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# CLASnotes

The University of Florida  
College of Liberal Arts and Sciences

*Reaching*

*Out*

CLAS and the  
Community

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E-mail [editor@clas.ufl.edu](mailto:editor@clas.ufl.edu) with your news and events information for publication in *CLASnotes*. The deadline for submissions is the 10th of the month prior to the month you would like your information published. Don't wait! Send us your news and events today!



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**FLORIDA**

### College of Liberal Arts and Sciences News and Publications

2008 Turlington Hall  
PO Box 117300  
Gainesville FL 32611-7300  
[editor@clas.ufl.edu](mailto:editor@clas.ufl.edu)  
<http://clasnews.clas.ufl.edu>

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**Dean:** Neil Sullivan  
**Editor:** Allyson A. Beutke  
**Contr. Editor:** Buffy Lockette  
**Design & Photography:** Jane Dominguez  
**Intern:** Melissa Douso  
**Copy Editor:** Lynne Pulliam

**Additional Photography:**  
Courtesy Gonzalez: p. 7  
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# The Dean's Musings

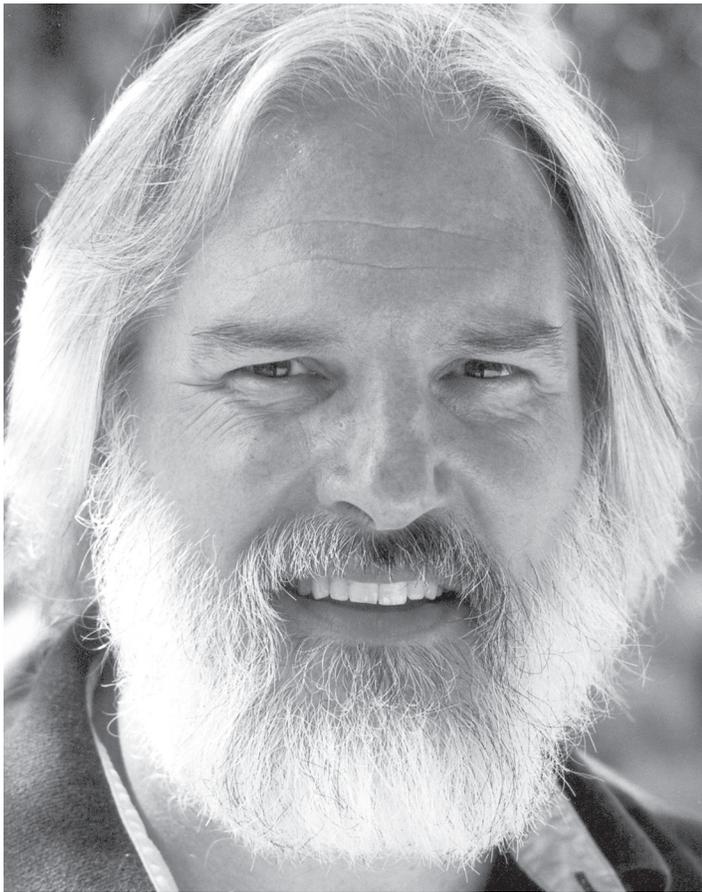
## The College and the Community

One of the most rewarding aspects of academic life is sharing the excitement and exhilaration of discovery at the frontiers of our research with the community around us on whom we depend for support and encouragement. The thrill of seeing a high school student or a long-time alumnus light up with understanding and wonderment as we tell them about what we are doing and what it can mean to humanity is one of those special moments we all cherish. Sometimes even the smaller everyday phenomenon can be the subject of inspiration and an example of why what we are doing as researchers is important for the future. From the mysteries of the origin of the universe to the legends of lost civilizations and inspiration of ancient literatures, our supporters love to hear that UF scholars are world leaders in their endeavors.

In the college, many of our faculty, staff and students contribute to various outreach programs designed for the community, benefiting students, teachers and the general public. Several of our departments sponsor summer institutes and workshops for K–12 teachers so they can learn more about their field and apply it in the classroom. The Center for African Studies holds a two-week summer institute for teachers from surrounding counties that teaches them about Africa—its history, culture and geography. Most Friday evenings, members of the astronomy department share their knowledge about the universe with the public at the Teaching Observatory on campus. Many of our faculty and graduate students frequently lecture at local schools and to community organizations about their research. CLAS also collaborates with other units on campus to provide outreach. Through the Teachers as Scholars Program, sponsored by the Center for Pre-collegiate Education and Training, elementary, middle and high school teachers immerse themselves in scholarly topics and work directly with a faculty member. The teachers attend seminars led by our faculty in zoology, history, religion and languages among others. These are just a few of the many examples of how our college is contributing to the growth of our community.

The outreach efforts in CLAS are key to establishing and maintaining long-lasting relationships with individuals and groups at the local, state, national and international levels. We should be proud of these diverse and enriching programs and agendas that we have in place, and we are working to establish new outreach activities to enable our faculty and students to become involved with more communities.

Neil Sullivan  
[sullivan@phys.ufl.edu](mailto:sullivan@phys.ufl.edu)



# Lou Guillette

## Associate Dean for Research

Distinguished Professor of Zoology Lou Guillette is the new CLAS associate dean for research. Guillette has been at UF since 1985 and is internationally recognized for his work in the field of reproductive biology and developmental endocrinology. His recent work examines the effect of pollutant pharmaceuticals on wildlife, and he has advised such countries as New Zealand, Australia, Mexico and Botswana on the development of reproductive biology programs on endangered wildlife.

Guillette received his bachelor's degree in biology from New Mexico Highlands University in 1976. He earned his master's degree and PhD from the University of Colorado at Boulder in 1979 and 1981, respectively. Before coming to UF, Guillette taught at the University of Northern Colorado and Wichita State University in Kansas. In 1998, UF recognized Guillette with the Teacher/Scholar of the Year Award, the highest honor given to a faculty member.

**I**t is with great pleasure that I begin this challenge as the associate dean for research in CLAS. A challenge in that I am asked to help lead the research activities of a college that already has an international reputation in many areas of research within the liberal arts and sciences. Second, a challenge in that no other unit at this university matches the diversity in research currently undertaken in our college.

I have been a faculty member in the Department of Zoology for 17 years. My research

efforts are in the areas of reproductive developmental biology and ecotoxicology. I have worked extensively with wildlife of many forms, and over the last 15 years have worked with our mascot, the American alligator. Much of my recent work has focused on the role of environmental contaminants as disrupters of the embryonic development of the reproductive and endocrine systems. Although my actual research efforts have been largely focused on wildlife species, I have also served on several

human health policy committees for the US and various foreign governments. These activities have helped me see "science" and its use from a very different perspective. Further, having a wife, Elizabeth Guillette, who is a cultural and medical anthropologist in the Department of Anthropology, has helped me view my own work and that of others from a cross-disciplinary perspective. It is this appreciation of research as a multifaceted enterprise that I hope to bring to this position.

I have two initial goals to begin my term:

- To help CLAS faculty develop externally funded training programs for undergraduate and graduate research.
- Develop innovative approaches of funding cross-disciplinary research within the college and across the university.

While serving as a Distinguished Alumni Professor during 1999–2001, I had the opportunity to interact with many alumni across the state, and their interest in our university and in this college was extraordinary. I also hope to help our college, the Alumni Association and the UF Foundation get out the message that faculty and students in this college are performing exciting research that is changing the way we view our world, whether through literature, politics, the birth of stars or powerful magnetic fields.

If you have ideas for inventive approaches to training students in research or want to talk about your current or future research goals, please contact me. I am excited to take on this new challenge and hope I can work with you to further your research efforts and accomplishments.

—Lou Guillette  
lfg@zoo.ufl.edu

Although my actual research efforts have been largely focused on wildlife species, I have also served on several human health policy committees for the US and various foreign governments. These activities have helped me see "science" and its use from a very different perspective.

—Lou Guillette



Left to Right: Leo Villalon, Irene Odotei, Todd Leedy, Issiaka-Prosper Laleye, Kofi Anyidoho and Boubakar Barry.

## Working Together Scholars in Africa

In an effort to build ties with the University of Florida, four West African professors visited campus in late July to map out a long-term partnership with their colleagues in the US. “This is the beginning of exploring this opportunity,” says Leo Villalon, incoming director of the Center for African Studies. “We hope to have broad-based exchanges of students and faculty in teaching positions.”

UF’s Center for African Studies has its strongest ties with Southern and Eastern Africa and is now hoping to develop linkages with West African universities. There are study abroad programs in Capetown, Morocco, Uganda and Tanzania, as well as an impending partnership with the University of Botswana. The Center for African Studies

hopes to expand its cooperative programs to French-speaking West Africa in particular. “We want to further develop our ties with Francophone Africa because most of our institutional relationships have been with English-speaking universities,” says Todd Leedy, associate director of the Center for African Studies.

Irene Odotei, director of the Institute for African Studies at the University of Ghana, wants US researchers to experience her country first-hand. “Much of what has been written about West Africa is by outsiders,” she says. “You are studying Africa in America. Sometimes you need to come to Africa to study.” The University of Ghana established its Institute of African Studies in 1961 to encourage their students to research African history and

culture. Due to a lack of funding, the institute is struggling to keep its doors open. Despite the problems it faces, the institute has just completed construction on a new conference center that Odotei says will be used to host small international conferences. She also hopes the institute will have an international faculty by 2010.

A partnership between UF and West African could benefit both sides: UF faculty and students would get the chance to study in Africa, while partner universities in West Africa would heighten their international role, creating opportunities for faculty research and training. “This was a preliminary meeting,” says Leedy. “We will be working on forming a collaborative project in the future. We have to discuss

further what they perceive to be the needs of their universities.”

Kofi Anyidoho, chair of the English department at the University of Ghana, traveled to UF with Odotei. They had the chance to meet with colleagues from two other West African universities: Boubakar Barry, former chair of the history department at the University Cheikh Anta Diop in Senegal, and Issiaka-Prosper Laleye, professor of sociology at Gaston Berger University in Senegal. Each visitor presented a speech, sharing their experiences at their universities and expressing the need for a partnership with US universities. “Everyone laughs at our sad story,” says Odotei. “But we hope if we latch our dreams onto other’s dreams, we’ll succeed.”

—Buffy Lockette

# Remembering the Holocaust

Teaching about the Holocaust can be a challenging task for many educators. Not only is it controversial, but also an emotional topic to present to K–12th grade students. During the last week of June, elementary, middle and high school teachers came to UF to get some tips on teaching the Holocaust to their students. Ten teachers from Alachua County and the surrounding area participated in the first ever Summer Holocaust Institute for Florida Teachers (SHIFT). The event was a joint effort organized by the Center for Jewish Studies, the Department of History and the School of Teaching and Learning in the College of Education.

“We’re starting small, but we’re already confident that we’ll run this annually,” says Geoffrey Giles, a history professor who co-directed the institute with Diane Silva from the College of Education. Giles is a Holocaust and modern German history specialist. He has led study tours of Holocaust sites in Europe for faculty and served as the senior scholar in residence at the US Holocaust Museum in Washington, DC.

The institute is the only one of its kind in North Central Florida. There are training institutes in Miami, Tallahassee, St. Petersburg and Maitland. In 1994 the Florida Legislature mandated the Holocaust be taught in grades K–12. By attending the institute, each teacher has the opportunity to gain in-depth information about the Holocaust. “Everything I know about the Holo-

caust I learned from reading or by watching *Schindler’s List*,” says Jeanne Fuchs, a fourth and fifth grade teacher at Waldo Community School. Fuchs says she has never taken a course on the Holocaust, so the workshop rounded out her knowledge of the event. “I’m getting educated. It’s given me more details that I didn’t know.”

Victoria Goodowns, a teacher at Santa Fe High School, says she has never taught the Holocaust before, so the workshop has helped her get off to a good start. “It’s been wonderful. Now I know all the background, personal experiences, how to deal with emotions and strategies to use.”

The teachers participated in five lesson-packed days. They studied the history of the Jews in Germany and the rise of the Nazi party and took a field trip to the

Florida Holocaust Museum in St. Petersburg. They also listened to survivor testimony, participated in panel discussions and learned how to deal with controversial issues.

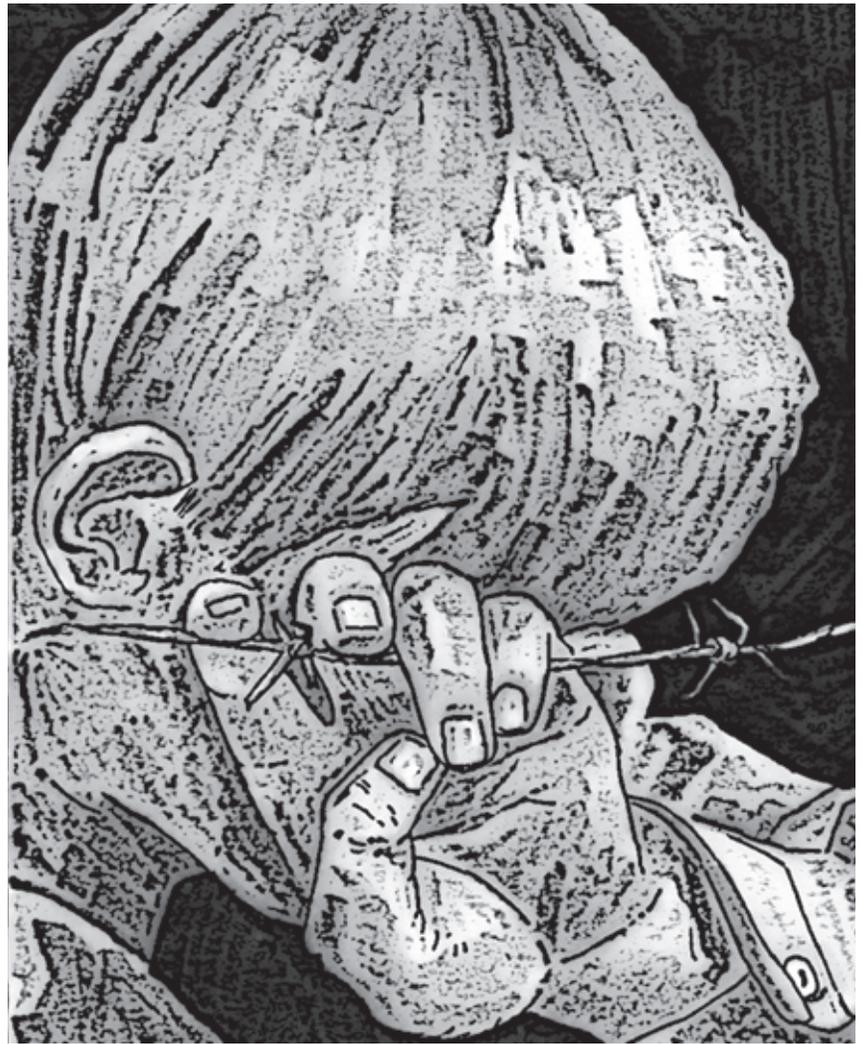
Virginia Schulman, chair of the Holocaust Committee at the B’nai Israel Temple in Gainesville, was one of many panelists who gave the teachers pointers on how to present the material to children. As a volunteer for the Alachua County school system, Schulman frequently visits local schools to talk to children about the Holocaust. “One thing I’ve learned is that no matter if you’re teaching first graders or seniors, you can’t minimize it,” Schulman says. “You can’t caramelize or candy coat it. You have to tell it like it is.”

Six students from Santa Fe High School performed their award-winning pantomime

“Heil.” The skit, written and choreographed by the young men who performed it, shows how friendships were betrayed during the Holocaust. “We make a lot of people tear up when we perform this,” says Timmy Thrift. “We understand because we teared up the first few times we did this. It’s a very overwhelming topic for us—and none of us are Jewish.”

Kenneth Wald, director of the Center for Jewish Studies, hopes other youth in the community will also understand the tragedy of the Holocaust. “I think the Holocaust is both a strong historical event as well as an example of genocide. It’s something our citizens need help understanding. Our goal is to help our teachers educate the community.”

—Buffy Lockette



# How I Spent My Summer Vacation Teenage Scientists Spend Summer Researching at UF

While many high school seniors across Florida spend their last summer vacation playing video games, lounging by the pool and watching television, Ricardo Gonzalez has spent his in a lab analyzing algae growth on alligators. Gonzalez, 17, from Naples was one of 93 high school students who participated in the 44th annual Student Science Training Program held at UF this summer. Sponsored by the Center for Precollegiate Education and Training, the seven-week research program brings to campus advanced high school seniors, and a few qualified juniors, who are considering careers in science, medicine, math, computers and engineering. The students are paired with a faculty mentor in their area of interest and get the opportunity to work in a lab on a research project.

Gonzalez, a senior at Naples High School, worked with Botany Professor Steve Davis to find ways of removing algae from captive alligators. “Algae tends to grow on the alligator’s scales,” says Gonzalez. “It often covers the entire animal, so it interferes with the alligator’s ability to regulate its body temperature and imparts an unsightly appearance to the reptile. Also, zoological parks have a problem with algae growing over and covering alligator’s wounds, which prevents them from being treated. So we hope to help the animals.”

Gonzalez went with Davis and his research team to the Alligator Farm in St. Augustine to collect algae samples. Handlers taped the reptiles mouths shut and held them while the research crew scraped algae and plucked scales off caimans, a close relative to the alligator. The research team hopes to help all members of the crocodylian family, which includes all alligator-like animals. Alligator parks are desperate for an answer to the algae overgrowth problem, which is common with captive crocodylians, but rare in the wild. Gonzalez ran an experiment to see if controlled desiccation—drying out—the algae would work. “Ricardo did suggest a part of an experiment that I did not think of, which was using ultra violet radiation to see if it would kill the organisms,” says Davis. “He has very good ideas, and I use them. I think he would make an awfully good graduate student. He is bright, resourceful and enthusiastic, and I’m happy to have him.”

In addition to 28 hours a week of lab work, participants attend lectures and workshops and give oral

presentations. Students get the full college experience by living in residence halls with roommates and washing their own laundry, buying their own groceries, cooking their own meals and getting themselves across campus to all their meetings and appointments each day. Though their parents are allowed to visit on the weekends, students are not allowed to go home with the exception of the July Fourth holiday.

“It’s a good program,” says Leslie Naoom, 17, of Daytona Beach. “It’s a good way to spend my summer. Instead of sitting around, I’m learning something.” Naoom is a senior at Spruce Creek High School in Port Orange and, although 10 of her classmates participated in the program, she was not allowed to room with any of them. “They didn’t want me to come here and interact with just 10 people,” she says. “They want us to get to know 40 people.”

Naoom, like Gonzalez, also conducted research in the botany department. With the help of Bernard Hauser, an assistant botany professor, she studied the genetic makeup of *arabidopsis* plants—a green, waspy weed with small white flowers.

Since the Student Science Training Program began in 1959, CLAS faculty have opened up their labs and shared their research experience with many aspiring teen scientists. More than 60 CLAS faculty in 13 departments have participated in the program since 1984. The faculty member who has participated most often is Neil Rowland, professor and associate chair of the psychology department, who has mentored students in the program 13 of the past 19 years. The Department of Physics has had the greatest number of faculty participate in the program, 12 since 1984. Physics was followed closely by the Department of Chemistry, which has had 11 participants. If you would like to find out how you can host a high school lab student next summer, visit <http://www.cpet.ufl.edu/sstp> or contact Mary Jo Koroly at 392-2310.



Ricardo Gonzalez removes scales from a caiman while a gator handler at St. Augustine's Alligator Farm keeps the reptile from wiggling.

“We work on plant reproduction,” says Hauser. “Crop yields can be many times below their optimum—part of the loss of production is due to stress. So we study salt stress in plants.” Naoom verified data and looked at the expression of genes in the plant. “I think this gives her a challenge,” Hauser says. “A lot of these students are at the top of their class, so they like to be challenged.”

If Erica Bolin of Alachua was looking for a challenge she certainly got it with her research project. At 17, Bolin has studied quantum physics in Assistant Professor Stephen Hill’s lab this summer. She analyzed energy levels of molecules in crystals. “If we were able to control the electron spin of a molecule, then it could be used to create quantum computers,” says Bolin, a senior at The Rock School. Quantum

computers, if created, would be smaller and faster than any computer that exists today and would be able to crack any code and search enormous databases in a matter of seconds. “A lot of this stuff is graduate level,” says Sara Maccagnano, an undergraduate physics student who works on the same project with Bolin. “I haven’t even taken a class in this yet. So the fact that she can do this and explain it shows that she is very advanced.”

Most of the students who participate in the program are in the top one to five percent of their high school class. To apply, they must submit letters of recommendation from two teachers, three essays and a transcript proving that they earn As and Bs in all their classes. Students can opt to receive three hours of dual enrollment credit by taking a 2000 level seminar course.

By the end of the program, students must submit a 10 to 20-page research paper and present an eight-minute lecture on their project to their peers. When students complete the program, a letter is sent to their high school principal with information about the program to be included in their official transcript sent to universities and colleges. The program also supplies students with letters of recommendation. “Successful participation in this science program puts them a cut above other college applicants,” says Deborah Paulin, assistant director of the Center for Precollegiate Education and Training. Paulin says about 40 percent of students who participate in the program return to UF for their undergraduate education.

Doug Thornhill, 23, participated in the program in 1996. He is now finishing his

bachelor’s degree in astronomy at UF. “Even though I didn’t get to participate in an astronomy lab, I stayed with the program, and it totally changed my life,” Thornhill says. He has served as a program counselor for the past three summers and is currently the academic coordinator. Thornhill says participating in the program gave him a jump-start at UF. “It was my first taste of independent living, so it helped me adjust in my transition to college quite easily. When I started at UF, everyone else had to figure out where they were going, and I was already familiar with the campus. But more importantly, the program really showed me what university research is like and how things work in college.”

—Buffy Lockette

## Teach for America

Two CLAS students have been selected as UF-based campaign coordinators for Teach For America. The organization is the national corps of recent college graduates who commit to two years of teaching in public schools in low-income communities. **Portia Lange**, a senior sociology major, and **Lauren Henley**, a psychology junior, will join Genette Britt, an education major, as UF's coordinators. They replace **Brian Dassler**, a May 2000 English graduate, who has accepted a teaching position in Fort Lauderdale. The trio will organize, publicize and conduct Teach For America recruitment activities at UF, including information sessions, class presentations and outreach to student organizations.

## CLAS News and Publications Staff

**Buffy Lockette** is the new contributing editor for the CLAS News and Publications Office. In addition to writing articles for *CLASnotes* and *Alumni CLASnotes*, she is also the features editor for the University Scholars Program's online *Journal of Undergraduate Research*.

Buffy, who is originally from Alabama, has been a reporter for several newspapers in her home state, including *The Birmingham Post-Herald*.

While a student at Jacksonville State University, she worked on the university's alumni magazine. Outside of work, Buffy enjoys volunteering for Gainesville Pet Rescue.



**Melissa Douso** has served as the office's summer intern. A senior journalism student at UF, Melissa has been responsible for writing the "Bookbear" and "Grants" feature articles in *CLASnotes* and has also written stories for the *Journal of Undergraduate Research*. Melissa graduates in August and plans to work in the magazine industry.



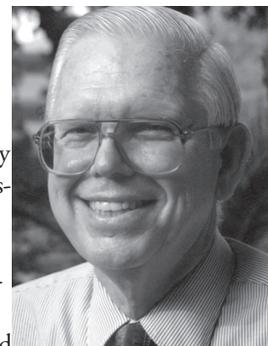
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# Around the College

## US Supreme Court Cites Akers

When the US Supreme Court decided recently that juries, not judges, should make death penalty decisions for murder convictions, Justice Stephen Breyer cited research conducted by Associate Dean for Faculty Affairs **Ron Akers**, a criminology and sociology professor. Akers, along with former sociology department chair **Michael Radelet**, conducted a 1996 study to investigate whether the death penalty serves as a deterrent to crime. They surveyed the current and past presidents of the American Society of Criminology and the Academy of Criminal Justice Sciences and found that more than 80 percent of these leading criminologists agreed that existing research fails to show a deterrent effect of capital punishment.

"Even though the study wasn't even about the question of whether a jury or a judge should assign capital punishment, Justice Breyer cited it because he thinks that if the death penalty is not a deterrent for murder, then retribution for taking a life, not deterrence for future homicides, is the justification that must be used in applying the death penalty," says Akers. Justice Breyer, however, was not able to vote in the case due to a conflict of interests. He cited Akers and Radelet in his opinion concurring with the majority opinion of the Court.



In addition to having his research cited, Akers has received a scholastic award. The Southern Sociological Society recently selected Akers as the recipient of the group's most prestigious award, the Roll of Honor. Akers was chosen for his career contributions to scholarship, the development of educational programs and leadership in the profession. He has served as president of both the Southern Sociological Society and the American Society of Criminology. Akers has published more than 80 refereed articles and authored or edited seven books. The society will honor Akers at its annual meeting in New Orleans next year.

## Chemistry Professor Receives Research Enhancement Award

Assistant Chemistry Professor **Valeria Kleiman** has received a Junior Faculty Enhancement Award from Oak Ridge Associated Universities for the 2002-03 academic year. The \$5,000 grant program provides "seed money" to enhance research during the early stages of faculty careers. Each recipient's institution matches the award with an additional \$5,000. Faculty members may use their grants for the continuation of current research, purchase of equipment, research in new areas and travel to professional meetings and conferences.

Kleiman's research focuses on understanding energy flow and dynamics in macromolecular systems. She has been at UF since January 2001.

## DEPARTMENT NEWS

### Anthropology

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**Steven Brandt** was quoted in the June 6, 2002 issue of *Nature*. The article discussed how the World Bank is adopting a policy that aims to safeguard archaeological and anthropological sites that could be affected by the Bank's development projects. Brandt is an archeological anthropologist who sits on the bank's eight-person scientific advisory panel.

### Botany

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Two UF botanists were quoted in the July issue of *National Geographic*. **Walter Judd**, a botany professor, and **David Dilcher**, a botany department affiliate who works at the Florida Museum of Natural History, lent their floral expertise in the article "The Big Bloom: How Flowering Plants Changed the World." The 20-page article explores the evolution of flowering plants and the impact they have made on human life.

### Chemistry

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**Alan Katritzky** received a 2002 Arthur C. Cope Senior Scholar Award for his long-time contributions to the field of chemistry. Katritzky, who has been at UF since 1980, is an organic chemist and serves as the department's Kenan Chair. In August, he will attend the American Chemical Society's 224th national meeting in Boston to accept the award.

### Classics

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**David C. Young** was the only American among 17 invited speakers at an international conference on Demetrios Vikelas, the first president of the International Olympic Committee. The conference, sponsored by the Greek Ministry of Culture, was held in Veria, Greece. Young also traveled to Bucharest, at the invitation of the Romanian Olympic Committee, to continue his research on E. Zappas, who played a major role in the modern revival of the Olympic Games.

### English

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**Mark A. Reid** was a member of a dissertation defense committee at the University of Paris X, Nanterre in June. The title of the 500-page work is "Conditions de production et evolution thematique et esthetique du cinema noir american contemporaine: 1986-1997."

### Geography

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**Stephen M. Golant** served as a research expert at hearings conducted by the US Senate Banking, Housing and Urban Affairs Committee on June 27. The committee convened to hear the findings from the final report of the Commission on Affordable Housing and Health Facility Needs for Seniors in the 21st Century. The commission is a bipartisan 14-member panel created by Congress to study the housing and health care needs for the next generation of elderly Americans and to offer specific policy and legislative recommendations. Golant was the principal consultant hired by the commission to conduct most of its research.

### Linguistics

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**Roger M. Thompson** presented a 12-hour workshop titled "Using Web-Based Resources in English Language Teaching" at the Teachers of English to Students of Other Languages (TESOL) Academy from June 21-23 in Orlando. The TESOL Academy is a special summer program sponsored every year by International TESOL, the professional organization. The teachers in the workshop represented several states in the US and provinces in Canada.

### Mathematics

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**James Brooks** recently gave talks at the Mathematical Institute at Oxford University and at Pisa and Perugia, Italy during his sabbatical. The topics were: "Extension of the Takesaki-Pfizer Criteria in von Neumann Algebras;" "Convergence of Time Changes in Diffusions;" and "Infinite Dimensional Stochastic Processes."

### Psychology

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**Keith Berg** recently attended the American Psychological Association's Advanced Training Institute in Functional Magnetic Resonance Imaging in Charlestown, Massachusetts. The association chose 40 applicants to participate in the week-long course, which provided training in experimental design and data analysis as well as physics, biology and biophysics.

**Susan Bluck** is this year's recipient of the Spring Early Career Achievement Award in Research on Adult Development and Aging. The award, which is sponsored by the American Psychological Association's Division on Adult Development and Aging, honors a psychologist whose work has made significant early career contributions to understanding critical issues in adult development and aging. Bluck is affiliated with the Center for Gerontological Studies and the Institute on Aging.

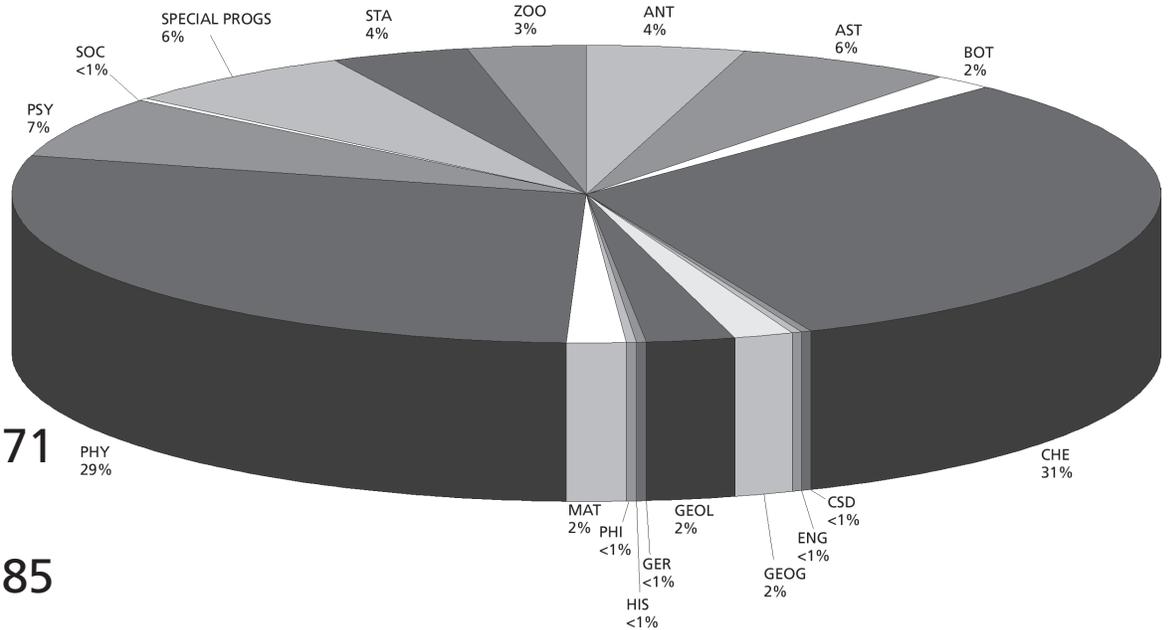
**John Borrero**, a doctoral student in behavior analysis, recently received the Sidney Bijou Fellowship Award from the Association for Behavior Analysis at the group's international conference in May. The fellowship is awarded to a doctoral student conducting research in child development from a behavior analytic orientation. Borrero is conducting a series of studies on the effects of parental attention as reinforcement for common childhood disruptive behavior and for appropriate alternative behavior.



# Grants through the Division of Sponsored Research

May 2002  
Total: \$4,180,171

June 2002  
Total: \$2,999,385



Grant awards for May and June 2002 by department

## Educating Couples on Relationships and Marriage



Karney

There is no answer to why many couples enter marriage happy, yet end up getting a divorce. President Bush has called attention to the rising divorce rates and has allotted \$300 million for programs to educate couples on relationships and marriage. Social Psychologist Benjamin Karney hopes studying newlyweds and their interactions will lead to understanding how to make marriages work.

Karney, who has been at UF since 1997, has extended his five-year research project, "The Florida Project of Newlywed Marriage and Adult Development," to help

find answers to this growing problem. He recently received an additional \$60,000 grant to study "Compassionate Love and Social Support in Early Marriage" from the Fetzer Institute. "A lot of the work on communication in marriage focuses on how couples deal with problems and solve disputes," he says. "The new grant allows us to look at other data collected and ask couples how they support each other."

The Florida Project is an ongoing study of newlywed couples to understand what changes occur in the first few years of marriage. Currently there are two

sample groups in the study, one consisting of 82 couples who started the study four years ago and the second sample of 169 couples who started last summer. The couples are videotaped interacting with each other, and researchers study their basic characteristics and how they experience and react to stress. The couples also fill out extensive worksheets about their marriage every six months. "We try to see what aspects of their lives as newlyweds help us predict the course of their lives together," Karney says.

Karney hopes the

research will be used to help with marital programs. Previous research on marriage has uncovered that happy couples focus on specific problems, while couples that are not happy will turn a specific problem into everything wrong with their relationship. "One of the things our work is going to do is help to identify vulnerable couples and target them for interventions," he says. "Ultimately, I hope to be able to contribute to the ongoing debate about how to lower our country's high divorce rates."

—Melissa Douso

Read the full grants listing at <http://clasnews.clas.ufl.edu/news.shtml> in this month's issue of *CLASnotes* online.

# Bookbeat Recent publications from CLAS faculty

## *L'inno epidaurico a Pan: Il culto di Pan a Epidauro*

For centuries, thousands of people from all over the Ancient Mediterranean traveled to the healing sanctuary of Epidauros in southern Greece to be cured from ailments and other problems. Today, people still come to this holy place to visit its ruins and explore its mysteries. Associate Classics Professor Robert Wagman made his first journey to Epidauros more than 15 years ago as a graduate student studying the religious hymns inscribed at the sanctuary. Now, he has written two books about his findings.

*L'inno epidaurico a Pan: Il culto di Pan a Epidauro* (The Epidaurian Hymn to Pan and the Cult of Pan at Epidauros) is Wagman's latest book to evolve from his research at Epidauros. "This book is an off-



Wagman

shoot of my other work, *Inni di Epidauro* (Epidaurian Hymns), which is about the reconstruction of an inscription containing hymns to a variety of Epidaurian gods," he says. The book, written in Italian, is a volume in the scholarly series "Biblioteca di Studi Antichi" published by the University Press of the University of Pisa, Italy.

While working on the inscription of the Epidaurian Hymns, Wagman, like other scholars before him, observed that a poem to the half-man, half-goat god Pan seemed out of place at a sanctuary like

Epidauros. The other gods praised in the hymns, such as Asclepius and Apollo, were known gods of healing. Pan, worshipped throughout the ancient times as the god of music, countryside and nature,

## *The Physiological Ecology of Vertebrates: A View from Energetics*

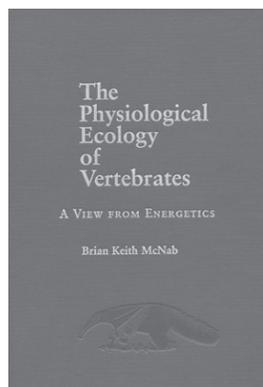
**Brian McNab**, Zoology  
Cornell University Press

Physiological ecology has grown in importance as an area of biology in the past 30 years and integrates the diverse approaches used in the comparative biology of organisms.

In a comprehensive and authoritative synthesis of physiological ecology supported by more than 3,100 references, Zoology Professor Brian McNab demonstrates the intellectual cohesion of the field. To ground his discussion in clearly understood contexts, McNab emphasizes the common thread of energy expenditure throughout the text and limits the discussion to vertebrates, which have familiar habitats and comparatively well-known evolutionary histories.

A thorough scientific resource and reference tool, "Physiological Ecology of Vertebrates" is the first book to cover this complex subject. It will be the standard reference and basis for much future research in this fast-growing field of study.

—From Book Jacket



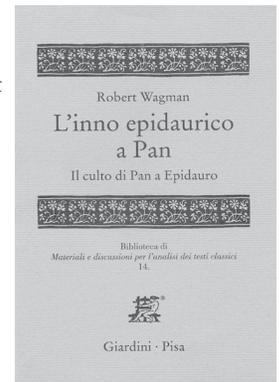
had no apparent connection with medicine. When he started probing further into the problem, Wagman discovered that this seemingly incongruous association of Pan with healing extended well beyond Epidauros to most healing sanctuaries in the Greek world. "From an archaeological point of view, Pan was present at such sanctuaries long before the arrival of major healing gods like Asclepius," Wagman says.

In his new book, Wagman reconstructs the missing connection between the Goat God and the sphere of healing.

His is the first complete study on Pan at the medical sanctuaries of ancient Greece. Wagman's investigations of the archaeological, epigraphical, and literary materials on the subject expose Pan as more than a god of nature. The Goat God proved to be associated with a wide range of pathological conditions, from heatstroke to epilepsy to sleep disorders as well as panic, the mental condition that is named for him.

Wagman recently moved his work to another ancient healing center, the sanctuary of Aesculapius on the Tiber Island in Rome. One of his principal tasks has been the identification of the lost temple of Pan on the island. "He is under a Roman name (Faunus), but he is here," Wagman says. "I've lived with him for more than 10 years, and he is a good god to have on your side."

—Melissa Douso



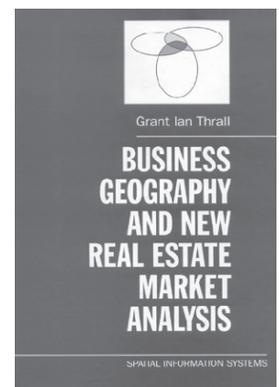
## *Business Geography and New Real Estate Market Analysis*

**Grant Thrall**, Geography  
Oxford University Press

Business geography aims to improve business decisions through the development and application of geographic reasoning, geographic analysis and geographic technology. In this book, Geography Professor Grant Thrall uses the powerful tools of business geography to analyze real estate markets in a comprehensive and detailed manner. Thrall argues that real estate market analysis has,

in recent years, focused too much on issues of finance, rather than on location, and shows how geographic analysis of location can improve the profit margins of a business firm. This book demonstrates that business geography is a rigorous and relevant academic subject that can be put to work to improve real-world business. "This is a book that every person in business needs to read and that those regulating business need to understand," says Kingsley E. Haynes, Dean of the School of Public Policy at George Mason University. "This is an outstanding contribution to business and geography."

—From Book Jacket



# Creating the Image

CLAS faculty and graduate students have a new college resource at their disposal. The IMAGE Lab, located in 410 Rolfs Hall, offers computer hardware and software for designing web pages, scanning images, creating and editing digital video and more.

Planning for the IMAGE Lab began in the late 1990s, when CLAS received gifts from IBM, Sun and other companies in support of humanities computing in the college. Technical glitches and classroom space problems, however, delayed the opening of the lab, and much of the equipment allocated for it remained in storage. When Assistant English Professor Terry Harpold came to UF in 2000, he began working with English Professor Greg Ulmer and CLAS Director of Information Technology Jack Sabin to resurrect the lab. "We understood that the IMAGE Lab could be an invaluable resource," Harpold says. "But a lot of time and effort were needed in order to clear a room, figure out what still worked and what needed to be replaced. With generous support from Dean Sullivan, we were able to buy new hardware and upgrade old hardware and software. CLASnet staff and graduate student volunteers did the

tough work to make it happen."

English graduate student Brendan Riley currently teaches a five-week informal class to graduate students and faculty interested in learning more about what the lab has to offer. "We have 14 workstations, including Suns, PCs and Macintosh computers, with a variety of programs, such as Adobe Photoshop and Premiere and the Macromedia Web Design Suite," notes Riley. He has created a Web site at <http://web.image.ufl.edu> about the IMAGE lab.

Any CLAS instructor is welcome to use the lab. During the summer, it is open from 1:30 pm until 10 pm on weekdays, and from noon until 10 pm on Sunday. Fall semester hours should be about the same and will be posted on the IMAGE Lab Web site.

"We hope this is just a modest beginning," says Harpold. "Creative uses of digital media in teaching and research are no longer limited to computer science or the fine arts. The lab will be a real success if instructors from all disciplines in the college can use it to enhance their work."

—Allyson A. Beutke



English graduate students Laurie Taylor and Sean Fenty are taking Brendan Riley's introduction class to learn more about the programs available in the IMAGE Lab. Both will take English Professor Terry Harpold's Multimedia Design class in the fall.



UNIVERSITY OF  
FLORIDA

College of Liberal Arts and Sciences  
News and Publications

2008 Turlington Hall  
PO Box 117300  
Gainesville FL 32611-7300  
[editor@clas.ufl.edu](mailto:editor@clas.ufl.edu)  
<http://clasnews.clas.ufl.edu>