offered me an incredible opportunity to construct and implement a creative vision for professor Carey’s website. The experience felt much like working on a puzzle, with hundreds of pieces finally fitting together to form the finished product. Through the process of confronting and overcoming obstacles, I acquired skills and expertise that will assist me endlessly in the competitive journalism industry.”

hydro-energy production below Andean glaciers.

Snodgrass, a junior geography major, scoured newspapers and magazines to see how the media and general public have perceived and represented climate change in Montana’s Glacier National Park, Mount Everest in Nepal, Kilimanjaro in Tanzania, and Huascarán in Peru. Ward, a junior environmental science major, has been doing interdisciplinary research for a book.
CHC Staff Members Tour Global Scholars Hall

In early September, Clark Honors College staff members had a chance to tour the construction site of the Global Scholars Hall, which is located on the eastern end of campus, next to the Museum of Natural and Cultural History on East 15th Avenue. The hall will open in fall 2012 and house Clark Honors College students, language immersion students, and students from departmental honors programs. The hall will have several classrooms, soundproof music practice rooms, a performance hall, and a library, which will be called the Learning Commons, and a full-time librarian. The hall also has a 1,600 square-foot suite for a tenure-track resident scholar.
In 1981, Sister Helen Prejean began a correspondence with Patrick Sonnier, a death row inmate in Louisiana. In 1984, she accompanied him into the execution chamber as his spiritual advisor. This journey is the subject of her bestselling book, *Dead Man Walking.* Since Sonnier’s execution in 1984, Prejean has served as the spiritual advisor to six men on death row and has witnessed each of their executions. Her relationship with Sonnier was the beginning of her twenty-year journey as an anti–death penalty activist.

“There was a long time in my life I didn’t know any of these issues. I didn’t think they concerned me,” Prejean said during her October 18 talk at the University of Oregon. “I didn’t know about the law and how it worked. I didn’t know that poor people are the ones overwhelmingly selected for the death penalty. I didn’t know the caliber of the kind of defense you get when you’re poor, especially in the Deep South states where slavery has a long shadow and legacy of how justice is done today.”

In the early 1980s, Prejean moved into the St. Thomas projects in New Orleans. She and the group of nuns she lived with were the only white people in the neighborhood. There, she discovered for the first time the rampant racism and police brutality that was occurring in the south (although she had spent her entire life in Louisiana).

Making her fourth visit to campus (and her second of three visits as the Carlton and Wilberta Savage Professor of International Relations and Peace), Prejean spoke on October 18 to a crowd of about 500 UO students, faculty and staff members, and community residents as part of her week-long tour of Oregon that included stops in Eugene, Salem, and Portland. CHC Dean David Frank is chairman of the Carlton and Wilberta Savage Committee on International Relations and Peace, and the CHC was a cosponsor of the event, along with the Appropriate Dispute Resolution Center, part of the UO School of Law.

“This has been such an amazing week,” said 2010 CHC alumna Katie Dwyer, currently a graduate student at the UO’s Master’s Program in Conflict and Dispute Resolution, and one of the organizers of this year’s visit. “I truly feel that this has been the best of her visits, and that the energy and inspiration generated from her presence here will continue to reverberate through our communities. I have heard from many people, and it sounds to me that the students, faculty, religious community, activists, inmates, protestors, youth, elderly, and legislators she has addressed in the past week were all inspired and uplifted by her words and presence.”

“Our journey always begins not with a big searchlight at the end of the road but a little pen light, a step at a time,” Prejean said of her correspondence with Sonnier and subsequent awakening and activism, and also, it could be said, about the steady action to abolish the death penalty state-by-state in the United States.

Prejean will return in the fall of 2012 for her third visit as the Savage Professor.
Shannon Boettcher ’03, Selected for DuPont Young Professors Program

Shannon Boettcher ’03, a UO assistant professor of chemistry, is among the eighteen early-career scientists selected worldwide to the 2011 class of DuPont Young Professors.

Boettcher earned a bachelor’s degree in 2003 from the Robert D. Clark Honors College and was a Barry M. Goldwater Scholar. As a CHC student, he received the college’s highest scholarship recognition, the President’s Award, for his undergraduate thesis.

Boettcher earned a doctorate in 2008 from the University of California, Santa Barbara, where he was a National Science Foundation graduate research fellow. Before returning to the UO to join the faculty, he completed post-doctoral training at the California Institute of Technology.

“At the University of Oregon, one of the huge strengths we offer undergraduates is the opportunity to get involved in a lot of research, to take an active role in research,” says Boettcher of his undergraduate days at the UO. “I think that was a great experience as an undergraduate.”

“The Clark Honors College is good for scientists,” he added. “It really stretches your mind. I really enjoyed Louise Bishop. I had a couple classes with her and she was really supportive of me in a variety of ways. Henry Alley did a fantastic job. He was the first person who took the time to actually point out grammar to me. And that was actually really useful. He was a really good help for my writing style and quality.”

Boettcher, who joined the UO chemistry department in 2010, studies solar energy conversion. Specifically he is pursuing the development of materials that will not only convert sunlight into electricity but also store reserves of energy for later use. DuPont cited Boettcher for his research on “nanostructured oxides designed for solar water splitting.”

“There’s a real practical impetus to do this,” says Boettcher. “Not only because solar energy is potentially clean but because if you could store that solar energy in a chemical bond like hydrogen, you have a way to use it when the sun’s not shining.”

“I think it’s extremely important that we have a strong technology base in renewable energy because the world literally may not have the resources it has now ever again. So I think it’s really important to do as much as we can to try to have alternatives. No matter what the scenario turns out to be, we’ll still have whatever technology we develop, we’ll still know how to make solar panels a certain way or we’ll know how to do these processes and that will be beneficial. That’s what motivates me every day.”

The DuPont Young Professor program, which began in 1967, is designed to provide start-up assistance to promising young, untenured research faculty members working in areas of interest to DuPont’s long-term business. Work by this year’s class focuses on solar energy, biomolecular sciences, polymer science, nanotechnology, entomology, chemistry, chemical engineering, statistics, animal biology and life sciences.

Each of the selected DuPont Young Professors receives $75,000 in three annual grants of $25,000. The grants, totaling $1.3 million for the 2011 class, may be used to obtain matching funds through the National Science Foundation or other organizations.

This year marks the forty-third year of the awards, which are sponsored by the DuPont Fellows Forum. To date, 548 young professors from the United States and Canada, as well as Europe, Asia, South America, and Africa have received some $48 million in grants.
Edward C. Sargent III’s Passion for Medicine Lives On

Dr. Edward C. Sargent III ’73 was passionate about community health, his medical practice, and inspiring the next generation of health care professionals. Today, his legacy lives on through the success of the UO graduates who have received Edward C. Sargent III Scholarships.

Sargent graduated Phi Beta Kappa with a bachelor’s degree in biology. He attended Case Western Reserve Medical School, becoming the school’s first fourth-generation graduate. Sargent returned to Oregon to practice medicine in Eugene, Corvallis, and Albany. An avid outdoorsman, he enjoyed hiking in the Three Sisters Wilderness and once navigated the length of the Grand Canyon on the Colorado River in an inflatable kayak.

For more than a decade, Sargent taught a Clark Honors College colloquium, Frontiers in Medicine, with now-retired adjunct assistant professor Dennis Todd. Through the course, which featured guest lecturers and tours of medical facilities, Dr. Sargent exposed students to the medical profession’s technical, ethical, and political problems and possibilities.

After Sargent died in 1998, his wife, Kim, and his parents, Dr. and Mrs. E.C. Sargent, Jr., established the scholarship for Honors College students majoring in a pre-health care field or a natural science. The CHC gives preference to students who combine qualities of idealism, commitment to humanity, openness to alternatives, love of the outdoors, and an interest in preserving and protecting the environment.

To date, twelve scholarship recipients have graduated from the Clark Honors College. Five recent recipients are profiled below. This fall, four more students in the Clark Honors College—Daniel Gardner, Yuqing Kou, Maithri Sarasgam, and Kelsey Ward—begin the academic year with support from the scholarship.

FIVE RECENT SARGENT SCHOLARSHIP WINNERS TRAVEL MANY MEDICAL PATHS:

Grace Wang ’05 (Biology)

Grace began her undergraduate research in the Frank Stahl lab studying the mechanism of myotic combinations. While at the UO, Grace volunteered at Sacred Heart Medical Center, shadowed a local neurologist, worked as a peer advisor in the biology department, and participated in Asklepiads, the UO pre-med student organization. Grace’s senior thesis became part of a published Stahl lab paper. In 2005, she began her MD-PhD program at Johns Hopkins and will graduate in May 2012 prior to beginning a clinical residency in ophthalmology. As Grace states, “receiving the Sargent Scholarship meant a great deal to me. Medicine has such a long training program that it is nice to know there is someone who has done it before and it felt great to be recognized for my achievements as an undergraduate.”

Brian Truong ’07 (BIOCHEMISTRY)

Brian’s senior thesis was on myotonic dystrophy, a form of muscular dystrophy, in which he became interested after volunteering at a Muscular Dystrophy Association event while a student at the UO. As a CHC student he also volunteered at Sacred Heart. After graduation from the CHC, Brian entered medical school at Oregon Health and Science University in Portland where he completed clinical research at the Oregon Center for Clinical Investigations and worked as a research assistant in the Department of Dermatology. He hopes to practice medicine in Oregon after he becomes an MD. He will graduate from OHSU in 2013, and has not yet decided on a specialty. He is excited to return to Eugene in January for a surgery residency at Sacred Heart Medical Center.

Ian Metzler ’07 (human physiology)

Ian’s CHC thesis focused on HIV antiretroviral medication adherence, and was based on his public health work in Durbin, South Africa. Between graduating from the CHC and enrolling in Harvard Medical School, he conducted HIV vaccine research in Washington, D.C., at the National Institutes of Health. In his current position as a global health and surgery research fellow at Children’s Hospital Boston, Ian is studying continued on next page
**What Does Diversity Mean to You?**

“The main mission of Kaleidoscope is to bring students together and create a safe space for issues related to diversity,” says Kaleidoscope president Opher Kornfeld, a CHC senior and a biochemistry major. “We hope to be able to hear each other’s stories and to learn about each other’s back-grounds.” Kaleidoscope is the Clark Honors College student group focused on diversity in the CHC, which was formed in the 2010–11 academic year.

In the spring of 2011, Kaleidoscope held its first “Diversity Is Everyone” competition. Creative entries including photographs, collages, essays, poems, and a music track were received from fifteen students, who were asked to answer the question “What does diversity mean to you?” Liz Zarro’s photograph, titled “Shell,” won the grand prize in the competition, and honorable mentions were awarded to art projects by Eri Mizobe, Laura Vigeland, and Julia Staf-

**Sargent Scholarship Winners  continued from previous page**

how to reshape health care finance in response to the new healthcare reform act and examining surgical capacity and the burden of surgical disease in sub-Saharan Africa. When he finishes medical school in 2013, Ian hopes to begin a surgery residency and eventually become a surgeon. “I really like procedures and the immediacy of health care that’s provided by surgery,” Ian explained. “And as a surgeon I think you keep very busy and you get to know a lot of your patients over long periods of time.”

**ALEX GOODELL ’11 (BIOLOGY)**

Alex’s senior thesis used research conducted on the distribution of community health workers in Burundi, in Eastern Africa. He also spent the summer between his freshman and sophomore years volunteering in an HIV clinic in Guatemala. On winning the Sargent Scholarship, he said, “I think it was an affirmation for me that the kind of work that I was interested in was the kind of work that the Clark Honors College community was in support of . . . it was amazing that I could earn money for doing something that I also felt good doing. And now that I’m in the real world I see that that’s kind of hard to do sometimes.” Since graduation from the Clark Honors College, Alex has worked as a research intern at Blood Systems Research Institute in San Francisco. He hopes to spend two years researching epidemiology and economic analysis before attending medical school. His goal is to earn a combined MD-PhD and eventually become a researcher.

**JOSH LUPTON ’11 (BIOLOGY AND HUMAN PHYSIOLOGY)**

Josh wrote his CHC thesis on the neuro stem cells of *Drosophila* (fruit flies), a topic that he will continue studying as a Marshall Scholar at the University of Cambridge over the next two years. In November 2010, he was awarded the prestigious Marshall Scholarship. In his first year abroad, he is pursuing a master’s degree in biological science, and he hopes to complete a master’s degree in public health in his second year before he returns to the U.S. Upon returning, Josh will attend the Johns Hopkins School of Medicine. As a CHC student, Josh was recognized for his volunteer work at Eugene’s Volunteers in Medicine Clinic, a community medical clinic for low-income residents and others without health insurance.
Save the Dates!

May 24
Second Annual UO Undergraduate Symposium

June 17
CHC Commencement (UO commencement is on June 18)