



September 1998

# CLASnotes

Vol. 12 The University of Florida College of Liberal Arts and Sciences No. 9

## The Dean's Musings

### The CLAS Home Page A Place to Start

1998-99 at UF might be thought of as the Year of the Computer. New students are required to have access to a computer, and CLAS has an intensive campaign underway to bring faculty and staff up to date with the latest computer technology.

A further goal of CLAS is to provide an infrastructure that permits students, faculty and staff to make optimum use of the computer power they have available. If you are still finding your way around cyberspace, you might want to start with the CLAS home page [<http://web.clas.ufl.edu>], where a great deal of information and useful directions can be accessed. In case you have not yet examined it carefully, perhaps a brief review of the options might be in order.

The CLAS home page opens up with a live netcam picture of Turlington Plaza, which is particularly popular with alumni, who sign on to connect with their alma mater, check out the weather in Gainesville and view general activity around the Turlington Rock. Our hope is that they then take advantage of the many direct hot links that can be opened, each of which in turn leads to further links, much like an electronic Russian doll.

The CLAS home page offers ten primary links and another dozen secondary links of potential interest. For example, one can access the [Dean's Office](#), which includes individual information pages about each of the deans and directors and a zoomable campus map to locate buildings and programs. [Departments](#) allows direct connection to each of the many departments and academic programs. [Publications](#) offers the most recent *CLAS notes* and *Alumni CLAS notes*, plus archived past issues of each.

—See Musings, page 12

## Utilizing New Technologies Support Information and Faculty Feedback

In August, *CLAS notes* sent a notice to CLAS departments requesting feedback from faculty who have recently worked with new technologies in teaching and publishing. Your replies reflected the variety of venues in which computers and the Internet are being used in academia. A few of these responses follow.

### Instructional Technology

"The benefits are clear. The Net can provide students with access to a range of material that is otherwise unavailable or available only at prohibitive cost in terms of time and resources. Simply teaching students how to use the Web is, in my judgment, a suitable goal for these transitional times. On the other hand, I'm less impressed by the use of the Net simply as a kind of archive. Yes we can use it to post material that would otherwise be handed out, but so what? To me, the real challenge and opportunity is to incorporate it in our teaching as an enhancement."—Ken Wald (Political Science).

As part of a mini sabbatical project (spring 1997) Wald revised and adapted one of his upper-division courses (POS 4192) to incorporate the World Wide Web as an instructional device. Wald's report on the project, which he intends to publish eventually, details the sometimes frustrating process of finding the right infrastructure support, evaluates the impact his newly designed course had on his students (the student survey data he includes is quite interesting), and discusses the potential multimedia has for innovating teaching.

Guerry McClellan (Geology) also recently revamped one of his courses to include Web support. Last spring, he taught GLGY 1001 in one of UF's 17 multimedia-equipped classrooms. "I was lucky enough to use L011 for my lectures so it was completely equipped. I did use the Internet for a few demonstrations, but mostly added URLs to my lecture outline for additional visual and technical information." Without

the benefit of a semester off to plan and prepare, McClellan's experience was slightly less positive than Wald's. One of McClellan's main problems was the inability to access the CLAS server from a home computer (meaning all the work he did at home to design his page and add periodic updates, announcements or additions to his syllabus had to be brought in to campus and uploaded). Says McClellan, "I got it to work.



Faculty work on computers in the FSC's "Faculty Work Room" (2215 Turlington).

Mostly on my own, by reading, and getting off-campus help. I got a lot of personal satisfaction out of it, but have increasing doubts about the future of computer-based learning."

McClellan had more luck in engaging students in a class that featured concrete computer applications: "Last summer, I taught a small class in using spreadsheets to solve environmental problems. The students were very pleased to acquire applications for the abstract computer techniques they had learned in other courses. It was a great experience for me, too. Many students have not made the connection between learning computer skills and actually using them. That is an area where students need help."

Frederick Gregory (History) is presently teaching a course with the help of the Web: "I must say that as I was preparing for my first class and reviewed the Web readings students had been assigned, I had the feeling

—See Technology, p11

This month's focus: Technology and the Academy

# Around the College

## DEPARTMENTS

### ENGLISH

**Mark A. Reid's** "African-American Cultural Studies: Post-Negritude, nationalism, and neo-conservatism" appears in *Trajectories: Inter-Asia Cultural Studies*, edited by Kuan-Hsing Chen (Routledge Press, 1998). Reid's review of Gwendolyn Audrey Foster's *Women Filmmakers of the African and Asian Diaspora: Decolonizing the Gaze, Locating Subjectivity* is published in *Film Quarterly* 50:4 (1998).

### GEOLOGY

**Tony Randazzo** was the co-leader on an international field excursion sponsored by UNESCO. Some 15 international scholars were introduced to classic geologic localities in Mexico and northern Florida, completing their visit with a tour of the Department of Geology and the Florida Museum of Natural History.

**Paul A. Mueller** participated in COPENA 98 in July at Montana State University. COPENA 98 featured both technical presentations as well as a field trip to the oldest rocks in the US along with other unique geologic features in southwestern Montana. Representatives from the Russian and Swedish Academies of Sciences along with geologists from Great Britain, Estonia, Canada, Finland, and Brazil attended the conference.

### LINGUISTICS

**Diana Boxer** and **Florencia Cortes-Conde** participated in a panel on pragmatics and second language acquisition at the meetings of the International Pragmatics Association in Reims, France in July. They presented findings of a year-long study entitled "Identity and Ideology: Culture and Pragmatics in Content-Based Language."

**Caroline Wiltshire** presented a paper, "Beyond Codas: Word and Phrase Final Alignment," at a conference in Tübingen, Germany, in June, and papers on "Consonantal Place and Voice Features: Interactions in Telugu Sandhi" and "Tamil Coronal Consonants: An Articulatory Study" at the South Asian Language Analysis Roundtable at York University, York, England, in July.

### PHILOSOPHY

**John Biro** has been elected President of the Hume Society for a three-year term. The Hume Society is an international association of scholars interested in the thought of the great eighteenth-century Scottish philosopher and historian, David Hume. Last year he served as President of the Florida Philosophical Association. His most recent presentations have been at the 24th Hume Conference in Monterey, California, at Catholic University and at the University of Maryland.

**Kirk Ludwig** presented the paper "Is there a Problem About Vagueness?", co-authored with colleague **Greg Ray**, at the International Conference on "Vagueness" in Bled [Slovenia], sponsored by the Inter-University Center of Dubrovnik. At the same conference, **Ray** presented "Williamson's Master Argument on Vagueness."

## ANNOUNCEMENTS

**New Faculty Reception**  
Dean Harrison's home  
Sun, Sept 13 - 4:00 - 6:00 PM

**First CLAS College Assembly**  
Reitz Union Auditorium  
Wed, Sept 16 - 4:00 PM

**New CLAS Faculty Orientation**  
2014 Turlington Hall  
Dean's Conference Room  
Thurs, Sept 17 - 2:00 PM

**New CLAS Chairs Orientation**  
Dean's Conference Room  
Thurs, Sept 17 - 3:00 PM

## Fall Receptions

The Center for African Studies 1998 Fall Reception will be held on Friday, September 11 at 3:00 PM in the Friends of Music Room (University Auditorium). All are invited to attend. Presentation of new faculty and fellowship and scholarship winners will be followed by a reception, which will include an African musical performance by Moustapha Banyoura and Abou Sylla.

The Center for Women Studies and Gender Research 1998-99 Opening Reception will be held Thursday, September 10 from 3:00 to 5:00 PM in the Friends of Music Room in the University Auditorium. A preview of 1998-1999 at CWSGR will include the following presentations:

Gender and Development—Dr. Dorota Z. Haman  
Questions of a Feminist Sociologist—Dr. Kendal Broad  
Center for Research on Women's Health—Dr. Brough Peck  
Black Women and Film—Dr. Patricia Hilliard Nunn  
Women in Science Lecture Series—Dr. Elizabeth Lada

## Fulbright Applicants Needed

Applications for Fulbright awards are presently very low. Graduating Seniors as well as graduate students at the MA and PhD level can apply for a year of study and research in over 140 different countries through the Fulbright Scholarship program. The program brochure listing the countries and areas of interest as well as applications are available in the honors office, 140 Tigert Hall. The project statement for the application is only two pages long and Florida students have had great success in winning Fulbrights. The application deadline is September 21. Fulbright information is also available at <http://web.honors.ufl.edu/awards/>

# Around The College

## Lombardi to be Featured Speaker at Fall Convocation

The Eighth Annual Fall Academic Convocation of the College of Liberal Arts and Sciences will be held Thursday, September 24 at 4:00 PM. Over 800 outstanding students and faculty members will be recognized. President of the University of Florida, John V. Lombardi will give the featured address entitled, "Who Needs the Past?"



Dr. Lombardi is a specialist in Latin American history. He received his PhD from Columbia in 1968 and became president of the University of Florida in March of 1990. In addition to history, he has taught courses and written on international business, computer literacy and software evaluation.

Fall Convocation is designed to be both an annual celebration of the new academic year, and an opportunity for faculty and students to come together after a summer of dispersal. The ceremony will be held in the University Auditorium, and a reception on the west lawn will follow. All CLAS faculty and students and their guests are invited to attend.

## CLAS Professors Participate in Historic Conference in Russia

The Fifteenth International Conference on Literature and Psychology took place July 2-6, 1998 in St. Petersburg, Russia. It was co-sponsored by IPSA and the East European Institute for Psychoanalysis. **Peter Rudnytsky** (ENG), **Norman Holland** (ENG), and **Andrew Gordon** (ENG) served on the organizing committee and five papers were presented by conferees from UF: Andrew Gordon on "Spielberg's *Amistad*: Another Sincere Fiction of the White Self" (co-written with **Hernan Vera**, Sociology); **Maureen Turim** (ENG) on "A Psychoanalytic Listening to the Unspoken in *The Unbearable Lightness of Being*"; **Scott Nygren** (ENG) on "Urga and the Meta-psychology of Postnational Identity"; **Anne Wyatt-Brown** (LIN) on "Gender, Class, and Religion in Eastern European Immigrant Fiction"; and **Bertram Wyatt-Brown** (HIS) on "Modern Southern Writers, Depression, and European and Russian Influences." Since psychoanalysis was banned in Russia for over 70 years, this conference, one of the first of its kind since the breakup of the Soviet Union, was a historic occasion.

## Three New Deans for CLAS

Mathematics chair **Joseph Glover** is the new Associate Dean for Faculty Affairs. He takes over Elizabeth Langland's duties, including tenure and promotion, faculty salaries and raises, enrollment management, and teaching and advising awards. The Associate Dean for Faculty Affairs also handles sabbaticals, student complaints and faculty grievances.



**Albert Matheny** (Political Science) succeeds Larry Severy as Associate Dean for Student Affairs. He will oversee academic advising and advisor training, scheduling, student records, and graduate requirements and certifications. The Associate Dean for Student Affairs also assists in admissions and enrollment management.

**Lisa McElwee-White** (Chemistry) is the new Associate Dean for Administrative Affairs, replacing Chuck Frazier. Among other duties, she is responsible for space and facilities, salary equity, affirmative action and the administration of student/teacher evaluations. She will also handle ADA concerns, scheduling and support for classrooms.



For more information about the Dean's Office staff, see [\[http://web.clas.ufl.edu/dean/\]](http://web.clas.ufl.edu/dean/)



UNIVERSITY OF  
**FLORIDA**

Dean: Willard Harrison  
Editor: Jane Gibson  
Graphics: Gracy Castine

contact: [jgibson@clas.ufl.edu](mailto:jgibson@clas.ufl.edu)

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# Faculty Profile

## Nick Kontaridis' Love For His Native Greece Inspires Achievement in Classroom



Nick Kontaridis discusses 19th century Greek poets.

**Y**ou're in your department's mailroom several weeks into the new term when you notice that last semester's teaching evaluations are back. You retrieve the tell-tale manila envelope from your box and find a place to sit while you sift through the gamut of predictable judgments. To your surprise, every single evaluation boasts straight fives! To top it off, the comments are lengthy and grateful, full of enthusiasm for the subject you teach and the way you teach it. You've brought out the best in each and every one of them, it seems. Silly fantasy? Not for Greek instructor Nick Kontaridis, who frequently gets perfect evaluations from his apprentices.

While Greek Studies Co-Director Karelisa Hartigan is impressed with Kontaridis' popularity in the classroom, she is not surprised: "He spends a lot of time one-on-one with his students, not only in classes but if they want to speak Greek, he'll be right here to speak with them all the time. He's very generous with his time—he sees all the students individually, and they appreciate that."

For his part, Kontaridis claims good training is responsible for his success. "At Florida State, I was privileged to have some distinguished professors in education. Byron Massialas and George Flouris were my mentors, and their idea was that the teacher should teach democratically, not as a dictator. A good instructor must respect the students' opinions, ask them what they like and don't like."

Kontaridis feels that if the classroom is a happy place then students will feel free and relaxed and will not be afraid to participate and learn. "We try to develop their self-esteem," he says. "We feel that students who believe in themselves will learn more and be more successful."

Perhaps his enthusiasm for teaching stems from the fact that he is living out his dream. "It was always my dream to teach," he says, "since I was a kid in primary school." Born in Lemnos, Greece, the fifth and youngest child of Greek parents, Kontaridis completed the Lyceum of Lemnos, received an accounting degree in Athens and a BS from Pantios University in Athens, and studied law at the University of Salonica before immigrating to Canada in 1965.

In 1968 he moved to America, first Utah and then Florida, and he eventually received his MS and Ed Specialist Degrees in multilingual and multicultural education from Florida State. Although Kontaridis has been teaching Greek language and culture at parochial Greek schools for over 30 years in and around Orlando (where he and his family live), because he worked in management at Disney for over twenty years, it was only upon retiring that Kontaridis could devote his energy full-time to teaching.

Kontaridis' two oldest children, Maria and Chris, both took classes in Greek Studies at UF, and Maria majored in Classics and Chemistry. "They are terrific," explains Hartigan, "and were very active in the Greek Studies Program. When we began looking for a new instructor, they told us about their dad's ability and enthusiasm in the classroom, and he ended up being the ideal candidate." Kontaridis began his adjunct appointment with the UF Classics Department in 1995, and since then has taught Modern Greek 1 and 2, Intermediate Modern Greek 1 and 2, Greek Literature of the 19th and 20th Centuries and Greek Literature in the

Byzantine Era. This Fall he is teaching Greek Civilization from the Ancient Years to the Present Time.

To accommodate his dream job, Kontaridis lives in Gainesville with Chris (who graduated with a BS in accounting and is now in law school) and returns to Orlando on weekends, days off and summers to spend time with his wife Katie and their youngest child Sophia, who started high school in August. Kontaridis' third child, Joanna, is a senior marketing major at USF, and Maria is now at Yale pursuing a PhD in biological and biomedical sciences.

In the classroom, it is clear to Kontaridis' students how much he loves his subject. "We read masterpieces of Greek scholars," he says of course content, "such as Nobel prize winners George Seferis (1973) and Odysseus Elytis (1979)—really great scholars."

"He makes them work hard," says Hartigan. "I sat in on some of his classes; he gave written assignments almost every day—they were always handing in work."

"Students must always practice reading, writing and speaking together," emphasizes Kontaridis, "but these three things are not always enough. They also have to learn the culture. We spend very much time talking about the Greek culture so they can better understand the people."

If one can gauge an instructor's teaching style by the look of his/her office then Kontaridis must be as open, accepting and encouraging as Hartigan claims. His Dauer Hall office is filled with chairs to make his many visitors comfortable, his walls are covered with pictures of famous Greek writers, philosophers and beautiful Grecian vistas, and his door is always open. "I really try to understand and help the students," he says, "and I always tell them on the first day, 'It's your class... you paid for the course, and you make the efforts and spend the time on the assignments. We'll work together, but at the end of the semester what I want from you is for you to have really learned something, to have *won* something...your education.'" If his students' feedback is any indication, Kontaridis is batting 1000. 📧

# New Chairs

## Krishnaswami Alladi Chair of Mathematics



The Mathematics Department has an excellent faculty who are making significant contributions to research while maintaining a sincere commitment to teaching. Our research covers algebra, algebraic geometry, real and complex analysis, functional analysis, combinatorics, differential geometry, mathematical physics,

number theory, probability, and topology, among others. Recently, the department has gained strength in applied mathematics, with research involving partial differential equations and numerical analysis in many crossdisciplinary projects. Recognition for our research has come in the form of grants, invited talks at important conferences, and coveted awards. Our outstanding algebra group is led by Graduate Research Professor John Thompson, winner of the Fields Medal, the most prestigious prize in mathematics. Also of note, this year Professor Alexander Dranishnikov of our topology group was invited to give an address at the International Congress of Mathematicians, the preeminent mathematics conference (held once every four years), which is where the Fields Medals are presented.

As chair of mathematics, my goal is to build on existing strengths and gain increased recognition of our work. As a new initiative, our department will conduct several mini-conferences in the next few years. These will provide increased visibility of our research and help in our hiring efforts. We will also have two Distinguished Visitor Programs each year, one in pure and one in applied mathematics. Each distinguished visitor will give one special colloquium of wide appeal even to members from other departments. The role of mathematicians is increasingly being seen as essential in many projects, and as a result, our faculty and graduate students will continue to become more involved in cross-disciplinary research.

Mathematics courses are taken by almost every UF student, and our teaching has been consistently rated as very good. Our department will take advantage of new technologies to pursue innovative techniques in teaching while retaining time-tested methods of instruction.

The future will undoubtedly present new opportunities, problems, and challenges. Our strength lies in the fact that we are well balanced in our research, teaching and service. Thus, I am hopeful that we have a bright future. ☺

## Allan F. Burns Chair of Anthropology



Little did I know when I became chair that anthropology would be such a moving experience. Anthropology is scheduled to move to ex-geology space, and in this way bring some of our satellite faculty back to the department. Moving the department reminds me of chaos theory and the effect of the butterfly that changes weather here by flapping its wings in Australia. Anthropology's transition depends on a whole series of events throughout the university, some of which seem like the motion of a distant butterfly.

The Anthropology Department is a moving experience for many of our faculty as well. This year we welcome Dr. Ken Sassaman to UF, an archaeologist who specializes on the transition between hunting and gathering societies to settled agricultural communities. Three of our faculty moved on to other universities this summer, so for the next few years we will be looking to fill several positions. One future position will be for a biological anthropologist interested in complementing our strengths in forensic, nutritional, and behavioral studies. Forensic anthropology will move forward as we strengthen links to pathology, toxicology, criminal justice and the wider world of forensic sciences. We will also be looking for an archaeologist with interests in historic archaeology, especially in contacts between different cultures, such as through colonialism or the African Diaspora.

The Anthropology Department also moves in time with the rhythm of the university. Our graduate program has increased dramatically, so that now we have 180 graduate students in our MA and PhD programs. Affiliates from the Florida Museum of Natural History, the Center for Latin American Studies, the Center for African Studies, and other departments have shifted to meet the formidable task of providing excellent classes, insights and support for our graduate cohort. We are expanding our idea of graduate training to include things like NSF training programs in quantitative methods, field schools in the US and other countries, and professional internship programs.

Undergraduate degrees in anthropology bridge the arts and the sciences; our majors move into many diverse fields: medicine, law, engineering, information technology, museum studies, documentary film and video are just a few. Our department has to expand to take advantage of new, worldwide employment opportunities for our majors. What advantages anthropology majors would have if they all went on an overseas program!

I look forward to working with an active faculty and interesting students whose careers will be innovative as well as practical in understanding human diversity. When I move on after my term is over, I expect the department will be moving even faster than it is now. ☺

# New Faculty



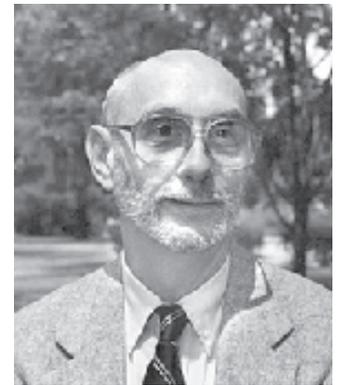
Assistant professor **Kendal L. Broad** holds a joint appointment with Sociology and the Center for Women's Studies and Gender Research. She recently received her PhD in sociology from Washington State University, where she specialized in gender and deviance (her dissertation was a qualitative study of the emerging transgender movement). Her research interests include gender, social movements, deviance, social problems and the intersections of gender, race, class and sexuality. Her outside interests include feminist and queer activism, rugby, relearning Chinese and surfing, although "not necessarily at the same time."

Assistant professor of English **Kenneth Kidd** came to UF from Eastern Michigan University, where he was an assistant professor for several years. Kenneth received his PhD from the University of Texas at Austin, where he studied nineteenth-century American literature, children's literature, and lesbian/gay studies. He is also interested in contemporary popular culture and film. Currently he is writing a book called *Boyology for Beginners*. He looks forward to working with UF's terrific Baldwin Collection of children's books and with the newly-formed Center for the Study of Children's Literature and Media. In his spare time, he enjoys traveling, dining out, antiquing and watching cable.



Assistant professor of history **Jon Sensbach** comes to UF from the University of Southern Mississippi, where he worked as an assistant professor after receiving his PhD from Duke University in 1991. His research interests include investigating the connections between race, ethnicity and religion in Colonial and Revolutionary America, and African-American religious expression in slave culture. Sensbach recently published a book on race, slavery and the rise of the black church, and is now working on a new religious history of the colonial South. This Fall, he is teaching courses in the American Revolution and slavery in the age of revolution. He enjoys tennis, gardening and listening to music.

**Howard E.A. Tinsley**, an assistant professor of psychology, completed his PhD at the University of Minnesota and worked at Southern Illinois University before coming to UF. His interests include vocational behavior and the psychology of leisure. He just completed an eight-year tenure as editor of *The Journal of Vocational Behavior* and is presently editing the *Handbook of Applied Multivariate Statistics and Mathematical Modeling*. Tinsley has taught courses in social psychology, introductory psychology and research and counseling psychology. His outside interests include photography, running and watching movies.



**Luise White**, an associate professor of history, received her PhD in African history from Cambridge University and was most recently employed as fellow at the Woodrow Wilson Center. Her research interests include cultural history, medical history and women's history. She has written a book on the history of prostitution in Nairobi, Kenya, and is currently conducting research on Zimbabwe and finishing up a book on rumor and history in East and Central Africa. She teaches courses in Africa since 1800, historical methods, and oral history. Her hobbies include music and gardening.

# Research Foundation Professors Named

The University of Florida Research Foundation (UFRF) recently recognized its second annual class of 30 UF Research Foundation Professors. The three-year awards, designed to recognize excellence in research, include a \$5,000 annual salary supplement and a \$3,000 research grant. Seven of the awards are earmarked for CLAS faculty each year.

UFRF professors are chosen based on recommendations from department chairs, a personal statement and an evaluation of their recent research productivity, measured by such things as publications in books and scholarly journals, external funding and development of intellectual property. The professorships are funded from the university's share of royalty and licensing income on UF-generated products like Gatorade and Trusopt (a glaucoma treatment). UFRF currently manages more than 800 grants and 60 licensed technologies and plans to fund a total of up to 90 active professorships at any given time. This year's CLAS winners are the following:



**Ronald L. Akers**  
Sociology

**Ron Akers** is a leading criminological theorist. He has conducted extensive research on theories of crime and delinquency and issues in crime, deviance, law, and justice such as alcohol and drug behavior among adolescents and the elderly, prison organization and juvenile justice and delinquency. He has published seven books including his most recent: *Social Learning and Social Structure: A General Theory of Crime and Deviance* (1998). He is also author of over 70 book chapters and articles in major sociology and criminology journals.

**Rodney Bartlett**, a graduate research professor of chemistry and physics, is an expert in the theory and applications of quantum mechanics to molecules. His main research interest is in highly correlated methods for electronic structure theory, including the Coupled Cluster Methods and Many Body Perturbation Theory. Dr. Bartlett has published over 300 scientific papers and has been a plenary lecturer at over 100 major conferences.



**Rodney J. Bartlett**  
Chemistry

**William Calin's** research focuses on medieval French and English literature, French poetry from the Renaissance to the present, the literature of Scotland, and French minority literatures. His work has produced nine books, 85 articles, and 180 conference papers and lectures. He's nearing completion of *Minority Literatures and Modernism: Scots, Breton, and Occitan, 1920-1990*, and is also currently working on a volume of essays on *The Humanist Critics*, from Spitzer and Auerbach to Matthiessen and Frye. Next in line: *The French Tradition and the Literature of Medieval And Renaissance Scotland*.



**William C. Calin**  
Romance Languages  
and Literatures



**David A. Hodell**  
Geology

**David Hodell's** research deals with the application of stable isotopes (oxygen, carbon, nitrogen, strontium) to study a broad spectrum of problems in the fields of paleo-climatology, -oceanography, and -limnology. His work utilizes deep-sea and lake sediment cores collected globally to unravel the climatic history of the Earth over time scales of decades to millions of years. His current research is focused on the influence of climate change on the cultural evolution of the Maya civilization in Mesoamerica, and the role of the Southern Ocean in glacial-to-interglacial climate change during the last million years. He has published over 100 papers and abstracts dealing with the history of Earth's climate system.

**Vasudha Narayanan** is on research leave on a National Endowment for the Humanities fellowship for 1998-99. Her *Introduction to the Hindu Traditions*, in which she pays special attention to the religious life of women, is to be published soon by Prentice Hall. She is currently working on several other projects: Hindu-Muslim relations in ritual spaces and a translation of a ninth century Tamil poem. Her book *The Hindu Traditions in America: Temple Space, Domestic Space, and Cyber Space* will be published by Columbia University Press.



**Vasudha Narayanan**  
Religion



**Neil E. Rowland**  
Psychology

**Neil Rowland** studies the brain mechanisms underlying food and fluid intake. One line of research concerns preference for and intake of salt, and its implications for the later development of high blood pressure. A second line of research concerns the signals that turn off feeding—so-called satiety signals—and ways in which these might be used as targets for appetite suppressant or anti-obesity medications.

**Stan Dermott's** field of research is the study of the dust that originates from collisions between asteroids (minor planets that orbit between Mars and Jupiter). In 1994, his group showed that dust from the asteroid belt forms a circumsolar ring in which the Earth is embedded. This discovery, which made the cover of the scientific journal *Nature*, has since been confirmed by NASA spacecraft. His group is now applying similar techniques to interpret the structures of disks of dust recently discovered around some nearby stars. They aim to show that brightness asymmetries in these disks indicate the presence of unseen planets.



**Stanley F. Dermott**  
Astronomy

# Computers and the Academy

## An Interview with English Professor Stephanie Smith

**Cn:** You spent the summer at UCLA, at an NEH seminar on computers and the academy. What were some of the main topics of discussion?

**SS:** The seminar was titled “Literature in Transition: The Impact of Information Technologies” and was directed by N. Katherine Hayles, who is one of the most intelligent experts in the field today. She’d arranged the seminar so that we conducted an inquiry and produced our own projects. The topics ranged from “Historical Perspectives on Electronic Textuality” to “The Theory and Practice of Hypertext Pedagogy” from copyright issues to interactive fiction.

**Cn:** UCLA has gotten much press recently—some good, some bad—for mandating all professors put up a Web page for each course they teach. What type of support system do they have, and from your experience there, is it effective?

**SS:** UCLA uses WEBCT, a commercial program system that many colleges and universities have purchased [see: <http://www.webct.com/webct/>]. To compare UF and UCLA, from the perspective of the humanities, is disheartening. First, UCLA is not attempting to make distance learning central. Second, UCLA’s hardware was astonishing. At UF, it is sometimes difficult to do a good multimedia course in humanities. I’ve had an exhausting time simply getting hard/software. At present, my printer doesn’t “speak” to my computer which has no CD-ROM or Zip drive, and I’ve been requesting these items for 3 years, in which time the technology itself has changed. I’ve had to wheel a heavy cart with a computer and CD-ROM drive across the campus in order to teach from it, because the room I was assigned to had no facilities. At UCLA, I could have used either a well-equipped room or run a workshop on-line in the library. UF is simply too under-equipped and understaffed in comparison to UCLA.

**Cn:** What does it mean to “own the rights” to a Web-based course?

**SS:** Copyright law was and is designed to protect the interests of the “owners,” and the owner, in most cases, is technically the institution; however, American copyright



**Stephanie Smith**  
English

laws are structured, in part, to protect the author-as-owner because historically American authors in the 19th century were being impoverished by Britain. Herman Melville, for example, was being reprinted in England without his permission and without recompense. So American copyright laws were molded to protect individuals as well as corporate entities. Electronic publishing poses another problem, because materials can be down-loaded for nothing. Moreover, Universities wish to “own” course materials produced under their auspices; as a corporate entity, UF wants to maximize its profit. But U.S. copyright law interferes, precisely because it is set up to help the creator avoid exploitation and the alienation of his/her work.

This becomes a sticky situation when course materials are involved because most institutions do not understand the dynamics of good syllabus design and tend to view syllabi as static objects that can be owned. But a good syllabus should be flexible, and capable of reflecting the needs of individual classes.

**Cn:** What about publication on-line? I know there are juried on-line journals and print journals that later put an electronic version of their printed publication on-line, but are academics publishing directly on the Web? Do academics get credit for Web publications?

**SS:** Yes to most of the above. Creative writers generally do so under the auspices of a regular publisher. See my Web page. I give you a chapter; the rest, you will have to purchase through the publisher (I’m a novelist as well as a scholar). Then there are publishers that handle some Web-based designs, like Eastgate Publishers. Most of the sciences have turned away from paper and use on-line forms, although publishing directly on the Web is problematic with regard to profit. Most journals give the table of contents on the Web, but you have to pay for individual essays. Or you pay for

a Web subscription.

Credit for Web publications varies from department to department. More conservative departments are usually slow to understand that publishing is in a crisis of change. While I’m sympathetic to the desire for good scholarship, not everything that resembles a treatise written in 1955 is *de facto* good.

**Cn:** Do you think technology can significantly enhance the participation of female students?

**SS:** Gender concerns me greatly. Technology does not, in my experience, enhance the participation of women—or indeed of any student—unless the instructor encourages the student. All the blather about instant alleviation of gendered tension is just that, blather...you’ve seen the latest study that suggests depression and loneliness results from being on-line? Indeed, in some cases the computer classroom discourages both interaction and education. Instructors can use the computer to intimidate, setting themselves up as “famous” or as the “wizard” (actual term), making their students feel small—especially the women.

In my experience, young women today aren’t technophobic, but they are put off by those who patronize them or dismiss their concerns. I’ve been told that electronic communication is “liberating” for the “self.” I’d like to know which “self” and from what I’ve been liberated. Certainly not from sexism or racism. I’ve also heard that gender issues have been made obsolete by the computer. Anyone who has been “flamed” or stalked on the Web knows this isn’t true. I am a proponent of the computer, but too



Graphic from Smith’s syllabus for “Politics of Access”. Excerpt from syllabus text: “Having ‘access’ is often cited as a central necessity and of primary concern to the production of a variety of cultural and/or political fields, especially with regard to the politics of constituting a democratic process.”

often utopic bombast or boosterism about networking or the hypertextual “freedom” to be “me” obscure important issues about power—who has access, when, how, and under what constraints. ☞

*Smith, an associate professor of English, is on sabbatical this semester, and will be working on her second scholarly book, Household Words: Composing Common Sense for a Democratic Culture, as well as on her fourth novel.*

# Distinguished Professors

In order to reward the "superior performance and excellence" of UF's "most outstanding and dedicated faculty members," President Lombardi recently created the rank of Distinguished Professor. In April, 16 UF professors (five from CLAS) were promoted to the new rank. Below, CLAS Distinguished Professors comment on their new honor.

*"My promotion to Distinguished Professor comes as a result of years of productivity made possible by the unstinting support and encouragement of my colleagues in the Department of Classics, which is composed of some of the most congenial faculty and staff in the University of Florida. I hope that they are as proud of me as I have always been of them."*



For almost 30 years, Distinguished Professor **Gareth Schmeling** (Classics) has worked on the ancient novel, and in conjunction with European colleagues he claims he's "made a good start at understanding its 2000-year history." Schmeling says he's fortunate that the American Academy in Rome has provided him with a "most agreeable" home, that the NEH has given him financial sponsorship in tough times, and that publishers have backed expensive projects. "I am a lucky person," he says.

*"As I think of this promotion, there is a feeling of joy as well as humility. Hopefully, in the years ahead we will see many distinguished CLAS colleagues joining the five of us who attained this rank in the first year of its introduction."*

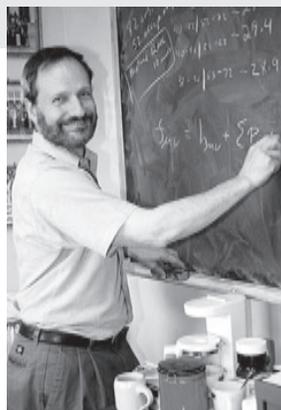


Distinguished Professor **Malay Ghosh** does statistical theory and mathematical statistics. He's presently engaged in conducting longitudinal analysis of data—especially the analysis of social and medical data in areas like pediatrics and ophthalmology. Several years ago, he "stuck his neck out" and proposed a method to predict/make projections of future census figures. When the 1990 census figures came out (around 1995) it turned out that his estimations were much more accurate than the bureau statisticians' estimates.



*"I feel that I have been privileged to conduct my life in the academic community. The recognition awarded me by my colleagues in the Department of History and by scholars at other universities is the most important and satisfying aspect of this honor."*

Distinguished Professor **Robert Zieger** teaches all levels of American History and courses in labor history and labor in Florida. When asked to name the one project he feels the biggest sense of accomplishment from, he responds, "My book *American Workers, American Unions* has been widely used in college and worker education courses, and I'm proud of its role in informing young people and working people about the history of labor struggle."



*"I was very pleased to hear of being appointed to one of our first Distinguished Professorships—especially when I learned of the company I was keeping. It is certainly terrific to be recognized and rewarded for doing well the things—teaching and research—that I love doing."*

As a theoretical chemist, Distinguished Professor **Michael Zerner** tries to "predict chemistry without touching a test tube." One of the subjects he is presently absorbed in concerns attempting to understand and explain the initial photo-chemical event that triggers photosynthesis, the process upon which life as we know it depends. One of the tools he uses for this is the computer program "ZINDO". The "Z" in ZINDO, used to predict properties of molecules, stands for Zerner. Over 3,000 labs around the world now use the techniques he has helped to develop.

A principle focus of Distinguished Professor **Margaret Conway**'s research is on explaining patterns of political participation and examining the public policy consequences of political activity or inactivity. One emphasis within that focus is on changing patterns of political participation among women and how those changes have affected public policy in the United States. Her recent books include *Women and Political Participation* and *Women and Public Policy: A Revolution in Progress*.



*"I am deeply appreciative of the support received from my colleagues in the department and in CLAS. I look forward to seeing this honor conferred on many others who are certainly deserving of the rank."*

# Grants (through Division of Sponsored Research)

July 1998 Total \$ 1,674,657

Investigator	Dept.	Agency	Award	Title
<b>Corporate...\$ 198,701</b>				
Enholm, J.	CHE	DowElanco	1,050	Compound screening agreement.
Katritzky, A.	CHE	Bristol-Myers	120,000	Compounds of potential therapeutic value.
Katritzky, A.	CHE	Mult Comp	1,100	Miles compound contract.
Katritzky, A.	CHE	Mult Comp	3,000	Miles compound contract.
Wagener, K.	CHE	Lord	23,553	Metal containing polymers via metathesis chemistry.
Yost, R.	CHE	Bristol-Myers	50,000	Laser microprobe ion trap mass spectrometry.
<b>Federal...\$ 1,131,343</b>				
Gustafson, B.	AST	US Navy	30,000	Definition of a dust aggregation and concentration system.
Hunter, J.	AST	NASA	12,000	Computational study of interfacial instabilities and their role in star formation.
Lada, E.	AST	NASA	12,000	Determination of binary frequencies in young embedded clusters.
Lada, E.	AST	NASA	12,000	Nature of genesis of starbursts and infrared emission in galactic nuclei.
Telesco, C.	AST	NASA	12,000	Infrared study of young stellar objects with methanol maser emission.
Duran, R.	CHE	DOE	208,459	Instrumentation for the MRCAT undulator beamline at the advanced photon source.
Yost, R.	CHE	NASA	12,000	Polymer elucidation and characterization by mass spectrometry.
Yost, R.	CHE	DOA	20,000	Analysis of human and host animal emanations for the presence of attractants.
Fradd, S.				
Brown, Jr., W.	IASCP	DOE	5,000	Instruction and assessment of English language learners.
Bernard, H.				
McCarty, C.	IASCP	NSF	140,071	Counting the uncountable: Investigations into social networks.
Bao, G.	MAT	NSF	79,200	Inverse diffraction problems in optics.
Boylard, P.	MAT	NSF	78,000	Thurston-Nielson theory and fluid mixing.
Hager, W.				
Davis, T.	MAT	NSF	16,943	Innovative sparse matrix algorithms.
Mair, B.				
Chen, Y.	MAT	NSF	19,640	Scientific computing research environments for the mathematical sciences.
Acosta, D.				
Mitselmakher, G.	PHY	DOE	9,852	US CMS trigger subsystem.
Avery, P.				
Ranka, S.	PHY	NSF	97,012	Distributed computing and databases for high energy physics.
Cheng, H.	PHY	DOE	40,000	Nano-machining via coulomb explosion.
Hershfield, S.	PHY	NSF	41,500	National Young Investigator Award.
Ipser, J.				
Whiting, B.	PHY	NSF	35,062	Theoretical astrophysics and gravitational physics.
Mitselmakher, G.				
Korytov, A.	PHY	DOE	42,364	Endcap Muon system development for the CMS project in FY 98.
Sharifi, F.	PHY	US Navy	77,450	Magnetic materials and devices.
Sullivan, N.	PHY	NSF	9,900	Exploration of disordered quadrupolar molecular systems.
Tanner, D.	PHY	NSF	42,461	Thermo-optical response of high-temperature superconducting films.
Epting, F.				
Neimeyer, G.	PSY	DCF	10,045	Contract for psychological assessment at the NFETC.
Epting, F.				
Neimeyer, G.	PSY	DCF	3,750	Contract for psychological assessment at the NFETC.
Hackenberg, T.	PSY	NIH	17,013	Do equivalence classes mediate extensions of functions.
Roth, J.	PSY	NIH	16,320	Dual anorectic treatment in rats: efficacy and safety.
Evans, D.	ZOO	EPA	17,000	Extra-renal ion regulation of euryhaline and stenohaline freshwater elasmobranchs.
Holling, C.	ZOO	NASA	14,301	Fire, insect outbreaks and climate change in Boreal forest.
<b>Foundation ...\$ 83,471</b>				
Magnarella, P.	ANT	Wenner-Gren	10,500	Developing countries training fellowship for Kamal Feriali.
Richards, N.	CHE	Am Lung Assoc	59,971	Expression and characterization of TB GFAT, a novel chemotherapeutic target.
Channell, J.	GLY	Texas A & M	3,000	Post cruise scientific research: Leg 178 - Antarctic Peninsula.
Chapman, L.				
Chapman, C.	ZOO	WCS	10,000	Recovery of plant and animal communities in the Kibale corridor.
<b>Other...\$ 107,499</b>				
Dermott, S.	AST	Misc Donors	18,000	UF-Royal Institute of Technology, Stockholm Fellowship in Astrophysics.
Baum, R.	CAP	Mult Sources	15,000	Business and professional ethics journal.
Eyler, J.	CHE	Misc Donors	10,500	Miscellaneous donors.
Golant, S.	GEO	Mult Sources	40,349	The Casera project.
Mueller, P.	GLY	Misc Donors	4,000	Miscellaneous donors.
Brown, Jr., W.	IASCP	Misc Donors	6,250	Miscellaneous donors account.
Tucker, C.				
Fennell, III, R.	PSY	Misc Donors	9,400	Miscellaneous donors.
Emmel, T.	ZOO	Misc Donors	4,000	Miscellaneous donors.

# Bookbeat

## U.S. Orientalisms: Race, Nation, and Gender in Literature, 1790-1890

Malini Johar Schueller (English)

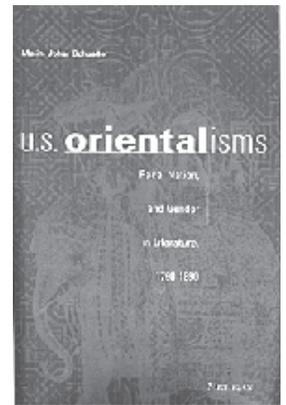
The University of Michigan Press

(review taken from book jacket)

*U.S. Orientalisms: Race, Nation, and Gender in Literature, 1790-1890* is the first extensive and politicized study of nineteenth-century American discourses that helped build an idea of nationhood with control over three "orients": the "Barbary" Orient, the Orient of Egypt, and the Orient of India. Malini Johar Schueller persuasively argues that current notions about the East can be better understood as letter-day manifestations of the earlier U.S. visions of the Orient refracted variously through millennial fervor, racial-cultural difference, and ideas of westerly empire.

(excerpt)

As with Emerson, however, critical questions about Whitman and the Orient have been concerned with the resemblances between Whitman's philosophical i.e., nonideological ideas and those of Asian, specifically Hindu, thought. The controversy over the intellectual origins of Whitman's poems began with Henry David Thoreau's visit to the poet in Brooklyn in 1856, a year after the publication of the first edition of *Leaves of Grass*. Thoreau had called Whitman's poems "wonderfully like the Orientals" (by which Thoreau meant Hindu poems in translation) but when he asked Whitman if he had read any Indian literature of Hindu scriptures, Whitman replied, "no: tell me about them." Emerson, too, had described *Leaves of Grass* as "a remarkable mixture" of the *Bhagavad-Gita* and the *New York Herald*. Yet, in 1857, despite his proclaimed ignorance about Hindu scriptures, Whitman defended Emerson's poem "Brahma" by attempting to explain the status of Brahma as a deity. Later, in "A Backward Glance o'er Travel'd Roads," Whitman admitted reading the Hindu poems before writing the 1855 edition of *Leaves of Grass*.



## Technology, continued from page 1

that my course was more exciting than it used to be. The use of technology imparts a certain sense of relevance that is likely not deserved, but is nevertheless there.

If it helps to motivate interest, then I'll take it."

### Internet Publishing

From Norm Holland (English):

"I've been published on-line several times now, and I myself edit an

Internet journal, *PSYART: A Hyperlink Journal for the Psychology of the Arts*. (Incidentally, Buzz Holling in Zoology runs a superb journal on-line, *Conservation Ecology*, and Buzz helped me get started.)

"The journal that published me, Buzz's journal, and my own are all refereed and are just as respectable as any print journal. Clearly e-publication is the wave of the future, given the cost of print publication and library purchasing and storage. You have the advantage of a very fast editorial process. You can include illustrations, even audio recordings and film clips. You have at least the potential of immense circulation. The printed scholarly publication belongs to another age."

Although Raymond Gay-Crosier (Romance L and L) is skeptical about the future of Web publication, he did have this to say about using the Web as a research springboard: "Having just completed an extensive thematic bibliography that I placed in late July on the Web as part of a series of informational resources, I can tell you that such a research instrument, if geared to the users, generates almost

The logo for *PSYART: Hyperlink Journal for the Psychological Study of the Arts* which Norm Holland edits (<http://www.clas.ufl.edu/ipsa/journal>).



instant and world wide reactions. E-mail messages alone indicated that within hours after being posted, colleagues and students as far as Australia and South Africa were gratefully acknowledging the availability of such a structured up-to-date bibliography. Moreover, it will remain under perpetual revision and the dates at the beginning always indicate when the last update occurred."

Two interesting perspectives about how Internet publishing affects and is affected by print journals can be found at the Campaign for the Freedom of

Distribution of Scientific Work site (<http://rerumnatura.zool.su.se>) and in an on-line issue of *American Scientist* which features an article on Internet publishing by UF entomologist Tom Walker (<http://www.sigmxi.org/amsci/articles/98articles/walkerweb.html>).

### Recruiting Students

"Being on-line is expected. If a student looking for a certain program/department can not find it on-line, the student may interpret the program as not being up-to-date or not having enough resources. Also, having information on the Web reaches MANY more people." — John Laibson (Academic Advising).

### Support Services at UF

By far the greatest concern among professors responding to the *CLAS notes* inquiry was the availability of support. There is an array of tech support available, but as the acronyms can be confusing (CIRCA, OIR, FSC, CLASnet and MSP), here is a brief definition of each of these groups and the services they offer:

See Technology, p 12

## Grants, continued from page 10

### State...\$ 96,250

Brown, Jr., W.	CSD	Misc Donors	6,250	Miscellaneous donors account.
Colburn, D.	HIS	FL Ins of Gov	90,000	The Reubin O'D. Askew Institute on Politics and Society.

### University...\$ 57,391

Norr, L.	ANT	Lakehead U	8,000	Paleodietary reconstruction of Las Palmas culture: A stable isotope approach.
Geggus, D.	HIS	C of Charleston	4,701	Impact of the Haitian revolution in the Atlantic world.
Carter, R.	STA	Florida A & M	44,690	Informatics-database management for Florida birth defects registry.

## Musings, continued from page 1

Advising directs interested parties to all the important features of the Academic Advising Center of CLAS. A Campaign link summarizes the status of the \$500 million capital campaign and illustrates the goals that this college hopes to meet. A direct link to the UF Home Page provides an almost unlimited number of further links around the campus and beyond. And a Computing link contains help to walk you through the preparation of your own Web page. Other primary connections are to Faculty Pages, Course Catalog, and What's New.

CLAS is using the Web site more and more to post information for department chairs and faculty. Under the Dean's Office there is a Memos/Letters link for posting documents, which cuts down on copying and also speeds their accessibility to the relevant parties. And you can never lose or misplace the master copy.

In addition to the primary sites described above, don't overlook those supplemental sites displayed on the CLAS home page. When you need help in finding sources on the World Wide Web, several good search engines are available, including Yahoo and AltaVista. Another great site, and one that is among the most popular in higher education, is the American Universities home page, which is managed and maintained by Mike Conlon, a CLAS faculty member in Statistics. Want to locate someone in another university? Click here and follow the directions.

Space permits here only a partial listing of the many useful sites that one may find starting with the CLAS home page. We are continually updating and attempting to improve our offerings. Should you have some suggestions in this regard, we would be pleased to receive them. Don't hesitate to let us know. Our e-mail boxes are always open.

*Will Harrison,  
Dean*

<harrison@chem.ufl.edu>

## Technology, continued from page 11

CLASnet — Maintains CLAS server, provides e-mail, Web space, network file and print sharing and other networking services to over 1,000 users in 30 CLAS departments. CLASnet also maintains the network wiring in 11 CLAS buildings. CLASnet does not provide help in designing Web pages.

\*Note: Some departments in CLAS have their own servers with networking staff and resources and therefore don't use CLASnet. See CLASnet Web page for details:

<http://web.clas.ufl.edu/clasnet/>. Both the CLASnet page and the CLAS "Creating Web Pages" Web site (<http://web.clas.ufl.edu/dean/technology/primer.html>) offer detailed information on creating Web pages and finding assistance.

CIRCA — Center for Instructional Research Computing Activities (<http://web.circa.ufl.edu/>), which maintains campus computer labs and offers e-mail and Internet connections and support (mainly for students) has now merged with OIR, the Office of Instructional Resources (<http://www.oir.ufl.edu/>).

OIR (see CIRCA, above) — provides resources and equipment to assist faculty in their teaching activities, including multimedia support and photography and graphics. OIR's for-fee services include flatbed and 35mm slide scanning, video and audio capture and CD creation. Judy Shoaf of OIR has written a handout on creating Web pages with Netscape on the CLAS server. You can find it at <http://web.clas.ufl.edu/lc/webmain.htm>.

FSC — Faculty Support Center (<http://www.fsc.ufl.edu/>) in 2215 Turlington Hall, a division of OIR/CIRCA designed to assist faculty in the use of computers and in the development of computer-enhanced instructional materials. Their Web page offers links to many helpful sites in instructional design and setting up courses using multimedia. FSC provides faculty forums on teaching and technology and hands-on seminars for faculty and staff in using computers and designing Web pages.

FSC includes a "Faculty Workroom" where instructors can work independently or with student consultants on course Web pages or other multimedia concerns (M-F, 8:30-5:00 on walk-in basis or by appointment). OIR's

"Instructional Design Center" (IDC), also in 2215 Turlington, employs instructional designers to assist faculty who are developing distance education courses.

\*\* If you've never created a Web page before, the first step is attending one of the FSC training courses. This will give you the skills necessary to construct a basic page with links. Then, contact your department's computer contact (see list at [http://web.clas.ufl.edu/clasnet/dept\\_contacts.html](http://web.clas.ufl.edu/clasnet/dept_contacts.html)) to help you post your page on the server. Thereafter, you may update or enhance your page

in the FSC Workroom.

MSP — Multimedia Support Program, also a division of the Office of Instructional Resources (see <http://www.msp.ufl.edu/>). Equips and supports UF's 17 multimedia classrooms and 9 multimedia carts (portable equipment for normal classrooms). MSP trains and consults with faculty on the use of multimedia equipment for classroom instruction. Their phone number, for training appointments or classroom tech emergencies, is 2-6683.

UCET — University Center for Excellence in Teaching, Rolf's Hall 109. UCET will be hiring a support person who, as the faculty liaison to CLASnet, will assist faculty in applying computer technology to their courses. One of the pedagogical questions UCET seeks to explore is whether or not (and to what extent) student learning is enhanced by instructors' use of technology in the classroom. As part of this ongoing



exploration, UCET is organizing a series of sessions this Fall in which faculty share experiences integrating new technologies in their teaching. Michael Martinez (Political Science) will conduct the first session (time and date TBA). UCET is looking for faculty interested in leading future sessions. Call Nadine at UCET (6-1574). An upcoming issue of the *Innovator*, UCET's newsletter, will be devoted to IT issues.

*Thank you to everyone who sent in their responses and personal experiences. They've been compiled and forwarded to Jack Sabin and UCET to help shape future inquiry into teaching and technology at CLAS and UF.*