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CLASnotes

The University of Florida
College of Liberal Arts and Sciences



**the scrapbook
in your mind**
page 6

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E-mail editor@clas.ufl.edu with your news and events information for publication in *CLASnotes*. The deadline for submissions is the 15th 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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The Dean's Musings

Working Together With Our Staff

Great institutions are characterized by their ability to develop cutting-edge programs that lead to new knowledge and applications, which can transform our ideas and our society. Such programs can only grow and succeed in an environment where we can work effectively together and move forward energetically and without hesitation. The encouraging success of our programs in recent years has been largely due to the remarkable ability of our dedicated faculty and staff from a wide variety of departments and centers, both inside and outside the college, and we are indebted to them for their immeasurable commitment to CLAS and UF.

We are often more fortunate than we realize—by having staff members who are dedicated to the institution and to high quality workmanship, and who take pride in their part of the successes of our academic accomplishments. As struggling scientists, devoted scholars or frustrated administrators, we have projects that need to be completed on time and of the highest quality. It is often the willingness of our staff to go the extra mile and add the finishing touches that make the difference between success and just another effort.

Our staff members will soon have an opportunity to voice their opinions about campus life in a survey that President Bernie Machen is implementing. I encourage all staff to complete this confidential survey and provide your candid feedback. It will be mailed to you in late March, and you will have until April 15 to anonymously submit it. Machen has stated that the faculty survey conducted last year was very helpful in assessing the campus climate. With your participation, we can make similar progress in identifying both strengths we need to sustain our college and areas which need improvement.

Neil Sullivan
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On the Cover:

The Life Story Lab, directed by Assistant Professor of Gerontology and Psychology Susan Bluck, is conducting research on people's life memories, in order to determine the role autobiographical memory plays in self identity and continuity, relationships and social well-being, and directing future plans and goals. See page 6.



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CLAS Honors Top Teachers and Advisors

The college has presented 11 teaching and advising awards for 2004–2005, which recognize excellence, innovation and effectiveness in either teaching or advising. Nominations were collected from students, faculty, department chairs and administrators. Three of the professors have been chosen to compete for the UF-wide awards, which will be announced in April. CLAS Associate Dean for Faculty Affairs Allan Burns was involved in the selection process and says CLAS faculty often exhibit the seamless mix between scholarship, research and teaching. “Each of our college winners has shown that good teaching goes beyond the classroom. All of the CLAS teachers and advisors of the year illustrate that education in the college is an art and a science.”

Sharon Austin, an associate professor of political science, received an advising award and will be considered for the UF Advisor of the Year Award. She has taught at UF since 2000 and currently serves as a faculty advisor for the political science department, advising more than 100 undergraduates each year. She also is the advisor for the Black Political Science Association and the McNair Scholars and Gator-launch programs. “Professors must understand that we are role models whether we want to be or not,” writes Austin in her application. “This does not mean that we have to be perfect, but we are in the position to shape the careers and lives of our students and should take these responsibilities very seriously.” Last year, Austin arranged a trip for 11 students to visit the Congressional Black Caucus Legislative Conference in Washington, DC, where they met with members of Congress, served on panels and participated in a job and internship fair.

Sara Mock, a pre-law advisor from the Academic Advising Center, is the college’s other advisor of the year. She joined the AAC in 2003 after three years as assistant director for experiential education at UF’s Career Resource Center.

Botany Professor **Walter Judd** and Assistant Professor of History **Jessica Harland-Jacobs** are nominees for the university-wide Teacher of the Year Awards. Judd has served as the coordinator of the biological sciences program since 2002 and has taught at UF since 1978. He was a 2001 CLAS Term Professor and received a 1997 CLAS Teacher of the Year Award. Judd has taught a variety of undergraduate and graduate courses, including Practical Plant Taxonomy; Tropical Botany; Cells, Organisms, & Genetics; Evolution, Ecology, & Behavior; and Principles of Biological Systematics. “Teaching is the core function of our university,” writes Judd. “It goes without saying that patience and setting aside adequate time are essential to good teaching.”

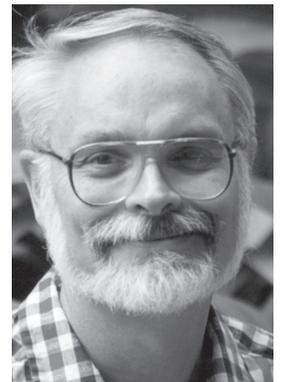
Harland-Jacobs has taught at UF since 2000 and serves as the undergraduate coordinator for the history department. Her courses have ranged from Modern Britain and The History of the British Empire to British Imperialism & Culture and Atlantic Exchanges. She recently received the Department of History’s Walensky Teaching Award for her effective teaching and mentoring of graduate students. “I love to hear students tell me that my classes are unlike other history classes they have taken,” writes Harland-Jacobs. “I do think that learning about history and learning to think historically requires more than listening to lectures, taking exams and writing papers.”

Other CLAS Teachers of the Year include: **Marsha Bryant**, English; **Susan deFrance**, anthropology; **Michael Heckenberger**, anthropology; **Masangu Matondo**, African and Asian languages and literatures; **Theral Moore**, mathematics; **Jane Southworth**, geography; and **Martin Vala**, chemistry.

—Allyson A. Beutke



Sharon Austin

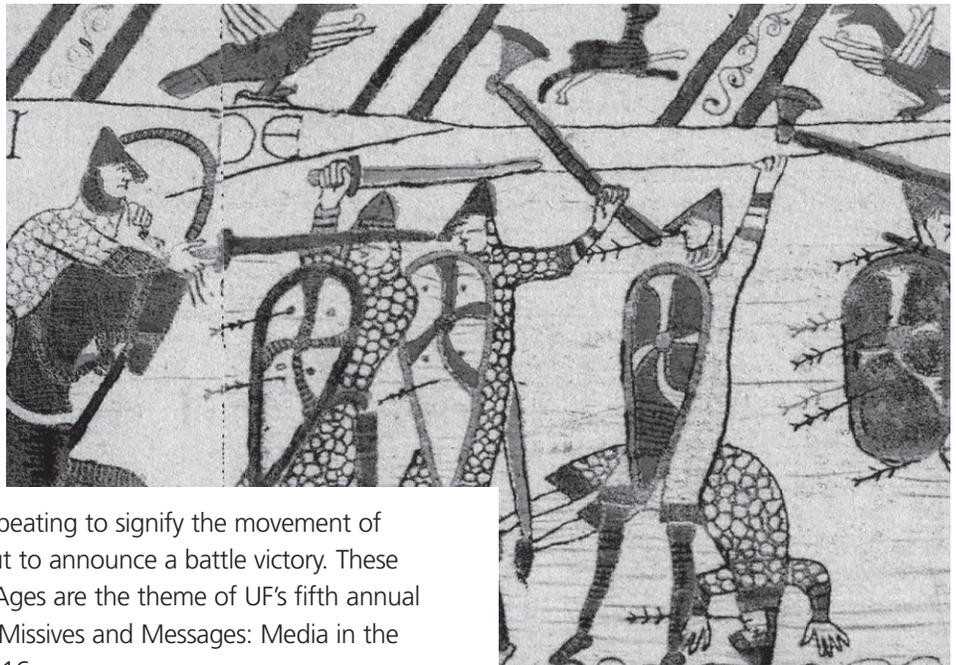


Walter Judd



Jessica Harland-Jacobs

Communication Medieval Style



Church bells serving as alarm clocks; drums beating to signify the movement of troops; songs sung not for entertainment but to announce a battle victory. These examples of media used during the Middle Ages are the theme of UF's fifth annual Carnevale conference, "Oyez, Oyez, Oyez—Missives and Messages: Media in the Middle Ages," which takes place March 14–16.

Conference organizer Mary Watt, co-director of UF's Center for Medieval and Early Modern Studies and assistant professor of Italian, says the advent of cell phones that take photos and check E-mail messages might cause some to think media hundreds of years ago was quite different than today, but that is not necessarily the case. "A close examination of media in the Middle Ages and the Early Modern period suggests strongly that modern media are by no means novel but are no more than electronic upgrades to highly effective analogue methods."

Watt explains how the Distant Early Warning System, a series of connecting radio towers constructed across the northern hemisphere to detect missiles during the Cold War, takes its cue from the series of watchtowers built along the Andalusian front by the Moors of Southern Spain in the early Middle Ages.

For the first time, the City of Gainesville's Department of Cultural Affairs is one

of the conference's sponsors, and many of the events will be held at the Thomas Center in downtown Gainesville, including an art exhibit that runs March 14–April 17.

Medieval scholars and enthusiasts also can enjoy a film and media conference preceding the Carnevale symposium. English Professor Richard Burt has organized "Getting Medieval on Film and in Media," which will run March 11–12 on campus. One of the highlights will be the presence of renowned filmmaker Ron Maxwell, who has written and directed such films as *Gettysburg* and *Gods and Generals*. He will discuss his current production *Joan of Arc: The Virgin Warrior*, as the conference's opening lecture.

"Many times when historical films are made, they are adaptations of literature," says Burt. "But we don't examine how faithful the film is to the novel or how accurate the film is historically. We look at what a film does with the Middle Ages in the present."

Burt's current undergraduate course

Detail of the *Bayeux Tapestry*, a piece of medieval embroidery measuring approximately 231 feet long by 20 inches high. For over 900 years it has preserved the story of William of Normandy's claim to the English throne and his subsequent invasion and conquest of England in 1066.

The *Schlock of Medievalism: Imagining the Middle Ages at the Movies* examines references to the Middle Ages in such films as *Pulp Fiction*, *The Lord of the Rings*, *Star Wars*, *National Treasure* and *Bill and Ted's Excellent Adventure*. "Rather than cordon off highly serious films about the Middle Ages from popular films that reference the medieval, the course addresses this question by examining the links between these serious films and more lowbrow, "schmedieval" films and film genres such as the epic and the B-picture."

The France-Florida Research Institute is a sponsor of both conferences. All events are free and open to the public.

—Allyson A. Beutke

Getting Medieval on Film and Media Conference

March 11, 215 Dauer Hall
5:30 pm, *Joan of Arc: The Virgin Warrior*—Filmmaker Ron Maxwell discusses his current film in production
9 pm, Screening of Robert Bresson's *Procès de Jeanne d'Arc* (*Trial of Joan of Arc*)

March 12, 219 Dauer Hall
9 am, panel discussions on the *Bayeux Tapestry*, Middle Ages in German cinema and Medieval visual culture

2 pm, "Killing the Messenger: The Semiotics of Perspective and Aporia in Luc Besson's *The Messenger*" by Nickolas Haydock, professor of English, University of Puerto Rico
3:45 pm, "Virtually Anglo-Saxon: The Digital and Typographic Reality of Early Medieval England" by Martin Foys, professor of English, Hood College
9 pm, Screening of *Anazapta*

Visit www.clas.ufl.edu/~rburt/middleagesonfilm/gettingmedievalfilm.html for details.

Oyez, Oyez, Oyez – Missives and Messages: Media in the Middle Ages Colloquium and Exhibit

March 14, Thomas Center, 302 NE 6th Avenue, Gainesville
4 pm, Art exhibit opening and keynote address by Amilcare Iannucci, professor of comparative literature and director of the University of Toronto's Humanities Center

March 15, Thomas Center
2:30 pm, "Chartres Cathedral: Architecture as Media" by David Stanley, UF art history professor

3:30 pm, "Renaissance Painting

and Sculpture: Art as Media" by Robert Westin, UF art history professor

March 16, 237 Dauer Hall
1:55–4 pm, panel discussions on The Vision of Medium and Genre and Media

4:05 pm, lecture by Ulrich Gaiert, Professor Emeritus, University of Konstanz, Germany

Visit www.clas.ufl.edu/users/watt/carnevale05.html for details.

Springtime in Paris

Honors program hosts new study abroad experience

There is a piece of UF's vast campus not defined by the landmark Century Tower, but rather by the Eiffel Tower. UF's Paris Research Center (PRC), established in 2003, hosts Honors in Paris, a new study abroad initiative offered through the UF Honors Program.

The program kicked off this semester, sending its first 18 students to the city of light. Instead of crossing the Plaza of the Americas to get to class, these students stroll through Paris' Montparnasse Quarter to historic Reid Hall, the site of the PRC.

"I decided to study in Paris because I have always wanted to study abroad, and wanted to study in a country where I could speak the language at least enough to get by," linguistics freshman Lori Shah says. "I chose to participate during my second semester at UF so I could see what it is like to study abroad before I got too involved with my major to be able to use a whole semester for other courses."

Though Honors in Paris is offered through the UF Honors Program, it is not limited to honors students, and its dozen and a half participants are not exclusively French majors. "There is a mix of students," says Kristin Joos, an advisor for the Honors Program who helps select participants. "About half of the students are French majors or minors, but there are students from a wide range of majors, including art history, advertising, mechanical engineering, political science and psychology." Joos provides individualized advising for the participants, and this year numerous students are conducting research projects for honors theses.

Honors in Paris was created at the request of Associate Provost and Honors Program Director Sheila Dickison who wanted to provide opportunities of distinction for honors students. Conceived by Gayle Zachmann, PRC director, the program is unique since it allows at least three to four UF professors to teach full-time in Paris during the spring semester. "Honors in Paris was designed as a four month research seminar, uniting internationally renowned UF scholars from different fields and providing unprecedented research opportunities for faculty and students alike," says Zachmann. "The courses

are tailored around a theme that changes each year. Faculty members address the theme through their own disciplinary perspective, taking advantage of the particularly rich resources at their disposal in Europe."

This spring's theme is "Engagements with Modern France: Literature, Politics and the Visual Arts, 1850–2005." Four three-credit courses are being offered, including Art History Professor Melissa Hyde's Impressions of the Modern: Painting Paris in the 19th Century, Center for European Studies Director Amie Kreppel's France and the European Union: A History of Ups and Downs, History Professor Sheryl Kroen's A Cultural History of 20th Century France and Zachmann's Engagements: Literature, Criticism and Cultural Politics in Modern French Letters.

In addition to classes, participants are attending guest lectures and enjoying cultural events. The program also pairs UF students with French counterparts from the Sorbonne to help them better learn Paris' native language and culture, and students are sent to the city's myriad museums and on excursions throughout France. To cap off the semester, students will travel to Normandy, Provence and Brussels.

"Paris is the perfect place to study the major developments in literature, social science, art, and life in general," says Matt Pagett, a senior majoring in French with a minor in business. "Being in the places where so many things have happened is amazing."

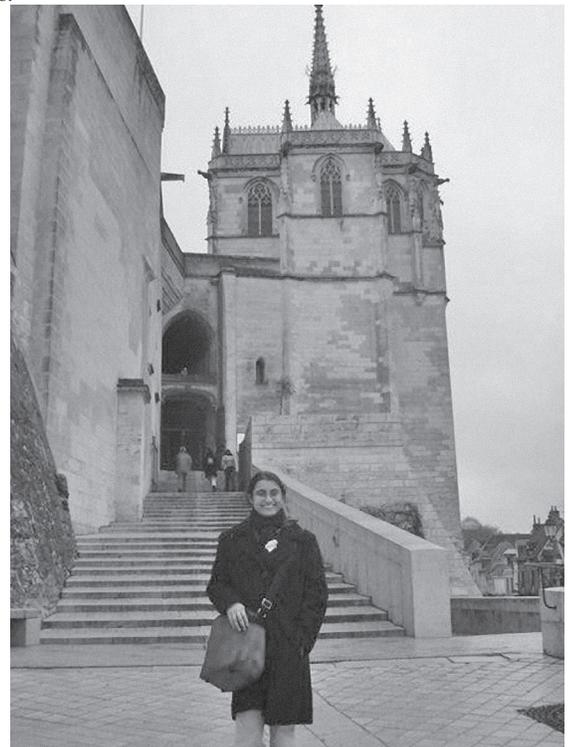
Zachmann already has decided on the Spring 2006 semester theme, "Imaging the World: Cultural Production of 20th Century Paris," and courses related to historical photography, visual arts

and cultural anthropology are planned. To apply, students must have at least a 3.0 grade point average, but they do not have to speak French. "We accept applications on a rolling basis through early fall," says Joos. However, it is a very competitive program, so students should apply as soon as possible."

Visit www.honors.ufl.edu/ufinparis or E-mail paris-research@clas.ufl.edu for more information.

English and French senior Amy Harris says she definitely recommends the program to other students, but has some advice. "Be prepared to work! Honors in Paris lives up to its promise when it says that it offers a rigorous academic program."

—Warren Kagarise and Allyson A. Beutke



"What I enjoy most about being in France is living in a place where the actual objects, paintings, buildings and parks that we are learning about in our classes are readily at hand for us to observe," says freshman Lori Shah, who traveled to the Loire Valley, southwest of Paris, to view the Chateau D'Amboise.

the scrapbook in your mind

autobiographical memory preserves scattered pictures of life events

Whether or not you have ever seen the 1973 Robert Redford and Barbra Streisand tearjerker, *The Way We Were*, you can probably sing its theme song—“Memories light the corners of my mind / Misty, water-colored memories of the way we were.” Lifespan developmental psychologist and autobiographical memory expert Susan Bluck says the song offers a pretty good description of how our memory works.

“Barbra Streisand is clearly not a cognitive psychologist, but she actually got a lot of it right,” says Bluck, an assistant professor jointly appointed in the Center for Gerontological Studies and the Department of Psychology. “Scientists used to think of memory as a video recorder and everything was in there absolutely perfectly, but the idea of a water-color, impressionistic view is more true to life.”

Researchers have been studying memory for more than 100 years, but although science has discovered a lot about other types of memory functions, autobiographical memory still presents many mysteries. In her Life Story Lab, Bluck and undergraduate and graduate student researchers are investigating autobiographical memory across the lifespan and hoping to discover how and why people are able to remember so many of the events of their own lives.

“The miraculous, delightful thing about memory is that we don’t leave things behind like many other animals do—it’s an incredible gift we have as humans,” Bluck says. “My research focus has been to ask the question, why do we have such a huge number of personal memories? Why did we develop in this way that we have this amazing capacity for long-term memory and reflection? We remember things that happened 20, 50, 80 years ago. What is it for?”

The lab currently has several ongoing projects and international collaborations, including the Emotion in Memory Project, Life Events Project and the Thinking About Life Experiences Project. In a series of studies on the wisdom of experience, Bluck is collaborating with Judith Glück in Austria to examine how people remember wisdom experiences from their own lives. Participants of different ages are asked to think of a time they did or said something wise and then comment on whether they learned from the event. Bluck says the evidence suggests that people

generally don’t begin to use memory as a directive, learning from an event and applying that wisdom to new situations, until around age 30. “We have found that, in adolescence, people aren’t learning as much from their memories or generalizing them so they can be used across a variety of situations,” she says.

Another interesting study in the Life Story Lab is one that recent psychology graduate Nicole Alea designed for her dissertation research, *Using Autobiographical Memory for Intimacy*. The project sampled 129 participants in long-term relationships and had them share two memories about their relationship with their partner—one about a romantic date and the other about a vacation. The participants were measured on how close they felt to their spouse before and after sharing two positive memories about them.

“We wanted to see whether autobiographical memory could enhance intimacy in a relationship,” says Alea, who, after earning her PhD in August, is now an assistant professor at the University of North Carolina, Wilmington. “What we found is yes, remembering events about a loved one helps to enhance intimacy. It is similar to Thanksgiving dinner—after you sit around and share memories with your loved ones, you feel closer to them.” Alea was awarded a National Research Service Award in support of the project.





“My research focus has been to ask the question, why do we have such a huge number of personal memories? Why did we develop in this way that we have this amazing capacity for long-term memory and reflection? We remember things that happened 20, 50, 80 years ago. What is it for?”

—Susan Bluck

Current psychology graduate student Jacqueline Baron has received a Best Master’s Proposal Award from the American Psychological Association’s Division on Adult Development and Aging for her Storytelling Project, in which she examines autobiographical memory stories to determine who makes better storytellers, younger or older adults. In mid-February, Baron completed a data collection in which 16 older and younger adults read and evaluated over 100 autobiographical stories and rated them for overall quality and then on specific dimensions, such as emotion and coherence.

“It addresses a paradox in the literature and stereotypes in society,” Baron says. “Cognitive aging literature often compares older and younger adults, and usually finds that younger adults are better at telling a story that is detailed and stays on topic, but people prefer older adults’ stories more overall. So my hunch is that those characteristics make up a good story, but they are not everything.”

Bluck says two factors that have been shown to make an event memorable over a lifetime are the emotional state at the time it occurred and its novelty. Also, retelling an event to other people preserves it in our minds.

When asked to look back on their lives, older adults recall greatest number of memories from age 10 to 30. Strong emotional memories evoked by a particular smell or song are often from events that occurred in this time period.

Bluck, who came to UF in 2000 upon completion of a post-doctoral fellowship at the Max Planck Institute for Human Development in Berlin, received her PhD in psychology and social behavior from the University of California, Irvine in 1997. She said she was drawn to work in autobiographical memory because it is “so completely common in everyday life,

and also offers such great theoretical challenges to understanding memory function.”

“We know that memory does all kinds of things for us as humans, regardless of our age,” she says. “It helps us maintain a sense of who we are, create intimacy with friends, provide empathy with strangers, and set goals for the future. I sometimes have a philosophical inkling that if we could fully embrace memory as a resource, it may have the potential to take us to a new level of humanity.”

For more on this research visit, www.psych.ufl.edu/lifestorylab.

—Buffy Lockette

CLAS Hall of Fame Applications Due March 9

CLAS Hall of Fame applications are now available for seniors who are graduating this spring with a bachelor's degree from the **College of Liberal Arts and Sciences**. Two students will be selected from each area: social and behavioral sciences; natural and mathematical sciences; and the humanities. Graduating seniors must have a minimum 2.75 GPA, and submit a resume, transcript and essay.

The CLAS Student Council sponsors the Hall of Fame, and the selection process is based on scholarship, campus leadership, involvement and service to the college and university. Recipients must be certified to graduate this spring and receive a diploma at the April 30, 2005 CLAS undergraduate commencement ceremony.

Visit <http://grove.ufl.edu/~classc> for an application. The completed application packet must be turned in to room 119 of the Academic Advising Center by 12 noon on March 9.

Asian Studies Sponsors Lecture and Film Series

The Asian Studies program is hosting a lecture and film series this spring, highlighting the current research of experts in the field. All events are free and open to the public.

March 11—"Gods and Ancestors in Early China," by Michael Puett, 6 pm, Harn Museum of Art Auditorium

March 17—"The Emergence of the Detail in Late Colonial Korea," by Janet Poole, 1 pm, University Auditorium's Friends of Music Room

March 23—"Manga's Emergence as a Popular Medium in Japan," by Shimizu Isao, 6:30 pm, Harn Museum of Art Auditorium

March 25—"Beyond Inequality: Gender Empowerment, Poverty Alleviation and the Redefinition of Manhood," by Fauzia Ahmed, 2:30 pm, Dauer Hall, Room 219—Ruth McQuown Room

April 16—"Coffins, Jars, and Tombs: Prehistoric Burial in East and Southeast Asia," by John Krigbaum, Lindsay Lloyd-Smith, Kwang-Tzuu Chen and Sawang Lertrit, 9 am to 1 pm, University Auditorium's Friends of Music Room

The film series takes place at the Hippodrome State Theatre. On March 14, *Traveling Film South Asia*, a series of documentary shorts, will be screened, and *Woman*, *Sesame Oil Maker* and *New Year Sacrifice* will be shown on March 21. Each screening starts at 7 pm.

CLASnotes encourages letters to the editor. E-mail editor@clas.ufl.edu or send a letter to CLASnotes, PO Box 117300, Gainesville FL 32611. CLASnotes reserves the right to edit submissions for punctuation and length.

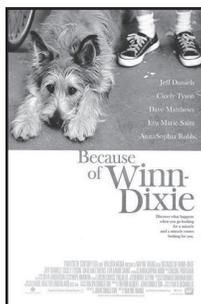
Around the College

English Alumna's Popular Book Made into Movie

Kate DiCamillo's (BA, English, 1987) first children's book, *Because of Winn-Dixie*, was made into a movie that premiered in theaters nationwide on February 18. The 2001 book was a *New York Times* bestseller and received the 2001 Newberry Medal, an annual award given by the Association for Library Service to Children to the author who made the most distinguished contribution to American literature for children for that year.



Kate DiCamillo



DiCamillo also has written *The Tiger Rising*, a National Book Award finalist, and *The Tale of Despereaux*, which won the 2004 Newberry Medal.

Because of Winn-Dixie tells the story of a lonely young girl growing up in a small Florida town who adopts an orphan dog she names Winn-Dixie, after the supermarket where she found him. Actors Jeff Daniels, Cicely Tyson, Dave Matthews, Eva Marie Saint and Annasophia Robb star in the film.



Nobel Prize Winner **Douglas D. Osheroff**, who served as one of 13 members on the Columbia Accident Investigation Board, spoke on "Understanding the Columbia Shuttle Accident" at a physics department colloquium on February 22. Osheroff, a physics professor at Stanford University, discussed the physical and organizational causes of the February 1, 2003 space shuttle accident in which seven astronauts died.

Investigators collected 40,000 pieces of debris, and in August 2003, the board concluded that the trouble began

when insulating foam from Columbia's external fuel tank flew off during the launch, striking and cracking its orbiter's wing. When the shuttle re-entered the atmosphere, fiery hot gases moved into the wing and the space craft burst into flames. Osheroff says NASA engineers were initially concerned about the risks the foam posed to the shuttle, but NASA management dismissed them.

Osheroff shared the 1996 Nobel Prize in Physics with two colleagues from Cornell University for their discovery of superfluidity in helium-3.

DEPARTMENT NEWS

African American Studies

Stephanie Evans, who has a joint appointment with women's studies, published a historical article in the current issue of Phi Beta Kappa's quarterly newsletter, *The Key Reporter*. Her essay, "First Black Woman in PBK," will be included in the book she is writing, titled *This Right to Grow: African American Women's Educational Attainment and Intellectual Legacy, 1850–1955*.

Through historical research, Evans discovered that the first African-American woman to be inducted into Phi Beta Kappa was actually Mary Annette Anderson in 1899 at Middlebury College and not Jessie Redmon Fauset (1905, Cornell University) as originally thought. "Although the society does not track members by race," writes Evans. "...this finding is important in re-conceptualizing the organization's history."

Dial Center for Written and Oral Communications

Kellie Roberts was recently awarded a Distinguished Service Award by the national forensics honorary, Delta Sigma Rho-Tau Kappa Alpha, at the organization's national conference at Colorado College in Colorado Springs. She was presented with a Waterford Crystal bowl in honor of her outstanding service to forensics and the community. Roberts is the director of UF's Speech and Debate Team.

Geography

At the Annual Meeting of the Florida Society of Geographers in February, two students each received a \$200 best presentation award. Political science senior **Josh Gellers** won the undergraduate prize for his paper "Here Comes the Rain Again: Flooding and Disaster Mitigation in Peru—A Case Study from the '97–98 El Nino." Gellers is a geography minor and wrote the paper for an independent study class with **Peter Waylen** last semester.

Amy Daniels won the graduate award for her presentation "Conservation or Conversion? An Analysis of the Effect of Palo Verde National Park on Wetland Trajectories in the Tempisque Watershed, Costa Rica."

Mike Binford and **Jane Southworth** were co-supervisors of Daniels' doctoral work. She earned her PhD in interdisciplinary ecology in 2004.

Germanic and Slavic Studies

Michael Gorman (Russian) has received the 2004 Best Book in Literature and Culture Award from the American Association of Teachers of Slavic and East European Languages for his book *Speaking in Soviet Tongues: Language Culture and the Politics of Voice in Revolutionary Russia*. In an award letter, the association's president wrote "Gorham's innovative book highlights the anomaly of Soviet fiction: the fact that the language and the literary works written in this language were created simultaneously... This outstanding book brings the study of

linguistic practices back into the realm of literary and cultural studies and provides new venues for future scholarship."

Physics

Eduardo Calleja, an undergraduate student, won first place in the oral presentation competition in physics at the Florida-Georgia Louis Stokes Alliance for Minority Participation (FLGSAMP) Expo 2005. Calleja gave a presentation titled "High Resolution Sound Velocity Measurements Using a Path Length Modulation Technique." He participated in the 2002 and 2003 Summer Research Experiences for Undergraduates program and has worked with **Yoonseok Lee's** research group.

FLGSAMP's focus is to help more than 1,000 underrepresented students majoring in science, engineering, and mathematics gain bachelor's degrees. The alliance includes 11 schools from Florida and one from Georgia.

Romance Languages and Literatures

Locus Magazine has named **Libby Ginway's** book, *Brazilian Science Fiction: Cultural Myths and Nationhood in the Land of the Future*, to its 2004 Recommended Reading List for Non-Fiction. The magazine covers the science fiction and fantasy field, and the list is a consensus of editors and reviewers. Visit www.locusmag.com/2005/Issues/02RecommendedReading.html to view the list.

CLAS Faculty Selected for UF's Academy of Distinguished Teaching Schol-



Doug Levey



Robert Ray

Two CLAS faculty members are in the inaugural group of the University of Florida's new Academy of Distinguished Teaching Scholars. Zoology Professor **Doug Levey** and English Professor **Robert Ray** are among six professors who were chosen by a faculty committee based on their innovation and commitment to teaching throughout their careers. Academy scholars will serve three years on the University Center for Excel-

lence in Teaching's (UCET) advisory board. During their tenure, they will assist UCET in developing campus-wide strategies to enhance UF's academic environment. In addition, members will elect future scholars and will retain the title of Distinguished Teaching Scholar after completing their terms.

Levey has taught at UF since 1988 and teaches Avian Biology and a graduate seminar associated with the

Science Partners in Inquiry-based Collaborative Education (SPICE) program, which places UF graduate students in Gainesville middle schools with large populations of disadvantaged youth to foster their interest in science and engineering. Levey was recently named a 2005 CLAS Term Professor.

Ray, who has taught at UF since 1978, teaches courses in film studies, contemporary criticism and intel-

lectual history, with a particular interest in experimental critical practice. He is the former director of UF's film and media studies program.

Other faculty chosen include: **Laurence Alexander**, College of Journalism and Communications; **Robert Cox**, College of Design, Construction and Planning; and **Gail Kauwell** and **Michael Olexa**, College of Agricultural and Life Sciences.

Grants

To Catch a Thief

Do you ever get tired of outgoing sales associates cheerfully greeting you when you enter a store and then following you around, interfering with your browsing, constantly asking if they can assist you? Well, they are not always out to make a sale or earn a commission, but rather to keep you from shoplifting.

“They try to overwhelm you with good customer service,” says Criminology Professor Richard Hollinger. “The main purpose, of course, is to see if you can be helped. But the more subtle, underlying reason is to let you know if you are a shoplifter you have been seen, we know you are in the store, so please leave if you’re interested in stealing from us.”

Hollinger directs the Security Research Project in the Department of Criminology, Law and Society, and is a leading expert in loss prevention. The project is best known for its annual National Retail Security Survey, which for the past 14 years has polled the vice presidents of security and loss prevention at all the major retail department stores, discount chains, specialty stores, pharmacies and major grocery stores in the US. The survey receives regular funding each year from Sensormatic/ADT, a major manufacturer of electronic security tags and home security, as well as from the National Retail Federation and ASIS International, a professional association of security officers. Individual retailers also support the program from time to time.

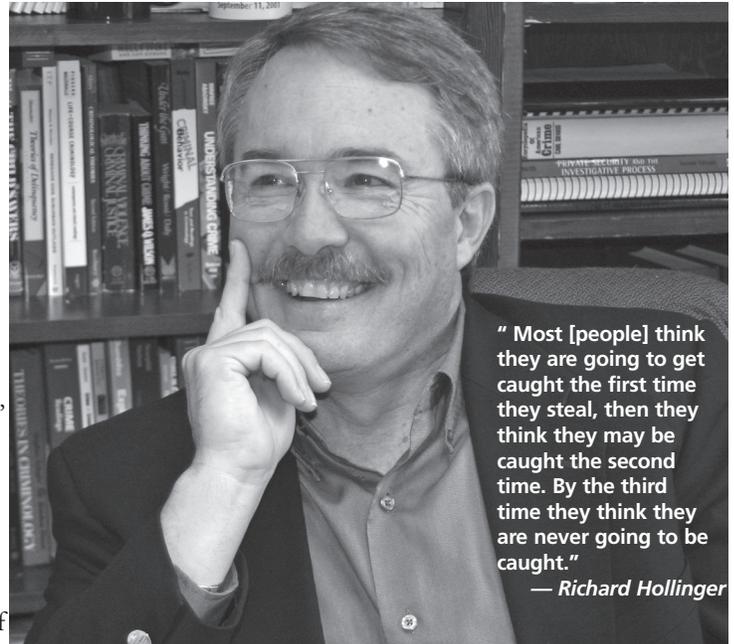
In an industry that loses more than \$30 billion a year to theft, the yearly assessment has become a way to identify the best practices for preventing loss. “Retailers nationwide lose about \$15 billion a year due to employee theft, \$10 billion to shoplifting and the rest to vendor fraud and administrative error,” Hollinger says. “None of the property

crimes people worry about, such as convenience store theft, bank robberies and household burglary, even come close to these numbers. And compounding the problem is that we all pay for this loss in terms of higher prices.”

In October 2002, *Consumer Reports* published a story, “The Crime Tax,” highlighting the results from the National Retail Security Survey and proposing that the cost of merchandise would go down if the problem could be controlled. Hollinger says one of the best ways to combat theft is to hire honest employees, keep them as long as possible, and pay them equitably.

“You have to have a very dedicated and alert sales staff, which helps both prevent shoplifting and employee theft,” he says. “A dedicated employee doesn’t have a grudge against the employer so they are less likely to steal. They also are most willing to challenge and counteract shoplifters.”

Hollinger, who earned his PhD in sociology from the University of Minnesota in 1979, first became interested in loss prevention in high school, while working at a grocery store with a rampant level of employee theft and shoplifting. “At this particular grocery store, it was fairly normal to ‘graze,’ or eat your way around the store. Everyone did it, and when I asked if it was wrong I was told no, that it was a fringe benefit. I



“Most [people] think they are going to get caught the first time they steal, then they think they may be caught the second time. By the third time they think they are never going to be caught.”

— Richard Hollinger

later found out the manager was stealing whole cartons of merchandise and reselling it and the head cashier was embezzling. So it was a den of thieves.”

According to the 2003 survey, the furniture market has the highest rate of employee theft, followed by liquor/wine/beer and cards/gifts/novelties. The markets with the lowest employee theft were camera/photography and auto parts/tires. In contrast, the markets with the highest percentage of loss due to shoplifting were specialty apparel and men/women/children’s apparel. Furniture had the lowest percentage of shoplifting loss, followed by camera/photography and liquor/wine/beer. Graduate student Lynn Langton and Hollinger are presently conducting the 2004 survey.

The Security Research Project also recently completed a shopping center security project and a study of pharmacists who use and steal drugs. In February, a paper Hollinger wrote about a project in which he observed shoplifters in an Atlanta area drug store was published in *Justice Quarterly*, entitled “Who Actually Steals.” Graduate student Rich Asbell is working on a project, Shopping While Black, which examines racial profiling and harassment in retail stores.

Hollinger says thieves generally have just one thing in common. “Most think they are going to get caught the first time they steal, then they think they may be caught the second time. By the third time they think they are never going to be caught.”

—Buffy Lockette

Grants through the Division of Sponsored Research, December 2004 Total: \$2,975,773

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

Errata: In the February issue of *CLASnotes*, the physics department was inadvertently left out of the grants pie chart.

Physics (PHY) received 23% of the \$7,676,100 in grants from October-November 2004 for the college. Psychology (PSY) received 7%.

Bookbeat

Recent publications from CLAS faculty

Bigfoot Exposed: An Anthropologist Examines America's Enduring Legend

David J. Daegling (Anthropology), AltaMira Press

In *Bigfoot Exposed*, the hairy creature's existence, or lack of it, is used to explore how scientists think and how science works in society. Does science, in fact, operate in the same way when dealing with topics that are unusual or perhaps considered off limits?

Associate Professor of Anthropology David Daegling and Bigfoot go way back. As a child growing up in northern California, he heard his share of Bigfoot stories, and as a graduate student, he played his part in passing them on.



David Daegling

Daegling, whose main research interests are in the biomechanics of jaws

and skulls, with a more general interest in how bones adapt and evolve, has taught at UF since 2000.

"This is a legend that I'm very familiar with and I thought it would be a good topic for exploring the boundaries between science and pseudoscience." In North American Western culture, Bigfoot represents the wil-

derness and our ambiguous relationship with it, explains Daegling. And it is not accidental that Bigfoot gained in popularity as environmental concerns increased.

"We have come to the point where something has to be materially real to be meaningful, and so the people who are drawn to the mythological impact of Bigfoot feel that it's very important that Bigfoot becomes something more than a legend in order to be legitimized as an object of interest."

While Daegling addresses the complaint that science has not been fair to Bigfoot, he also looks at the other side of the debate, which regards such work as a waste of scientists' time. "My response is, 'Who is paying for scientific research in this country?' It's the taxpayers. If the public deems it interesting, science performs a service by investigating the topic, even if it ends up telling the public something they don't want to hear."

The trouble with trying to decide whether the search for Bigfoot is inherently a pseudoscientific endeavor is deciding what pseudoscience is. "Some people would say that we only have good science and bad science, but not pseudoscience. Though I conclude that in all likelihood the animal doesn't exist, I also end up concluding that

the search for Bigfoot could be done scientifically, but would be done with such a skeptical eye that the people doing it would not find it rewarding.

The reason we don't study Bigfoot is because there isn't anything to study. We don't have an actual animal to look at. Scientists operate in a context where you have to be productive and you have to produce results, and there is nothing to produce there."

The validity of eyewitness testimony is a theme that runs through the book. "It's now known that eyewitness testimony is unreliable, yet in social sciences these are the means by which we evaluate hypotheses." Daegling has his own eyewitness issues to deal with—e-mails criticizing him for writing on something he knows nothing about. "Knowing in this case seems to mean seeing," he says. "If I had seen Bigfoot I would have written a very different book."

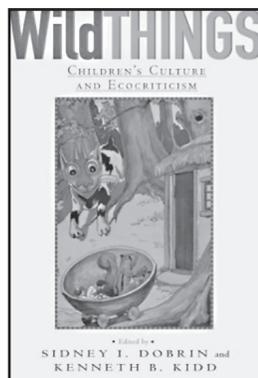
—Michal Meyer



Wild Things: Children's Culture and Ecocriticism, edited by **Sidney I. Dobrin** (English) and **Kenneth B. Kidd** (English), Wayne State University Press

Today's young children are occupied with numerous activities taking place in settings that are isolated from nature or merely simulations of the earth's natural environment. As a result, unless they receive appropriate nature education, many children may never develop a familiarity with and positive attitudes toward the natural world that are so crucial to its preservation. *Wild Things: Children's Culture and Ecocriticism* examines the ways in which literature, media, and other cultural forms for young people address nature, place and ecology.

—Publisher

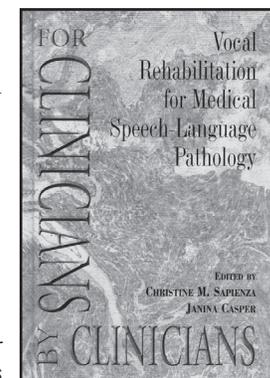


Vocal Rehabilitation for Medical Speech-Language Pathology, edited by **Christine M. Sapienza** (Communication Sciences and Disorders) and **Janina K. Casper**, Pro-Ed

Vocal Rehabilitation for Medical Speech-Language Pathology is an outstanding addition to the *For Clinicians, By Clinicians* series. It combines the insights of some of the field's most distinguished scholars with a wealth of practical, expert clinical experience. This new book organizes state-of-the-art information and presents it with the mature perspective of world-class clinician-scientists. In the rapidly evolving world of voice care, this book should prove to be a valuable resource for voice-care professionals.

This exciting new book combines into one convenient volume the scientific insights and clinical perspectives of many of the finest experts in the field of voice. This book belongs in the library of every voice professional.

—Publisher



Speak Out!

UF survey seeks staff opinions

From March 25 until April 15, university TEAMS and USPS employees will have a chance to voice their opinions about the UF work environment by completing the Staff Opinion Survey. President Bernie Machen commissioned the survey to learn how staff rate the university work environment, and he hopes the confidential survey will assist the university in identifying two or three priority areas that will become the focus of campus-wide discussion and action for improvement.

International Survey Research (ISR), the private firm used to conduct the Faculty Opinion Survey last year, developed the staff survey based on input from the Administrative and Professional Assembly (APA) Staff Survey Task Force and insights gained from staff focus groups. ISR has customized survey questions to reflect specific campus issues involving benefits, recogni-

tion and reward, career development, working relationships, communication, resources and efficiency and quality of life.

More than 8,200 full-time and part-time TEAMS and USPS employees will receive the paper survey on March 25, either directly delivered in a sealed envelope via campus mail or through bulk delivery to employment units. Staff will have until April 15 to anonymously complete the sur-

vey and drop it in campus mail for delivery to a PO Box at UF Document Services. The completed surveys will be forwarded to ISR for tabulation and reporting. Individual responses to the survey will remain completely confidential, but reports of overall results will be made available for public review in early June.

Visit www.president.ufl.edu/staffsurvey for more information.



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