My favorite opening line of a novel occurs in Gabriel García Márquez’ elegiac book, *One Hundred Years of Solitude*. It reads: “Many years later, as he faced the firing squad, Colonel Aureliano Buendía was to remember that distant afternoon when his father took him to discover ice.” I like this line for two reasons: first, because it always makes me remember a fantastic English professor here at the UO, Richard Stein, and secondly, because it illustrates the no-holds-barred need for life to contain a sense of wonder and diversity. When you guys are standing in front of those upraised muskets, it will be really good to have something wondrous to think back on.

So, please mark this as didactic statement number one from me: you need to arrange for wonder and diversity in your life. Get on it.

Didactic statement number two: from my perspective, the diversity and interdisciplinary nature of the Clark Honors College experience is a good method for finding your personal sources of wonder and diversity, so you’ve made a good choice already. Well done.

Now, your task is simple—you need to decide what will serve that purpose for you. What will support your building of a personal intellectual framework for regarding the world and those who share it with you?

For me, at least on a professional level, many years in the U.S. Foreign Service and the subset of many years in Africa have provided a lot of that necessary wonder and diversity for me. Let me give you some examples of the opportunities this career has provided me:

- Organizing joint U.S.-Swedish projects to clean up nuclear power and reactor sites in the former Soviet Union;
- Managing a $200 million fund to combat HIV-AIDS in Namibia;
- Helping to create a binational teaching and research center between this university and the Global Oregon consortium and the reforming African nation of Gabon;
- Helping to form a multinational task force to educate younger citizens of the Baltic nations about the history of the Holocaust.

So, in part, I guess I’m sort of recruiting you all to the U.S. Department of State. But more deeply, I want to comment on a fundamental truth of these experiences that is directly linked to how you learned in the honors college.

Let me start by saying that I was terrified intellectually when I first had to work on projects like these. Aside from the ambiguities involved in such projects generally, what did I know about nuclear remediation, combating HIV-AIDS, or how Balts should engage their children on the history of the Holocaust? How could I absorb that kind of knowledge in the time I had to bring myself up to a minimal level of usefulness? And more to the point, how could I jump from one such issue to another almost simultaneously?

I do remember more than once thinking back on similar, semipanicked experiences...
Dean’s Message

The Clark Honors College hosts 700 outstanding students, a terrific faculty, and a dedicated staff. Our students are truly among the best in the country and tell us our college provides them with a powerful liberal arts education. Last year, we had three students win the prestigious Goldwater Scholarship awards, a greater number than Harvard. This year, our top students are pursuing additional distinguished scholarships—the Marshall, Rhodes, Mitchell. To attract, retain, and educate these talented students, we have sought to improve the residence life offered our students as well as our academic home. I am delighted to report that we have achieved both goals: We are now a residential college.

The Robert Donald Clark Honors College was founded in 1960 and until 1978 was housed in the basement of Friendly Hall. From 1978 through the 2011–12 academic year, the academic home of the college was the third and second floors of Chapman Hall, with our students scattered among the UO’s many residence halls in addition to off-campus houses and apartments. With the opening of the new Global Scholars Hall (GSH), which greeted our entering class this fall term, the Clark Honors College became a residential college. Designed for Clark Honors College students and classes, the GSH offers five classrooms, a large auditorium, a resident scholar, and a librarian.

Chapman Hall, built in 1939, remains our academic home. The GSH is a wonderful complement to the ongoing Chapman Renovation project, an effort to bring the Clark Honors College’s academic home up to the standards we have reached with the GSH. All of Chapman Hall now belongs to the Clark Honors College. We have made significant progress toward raising the funds necessary to finish the renovation, and the project is our number one fundraising objective. Our fine director of development, Andrew McNall, is eager to talk with you about helping us bring the renovation to a conclusion.

Welcome Kelly Sutherland

This September, Kelly Sutherland joined the Clark Honors College as assistant professor of biology. She is a marine scientist who studies the interaction between organisms and their fluid environment. Her research and teaching frequently combines biology and physics.

Sutherland learned to scuba dive in high school and that spurred her interest in marine science. While at Tufts University, pursuing a bachelor’s degree in biology, she worked as an intern at the New England Aquarium in downtown Boston. This early experience in culturing jellyfish provided the platform for her future research studying zooplankton. She received her PhD in 2010 from the MIT-Woods Hole Oceanographic Institute.

Sutherland is currently conducting a research project at Friday Harbor Laboratories, in the San Juan Islands off the coast of Washington. In this project, she is studying how environmental turbulence affects predation by jellyfish. Off the Oregon coast, she is studying the distribution of brown sea nettles related to the physical environment. At the interfaces of water masses (lower vs. higher density water), there is an aggregation of jellyfish and other organisms, including fish. Since the jellyfish eat fish larvae, understanding how turbulence affects aggregation...
Undergraduate Research—Alumni Perspectives

My Life as a Researcher
BY DAVID A. SONNENFELD ’73

Research has been an important part of my life since my earliest school days. The first research paper I can remember writing was in seventh grade when I investigated and wrote a paper on the Indus River civilization for my world history class in junior high. For my eleventh grade sociology class I conducted survey research on marijuana use among students at A&M Consolidated High School in College Station, Texas—one of several things that delighted school administrators, no doubt. When it came time to select a college, my primary selection criterion was a strong program in journalism or mass communication. I was delighted to be accepted into the Honors College at the University of Oregon.

My undergraduate research experience at the UO began as a first year student in Associate Professor John Wish’s Consumer Problems of the Poor course, a two-quarter, field-based, experiential learning course offered through the (then) School of Business. With three other students, we partnered with the Eugene School District to conduct a community survey of parental attitudes toward intradistrict family choice of schools. Our study was successfully completed and presented to the Eugene school board. Several of us wrote up the research results and published them in the Oregon School Study Bulletin—our first scholarly publication! Not bad for a first-year experience.

A year and a half into my studies at the UO, I applied for admission to the Clark Honors College’s Independent Scholar program. I developed and proposed my own interdisciplinary course of study, focusing on social science perspectives on alternatives in education. Under my committee’s guidance, I completed a major theoretical review and analysis of challenges and opportunities in family choice in education in the United States. This became my honors college thesis entitled The Educational Marketplace.

As part of my studies as an independent scholar, I had the privilege and pleasure to work as a student intern in the Center for the Advanced Study of Educational Administration (CA-SEA), in the College of Education. There, under professors Philip Runkel and Richard Schmuck, nationally renowned applied

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Combining Historical Research and Fencing
BY LYNN BOTELHO ’85

I graduated from the Clark Honors College in 1985 with a degree in history. My undergraduate research included not only the completion of my senior thesis, The Commoner’s Attitude Toward Jews In 12th and 13th Century England, but work as a research assistant for Professor Frances Cogan. In order to assist Professor Cogan in the research for her book, All American Girl, I helped develop a new way to date publications. It was this breakthrough that hooked me on the methodological problem-solving aspect of research, and my work with Professor Cogan solidified my decision to go to graduate school and pursue a career as a historian.

Today, as a history professor at Indiana University of Pennsylvania, I am still impressed by the research process—the independence of thought, problem solving, and critical analysis that brings together something from film, something from pictures, something oral, something written, a primary source, a secondary source, to create something new. Learning to do research in a liberal arts setting, where the models for research are perhaps less clear-cut, teaches students to work with a subtle hand and weigh things as they go, skills I believe will help students succeed at just about anything.

I am grateful to the Clark Honors College, not only for supporting my undergraduate research interests, but also for being part of the University of Oregon. Not only was I able to reap the benefits of studying at a small liberal arts college, where intelligence was valued and supported, but I was also able to fence competitively at the NCAA Championships! I continue to fence today, and was veteran U.S. national fencing champion in 2011.

My current research focuses on old age and the aging body in early modern England and Europe. This year, I have been very fortunate to receive several prestigious research awards including the Fulbright-King’s College London Scholars Award, the Ruth Landes Memorial Fellowship, the Pain Fellow, and the Francis Bacon Fellowship. I am currently in London conducting research for my next book project.
My Life as a Researcher  continued from previous page

behavioral scientists, we took the best of academic knowledge about effective parent-teacher-administrator communication and collaboration and “trained the trainers”—teams of organizational change agents in school districts across the Pacific Northwest. Through CASEA, I learned not only about research, but its successful (and at times challenging) application in real-world interventions.

As an independent scholar and honors college student at the UO in the early 1970s, I had unparalleled access to faculty members and opportunities not only to engage in research, but also to design and carry out my own studies, following through to publication. To be able to participate in active, hands-on organizational interventions based on the application of research was an extraordinary opportunity for an undergraduate.

Today, I am a professor of sociology and environmental policy at the State University of New York, College of Environmental Science and Forestry (SUNY-ESF), in Syracuse, New York, and a research associate with the Environmental Policy Group in the Department of Social Sciences at Wageningen University in the Netherlands. Among other things, I teach a course, Research Methods and Design, to first-semester master’s degree students in environmental studies, and I enjoy working with my graduate students in designing their research projects. The research skills and experiences that I gained several decades ago continue to be very useful and applicable to what I do today. For more, please visit my website at www.esf.edu/es/sonnenfeld/. Thank you, UO! ☺

Psychology Research Leads to Position Studying Language Learning

BY KIRSTIN WILLIAMSON WORDEN ’06

I graduated from the Clark Honors College in 2006 with bachelor’s degrees and departmental honors in psychology and French. In 2009, I completed my master’s in French studies at the University of Pennsylvania where I received a Benjamin Franklin Fellowship and taught intermediate French.

One of the best decisions I made while at the UO was to get involved in research early on. In fall 2002, I began working at Professor Edward Awh’s cognitive psychology laboratory as a research assistant. A study I worked on that year became my CHC thesis project entitled The Influence of Language on Visual Selective Attention, for which I received the CHC’s President’s Award and the UO Department of Psychology’s Alice C. Thompson Award.

In this project I investigated an unexpected difference in visual selective attention patterns between monolingual English speakers and native speakers of Korean, Japanese, and Chinese. I published the findings in the Journal of Vision, “Experience-dependent changes in the topography of visual crowding,” 2009. My undergraduate research experience, thesis work, and background in language learning and teaching were also instrumental in helping me join the research team at Educational Testing Service based in Princeton, New Jersey, where I am currently a research assistant in the Center for English Language Learning and Assessment. This position has allowed me to unite my varied interests in language education, research, cognitive science, and assessment. ☺

Undergraduate Research Experience Comes Full Circle

BY GEOFFREY LOWMAN ’98

I’m very proud to have graduated from the UO, and particularly proud that I graduated from the Clark Honors College. I can look back at my time as an undergraduate and appreciate the opportunities I was given that shaped my career, with two standing out in particular: the Clark Honors College liberal arts education, and my time spent conducting undergraduate research.

My career as a research scientist began when I was an undergraduate in the laboratory of Associate Professor Cathy Page in the UO Department of Chemistry. I worked on building self-assembled thin films that incorporated nonlinear optical properties. I could go through the technical specifics of that project, but the important part was that I was given time to learn how a research laboratory functions. Science is much more than learning the formulas in a book, and learning how to think like a researcher is something you have to learn by doing. Scientists become increasingly specialized the more they are educated, but how you apply that training to your research in the laboratory will continue to evolve and broaden. That laboratory research became my CHC thesis, Self-Assembly of Hybrid Multilayer Thin Films and Incorporation of Nonlinear Optical Properties.

In my own career, I’ve gone from graduate school at the University of California at Santa Barbara to stops along the way as a postdoctoral fellow at MIT, a National Research Council postdoctoral fellow, an employee at small scientific startups, and now as a staff scientist at Life Technologies in Carlsbad, California. At each stop I’ve made steps away...
from my original training as a physical chemist, but my ability to adapt to any project, and to be able to interpret results and plan experiments accordingly, has grown. These skills have remained key in my scientific career.

“Thinking like a scientist” isn’t always about your scientific training. Experiences and interactions in my scientific work shaped me, and my Clark Honors College liberal arts courses heavily influenced my ability to reason and deduct. Reflecting on my research as an undergraduate allows me to come full circle to my current position, doing research as a professional scientist, working on DNA sequencing technology. This past summer I hired an intern to work in the laboratory with our group; next year, he’ll be a college senior.

Uncovering a Passion for Chemistry
BY YEVENIYA TuroV ’07

In the middle of my sophomore year at the UO, I wanted to be a doctor and I thought it would be helpful to have laboratory experience to prepare for medical school. On the advice of a friend already doing undergraduate research, I approached Professor David Tyler in the Department of Chemistry, and subsequently joined his laboratory for the rest of my undergraduate career. I worked with a graduate mentor, Nate Szymczak, who assigned me my very own project preparing ruthenium piano-stool compounds for catalysis. My research there eventually became my CHC thesis, *Ruthenium Piano-Stool Complexes and Their Potential Applications in Catalysis*, and for which I won the Inorganic Chemistry Student of the Year Award.

My laboratory work led me to realize my passion for chemistry, and I chose to pursue graduate education at the University of Wisconsin at Madison, where I finished my PhD this past August. I cannot overemphasize how important undergraduate research was in shaping both my education and my career goals. What I learned in the classroom was interesting and relevant, but working in a research laboratory made me learn creativity, independence, and chemical concepts in a way that is simply not possible in a classroom. I think that even had I chosen not to pursue a graduate degree, I would have been infinitely more prepared to enter the workforce in any job, chemistry or otherwise, than a peer who hadn’t had the opportunity to do undergraduate research because research requires a person to reach new heights of critical thinking and understanding.

Undergraduate research not only helped me be a better scientist, it also helped me meet new people, make connections, and identify key leaders in my field. I also became a better speaker because I had to present my research and answer questions about my work. This was extremely helpful during my graduate work because I knew where to find answers to my questions, how to work collaboratively, and how to stay updated on current happenings in the field. The next step in my career is teaching undergraduate chemistry at the University of Wisconsin at La Crosse. I will be teaching laboratories, and encouraging students to pursue undergraduate research to help them further their careers as scientists and independent thinkers.

Hurricane Research Leads to Career Studying Climate Change
BY EMILY CHI ’08

Three years ago, I had the opportunity to reflect on my experiences as a Clark Honors College student when I tried to distill the previous four years into a five-minute commencement speech. After recently completing a dual-degree master’s program and starting off in the real world, I realize how much I underestimated the impact my education at the Clark Honors College has had. I cannot wait to discover new ways that my time in Chapman Hall will continue to inspire me.

As an undergraduate, I worked closely with Professor Greg Bothun to research hurricane properties in the Atlantic basin for my CHC thesis, *Are Atlantic Basin Hurricane Properties Changing Over Time?*, for which I received the Aaron Novick Honors Thesis Award. Having this data-intensive research experience greatly helped me as I approached the quantitative analyses in my master’s thesis. Furthermore, since I veered away from the natural sciences to study environmental justice and urban planning in graduate school, I am incredibly grateful that the liberal arts education at the CHC prepared me well to cross disciplines. The research experience we had in our CHC history, literature, and colloquium classes was invaluable as I tackled social science research projects both in graduate course work, and for my master’s thesis.

After graduating this past spring, I flew to Taipei, Taiwan, for an internship with the Ministry of the Interior’s Construction and Planning Agency. I spend most of my time research-
Hurricane Research—Emily Chi  continued from page 5

I continue to build on the research skills I developed at the Clark Honors College, and I look forward to where this will lead me in the future! ☺

Worms Lead to NSF Fellowship

by EMILY EBEL ’11

I spent most of my undergraduate career watching worms have sex—that is, studying the genetics behind the evolution of sex in a microscopic nematode, C. remanei. For my Clark Honors College in the Patrick Phillips laboratory (pages.uoregon.edu/pphil/), part of the Institute of Ecology and Evolution, I mapped regions of the genome associated with variation in how many offspring females have—and how long they live—after mating with different males. This research became my CHC thesis entitled Quantitative Genetic Mapping of Sexual Conflict in C. remanei.

My undergraduate lab experience was a significant part of my applications to graduate school, as well as of my (successful!) application for a National Science Foundation fellowship to fund my graduate research for three years. I chose to join the biology PhD program at Boston University, where I am now studying the genetics of adaptive wing color variation in tropical butterflies. I’ve already had the opportunity to do field work in the beautiful mountains of Ecuador, and to jump right into molecular work in my new laboratory.

Undergraduate research provides many opportunities for discovery and intellectual development, even if a life of research isn’t for you. Designing, carrying out, and analyzing the results of experiments teaches you to think deeply about a topic, consider many alternative possibilities, and figure out how to convincingly discern between them. This type of critical thinking—judgment based on evidence—is important to being an effective member of any field, as well as a responsible member of society. Plus, I made some of my best friends in the Phillips laboratory while conducting research—long hours of worm counting in a confined space tends to have that effect.

Research is both fun and valuable in a myriad of ways. I like to say that, as a graduate student, I have the best job ever: I get paid to learn about things I think are cool. It doesn’t get much better than that. ☺

Liberal Arts and Undergraduate Research

Spawn Commercial Success

by JON RODE ’70

I enrolled in the UO Clark Honors College in 1966. Physics quickly became my passion, and I was offered a part-time position working in Professor Russell Donnelly’s laboratory at the end of my freshman year. This laboratory focused on research related to rotating liquid helium (He) at temperatures low enough that it was a superfluid.

My project established that heat conduction in a helium superfluid has turbulence closely related to “He vortices” that form in rotating superfluid helium. This research formed the basis for my CHC thesis, Counterflow Turbulence in Superfluid Helium.

After I graduated from the CHC in 1970, I remained at the UO and earned my PhD in physics in 1976. By this time, I realized my ambition was to develop high technology products in the semiconductor area, starting from fundamental basic research.

In 1976 I began working at Rockwell Science Center (now Teledyne Technologies). My team successfully developed a new class of infrared sensors that can now be found at all the major astronomical sites in the world, as well as on the Hubble Space Telescope (HST) where they have been the “front end” on many discoveries. The tremendously ambitious James Webb Telescope, to be launched in 2018 to replace the HST, will use these infrared sensors (with about 100 million pixels) with unprecedented sensitivity to see closer than ever to the origins of the universe.

In twenty-five years the Rockwell Science Center became a $100 million business. There, I worked alongside roughly 300 scientists from around the world. Many of my colleagues, educated at prestigious universities, were narrowly focused on the technical aspects of scientific research, whereas my Clark Honors College liberal arts education and background enabled me to balance technical expertise with strong writing and communication skills. This combination, of education and acquired business skills, proved invaluable as chief operating officer, a position I held for ten years until my retirement in 2007. ☺

Emily Ebel ’11

Jon Rode paragliding off of Mount Pisgah
In engaging students in research, my goal is for them to experience the process of “doing science.” Research provides an extended opportunity to engage in the creative process of formulating questions, designing experiments, grappling with experiments gone awry, and ultimately discovering something new that the student has personally contributed and can be communicated to a broader audience.

Since I’m a former college soccer player, I’ll elaborate with a sports analogy. A student could participate in a series of classes on how to play soccer, learning the rules of the game and various plays, but most people will agree that ultimately the only way to learn the game is to get out on the field and play. The same thing applies to science. Therefore, I think the best way for students to understand how science works—whether in class or working in the laboratory—is to actively participate in the process. This means asking questions about the natural world and then designing the experiments to answer those questions. Along the way, students learn that participating in science is truly an innovative process; there are a myriad of interesting questions as well as ways of designing experiments and analyzing the resultant data to try to answer those questions.

My philosophy of research is very much influenced by my own educational trajectory. In high school and even in college, though I enjoyed science classes and learned a lot of fundamental concepts, I didn’t really understand how fluid the scientific process was until I conducted my own research. Doing my own experiments was a revelation. I learned that not only could I pursue questions of my choosing that fascinated me, but also that there wasn’t a prescribed way to answer those questions. I had to figure out the best way to answer the question at hand. When I arrived at an answer, it was hugely rewarding to know that I had pushed the field a step further.

One of the first studies I undertook was trying to understand why we often see large aggregations of jellyfish in the marine environment. Were they simply passively accumulated by currents or was active swimming behavior involved? To test this question, I did a series of field and laboratory experiments in the Gulf of Mexico. First, I characterized aggregations of moon jellyfish in the field using a video system towed from a boat. The ocean is arranged into layers based on density, which is controlled by the temperature and salinity of the water, with less dense water sitting on top of more dense water. Where two parcels of water come together, we frequently observe enhanced velocity gradients, or shear. It turned out that the jellyfish were hanging out in these areas of enhanced shear. But how? To get at this question, I had to solve a number of methodological hurdles in the laboratory. First, I had to design a tank that could create velocity shear and figure out how to measure the velocities. Then, I had to add jellyfish to the tank and figure out how to quantify their response to the shear. No one had done these experiments before so it was up to me to figure it out.

I’ll omit the blow-by-blow of how I addressed each of these challenges but, ultimately, I had the answer to my question. The jellyfish were able to maintain their position in velocity shear by pulsing harder on the side of their body where the velocity was higher. This was truly remarkable for organisms with no brain and only very rudimentary sensory organs. I was ready for more.

When I guide students through research, I keep early experiences like these in mind. It can be disconcerting to realize how much freedom you have when conducting research. On the other hand, you invest so much of your own thinking and creativity in the process that it is really rewarding when you come up with a meaningful result at the end. But, then, there really is no end; there are always more interesting questions to pursue and “goals” to score.

Kelly Sutherland  

hence predation, of jellyfish has direct economic consequences. Further, the leatherback turtle species is an endangered species in the Pacific Northwest. These turtles consume jellyfish. Ensuring adequate protection of the leatherback turtle foraging grounds requires study of jellyfish aggregation. More information is available at her laboratory website at pages.uoregon.edu/ksuth/research.html.

We are very excited to have a second science faculty member join the Clark Honors College. Our students will be able to work with Sutherland at her laboratory in Onyx Bridge on the UO’s main campus as well as at the Oregon Institute of Marine Biology in Charleston, Oregon.

Kelly Sutherland  continued from page 2
In spring 2012, I taught a new undergraduate course on Climate and Culture in the Americas, which corresponded with a public student conference that I coorganized entitled “Indigenous Peoples, Climate Change, and Environmental Knowledge.” The two-day conference featured nearly twenty Clark Honors College student presentations, lectures from three invited tribal college undergraduate students, and keynote addresses from two distinguished speakers, Daniel Wildcat and Larry Merculieff. I coorganized the event with my colleague Kathy Lynn, a UO environmental studies faculty researcher. Kathy coordinates the Tribal Climate Change Project, in collaboration with the USDA Forest Service Pacific Northwest Research Station.

For me, the course was one of the most successful and interesting I have ever taught, particularly because of the conference component that put CHC students into direct interaction with two of the leading native voices in climate change issues, as well as with native students who visited from Washington, Alaska, and Hawaii, thanks to scholarships provided by the Tribal Climate Change Project. I was quite proud of the way the CHC students engaged with the course material, came to every class with ideas that stimulated discussion, and jumped into high-level research projects. In fact, their public presentations, professional posters, and final papers were of extraordinarily high quality—especially given that they had only ten weeks to select a topic, research it, and present it to more than 100 members of the UO and Eugene communities who attended the conference.

My course tackled the cultural and the human dimensions of climate change in order to put people and culture, rather than just science and policy, at the center of the discussion. And focusing on distinct case study cultures—from the Andes to the Arctic—the course revealed how indigenous people are disproportionately affected by climate change and natural disasters, but are often marginalized from policy and academic discussions. The course merged with my own research and ongoing work as a contributing author to the United Nations Intergovernmental Panel on Climate Change (IPCC) fifth assessment report, due out in 2014.

Every student in the Climate and Culture course was required to do a major research project during the term. Students focused on topics ranging from indigenous knowledge in Australia and New Zealand to first foods in the Pacific Northwest, water and agriculture in South America, coffee in Central America, environmental education and climate ideas in the United States, salmon fishing, and malaria, among many others. Students thus gained valuable professional experience and sharpened their public speaking skills by presenting the research publicly at the conference. The event helped show Clark Honors College students just how important their research can be.

The conference also featured keynote addresses from Wildcat and Merculieff to an overflowing crowd at the UO’s Many Nations Longhouse. Wildcat is a Yuchi member of the Muscogee Nation of Oklahoma, a professor and accomplished scholar at Haskell Indian Nations University in Kansas. Merculieff is a member of the Aleuts of the Pribilof Islands, Alaska, with a distinguished career in research, writing, activism, education, and consulting.

The UO and the Clark Honors College were privileged to have these experts. Students in my course also read their work in advance and had a lively discussion with Wildcat and Merculieff—as well as with the invited tribal college students—during class time.

At the conclusion of these exciting events and after presenting his research, one CHC student reflected on his experience: “I had a lot of fun, and listened to some of the most thought-provoking stuff I’ve heard in a while. Presenting the poster was also probably one of the best academic experiences I’ve had. Talking to a bunch of truly interested students and people like Mr. Wildcat about my project gave my schoolwork a relevance that I have never really felt before. I was kind of sad when it all ended. . . . It was a great experience.”

The conference was also the culminating event in a year-long series of events at the UO on indigenous peoples, which was spearheaded and funded primarily by the UO Americas in a Globalized World Initiative. As Carlos Aguirre, a professor of history and codirector of the Americas initiative, explains, “this conference—and the series it is part of—exemplifies the virtues of the kind of hemispheric and interdisciplinary scholarship that the Americas initiative is fostering. In addition, it shows that close collaboration and dialogue with our diverse communities enhance and enrich the UO’s pedagogical and academic mission.”

The 2012 event was so successful that my colleague Kathy Lynn and I have committed to making this an annual event. On April 10, 2013, two other distinguished Native American experts—Frank Lake from California and Kyle Powys Whyte from Michigan—will be invited to the UO and Clark Honors College for the next indigenous peoples and climate change event.
College science classes have a reputation for emphasizing factual knowledge over ways of thinking and writing. While this is less true than it once was, given the ongoing revolution in undergraduate science teaching, it is still true that most of the curriculum in any of the natural sciences focuses on giving students a grounding in the theoretical underpinnings of their chosen area of science, rather than a practical knowledge of techniques and approaches to scientific problem-solving. As a result, undergraduate research in the sciences is an essential part of the training of young scientists, giving them the opportunity to apply their knowledge to a real problem, to use the experimental techniques they have studied, and to experience real failures and false starts, both of which vastly outnumber the successes in real science. Whether students are continuing on to graduate school or to a career in industry, they can expect that all the knowledge they acquired in the course of their undergraduate study will be applied in a way that bears a much stronger relation to research than to their classwork.

I was fortunate enough to get involved with research early in my own undergraduate studies, through a program funded by the Howard Hughes Medical Institute. I spent three years working in a laboratory on a project that produced meaningful, publishable results. The last year, I actually planned and led the fieldwork on my project, an experience that gave my scientific self-confidence a huge boost. That year, I was fortunate enough to get funding from a Barry M. Goldwater scholarship, allowing me to remain in college for a fifth year, complete a second major, and pursue a second research project with a mentor in paleontology, the discipline that would become my own area of scholarship.

While in graduate school, I used this experience to motivate my work with several undergraduates at the University of California at Berkeley. They helped me collect and analyze data on several of my side projects, and also allowed me to hone my mentoring style. Even though I was still a student myself, I found the experience of guiding undergraduate students through their first research project very rewarding. At the same time, mentoring undergraduates is a very demanding task requiring extensive mentor involvement. The transition from coursework to original research requires a fundamental change in the way they think about prior research, and a shift in their expectations from the perspective taught by years of cookbook laboratories, in which there is one right answer to every question, and the failure to get to that simple answer is a result of improper procedure. These realizations are critical to postgraduation success, however; almost all the uses to which a science degree can be put require inquiry, discovery, and pursuit of answers that aren’t known in advance.

I had hardly established my laboratory here at Oregon when I took on my first undergraduate, an exchange student from France who later completed a master’s degree with me here. Since then, I have worked with a series of students, some of whom come for only a term or two, and some of whom are with me for years. Most rewarding are those who start early and stay for several years, like three of the honors college students currently working with my group. All of them first came to work in the laboratory before the beginning of their sophomore years of college, meaning that their first work was often simple data collection, but also that they became steeped in the research process early from watching the graduate students wrestle with their own research in group meetings, meeting presentations, and grant proposals. As a result, all of them have grown into precocious researchers, actively critiquing published papers and critically reviewing one another’s research plans.

Because they have been involved with research for multiple years, all three of them—Brianna McHorse, Kelsey Stilson, and Amy Atwater—presented their work at the annual meeting of the Society of Vertebrate Paleontology last year. Their early involvement in research paid off in scholarships as well when two of them, Brianna McHorse and Amy Atwater, were awarded Goldwater scholarships of their own. For Brianna, as for me, it represented the opportunity to study for a fifth year, allowing her not only the time to work on a research thesis that will produce multiple published papers but also to pursue

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Samantha Hopkins, far right, doing fieldwork with students
Undergraduate Research—Student Perspectives

No Bones About It: Undergraduate Research is Awesome
BY KELSEY STILSON, CHC STUDENT

Editor’s note: In October 2012, a trio of CHC undergraduates presented their original research at an annual scientific meeting. All three—Amy Atwater, Brianna McHorse, and Kelsey Stilson—have participated in the past two UO Undergraduate Symposia, which highlight undergraduate research.

It is not normal for undergraduates to attend a professional conference or present their work at one. Many aren’t even aware that such conferences exist—that there is an academic world beyond the library and the laboratory. On the other hand, the students of the UO Paleontology Laboratory, led by the Clark Honors College’s own Samantha Hopkins and Edward Davis, are anything but normal. Thanks to the support of the CHC and our intrepid professors, we—that is, Brianna McHorse, Amy Atwater, and I (Kelsey Stilson)—attended and presented at the Society of Vertebrate Paleontology’s (SVP’s) Seventy-Second Annual Conference in Raleigh, North Carolina.

Our favorite sightseeing opportunity took place at the evening social held on the first night of the conference at the city’s Museum of Natural Science. The night served as an important reminder of the opportunity many research-active students are missing if they don’t attend conferences. The three of us began to form professional connections, learn about graduate programs from potential advisors, and discuss our research with book and magazine publishers. These are opportunities typically only dreamed about in under-the-lab-table naps or on coffee-acquiring expeditions between juggling classes and research.

I was even offered the chance to dissect a Sumatran rhino, if I could find travel funding to New York. I remember my brain beginning to flip through possible sources, as it would be a great addition to my senior thesis. I am currently working on the evolution of rhino arthritis, from 50 million years to the present. Three museums and 3,700 specimens later, I can safely say the rate of arthritis in the limb bones of rhinos increases from 30 percent in rhino ancestors to 100 percent today. Don’t worry, I’m not giving anything away by telling you this. The most astounding mechanistic bits and pathologic pictures I’ll leave for my defense this winter term. Suffice to say, I never stopped talking the entire two hours of the poster session.

Brianna presented her poster in the same session, also to great success. Her research focuses on the relationship between body shape and competition performance in modern horses, as well as the way artificial and natural selection produce differences in skeletal proportions. Visitors to her poster included at least three professors she’s interested in working with in graduate school, plenty of paleontologists (some with a horse habit), and a science writer working on a book about horse and human evolution, making for a busy but rewarding two-hour session. Brianna notes that this year sparked a flurry of new research connections for her, from graduate programs she hadn’t considered to nuts-and-bolts informative discussions with graduate students about software. Casual discussion between sessions even led to her involvement in a new collaborative project identifying fossil horse remains.

Amy, meanwhile, presented a fantastic talk on the third day of the conference where she shared her preliminary results from her Clark Honors College thesis. Amy’s work focuses on the evolution and extinction of primates in North America in the Eocene, and how understanding past extinctions can help with modern day conservation efforts for endangered primate species. She uses the fossil teeth of omomyids (an extinct type of primate) to study the diversity of primates from about 50 million years ago. A large part of her project is simply compiling the largest dataset ever for omomyids, which can be used for a multitude of studies in addition to her own.

Amy shared her results in a twelve-minute talk in front of the most famous scientists in paleoprimatology, including people whose papers she’s read and profusely cited. She felt exhilarated to be able to contribute to the scientific community for which she has so much respect. She thought the most exciting part of the conference was to hear that her talk impressed multiple professional paleontologists, including many professors who are potential graduate school advisors and potential employers from the National Park Service. Amy felt like she was treated as a scientist and an equal at a professional meet-

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Student Perspectives on the Indigenous Peoples and Climate Change Conference

KYLIE LOUITT, CLASS OF 2014

Participating in the “Indigenous Peoples and Climate Change Conference,” and being a part of Professor Carey’s class last May completely changed my own course in the Clark Honors College. This class helped me decide on my thesis topic and gave me an opportunity to combine two very important aspects of my life: environmental science and my New Zealand heritage. I have dual citizenship with the U.S. and New Zealand and have always been interested in learning more about the New Zealand Maori culture. As an indigenous population with close ties to nature, it was very interesting to learn how they predict, cope with, and adapt to climate change. As a result of Professor Carey’s class and the presentation at the conference, I have decided to study abroad in New Zealand for the winter and spring terms of 2013 to further my research. Being able to learn about and highlight the marginalized Maori community of New Zealand is an amazing opportunity that I would not have considered without the help of Professor Carey and everyone in our class.

CARSON VILES, CLASS OF 2013

Professor Carey’s class was a great opportunity to explore climate change as a social issue. Our lectures gave me a completely new understanding of how people are constantly interpreting their environment through various social lenses. The class was also a great chance for me to develop my own ideas and carry out research. In addition to presenting at the conference, I was able to use my term project as a springboard for an ongoing research project on climate change and traditional foods in the Pacific Northwest. Perhaps most significantly, the keynote speakers at the conference were phenomenal. Daniel Wildcat and Larry Merculieff are held in very high esteem in both the academic and native communities. Hearing them speak in person changed my perspective on environmental issues and indigenous peoples’ role within them. Their strong call for native people to act as leaders in adapting to climate change inspired me to embody my own culture more actively. One idea of Dr. Wildcat’s “You can’t fix a problem with the same tools you used to get into it,” has really affected the way I view social problems.

PAUL METZLER, CLASS OF 2014

In Professor Carey’s “Indigenous Peoples and Climate Change Conference” colloquia we interacted with people from all walks of life, from academics at a fancy dinner, to indigenous people from Alaska, Hawaii, and the Southwest, to a self-proclaimed homeless woman at a public lecture. For my research, I focused on adaptive indigenous farming techniques from around the world and was able to draw on the expertise of the conference speakers. Many of the speakers emphasized the importance of traditional knowledge, place-based knowledge, and holistic, rather than reductionist, approaches to climate change. As opposed to just reading and writing, this class required skills in designing a poster, presenting our work, going to public lectures, and conducting in-depth research. Since this work was inspired by people we had actually met at the conference, we all put forth more effort and created amazing, unique projects.
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ing. Her experience shows how much you can accomplish as an undergraduate if you are passionate and pursue research questions that fascinate you.

On the plane ride back to Eugene, the three of us agreed that the conference was incredibly enlightening this year. On a personal note, I’m not sure that I am the same person I was when I left. I have learned that much. I attended the conference and presented a poster last year, but only made minimal contacts and could not approach a professor or graduate student on my own if my life depended on it. This year I found myself walking up to professors (with graduate student programs I was interested in) as early as the second day. I found out that some programs were not taking students this year, while others I had not really known about were quite remarkable.

I also learned that it is important to look for questions and processes in your research and not be married to one idea. It’s the deeper, broader questions that will not only give a backbone to your research, but create the narrative you need to present your research to others. So far I’ve spent an hour or two in quiet contemplation trying to find my own questions, my own narrative. This is also the reason I always keep a notebook with me. The pieces may come together at the least expected time.

All three of us would humbly like to thank the Clark Honors College for sending us to this conference, and for supporting our research. Only through institutions like the CHC can we prepare students to change the world. The experience has had a tangible effect on our current work and our prospects for the future, and we look forward to many more years of productive conferences! Interested in learning more about our research and experiences as women scientists? Visit our blogs: pages.uoregon.edu/bmchorse/scienceblog.html and maryanningsrevenge.blogspot.com/.

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a minor in geological sciences. For Amy, the scholarship allowed her to focus on her scholarship during her senior year, rather than the student jobs that had previously taken time away from her studies. In both cases, it will result in students far better prepared for research than would otherwise have been possible.

Having spent several years working with these students and watching them “grow up” as academics and researchers, I now have the joy of sending them off to graduate school, where they will pursue the next steps in their careers. I know that when they go, at least they won’t have the miserable experience of so many first-year graduate students, discovering that all their success as undergraduates does not translate into competence in the laboratory when presented with a scientific question in need of an answer. After weathering a series of scientific projects of their own while watching me and my graduate students struggle with our own, they at least are prepared for the trials and tribulations inherent to the construction of scientific knowledge.

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semester reading nothing but Dante’s *Inferno*, *Purgatorio*, and *Paradiso*? Why was I sitting in front of a professor who had actually worked on the Manhattan Project who was trying to teach me the wonders of quantum mechanics? How did I get myself into a whole semester with Linda Robertson slaving over EVERY UNBELIEVABLY ARCANЕ WORD of T.S. Eliot’s *The Waste Land . . . AND The Golden Bough . . . and all the other literary sources therein? Or . . . most intellectually . . . did I really just sign up to be an extra in the EMU food fight scene in the movie *Animal House*?

You know why these recollections helped? Because they clarified for me two key truths: the breadth of experience that I had in the Clark Honors College prepared me to manage these challenges as well as any other education I can imagine. And two, all these seemingly disparate issues ARE related, even as the issues we deal with in 2012 seem even more complex than what we faced in 1980. Now, frankly, you guys are better equipped to deal with today’s myriad of subjects, cares and concerns, operating systems, smartphone data packages, multipolar worlds, and cyber-everythings than I am. But there actually is more to life than Bluetooth and Droid phones and the best hardware for your multitasking software. There is the ability to make connections; to profit from connections; to see the many ways in which we interact, whether we know it or not; and to realize that the sum total of the human condition is in fact the sum total of human capabilities, contexts, and experiences.

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Let’s go back to Americans, Swedes, and nuclear cleanup projects in the former Soviet Union. Why is it important, in order to succeed at this kind of multinational effort, to be familiar with the fields of history, language, anthropology, geography, and business, as well as political science and nuclear physics? Simple . . . because Swedes and Russians do not come at the world in the same manner that we do, nor do they approach decision making and cooperation in the same way as each other, even though they are located right next door. To understand and to appreciate the professional styles and professional angsts of other nations and cultures, it is necessary to regard their worlds in the broadest intellectual framework as possible. Sweden, of course, comes from a long tradition of neutrality and democratic government, while the former Soviet Union has endured many changes of governance systems and was at the core of an international system of political and economic alliances. These grand differences have a noticeable impact on day-to-day discussions between Swedes and Russians, and the mix is made even more complex if you add third parties from, say, the United States with all of our backgrounds and belief systems.

For the purposes of this talk today, I mention this not to highlight per se Soviet-Swedish relations, but rather to support a broader point: using an intellectual framework cognizant only of physics and environmental science (in this case) would be insufficient background for success. Inculcating a broad sweep of study as preparation for this mission—to include Swedish history, Russian history and regional relations, historical political-military alliances, episodes of mutual espionage during and after the Second World War, the literature and journalism of the two nations as an example of their cultural inheritances, and even the roots and symbolism of their two languages—is, in my mind, an absolutely necessary prerequisite for involvement in questions of international affairs. This is equally as true in the business world and the personal excursions you will make as it is in diplomacy.

This may appear to fly in the face of the theory of globalization that has been so popular over the last decade. Yes, the world is smaller, and yes, technology and social media link us in ways that have never before existed. And yes, if used in a discriminating way, the Internet is making it possible for us to educate ourselves more efficiently than when we had to rely only on interlibrary loan. The speed of change (or as someone once called it, the velocity of delta) is growing exponentially. But . . . and this I believe strongly . . . globalization and the tools of new technologies do not change the fact that we are fundamentally different cultures cohabiting on this earth. The fact that North African protesters used Facebook to coordinate their heroic efforts in favor of greater freedom and transparency in governance does not mean that these young Tunisians and Egyptians regard their world from the same foundation as do young Bolivians . . . or young Oregonians. That assumption, based on the ubiquitous existence of McDonalds, Coca-Cola, iPhones, and Facebook, should not lead us to predict that all cultures, faced with identical pressures, inputs, and tipping points, will react as we guess they will based on our own cultural norms.

Another angle on the problem, and a more lucid way of stating some of this, comes thanks to the parable of Schrödinger’s cat from quantum mechanics (something I read both in the Clark Honors College and again in Sweden): the act of observing determines what is observed. A thought we might remember as we venture out of our cultural envelope.

Let me enlarge these thoughts a bit. I have spent the majority of my Foreign Service career working in Africa or on issues relating to Africa. One of the reasons I keep going back to that continent is the lure of the exotic—unlike large swatches of Europe, Africa really gives the impression of contrast and difference (especially from the sheep ranch I grew up on outside of Brownsville.) Additionally, Africa is still a new frontier, a continent that is far more important than the rest of the world expected it to be. But, aside from the fascinations of the visual, and the unique professional interactions with a broad sweep of African citizens on issues of policy, commercial advocacy and development cooperation, I find myself asking how much of an assumption can we make, from a Western perspective, of commonalities of approach with Africa on global and regional issues? (I would like to note that this is not a judgmental question of “right or wrong” but is rather a recognition of differing parameters.)

As we observe Africa, as if we were observing Schrödinger’s cat in the perhaps-deadly box, we should take a moment to be aware about how our contexts and assumptions change what we are observing and alter our interactions with that visual target. Once again, it seems to me terribly important that we take an interdisciplinary approach to such questions. An awful lot of inputs go into our contextual differences.

Climate, for example. Much of sub-Saharan Africa suffers under climate-induced difficulties—lack of water or a surfeit of water, heat and tropical decay that affect social health and infrastructure, new effects of climate change (littoral erosion, stronger tropical storms.) This affects their outlook on political developments, be it because some of their leaders feel that the industrialized world owes them compensation for the climate impact of the Industrial Revolution, or because they face governance problems as water sources disappear.

Social anthropology, another example. Consensus-
Henry Alley, professor emeritus of literature, is the author of “Girl on Ice” selected among the top twenty-five stories in the Family Matters competition of the journal Glimmer Train. “The Holy Family,” another story, appeared in The St. Sebastian Review this autumn. His story “The World Was All Before Us” has been accepted by Cedilla VI, a Montana literary magazine. “The Burning House,” another story, has been accepted by Cobalt Review. A paragraph from a short fiction piece, “Children of Mars,” appeared on a wall inside the Overpark in downtown Eugene as part of the Eugene’s 150 Birthday Project entitled “Step into Stories.” This summer Professor Alley will give a workshop, “Writing Your Character from the Inside,” at the Centrum Writers’ Conference at Port Townsend, Washington.


Mark Carey, assistant professor of history, spent fall term as a research fellow in the Oregon Humanities Center. He is working on his next book, a global history of glaciers and people. He has also recently published two articles. The first examines the history of mountaineering in the Peruvian Andes, focusing in particular on the role of German and Austrian mountaineer-scientists who opened the Andes to mountain climbing in the 1930s during the Nazi era and had an enduring impact on Peru. Carey’s article, “Mountaineers and Engineers: The Politics of International Science, Recreation, and Environmental Change in Twentieth-Century Peru,” was published in the Hispanic American Historical Review. A second article, “Climate and History: A Critical Review of Historical Climatology and Climate Change Historiography,” was recently published in Wiley Interdisciplinary Reviews—Climate Change; it provides an analytical overview of international history scholarship on climate change.

In spring 2012 Carey taught a new course on Climate and Culture in the Americas that involved a two-day undergraduate conference on indigenous peoples and climate change (see article in this issue of The Scholar). He is working with coorganizer Kathy Lynn, an adjunct research assistant in environmental studies, to host another event on indigenous peoples and climate change on April 10, 2013, at the UO.

Carey is continuing to serve as a contributing author to the United Nations Intergovernmental Panel on Climate Change (IPCC), Working Group II, Fifth Assessment Report due out in 2014. He is a coauthor on three separate chapters: “Detection and Attribution of Observed Impacts”; “Central and South America”; and “Polar Regions.”

Carey’s interdisciplinary collaborative research project on water, climate, and society in Peru, funded by the National Science Foundation, was featured in the November 8, 2012, issue of the journal Nature, in a news article called “Melting in the Andes: Goodbye Glaciers.”

Mai-Lin Cheng, assistant professor of literature, presented a paper “Lost with the Wordsworths” at the International Conference on Romanticism in November. The conference, held at Arizona State University, explored the theme of “catastrophes.”

Frances Cogan, professor of literature, continues to do research in order to complete the last chapter in her new book, The Other Ellis Island: Castle Garden New York, 1855–1890. Once final editing is complete, she will send out queries to publishers. Recently, Cogan reviewed a diary manuscript of an American POW in Yokohama for a possible publication by The Register of the Kentucky Historical Society, and recommended publication, along with suggesting adoption of an introduction to the diary that had already been submitted.

Vera Keller, assistant professor of history, is publishing six articles this academic year in Ambix, Early Science and Medicine, Nuncius, Isis (2), and the William and Mary Quarterly. After giving nine papers last year in the U.S., Canada, Germany, and the United Kingdom, Keller is slowing down her travel a tad. She’ll be giving invited papers in London, Munich, and Bucharest, and a conference paper in San Diego. During December, she was a visiting fellow at the Center for Advanced Studies at the Ludwig-Maximilian University of Munich, where she delivered a keynote for the opening of a new research center, Foundations of the Modern.

Jennifer Burns Levin, adjunct instructor of literature, who specializes in sexuality and food studies, conducted research at the Kinsey Institute at Indiana University for her book manuscript on the history of literary masochism. In 2012, she presented her new work at the Modernist Studies Association in Las Vegas and at the Queer Practices, Places, and Lives conference at Ohio State University. Her paper was invited to be published in the Queer Practices conference volume. An article on collection practices for sexual material in libraries will appear with Duke University Press.

Levin attended a workshop on researching culinary history at the Radcliffe Institute for Advanced Study at Harvard University, and presented new work on the Modernist Cuisine movement at two venues. An invited review essay for Gastronomica magazine appeared in November. She organized and ran a faculty research interest group, Food in the Field, through the UO’s Center for the Study of Women in Society. In its first year, it brought together more than forty faculty and graduate student members from almost thirty departments and programs on campus for eight works-in-progress talks and
two receptions for visiting food scholars. This is another exciting year that includes guest lectures from cultural revivalist Sandor Katz and author Ruth Ozeki. She continues to cohost the Food for Thought radio show on KLCC, Eugene’s National Public Radio affiliate, interviewing national and local figures prominent in the American food scene. She traveled to Amsterdam to research culinary still-life paintings and colonial food practices this winter.

Levin was interviewed about her literature research for UO Today, the Oregon Humanities Center’s televised interview program. UO video link: media.uoregon.edu/channel/2012/04/10/uo-today-509-jennifer-burns-levin.

Roxann Prazniak, associate professor of history, has been invited by Professors Michal Biran of the Hebrew University of Jerusalem and Hodong Kim of Seoul National University to contribute to The Cambridge History of the Mongol Empire, a comprehensive history of the Mongol empire for scholars, advanced students, and general readers as well. The History draws on recent research to create “a new narrative that will be based on a holistic viewpoint, that will look at the empire in its full Eurasian context and in its own terms, thereby overcoming the limits of regional fragmentation.” As editors of this innovative two-volume history, Biran and Kim have sought “scholars whose work has demonstrated vision, versatility, and broad intellectual curiosity.” Prazniak’s contribution will be on artistic exchange in the Mongol era.

Daniel Rosenberg, professor of history, was one of thirteen University of Oregon professors to receive an award from the Fund for Faculty Excellence in 2012–13. The award recognizes faculty members for “their standing and impact within their respective fields or disciplines, their contributions to program and institutional quality at the UO, and their academic leadership.” Rosenberg’s most recent article appear in Hedgehog Review. He is completing a revised edition of his book Cartographies of Time, soon to be published in French translation.

In June 2012, Matt Sandler, adjunct instructor of literature, delivered a paper on self-help books for men by poets Robert Bly and Haki Madhubuti at the National Poetry Foundation Conference in Maine. Both Bly and Madhubuti were political radicals in the 1960s who turned their attention to the personal problems facing men in the 1980s. Their work indicates an often-ignored overlap in American culture between the concerns of lyric poets and self-help gurus. Sandler is currently completing a book on this subject entitled The Self-Help Vernacular.

Helen Southworth, associate professor of literature, attended the third annual Biographers’ International Organization Conference at USC in May. She recently returned from the Modernist Studies Association Conference in Las Vegas where she gave a paper on little known modernist magazine editor, painter and poet, Englishman Sidney Hunt. Southworth is looking forward to a long-awaited sabbatical which begins in spring 2013.

Kelly Sutherland, assistant professor of biology, spent the summer doing fieldwork at Friday Harbor Laboratories in Washington and Marine Biological Laboratories in Massachusetts. Both projects involved laboratory and fieldwork and are aimed at understanding interactions between jellyfish and their prey in realistic ocean flows. Together with her colleague Kiersten Muenchinger from the UO Product Design Program, Sutherland gave an invited talk at the Biomimicry Education Summit in Portland, Oregon, in June titled “Understanding Science and Understanding Design through Lessons and Labs in Biomimicry.” In September, she was invited to give a biomechanics seminar at the University of California at Berkeley titled “Organism-scale Turbulence and Effects on Predator-prey Interactions in the Ocean.”

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based societies stemming from original village and ethnic-based councils do not always mesh seamlessly with the more Western bureaucratic or decision-making approach. The same small-village consensual heritage also sometimes leads to a belief that members of one’s “identity group” can receive social or political benefits not available to the “national society” at large.

Geography. Do colonial-era borders always make sense given longer-standing ethnic and linguistic identities?

Passage of Time. Societies in sub-Saharan Africa at the nation-state level are often a very new concept. How organized was the U.S. fifty years after victory in the American Revolution? Slavery existed and was a burning issue, widespread tax evasion was commonplace, and we had entered a war of conquest in Mexico. In some cases, we should be aware of the differences in the timelines of African nations even as we rightly hold them to what are now perceived as universal truths.

Anyway . . . the long and the short of it is, you have been well served by the unique education that you are now celebrating. I believe that it will give you the tools of confidence, broad liberal thinking, and a willingness to burrow down into the framework and consequences of global and local actions that will make all of you very attractive as activists, employees, or entrepreneurs. And while the experiences that you have had or have studied may from time to time lead you to a bit of cynicism, don’t deny yourself the wonder of the new, the complex, and the challenging. Live the current moment where the world seems eminently fascinating and eminently explorable. And take care that when you are before the metaphorical future firing squad, like Colonel Buendia, you have memories to hold on to of the exotic events and people in your life, an understanding of what you saw in them, how they changed you, and how you changed them. I wish you all the best of luck, and congratulations.
Save the Dates!

February 13, 2013
“Once Upon a Recipe: Pharmaceutical Storytelling Across Early Modern Eurasia,” a Clark Honors College Global Studies Lecture, presented by Carla Nappi, Ph.D. from the University of British Columbia

March 15–17, 2013
Eugene Opera presents “Dead Man Walking,” based on the book by Sister Helen Prejean

April 10, 2013
Second Annual Climate Change and Indigenous Peoples Lecture, Many Nations Longhouse. Keynote speakers: Dr. Frank Kanawaha Lake, Research Ecologist with the USDA Forest Service, and Kyle Powys Whyte, Ph.D. from Michigan State University

May 13–17, 2013
Celebrate Undergraduate Achievement Week, featuring the third campus-wide Undergraduate Symposium on May 16, 2013

June 16, 2013
Clark Honors College Commencement, Matthew Knight Arena