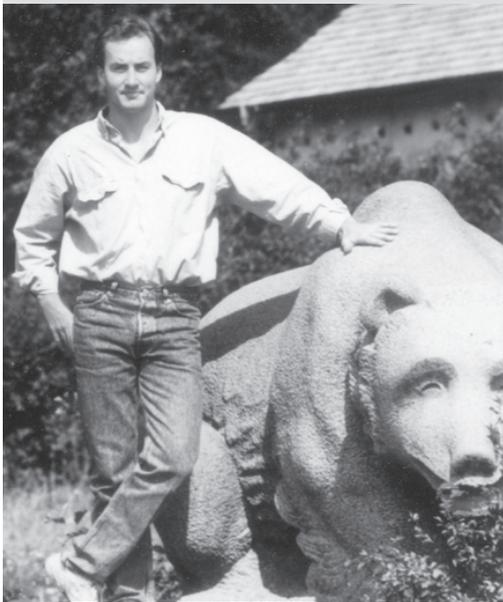
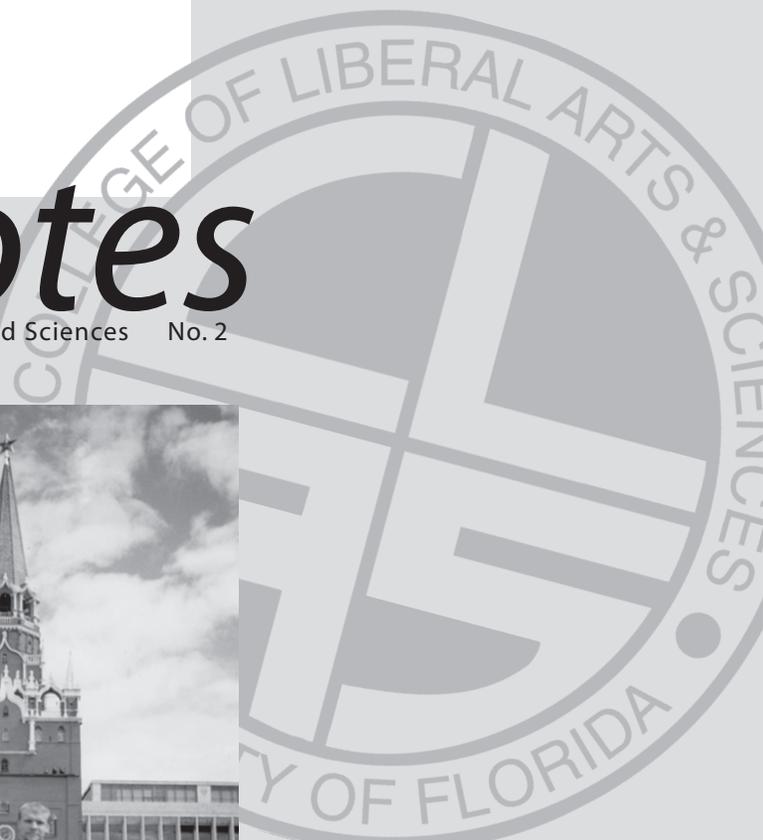


CLASnotes

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Bredahl Scholarships give UF students a chance to be "citizens of the world," page 8

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Around the College

DEPARTMENT NEWS

African and Asian Languages and Literatures

Yumiko Hulvey presented a paper “The Moonlit Court of Ben no Naishi” for the panel Japanese Literature and Film: Past and Present at the 40th Annual Meeting of the Southeast Conference of the Association of Asian Studies held in Tallahassee in January, 2001. At the same conference, **Ann Wehmeyer** presented “Tree Spirit, Word Spirit, Crossroads” for the panel Reassessing Japanese Religion: Shinto and Kotodama.

African Studies

Michael Chege was quoted at length on the unfolding crisis in the Congo and US policy towards central Africa in the January 21 *New York Times* Sunday edition, “Week in Review” section.

Anthropology

Paul J. Magnarella moderated the panel on Ethical Issues in Field Research among the Yanomami at the annual American Anthropological Association meeting in November in San Francisco. The panel was sponsored by the president of the American Anthropological Association in response to the controversial book *Darkness in El Dorado* by Patrick Tierney.

Chemistry

Nigel Richards and **Chris Chang**, a post-doctoral researcher in Richards’s lab, were awarded a \$57,000 grant by the Oxalosis and Hyperoxaluria Foundation to study “Expres-

sion and Characterization of Oxalate Decarboxylase.” Richards aims to determine the structure and mechanism of oxalate-metabolizing enzymes. “If successful, the work will provide an inexpensive supply of an oxalate-degrading enzyme from *Aspergillus niger* for clinical evaluation,” says Richards, “and could be useful in the prophylactic treatment of kidney stones and in manufacturing polymer catheters resistant to calcium-oxalate encrustation.” Richards and Chang collaborate with Ixion, an Alachua-based company that is a leader in developing diagnostic and prevention options for oxalate-related disorders such as kidney stones, primary hyperoxaluria, Crohn’s disease, and cystic fibrosis.

History

James Thompson, a doctoral student, has received the first annual Service to the Profession Award, sponsored by Teachers for a Democratic Culture and Workplace. The goal of the award is to honor graduate students whose activism has improved the teaching and working conditions of higher education. Thompson received an award plaque and a \$500 stipend. He will be profiled in the spring issue of *Workplace*, an online academic journal devoted to higher education.

Physics

Charles Thorn was recently awarded a Visiting Miller Research Professorship by the Miller Institute for Basic Research in Science at the University of California, Berkeley. The Miller Research Professorship program brings eminent scholars from around the world to

Berkeley for short term collaborative research efforts. Thorn plans to spend the Fall 2001 semester at Berkeley pursuing his interest in string theory and its connections with QCD (the gauge field theory of the strong nuclear force) and collaborating with Berkeley professors Martin Halpern and Korkut Bardacki.

Romance Languages and Literatures

Geraldine Nichols, who is on research leave this year, delivered a lecture in October at the conference *Perversas y divinas*, held at the Universidad Autònoma de Barcelona. She spoke about the representation of reproductive issues in women’s fiction written in Spain and Catalonia between 1898 and 1975. For a November conference at Ohio State University, Spain: In the Twenty-First Century, she examined the treatment of the same topic in fiction written in the 1990s. In mid-November, she returned to Barcelona to take part in a two-day commemorative conference marking the 25th anniversary of Carme Riera’s literary debut. (Riera was a visiting professor of Spanish at UF in 1996.)

Statistics

The statistics department hosted a two-day symposium on Monte Carlo and related topics, January 12-13. The organizational committee—which consisted of **Jim Booth**, **George Casella**, **Jim Hobert**, **Ranjini Natarajan**, and **Brett Presnell**—invited 14 speakers who each gave a 30-minute talk.

Psychology staff member will retire after 30 years of service

On February 28, Cecile Chapman will have worked for the state of Florida for 30 years. When she first came to Gainesville in the late 60s she began working in the basement of Tigert. In 1972 she changed jobs and spent the next 12 years working at Sunland (now called Tacachale), which is a state facility for people with developmental disabilities in Gainesville. In August of 1984 she transferred to UF’s psychology department and has worked there ever since as the secretary for two areas: developmental psychology and cognitive/sensory processes.

Professor Richard Griggs, who works closely with Chapman, says, “I definitely owe a great deal to Cecile for whatever success I have achieved. To say that I will miss her is a gross understatement. Two words summarize her job performance: ‘the best.’ Another word summarizes her value: ‘irreplaceable.’”

Chapman, whose official retirement date is March 1, reflects, “When I think about why I’ve enjoyed working here, I’d have to say the people. I usually work for 12-16 professors, and most of them are pleasant and easy to work with. After 16 years, I’ve developed friendships with many of them. Also, for the last 12 years, I’ve walked around Lake Alice twice a day, before work and at noon. I’ve watched the seasons change, seen some absolutely gorgeous sunrises, watched the wildlife, and met lots of people. Although I’ll miss it, I’m going on to something better.”

In April, Chapman will be moving back to Louisiana, where she grew up, to live next door to one of her sisters. She has a four-acre pasture and has plans for flower beds, a hammock, and time to watch her dogs run free on the land. 🐾

—Laura H. Griffis



Chapman stands by the clock that is ticking down the minutes to her retirement. She explains, “Professor Keith White asked me if I wanted a count-down clock and I thought he meant a little clock in the corner of my computer screen or something like that. I sure was surprised when he brought in this clock, which measures about one-and-a-half by almost two feet!”

The Dean's Musings

Internationalizing CLAS

Our programs of scholarship and instruction are no longer limited to the region, the state, or even the nation. They have become international affairs, ranging from large multinational collaborations to the individual researcher or teacher in the field anywhere from Brazil's Pantanal or the depths of Antarctica. The world, with advances in technology and a concern for survival shared by all, has become an international one—our problems and challenges are global. No group understands this better than our students, who are tomorrow's researchers and world leaders.

CLAS's mission is to prepare students for a global society. In addition to providing fundamental training, we must prepare our students and our researchers to function successfully within the international community. We must shape our teaching to help students understand the cultural differences of others and to educate them to value and respect more fully the ethics of those who have grown up in different societies. CLAS programs in languages and literatures provide basic, necessary tools; we then need to thoughtfully link these skills and this knowledge to the teaching of other cultures, to their sociologies and their political structures. New programs in the areas of the social sciences and the humanities are being developed to meet this need. The nascent Center for Humanities and the Institute for Children and Family Studies have strong commitments to the collaboration of scholars across global boundaries, and, through their specialties, they will serve as magnets to attract leading international researchers and scholars to UF.

Challenging international study abroad programs are keenly sought after by our best students. Immersion programs provide one of the best ways to learn the literature and cultures of a different society. In CLAS these are courses *de rigueur*, requiring intense study in language, literature, history and the culture of the host country. Three new international programs were established this year: Sevilla (Spain), Moldova (Romania), and West Africa; two new co-operative agreements were signed: Kokugakuin University (Japan) and the Institut des Sciences Politiques (Paris); and there is a proposal to establish a linkage with the University of Senegal.

Science programs in CLAS have a rich history of international collaborations. Recent new additions include the partnership of the Institute of High Energy Particle Physics and Astrophysics with CERN, UF's collaboration with Spain to build *El Gran Telescopio Canarias*, and the Land Use and Environmental Change Institute's collaboration with a multitude of programs from Honduras to Amazonia to Madagascar. What is particularly noteworthy is that international leaders now recognize UF as a significant partner in their collaborations. International meetings and workshops at UF have become "must attend" events for leading scientists.

CLAS's goals for internationalization are to:

1. Build new curricula on the research and teaching of other cultures that bridge languages and literatures to the study of societies.
2. Foster collaboration of scholars across global boundaries, including building reciprocal study abroad programs in order to bring more international students to UF.
3. Provide international leadership in our areas of expertise, as well as through our geo-political responsibilities and our special connections to Africa and South America.

—Neil Sullivan
<sullivan@phys.ufl.edu>

College Forums

Faculty and staff, please join CLAS at our inaugural College Forum.

In response to the request of a number of faculty members, CLAS is introducing "College Forums" to provide a discussion and debate format on topics of interest across the college. Each forum will consist of a 20-minute presentation followed by a 20-minute debate from the floor.

The inaugural presentation will be given by Professor Anna L. Peterson, Department of Religion, on "Ethics and the Modern Academy."

The event will be held at the Keene Faculty Center on **Thursday, February 22 at 3:30pm**. All faculty and staff are welcome to attend. Refreshments will follow the forum.

McQuown Scholarship Awards

CLAS is pleased to announce the O. Ruth McQuown Scholarship Awards for the 2001-2002 academic year. The scholarship honors outstanding female students in the humanities, social sciences, individual interdisciplinary studies, and women's studies. Undergraduate awards range from \$500 to \$3,000; graduate awards for current students include one \$8,000 award plus several supplemental awards; and graduate awards for incoming students include one scholarship of \$10,000 (plus tuition) and several supplementary awards, ranging from \$1,500 to \$3,000. The application deadline is February 9th for graduate awards for incoming students and February 23rd for all others. Further information and application forms are available at the office of Associate Dean Carol Murphy, 2014 Turlington Hall, 392-6800.

Internship opportunities

The UF Alumni Association of Greater Washington DC has created the *2001 DC Gators' Guide to Internship Opportunities in the Greater Washington, DC Metro Area*. This guide serves as a resource site listing the thousands of internships available in the nation's capital, as well as information about connecting with fellow UF alumni in the DC area. For more information on the *Gators' Guide to Internship Opportunities*, see <www.crc.ufl.edu/DC_Gatorguide.htm>.

Correction: Before coming to UF, John Thompson, professor of mathematics, spent 23 years at the University of Cambridge as the Rouse Ball Professor, not at the University of Chicago, as we mistakenly reported in the December 2000/January 2001 issue.

Read CLASnotes online at <web.clas.ufl.edu/CLASnotes/>



The Language Imperative

By Carol Murphy, Associate Dean for Academic Affairs and Professor of French

“To be an educated citizen today is to be able to see the world through others’ eyes and to understand the international dimensions of the problems we confront as a nation—skills that are enhanced by international experience.”

This quote, from the December 12, 2000 White Paper prepared by the Clinton administration for the Bush-Cheney transition team <www.nafsa.org/int-ed/alliancepaper.html>, stresses the centrality of internationalization to the mission of undergraduate and graduate education and to the vitality of research. It points to foreign language and area studies mastery as key, mandating that “international education become an integral component of US undergraduate education, with every college graduate achieving proficiency in a foreign language and attaining a basic understanding of at least one world area by 2015.”

This top-level recognition of the importance of internationalization and its link with foreign language and area studies highlights the research and teaching missions of CLAS departments of African and Asian languages and literatures (AALL), classics, Germanic and Slavic studies (GSS), romance languages and literatures (RLL), the program in linguistics, and the Center for African Studies. In these units, mastery of a foreign language is actively integrated with many different content areas: literature, linguistics, film studies, archaeology, history, business, calligraphy, critical theory, second-language acquisition, and postcolonial studies, to name just a few of the many subjects that are accessed in and through foreign languages in CLAS. The international focus of UF’s Southern Association for Colleges and Schools (SACS) accreditation process, burgeoning growth in study abroad and international faculty and graduate student exchange, and increasing numbers of foreign students on our campus have brought home the idea that linguistic and cultural proficiency is basic to being an educated individual in an increasingly globalized world.

The oft-repeated cry, “But, everyone speaks English,” is no longer an adequate or even responsible reaction to the multicultural society of the twenty-first century. It is true, certainly, that English has become an interlanguage of useful exchange, but it is limited and oftentimes seriously misleading as a deep form of cultural communication. Dan Davidson, professor of Russian at Bryn Mawr College, demonstrated recently how linguistic misinterpretation can go beyond cultural gaffe to deep divide. In an address to the Senate Subcommittee on International Security, Proliferation, and Federal Services, he stressed that high level mastery of a foreign language involves going beyond denota-

tion to “read between the lines” of what is being explicitly said to get to the underlying cultural assumptions. Quoting former President of the Czech Republic Vaclav Havel on the meaning of “democracy, freedom and humanitarianism,” he reiterated how these words were transformed over the years by party bosses in Eastern Europe from positive concepts into cudgels that were used to launch wars and send people to concentration camps, “all in the name of peace, freedom and [socialist] democracy.” These words can no longer can be innocently evoked in an Eastern European context.¹

As the above example dramatically demonstrates, language *is* culture; it is not just about “placing out of” the foreign language requirement or mastering (berlitz-style) vocabulary and verb forms. Fortunately, foreign language and cultural proficiency is within reach of all of our students—and through many avenues. Innovative language learning with the help of the latest technologies in our expanding language labs and in our classrooms, study and research abroad with home stays in a host family, majoring, minoring or doing graduate course work in a foreign language department and participating in a Foreign Languages Across the Curriculum (FLAC) course are just a few of the paths to proficiency. In the latter, students enroll in a 3-credit upper division course taught in English, such as “Introduction to Latin American Politics” or “History of France” in the department of history and read and discuss class-related materials in Spanish or French in a 1-credit enhancement course offered by faculty in romance languages and literatures. Linguistic proficiency is actively integrated into acquisition of content area.

The research, publication, and teaching of faculty in language, linguistics, and area studies programs bridge departments,

centers, colleges, and schools. The Center for African Studies program engages students and faculty with African languages such as Xhosa and Amharic. AALL intersects with business through the Center for International Business Education and Research (CIBER) program, with Jewish studies through Hebrew language and literature courses, and with film and media studies in English with courses on Japanese film. Graduate students in German work alongside their colleagues in English in a critical theory course on Benjamin, Brecht, Adorno and Kracauer taught by Nora Alter in GSS. This cross-cultural environment allows for investigation of the ideas in the texts (both in the original and in English) in order to shed light on how these thinkers were received in this country and, conversely, how such reception has informed the rediscovery of their ideas in Germany. Graduate and undergraduate students in political science with a good mastery of French can study at the Institut des Sciences Politiques in Paris, one of UF’s newest collaborative partners. Classics department faculty regularly teach in the UF in Rome program.

Students can study 25 languages in the college, and foreign students can learn English in the university’s English Language Institute. From Akan to Swahili, Catalan to Portuguese, Haitian Creole to Chinese, along with the more commonly-taught languages leading to a PhD in classics, GSS, and RLL, the opportunities for language and culture studies are numerous. Whether faculty teach in the foreign language or in English, they furnish the intellectual, historical, cultural and linguistic traditions that frame the debate. This cross-cultural networking is at the heart of international education. ☞

—Carol Murphy

¹ AATF National Bulletin, Vol. 26, No. 2 (November 2000):14.

Fulbright Exchanges Do Make a Difference

By Allan Burns, UF Fulbright Advisor, UF Honors Program and Anthropology Department Chair

The Fulbright exchange program was nominated for the Nobel peace prize last year, a unique honor since the prize is usually given to individuals and not programs. Here at UF, few of the 150 faculty who have had Fulbright awards think of themselves as candidates for a Nobel prize. But Fulbright scholars are often placed in historic moments of change, and the ties they make with colleagues in other countries go a long way to promote peace. CLAS Fulbrighters include Hernán Vera of the sociology department, who returned to Chile two years ago to cooperate with colleagues there to overcome the legacy of the Pinochet years on higher education; Phillip Williams of the political science department, who spent a year in El Salvador in 1991 during the signing of the peace accords; and Diana Boxer of the linguistics program, who went to Paraguay last year and lectured on language politics.

Although the Fulbright experience is usually thought of as an academic pursuit, Fulbrighters find that the experience is one of profound immersion into the scientific, scholarly, and social changes that affect the 140 countries that host US Fulbright scholars. The internationalization of undergraduate education, study abroad, scientific cooperation, and contemporary interests in globalization all are tied to the impetus that the Fulbright program brings to higher education. UF is a leading Fulbright campus in terms of faculty who have received the awards, visiting scholars, and student award winners.

There are about a quarter of a million Fulbright alumni around the world: they include 88,000 US scholars who have spent



a year abroad and 145,000 international scholars who have studied or taught in the United States. Senator William Fulbright began the program in 1945 as an innovative way for the US to improve the international scope of university faculty as well as strengthen higher education on a global scale. He once described the program as a way to “bring a little more knowledge, a little more reason, and a little more compassion into world affairs and thereby to increase the chance that nations will learn

at last to live in peace and friendship.” I had the chance to meet Senator Fulbright a few years before his death in 1995. I expected to hear him talk of the past, but instead he had a surprising enthusiasm for the future. His real joy was talking about sending students and faculty to the new countries beyond the 140 already on the Fulbright list, especially those that were newly emerging around the globe.

Fulbright awards are among the most prestigious and best known in the world: even Paul Simon asked, “Aren’t you the woman who was recently given a Fulbright?” in one of his songs. And yet they are not difficult to win. About one in four Fulbright applications is awarded. Applications for faculty lecture and research awards at all ranks (including adjuncts) do not go through UF; faculty must apply through the Council of the International Exchange of Scholars (CIES). The application deadline for Europe is usually in late spring and for other parts of the world it is August 1. The Fulbright program has added some new kinds of awards recently: short term lecture awards, thematic lecturer awards for a year abroad, and new “distinguished chair awards”—created to promote special topics in academic disciplines (not necessarily for chairs of departments!). The UF International Center home page <www.ufic.ufl.edu> has information on faculty Fulbrights, as does the Institute for International Education <www.iie.org>.

The student Fulbright program includes awards for post-bac study, MA research, and PhD research. I coordinate these awards through the UF honors office, and its home page has information on how to apply <www.honors.ufl.edu/awards>. Awards for graduating seniors are especially favored. University Scholars, department honors students, and students who have studied abroad have all had success with Fulbrights in the past. A campus committee interviews applicants in early October before their applications are sent to the national office for final review. University



of Florida student Fulbrighters have gone to Bahrain, Germany, Tanzania, Japan, and several countries in Latin America. One of our post-bac Fulbrighters looked at religious conflict in Israel, another studied popular culture and stereotypes in Japan. Graduate student Fulbright applications come from every field in the college (and beyond). Students at the MA and PhD level make up the majority of our applicants, and their success rate has been very high. The best applicants begin the process in the spring term.

One goal for internationalizing our college and the university is to send 20 percent of our students to study abroad. Fulbright awards are one way to accomplish this. But as the college works hard to globalize the curriculum and encourage international experiences for students, we can also use Fulbright awards to strengthen the international experiences of the faculty in all departments. What a campus we would have if 20 percent of our faculty had significant and long term experiences in another country through Fulbright awards.

Nelson Mandela, Jimmy Carter, and Mary Robinson (the past president of Ireland and present high commissioner for human rights at the UN) are among the leaders who have won Fulbright recognition for their work in peace and international exchanges. A Fulbright award is the currency of the international academic world: its value is always high, it has an unassailable reputation, and it can produce intellectual capital at a surprising rate. ☺

—Allan Burns

Internationalization of Science

In order to understand, from a comparative perspective, the effects of internationalization on science, Laura H. Griffis, editor of *CLASnotes*, asked four CLAS scientists to reflect on the following question: How does internationalization—defined here as the increased ease of communication among nations and individuals, regardless of location, and the recognized need for sharing global resources and information—change the way that you do research and affect how you teach the younger generation?

Jack Sabin, Physics

Science is an international endeavor by its very nature. The laws of physics and biology do not vary with national or geographical borders, although the practice of science, in terms of the approach taken towards solving a problem, often does. Consequently, scientists have traditionally met to discuss ideas of common interest and how such problems might be approached. Scientists of different backgrounds, perhaps reflecting different cultures and thus different university structures and emphases, have long found it useful and enlightening to discuss science with colleagues of disparate backgrounds and viewpoints.

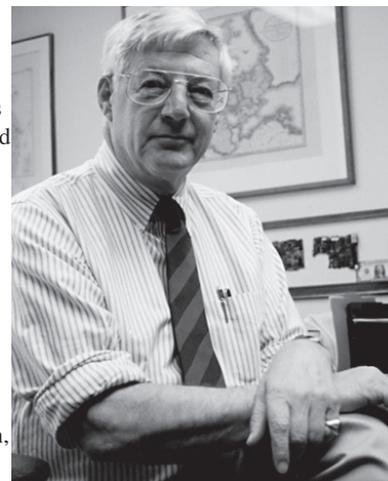
Perhaps the most important development in this regard is the opening of the internet. It has made the distance between colleagues who are continents apart seem trivial and their communication nearly instantaneous. Problems can be discussed through email, and graphs, diagrams, and pictures can be transported over the web. Conferences can be held among participants spanning the globe, and massive projects requiring multinational financial participation are routinely proposed.

From the perspective of individual scientists, the world of science is already globalized. Scientists routinely work together over the internet and exchange ideas, manuscripts, and data. Long gone are the days when it was a burden to collaborate with a spatially separated colleague and send draft manuscripts and idea-filled letters via what is now called snail-mail. (Perhaps, however, we have paid the price of the lost legacy of such things as the Bohr-Einstein letters.)

Science is now entering an era where experiments can be carried out by a scientist in one location on apparatus located half a world away. A recent example is UF's involvement in the establishment of *El Gran Telescopio Canarias*, a new segmented 10m telescope to be

built in the Canary Islands in an environmentally protected "astronomical reserve," where observing instruments operated by 30 institutions from 13 different countries will be placed. Real-time connection to the telescope will be provided by a broad band internet2 connection, so that scientists in widely distributed locations can participate in ongoing observations.

In summary, science is a global activity. Individuals are not constrained in their collaborations by national borders, but only by commonality of interests. The credit, and blame, for this is due almost exclusively to the internet. ☺



Lauren Chapman, Zoology

Based on research experience in Africa, I share my perspectives on the internationalization of science as it impacts research and training initiatives in developing countries. Over the past decade, remarkable change in the sophistication of communication technology has (a) improved our training initiatives including graduate research, field courses, and local education; (b) increased efficiency of collaborative proposal development; and (c) improved the quality of field research, particularly in remote sites.

One cannot overstate the importance of increased communication in developing overseas training initiatives. A decade ago, interaction between a supervisor and a graduate student at a remote site might be limited to the occasional posted communiqué that arrived far too late to permit response to immediate crises. Although this is a possibility today, I now communicate with my students through more efficient avenues. The advantage is clear: we can discuss unforeseeable issues that undoubtedly arise in field research programs, provide assistance when necessary, and savor the knowledge that our students are well.



As a field ecologist, my research questions are often impacted by the capriciousness of environmental characters. Quick communication with program managers and field assistants when I am off site permits timely responses to unpredictable events such as a flash flood, elephant damage to a field experiment, or abortion of a major fruit crop. On a broader scale, increased ease of communication has permitted me and many of my colleagues to begin large-scale comparative studies in the tropics that cross national and continental boundaries, use similar methodologies, and, in some cases, address global resource issues.

My colleagues in Africa clearly recognize the need for sharing information and have made impressive steps toward developing information systems and distance learning programs. This has been mediated by many donor organizations and is a major priority for many universities and research institutions in Africa. Online journals and citation databases are two mechanisms that increase global information sharing and have been enthusiastically embraced by institutions in developing countries.

So, why not accelerate the process? The excitement generated over the past decade in response to increased ease of communication can

See Chapman, page 12



Mark Brenner, Geology

My research on interactions among humans, climate, and the environment has involved fieldwork in the Caribbean, China, and countries in Latin America. Over the past 25 years, advances in communication technology, together with social and political changes in the developing nations where I work, have altered the way I conduct overseas research, interact with foreign colleagues, and approach teaching.

In 1976, when I started field research in Petén, Guatemala, the area was accessible only via unpaved roads and flights from Guatemala City. At the time, even making an international phone call from Petén was a challenge. Today, reliable international phone and fax service is

available throughout Petén, and the town of Flores has several internet cafes.

Most of my international fieldwork in the late 1970s did not include host-country academics or agency personnel, in part because it was difficult to contact people in remote areas prior to arriving in the country. Today, agencies in many developing nations, as well as indigenous people in those countries, require foreign scientists to obtain permits, collaborate with local investigators, inform native people of field objectives, and report the results of investigations. This is as it should be, and has been made possible by improvements in technology that facilitate communication with overseas colleagues and students.

The “internationalization of science” increasingly requires graduate students to travel overseas, learn new languages, and develop working

relationships with foreign counterparts. Undergraduate overseas study prepares students for research in other countries by introducing them to the joys of travel, developing their respect for other cultures, improving their foreign language skills, and helping them make professional contacts.

I find myself sharing information with colleagues in developing nations more so than I did in the past, in large part because the means of communication have improved. Electronic mail now enables instant delivery of letters, data, and graphics worldwide, facilitates organizing workshops and meetings, and even allows individuals who have never met to co-author papers. I view this rapid dissemination of information as largely positive.

Are there potential negative aspects to information sharing? Possibly. Global homogenization of culture could ultimately lead to information (knowledge) loss. For instance, indigenous people may abandon traditional medicines in favor of “proven” western pharmaceuticals. Furthermore, when I work on a manuscript with a colleague I have never met, I miss the social interaction that would otherwise take place. Lastly, proliferation of communication technology has dramatically changed the meaning of travel, adventure, and exploration. Even when we travel overseas it is difficult to immerse ourselves in the foreign and exotic because new communication technology keeps us connected to the familiar. ☺

Steven Brandt, Anthropology

As an archaeologist specializing in Africa, my research and teaching have always been international in scope. But the process of internationalization has brought great changes to my field, both for the better and for the worse.

Not surprisingly, the advent and widespread dissemination of the internet and email have revolutionized communication. A decade ago it was impossible for associates on different continents to engage in lengthy conversations about setting up projects or writing joint grant proposals or papers. Now I can send daily messages or attachments, and discuss at length research issues or papers I may be co-authoring with my African colleagues. The world wide web has also dramatically changed the way that information is disseminated between continents. I can hear about the latest discoveries, sometimes directly from the field, and can analyze data posted on web sites.

Internationalization has also greatly impacted my research and teaching. In years past I almost always focused on “pure research” projects, generated by my own research interests. However, over the last few years many African countries have experienced substantial increases in funding for major development projects as their political and economic situations have stabilized. Such international organizations as the World Bank, European Union, African Development Bank, and other lending agencies have stepped up their financing of large African infrastructure projects such as dams, harbors, roads, pipelines and irrigation schemes. Unfortunately, most African countries lack the capacity to monitor or mitigate the effects of these vast projects upon their cultural heritage. The end result has usually been the destruction of countless archaeological, historic and sacred sites.

Consequently, I have been working closely with African governments, international agencies, and fellow colleagues on ways to safeguard Africa’s cultural heritage. Personally, this has meant the suspension of any of my projects that were not directly affected by development. Instead I have focused upon “emergency” projects such as the

construction of large dams and reservoirs in Ethiopia. I have also been active in organizing meetings and workshops on this issue, as well as advising international agencies such as the World Bank and European Union on their responsibilities and policies toward safeguarding cultural resources.

In spring 2000 I taught a new course on “Cultural Heritage Management: International and National Perspectives.” Also, I have been in discussions with the World Bank, US National Park Service, other international organizations, and fellow UF colleagues about the development of a “fast-track” MA program in international cultural heritage management. The program, which would include students from developing countries as well as UF, would incorporate distance education with classroom courses and field internships in an attempt to prepare managers and administrators for the rapidly expanding effects of globalization and internationalization on the world’s cultural heritage. ☺



Citizens of the World

“...the need to see how other people live and the ability to be jealous of them. I can’t imagine it any other way.”

—Daniel Bredahl (1992)



Daniel Bredahl in Samakov, Bulgaria, 1991.

UF journalism major Daniel Bredahl traveled to almost a dozen countries during his lifetime. His adventurous life of living, studying, and meeting people abroad began when he was five and traveled with his family to Pakistan. When he was 14, the family moved to India and Daniel spent his eighth-grade year in an all-Indian Jesuit boys school. After returning to Gainesville and graduating from PK Yonge, Daniel spent six months in France and then enrolled at UF. He was planning a career in international journalism and spent his junior year at UF in France. Two weeks after he

returned from his year abroad, Daniel was killed in a traffic accident in Gainesville.

After Daniel’s untimely death, his family and friends wanted to do something to keep his name and spirit of adventure alive. Daniel’s father, UF English Professor Carl Bredahl, says a family friend suggested establishing a scholarship for international study in memory of Daniel. “We thought this would be a beneficial and meaningful way to give other students the chance to see the rest of the world like Daniel had done.” The Daniel Sinclair Bredahl Scholarship was established in 1994, and began as two

\$4,000 scholarships for UF undergraduates to study abroad for one academic year. “This scholarship is unique because it gives students the chance to study and live abroad for two semesters, rather than just for the summer semester,” says Bredahl. Thanks to private donations and matching state funds, the endowed scholarship has grown, and two additional one-semester scholarships have been added. To date, the Bredahl Scholarships have given approximately 20 students the opportunity to live and study in such countries as Russia, China, Poland, Egypt, Kenya, Japan, England, and Italy.

Bonnie Mioduchoski—Kenya

One of the first recipients of the Bredahl Scholarship was Bonnie Mioduchoski. Bonnie decided to attend UF because of the anthropology department’s excellent reputation. Since she paid for school out of her own pocket, a scholarship was the only way Bonnie could afford to study abroad. She applied for the Bredahl Scholarship because, unlike some other study abroad scholarships, it does not require language fluency. “Many people learn best if they are immersed in the culture. That has always been the case for me, and even though I wasn’t fluent in any language prior to my trip, I learned Swahili while in Kenya, and since then I have learned French fluently and have medium fluency in Spanish.”

Using the Bredahl Scholarship, Bonnie participated in the Minnesota Studies in International Development Program in Kenya. Before going to Kenya, Bonnie spent a quarter in Minnesota learning about Kenyan culture and development. Then, in January 1995, Bonnie and 100 other students landed in Nairobi and had intensive language classes for two weeks. “After that, we all went to different areas of the country where we worked as interns. I was stationed in Lamu, a coastal town 28 miles from the Somalia border. I worked with the Lamu Environmental Museum and helped them with tours and worked on some

video editing.”

Since her initial trip overseas, Bonnie has continued to travel and study abroad. This past December, Bonnie, who now lives in California and will finish her MBA in May, spent a month in Guatemala, learning Spanish. “I want to learn so that when I travel around I can communicate with people. Knowing the language really does change the entire experience, and it shows the local people that you care enough to learn how to communicate on their terms.” In 2003 Bonnie and her husband plan to journey around the world and eventually settle in Europe. “My anthropol-

ogy degree and MBA will help me be a socially responsible business leader, and I eventually plan to start a non-profit organization with my husband that helps children or homeless people.”

Bonnie says the study abroad scholarship gave her the opportunity to examine her life in the United States. “It also taught me that there is no one right way to live. Many people criticize those living in developing countries for not being as ‘advanced,’ as those of us in Europe and North America. Most of the people I met in Africa had fewer material possessions, but a much healthier outlook on life.”



Bonnie Mioduchoski

Marcin Pachcinski—Poland

While Bonnie had never lived abroad before her trip to Kenya, fellow scholarship winner Marcin Pachcinski decided to return to his birthplace of Poland. Marcin was born in Szczecin, Poland, a city of 500,000 people located on the Baltic Sea near the German border. He immigrated with his family to America in 1984 when he was five, after the communist regime began questioning his father's opposition to the government. His father was a first officer in the merchant marine, and the family was allowed to take a vacation by traveling to America on a cargo ship on which he was working. This vacation was carefully planned. "Once the ship docked in Tampa we had to wait for the right moment to flee. As my father was second in command, he waited until the captain went shopping in the city, leaving no one in authority to arrest us. My father made a call to the Polish contact he had in Florida, and the next thing I remember is being taken by the FBI to the county jail to apply for political asylum."

Marcin and his family settled in St. Petersburg, and he decided to attend college at UF because it was close to home and affordable. When he started taking classes, Marcin wanted to study a variety of fields. "My interests ranged from Latin American studies to medicine to political science. One thing I did know was that I wanted to focus on my language courses." Under the guidance of Professor Halina Stephan, Marcin decided to pursue an interdisciplinary major in Slavic studies and apply for the Bredahl Scholarship in 1998. He wanted to return to Poland. "After reading about Daniel's life, and especially his passion for travel and adventure I felt we had a great deal in common. It also put into perspective how much we all take for

granted everyday."

Marcin wanted to know what transformations had taken place after the fall of communism in 1989 and how the Poland he remembered as a child had changed. While he was there studying, Marcin worked in an orphanage and chose to write his senior thesis on post-communist Polish orphanages. "I really developed a close relationship with the kids. There were a total of 80 of them living on three floors. They called me 'uncle' and that's pretty much the role I played."

In addition to working with the children, Marcin took Polish art, history, and grammar courses at the Polonia Institute. While there, he met some Russian-speaking friends and became interested in Russian culture.

After returning to UF in the fall of 1999, Marcin began exploring the possibility of studying in Russia. "I chose a program in Saint Petersburg at the Russian Center for Language and Culture. I studied there for the spring of 2000." While in Russia, Marcin applied to be an intern at the Kennan Institute for Advanced Russian Studies at the Woodrow Wilson Center for International Scholars in Washington, DC. He is working there this semester and researching Russia's economic history.

Marcin plans to complete his bachelor's degree at UF this summer and would like to pursue a graduate degree, possibly in European studies. He says the oppor-

tunity to return to Poland helped him form his philosophy on life. "Whenever I have a decision to make, I picture myself at an old age and think, 'What will make the best and unforgettable memories?' I have learned to 'cram' as much fun, travel, adventure, and time with family and friends as possible into every day."



Marcin Pachcinski in front of the main entrance to the Kremlin in Moscow, Russia, 2000.

Bernard Uadan—Japan

Like Marcin, another Bredahl Scholarship winner, Bernard Uadan, had family who immigrated to the US. Bernard's parents are from the Philippines and immigrated to Jacksonville in the early 1970s before Bernard was born. While in high school, Bernard developed an interest in the history and cultures of Asia, particularly Japan. "Since my high school did not offer Japanese as a class, I started to learn Japanese on my own as a hobby. By the time I got into UF, I had a beginning vocabulary and a good knowledge of the Japanese writing characters, but little in the way of grammar and speaking practice."

To fill this void, Bernard took Japanese language and literature classes and chose East Asian languages and literatures as his major. He says the next logical step in his career path

was to study in Japan, so he chose to apply for the Bredahl Scholarship in 1996. Soon he was visiting the shrines and temples of Osaka,

singing karaoke, learning martial arts, and immersing himself in Japanese culture. Bernard says, however, that living in Japan was not a storybook experience. "I would be lying if I said my first year of study in Japan was the perfect experience. Although one would expect that my outward appearance of being Asian would help me 'fit in' to the society, I found that instead, I encountered a form of racism in some Japanese who would rather interact with Caucasians, as they seemed 'more American' than me, a child of immigrants to the United States."

Bernard returned to the US with a somewhat cynical view towards Japan, but he wanted to change this attitude and felt committed to giving it another chance. After graduation from UF, Bernard returned to Japan on a Fulbright Scholarship in 1998 and studied at Kyushu University in Fukuoka. "My experiences in Fukuoka went a long way to redeem

my thoughts about Japan and the Japanese people. Furthermore, I made several Chinese, Taiwanese, and Korean friends, relationships that inspired me to want eventually to learn those languages. My outlook became far more positive, and I started to work as a volunteer, teaching Japanese to other foreigners and helping them through the same difficult experiences that I had in Osaka."

Since returning to the states in 1999, Bernard has been looking for a chance to go back once again. He currently works as the Japanese language lab assistant and tutor at the University of North Florida and is in the process of creating a computerized Japanese language curriculum for UNF students. He plans to travel to Japan in February to meet old friends. "Wherever the road of my life takes me, my experiences in Japan will play a large part in getting me there."



Bernard Uadan in front of the Byodo-In (Phoenix Pavilion) near Kyoto, Japan, 1999.



Thy Nguyen outside the Organization for Security and Cooperation in Europe (OSCE) in Vienna, Austria, 2000.

Citizens, continued from page 9

Thy Nguyen – Austria and England

One of this year's Bredahl Scholarship winners is currently interning in the House of Commons of the British Parliament. Political science major Thy Nguyen, who grew up in Sarasota, Florida, is also attending the London School of Economics and Political Science. Her concentration in international relations and interest in British culture led Thy to apply for the Bredahl Scholarship to study in the United Kingdom. "I decided to look for a program that would place me at the heart of British politics and urban culture. I think many international relations stu-

dents think of those terms only in the context of how the US deals with other nations. I want to get out of that mind-set and explore politics within the society and political system of a foreign state."

Last semester, Thy interned with the US State Department in Vienna, Austria. She also visited Germany,

Italy, Hungary, and the Czech Republic. Even though her study abroad experience is not complete, Thy says she has already noticed a lot of differences between the US and other countries. "This experience has changed my life by affording me a very rare opportunity to interact with others within the British soci-

ety and actually learn hands-on how another government works. Only 5 percent of Britain's population ever set foot in the Houses of Parliament, so I feel extremely fortunate to be able to go there every day. It has been a once-in-a-lifetime opportunity."

Giving students this unique opportunity has been the foremost goal of the Bredahl Scholarship. His father says Daniel dreamed of a world where people worked toward understanding each other. In one of his many letters, Daniel wrote, "I've been wondering if I could become a citizen of the world...." Through the Bredahl scholarship, Daniel has given many students the chance to become citizens of the world. 📧

—Allyson A. Beutke

Women in Development

A New Program in Ecuador

This summer, a group of UF students will be the first to take advantage of a new international program in Ecuador. The Center for Women's Studies and Gender Research, in partnership with IFAS's Office of International Programs, is offering this inaugural course. During the spring semester, students are taking a class on Gender and Development, which focuses on the theoretical and methodological aspects of gender, economic development, the environment, and agriculture. To gain hands-on experience, some of these students will spend six weeks this summer in Ecuador, taking a class at the Escuela Superior Politécnica del Litoral in Guayaquil and working with locals to address the varying impact on women and men of

development.

Sandra Russo, Director of Program Development at UF's International Center, says this program will be the first of its kind. "We are unaware of any women's studies study abroad program in a developing country that exposes American students to women in development issues in any substantive way."

Russo has been working closely with Kathryn Lynch, who is teaching the spring course. Lynch, a PhD student in anthropology, has been to Ecuador several times and says the students who make the trip will have a unique opportunity. "We've realized that students don't have a lot of chances to live and learn in developing countries." Lynch says the six-week course in Ecuador

will be quite intensive. "They will be interacting with local farmers, community groups, and people who are involved in natural resource management and policymaking. They will also be studying different ecosystems and looking at how gender relationships and responsibilities are structured differently on the coast than in the Andes."

Lynch also says her students represent a wide range of majors including anthropology, forestry, engineering, Latin American studies, geography, and animal science, and the variety of backgrounds will benefit everyone. Women's Studies Director Angel Kwolek-Folland says she hopes the students who go to Ecuador will bring something back with them. "The one thing I would

like to see the students develop is the sense that people who are in a certain place or situation have valuable knowledge and can teach you a lot." There are plans to expand the program into other countries including Uganda, possibly as soon as next summer, and also open the program to students from other universities.

The course is open to undergraduate and graduate students, and this year the spring course is not a requirement for the summer course. Applications are due by March 1. For more information, contact Sandra Russo at <srusso@ufic.ufl.edu> or Kathryn Lynch at <ktlynch@ufl.edu>. 📧

—Allyson A. Beutke

Interviews

Recently, *CLASnotes* Editor Laura H. Griffis had the opportunity to speak with Provost David Colburn as well as International Center Dean Dennis Jett about internationalization and UF. Following are excerpts from their conversations.

A Provost's Perspective: David Colburn on Internationalization

LG: *Why is internationalization a timely educational concern?*

DC: Our students are increasingly being called on to work in various parts of the world. They must understand other cultures and have a knowledge of language that will allow them to move comfortably in foreign settings. It is our responsibility to prepare them for this world that awaits them.

LG: *How can UF develop international opportunities for students and faculty?*

DC: I think there is a lot we can do. There is no doubt that our faculty are engaged internationally. They are involved in conferences and research all over the world. In fact, I think it is the faculty who are driving us to move in this international direction. We need to expand our international programs in order to provide more opportunities for students to study abroad and experience other cultures. We can also do a lot to internationalize the curriculum. I think that the faculty have done an extraordinary amount of work

to internationalize their courses. We must encourage this and find ways to promote it further.

LG: *What kind of ways are you thinking about?*

DC: I think we must introduce, for instance, a comparative approach to our courses whenever we can. In American history, for example, we should not simply take an insular look at the American past, but we must look at it relative to changes occurring in other nations. If we are discussing democracy in class, for example, we can talk about the ways American democracy has influenced the direction and expansion

of democracy overseas as well as the ways the development of democracy in other nations has caused Americans to reevaluate their democracy. Any course that you can think of would, I believe, benefit from a comparative perspective.

LG: *Why is internationalization particularly important for UF?*

DC: Florida, which is one of the ten major immigrant-receiving states in the US, is among the most dynamic states in the nation and is heavily engaged in an international economy. Florida is going to continue to change and evolve, and we need to provide



our students with an academic dimension to understand those changes so that they can function more effectively when they move into the private sector. ☺

UF's International Center: Dean Dennis Jett

LG: *What is the role of the International Center at UF?*

DJ: The center has two roles. First, we carry out the nuts and

bolts of internationalization. We have about 1,000 students a year who study abroad in over 100 different programs. The center helps students learn about these overseas opportunities and select the programs in which they want to participate. We also organize the mechanics of getting students abroad and insuring that they have the best experience possible. Plus, there is the international flow in the other direction. We provide support for the 2,500 international students and the 1,000 international scholars and faculty here at UF.

Second, the center deals with the broader aspects of internationalization: how can

we promote international awareness on campus? How can we encourage the university at large to have a more global perspective? Gainesville, owing to its size and location, does not naturally have an international orientation. Therefore, it is important to promote an institutional approach to internationalization.

LG: *Why is a global perspective important to education?*

DJ: These days, particularly in the liberal arts and sciences, you cannot say that you have a liberal education if you have not had any international exposure. Students must get that exposure through the curriculum; it is essential. When students get to the workplace, they will not be able to

avoid dealing with the greater world. Some will travel and work abroad, some will have customers abroad, and many will be in supervisory positions—and you cannot supervise a workforce in this country that does not have people from different cultural backgrounds and countries.

Typically one job in five that is created today in the US depends on the international economy. I am sure the figure in Florida is higher, owing to tourism and agriculture. UF, in order to give our students a chance to compete, has to have a global perspective. That will also permit Florida and the United States as a whole to be able to compete more effectively in an increasingly globalized world economy.



See *Jett*, page 12

J. Wayne Conner

Memorial

J. Wayne Conner, distinguished professor of romance languages and literatures, died at his home on December 10, 2000. Conner joined the UF faculty in 1962 as a professor of romance languages and literatures and as chairman of the department of foreign languages. During his tenure he built the department into a nationally competitive unit that offers a full slate of undergraduate and graduate programs in French and Spanish, including a PhD in romance languages. His field of specialization included medieval French literature, French literature of the Romantic Period, and realism and naturalism.

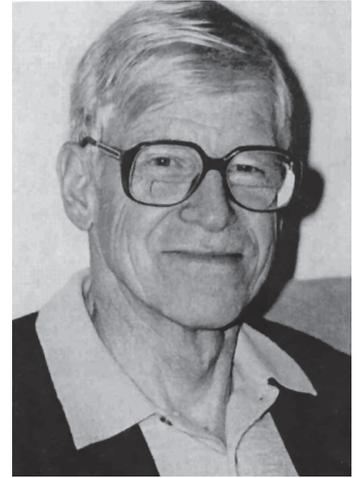
As chair, Conner carried out an orderly development and expansion of the foreign

languages, resulting in separate departments of classics, Germanic and Slavic studies, African and Asian languages and literatures, and romance languages and literatures. He also was a leader in the creation of the college's interdepartmental program in linguistics. In 1977, the university recognized his outstanding contributions by promoting him to distinguished service professor.

Conner's numerous service commitments included serving as director of the humanities division in the college, chair of the humanities council, and president *pro tempore* of the CLAS faculty. He also served on many major academic committees and was an active member of several professional organizations, including

the Modern Language Association, in which he chaired the medieval French section, the 19th-century French literature section, and was a member of the national delegate assembly. Best known for his meticulous toponymic studies on Balzac, Conner authored some 25 papers in top-tier national and international professional journals, and presented many papers at major professional meetings.

Raymond Gay-Crosier, professor of romance languages and literatures, delivered a eulogy at a memorial service in December and described Conner as a natural leader and mediator. "To the very end, his interest in university and departmental matters remained as keen as his judgment. He also



possessed an exemplary balance between his no-nonsense approach to problems and his wonderful sense of never-biting, always gentle, and therefore healing humor. To my knowledge, none of my colleagues ever doubted his moral fortitude and his deep generosity."✍

—Allyson A. Beutke

Chapman, continued from page 6

be, albeit rarely, thwarted by the speed of change. New technologies in developing countries are often supported by donor agencies with potentially impressive, but short-term, goals. The establishment of sophisticated communication networks is step one. Follow-through is step two. At remote sites, I have seen many cases where new communication technology is set up through donor support, but post-funding upkeep or training to trouble shoot is not partnered in. "Appropriate technology" has a place in the internationalization process. If the technology cannot be maintained at a site, the communication safety net we come to rely on becomes inefficient, perhaps dangerous. We must be aware of the need to find a balance between the speed at which new technologies can appear on the scene and the need for an appropriate scale or time line to permit effective change. Despite this cautionary note, the increased research and training opportunities facilitated by internationalization clearly hold great promise for advancing science within developing countries and for collaborative endeavors crossing national and continental boundaries.✍

Jett, continued from page 11

LG: *What programs would you like to see strengthened or put into place?*

DJ: We must continue to offer more study abroad programs and encourage students to participate. We need more scholarships for study abroad as well as more funding for faculty to make research trips abroad. We are also looking into establishing an increased number of internships with organizations in other countries. Attracting high quality foreign students is also important for the university.

Attention to the curriculum is critical. For instance, the International Center is working with CLAS to see if we can put together a course framed around a series of speakers on international topics. This would be important for undergraduates, and, if we got speakers with national reputations on issues of globalization, it would also have the potential for drawing people from the greater Gainesville community as well.✍

Michael Tsin, New Director Asian Studies

During the last decade we heard often from scholars, journalists and pundits alike that the twenty-first century will be the “Pacific Century.” There is, to be sure, an element of hyperbole to such grand statements. Yet there is no doubt that Asia has in recent years become a much more prominent and visible part of the American imagination, be it in the economic arena or in the realm of popular culture.

In the 1990s Asia surpassed Western Europe as our largest regional trade partner. Close to 40 percent of US total trade is conducted with East Asia alone, with still more significant growth promised by the economic liberalization in other parts of the continent such as India. Agricultural products from Florida now find their way into the marketplaces of China, and Tallahassee has established foreign trade and investment offices in Japan, Korea, and Taiwan. Critics these days wax poetic about the impact of Asian cinema on our cultural landscape.

Furthermore, the changes are by no means confined to the movement of commodities and capital. People are on the move too. In 1996, 27 percent of foreign-born residents in the United States were born in Asia. According to the US Census Bureau, throughout the 1990s Florida consistently ranked among the most popular destinations for immigrants, and Asians have been one of the fastest growing

segments of the population. Thus Florida, together with California and Texas, is poised to take its place as one of the fastest growing states with a diverse population during the first quarter of the twenty-first century. As a leading public university, we simply owe it to our students, to say nothing of our institutional well-being and reputation, to build a strong and rigorous Asian studies program and to position ourselves to negotiate successfully this rapidly changing milieu.

With the support of former Dean Will Harrison and the current Interim Dean Neil Sullivan, I have been charged with the responsibility of heading such an effort. It is both an exciting and challenging task. I am a historian of modern China and have just joined the university this semester. But I quickly learned that there are many valuable resources here from which I can draw. UF has a distinguished history in regional studies. There are the examples of two established centers that focus on Latin America and Africa respectively. There is, moreover, already a core of excellent and dedicated faculty members in Asian studies, who have established solid pockets of strength in East Asian languages, literature and film, and South Asian religions.

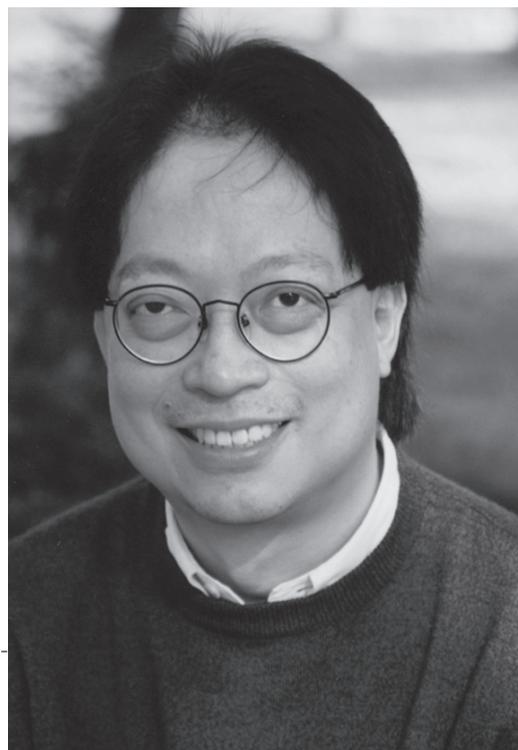
With the renewed commitment on the part of the university, we can now put into place a more coherent and systematic

plan to build on what we already have, as well as to bring in more resources, both human and material, to enhance the program.

The objective, of course, is to create a broad and well-coordinated research and teaching program that will propel UF to the front ranks of Asian studies, and be well-equipped to compete for recognition and support at the national and international level. It is my hope that a reinvigorated Asian studies program will be instrumental in not only stimulating students’ interest in and understanding of the region, but also in preparing them to confront the challenges of the contemporary world in a more critically informed and confident manner.

To achieve these ends, it is important that we utilize our resources in ways that will both complement our existing strengths and enable us to explore new possibilities. In the next several years, I will work closely with different departments to bring in new faculty members in Asian studies in order to secure the program’s presence in the various disciplines. Asianists, for example, have been particularly under-represented in the social sciences. It is a lacuna that must be filled if we are to construct a robust foundation for the program for years to come. Similarly, we must also strengthen our library holdings on Asian studies materials if we are to recruit and retain first-rate scholars and teachers.

Nor will our effort stop at the doorstep of CLAS. Asian studies should be able to contribute to other branches of the university,



and we plan to reach out to the other colleges—business, law, education, and others—in a spirit of collaboration that will hopefully prove to be mutually beneficial. Furthermore, the program will work with a national consortium on the teaching of Asia at the K-12 level and serve as the Florida center for its outreach effort. As Asian studies becomes a more significant component of the curriculum, not only at the college but also at the K-12 level, we must take our responsibility as specialists in the field seriously to foster its growth.

There are, in short, many challenging tasks ahead. But with the enthusiasm and support for the program evident in so many different quarters of the university, I am optimistic that Asian studies will thrive at UF. Also, it is in the nature of an interdisciplinary program such as Asian studies to bridge the concerns of and connect with different constituencies that have an interest in Asia. Wherever you might be based in this large and vibrant university, if your work is related to Asia and you would like to get in touch, please feel free to email me at <tsin@ufl.edu>. I look forward to hearing from you. ✉

—Michael Tsin

The objective [of the Asian studies program] is to create a broad and well-coordinated research and teaching program that will propel UF to the front ranks of Asian studies, and be well-equipped to compete for recognition and support at the national and international level.

Grants *through the Division of Sponsored Research*

| <i>Investigator</i> | <i>Dept.</i> | <i>Agency</i> | <i>Award</i> | <i>Title</i> |
|---------------------------------|--------------|----------------------------|--------------|--|
| November 2000 | | | | Total: \$1,295,240 |
| Corporate.....\$151,696 | | | | |
| Katritzky, A. | CHE | Glaxo Wellcome | 12,000 | Chemical calculations. |
| Katritzky, A. | CHE | Dupont | 55,680 | Dupont agricultural products. |
| Katritzky, A. | CHE | Multiple Companies | 1,622 | Miles compound contract. |
| Katritzky, A. | CHE | Multiple Companies | 10,647 | Miles compound contract. |
| Katritzky, A. | CHE | Multiple Companies | 2,023 | Software research support. |
| Kleiman, V. | CHE | Research Corp | 35,000 | Energy transfer and storage in dendrimers. |
| Yost, R. | CHE | Dynacs Engineering | 32,724 | Quadrupole ion trap mass spectrometer system-fixed price subcontract. |
| McEdward, L. Reitzel, A. | ZOO | Seaspace Corp | 2,000 | Seaspace scholarship. |
| Federal\$901,012 | | | | |
| Sarajedini, A. | AST | NASA | 19,436 | A snapshot survey of probable nearby galaxies. |
| Duran, R. | CHE | NSF | 8,937 | Engineered particulates. |
| Krause, J. | CHE | NSF | 91,352 | CAREER: time dependent laser-matter interaction. |
| Martin, C. | CHE | US Navy | 128,251 | Nanotubule membranes-fundamentals and applications in electrochemical energy and stochastic sensing. |
| Sabin, J. | CHE | US Navy | 28,969 | Media effect in molecular structure and spectroscopy. |
| Scott, M. | CHE | NSF | 105,737 | CAREER: tripodal aryloxide ligands: molecular receptors to organometallic catalyst. |
| Screaton, E. | GEO | NSF | 3,924 | Cruise leg 190-Nankai: fluid expulsion from the Nankai accretionary complex. |
| Hooper, C. Haynes, D. | PHY | DOE | 95,332 | Atomic physics of hot, ultra-dense plasmas. |
| Tanner, D. | PHY | NSF | 164,164 | Radiative properties and optical response of high-temperature superconducting thin-film materials and devices. |
| Sorkin, R. | PSY | US Air Force | 72,235 | Assessing and improving team decision making. |
| Tucker, C. | PSY | Agcy Health Care Policy | 92,685 | Patient-defined culturally sensitive health care part II. |
| Ohrn, N. | QTP | US Navy | 15,400 | 2001 Sanibel symposium. |
| Carter, R. | STA | Agcy For Health Care Admin | 65,000 | Birth vital statistics: survival low birth weight and morbidity outcomes research. |
| Osenberg, C. Wilson, J. | ZOO | EPA | 9,590 | Population dynamics of a coral reef fish: an empirical and modeling approach. |
| Miscellaneous \$242,532 | | | | |
| Lieberman, L. Jeffers, S. | ANT | Komen Breast Cancer Fdtn | 112,318 | Lifting while we climb: removing barriers to breast cancer treatment for African American women. |
| Schanze, K. | CHE | Am Chemical Society | 2,017 | ACS editorialship. |
| Tan, W. | CHE | Whitaker Foundation | 66,065 | Engineering and optical patch-clamp device for single ion channel recording. |
| Waylen, P. | GEOG | Inter-Am Inst For GCR/IAI | 26,180 | Benefits of incorporating ENSO forecasts into reservoir operation. |
| Baum, R. | PHI | Multiple Sources | 15,000 | Business and professional ethics journal. |
| Scicchitano, M. | POL | Multiple Sponsors | 20,952 | A survey of individuals that reside in six fishing villages in Florida. |
| December 2000 | | | | Total: \$4,300,731 |
| Corporate.....\$946,921 | | | | |
| Dolbier, W. | CHE | Synquest Laboratories Inc | 4,296 | Organic synthesis and mechanism. |
| Katritzky, A. | CHE | Multiple Companies | 3,272 | Miles compound contract. |
| Katritzky, A. | CHE | Dow Chemical Company | 3,490 | Dowelanco compounds agreement. |
| Stewart, J. | CHE | Great Lakes Chemical Corp | 9,000 | Yeast enzyme for chiral ketone reductions. |
| Mitselmakher, G. Korytov, A. | PHY | Fermilab | 893,841 | US CMS endcap MUON research project-FY 2000. |
| Monkhorst, H. | PHY | Tri Alpha Energy Inc | 19,500 | Support for the research and development of the colliding beam fusion reactor. |
| Osenberg, C. | ZOO | Springer-Verlag | 13,522 | Oecologia editorial office. |
| Federal3,164,285 | | | | |
| Guzman, R. | AST | NASA | 29,320 | Galaxy mass and the rate of the ISM in candidate proto spheroidals at Z~0.2-0.4. |
| Guzman, R. | AST | NASA | 27,885 | The fundamental plane of cluster dwarf ellipticals. |
| Bartlett, R. | CHE | US Air Force | 208,263 | Metastable molecules: theory development, implementation, and application. |

| | | | | |
|------------------|------|----------------------------|---------|--|
| Katritzky, A. | CHE | EPA | 160,462 | Investigation of room temp. ionic liquids as environmentally benign solvents. |
| Kennedy, R. | CHE | US Army | 167,808 | Role of glutamate release ABD metabotropic autoreceptors in seizuregenic actions of cholinomimetic agents. |
| Martin, C. | CHE | NIH | 213,196 | Synthetic nanotubule polynucleotide sequencing membrane. |
| Martin, C. | CHE | US Navy | 58,858 | Development of nanotube-based technology for stochastic chemical sensors. |
| Richards, N. | | | | |
| Reynolds, J. | CHE | US Air Force | 181,092 | Controlled redox and electrical properties in polyheterocycles. |
| Fradd, S. | CSD | DOE | 202,650 | Florida's training for all Language Arts teachers. |
| Binford, M. | GEOG | Water Management Districts | 48,000 | Aerial photography library management and database services. |
| Binford, M. | GEOG | US Army | 71,357 | Hydrological aspects of alternative futures for the context region of the Marine Corps base Camp Pendleton. |
| Mossa, J. | GEOG | Water Management Districts | 30,000 | Agreement for collection, verification and mapping the public water supply. |
| Martin, E. | GEOL | NSF | 62,964 | Investigation of North Atlantic deep water population over the past 25,000 years. |
| Screaton, E. | GEOL | NSF | 20,968 | Cruise leg 190-Nankai: fluid expulsion from the Nankai Accretionary Complex. |
| Pleasant, J. | HIS | DOI | 16,957 | Oral history of the Florida ecosystem restoration project. |
| Avery, P. | PHY | DOE | 14,000 | Task S: computer acquisition for research in theoretical and experimental high energy physics. |
| Yelton, J. | | | | |
| Avery, P. | PHY | DOE | 113,500 | Task B: research in theoretical and experimental elementary particle physics. |
| Yelton, J. | | | | |
| Hagen, S. | PHY | NIH | 75,600 | Novel inhibitors of fungal aspartic proteinases. |
| Konigsberg, J. | PHY | DOE | 12,150 | Luminosity monitor detector development for the CDF experiment. |
| Mitselmakher, G. | | | | |
| Konigsberg, J. | PHY | DOE | 61,200 | Task H: experimental research in collider physics at CDF. |
| Mitselmakher, G. | | | | |
| Mitselmakher, G. | PHY | DOE | 142,400 | Task G: experimental research in collider physics at CMS. |
| Avery, P. | | | | |
| Mitselmakher, G. | PHY | DOE | 86,810 | Research in hadron collider physics. |
| Nomerotski, A. | | | | |
| Ramond, P. | PHY | DOE | 104,030 | Research in theoretical elementary particle physics. |
| Sikivie, P. | | | | |
| Sabin, J. | PHY | US Navy | 97,336 | Media effect in molecular structure and spectroscopy. |
| Stanton, C. | PHY | DOD | 70,371 | Optical and terahertz response of spins in magnetic III-V semiconductors. |
| Trickey, S. | PHY | NSF | 80,000 | High speed computing and virtual reality machines for visualization of molecular systems and semiconductor surfaces. |
| Cheng, H. | | | | |
| Spector, A. | PSY | NIH | 172,901 | Functional organization of peripheral gustatory system. |
| Spector, A. | PSY | NIH | 243,312 | Psychophysical evaluation of taste function in mice. |
| Jimenez, R. | RLL | DOE | 8,340 | Language instruction: foreign language across the curriculum. |
| Carter, R. | STA | DOE | 125,000 | Educational data warehouse assessing student gains and teacher effectiveness. |
| Shuster, J. | STA | NIH | 30,279 | Minimal residual disease in childhood acute lympho-blastic leukemia. |
| Shuster, J. | STA | NIH | 28,767 | Minimal residual disease in childhood acute lympho-blastic leukemia. |
| Bjorndal, K. | ZOO | DOC | 6,217 | Evaluation of recovery of seagrass ecosystems post-grazing. |
| Bolten, A. | | | | |
| Bjorndal, K. | ZOO | DOH | 27,696 | Effects of sustained grazing on seagrass ecosystems. |
| Bolten, A. | | | | |
| Evans, D. | ZOO | NSF | 154,981 | Paracrine control of fish gill function. |
| Osenberg, C. | ZOO | EPA | 9,615 | Effects of predators of different life-history stages on the population dynamics of hyperolius treefrogs. |
| Vonesh, J. | | | | |

Miscellaneous.....\$189,525

| | | | | |
|------------------|------|-------------------------------|--------|--|
| Oliver Smith, A. | ANT | Intermed Tech Dev Group | 11,732 | ENSO disaster risk management in Latin America. |
| Dermott, S. | AST | Miscellaneous Donors | 7,040 | UF-Royal Institute OF Technology, Stockholm Fellowship in astrophysics and space technology. |
| Bowes, G. | BOT | Miscellaneous Donors | 5,000 | Unrestricted Donation. |
| Reynolds, J. | CHE | Miscellaneous Donors | 15,000 | Unrestricted donation gemfire. |
| Richards, N. | CHE | Oxalosis & Hyperoxaluria Fdtn | 60,869 | Expression and characterization of oxalate decarboxylase. |
| Mueller, P. | GEOL | Multiple Sponsors | 31,690 | Multiple sponsors-non federal. |
| Baum, R. | PHI | Multiple Sources | 10,000 | Business and professional ethics journal. |
| Vining, G. | STA | Am Soc For Quality Control | 7,589 | Editorial office for the journal of quality technology. |
| Holling, C. | ZOO | UF Foundation | 40,605 | MacArthur Fdtn, John D and Cath Uf Foundation account for CS Holling. |

UF at a Glance: *International Facts*

- Approximately 1,000 UF students study abroad each year in 57 countries ranging from Antigua and Lebanon to Tanzania and Greece.
- UF has reciprocal and cooperative agreements for international study in 59 countries with 165 universities.
- The most popular country for students studying abroad in Europe is Italy; in Africa, South Africa; in South America, Brazil; and in Asia, Japan.
- Approximately 2,000 international students, or 5% of the student body, representing over 100 countries, are enrolled at UF.
- UF hosts approximately 1,000 international faculty and research scholars each year.
- The top three continents with international students at UF, listed with percentage of UF international population, in Fall 2000 were: Asia (61%), Europe (15%), and Africa (4%).
- In Fall 2000, 410 students from India were enrolled at UF, more than from any other country. China and Korea were second and third, with 385 and 302 students respectively.
- There are 43 international student organizations at UF including Club Creole, the Khmer Student Organization, and Latinos en Acción.
- 25 foreign languages are taught at UF ranging from Arabic and Xhosa to Swedish and Haitian Creole.

Sources: UF International Center website, UF 2001 Undergraduate Catalog

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