



# CLASnotes

Vol. 11 The University of Florida College of Liberal Arts and Sciences No. 12

## The Dean's Musings

1997

Coach Spurrier said that 1997 was a "pretty good year, not a great year." He wasn't speaking for CLAS, but it wouldn't be a bad fit. While we fell short in some areas, many good things have happened to benefit the College.

For a truly great year, we would have needed big-time adjustments in our faculty / staff / GTA salary structure. We would have seen greater expansion of our graduate programs. And CLAS would have found more dollars to feed the ever growing computer needs in both teaching and research.

Still, it could be arguably considered one of our best years in some time, and with one month left, we still have the potential for additional year-end gifts. Despite the danger in any Best of '97 listing, here is one view.

o Topping the list — our 30 new faculty, who are beginning what we expect to be outstanding careers for their departments and CLAS.

o A \$32 million Physics Building just now coming on line to permit development of exciting new research projects, with the new space in this building leading to much needed cascade moves of faculty in Williamson, Turlington, and McCarty Halls.

o Funding for renovation of the former Language Laboratory in Dauer Hall to become the Keene Faculty Center, which will be a beautiful and functional facility for daily faculty activities, as well as receptions, dinners, and other special events.

o A special NSF award, which coupled with UF matching, provides \$3 million to renovate Williamson Hall.

o Another new record CLAS research

—See *Musings*, page 12

## Spanish Professor Wears Many Hats

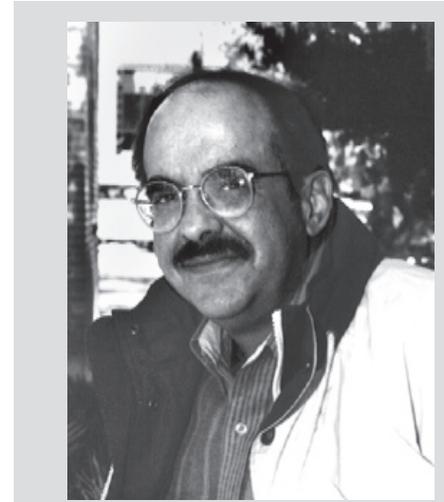
Diverse Responsibilities Earn Reynaldo Jimenez Local and National Visibility

Imagine being accountable for the accurate, fair evaluation of a standardized exam taken by tens of thousands of high school students all over the country. As the Chief Faculty Reader of the Spanish Advanced Placement Exam, Reynaldo Jimenez faces this daunting task every June. No quick trip through the scan-tron can score these complex tests, which consist of listening sections and oral components as well as grammar usage, composition, and standard multiple choice sections.

Projections for the 1998 Spanish AP tests indicate that around 56,000 students will take the exams this spring. The grading is done quickly, but in a very regulated, well-practiced manner. "We grade the exams in a seven-day period on a college campus in the US," explains Jimenez. (In 1998 they're meeting at Trinity College in San Antonio.) "The grading involves nearly 400 teachers and professors from here and abroad."

Strict guidelines are followed to choose these readers. Sixty percent of them must be college instructors, while 40% must be high school teachers. Within this preset ratio, the readers are chosen to ensure proper representation of genders, geographical regions, and native/non-native speakers. "Every year we bring new readers [at least 15% of the total] in to replace veteran readers," Jimenez adds, a process that preserves the freshness of the reader population.

One of the greatest benefits of his position, says Jimenez, is that it places him in "close contact with some of the best teachers and students across the country." Perhaps his exposure to such talent has worn off on UF. Florida ranks #5 in the nation for new students who have taken the Spanish AP language exam, and #13 in new students who have taken the Spanish AP literature exam. That means quite a few students arrive at UF with significant Spanish experience, including the critical



Reynaldo Jimenez  
(Romance Languages and Literatures)

analysis and close reading of texts. Not all of these students go on to major in Spanish, says Jimenez, but many of them do choose to minor in the language.

Another challenging responsibility for Jimenez is his position as the designer and director of UF's "Spanish for Native or Near-Native Speakers," a program which stirred up some controversy in September. "This program was misrepresented in the news earlier this year," Jimenez says. "One student was concerned that the program discriminated against non-native speakers, but that is not what we're doing at all.

"The course was not designed to cater to specific ethnic groups or nationalities. It targets students with significant non-academic exposure to Spanish [whether from the home or from one of many external sources including peace corps experience]. Such students' experience comes largely from *hearing* Spanish spoken, so they are lacking the intensive grammatical training necessary to successfully manipulate the language."

—See *Jimenez*, page 11

This month's focus: Romance Languages and Literatures

# Around the College

## DEPARTMENTS

### ANTHROPOLOGY

In October **Paul Magnarella** was the Banquet Keynote Speaker at the annual meeting of the Association of Third World Studies. His speech was entitled: "The International Legal Response to the Human Tragedy in Rwanda."

### ENGLISH

**Jane Douglas'** hypertext fiction, "I Have Said Nothing," was profiled in a feature article on the "canonization" of hypertext fiction in *The Guardian*, one of the UK's national dailies, on October 9th. Douglas' article "Will the Most Reflexive Relativist Please Stand Up? Hypertext and the Art of Argumentative Writing" was awarded first runner-up for best article of 1996 by the journal *Computers and Composition*.

**Peter Rudnytsky** was a featured speaker at a conference in Heidelberg on "The Rediscovery of Otto Rank for Psychoanalysis." His paper, "Rereading Rank," was delivered in German. Also in Heidelberg, he gave a second paper in German at the Institute for Psychoanalysis and Psychotherapy, "The Analyst's Murder of the Patient," which is forthcoming in *American Imago*.

### GEOLOGY

**Jonathan B. Martin** was given an Affiliate Assistant Professor Appointment in the College of Natural Resource and Environment, effective 10/1/97 - 6/30/98.

### HISTORY

In conjunction with his duties as president of the History of Science Society, **Frederick Gregory** recently represented the Society as the guest of the British Society for the History of Science at its 50th anniversary conference held at the University of Leeds from September 8-12. Gregory also represented the History of Science Society at the recent opening of the exhibit "Mechanical Marvels: Invention in the Age of Leonardo" at the World Financial Center in New York. Organized by the Istituto e Museo di Storia della Scienza in Florence and by Finmeccanica, the exhibit will remain in New York until the spring of 1998, whereupon it will embark on a tour of museums around the world, culminating with its appearance in Sydney in conjunction with the next summer Olympic Games.

### MATHEMATICS

**Stephen Summers** spent six weeks of his sabbatical this fall as an invited researcher at the Erwin Schroedinger International Institute for Mathematical Physics in Vienna, Austria. He participated in a special workshop on Local Quantum Physics and delivered an hour address in "Geometric Modular Action and Spacetime Symmetry Groups".

### POLITICAL SCIENCE

**Philip Williams'** new book entitled *Militarization and Demilitarization in El Salvador's Transition to Democracy* has just been published by Pittsburgh University Press.

**Leann Brown, Renee Johnson, Tony Rosenbaum, Mike Scicchitano** and **Les Thiele** presented papers this November at a conference on "Uncertainty and the Environment" at the University of Twente, The Netherlands.

### ZOOLOGY

**Lou Guillette** gave an invited public lecture in Kyoto, Japan last month at the 13th International Congress of Comparative Endocrinology.

**Colin Chapman** has been invited to give a lecture "Implications of small scale variation in ecological conditions for the diet and density of red colobus monkeys" at the international symposium: Recent Trends in Primate Socioecology" in Kyoto, Japan (Jan, 1998).

## UF Professor to Receive Honorary Degree



Professor **E. Raymond Andrew** (Physics) will receive the honorary degree of Doctor of Science from the Prifysgol Cymru (The University of Wales) at a special ceremony on April 18, 1998 in Cardiff. Intended to honor the many fundamental contributions that Andrew has made to the field of Nuclear Magnetic Resonance, this award is especially fitting as it was in Wales that he invented the concept of Magic Angle Spinning which is today a major tool used by chemists and

physicists to determine fundamental molecular structures.

## FITNESS PROGRAM AVAILABLE FOR FACULTY AND STAFF

*Faculty and staff interested in improving their health and wellness in a convenient location can check out the Living Well program, which is offering free week-long trial memberships for the Fall semester.*

*Living Well is a fully equipped fitness center (no student usage), that offers personalized instruction as well as the latest in exercise equipment at affordable rates.*

*The program also offers flexible hours to accommodate work schedules. Fall hours are weekdays 6 AM to 8 PM and Saturdays and Sundays from 10 AM to 3 PM. The Living Well Fitness Center will be closed on home football game Saturdays.*

*Employees who wish to inquire about the free-trial week can stop by the Center located in Yon Hall - room 11 (east side of the football stadium, ground level), or contact Beth at 392-8189 for more information.*

# Around The College

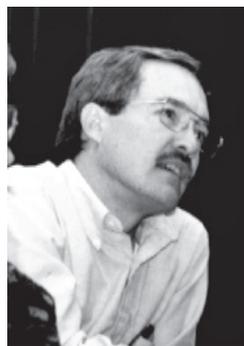


## Uhlfelder Addresses Large Crowd at CLAS Assembly

The College Assembly Meeting on November 14 drew the largest faculty turnout in years. Turlington lecture room L005 was filled to the brim with professors from CLAS and other colleges on campus. Why? Because the event featured Q&A time with Steve Uhlfelder, Board of Regents Chairperson and outspoken opponent of the present tenure system. Uhlfelder gave the crowd a summary of his background, both as a student at UF, including his election as student body president, and his work as a lawyer and BOR member.



When he opened the floor for questions, the focus immediately shifted to the tenure issue. Questions like "How can academic freedom be maintained without the protection of tenure?" and "What, *exactly*, don't you like about tenure?" to "Why don't you give a tenure-less system a significant trial period at the new Florida university before attempting to foist it upon existing Universities?" flooded the session until time was called. Uhlfelder was unyielding in his belief that tenure must be reformed because presently it protects ineffective teachers. He said that he favors multi-year contracts, where professors would have to undergo a thorough review every 5-7 years to get contracts renewed. Uhlfelder also emphasized that he thought professors should get rewarded better financially, particularly in the riskier environment of a tenure-free academy. But he also pointed out that times have changed and claimed that Universities should be accountable for the performance of their employees in the same way that businesses must be. He explained that in his law firm (Holland and Knight) a partner would be quickly fired for sub-par performance.



Clockwise from top left: Marsha Bryant (English), Steve Uhlfelder (Chair, Board of Regents), Mark Fondacaro (Criminology and Law), Richard Hollinger (Sociology), and Patricia Craddock (English), Karen Pyke (Sociology) and Sheila Dickison (Classics).

## Conlon's Replacement Chosen

Dr. John R. Sabin, (Physics) has been appointed CLAS Director of Resource Technology, effective January 9, 1998.

## CLAS Teaching and Advising Awards

The deadline to nominate a teacher or an advisor for the 1997/98 CLAS Teaching/Advising Awards is February 9, 1998. Nomination forms are available from Department Chairs, in 2014 Turlington Hall and 100 Academic Advising Center, and in envelopes posted by elevators and entrances to CLAS buildings. Nomination forms may be returned to any of these locations or mailed to:

2014 Turlington Hall  
CLAS Teaching Advising Awards Committee  
University of Florida  
Gainesville, FL 32611

For more information please contact Ksenia Bobylak in the CLAS Dean's Office, 392-2223.

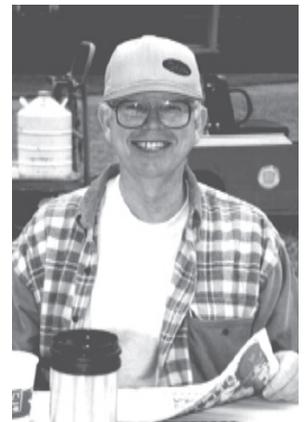
# HOMECOMING

## CLAS-Law Homecoming BBQ Mini-Expo a Big Success

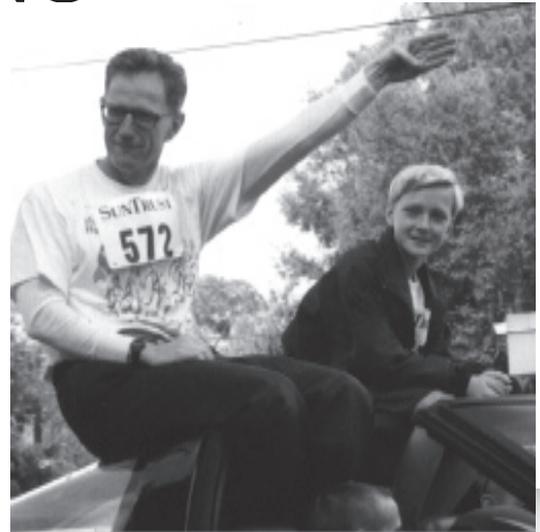
Despite a cold and rainy morning, spectators of the 1997 Homecoming Parade ended up enjoying a brisk beautiful fall day. The CLAS-Law School Homecoming BBQ Mini-Expo, set up under a large striped tent in front of Flint Hall, was a festive addition to the University Avenue event. Sponsored by **Sam Y. Allgood, Jr.** (JD '49) and **Bruce S. Bullock** (LS '55, LLB '62), and coordinated by **Jeff Ulmer** (Law School Director of Development and former Assistant Director of Development at CLAS), the tent drew long lines of CLAS faculty and staff, students, alumni and friends. Participants enjoyed BBQ sandwiches (tirelessly served by the Gator Debaters), sipped espresso made by the Italian crew at the RLL table, examined rocks and minerals at the Geology table, and browsed through the many other CLAS and Law exhibits. A good time was had by all.



*Clockwise from top left: Albert and Alberta; Richard Haynes (Philosophy); Richard Matasar (Dean, College of Law) and Becky Hoover (Assistant Director of Development, College of Law); Ron Akers (Criminology); Dean Harrison and Carol Binello (Dean's Office); Kellie Roberts (Center for Written and Oral Communication) and the Gator Debaters; Kim Pace (Dean's Office) and daughter Kelsey; Richard Woodard (Physics).*



# HOMECOMING



Clockwise from top left: **Mike Paden** (Italian), **President Lombardi**, and Italian Club students: **Jonathan Fell**, **Tinho Young**, **Barb Heller**, and **Carmelina Piparo**; **Albert Matheny** (Political Science) and his son, **Al**; **Lou Guillette** (Zoology) and his wife, **Elizabeth**; (Matheny, Guillette and **Sheila Dickison** [not pictured] were all voted Blue Key Distinguished Faculty Members); **Chris Faricloth** (PhD candidate, Sociology) and **Marian Borg** (Sociology); **Shunko Muroya** (Visiting Lecturer in African and Asian) and **Yumiko Hulvey** (African and Asian Languages and Literatures); **Avraham Balaban**, **Haig Der-Houssikian** and **Aida Bamia** (African and Asian Languages and Literatures); **President Lombardi**; **Dorian Shuford** and **Scott Purci-full** (Geology students); and in the center **Jorja Frappier** and **Olga Bomberger** (Dean's office).



# Bilingualism Still Considered a Sickness

## An Interview with Florencia Cortes Conde

**Cn:** What is the focus of your present research?

**FCC:** I am researching the sociology of language and socio-linguistics, and my area of specialty is bilingualism.

**Cn:** Is a person considered bilingual when s/he speaks more than one language or is there a more specific definition?

**FCC:** My definition—and there are many—is that bilinguals are those who have been socialized in two languages. In other words, people who live in a community and speak that particular language, but then have to live in another community, too, and therefore they have to speak both languages because their network of interactions requires it. We don't really know exactly what it means to be bilingual—bi-cultural—in this context. We can't speak about it, actually, without threatening the modern notion of "nation" and our perception of ourselves as "nationals" rather than an aggregate of individuals. Nations define themselves as having achieved cohesion through monolingualism. So, although the academic acquisition of a second language is considered an asset, bi-cultural bilingualism is potentially very problematic.

This, of course, is not a new concept. In her book *Between Worlds*, Francis Cartoonan writes about the distrust of translators as people who "move between two worlds." In Mexico, Malinche, who was the translator for Cortez, was not entirely trusted by the Spanish, and she was viewed as a traitor by Mexicans. Bilinguals are thought to have conflicts of loyalties or problematic natures; it's considered a kind of sickness.

**Cn:** What about in a country like India that has no unifying language?

**FCC:** The multiplicity of languages is seen as one of the problems with a nation such as India and one of the reasons why they haven't been able to achieve a modern status. But the truth is, we don't really know that this is always going to be the case. In a world where you're constantly on the move, you're changing frontiers and nations, you're immigrating, you're emigrating you're participating in different world contexts and having to deal with multiple cultures, to view bilingualism negatively and to have this very static view of culture, society, nations and individuals is sort of limiting.

**Cn:** You've just finished a manuscript (tentatively titled



Florencia Cortes Conde  
(Spanish)

*"Bilinguals and Barbarians: Experiencing Nation Through a Two-Language Mirror")* for which you conducted a case study on the Anglo-Argentine.

**FCC:** Yes. The Anglo-Argentines are British immigrants who built a strong community (77,000 at its height) in Argentina from 1860 to the 1930s. I wanted to see if they were able to maintain English from one generation to the next. But they had a very static view of what it meant to be British, and this rigidity did not allow them to create a new identity for themselves when circumstances changed (WWII and British bankruptcy among other things), and therefore the community is dying.

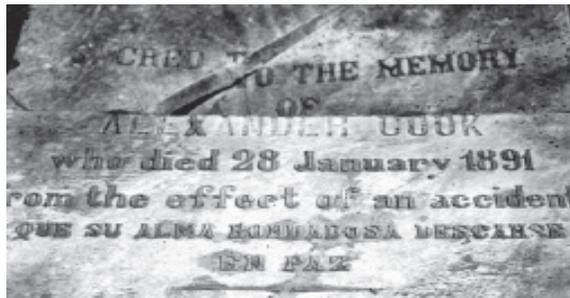
When you try to hang on to one definition of who you are as a collective and as an identity, you are not allowing for the changes that a community naturally undergoes. In that sense, bi-cultural bilinguals are left with a dichotomous choice—they must decide to be either an ethnic or a national, but not both. To survive, then, many bilinguals can not incorporate their community histories because the 'nation' can't accept it. On the other hand, when a group of bi-cultural bilinguals do isolate themselves, like the Anglo-Argentine, they don't change at all, and that's a problem, too. One Anglo-Argentine told me that he'd visited Great Britain and that, "no one speaks good English there anymore." Of course, it was very obvious that emigrants from England's colonial outposts who had filtered into Britain had contributed to the formation of a new culture there—the Empire changed the island. Britain expanded, and then all that expansion came back to them and changed them. For the Anglo-Argentine, though, England was an image in their heads, and many of those who went back couldn't adapt.

**Cn:** So how can bi-cultural bilinguals avoid dichotomous alternatives?

**FCC:** Maintaining an alliance with the past and negotiating a relationship with the present, which has been called "selective acculturation," can give a community more control over the assimilation process. A community—parents and children both—can initiate stages of this process of acculturation, but it's selective; there's a lot of negotiation of boundaries, which prevents the

alienation and marginalization of new generations.

Eventually, when the Anglo-Argentine were left to decide between connectedness (adopting Argentine language and culture) and economic advancement (their connection with Britain and the world economy), they chose connectedness. I think that shows how powerful the need for solidarity is. This is something to keep in mind when we consider what we ask of economically disadvantaged immigrants when we give them this choice. We're asking them to alienate themselves, to cut themselves off from their history for the sake of social



A broken bilingual tombstone in Argentina where Anglo-Argentines unsuccessfully tried to maintain their British heritage.

# The Creation of High Culture in Dying Languages

## A 'Beautiful But Tragic Phenomenon' says French Professor William Calin

William Calin's new book project, *Minority Literatures and Modernism: Scots, Breton, and Occitan, 1920-1990*, required him to learn two new languages, a welcomed task for the Graduate Research professor of French literature. "I love to learn new languages and to go into new fields," explains Calin, who also reads French, Spanish, Italian and German, "so this project was especially enjoyable for me."

Calin first became intrigued by the three languages his present work focuses on—Scots, the original Anglo-Saxon language of Lowland Scotland (the language of Burns' poetry); Breton, the Celtic language of Brittany; and Occitan, a romance language (originally called Provençal) spoken in the South of France—when he noticed a similar trend in their evolution. By the end of the nineteenth century, Calin explains, all three languages had declined to local dialect status. "The regions suffered from stereotyping," he says, "such as the assumption that their inhabitants were rural, poetic, traditionalist and Christian." Clichés like 'charming eccentric priests,' 'dashing youths who became soldiers or sailors,' 'sweet young maidens,' 'country dances and festivities,' and 'sacrifices and backwardness' inevitably punctuated descriptions of the areas.

In the twentieth century, however, intellectuals in all three regions (independent of one another) became determined to modernize and revolutionize their cultures. "They wanted to create a totally modern literature—comparable to literature in French and English—and to do so they would use vernacular and make of it a modern high-culture language," says Calin. They enriched the vocabularies by going back to the Middle Ages for old words. They unified spellings, created dictionaries and grammars

and translated classics from other languages. "The idea was to convince writers to write in a single, standard language for all parts of the dialect area and region," he explains. Their efforts worked. In their newly unified traditional languages, writers created serious poetry, drama and novels that deliberately avoided rural clichés. "The quality of the literature they produced is comparable to that of the great literatures of Europe," claims Calin.

Unfortunately, though, Scots, Breton and Occitan are still dying out, largely due to the force of state languages which are naturally imposed by radio, TV, military service and tourism. "For reasons of social mobility and any number of other causes," Calin explains, "it's now normal for Scottish people to speak English and for Bretons to speak French. The number of native speakers are declining." Although major efforts to teach these languages are still being made in local schools, most of the "great literature" has not been translated. According to Calin, the regional writers are of two minds about translation. They want international acclaim, but the widespread translation of the texts would make cheating easier for school children learning the languages. Additionally, the translations would in some ways negate the purpose for creating the body of literature in the first place, reinforcing the notion that the dying language is not worthy of being learned.

Calin emphasizes that despite the seeming specificity of his research, "this is a vital and contemporary area which has comparable problems with the States, including multicultural issues and conflicts between old and



*Graduate Research Professor William Calin with the flag of Breton.*

new cultures.

"It's a very exciting and beautiful—but also tragic—phenomenon to see such wonderful literature being written in languages which appear to be disappearing," he says, "and there will be a great loss to humanity if and when the languages do die out, just as there is a great loss to humanity because American Indian languages are currently disappearing."

Although Calin specializes in medieval literatures, his approach for this project is quite contemporary. "One of my methodologies for the book is postcolonialism—I'm looking at each community as a colonized minority which has declined under the dominant hegemony. Interestingly, though, the writers in these regions call themselves 'colonized people' not to emphasize their ethnic uniqueness, but purely to create a language of high culture. They are not necessarily interested in the local or the political; instead, they are trying to escape the narrow confines of ethnicity."

Calin spent the spring and summer as a visiting research fellow at the Institute for Advanced Studies in Edinburgh researching and writing his manuscript, which he hopes will be published in 1999 or 2000.✍

# Academics in Transition

In the final installment of our three-part series on CLAS academics in transition, our participants discuss their adjustment to UF and the Gainesville community. **Carla Edwards** is a TA and PhD student in sociology. **Dana Martin**, a first-year TA in French, is working on her PhD in Francophone-African and Caribbean literatures. **Pam Ohman** is an assistant professor of statistics.

**CLAS notes:** *How does the University of Florida compare to the school you came from? (academic atmosphere, social atmosphere, physical facilities, etc...)*

**Carla Edwards:** Well, I was working at the University of Pennsylvania in Philadelphia prior to UF. I began working there after receiving both my BA and MS. Ed. from Penn. In terms of architecture and collegiality, Penn and UF are very similar. The thing that attracted me to Penn was its ivy league status, Quaker history, and presence in the big city. But UF is truly holding its own. The students at UF are not as cut throat and competitive academically, but they show quite a bit of enthusiasm about learning. I like that a lot about UF students. In terms of social life, I can not really compare because as a graduate student I have no life!



**Dana Martin:** I went to Tulane, and UF is much bigger. Academically, though, it's about the same. I feel challenged here and felt challenged at Tulane. I'm from New Orleans, so the lifestyle here is a really big change. But when I tell my students where I'm from, it opens up a big opportunity to discuss their questions in French, particularly about Mardi Gras, which they are always curious about.



**Cn:** *Gainesville was ranked the "best place to live in the US" by a 1995 Money Magazine poll. Do you agree? Disagree? Why? Do you see Gainesville as a potential home, or merely as an academic "stopping through" point?*

**Pam Ohman:** I don't know if I've lived here long enough to agree with the claim that Gainesville is the best place to live. So far, Gainesville has proved to be convenient and livable. I'm used to hot summers without air-conditioning and the very long, freezing winters of New York. Although I've been enjoying the cooler weather of these past couple of days, I'm not missing the snow and heavy coat temperatures yet. In addition, there certainly seems to be enough things to do in the area to fill up any extra time I might make for myself. I was able to take a watercolor class and a figure-drawing class through the community college continuing education program. That was a nice diversion for a few weeks. As the semester nears an end though, I'm glad not to have that extra commitment.



Gainesville is the place I call "home" for the moment. I don't have any plans to move elsewhere. Of course there is always the tenure decision down the road as well as any other unexpected events that might call me away.

**CE:** I love Gainesville. Seeing that I was born in Shands Hospital many years ago I consider and have always considered Gainesville my hometown. I miss things about living in the big city of Philadelphia, like public transportation, cheesesteaks and pretzels on every corner, the night life, and the proximity of New York City and Washington DC, but I truly love being near extended family, and I'm enjoying Gainesville's dark, peaceful nights, sunshine and warmth, and evergreen trees. Plus, folks in Gainesville are so friendly and accommodating. I can actually write checks and not be treated like a criminal. I don't even think people in Philly know what a checkbook is anymore. My husband and I are seriously considering settling down in Gainesville or a surrounding town. We are both from Florida and felt like it was time to come home.

**DM:** [Gainesville's #1 status] was brought to my attention for recruitment purposes but also by my father because he had heard so many good things about Gainesville. His sister lives in Tampa, so he's familiar with the state and really likes it here. I think what's really great about Gainesville is its location in relation to other big cities—Orlando, Tampa, Jacksonville—you can get away without driving 5 hours.

**Cn:** *How difficult has your adjustment been to the community of Gainesville? Has being involved in a University department aided in your adjustment, or have the demands of school capitalized your time too much to get to know the area?*

**PO:** Work has taken up most of my attention, and even more so as we're approaching the end of the semester. I don't expect this to change much next semester either. Fortunately, I am comfortable with the people in my department, a couple of whom are good friends as well as colleagues. This, of course, makes my adjustment to Gainesville much easier than it would be otherwise.

**CE:** We have family here who have provided us with plenty of love, food and even shelter, making the adjustment a little easier than if we had moved to a place where we did not know anyone. We still have not settled on whether to buy or rent a home. Even though everyone keeps screaming the cost of living is much cheaper in Gainesville than up north, I have not found this to be true. Rent, gas, and personal items are very expensive here. So, it has been a little difficult to adjust our standard of living and survive off one real income and a student's income versus two real incomes.

# The Artist Behind the Card

## Bob Bird Commemorates CLAS Buildings

Look closely at any of the nine drawings Bob Bird has done of CLAS buildings and you just might see an armadillo. Walking along the sidewalk, foraging in the bushes, or relaxing with a book, Bird's trademark armored animals may not be easy to spot right away, but their subtle inclusion adds the artist's personality to these simple and elegant sketches.

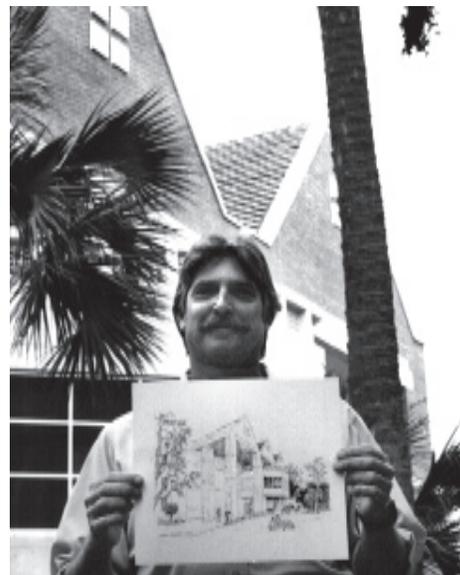
Until 1989, CLAS Christmas cards were of the store bought variety. Shortly after taking over the deanship, however, Dean Harrison

to the college.

Although he majored in news writing and editing (UF, '74) and has worked for 20 years at News and Public Affairs as a graphic artist, a profession he claims to have "backed into," Bird says he would "rather draw than anything else." He enjoys working in other mediums—he paints a bit and is presently working on a large wood carving—but Bird prefers drawing because the tools are easy to carry. "I can take them anywhere," he explains.

Born in Virginia, Bird was "raised on army bases" and joined the navy after high school. His stint in the service intensified his love for drawing: "I guess I really started getting into it when I was in Vietnam because I was fascinated with Oriental art and the way they use a lot of negative space... not like we do here." Bird's sketches reflect this exposure to Eastern technique. He makes short, delicate strokes and leaves plenty of white space, without sacrificing detail. "[My drawings] might look a little Eastern...I don't know, but that's what I like," he says.

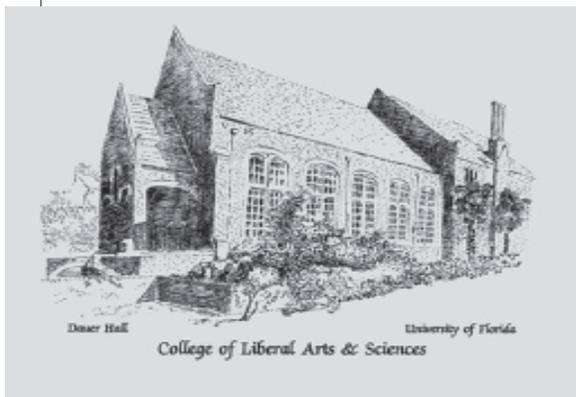
For this year's holiday card, Bird sketched the Academic Advising Center. His talent flatters the building's new architecture (he even made Turlington Hall look stately and traditional). Of the seven other CLAS buildings featured in the past (Dauer, Flint, Griffin-Floyd, Turlington, Leigh, Rolfs and Anderson), Bird claims Leigh was the most fun to work on. "Leigh Hall has so much detail," he



*Bob Bird stands in front of the Academic Advising Center with his sketch of the building for this year's CLAS holiday card.*

says, referring to the carved names and intricate stonework of the 1926 structure.

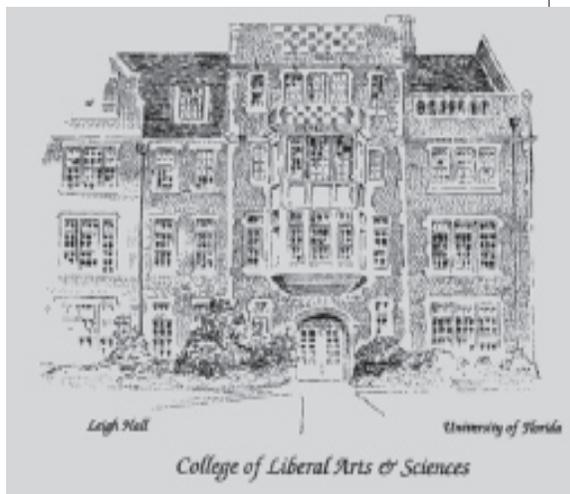
All nine of Bird's framed originals hang in the Dean's Office conference room, so stop by and see them for yourself. You can hunt for armadillos while you're there, but don't get frustrated. "I think I left out the armadillos for a year or two," says Bird. "Or maybe I just hid them so well I can't find them anymore." 🦔



*Dauer Hall, sketched by Bird in 1992.*

decided the annual greetings should be more personal—should have a real tie to UF and the College. He asked News and Public Affairs for the name of an artist who could draw university buildings, and they immediately recommended their own Bob Bird, whose pen and ink sketches have graced the CLAS holiday cards ever since.

Initially, the cards were printed in the dean's office and hand colored, but now they are professionally printed in two colors. Since over 300 are sent out a year, thousands of people have been able to enjoy Bird's drawings. Recently, boxed sets of five of his CLAS cards (non-holiday versions) were created as thank-you gifts for major donors



*Bob Bird's 1996 rendering of Leigh Hall.*

# Grant Awards through Division of Sponsored Research

October 1997 Total \$2,281,589

<i>Investigator</i>	<i>Dept.</i>	<i>Agency</i>	<i>Award</i>	<i>Title</i>
<b>Corporate...\$ 355,770</b>				
Katritzky, A.	CHE	Centaur	65,000	Centaur Pharmaceutical research agreement.
Schanze, K.	CHE	McD Doug	8,700	Development of a fast response PSP system.
Colgate, S.	CHE	Texaco	35,000	Evaluation of magnetic field conditioning.
Thomas, C.	CHE	CCA	8,500	Private corrections project.
Thomas, C.	CHE	Mult Sources	2,000	Private corrections project.
Nagan, W.	CAS	IDCA	99,565	The enhancement of human rights and democracy in Uganda.
Schmidt, P.	CAS	IDCA	99,565	The enhancement of human rights and democracy in Uganda.
Malecki Jr., E.	GEO	Enter Fla	5,670	An assessment of manufacturing extension in Florida.
Tanner, D.	PHY	Mehl/Bio	25,000	Optical characterization of thin films and relevant materials.
Marks, R.	STA	US Bio Corp	6,770	Clinical trial research design.
<b>Federal...\$ 1,472,144</b>				
Stratford, B.	ANT	CFDC	175,396	Social organization of sexual behavior & its relation to HIV risk.
Campins, H.	AST	NASA	130,631	Corporate memory and spacecraft development.
Gustafson, B.	AST	NASA	73,454	Optical properties of irregular dust particles: experiment & theory.
Telesco, C.	AST	NASA	22,000	A complete study of far-infrared radiation in nearby spiral galaxies.
Hudlicky, T.	CHE	EPA	411,593	Synthetic methodology without reagents tandem enzymatic methods.
Benner, S.	CHE	NIH	181,141	Evolutionary tools for interpreting genomic data.
Hanrahan, R.	CHE	DOE	1,000	Gas phase hydrogen - halogen systems.
Zerner, M.	CHE	US Navy	122,422	Media effect in molecular structure & spectroscopy.
Martin, E.	GLY	NSF	54,698	ND isotope investigation of North Atlantic deep water population.
Perfit, M.	GLY	NSF	54,524	Temporal & spatial variations in mid-ocean magmatism.
Stark, C.	MAT	NSF	3,217	NSF appointment for Dr. Stark.
Mitselmakher, G.	PHY	DOE	63,840	Hadron collider physics.
Avery, P.	PHY	DOE	4,000	Task B: Research in theoretical & experimental elementary particle physics.
Ramond, P.	PHY	DOE	8,000	Task A: Research in theoretical & experimental elementary particle physics.
Sikivie, P.	PHY	DOE	1,000	Task C: Research in theoretical & experimental elementary particle physics.
Albarracin, D.	PSY	NIMH	71,059	Predictors of the impact of condom use communications.
Bradley, N.	PSY	NIMH	38,579	Project 4: Center for the study of emotion & attention.
Fischler, I.	PSY	NIMH	35,590	Project 3: Center for the study of emotion & attention.
Carter, R.	STA	DOE	9,000	Developmental evaluation/intervention quality assurance & accountability.
Carter, R.	STA	DOE	11,000	Developmental evaluation/intervention quality assurance & accountability.
<b>Foundation...\$ 77,836</b>				
Balaban, A.	AAL	Japan Found	34,218	The Japan Foundation support program for Japanese studies expansion.
Yai, O.	AAL	Japan Found	34,218	The Japan Foundation support program for Japanese studies.
Williams, P.	POL	UF Found	5,000	Miscellaneous donors.
Nordlie, F.	ZOO	UF Found	4,400	Zoology presidential research graduate fellowship program.
<b>Other...\$ 22,486</b>				
Mueller, P.	GLY	Misc Donors	4,214	Miscellaneous donors.
Scicchitano, M.	POL	ACSO	8,372	A survey of Alachua County residents regarding law enforcement.
Scicchitano, M.	POL	ACSO	9,900	A survey of Sugarfoot and Cedar Ridge residents.
<b>State...\$ 7,306</b>				
Mossa, J.	GEO	Water Mgmt	7,306	GIS services for water supply needs and sources assessment.
<b>Universities ...\$ 346,047</b>				
Sullivan, N.	PHY	Stanford	8,335	Service contract.
Rowland, N.	PSY	FSU	144,951	Physiologic mechanisms affect by perinatal NaCl level project 3.
Spector, A.	PSY	FSU	144,340	Project 2: Effect of perinatal salt exposure on taste function.
Shuster, J.	STA	Northwestern	48,421	Pediatric oncology group - Phase I clinical trials in children.

# Book Beat

## *Butterfly Gardening*

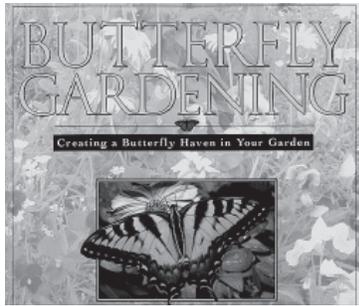
(Friedman/Fairfax Publishers) by

**Thomas C. Emmel**, PhD (Zoology)

(review taken from book jacket)

Bring butterflies to your own backyard

by creating a butterfly garden with the help of renowned lepidopterist Dr. Thomas C. Emmel. *Butterfly Gardening* takes you step by step through choosing plants to attract the butterflies in your area, arranging them to fit your garden and their needs, and maintaining your garden once you have established it. Beyond the garden's creation, *Butterfly Gardening* will teach you how to identify your new visitors with handy tips and a beautiful photograph gallery of butterflies. With the help of *Butterfly Gardening*, you can establish



a fun hobby and a gorgeous refuge for you and your winged friends to enjoy.

(Excerpt) *So, while*

*butterfly conservation may not have been the starting point for your venture into butterfly gardening, you can see by this brief series of examples how individuals can make a difference, and how by planting the food plants of butterflies, both for their larvae and adult stages, you can bring back a species even on the verge of extinction.*

*Florida's Fabulous Butterflies* (World Publications) by **Thomas C. Emmel** (professor of zoology and entomology and Director of the Division of Lepidoptera Research). Photographs by Brian Kenney.



(Excerpt) *The word "butterfly" was probably inspired by the buttery yellow color of the Brimstone, a very common European butterfly. The Brimstone is a relative of the sulphurs found in Florida and is one of the first European butterflies to appear in the spring.*

## Jimenez (continued from page 1)

It's the difference between the ability to play a song by ear and the ability to sight read. Students who are non-native speakers but have had advanced language courses and a lot of classroom Spanish training can already manipulate the language; that is, they can create new sentences or paragraphs they've never seen, heard or read before because they know the rules. They need other kinds of training (immersion, say, as opposed to remediation in grammar) to improve their fluency. Native or near-native speakers, on the other hand, who lack technical skills, are limited to using only that part of the language they've had prior experience with. "Each requires an entirely different pedagogy," says Jimenez.

In addition to these supervisory responsibilities, Jimenez is immersed in his own research. He is presently writing a book of critical essays entitled *The Spanish-American Bildungsroman: Tradition and Subversion*. Bildungs-

roman, or "novels of initiation," are "narratives that delineate—through the protagonist—a process of development that includes getting to know the other and the self," says Jimenez.

The original German model, which dates back to the 18th century, maintained this process as journey toward integration into society and the status quo. The protagonist, usually an adolescent male, sought to educate himself along the way (culturally, socially, spiritually) in line with the Enlightenment notion of attaining perfection. In the more contemporary versions, says Jimenez, such optimism ceased to exist, especially in the Spanish-American Bildungsroman, in which protagonists attempting to find their places more often than not end up displaced and alienated.

Jimenez's book focuses on 25 Spanish-American novels written in Mexico, Argentina, Cuba, Puerto Rico and Columbia. "Studying this genre serves as a way to document social and political reality," Jimenez claims, "and

it applies to many different contexts, including female subjectivity and the construction of the revolutionary subject.....In addition, this project is somewhat interdisciplinary in nature, insofar as it explores the relationship between history and fiction, or between historical and fictional discourses. That, in itself, makes it particularly interesting for someone working in the field of contemporary Spanish-American literature." 



**UNIVERSITY OF  
FLORIDA**

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Dean: Will Harrison  
Editor: Jane Gibson  
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funding of \$25 million awarded to our faculty in highly rigorous national competitions.

- o Strong participation by CLAS in the \$500 million UF Capital Campaign; our target is \$30 million although our goal is even more ambitious, given that we are nearing the \$20 million mark already.

- o A \$3 million bequest from a generous alumnus that will greatly benefit this college someday, and this was not the only \$1M+ gift.

- o Another great entering class of UF freshmen, all of whom are taught by CLAS faculty and many of whom will select majors in this college.

- o Record number of Anderson Scholars (3.80 or higher GPA during their first two years at UF) awarded at the CLAS Fall Convocation, the majority of whom matriculate in CLAS.

- o The success of the Writing Program in expanding writing to departments outside of English, and the associated mandate from CLAS faculty to double the writing requirement for our students.

- o So many faculty awards, recognitions, and prizes as to exceed available space here.

This litany of success fails to acknowledge a wide range of new academic initiatives and activities in the departments and programs. Many departments are aggressively moving into new ventures that draw important attention within their disciplines.

If this momentum can be sustained through several more “very good” years, an enhanced national and international image of UF academics will follow. And along the way, we can hope for that “great” year.

**Will Harrison,**  
Dean

[harrison@chem.ufl.edu]

**CE:** My department is great. Dr. Radelet, the chair and Dr. Beeghly, the former graduate coordinator along with Sharon, Janet, and Mrs. Robinson (the office staff) have treated me like a member of their own families.

School is quite demanding, but my research has allowed me to explore the area looking for research subjects, so at least once a week I go some place new. I actually went downtown for the first time this weekend. It is a cute little area.

**DM:** I spent the last year in Paris, and although I loved it, I was really ready for the campus scene again. Here, I don't have to walk all over the city to get to a library! I came down here by myself, and although I have a friend who's shown me around, I still need to familiarize myself with more local things to do. As far as making friends, the people in my department have helped a lot. I haven't been able to go out a lot—who would read my French texts for me if I did? But I think next semester will be easier

after getting introduced to everything this fall. I hope to be able to get to know the town more then.

**Cn:** *What are your favorite and/or least favorite things about the Gainesville area?*

**PO:** I have had the opportunity to go out to some of the Florida woods - Goethe forest and also to the scrub preserve (and beach) out by Cedar Key. The plants and animals here are such a contrast to ones in the Northeast that I am enjoying learning about them. I'm looking forward to spending more time exploring the hidden natural areas of Florida.

**CE:** My favorite thing about Gainesville is the weather, it's terrific. Also, the people I have met and the students I am teaching are really outstanding. My least favorite thing is the lack of good shopping.

**DM:** My favorite thing is UF's beautiful campus and all the palm trees. My least favorite thing? Squirrels! 🐿

## Note from the Chair

Geraldine Nichols, chair of the Department of Romance Languages and Literatures

Romance Languages and Literatures is the oldest and largest of the language departments at UF, with research interests that span the globe, from northern Africa to Vietnam, from Buenos Aires to Barcelona, from Rome to Haiti, and from Bahia to Montreal, passing through Miami. Our thirty-three faculty members and 44 graduate teaching assistants offer classes that range from Beginning Italian, French, Haitian Creole, Portuguese and Spanish, through Commercial French; Medical Spanish; Francophone Cultures; Conversational Portuguese; the Theater of the Spanish Golden Age; Early Medieval Literature in France; Sexualities, Textualities and Nationalities in Contemporary Spanish Narrative; French Phonetics and Phonology; Italian film; Latin American Women Writers; Machado de Assis, and on and on.

Fortunately, this heterogeneity of focus is balanced by our common passion for the languages, cultures, and literatures of the vernaculars evolved from Latin, wherever they have taken root and prospered. Exceptional teaching at every level, curricular reform, and assiduous advising have

ensured healthy enrollments in all of our languages, even those that are declining elsewhere.

Our Department of Education-supported Foreign Languages Across the Curriculum project (FLAC at FLA) has allowed us to enrich courses—in Anthropology, Religion, Art History, Music, Sociology, Philosophy, History, and Business—by adding a complementary foreign language discussion section, taught by a teaching assistant from RLL. We encourage our students to study abroad and have recently created seven new undergraduate scholarships for that purpose. Sustained attention to the graduate programs in French and Spanish over the past two years has led to many tangible improvements: better stipends, more varied teaching assignments, larger incoming classes; higher completion rates; intensive pre-professional preparation; better offices; more fellowships. RLL is well situated, by virtue of its expertise and interests, to help Florida's, and the nation's, citizenry meet its global future 🌍