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Genshaft to reconsider firing

By Aaron Quinn

USF President Judy Genshaft is reconsidering her decision to fire Sami Al-Arian, a 16-year computer engineering professor at USF Tampa. After receiving sharp criticism from faculty in regard to academic freedom and a poorly publicized, hasty meeting of the USF Tampa Board of Trustees that recommended the firing of Al-Arian, Genshaft issued a statement that she'll re-review all material presented for consideration.

Genshaft then plans to "make a final determination" on the firing that followed a recommendation made by the board after an "emergency" meeting on Dec. 19. This will be Genshaft's second "final determination" in regard to Al-Arian's employment status.

In the meantime, the Faculty Senate at USF Tampa voted on whether to support Genshaft's initial firing of Al-Arian, and decided not to back Genshaft's decision. Faculty Senate President Greg Paveza was quick to say that the senate vote does not lessen the its support of Genshaft as a competent president.

"The senate vote means that the faculty does not agree with the decision to engage in the dismissal, primarily based on the process that was used to reach the decision," Paveza said in an e-mail statement. "It would be inaccurate," he added, "to characterize this as a vote of no confidence in the president." Although the Faculty Senate disapproves of the firing, the student senate at USF Tampa supported the decision to terminate Al-Arian in a 22-0 vote. Most students cited safety concerns and the university's reputation as reasons for his firing.

The subject most likely to be contested in Al-Arian's initial firing is the grounds on which he was fired. Genshaft claimed Al-Arian's activities outside of the scope of his expertise were not clearly stated as non-university activities, and "have resulted in harm to the legitimate interests of the university."

Many faculty members feel their academic freedom is threatened by Genshaft's interpretation of what constitutes "harm." Even a USF Tampa administrator, Elizabeth Bird, resigned her administrative post because of Genshaft's decision to terminate Al-Arian.

Bird, a six-year professor of anthropology at USF, was the faculty adviser to the provost. "I resigned as a matter of principle," Bird said in an interview with The St. Petersburg Times. "She said she does not know Al-Arian."

Al-Arian was put on paid leave following inflammatory comments he made in late September on The O'Reilly Factor, a television news program. Genshaft decided on his removal from campus for safety reasons.

In an attempt to suppress anxiety and fear among USF students and faculty, Genshaft sent out a letter addressed to students and alumni on Sept. 28. In its opening paragraph the letter stated, "We [USF] are compelled to write and let you know what actions we are taking to help students deal with the impact of these events [of September 11]."

The controversy brewing around the professor re-erupted in issues from the mid-1990s. See article for more information.

New software to battle student plagiarism

By Aaron Quinn

Buying Internet papers and other forms of plagiarizing could be more challenging than ever for cheaters because of USF's trial with an Internet database that checks papers for plagiarism.

This spring, USF Tampa, if not other campuses with USF, will embark on a one-semester trial run with http://www.turnitin.com. The way the system works is simple. Students submit their papers electronically, participating professors filter the papers through a database and turnitin.com sends back a report. Any questionable text is highlighted within the body of a report sent back by turnitin.com and is attached to an explanation of why the text is suspect. The database is capable of detecting suspicious text in at least two ways.

First, it can recognize text from a student's paper that was copied directly from another publication from within the turnitin.com database, such as if a student were to copy and paste a complete paragraph or more from another source without quotes or a citation.

Second, it can detect text that is not copied word-for-word, but is similar enough to another work to warrant suspicion. If a student copied and pasted a sentence or a set of sentences and only changed a few words, there's a reasonable possibility it would be detected and highlighted within the turnitin.com report.

"It won't catch everything," said Elizabeth Bird, a USF professor of anthropology and former assistant to the provost.

The trial run with turnitin.com was not meant to be an end-all with plagiarism concerns. "It's just a tool," said Bird. As Bird described, the database won't decide whether a student has plagiarized, it will only offer material for a professor to review. "It's a faculty judgment call," she said.

Databases, however, are no the only way to avoid plagiarism. Another deterrent is to cut down on possibilities from the point of assignment.

"The nature of my papers don't give an opportunity for plagiarism," said Darryl Paulson, professor of political science. Paulson said he must approve all paper topics before a student begins research or writing. Furthermore, he said many of his classes' paper topics are so specific and geographically limited that plagiarism would be easily detected. "I try to put a local spin on the paper which limits the possibilities," he said.

Paulson said he's never used a plagiarism database because, philosophically, it's not the right direction for him. "Maybe faculty should think the way they give assignments to minimize the possibilities," he said.

But Paulson admits there may be some cases in which the database could be useful. "It has utility when faculty are trying to be conscientious in large classes. It's more difficult to monitor new books from new library director

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Trouble with tests? Answers here

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Don't miss Sundae Monday

Vol. 32 Number 2 University of South Florida St. Petersburg January 23 - Spring, 2002
Editorial: What's equal?

Vanderbilt Hustler
Vanderbilt University
01/18/2002

(U-WIRE) NASHVILLE, Tenn. - "No person in the United States shall, on the basis of sex, be excluded from participation in, or be subjected to discrimination under any program or activity receiving Federal financial assistance..." - From Title IX

One of the most controversial issues in college athletics today is that of Title IX, which gives women's sports equal opportunities in the NCAA to men's sports. Unfortunately, its good intentions are too often lost in the shadow of unnecessary greed.

Title IX gives women of our generation an opportunity that our mothers did not have when they were our age. Most of our mothers were not able to participate in college athletics, not because they were uninterested or untalented, but because they simply were not given the chance.

Title IX can rightfully be called a civil rights law. It has given women a chance to break through the glass ceiling in college athletics. Women in high school have the opportunity to dream of going to college, based on their talent, rather than the money they have in the bank.

Nonetheless, Title IX faces a lot of scrutiny because it has been taken too far too many times. Under Title IX the same number of scholarships must exist for both men's sports and women's sports at a university. But with an 85-person football team which eats up most of the scholarships for males, men's athletics suffer at Vanderbilt University.

In turn, the women's teams are able to receive many more scholarships than their male counterparts. For instance, the Vanderbilt women's cross country and track teams have at least 20 scholarships and the men's cross country team has zero. So why did the women start asking for even more?

To push the issue even further, female members of the track and cross country team decided to bring a lawsuit against Vanderbilt and accused the University of Title IX violations.

The lawsuit was settled and granted the women another full time coach and the completion of track facilities. But, the facilities were to be completed despite this lawsuit.

This case is an example of Title IX being taken to its extreme. The women's cross country team may have gotten some of what they wanted, but what they really did was weaken a department that was on the rise and associate a certain level of negativity with a federal law that has only tried to help.

Smaller men's sports (i.e. non-football) should not suffer simply because there needs to be a large number of women's scholarships to compensate for that single sport. Although football is the largest revenue generator for most universities, it still does not warrant small male sports having a difficult time competing in one of the hardest conferences in the country.

The best solution to the problem of Title IX is to subtract the number of scholarships given by the football team from the overall equation. Therefore, a comparable number of scholarships can be given to men's and women's counterpart sports.

Should a men's cross country runner be penalized because the University wants to have a successful football program? We don't think so.

The Hustler is not advocating the elimination of Title IX, rather, we simply would like to see parity in the athletic department among the non-football sports.

It would be hard to say that this settlement was a victory for women's athletics at Vanderbilt.

Bayou City can lose dubious distinction of being fattest city

By Shaily Jariwala
University of Houston
01/18/2002

(U-WIRE) HOUSTON - They say everything is bigger in Texas, and that certainly seems to be the case with Houston.

Houston is the fourth-largest city in America based on population; but when it comes to weight, it is the heaviest city in the country for the second consecutive year. The Bayou City was dubbed "the fattest city in America" by Men's Fitness magazine. Chicago, Detroit, Philadelphia and Dallas followed.

With so many fast-food chains and more than 2,000 restaurants scattered throughout the city, Houstonians can't seem to slim down.

"People tend to eat a lot of fast food and go to restaurants simply because it is perceived as faster and easier than cooking at home," registered dietitian Diane Moore said. "For only 39 cents, you can super-size your fries and your soda, but people don't realize you're also doubling the calories."

"Problems leading to obesity, such as overeating, can be controlled," Moore said.

"Consumers expect a large portion of food for our money, but many don't understand what a true portion size is," she said. "Since most restaurants give you twice as much food as you need, eat only half of what is given to you and immediately set the rest aside to take home."

But popular fast diets aren't enough to lose weight. While a dietician can help improve a person's eating habits, it's usually up to the individual to take the extra step. If willpower isn't enough, some may seek the aid of personal fitness trainers.

"Exercise burns calories, helps avoid excess fat buildup and tones muscles," personal trainer Tim Brown said.

If people have the tools they need to lighten the load, why was Houston - instead of New York or Los Angeles, for example - labeled the "fattest city" in the United States?

"People in New York and in Los Angeles have different travel patterns than we do," Moore said. "Many people utilize public transportation, which requires more walking, but here we drive our cars to work and then take the elevator to our office: They can eat the same amount of food we do, but they burn 200 more calories a day by walking more, which equals half of a pound every week."

"Maintaining a healthy body is important for good health, and nutritionists and trainers suggest certain techniques for living a healthy life.

"If we put our fork down between bites, cut our food portions in half and do some sort of exercise every day - whether it's vacuuming, walking, parking at the furthest spot or taking the stairs instead of the elevator - then maybe Houston wouldn't be labeled the fattest city again," Moore said.
Lost your money? Check here
Students find/turn in lost funds

By Melissa Followell
Contributing Writer

Money lost by students on the USF St. Petersburg campus may be making its way back into their pockets.

Groundskeeper Alan Nelson often comes across trinkets from keys to cash and immediately turns them in to the campus police lost and found department.

"We have a priceless collection of rare books," she said. She also mentioned students could soon see more exhibits and more publications designed specifically for students.

Arsenault said that the task is difficult because of the University's new campus plan and its efforts to maintain the parking lot. Earnings from the making of the federal holiday. The figure of $18 million a year echoed around the balcony of the Lorraine Motel in Memphis, Tenn. when James Earl Ray shot and killed him from a nearby hotel.

"I called her originally to make sure she approved of making the holiday," Conyers said. "But she didn't think it could pass, but she said OK."

From that day until Aug. 2, 1983, Conyers fought to establish the holiday. He fought against criticism about the economic implications and supposed connections of Martin Luther King Jr. to the Communist party. It grew more when Sen. Jesse Helms, R-N.C., used the allegations as a reason to reject the bill. Other congressmen brought up economic problems connected with the making of the federal holiday. The figure of $18 million a year echoed around the House floor from the Congressional Budget Office. Conyers said he wanted to look at the holiday as more than just dollars lost.

"A holiday always affects the economy. Please see KING, 7

Declaring M.L. King holiday a struggle for family, legislators

By Justin Noel Shimko
Oklahoma Daily (U. Oklahoma) 01/16/2002

(U-WIRE) NORMAN, Okla. - When the U.S. Senate finished voting on the bill Oct. 19, 1983, the total read $18.22 in a somewhat quiet floor. The lack of any sense of victory or defeat was no surprise after then-Vice President George Bush wanted against any emotional response. Coretta Scott King, Martin Luther King Jr.'s widow, watched from the gallery as the Senate did what seemed like an impossible task.

Two weeks later, President Ronald Reagan signed a bill that was 15 years in the making. The bill made the third Monday in January Martin Luther King Jr. Day.


"I thought it was appropriate to do the highest government act to remember the leader of the most important issue of the 20th century," Conyers, D-Mich., said, recalling why he submitted the legislation originally on April 8, 1968.

On April 4, 1968, King was standing on the balcony of the Lorraine Motel in Memphis, Tenn. when James Earl Ray shot and killed him from a nearby hotel.

Four days later, Conyers appeared before the House to establish King's birthday as a federal holiday. Conyers did not want to present this legislation until he had permission from Coretta Scott King.

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"A holiday always affects the economy. Please see KING, 7
Testing tips shared by students

By Karen Steen
ContributeWriter

The clock on the wall is ticking away. You have exactly 10 minutes to complete the exam. Have you prepared properly? Do you feel confident? Or do you feel exhausted, stressed to the max, and grasping for answers that are escaping your memory as fast as the time allotted for the test?

Students and professors were surveyed recently at USF St. Petersburg for their answers to difficult questions regarding test taking.

Anne Kloft, an elementary education major, and Suzette Burns, an education leadership major, sat on couches in the Florida Center for Teachers lobby on a Tuesday evening before classes. Both were busy reading and reviewing notes. The two women acknowledged they were serious students. They said they always do their homework.

When asked how they prepared for tests, Kloft immediately answered, “First, I review my notes from class. Next, I read the review handout from the instructor—using a fine toothcomb. Then, I test myself. I write out concepts over and over. Finally, I do 10 minutes of yoga to relax.” Burns concurred with Kloft about the importance of reviewing notes, but she distinguished between preparation for a multiple-choice test and an essay test.

“For multiple-choice tests, I don’t study as much. I scan my notes, look for highlights in my textbook...that sort of thing. Essays are tougher. I know the material more in depth because I know I’ll have to spit out a lot more. Essay tests freak me out a little more,” Burns said.

Upstairs, Wu Xia, a graduate assistant from Beijing, China, was working in her office. She added a global perspective on preparing for exams.

“One year before a Chinese student enters college, a choice must be made to continue as an art student or a science student. Wu chose art. During her senior year, she studied history, geography and English. The content of these areas affected the way she studied for tests. There was

Professors offered a different perspective, and gave additional tips on how to be prepared.

Barbara O’Reilly, adjunct instructor in journalism, reinforced Kloft’s and Burns’ assessment, to read all assigned material and review notes. However, she added a tip on essays based on her own experience as a student.

“When preparing for an essay test, make an outline and then memorize it. It should contain what you felt were the most important points the professor made. Then, study, study, study. Be real familiar with the material. There is no substitute for studying,” she said.

Mike Killemenberg, professor of journalism, offered a tip on multiple-choice questions. He said many multiple-choice tests present four answers. He usually includes two choices that can be eliminated immediately. The student then has a 50-50 chance with the two remaining answers.

“Most students overanalyze the wording. Usually the right answer is the answer the student chose first. Go with your gut feeling,” Killemenberg said.

“Usually the right answer is the answer the student chose first. Go with your gut feeling.”

Michael Killenberg, professor of journalism

Jane Adamson, adjunct professor of educational technology, offered a broader scope to her personal test taking approach.

“I want to lower my stress as much as possible. I need to prepare in the following ways: emotionally, mentally, physically and spiritually. If I look and feel fine, then I’m prepared and I’ll have a lot better chance of performing well because I have a better attitude.

She gave examples of readiness in each area.

Emotionally, I need to know I’ve done everything I can to prepare,” she said.

“Mentally, I review all the materials. I try to get an overview in my mind. I know all the information and where it fits by memorizing flash cards and rereading everything in its entirety.”

Another point she emphasized was talking with someone else about the material. “Talking it over helps you express thoughts and ideas verbally. Then you’re prepared to write those ideas down.”

Adamson talked as well about spiritual and physical preparation.

“I walk and pray. I enjoy that a lot. I ask the Lord to help me do well and bring to mind everything I’ve studied. When I’m at peace, it helps alleviate the stress.”

Diane McKinstry, director of counseling and career center, is the campus expert in preparing students for test taking. She offers workshops twice a semester on time management study skills and test preparation.

McKinstry works with students individually or in groups. All services are provided free for USF students. Her office offers students on the run handouts on study habits and relaxation exercises and others.

One of the most important techniques for test preparation is taking notes. McKinstry recommends Walter Pauk’s Cornell system, developed at Cornell University. Her workshops give extensive coverage to this technique.

McKinstry emphasized the importance of notetaking and review being transferred to long-term memory. The goal is to get as much information into long-term memory so the student performs better on the test.

“Students who rely on short-term memory, cramping for test or exams, find 80 percent of what they’ve studied degraded after only 48 hours,” said McKinstry. This habit can really cause problems at final exams, she said.

The solution to retention falls into two areas: associations and repetitions. When a student combines new material with material he already knows, he has a better chance of retention. The other factor, repetition, is enhanced by how many times the student reviews the material.

She encouraged students to plan their study times when they are intellectually alert. Most students experience a slump in the afternoon. Students should do errands or enjoy recreational time during the low ebb.

One final tip: Don’t go overboard. Serious students think they can always do more.

“If you’ve followed these tips faithfully then you should be prepared, McKinstry said. Students need to know it’s important to say I’ve done enough.”

I have to have a quiet place to study - no music or television in the background.

Karen Davison, graduate student

“Create your own ice cream sundae in DAV Lobby on Monday January 28
11:00-1:00
&
7:00-8:00

January 23 - Spring 2002

Sundae Monday

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Hope credit saves taxes for parents

By Stephen Fairchild
Contributing Writer

Receiving financial assistance from relatives is common among college stu-
dents. But many overlook Uncle Sam's Hope scholarship credit.

Tuition for an in-state USF freshman taking 30 credit-hours is more than $2,200 at about $75 per credit-hour. Hope income tax credit can save students (the taxpayer) $1,500 of that. During the two-
year eligibility period, the taxpayer can receive up to a $3,000 tax credit.

The Hope credit is calculated by adding 100 percent of the first $1,000 tuition and 50 percent of the next thousands, with a maximum yearly tax credit of $1,500.

A freshman needs to take 26 credit-hours a year to take full advantage of the Hope scholarship credit. Yet the average USF freshman took 12.45 credit-hours during the fall 2001, said Debbie Hayward, associate director of USF's department of budget and policy analysis.

"The bigger the tuition bill, the bigger the Hope credit's potential to save money," said David McRee, CPA. USF requires at least six credit-hours for half-
time status. But taking fewer credit-hours begins to noticeably reduce the benefits of the tax credit.

McRee, who works for Fraser, Curborough & CPAs in St. Petersburg, said the tax credit is only good for the freshman and sophomore years. "Use it or lose it," he said, holding up two fingers to emphasize the two-year eligibility.

If parents claim their child as a dependent, the student is not eligible for the tax credit. But parents can claim the credit even if the student paid the tuition.

There is a phase out limit where parents who make more than $80,000 as joint-filers or $40,000 for single taxpayers. Tax-free scholarships, withdrawals from education IRAs, simultaneously filing for the lifetime learning credit and alien-residency requirements may reduce or eliminate the Hope credit, too.

"A credit is worth more than a deduction," McRee said. Credits reduce taxes owed, dollar for dollar, while deductions only reduce taxes by cents on the dollar, he said.

Taxpayers can manipulate their tax credit for the year, depending on whether they pay spring-semester tuition before or after Jan. 1, McRee said.

"We make students aware of the Hope credit," said Leonard Gude, director of financial aid at USF Tampa. "We're not experts on tax law ... we would refer them to their accounting firm for questions about the Hope credit," he said.

As with any tax law, there are ambiguities and complexities. But normally, the Hope credit can be determined with the use of the tax guides and tax-preparation programs, McRee said.

Still, students or their parents may want to consult with an accountant or tax-preparation firm if they do not understand some aspect of the Hope credit or if they have a complicated tax return, McRee said.

Learning community aids frosch

By Karen Davison
Contributing Writer

It wasn't like Amy Denniston thought it would be.

"College was a rude awakening," she said. "But I like it."

What has helped the freshman psychology major make the transition from high school to USF St. Petersburg has been the Learning Community.

"When I went to sign up for classes, an adviser told me about the program," Denniston said.

The Learning Community, which accepts about 40 students a year, keeps the students together for the first two years of college.

This allows students to share common experiences, establish good study skills and work well together, according to Susan Fernandez, coordinator of the program.

Denniston said. "Learning Community was the best way to go. We can help each other."

Adriansa Shoaf, 18, agrees. "Like a lot. I really do. I went to a Catholic school and I grew up with a small community of students," she said.

Shoaf feels more comfortable within the Learning Community. She has made friends and developed trust.

Besides social relationships, the program encourages community connection as well. During the two years in the Learning Community, students take a one-
semester "Individual and Community" course, in which they volunteer 20 to 80 hours of service time.

Students tutor other students, help people with AIDS and work at the local food bank. Through these and other volunteer opportunities, students identify problems of inequality and see how those problems relate to produce violence. They learn about their communities while connecting to its citizens.

And the Learning Community is about connections. The program links courses, so students see the relationships between disciplines. Faculty get involved by teaching interdisciplinary courses, such as film and freshman English.

"It takes a big faculty commitment," Fernandez said.

But the investment pays off with improved retention of students.

Denniston said she will definitely stay in the program for the two years and would recommend it to others.

"I have definitely benefited from the program even as early as it is," she said. Shoaf also intends to stay in the program for two years. She has recommend-
ed it to friends who are graduating this year.

Hidden Curriculum Luncheon

Students are Customers:
Truth, Fiction, or Cliche?

Wednesday, January 23, 2002.
Noon-1:30 p.m.
Florida Center for Teachers, Room 118

John Jewell, Esq. CPA, J.D., LL.M
Business Law Instructor, USF St. Petersburg

In this presentation, the policy of treating students as customers will be examined. What social, legal, or ethical conflicts occur when a university adopts a "corporate model" for student relations? how are faculty and other stakeholders in the education-al process affected?
Campus bookstore adds items

By Charles Cardwell
Contributing Writer

The USF St. Petersburg campus bookstore is beginning to look a lot like USF.

Recently, the campus bookstore increased the number of University of South Florida apparel and memorabilia, mostly having to do with its varsity sports. Bookstore manager Doug Maczis said this is due to the increased popularity of the USF football team after a highly successful season in NCAA Division I-A, college football's most talented division.

"The first real flux was the football team," he said. "The initial surge (of interest) came with the new Bulls logo."

"UF and FSU have been around for years," Maczis said. "Once they (USF) move up in levels, they will get more recognition. That benefits everyone."

There have been increases in the availability of shirts, hats, sweaters, stationery, shot glasses, mugs and teddy bears.

Maczis said that the biggest seller is probably ladies' clothing. Before the introduction of new styles, he said that the bookstore only carried unisex clothing.

Students aren't the only customers in the bookstore. Maczis said that parents, alumni and those that come to the campus for an event often stop into the bookstore to pick up a reminder of the school. But the driving force, Maczis says, is the students.

But more T-shirts and pens aren't the only reason that the bookstore has been busy this semester. The increase in enrollment at USF-St. Petersburg has kept Maczis on his toes. The first two weeks of school, naturally, are the busiest for the bookstore.

"I think we did real good in the fall," Maczis said. "We are definitely growing and trying to grow. We just have to listen to the students' needs and wants."

The collection of works written by Samuel Clemens (Mark Twain). The collection was permanently donated by St. Petersburg surgeon, Dr. David Hubbell.

Another of Arsenault's research papers is titled "Strawberry Fields and Bean Rows: Lois Lenski's Florida Children." In this report, Arsenault uses works like Strawberry Girl to illustrate progressive educators who advocated encouraging social awareness in children's literature through a greater emphasis on the real experiences of children from different social backgrounds.

Arsenault describes why some teachers and librarians objected to Lenski's plots.

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papers in large classes," Paulson said.

It's versatility that's attractive about the database, said Bird. Checking papers for plagiarism is time consuming work if it's done reference-by-reference, so a database gives a quick, but conditional check. "It gives professors more freedom in assigning topics," she said.

Plagiarism is nothing new in colleges and universities, but has changed markedly since the Internet became a common research tool. There are numerous Web sites that offer term papers for sale, as well as information that one can easily copy and paste.

The biggest plagiarism story recently came from the University of Virginia where 122 students were being investigated last May for possible plagiarism of term papers. The examination on the scandal is that UVA is well known for its long-standing honor code developed by former president Thomas Jefferson, a system USF St. Petersburg is considering.

It's unclear how many professors are using the database, but it's estimated that few if any professors at USF St. Petersburg will use it. According to Bird, the trial run was initially made for the Tampa campus, but could be offered to St. Petersburg.

If faculty and administrators decide on keeping the service, the price tag could be hefty. It's estimated at $16-17,000 annually for Tampa, or could be broken down into smaller units. "It might be available for departments or colleges if that's more effective," said Bird.

The rules governing plagiarism, regardless of whether the database is adopted, will not change, said Bird. As of now, plagiarism carries punishment of a failing grade for the assignment in which the cheating occurred. It may also carry with it a failing grade for the course and could be followed by more administrative penalties.

"It shouldn't be seen in terms of a 'gotcha' kind of tool," said Bird. "It should make the lives of the professors a lot easier, though."

Information in this article was taken from the New York Times.

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**AL-ARIAN, from 1**

when Al-arian was investigated by the FBI for suspected links to terrorist activity, Al-arian’s appearance on the O'Reilly Factor brought his past to the forefront.

Host Bill O'Reilly asked Al-arian several questions about men with whom the professor had associated nearly a decade ago. Since O'Reilly’s interview, controversy and confusion have stormed USF.

During the program, O'Reilly said, "You know, doctor, it looks to me like there is something wrong down there at the University of South Florida." He later said, "If I were the CIA, I'd follow you wherever you went... I'd still shadow you. I'd go to Denny's with you. I'd go everywhere you went.”

O'Reilly asked Al-arian to prove his innocence from any affiliations with known terrorist activity. He asked him about Ramadan Abdullah Shallah, and then asked him about his brother-in-law, Mazen Al-Najjar, who was jailed for over two years under secret evidence unavailable to the public or even his family.

Shortly after Al-arian appeared on the O'Reilly Factor he received death threats on campus. A joint statement issued by Dean Louis Vega and Provost David Stamps said, "Clearly the presence of Dr. Al-arian on campus at this time adversely affects the operation of the university. Dr. Al-arian should not be present at the University of South Florida in light of concerns for safety."

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**KING, from 3**

monic system when businesses are closed and you have to look at whether the significance of the holiday is important enough to do that," Conyers said. Despite efforts at the time, the House rejected the bill. With each new session, Conyers, with the support of Rep. Shirley Chisholm, D-N.Y., would present the bill to the House. On March 25, 1979, Conyers and Chisholm presented six million signatures on a petition to start hearings to study the possibility of the King holiday.

On Jan. 25, 1983, Conyers presented the legislation once again. In June, the Census and Population subcommittee heard the bill. They referred it to the House Committee on Post Office and Civil Service in July. On Aug. 2, the House voted in favor of the measure, but the Senate did not.

Al-arian was shocked by the news. "I am attached to my students and feel so disappointed that I was asked to be on paid leave. I hope I soon return to my students and classes," he said.

It is not known when Genshaft will announce her final, final decision on Al-arian’s fate.

Members of the Senate considered the bill again on Oct. 5. It was later withdrawn from the Senate. Two weeks later, on Oct. 18, the Senate considered the bill again. It passed.

On Nov. 2, 1983, Reagan signed the bill into law.

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Captain Dmytro Bitukovych, was discovered swimming laps in the USF Pool late in the afternoon, Wednesday, Jan. 16. The Ukraine native and civil engineer has been part of the "Discover Ukraine" Expedition which arrived in the United States in July 2000. His ship, the Bat'kivshchyna, which means "land of our Fathers" sails as part of an outreach program initiated to raise public awareness of the rich cultural heritage of the Ukraine and has become a goodwill ambassador for the Children of Chernobyl Relief Fund.

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January 23 - Spring 2002
Athletics on the Fly: Bulls Basketball ‘02

Men’s Basketball

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<tr>
<td>Dec. 29</td>
<td>Illinois-Chicago</td>
<td>W 82-78</td>
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<td>Bucknell</td>
<td>W 59-56</td>
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Women’s Basketball

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<td>Manhattan</td>
<td>W 66-58</td>
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