

Graduate Quarterly

News and information for
UCLA graduate students

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UCLA Graduate
Division
University of California, Los Angeles

Dear Graduate Student,

I would like to bring your attention to an issue that requires the active participation of graduate students, takes very little of your time, and is of critical importance to the quality of graduate education at UCLA. Periodically you all receive surveys asking for your input; please understand that when your input is requested, that input is without question an invaluable part of the project. We do not survey our graduate students casually or unnecessarily.

One example is the recent survey sent electronically by the Graduate Division to about 9,000 UCLA graduate students and administered by the Higher Education Data Sharing (HEDS) consortium. The queries about graduate student experiences sought to define issues primarily related to student welfare. The same survey was offered at a number of graduate schools across the United States, allowing for comparison of our students' responses with those from similar institutions. Once compiled, the data is to be used to improve graduate student life in a number of categories at UCLA. We were particularly interested in response to the query about what specific professional development workshops students would be interested in attending. Results of the survey will help ensure that such workshops can be created and offered in the future. While the data will be compiled for use and results will appear in a future issue of this newsletter, I am just a little disappointed that only about 1500 UCLA students responded to this survey.

Another example is the doctoral exit survey the Graduate Division has administered to all doctoral recipients at the time they file their dissertation since Winter 1994. This survey was created in an effort to document, understand, and improve the experiences of doctoral students at UCLA. The results of this survey are invaluable to us because they provide information on specific issues not available in any other campus database. This information has been used repeatedly as the raw material and impetus for improvements in graduate programs and in the distribution of resources. This is every student's opportunity to voice satisfaction and/or dissatisfaction with various aspects of their graduate experience both within the department and at this university.

My third example is the survey sent to students as part of the periodic academic review process for degree programs. Called Program Review, this process serves as an important institutional basis for providing an informed overview of the strengths, problems, and needs of academic units. The reviews are administered by the Graduate Council and include extensive self-evaluation by the program being reviewed, an internal review team of UCLA faculty, and an external review team of faculty from other universities. It is intended that graduate students be meaningfully involved in the program review process. To ensure student involvement, a three-page survey is mailed to the home address of all current graduate students in the program. Student response rates to this survey have been problematic. In general only 10-25 percent of these surveys are returned and, therefore, concern has been raised as to the validity and usefulness of the resulting data.

Please understand the importance of these surveys. They will lead to evaluation and implementation of programs and initiatives in both academic and social aspects of student life at UCLA. I hope all graduate students will recognize that their input is unique and invaluable. We need graduate students' input to enhance graduate education and direct our attention to those problems that exist. When you are invited to participate in a survey on graduate education, please make time for the 15-20 minutes it takes to make use of an opportunity to impact something so very important to all of us: quality of graduate education. This is your chance to be heard.

Sincerely,



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"Despite a decade of attention, the mismatch between the purpose of doctoral education, aspirations of the students, and the realities of their careers—within and outside academia—continues. Doctoral students persist in pursuing careers as faculty members, and graduate programs persist in preparing them for careers at research universities, despite the well-publicized paucity of academic jobs and efforts to diversify the options available for doctorate-holders. The result: Students are not well prepared to assume the faculty positions that are available, nor do they have a clear concept of their suitability for work outside of research."

Chris M. Golde and Timothy M. Dore [2001]

At Cross Purposes: What the Experiences of Today's Doctoral Students Reveal About Doctoral Education. A Survey Initiated by the Pew Charitable Trusts, p 5.

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On the Cover

Pictured on the cover are seven of UCLA's outstanding graduate students. It is our hope that your own commitment to graduate studies is in some way enriched by reading about the varied paths that have brought others to UCLA.

UCLA's Graduate Student Association strives to improve student life

It's called GradBar. On a dozen weekday nights over the past year, hundreds of graduate students have gathered in Kerckhoff Hall to have a drink, listen to music, chat—and even dance—with their peers. They come from all disciplines.

“We have students who show up in scrubs from the medical center and students who come in suits from the law and business schools,” says Graduate Students Association President Charles Harless.

Although the occasion is purely social, more practical issues may come up in conversation. “Students learn they have more similarities across disciplines than they may have thought,” Charles says. “My hope is that students will find they're not alone and they don't have to struggle through graduate studies by themselves.”

GradBar was born when last year's GSA president, Martin Griffin, was enjoying dinner with members after a meeting of the GSA Forum and decided “it would be nice if we could do this on a grander scale.” No longer an ad hoc event, it's the responsibility of Shane Smith, the GSA's director of graduate interaction.

Although GradBar is probably the most visible accomplishment of GSA in the past year, it is not the only one. Last spring, GSA held its annual election online for the first time—and for the first time in 12 years, more than 10 percent of graduate students participated in the election. Because a 10 percent turnout is required to amend the GSA constitution, this was the first time in 12 years that such changes could be made: to raise the membership fee to \$7 per quarter and to give the American Indian Graduate Students Association voting privileges in the GSA Forum.

Hoping voter turnout will continue to

grow, GSA has been making a big effort to “get the word out about who we are,” says Charles. The goal is “to get students interested, active, and involved” at various levels.

First, each academic department has a GSA representative. These delegates meet in the 11 Councils of the association, divided according to schools (for example, Public Health

or disciplinary groupings (for example, social sciences). The Councils receive funds from membership fees, which they can use themselves or pass along to member departments, where they are spent on everything from social events and speakers to refrigerators for the graduate student lounge. In the various schools, administrators may also approach the GSA Councils for input on student issues.

Depending on the number of graduate students they represent, the

Councils send from one to three delegates to the GSA Forum, a legislative body that meets two or three times a quarter to discuss issues of concern to graduate students.

This year, one project has been drafting a Graduate Student Bill of Rights. “We're not adding rights,” says Charles. “We're just taking the rights that are mentioned in

various administrative handbooks and spelling them out in one place, making them more straightforward.”

The Graduate Division and the Graduate Council of the Faculty Senate are being asked to participate in the process and approve the document, so it will have considerable weight.

GSA is also active on behalf of graduate students by reminding various campus units providing student services

that “they need to consider us as a unique population,” Charles says.

Besides filling positions on its own staff, GSA appoints approximately 70 graduate

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student representatives to various university-wide committees and boards. Charles, for example, began his own career in student government by serving on the Campus Programs Committee. This kind of appointment takes relatively little time and energy and provides a lot of information about how universities work.

Charles served as GSA's Director of Information in the 2000-2001 academic year and is just completing his year as GSA President. The job has brought both challenges and benefits.

Time management "proved to be very difficult in the beginning," he says, although he has it under control now. Through the experience, Charles has "expanded my leadership skills. Managing meetings and managing people are things that graduate students don't typically learn." These skills will be useful in the faculty position he hopes to acquire after completing his PhD in computer science.

However, "the people I've met" are perhaps the greatest benefit of GSA involvement, Charles says. "My idea of what a graduate student is has changed. I don't feel isolated any more—I'm not just studying and doing research."

To become better informed of GSA activities, subscribe to one or all of the three listservs run by GSA; GSA Announcements, Melnitz Movies, and GradBar Events.

GSA has 6 constitutionally defined Student Interest Groups (SIG). The GSA Central Office works with the SIGs to improve graduate life at UCLA by working within student interests. As of Fall 2001, the SIGS are as follows:

- ◆ American Indian Graduate Students Assn.
- ◆ Black Graduate Students Assn.
- ◆ University Apartments South Residents Assn.
- ◆ Raza Graduate Students Assn.
- ◆ Asian Pacific Islander Graduate Students Assn.
- ◆ International Graduate Students Assn.

To learn more about your GSA, visit the website at gsa.asucla.ucla.edu.

Did you know?

The first president of the Graduate Student Association was James Ellis Lu Valle—that's right, the well known alumnae who received his BA from UCLA in 1936 and eventually gave his name to the North Campus commons area. Dr. Lu Valle was a chemistry and physics scholar and a track champion who won a bronze medal in the '36 Olympics in Berlin.

Founded in 1936, the GSA adopted its current constitution and organizational structure in the late 1940s.

Nationwide collaboration of universities

PfF: Improving our approach to teaching the teachers

The focus of graduate education is on research: although the specific process differs from discipline to discipline, all graduate students are expected to master the core knowledge of their subject area and to make a unique contribution to furthering that knowledge base.

Then, new PhDs in hand, many apply for jobs as faculty at colleges and universities. Unless they work at a research university like UCLA, they often find that research places second or even third among the job's demands—after teaching and sometimes also after service to the academic community.

They have the degree they need to obtain jobs in postsecondary education, but often they have little relevant experience and few skills to use in their new workplaces.

Acknowledging this pattern, the Association of American Colleges and Universities and the Council of

Graduate Schools established the Preparing Future Faculty (PFF) program in 1993, with support from The Pew Charitable

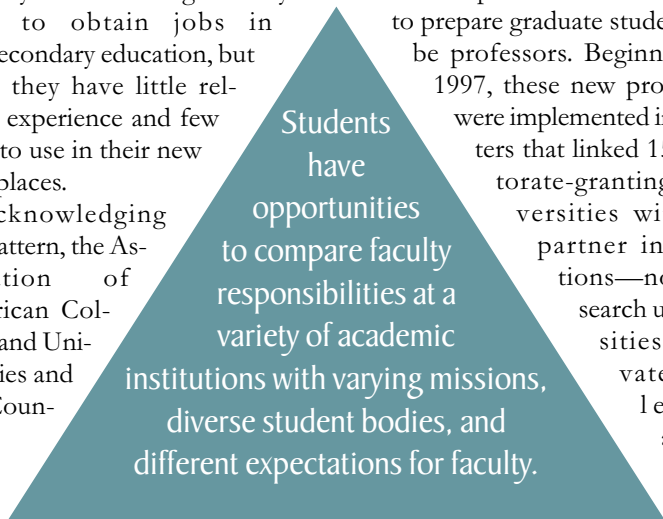
Trusts. PFF aims to help doctoral students learn about the teaching and service demands of academic careers through classroom programs, teaching opportunities, and formalized mentoring. Students have opportunities to compare faculty responsibilities at a variety of academic institutions with varying

missions, diverse student bodies, and different expectations for faculty.

In its first phase, PFF provided grants of about \$1 million to 17 research universities, asking them to develop more effective ways to prepare graduate students to be professors. Beginning in 1997, these new programs were implemented in clusters that linked 15 doctorate-granting universities with 93 partner institutions—non-research universities, private colleges, and

universities with varying missions, diverse student bodies, and different expectations for faculty.

"We're sending a lot of people to community colleges," she says. "I've even had a couple students who went into high school teaching."



community colleges. Members of the cluster work together to prepare PhD students for academic careers. There is no typical program. Universities might offer courses on college teaching and learning or forums on faculty careers, while partner institutions might assign teaching mentors or provide supervised teaching opportunities.

In 1998, as a third phase of the PFF initiative, the National Science Foundation funded a Council of Graduate School proposal to have professional organizations like the American Chemical Society channel funds to mathematics and science departments for the establishment of discipline-specific faculty preparation programs. This is the program in which UCLA participates.

When the American Chemical Society invited UCLA to apply for funding to support a PFF program in the Chemistry Department in 1998, the proposal was easy to prepare, thanks to Professor Arlene Russell. As senior lecturer in Chemistry with advanced degrees in both chemistry and education, Professor Russell had been committed to the same goals as those supported by the PFF program for many years.

The point where she began to put those goals into practice began a few years earlier when a graduate student who was invited to describe her *teaching philosophy* on a job application had asked Professor Russell what that term meant.

"I was quite comfortable with what a teaching philosophy was, and I talked to her about it," Professor Russell says. With Chemistry Department support, she then started a seminar to help other students with issues involving teaching careers. For the next couple of years, three or four graduate students attended each quarter.

With a little tweaking, the curriculum for these seminars was well-suited to the PFF goals, and a proposal was submitted. UCLA received a three-year funding award to participate.

At the PFF seminars, Professor Russell introduces participants to issues such as student assessment, syllabus writing, current learning theories, and

For some, the program is preparation for a career already selected; others find it helpful in reaching those decisions.

the university service requirements that are part of most faculty jobs. In a second PFF-sponsored seminar this winter, participants heard from a range of professors and administrators at local colleges—from Pomona College and Cal State Fullerton to Pierce Community College—about issues of recruitment and hiring at various kinds of institutions.

Since the PFF grant was awarded to Chemistry, Professor Russell's seminar has been announced more widely, and more interest has been expressed—from graduate students in other sciences and even from postdoctoral fellows preparing for the job search. Last fall, about 40 students came to the first two-hour class session—more than half of them from programs outside of Chemistry, including the group of programs organized under the ACCESS umbrella. "It made me realize how desperately needed this information is," Professor Russell says.

Teaching philosophy

There is only one common requirement in Professor Arlene Russell's seminars: Everyone has to write a teaching philosophy. In this one-page statement, participants are asked to explain what they believe are the roles of the instructor, the student, and the institution in the enterprise of teaching and learning. Parenthetically, Professor Russell points out to students that "this is hard." She also notes, "You will revise it every time you apply for a job, but you've got a start."


Many job applications require candidates to submit a teaching philosophy, and writing one is a useful job-hunting strategy in another respect. As Professor Russell explains, "You shouldn't apply for a job that doesn't match your philosophy."

To see some sample teaching philosophies, search the Web for *teaching + philosophy + chemistry*. Philosophies posted by individuals will show up among the results.

Measure of success

Besides its growing attendance, the PFF program has another quantitative measure of its success. "All of these graduates are getting good jobs," Professor Russell says, sometimes "multiple job offers" at different levels of the academic world. "We're sending a lot of people to community col-


leges," she says. "I've even had a couple students who went into high school teaching."

To learn more about the national program, visit the Preparing Future Faculty website, www.preparing-faculty.org/PFFWeb.Contents.htm. The program is also described in the book titled *Building the Faculty We Need: Colleges and Universities Working Together*, by Jerry G. Gaff, Anne S. Pruit-Logan, Richard A. Weibl, and participants in the Preparing Future Faculty program, published by the Association of American Colleges & Universities in 2000. 

Eleanor D. Siebert, professor of chemistry and chair of the Department of Physical Sciences and Mathematics at Mount St. Mary's, is an enthusiastic supporter of the effort to introduce UCLA graduate students to the job requirements and advantages of different kinds of schools.

"At an institution like ours, faculty are expected to hit the floor running when they go into the classroom, so they have to come with fundamental teaching skills and a concern for teaching and learning," she says. "That has to be obvious from the start."

Although liberal arts colleges may not be known as the venue for a lot of cutting edge research in the sciences, they offer other advantages. "You really see the power of what an individual faculty member can do at an institution this size," Professor Siebert says.

Mount St. Mary's, along with California State University-Fullerton and Mount San Antonio College, are UCLA's partners in the Preparing Future Faculty program. Representatives of the partner schools speak at on-campus seminars. 



Logo reprinted with permission from PFF

What do graduate students say about the P/fF program?

In a national survey, almost 80 percent of student participants in the Preparing Future Faculty program found it very or moderately useful in their job hunt, and about 83% said it had not increased their time to degree. Interest in different kinds of institutions had been stimulated: 71 percent and 68 percent, respectively, found liberal arts or comprehensive colleges attractive workplaces, compared to 52 percent for research universities.¹

At UCLA, no formal survey has been made of the nearly 100 graduate students and postdoctoral fellows who have participated in Professor Arlene Russell's PFF seminars or her more informal program that preceded them. In interviews conducted by *Graduate Quarterly*, participants reported a range of different uses for the information and skills they acquired as a result. Teaching theory and job-hunting tips are major points of interest. For some, the program is preparation for a career already selected; others find it helpful in reaching those decisions. For at least one, it has provided connections that may lead to a job.

Ian Ball, who earned his chemistry PhD at UCLA in 1998, was an early participant. Intrigued by the different modes in which people learn—by writing information down, by seeing it on a blackboard, and by hearing it—he nevertheless took an industry job. He had always thought he would teach later, but that change “came earlier than I thought it would.”

Now an instructor at UC San Diego, Professor Ball says “I’m actually pretty happy, and I’ll try to stick around for a while.”

Jerome Zoidakis, a current graduate student in biochemistry, says the seminar “brought up a lot of interesting points about the organizational aspects of faculty work,” which gave new significance to his involvement in the Graduate Student Association.

Andreas Baur, an international postdoctoral fellow at UCLA when he took the seminar,

“learned a great deal about the American system of higher education and its differences from the German system. It helped me later when I tried to make a decision concerning where I would teach.”

He decided to stay in the United States and to teach at the college level—in the Chemistry Department at Fairmont State College in West Virginia.

James Rudd knew he wanted to teach when he went to graduate school (at Iowa State). He’s taking the PFF seminar at

UCLA as a postdoctoral fellow working on Professor Russell’s science education research. Laboratory work “is fun—like a crossword puzzle or a mental game—but it’s not something my heart yearns for,” he says. Teaching meets that standard. As a result of the seminar, he’s focusing on the state college level, applying for positions at several Cal State campuses and a state college in Colorado. He’s interested in “not just lecturing or teaching but helping students to use research as a vehicle for learning.”

“Research is not the only way to go. Being an educator is a powerful way to directly impact individual lives and the world.”

As a result of the seminar, he’s . . . applying for positions at several Cal State campuses and a state college in Colorado.

“My goal is to teach, advise and inspire undergraduates as they train for their future careers and become active members of their communities.”

And for postdoctoral scholar Tonia Symensma, participation led to a part-time job and a long-term career possibility, both at the Preparing Future Faculty program’s partner school, Mount St. Mary’s College in Los Angeles.

Right now, it’s Tonia’s job to teach physics and chemistry to freshman nursing students at Mount St. Mary’s, 11 young women who have utterly charmed their instructor. “The first day, they were all there early, all sitting in the first three rows,” Tonia says. “I’m having a wonderful experience teaching this class.”

Tonia also has submitted her application for a full-time appointment. Mount St. Mary’s reminds Tonia of her own undergraduate school, North Central College, a small private liberal arts college in Naperville, Illinois. “My goal is to teach, advise and

inspire undergraduates as they train for their future careers and become active members of their communities” she says. “I consider it an honor to be with students at this crucial point in their lives.”

In the PFF program, Tonia found validation of her own conclusion: “Research is not the only way to go. Being an educator is a powerful way to directly impact individual lives and the world.”

1 *Building the Faculty We Need: Colleges and Universities Working Together*, by Jerry G. Gaff, Anne S. Pruit-Logan, Richard A. Weibl, and participants in the Preparing Future Faculty program, published by the Association of American Colleges & Universities, 2000.



David Dunlop

EDUCATION

David Dunlop's dissertation explores why some college students with learning disabilities participate in programs designed to help them—and others do not. "A large number of students don't take advantage of services available to them," David says. "My study examines why this occurs."

To his work he brings personal experience and passionate commitment. David was in elementary school when he was diagnosed with a learning disability caused by a visual-motor processing dysfunction. "All kinds of things were hard for me—especially reading and writing," he recalls. "People thought I was a lot smarter than my work indicated." In sixth grade, he grew increasingly interested in school thanks to the assistance of a teacher at Mission Park Elementary School in Salinas. "She taught me how to study more effectively and provided constant encouragement. I ended up using my time more efficiently and the joys of learning started to outweigh the frustrations."

The next time he experienced the value of support services was when he arrived at UCLA to pursue a Bachelor's degree in English. He anticipated that the coping strategies he had developed over the years wouldn't work as well in this new environment. The Office for Students with Disabilities (OSD) had welcomed him soon after he was accepted by UCLA, he says, so "I felt comfortable contacting them during my first quarter. I wanted to start off right, and felt confident that they could help me do that."

David credits the OSD with helping him graduate from UCLA in four years, while working to pay for his own education. As an English major, he inevitably had heavy reading loads, even after deliberate balancing of reading-intensive courses. The OSD's Harriet Tannenbaum recorded numerous readings onto cassette tapes so he could cover the material without the burden of visual processing difficulties. These visual processing difficulties also made it difficult for him to take notes. Note taking services from the OSD helped him better follow along in class and understand course content.

David also developed other coping strategies. He searched out professors who provided outlines for their classes because this was a valuable aid. He also read some required books before each quarter started and watched films of Shakespearean plays prior to reading them.

As his skills grew stronger, his relationship with the OSD changed. By the time he was a senior, David was mentoring first-year



and transfer students with learning disabilities, and he continued with that role after graduation. Eventually, he became an administrative assistant with a variety of payroll and personnel responsibilities in addition to his mentoring tasks.

Kathy Molini, director of the OSD, says David stood out from the beginning because "he was totally committed to doing anything and everything he could to give himself a positive experience." Besides his intimate understanding of students' concerns, David brings to those he counsels a great smile, a good sense of humor, and a sensitivity about "when and how to point out to someone that they need to pick up the ball" and take responsibility for their success, Kathy says.

Working at the OSD, David wanted to understand more about learning disabilities and their treatment. UCLA's Graduate School of Education and Information Studies was a natural place to turn. There he met Professor Robert Hodapp.

"It took me a while to truly appreciate David and how he is able to overcome his learning disabilities," Professor Hodapp says. "In short, David needs to listen, take notes, and repeat—slowly and in his own words—what was just stated. This style slows the pace of meetings and does take some getting used to.

"The payoffs, however, are considerable. Once having understood for himself what he is to do or to learn, David then goes away, types up his notes, works incredibly hard, and always returns a week or so later having done the assignment or learned the necessary information.

"Having come to appreciate David's style of interaction," Professor Hodapp concludes, "I now see him as an incredibly

intelligent, hard-working, rewarding student to mentor."

Professor Hodapp and other GSEIS faculty introduced David to the theory and research strategies he could use to understand and enhance the learning experiences of other students with learning disabilities. During his graduate career, David has managed to interweave his work as a researcher with practice-related jobs.

For example, while he was doing the fieldwork for his Master's thesis at nearby Santa Monica College, he met Ann Maddox, coordinator of the college's Learning Disability Program. She encouraged him to apply for a position as an Instructional Assistant. He has been working there since 1998, conducting learning disability assessments and providing tutorial support to students in composition and reading. At the same time, he's been a Counseling Assistant at UCLA College of Letters and Science. Here, he counsels first and second year undergraduates on academic program planning. In addition, he helps students enrolled in the Diversified Liberal Arts Program, a program designed for students who intend to pursue careers as elementary school teachers.

While working at SMC, David collected data for both his Master's thesis and dissertation. David's Master's thesis looked at the motivational differences between students with and without learning disabilities. He concluded that an important factor

was learned helplessness—the perception that outcomes occur independently of actions. In this case, students with learning disabilities perceived that their academic failures occurred regardless of any effort to do well. "In this case, students with learning disabilities perceived that their academic failures occurred regardless of any effort to do well, so they

often stopped trying in school and gave up on learning strategies and support services."

For his dissertation, he's zeroing in on why some students with learning disabilities use services and others do not. Learned helplessness plays a role here, too, he believes, along with the perceived stigma attached to learning disabilities. Helping learning disability programs identify these potential causes is one goal of his dissertation research. "I hope to help practitioners better understand who is least likely to use services and why. As a result, they will be able to modify their programs to help students persevere in using services and achieve their goals."

For his dissertation, he's zeroing in on why some students with learning disabilities use services and others do not.

Kathryn Howard started her academic career with an interest in political power, so how did she end up doing research in a small village outside Chiang Mai, Thailand, where running water and electricity are recent arrivals and the residents make a marginal living by selling mushrooms and bamboo shoots they gather from the nearby forest?

The first fork in the road came at Pitzer College, where Kathy had enrolled as a political science major, inspired by her mother's dedication to political and social causes. As Kathy learned how political power is constructed in our society, she became disillusioned. "I started seeing politicians as self-interested people who were trying to get ahead for themselves," she says. "I knew that was not what I wanted to be."

Then, she took a class at Pitzer on language and culture, in which Professor Alessandro Duranti "showed us how language in everyday settings is a way of constructing power in our society from the bottom up." Kathy was dazzled. "I knew immediately that this is what I wanted to study," she says. "Here was a way of studying power relationships in our society in a way that could possibly help change the way power is constructed."



Kathryn Howard

APPLIED LINGUISTICS & TESL

Soon, Kathy was on her way to the University of Oregon, one of the few universities with an undergraduate major in linguistics, where she came to another fork. Needing to take a non-Western language, Kathy settled on Thai: College friends from Thailand had sparked her interest in their homeland, where she hoped to travel after graduation.

As it turned out, her college Thai was relatively ineffectual on the streets of

Bangkok or Chiang Mai. However, through her studies, Kathy had become fascinated by the language itself, which challenges some commonly held theories in linguistics about the nature of language. For example, Thai doesn't require a subject in every sentence—in fact, in spoken Thai, most sentences do not have one. "Linguistic theory would argue that there is a subject in speakers' heads, but that it isn't vocalized in certain contexts," Kathy says. "This made me wonder: Is it fair to say that Thai people are constantly deleting the subjects from sentences? Or are English speakers adding them?"

More intriguing still for a woman who was interested in power, Thai vocabulary offers different word choices depending on the social relationships between speaker and listener and the formality of the situation. There are dozens of words for *you* and *I*, and even different words for *eat* depending on where and with whom you happen to dine.

When Kathy was ready for graduate school, she tracked down Professor Duranti at UCLA and found a half dozen well-regarded faculty who "were looking at the questions that interested me." Among them were Professor Roger W. Andersen, who trained her in the grammatical aspects of language development, and Professor Elinor Ochs,

Kathryn Howard's profile continued on page 10

In many ways, Kathryn Howard and Leslie Moore are natural competitors. Graduate students in applied linguistics, both are looking at how children in distant countries are socialized in multilingual environments. Both spent the academic year 2000-2001 abroad doing their dissertation fieldwork—half a world apart. Prestigious funding agencies appear on both CVs: the Ford Foundation, the National Science Foundation, Fulbright, and the Spencer Foundation.

Yet, at a more profound level, they are collaborators. They worked as a team writing applications for grants and fellowships. Now, they're meeting regularly as they work to complete their dissertations in 2002-2003. Talking about the grant process, Kathy says, "Leslie has been a



From left: Anthropology Professor Elinor Ochs, Kathryn Howard and Leslie Moore

Collaboration: their strategy for success

great source of motivation for me, always building my confidence when it was low, and encouraging me to move beyond the disappointments that early re-

jections brought." Leslie adds, "I pulled Kathy when she was slipping, and she pulled me when I was. . . . She's going to be competition for me, of course, but I think it's important to get over that and treat people as collaborators."

Leslie and Kathy owe that attitude, at least in part, to their dissertation adviser, Professor Elinor Ochs, who has built a body of research centered on collaboration. Over the last decade, Professor Ochs has examined how children are socialized into collaborative decision making around the dinner table and how the UCLA Physics Department uses collaboration as the touchstone of its scholarly life.

The lessons she's learned have ready

Leslie Moore, graduate student in applied linguistics, spent last year keeping an eye on a bunch of first graders in the provincial capital of Maroua in Cameroon.

No ordinary tots were these. At home, they learned folktales in their native Fulfulde. At Koranic school, they learned to recite the Koran in Arabic. Finally, at the public school, they studied dialogues (“*Bonjour Monsieur, je m’appelle Abéna. Bonjour Abéna!*”) to learn French.

“Leslie’s study will be the first to document African children’s socialization into and acquisition of multiple languages,” says Professor Elinor Ochs, her dissertation chair, “illuminating the strategies used to help children become competent communicators in radically different educational settings.” Professor Ochs is one of the “founding mothers” of language socialization theory, Leslie says, which was “the lens that I needed for my research. . . . The questions it poses, and the methods it uses, helped me answer the questions I had.”

To gather information, Leslie visited the seven children she had selected at home and followed them to Koranic school and public school, often with a video camera recording their participation in routine, language-centered activities. The focus of second language education in the first years of learning “is



Leslie Moore

APPLIED LINGUISTICS & TESOL

on pronouncing things correctly,” she says. “Comprehension is not the issue.” Despite similarities across the two types of schools, she found that “even little kids” understand that reciting the Koran as it was revealed to the Prophet is a very different endeavor from performing everyday speech acts in French.

In all three settings, “memorization is a big deal,” Leslie says. There is a long local tradition of using memorization to pass along information, she explains: “You store knowledge in your brain rather than books.” Leslie was surprised to find that “these kids like memorizing—they are

comfortable doing it and often have fun with it.”

And they are also comfortable switching from language to language during the course of their day. Leslie first observed this phenomenon when she was a Peace Corps volunteer working on a project to eradicate Guinea Worm in Cameroon. “By chance, I’d been sent to one of the most densely multilingual places in Africa,” she says. “Seeing so many people who knew five or six languages—and that was totally normal—that was the seed for me. I wondered how they did that so easily.” In the region where Leslie worked, children learned two or three Central Chadic languages, as well as Fulfulde for purposes of trade, Arabic for religious practice, and French for dealings with government agencies.

Leslie’s experience in Cameroon brought together three long-time interests: education, language—in her family, “you can’t have a dinner conversation without a dictionary being brought to the table”—and Africa. As an undergraduate at UC Santa Cruz, Leslie wanted to study in a French-speaking country that wasn’t France and landed in Togo. Taking classes at the University of Benin, Leslie enjoyed

Leslie Moore’s profile continued on page 10

applications in her work with students. Professor Ochs takes a “hands-on apprenticeship approach to teaching,” she says, a learn-by-collaborating system. “As opposed to standing up and talking about something, this strategy is having students do it with me.” What they do involves everything from fieldwork, both in Los Angeles and overseas, to writing dissertations, grant proposals, and letters of application for jobs.

Kathy says Professor Ochs “has an amazing ability to express her interests in ways that are understandable to a broader research community and to show how what she’s doing is important and fundable.” Obviously, what the professor knows is rubbing off. Some of this happens in the classroom, where Professor Ochs

often teaches “the baby steps of proposal writing.” Much of it occurs in meetings with teams of graduate students like the one she encouraged Kathy and Leslie to create.

Now Professor Ochs is taking collaboration to another level. Recently, she received an Alfred P. Sloan Foundation grant to create a Center on the Everyday Lives of Families at UCLA. While the Anthropology Department was displaced for earthquake retrofitting, Professor Ochs helped design an architectural space for the new center, taking the model from her collaborative friends in physics.

Over the last decade, Professor Ochs has examined how children are socialized into collaborative decision making around the dinner table and how the UCLA Physics Department uses collaboration as the touchstone of its scholarly life.

The tiny individual offices that are typical of humanities departments are fine for “a lone researcher working at a computer,” she says. Instead, the new center has a set of offices surrounding a “series of collaborative spaces,” to foster interaction among the eight faculty members, six graduate students, three postdoctoral scholars, and “bevy of undergraduate students” who work there. Collaboration has always been her strategy, Professor Ochs says, “but the new project is my biggest effort. It’s collaboration on a scale that’s very challenging.”

As for her students, Leslie and Kathy, Professor Ochs couldn’t be prouder. “They’ve gone out and done this very courageous kind of data collection,” she says. “To break open the field and merge applied linguistics with anthropology and ethnographic fieldwork, that’s what makes them soar.”



Kathryn Howard, *Continued from page 8*

whose research included ethnographic studies of language socialization.

The two subjects are intertwined in Kathy's dissertation project. During a year of fieldwork in Thailand, Kathy closely observed how four children in her target village "moved from their home environment, where they speak a regional language called *Kam Muang*, to school, where they're required to learn the related national language called Thai."

Beyond choosing the correct words in one language, they also have to know when to speak a different language entirely. The school context is also new. "It introduces them to an unfamiliar set of people, such as teachers, principals, and government officers, and new types of activities, such as answering a teacher's questions in front of the class, which call for new ways of using both languages," she says.

Kathy is now reviewing the data she gathered to see if she is able to answer the research questions she took into the field. Interesting new questions have also arisen. For example, "every time I told somebody that my research was about the local language, they told me I had to go outside the city to hear that," Kathy says. "But I heard people speak-

ing it all the time in the city, sometimes mixed with Thai." Kathy wonders why people consider the language spoken in the city to be different from the "real" *Kam Muang* spoken in rural villages.

In her dissertation, Kathy will examine how children learn to juggle these different languages in their hierarchical society. She would like to show that as they learn languages, children create new ways of speaking, a process that has an impact on community-wide language shifts.

Professor Ochs, her dissertation mentor, says it will be "the first work to illuminate when and how children are exposed to these languages and put them to appropriate use" in the context of "what it means to be a child, a boy, a girl, a language learner, a student in a classroom, and so on."

Kathy has a dissertation year fellowship from the Spencer Foundation, which joins awards from Fulbright, the National Science Foundation, and the International Studies and Overseas Program at UCLA on an impressive CV. These honors are in part a tribute to her range of academic accomplishments, Professor Ochs says, calling her "a most impressive scholar."

Professor Andersen adds that Kathy is "also a wonderful, delightful friend to everyone she comes in contact with. . .

. she seldom asks things of people but is always giving." Hoping to continue her research in an academic environment, Kathy hasn't had time to think about a job hunt in any detail. But the outlook is promising, if other academic employers agree with Professor Andersen: Kathy "is exactly the kind of person I would hope our department would be able to hire one day soon," he says. "It has always been a joy working with her."



"... language in everyday settings is a way of constructing power in our society from the bottom up."

"Thai vocabulary offers different word choices depending on the social relationships between speaker and listener and the formality of the situation."

Leslie Moore, *Continued from page 9*

her environment. "It was different and it was stimulating but I didn't feel overwhelmed or out of place," she says. "As a white person, you stand out and you never blend, but for the most part, people are really welcoming."

Her post-graduation enlistment in the Peace Corps had a lot to do with wanting to return to Africa, and graduate studies seemed to offer the same opportunity. In addition, "I was craving a chance to study in a book way what I'd been experiencing in a life way," she says. UCLA was a first choice because of its program in applied linguistics.

One of Leslie's advisers, Professor Russell G. Schuh of Linguistics, met her not long after her return from the Peace Corps. "She was already full of ideas for research, and she has made good on those ideas," Professor Schuh says. "I predict, even before it is written, that her dissertation on socialization and development of linguistic skills among Cameroonian children will become a classic of its type."

Professor Schuh also notes that "Leslie has been a poster child for graduate programs in terms of her aggressive and successful pursuit of extramural funding for her graduate study." Her last trip to Cameroon was funded by a National Science Foundation Dissertation Improvement Award, a Fulbright Student Award, and an ISOP Fieldwork Fellowship. A Spencer Dissertation Fellowship for Research Related to Education provides support while she writes her dissertation.

Leslie says that when she applied to graduate school, "I assumed that I wouldn't have to pay for it" because she had been told that non-professional graduate students did not pay to study. A variety of factors helped her find financial support, she says: working in an unusual field site, having experience, displaying a commitment to the scholarly and social issues, and putting significant time and effort into the writing of proposals. "It doesn't hurt that the people who write my letters of reference are big names," she says. Also, "money attracts money. Once you have a couple of grants, that increases the odds of getting the next grant you apply for."

But the most profound factor may be her attitude. "I go for everything," she says. "I don't fear being told no—I've been told no." Leslie is mystified that talented graduate students look at fellowship or grant applications and "don't think they're in the running," she says. "I've never had that attitude. I'm always in the running. As my mother always said, let them tell you no, don't ever tell yourself no."



"I predict, even before it is written, that her [Leslie's] dissertation on socialization and development of linguistic skills among Cameroonian children will become a classic of its type."

Russell G. Schuh
Professor, Linguistics

Jay Friedman

INDO-EUROPEAN STUDIES

Jay Friedman was 12 or 13 when he says his future career “foisted itself upon me.” At Crossroads Middle School in Santa Monica, the curriculum required two years of Latin. “I hated it for a long time,” he says, “in large part because I sucked at it.” But this animosity later “blossomed into love” during his junior year of high-school when “one random day, for some unknown reason, I just got it. That day changed my life; for the first time I had a real passion towards something.”

At Vassar, Jay added other languages to his repertoire, but not French or Spanish: rather, Greek and Sanskrit. “They told me that Greek was twice as hard as Latin, and Sanskrit ten times as hard as Greek. Naturally, I had to check them out; especially Sanskrit.” His senior year, shortly before applying to Harvard’s graduate program in Sanskrit, he was shown a brochure about the Indo-European Studies program at UCLA by one of his professors. “The opportunity to study Old Irish, Classical Armenian, Old Saxon and other such languages was too much for me to resist.” He was soon on his way back to Southern California.

Perhaps the primary—but certainly not the only—goal of Indo-European Studies is the recovery and illumination of *Proto-Indo-European* a language spoken some 7,000 years ago on the steppes of the Black Sea. Though Proto-Indo-European itself is not directly attested, its phonology, morphology and lexicon are all largely recoverable through the study and comparison of its “daughter” languages. These languages not only include Sanskrit, Greek and Latin, but also more



familiar modern languages like Welsh, Lithuanian and Russian. Graduate students in the Indo-European Studies Program are required to study a minimum of four archaic Indo-European languages, with research generally revolving around various problems connected with the reconstruction of Proto-Indo-European and the subsequent development of its various offshoots.

Jay has spent the latter half of his graduate studies focusing on three language families in particular: Anatolian, which dates to 1700 B.C. and was originally used in the parts of Asia that are now Turkey and Indo-Iranian, to which nearly all of today’s modern Indian and Iranian languages can be traced, and Tocharian, a deceased branch attested only in sixth to eighth century (A.D.) Buddhist documents uncovered in the Chinese province of Xinjiang.

His dissertation titled “Studies in Anatolian Historical Morphology” will detail a good number of “little things” he worked out during his stay at UCLA, such as the derivational mechanisms which led to the creation of Hittite *barsar* “head”, the transformational processes by which certain types of Indo-European root-aorists became Anatolian *bi*-verbs, and the apophonic patterning of the Indo-European endless locative. “The little things always pave the way for the big things,” he says. “The big answers are hard to come by; careful, diligent work gets us there in the end. I’m just one more cog in a great historical machine.”

But no ordinary cog, according to his adviser, Professor Brent Vine. “Certain things set Jay apart from most students. For one thing, he can usually spot the weak points in a theory or an argument right away, and since he has an extremely supple and original mind, this often leads him to work out novel and ingenious solutions to problems,”



Professor Vine says. Also, “Jay is not daunted by the fact that some of the best minds in the field over the past century may have come up with a solution that is now widely accepted. If that solution is problematic, Jay will happily throw it out and replace it with something better.”

Jay has also contributed to the Indo-European Studies program by managing the Reading Room, sometimes without compensation. In the process, he’s “amassed a vast knowledge of the bibliographic resources in the field,” Professor Vine says, sharing his knowledge in informal

seminars with other graduate students, “who benefit immensely from this contact and attention.” Jay has also “reigned as tyrant” over the Humanities Council, part of the Graduate Students Association, for at least three years.

With his dissertation nearly complete, Jay will soon be looking to take his credentials into an academic workplace, a task made difficult by the fact that only one or two jobs may be open at a given time. “There will probably be some lean years until things play out,” he acknowledges, “but if I work at it, the opportunity will come eventually.” In addition

to investigating Linguistics and Classics departments, he’ll also be seeking employment in programs devoted to the study of South Asia or the Near East. Although he hopes to work one day at a research university that supports the study of Indo-European related disciplines directly, he acknowledges he’ll likely begin his first teaching appointment at a small college without such concerns.

“I would prefer teaching what I do,” Jay says, “but it’s not tremendously important right now. What is important

is graduating and earning a living.” That and enjoying what he does. “My Dad always told me to do what you like, and the rest will go from there.” ☺

“Jay is not daunted by the fact that some of the best minds in the field over the past century may have come up with a solution that is now widely accepted. If that solution is problematic, Jay will happily throw it out and replace it with something better.”

Brent Vine
Professor, Classics
and Chair, Indo-European
Studies Program

David Meier

PHYSICS AND ASTRONOMY

Using what he calls “radio eyes,” David Meier has drawn chemical maps of the great clouds of gas that drift through five galaxies far from our own Milky Way, hoping to explain what causes large bursts of star-making activity. These maps are part of his UCLA dissertation.

Astronomers agree that molecular hydrogen is the fuel for star building, but unfortunately, hydrogen “is invisible in the cold environment of space,” David says. Instead, he looked at other “tracer” molecules that tend to appear with hydrogen: carbon monoxide, hydrogen cyanide, ammonia, and methyl alcohol.

These chemical molecules have spectral fingerprints that can be recognized at great distances using radio eyes: arrays of dishes that receive radio emissions from distant places and the technology that turns those emissions into data and images. “I think of myself as a chemist,” says David. “The only thing is my test tube is 10 million light years away.”

David found three items of interest. First, the molecular gases in these five galaxies were different—denser and warmer—than the gases in the Milky Way. “Star bursts occur only in the densest gas,” David says. “You need to pile a lot of gas into a very small space to get these dramatic events.” He speculates that the structure of the galaxies may contribute to the locations of dense gas, with the compression occurring when two gas clouds collide.

Second, David examined a variety of tracer molecules, not just the carbon monoxide that most scientists had studied previously. His calculations indicate that much less hydrogen is required to produce star making than previous research suggested. And finally, he found “the first clear evidence that the chemistry of these gas clouds varies dramatically—and varies with the amount of star formation,” he says.

While he was preparing his disserta-

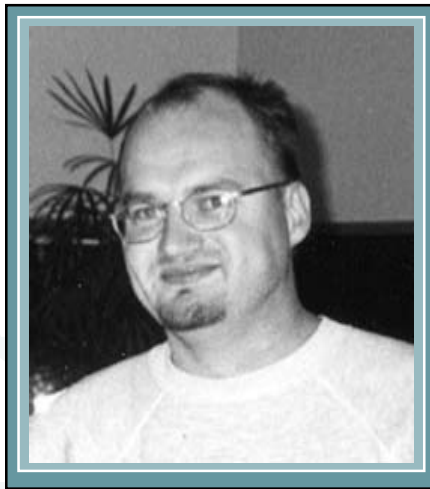
tion at UCLA, David’s radio eyes were the Owens Valley array, which is particularly good at seeing “faint things that are small.” Now, as a postdoctoral fellow at the University of Illinois, Urbana-Champaign, he’s looking through another set of eyes, the BIMA (Berkeley-Illinois-Maryland-Association) array, which is designed to see “brighter objects that are more widespread.”

Plans are afoot to combine the two arrays: “They’re going to become one set of eyes,” David says, “and I could be a part of that combination.” Meantime, he has an opportunity to extend his study of molecular gases to other galaxies better seen through BIMA’s eyes. He’ll also be working with BIMA’s Illinois director, Dr. Lewis Snyder, who is looking for pre-

biotic molecules in interstellar space. One of his research questions: Were the constituent molecules that make up human bodies created in space and brought here, perhaps by comets?

Nowadays, David is looking through technologically advanced eyes—that weren’t available even 10 years ago. But he saw his first galaxy, Andromeda, with six-year-old human eyes, lying in the backyard of his San Marino home with his parents and siblings and looking up at the night sky—a family event that happened a couple of times a month, “probably because they knew I enjoyed it.”

Although he was young, David had already decided he wanted to be an astronomer. Through grade school and high school, he settled for amateur status: “I had my little telescope and I’d go out to the desert and look around; I read books.” By the time he left high school, he knew that he could do the math and science required of a professional as-



tronomer.

David chose Cal State Los Angeles for his undergraduate career, majoring in physics. “It was affordable, and we were not a particularly rich family,” he says. Also, he “wanted to go to a place that would have an excellent teaching environment.”

In sophomore year, when he was tempted by a scholarship to transfer to

USC, Cal State’s Associate Professor of Physics Milan B. Mijic persuaded him to stay. “He took me under his wing and helped me to learn the field,” David says. He also provided a role model for David’s chosen career: to be a good astronomy teacher.

When David was ready for graduate studies, Professor Mijic helped him decide where to go. By then, that first vision of Andromeda had blossomed into a scholarly fascination: “These galaxies were so beautiful—they looked like big old whirlpools. I wanted to learn how they evolved through the history of the universe.”

David had often dreamed of going to UCLA, and it turned out UCLA was a great place to study galaxies. He ended up working with Jean Turner, Professor of Physics and Astronomy and one of the world’s experts on the far-away galaxies David has studied. “She treated me like a colleague, rather than a student, from the moment I started working with her,” David says. “While giving me valuable insights, she let me pick what I wanted to do. As a result, I was able, even as a graduate student, to feel like I was doing independent research of my own that had direct impact on the astronomical world. I wasn’t just part of some big project.”

Professor Turner also persuaded him to delay taking a teaching job—that’s still his goal—to do a postdoctoral fellowship. Following the completion of his dissertation in February, he immediately began his postdoctoral fellowship. The University of Illinois has “given me a chance to extend this work into a subfield, astrochemistry of external galaxies, something that has largely never been done,” he says. “So I’m going to run with the opportunity and see what comes of it.”



“While giving me valuable insights, she let me pick what I wanted to do. As a result, I was able, even as a graduate student, to feel like I was doing independent research of my own that had direct impact on the astronomical world....”

David Simonowitz

ISLAMIC STUDIES

As an undergraduate in Spanish literature at UC San Diego, David Simonowitz spent two years in Spain, where he became familiar with Arabic calligraphy and the architecture of mosques and palaces. Later, at the University of Reims in France, he encountered students from the Arab world. At some point, learning the language he'd seen written on Granada's walls and occasionally heard spoken in Reims "grew from an interest to an urgent need, like a flywheel building up to speed."

UCLA's interdisciplinary program in Islamic Studies has permitted David to explore all these interests—in architecture, Islam, and language. His dissertation, "The Constructed Community: Architecture and Authority in Two Muslim Societies," braids those strands together. David examines how two modern Shi'ite Muslim minorities in Europe and North America, "are attempting to refine communal identities through architecture." Although it uses an architectural focus, the study is "as much concerned with the place of immigrants in the West and the place of minority expressions of Islam within the larger community of Muslims."

His adviser, Professor Irene Bierman, says David brings to his subject "a nuanced understanding of society and practice gained through the study of texts in Arabic and Persian, as well as a familiar-



Arabic translation: *In the name of God, the Merciful, the Beneficent*

Calligraphy by David Simonowitz, after a composition on a *kiswa*, a brocade covering on the Ka'ba, Mecca



ity with the ethnographic present." His work relies on "an exceptional ability to analyze texts and to critically perceive material culture."

For his research, David spent time studying Muslim congregations in Lon-

don, San Francisco, Toronto and other locations, examining how various communities "are faithfully maintaining the principles and spirit of Islam, while contributing to the growth and progress of the West," David says. "They confound our image of Islam."

In his studies of the Muslim world, David has learned much that is at odds with images common in the American media. For example, although its recent history reflects the excesses of fanaticism, foreign interference, and ongoing ethnic rivalry, Afghanistan was historically a crossroads of world trade and a cultural melting pot. Under the dynasty founded by the Muslim conqueror Timur-i Leng (celebrated in Christopher Marlowe's 16th-century play, *Tamburlaine*), Afghanistan experienced a Renaissance both contemporary with and comparable to the European Renaissance, according to some scholars. "There was a remarkable, almost kaleidoscopic, synthesis of artistic, ethnic and, at times, even religious traditions," David says.

The vitality of the Muslim world is not entirely a matter of past glories. Egypt, for example, has vibrant film, recording, and publishing industries. In Iran,

women are actively involved in political life, he says, and Pakistan and Bangladesh have both had female prime ministers. "Far from disappearing," David adds, "the spirit of fostering cultural and civic development that was so important in pre-modern Islamic societies continues to this day." Like other minority communities, many congregations of both immigrant Muslims and African-American Muslims promote this spirit in the U.S., as well.

And if Islam is not always exactly what we think it is, says

David, neither is the West necessarily what we believe it to be. He suggests that we may be entering "a period in which we have to rethink our preconceptions about ideal or model societies. We've become rigid in our view of

what a modern society should look like." We in the industrial world "have a penchant for turning inward," he says. "It's a luxury we can't afford to allow ourselves."

By ignoring the historical legacies and contemporary contributions of Islam we fail to recognize and encourage the progressive, intellectual potential of approximately one-fifth of the world's population. "If we have the courage to examine the experiences of other peoples—particularly those who seem most alien to us," David says, "we'll expand our own creativity and resilience in social, political, and cultural dimensions." All citizens of the world contribute to the construction of modernity, David says: "We define it together."

David hopes to participate in that collaborative redefinition through work in academia, or perhaps for an international cultural agency such as UNESCO, promoting international understanding. "It can only help us if we learn more about each other and respect each

other," David says. "It's an uphill battle and one that's never over, but I don't want to believe it's a losing battle." ◉

David examines how two modern Shi'ite Muslim minorities in Europe and North America, "are attempting to refine communal identities through architecture." Although it uses an architectural focus, the study is "as much concerned with the place of immigrants in the West and the place of minority expressions of Islam within the larger community of Muslims."

Ruth West

DESIGN | MEDIA ARTS

Two students are standing beside each other at a white board. One, a design student, has just drawn a color wheel; the other, from molecular biology and immunology, is sketching the mechanism for DNA replication. As they work, they're explaining their disciplines to each other. This is not a serendipitous encounter. The students are helping each other with a midterm project for a class titled, "Genetics and Culture: From Molecular Music to Transgenic Art."

"My students have the most amazing dialogue," says Ruth West, a graduate student in Design/Media Arts who designed the course and presented it through the Collegium of University Teaching Fellows. Still more amazing is the fact that this encounter—although it was an actual exchange between two real people—has been taking place metaphorically in Ruth's consciousness for most of her life.

From childhood, Ruth remembers being fascinated with "the shape of natural living things. I could sit and stare at trees for hours," she says. "I would look at the tiny, tiny details, and I was fascinated by natural structures." In fact, she didn't just sit and stare. She made drawings and paintings to depict what she saw on whatever was at hand—from palm fronds and soda bottles to the back of her bedroom door.

For many years, her interests in art and science occupied adjacent rooms in her life. In high school, she took chemistry and worked in theater production. In college she studied microbiology but spent hours on the required drawings of what she saw through the microscope: "For me, they were works of art."

If her choice had been completely independent, Ruth might have pursued an art career from the start. However, "life takes you different ways," she says, "and my family's values were heavily weighted toward medicine." Ruth built a career in health care at UCLA's School of Medicine and then Cedars Sinai Medical Center, first as a hands-on researcher in medical genetics and later in managerial roles. She never abandoned her



art. "I had a commitment to myself that wherever I lived, there would always be a space for me to paint." Beginning in 1995, she was also exhibiting her work.

Then, a family illness left her thinking about an old question: What would have happened if I had focused on the art? In response, Ruth quit her day job and signed up for a course in graphic design at UCLA Extension. Her instructor, Adriana Bratu, had just received her MFA in Design | Media Arts and encouraged Ruth to consider following that road herself.

Ruth's application combined her paintings with scholarly articles about DNA sequences and chromosome maps. When she was accepted, "I was literally jumping up and down," she says. The faculty, she found, were "amazing in the scope of their interests and talent and the dedication they have to graduate students." Moreover, they were willing to take a risk: "They saw that I could pull science and art together and go forward at UCLA."

She had a lot to learn. "I could make transgenic animals," she says, "but I had no pedigree history in the arts." One reason she chose a science career was her sense that she could contribute to society that way; now she is hoping "to find out how to contribute through making art." In particular, she wants to "work at the intersection of science and art."

Standing precisely at that intersection is the undergraduate seminar on genetics and culture she developed, the curriculum evolving

quite naturally from her combined interests. "I felt that the greatest gift to me from my education was the desire to ask questions," she says. "I wanted my class to be an environment where people could develop their curiosity."

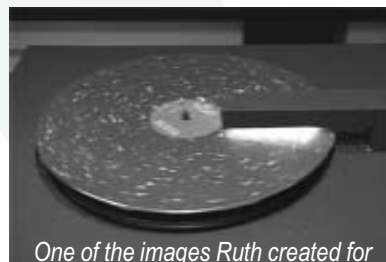
Indeed, their curiosity takes them beyond the realms of art and science into the social and political implications of discoveries in genetics. Eighteen students—about two thirds from the life sciences and the rest from arts and architecture—took the course this winter, producing art works for their final project.

They were asked to substitute media elements for the genomic bases, ATGC (for example, one student substituted the letters LIFE). Then, they re-created a genomic sequence with the substitutions, and in a final step, devised their own mutation. Works range from sculptural pieces to wall hangings and online art, embracing everything from colored lights and dice to Chinese calligraphy and the Arabic word for God. To see the outcomes of their work, go to the "Genetics and Culture" section of www.viewingspace.com.

"I had no idea how exciting it would be to create a context for these ideas and then watch people take it further than I could have ever imagined," Ruth said, referring to the student projects that were inspired by the class.

Now she has turned her attention to her own final research project, which will include both a conventional thesis and an artwork, also combining science with art. One of Ruth's recombinant painting pieces is composed of moveable parts, something like a jigsaw puzzle except there's no one solution.

Viewers can reassemble the art work from time to time, in the same way that DNA is recombined. Another work, "Stars" uses an electronic sensor array to turn star maps of early



One of the images Ruth created for her interactive sound sculpture titled "Stars"

women astronomer's birth and death dates into music. The astronomical data plays as a 12-inch LP on a turntable as an interactive sound sculpture. In this way, "the music mediates the relationship between the data and the history of its production." You can view "Stars" at www.viewingspace.com/ucla_mfa/project_index.htm.

When her MFA is in hand, Ruth hopes to find a PhD program where she can continue her quest to become an artist researcher. Ruth believes she's "getting closer to being able to ask the right questions. I can't wait to see what happens in five years." ♦

A few facts about the CUTF

The Collegium of University Teaching Fellows (CUTF) was started in 1993 to provide new learning opportunities for graduate teaching fellows and undergraduate students. Graduate students who have advanced to candidacy (or who are in the final year of the MFA program) submit proposals for seminars to the CUTF faculty advisory committee. Besides the opportunity to teach at this advanced level, graduate students attend a fall seminar on teaching. Graduate students present collegium seminars in winter and spring quarters. For more information on the collegium, including instructions on how to apply, please visit www.oid.ucla.edu/Cutf.

Feature articles and student profiles written by Jacqueline Tasch

GRADUATE STUDENT ACCOMPLISHMENTS 2001-2002

AFRO-AMERICAN STUDIES

Lindsey Herbert: [1] "Knowledge of Our Elders." Poem published at in TimBookTu at www.timbooktu.com/lindsey/elders.htm, September 2001. [2] "Reasoning with Professor Robert A. Hill." Published in *UJAMA News*, September 2001. [3] "Rastafarian Repatriation to Shashamane." Presented at "Dialogues on the Diaspora," the 8th Annual Student Academic Conference, Univ of North Carolina, Chapel Hill, Feb. 23, 2002.

APPLIED LINGUISTICS AND TESL

Don Favareau: [1] "Collapsing the Wave Function of Meaning: The Contextualizing Resources of Talk-in-Interaction." Plenary paper accepted for presentation at the Second International Gatherings in Biosemiotics, University of Tartu, Estonia, June 14-17, 2002. [2] "Imitation, Intentionality and Intersubjectivity." Workshop presented at the University of Arizona's Center for Consciousness Studies Toward a Science of Consciousness Conference 4, Tucson, Az., April 8-12, 2002. [3] "Beyond Self and Other: On the Neurosemiotic Emergence of Intersubjectivity." Published in *Sign Systems Studies*, Vol 30(1), 2001. [4] Awarded UCLA Center for the Study of Culture, Brain and Development Predoctoral Fellowship 2002-2003.

Emily Goldknopf: [1] (Sole author) "Direct and Indirect Reference to Diagnoses in a Psychiatric Clinic." Presentation at the 7th Annual Conference on Language, Interaction, and Culture, UC Santa Barbara, Goleta, Ca., May 24-26, 2001. [2] Co-edited the proceedings book for the 6th Annual Conference on Language, Interaction, and Culture, Vol 3, UCLA, Center for Language, Interaction, and Culture Graduate Student Organization, May 2000.

Namhee Han: "Socialization of Good Eating Habits through Deixis in a Preschool." Presented at Western States Communication Association (WSCA) Annual Meeting, Long Beach, Ca., March 3, 2002.

Pamela Hobbs: "Islands in a string: The use of background knowledge in an obstetrical resident's note." Research note published in *Journal of Sociolinguistics*, Vol 6(2), pp. 267-274, May 2002.

Christopher Koenig: [1] Single-author book review of *Talk, Work and Institutional Order: Discourse in Medical, Mediation and Management Settings*, 1999, Srikant Sarangi, Celia Roberts, eds. Walter de Gruyter, Inc. Book review to be published in *Issues in Applied Linguistics*, in press. [2] (Sole author) "The truth about architecture: A Performative Approach towards the Relevance of Interaction and Gesture." Presented at the First International Conference on Gesture, Austin, Tx, June 1-5, 2002.

Peter Snow: "Creating Context: Technology and Interaction in a Panamanian Creole Community." Paper presented at the Georgetown University Round Table on Languages and Linguistics, Washington, D.C., March 7-9, 2002.

ANTHROPOLOGY

Alison Hamilton Brown: (First author) "Living It or Learning It: Attitudes and Beliefs about Experience and Expertise in Service Provision for the Dually Diagnosed." Article in *Journal of Contemporary Drug Problems*, in press.

Leisa deFelice: Awarded a University Fellowship and a Regents Stipend, 2001-2002.

Selma E. Morley: "Variation in Frequencies Between Bowl Size Classes." Presented at the 67th Annual Meeting of the Society for American Archaeology, Denver, Co., March 20-24, 2002.

ARCHAEOLOGY

Michael R. Hilton: "Stratigraphic Context and Site Formation Processes: Soil Micromorphology as an Analytical Technique." Paper presented at the 67th annual meeting of the Society for American Archaeology, Denver, Co., March 20-24, 2002.

ART HISTORY

Sean Anderson: "On the Bed and its Room." Presented at Cornell University's annual art history symposium *New Visions in the History of Art and Architecture*. Included many images from own photographic work and those from ongoing historical research.

Maya Stanfield-Mazzi: "Nuances of Resistance and Accommodation: Painted Responses to the Tupac Amaru Rebellion of 1780-81." Presented at the College Art Association 91st Annual Conference, Philadelphia, Pa., Feb. 20-23, 2002.

ATMOSPHERIC SCIENCES

Chih-Wen Hung: [1] (Co-author) "Satellite observations of the southeast Pacific intertropical convergence zone during 1993-1998." Published in *Journal Of Geophysical Research-Atmospheres*, Vol 106, pp 28107-28112, Nov. 27, 2001. [2] *The Voyage On The Railways In Japan*. Book published by China Times Publishing Company, Taipei, Taiwan, Nov. 26, 2001, ISBN: 957-13-3546-0

Brian Kahn: [1] (Co-author) "Cloud identification in ATMOS infrared occultation measurements." Published in *Applied Optics: Lasers, Photonics, and Environmental Optics*, in press (tentatively May 2002). [2] Awarded the NASA Earth System Science Graduate Student Fellowship, July 2001. [3] Winner of the Brian L. Bosart Award, awarded by the Department of Atmospheric Sciences, October 2001.

BIOMEDICAL PHYSICS

Kenneth Yue: [1] "2D JPRESS of Human Prostates Using an Endorectal Receiver Coil." Published in *Magnetic Resonance in Medicine* 2002, Vol 47, in press. [2] (Co-author) "Frontal White Matter Biochemical Abnormalities in Late-Life Major Depression Detected with Proton Magnetic Resonance Spectroscopy." Published in *American Journal of Psychiatry* 2002, Vol 159(4), p 630-636. [3] "Absolute Quantitation of 2D L-COSY." Presented at the Scientific Sessions of the 10th International Society for Magnetic Resonance in Medicine (ISMRM) Scien-

tific Meeting and Exhibition, Honolulu, Hi., May 18-24, 2002. [4] (Co-author) "Reproducibility of Localized 2D COSY in vivo." Presented at the Scientific Sessions of the 10th International Society for Magnetic Resonance in Medicine Scientific Meeting and Exhibition, Honolulu, Hi., May 18-24, 2002. [5] (Co-author) "3T MR Spectroscopy and Neuropsychology of Bipolar Disorder." Presented at the Scientific Sessions of the 10th International Society for Magnetic Resonance in Medicine Scientific Meeting and Exhibition, Honolulu, Hi., May 18-24, 2002. [6] (Co-author) "MRS of Pediatric Bipolar and Disruptive Behavior Disorders." Presented at the Scientific Sessions of the 10th International Society for Magnetic Resonance in Medicine Scientific Meeting and Exhibition, Honolulu, Hi., May 18-24, 2002. [7] (Co-author) "Cerebral 2D L-COSY and Neuropsychological Correlates in Hepatic Encephalopathy." Presented at the Scientific Sessions of the 10th International Society for Magnetic Resonance in Medicine Scientific Meeting and Exhibition, Honolulu, Hi., May 18-24, 2002. [8] (Co-author) "Decreased Basal Ganglia N-Acetylaspartate in Mania." Presented at the 40th American College of Neuropsychopharmacology (ACNP) Annual Meeting, Waikoloa, Hi., Dec. 9 13, 2001.

CIVIL AND ENVIRONMENTAL ENGINEERING

Shafiq Mehraeen: [1] (Co-author) "Application of Radial Basis Functions on Dual Reciprocity BEM for Elastodynamic Analysis of Pierced Shear Walls." Article published in the proceedings of 23rd International Conference on Boundary Element Methods, Wessex Institute of Technology Press, Southampton, England, 2001. [2] (Co-author) "Application of Radial Basis Functions on Dual Reciprocity BEM for Elastodynamic Analysis of Pierced Shear Walls." Presented at the 23rd International Conference on Boundary Element Methods, Lemnos, Greece, May 7-9, 2001.

CLASSICS

Emma Scioli: Received the Distinguished Teaching Assistant Award for 2002, sponsored by the Academic Senate Committee on Teaching and Office of Instructional Development.

COMMUNITY HEALTH SCIENCES

Michele Wood: [1] (Co-author) "Exploring the relationship between age and drug use risk among street-recruited women." Published in Abstracts of the 129th Annual Meeting of the American Public Health Association, Atlanta, Ga., October 2001. [2] (Co-author) "Predictors of emergency room usage among drug users in Long Beach, California." Published in Abstracts of the 129th Annual Meeting of the American Public Health Association, Atlanta, Ga., October 2001. [3] (First author) "A social-cognitive HIV risk-reduction program for drug users: Participation factors." Published in Abstracts of the 129th Annual Meeting of the American Public Health Association, Atlanta, Ga., October 2001. [4] (First author) "Predictors of homelessness among drug users in Long Beach, California." Abstracts of the 129th Annual Meeting of the American Public Health Association, Atlanta, Ga., October 2001. [5] (Co-author) "Homelessness among out-of-treatment drug users." Paper presented at the Health Services Disparities and Addictions Conference, Galveston, Tx., November 2001. [6] (Co-author) "Use of emergency room services by out-of-treatment drug users." Paper presented at the Health Services Disparities and Addictions Conference, Galveston, Tx., November 2001. [7] (Co-author) "Ecstasy use

among drug users in Long Beach, California.” Abstracts of the University-wide AIDS Research Program 5th Annual Conference on AIDS Research in California, Sacramento, Ca., February 2002. [8] (Co-author) “Syringe procurement among injection drug users in Long Beach, California.” Abstracts of the University-wide AIDS Research Program 5th Annual Conference on AIDS Research in California, Sacramento, Ca., February 2002. [9] (Co-author) “Crime and HIV risk among out-of-treatment drug users in Long Beach, California.” Abstracts of the University-wide AIDS Research Program 5th Annual Conference on AIDS Research in California, Sacramento, Ca., February 2002. [10] (Co-author) “The SOCRATES versus single item measures of drug use stage of change.” Abstracts of the University-wide AIDS Research Program 5th Annual Conference on AIDS Research in California, Sacramento, Ca., February 2002.

COMPARATIVE LITERATURE

Frederick Liers: [1] Review of *The Radical Face of the Ancient Constitution*. To be published in *Comitatus: A Journal of Medieval and Renaissance Studies*, Vol 33, forthcoming, 2002. [2] Review of *The Intellectual Life of the Renaissance Artist*. Published in *Comitatus, A Journal of Medieval and Renaissance Studies*, Vol 32, pp 155-159, 2001. [3] “Teaching Literature and Teaching Composition: Integration of Literary Approaches in First-Year Writing Courses.” Presented at the Rhetoric, Composition, and the Teaching of English Spring Conference, University of Arizona, Tucson, March 2, 2002. [4] Awarded the Fredi Chiappelli Travel Fellowship, 2002.

EARTH AND SPACE SCIENCES

Bernard Guest: [1] (Co-author) “Preliminary Sedimentary-Tectonic History and Ar/Ar Ages

from the ‘Neogene’ Redbeds, Taleghan Valley, Alborz Mountains, Iran.” Presented at the Geological Society of America, National Meeting, Boston, Ma., Nov. 3-8, 2001. [2] (Co-author) “Implications of Preliminary (U-Th)/He Cooling Ages and U/Pb Crystallization Ages from the Central Alborz Mountains, Iran.” Presented at the Geological Society of America, National Meeting, Boston, Ma., Nov. 3-8, 2001.

Michael Halford Taylor: [1] (First author) “Coeval East-West Extension and North-South Shortening in Central Tibet.” Published in *EOS Transactions*, Vol 82 (47), American Geophysical Union Fall Meeting, San Francisco, Ca., Dec. 10-14, 2001. [2] (Co-author) “Crustal structure of Central Lake Baikal: Insight into Intracontinental Rifting.” To be published in *Journal of Geophysical Research*, in press, 2002. [3] (Co-author) “Seafloor collapse and methane venting associated with gas hydrate on the Blake Ridge—causes and implications to seafloor stability and methane release.” Published in *Natural Gas Hydrates—Occurrence, Distribution, and Detection*, C.K. Paull and W.P. Dillon, eds., American Geophysical Union, Geophysical Monograph 124, pp 211-233, 2001. [4] American Geophysical Union Outstanding Student Paper Award, Tectonophysics Section, Fall Meeting, San Francisco, Ca., Dec. 10-14, 2001.

Yongli Wang: [1] (First author) “The Io mass-loading disk: Model calculations.” Published in *Journal of Geophysical Research*, Vol 106, pp 26243-26260, November 2001. [2] (Second author) “The Io mass-loading disk: Constraints provided by Ion Cyclotron Wave Observations.” Published in *Journal of Geophysical Research*, Vol 106, pp 26233-26242, November 2001.

Shunxing Xie: [1] (Co-author) “The thermochemical structure and evolution of Earth’s mantle: constraints and numerical models.” Published in *Philosophical Transactions of the Royal Society of London A*, in press. [2] (Co-author) “Isotopic Evolution of the Mantle in Numerical Models of Mantle Convection and Plate Tectonics.” Presented at American Geophysical Union 2001 Fall meeting, San Francisco, Ca., Dec. 10-14, 2001.

EAST ASIAN LANGUAGES AND CULTURES

Steven Day: [1] “Shi Tuo (1910-1988).” Published in *Dictionary of Literary Biography, Modern Chinese Fiction Writers, 1900-1949*. Brucoli, Layman and Clark, eds, forthcoming. [2] Panel Organizer for “Alternative Voices: Modes of Literary Deviation in Wartime Chinese Literature, 1937-1949” at the 2002 Annual Conference for the Association of Asian Studies, Washington, D.C., April 4-7, 2002. [3] “Not in the Name of the Father: Wang Zengqi’s ‘Revenge’ and the Aesthetics of Dissolution in Wartime Fiction.” Presented at the 2002 Annual Conference for the Association of Asian Studies, Washington, D.C., April 4-7, 2002.

Benjamin Rosenthal: “Are there grammatical signals to be found in Japanese cognate sets?” Presented at the Seventh International Columbia School Conference on the Interaction of Linguistic Form, Meaning and Human Behavior, Columbia University, New York, Feb. 16-18, 2002.

EDUCATION

Jose-Felipe Martinez-Fernandez: (Co-author; lead presenter) “Rating Performance Assessments of Students With and Without Disabilities: A Generalizability Study of Teacher Bias.” To be presented at the annual meeting of the American Educational Research Association (AERA), New Orleans, La., April 1-5, 2002.

Andrew Thomas: “Co-Constructing Curriculum: university instructors, programmers and the instructional technologies they build together.” Presented at the Pacific Sociological Association Conference, Vancouver, B.C., April 19, 2002.

ELECTRICAL ENGINEERING

Joe C. Chen: [1] (First author) “Source localization and beamforming.” Published in *IEEE Signal Processing Magazine*, pp 30-39, March 2002. [2] (First author) “Fast frequency-domain acoustic channel estimation with interference cancellation.” Presented at the 27th IEEE International Conference on Acoustics, Speech, and Signal Processing (ICASSP), Orlando, FL, May 13-17, 2002. [3] (Co-author) “Maximum-likelihood acoustic source localization: experimental results.” Presented at the 27th IEEE International Conference on Acoustics, Speech, and Signal Processing, Orlando, FL, May 13-17, 2002.

Ivo Locher: (Co-presenter) “System Design of iBadge for Smart Kindergarten.” Second place in the 39th Design Automation Conference Student Design Contest, Operational Category, to be awarded June 12, 2002.

Sung Park: (Co-presenter) “System Design of iBadge for Smart Kindergarten.” Second place in the 39th Design Automation Conference Student Design Contest, Operational Category, to be awarded June 12, 2002.

Andreas Savvides: (Co-presenter) “System Design of iBadge for Smart Kindergarten.” Second place in the 39th Design Automation Conference Student Design Contest, Operational Category, to be awarded June 12, 2002.

Graduate students serve the community
Art History students ‘adopt’ local museum

Art History graduate students Jean Murachanian, Ramela Grigorian, and Jennie Wehmeier have co-curated the first-ever student art exhibition at the Ararat-Eskijian Museum, the only Armenian museum and research center on the West Coast. Jean, Ramela and Jennie chose to “adopt” the museum simply to apply their knowledge of museum studies to support this budding museum, while making a difference in their community. They say they hope that their volunteer work will inspire others to use what they’ve learned at UCLA to serve the community. These students are the first class of students who’ve completed their Master’s thesis in Art History with a major in museum studies as well as in art history. And each is a member of the first group of PhD candidates to pursue the new minor in museum studies.

They hope that their volunteer work will inspire others to use what they’ve learned at UCLA to serve the community.

Angeles area. These young students have given special thought to their cultural history and its significance in their own lives and use their artwork as one way to explore their cultural identity as Armenians and Americans.

Jean describes the museum as an “intimate—almost sacred—place nestled on a hillside in the northern San Fernando Valley, adjacent to the well-known Ararat Home of Los Angeles.” Ramela describes the

discovery of this museum as “unexpected and unplanned. As graduate students studying art history and museum studies, we are driven with a passion to integrate our Armenian identity and culture into our studies and we’re constantly looking for new venues.” Jennie says, “Because the museum is young and budding with possibilities, it needs the support of the community to nurture its growth and development. Recognizing this need, we’ve become members of the museum board, hoping to foster greater awareness of this hidden treasure waiting to be discovered.”

ENGLISH

Luke Bresky: "Frederick Douglass's diplomatic career as U.S. ambassador to Haiti." Paper presented at the American Studies Association (ASA) Annual Meeting, Washington D.C., Nov. 8-11, 2001.

Martin Griffin: [1] Organized the panel titled Diplomatic Exchanges at the American Studies Association (ASA) Annual Meeting, Washington, D.C., Nov. 8-11, 2001. [2] "Tribal Memory or American Interests: T.S. Eliot, Henry R. Luce, and 1941." Paper presented at the American Studies Association (ASA) Annual Meeting, Washington D.C., Nov. 8-11, 2001.

Norman W. Jones: "Coming Out Through History's Hidden Love Letters in William Faulkner's *Absalom, Absalom!*" Presented at the Rocky Mountain Modern Language Association, Scottsdale, Az., October 2002.

Lisa Kasmer: [1] Awarded the UCLA Chancellor's Dissertation Fellowship. [2] Awarded the Canadian Society for Eighteenth-Century Studies Travel Grant. [3] Awarded the Security Pacific Fellowship at the Huntington Library, San Marino, Ca. [4] "Women Writers of History in the Eighteenth Century." Presented at the Humanitas Academy, Los Angeles Educational Opportunity Program at the William Andrews Clark Memorial Library, Los Angeles, Aug. 23, 2001. [5] "Figuring Eighteenth-Century Female Intellectual." To be presented at the Eighteenth- and Nineteenth-Century British Women Writers Association Conference, University of Wisconsin, Madison, April 18-21, 2002. [6] "The Remarkable Mrs. Macaulay." Presented at the Canadian Society for Eighteenth-Century Studies Conference, University of Saskatchewan, Saskatoon, Canada, Oct. 18-21, 2001.

La'Tonya R. Miles: Received the Distinguished Teaching Assistant Award for 2002, sponsored by the Academic Senate Committee on Teaching and Office of Instructional Development.

Grace Park: "Exoticism and Authenticity in Nora Keller's *Comfort Woman*." Paper presented at the National Conference of the Association for Asian American Studies, Salt Lake City, Ut., April 26, 2002.

Kathryn Stelmach: [1] " 'September 1913' and 'Easter, 1916' by William Butler Yeats." Published in *World Literature and Its Times: British and Irish Literature and its Times*, Joyce Moss, ed, Detroit, Mi., Gale Group, 2001. Part of award-winning series for best reference book of 1999 from American Library Association. [2] "The 'Boyhood' of a Nation: Cuchulainn's Coming of Age in the Works of Yeats, Gregory, O'Grady, and Synge." Paper delivered at the March 2002 Celtic Studies Conference of the University of California, UCLA.

ENVIRONMENTAL SCIENCE AND ENGINEERING

Scott Fruin: [1] (Co-author) "Ambient Air Pollution and Risk of Birth Defects in Southern California." Published in *American Journal of Epidemiology*, Vol 1, pp 17-25, 2002. [2] "Reductions in Benzene Exposure in the South Coast Air Basin." Presented at the conference "Issues in the Assessment of Health Impacts of Gasoline Emissions in California," Los Angeles, Ca., June 2001.

EPIDEMIOLOGY

Mia Hashibe: (Co-author) "Body Mass Index, Tobacco Use, Alcohol Drinking and the Risk of Oral Submucous Fibrosis in Kerala, India." Published in *Cancer Causes and Control*, Vol 13(1), pp 55-54, February 2002.

Sung-Jae Lee: [1] (Co-author) "Treatment of Medium-Brown Solar Lentiginos Using an Alexandrite Laser Designed for Hair Reduction." Published in *Archives Dermatology*, in press, April 2002. [2] (Co-author) "Picking Up the Pieces: Caregivers of adolescents bereaved by parental AIDS." Published in *Clinical Child Psychology and Psychiatry*, Vol 7(1), pp 115-124, 2002. [3] (Co-author) "Trends in health risk behaviors among Asian/Pacific Islander high school students." To be published in *American Journal of Epidemiology*, in submission, 2002. [4] (Co-author) "Psychiatric diagnoses among adolescents bereaved and living with a parent with HIV." *Journal of Clinical Child and Adolescent Psychology*, in submission, 2002.

Susan Sheu: [1] (Co-presenter) "Comparative Epidemiology of Non-Small Cell Lung Cancer at Early and Late Age: Under 50 or Over 80 Years Old at Diagnosis." Presented at the American Society for Preventive Oncology Conference, Bethesda, Md., March 10-12, 2002. [2] (Co-presenter) "Cancer at the Extremes of Age: Familial and Personal History of Cancer and Age of Onset." Presented at the American Association for Cancer Research Conference, San Francisco, Ca., April 6-10, 2002.

Lisa V. Smith: (Co-author) "Effect of Testing Site on Client Satisfaction with Rapid HIV Tests." Poster presented at the 2002 National STD Prevention Conference, San Diego, Ca., March 4-7, 2002.

ETHNOMUSICOLOGY

Ann Riordan: "Music and Modernity in Iran: The Radif Revisited." Presented at the Society for Ethnomusicology Regional Conference, Claremont, Ca., Feb. 22-23, 2002.

Pantelis Vassilakis: "Auditory roughness as means of musical expression." Presented at 36th annual meeting of the Society of Ethnomusicology, Southern California Chapter (SEMSSC), Claremont, Ca., Feb. 23, 2002.

FRENCH AND FRANCOPHONE STUDIES

Alison Rice: "Introduction, English Translation and French Transcription of 'Forgiveness: An Interview with Julia Kristeva'." Article published in *PMLA*, Vol 117(2), pp 278-295, March 2002.

Sylvie Young: [1] "Le statut de l'objet et la poursuite du savoir dans Bouvard et Pécuchet : de l'objet initiatique à l'emblème ostentatoire" Presented at Equinoxes 2002, Department of French Studies 10th Annual Graduate Conference: Initiations, Providence, R.I., March 8-9, 2002. [2] "Du bonheur dans l'échec: L'Education sentimentale." Presented at the Tenth Annual Graduate Conference on Romance Studies: The Quest for Meaning Through the Coexistence of Ideologies, Boston College, Boston, Ma., April 5-6, 2002.

GEOGRAPHY

Susan Digby: "Salvaged Objects and Spatial Webs." Presentation at the 98th Association of American Geographers Annual Meeting. Co-organizer of paper session: Spatialities and Objects In Practices of Travel and Collecting, Los Angeles, Ca., March 21, 2002.

Wenfei Wang: (First author) "Growth and Decline of Muslim Hui Enclaves in Beijing." Published in *Eurasian Geography and Economics*, Vol 43(2), pp104-122, 2002.

GERMANIC LANGUAGES

Jasmin Harvey: Awarded Summer 2001 travel grant from the ISOP to conduct research in the Netherlands.

Jonathan Jones: (Co-author) "Student Per-

ception vs. Student Performance: Understanding the Pedagogical Paradox in SLA." Presented at the UC Language Consortium Conference at UC Irvine, March 9, 2002.

Susanne Kelley: "The Role of Context: Introducing the Culture of Text and the Text of a Culture." Presented at The First UC Language Consortium Conference on Language Learning and Teaching, UC Irvine, March 9, 2002.

Anne Rothe: [1] "Reading the Other: Teaching Literature And Culture In Translation." Chaired panel at the First UC Conference on Language Learning, UC Irvine, March 8-9, 2002. [2] "After My First Time: 10 Questions On How To Teach Literature In Translation." Presentation at the First UC Conference on Language Learning, UC Irvine, March 8-9, 2002. [3] "Writing (of/on) The Body In Pain: The Impossibility And Necessity Of Testifying to a Personal Past Of Trauma In Anna Mitgutsch's Die Zuechtigung." Presented at the conference Austrian Writers Confront The Past 1945-2000, U of Pennsylvania, Philadelphia, April 12-14, 2002.

Charlton Torres: [1] "Modernism, Masculinity, Logocentrism." Presented at Modernist Studies Association Annual Conference, Rice University, Houston, Tx., October 2001. [2] (Co-presenter) "Student Perception vs. Student Performance: Understanding the Pedagogical Paradox in SLA." Presented at UC Language Consortium Conference on Language Learning and Teaching, UC Irvine, Irvine, Spring 2002.

Claire Whitner: (Co-presenter) "Student Perception vs. Student Performance: Understanding the Pedagogical Paradox," at the UC Language Consortium Conference at UC Irvine, March 9, 2002.

HEALTH SERVICES

Kevin C. Heslin: [1] Received the Cornelius L. Hopper Award for Outstanding New Investigator Paper in Health Services Research and Policy, University-wide AIDS Research Program, University of California. [2] Received a Student Research Award from the Social Statistics and Survey Research Methods Sections of the American Statistical Association. [3] "Do self-referral insurance policies improve access to infectious disease specialists for persons with HIV disease?" Presented at the Fifth Annual Conference of the University-wide AIDS Research Program, University of California, Feb. 21, 2002. [4] (Co-author) "Association of oral health and generic health-related quality of life among patients with HIV." Article published in *Quality of Life Research* 2002; 11(1): 57-70.

HISTORY

Céline Dauverd: [1] Review article of "Perfect Wives, Other Women: Adultery and Inquisition in Early Modern Spain" by Georgina Dopico Black. To be published in *Comitatus: A Journal of Medieval and Renaissance Studies*, Vol 33, Fall 2002. [2] "Naples as an Italo-Iberian Archetype: Don Pedro de Toledo's Sixteenth-Century Urban Reforms." To be presented at the Fifth Annual Mediterranean Studies Association Conference in Granada, Spain, May 29-June 2, 2002.

Robert Dees: "Economics and Politics of Peasant Production in South Germany, 1450-1650." Presented at the Sixteenth Century Conference, Denver, Co., Oct. 25-28, 2001.

Howard Eissenstat: "Metaphors of Race and Discourse of Nation: Racial Theory and the Beginnings of Nationalism in the Turkish Re-

public." Presented at the conference, "Race and Nation, Identity and Power: Ethnic Systems Around the World," Santa Barbara, Ca., Feb. 7-10, 2002.

Christina Yamanaka: Received the Distinguished Teaching Assistant Award for 2002, sponsored by the Academic Senate Committee on Teaching and Office of Instructional Development.

HUMAN GENETICS

Mark Goodarzi: (First author) "Haplotype Analysis of the Association of the Lipoprotein Lipase Gene with Insulin Sensitivity." Presentation at the American Diabetes Association 62nd Scientific Sessions, San Francisco, Ca., June 14-18, 2002.

INDO-EUROPEAN STUDIES

Natalie Operstein: "Spanish loans and the fortis/lenis contrast in early Zapotec." Paper presented at the joint meeting of the Society for the Study of the Indigenous Languages of America and the Linguistic Society of America, San Francisco, Ca., Jan. 3-6, 2002.

INFORMATION STUDIES

Maureen M. Frank: Chapter on Los Angeles Public Library's Teen'Scape to be published in forthcoming book, *Making Space for Teens: Young People and Public Libraries*, Anthony Bernier, ed., 2002.

Marisol Ramos-Lum: "Gender and Rights: Elite and Slaves Women Represented in Letters of Emancipation in 19th Century Puerto Rico." Presented at The American Society for Ethnohistory Conference, Tucson, Az., Oct. 17-21, 2001.

LATIN AMERICAN STUDIES

Alison De Lucca: "Summoning the Spirits and Challenging Sexism: Women and Spirit Mediumship Religions in Brazil." Presented at Thinking Gender Conference 2002, UCLA Faculty Center, March 1, 2002.

LINGUISTICS

Avelino, Heriberto: [1] (Co-author) "An intonational study of focus and word order variation in Mexican Spanish." Presented at the conference titled Tone: Phonetic and phonological dimensions, El Colegio de Mexico, Mexico City, March 2002. [2] "Diversity and unit of languages at the border of linguistic areas: Evidence from Pamean number systems." Presented at the 7th Workshop on Structure and Constituency in the Languages of the Americas, University of Alberta, Edmonton, Canada, March 2002. [3] Received an UC-MEXUS fellowship for 2001-2002.

Masangu Matondo: [1] "The Reduplicant in Kisukuma." Paper presented at the 33rd Annual Conference on African Linguistics (ACAL), Ohio University, Athens, March 22, 2002. [2] "Kisukuma Tone: A Preliminary Phonetic Study." Paper presented at 33rd ACAL, Ohio University, Athens, March 23, 2002.

Sahyang Kim: (Co-author) "An intonational study of focus and word order variation in Mexican Spanish." Presented at the conference titled Tone: Phonetic and phonological dimensions, El Colegio de Mexico, Mexico City, March 2002.

MANAGEMENT

Roberto Alvarez: [1] "Sources of Technological Innovation in Chilean Manufacturing Industry." Published in *Estudios de Economía*, Vol 28(1), pp 53-68, June 2001. [2] (Co-author) "Se ha Detenido el Proceso de Diversificación

de las Exportaciones en los 90?" Published in *Estadística y Economía*, No. 21, National Institute of Statistics of Chile, December 2001. [3] (Co-author) "La Importancia Relativa de las Pequeñas y Medianas Empresas (PYMES): Un Análisis de sus Determinantes en la Industria Manufacturera Chilena." Published in *Cuadernos de Economía*, No. 115, pp. 347-365, December 2001.

MOLECULAR, CELL AND DEVELOPMENTAL BIOLOGY

Anne Simonson: [1] (Co-author) "The transorientation hypothesis for codon recognition during protein synthesis." Published in *Nature*, Vol 416 (6878), pp 281-285, March 21, 2002. [2] (Co-presenter) "tRNA movement during codon recognition: The transorientation hypothesis." Presented at the 66th Annual Symposium on Quantitative Biology, Cold Spring Harbor, N.Y., May 31-June 5, 2001.

MOLECULAR AND MEDICAL PHARMACOLOGY

Fei He: [1] (First author) "Neurogenin1 inhibits the JAK-STAT pathway via multiple routes." Presented at the Keystone Symposium on JAKs and STATs: Activation and Biologic Impact, Snowbird, Utah, Jan. 13-18, 2002. [2] Winner of Keystone Symposia Scholarship at the JAKs and STATs: Activation and Biologic Impact meeting, Snowbird, Utah, Jan. 13-18, 2002.

Shahriar Yaghoubi: (Co-author) "Imaging Transgene Expression in Living Subjects Using Positron Emission Tomography." Presented at the AAAS meeting, Boston, Ma., Feb. 15, 2002.

MUSICOLOGY

Durrell Bowman: [1] "Cast In This Unlikely Role: Genre, Demographics, and the Music of the Canadian Rock Band Rush." To be published in *Studies in Music*, University of Western Ontario: Proceedings of the International Association for the Study of Popular Music, Canadian branch, May 5, 2001, forthcoming, 2002. [2] "Let Them All Make Their Own Music—Individualism, Rush, and the Progressive/Hard Rock Alloy, 1976- 77." Published in *Progressive Rock Reconsidered*, Kevin Holm-Hudson (U. of Kentucky), ed., Routledge Publishing, N.Y., 2002.

Charles Garrett: [1] Book Review of Stuart Nicholson, *Reminiscing in Tempo: A Portrait of Duke Ellington*. Published in *Quarterly Journal of the Music Library Association*, Vol 58 (2), pp 374-375, December 2001. [2] "Louis Armstrong and the Sound of Migration." Presented at the 28th annual meeting of the Society for American Music, Lexington, Ky., March 10, 2002. [3] Received the Mark Tucker Award for Best Student Paper at the 28th annual meeting of the Society for American Music, Lexington, Ky., March 10, 2002.

Jonathan Greenberg: "Frank Sinatra and the Reinvention of Tin Pan Alley in the Fifties." Presented at the Annual Conference of the Society for American Music, Lexington, Ky., March 6-10, 2002.

Olivia Carter Mather: [1] "Gillian Welch's 'Honey Now' and Folk Revival Sexuality." Presented at the Thinking Gender Conference, UCLA, March 1, 2002. [2] "'Wicked Path of Sin': Bluegrass, Bill Monroe, and the Secularization of Gospel." To be presented at the Society for American Music Annual Meeting, Lexington, Ky., March 9, 2002. [3] "'In Symphonia Sonare': The Music of the 'Ordo Virtutum.'"

Presentation at the 37th International Congress on Medieval Studies, Kalamazoo, Mi., May 4, 2002.

Glenn T. Pillsbury: "'Shape Shift, Mutiny in the Air': Metallica's 'Selling Out' Controversy and Popular Music Histories." Paper presented at the annual meeting of the Society for American Music, Lexington, Ky., March 2002.

Cecilia Sun: "Performing History: Playing_In C_ As If" Presented at the American Musicological Society's Pacific Southwest Chapter, UCLA, Feb. 16, 2002.

Jacqueline Warwick: [1] Liner notes for *Best of the Girl Groups*, Rhino Records, R2 76708/314520687-2. [2] "Make Way for the Indian: Bhangra and South Asian Presence in Toronto." Published in *Popular Music and Society*, Vol 24(2), pp 25-44, 2000. [3] "I'm Eleanor Rigby: Women and Revolver," Published in *Every Sound There Is: Revolver and the Transformation of Rock and Roll*, Russell Reising, ed., Ashgate Press, forthcoming, April 2002. [4] "Look Here, Girls, Take this Advice": Feminism and Mainstream 60s Pop." Presented at plenary session of the 20th anniversary meeting of the International Association for the Study of Popular Music, Turku, Finland, July 2001. [5] "'He's Got the Power': Production and Authorship in Girl Group Music." Presented at the national meeting of the Society for American Music, Lexington, Ky., March 2002.

NEAR EASTERN LANGUAGES AND CULTURES

Frederick J. Mabie: "The Maskil at Qumran: Who Does He Think He is?" Presented at the Society of Biblical Literature Pacific Coast Region, Moraga, Ca., March 25, 2002.

Richard Wainthropp: "Turkish Alphabet-Number Calculations (Ebcad): What It Is and What It Isn't." Paper presented at UCSB Annual Middle East Conference, Santa Barbara, March 23, 2002.

NEUROSCIENCE

Tavis Allison: "In the Court of Father Christmas." Short story accepted by *Isaac Asimov's Science Fiction Magazine*, forthcoming.

Alison C. Burggren: (Co-author) "Specificity of brain activation patterns in people at genetic risk for Alzheimer disease." *American Journal of Geriatric Psychiatry*, Vol 10(1), pp 44-51, 2002.

NURSING

Libby Bowers: [1] (Co-author) "Clinical Challenge: Postherpetic Neuralgia." Published in *Oncology Nursing Forum* 2002, April/May 2002, in press. [2] "The Heart of the Matter: Palliative Care in Advanced Heart Failure." Presented at Nursing Grand Rounds at Cedars Sinai Medical Center, Feb. 18, 2002.

Leah Fitzgerald: "The Evaluation of Neuroendocrine Measures and Central Nervous System Responsiveness in Women with Diarrhea Predominant Irritable Bowel Syndrome." Poster presentation at the Western Institute of Nursing (WIN) Conference, Palm Springs, Ca., April 19, 2002.

Maynard Lamusao: Won an internship to research "Health Hazards in Woodworking" through the Office of Occupational Health Nursing, Occupational Safety and Health Administration, U.S. Department of Labor, July 2001-September 2001. Finished project was posted on OSHA's Woodworking E-CAT website at www.osha.gov/dts/oohn/index.html.

Dorothy Tullman: [1] "An intervention to reduce delay in older adults with early symptoms

of acute myocardial infarction. Proceedings and Abstracts." Presented at 6th Annual UCLA Research Conference on Aging, UCLA Center on Aging and The Multicampus Program in Geriatric Medicine and Gerontology, Clinical Geriatrics, June 26, 2001. [2] (Co-author) "Health disparities among vulnerable populations: evolution of knowledge over five decades in nursing research publications." Published in *Nursing Research*, May 2001. [3] "An intervention to reduce delay in older adults with early symptoms of myocardial infarction." Poster presented at Graduate Student Research Day, UCLA School of Nursing, Los Angeles, June 2001.

PHILOSOPHY

Margaret Scharle: Received the Distinguished Teaching Assistant Award for 2002, sponsored by the Academic Senate Committee on Teaching and Office of Instructional Development.

SOCIAL WELFARE

Maria Carpiac: [1] Group Achievement Award for the Development of the Comprehensive Care Clinic Group, Veteran's Administration, West Los Angeles, Ca., January 2002. [2] Achievement Award for a Grief and Bereavement Support Group, Veteran's Administration, West Los Angeles, Ca., January 2002. [3] Social Services Abstracts Best Practices Award, Aging category for Comprehensive Care Clinic, February 2002. [4] (Co-author) "Social Service Agencies and Graduate Schools of SW: Creating Successful Educational Partnerships." Presented at the American Society on Aging Conference, Denver, Co., April 5, 2002.

Janet Heinritz-Canterbury: "Collaborating to Improve In-Home Supportive Services: Stakeholder Perspectives on Implementing California's Public Authorities." Publication for

The Paraprofessional Healthcare Institute, Bronx, NY, April 2002. Article also posted at www.directcareclearinghouse.org.

SOCIOLOGY

Robert Gedeon: Received the Distinguished Teaching Assistant Award for 2002, sponsored by the Academic Senate Committee on Teaching and Office of Instructional Development.

STATISTICS

Roger Peng: Winner of the American Statistical Association Student Paper Competition, 2002.

URBAN PLANNING

Ashok Das: [1] (Co-author) "International Architecture and Planning Awards: Slum Networking in India." Presented at the Association of Collegiate Schools of Architecture, Southeast Region Conference, Georgia Institute of Technology, Atlanta, Feb. 22-24, 2002. [2] "The Jaunapur Slum Resettlement Project: Planning for an Environmentally Sustainable Human Settlement." Published in *The Small City and Regional Community: Proceedings of the 2000 Conference*, Center for Community Economic Development and the University of Wisconsin Extension, Ronald Shaffer and William Ryan, eds, December 2001. [3] "Bureaucracy, and Housing for the Poor in India." Published in *Critical Planning*, UCLA Urban Planning Department, Spring 2001, forthcoming.

Alain Dang: Chapter titled "You're A What? An Activist??" accepted for publication in Kevin Kumashiro's (ed.) *Restored Selves: Autobiographies of Queer Asian Pacific American Activists*, The Haworth Press, Binghamton, N.Y., forthcoming.

Geraldine Gardner: "Friede, Freude, Eierkuchen: The Love Parade and the Politics of Culture in the 'New' Berlin." Paper presented for the panel titled Cities and Representations at the American Association of Geographers Conference, Los Angeles, March 19-23, 2002.

Hiroyuki Iseki: [1] (Co-author) "The Demographics of Public Transit Subsidies: A Case Study of Los Angeles." Presented at the 8th Annual University of California Transportation Conference (UCTC) Student Research Conference, Berkeley, February 2002. [2] (Co-author) "The Demographics of Public Transit Subsidies: A Case Study of Los Angeles." Presented at the Transportation Research Board (TRB) 81st annual meeting, Washington, D.C., January 2002.

Bill Pitkin: [1] "A Historical Perspective of Technology and Planning." Published in *Berkeley Planning Journal*, Vol 15, pp 32-55, 2001. [2] (Co-author) "Subprime Lending and Neighborhood Conditions in the City of Los Angeles." Presented at the Association of Collegiate Schools of Planning Conference, Cleveland, Oh., Nov. 7-11, 2001. [3] "Community Informatics: Hope or Hype?" Presented at the Hawaii International Conference on System Sciences (HICSS), Wailea, Hi., Jan. 3-6, 2002.

WORLD ARTS AND CULTURES

Claudia J. Hernandez: [1] "The Brown Virgin, Mother and Protectress of Latinos." Presented at the California Folklore Society Meeting in Logan, Ut., April 2002. [2] "Alcoholism Among Latinos in Los Angeles." Presented at the American Folklore Society meeting in Rochester, N.Y., October 2002.



Countries of citizenship of UCLA postdocs

See related stories on UCLA's postdoctoral scholars on pages 22, 23 and 24.

Country	Number	Percent
United States	476	44.5
People's Republic of China	137	12.8
India	57	5.3
Japan	36	3.4
Germany	35	3.3
South Korea	35	3.3
France	33	3.1
Canada	29	2.7
Taiwan	22	2.1
Spain	18	1.7
Russia	16	1.5
United Kingdom	16	1.5
Italy	13	1.2
Israel	11	1.0
Mexico	10	0.9
Netherlands	8	0.7
Romania	8	0.7
Switzerland	8	0.7
Argentina	7	0.7
Denmark	6	0.6
Iran	6	0.6
Sweden	6	0.6
Australia	5	0.5
Turkey	5	0.5
North Korea	4	0.4
Norway	4	0.4
Brazil	3	0.3
Chile	3	0.3
Czech Republic	3	0.3
England	3	0.3
Finland	3	0.3
Ukraine	3	0.3
Venezuela	3	0.3
Austria	2	0.2
Greece	2	0.2
Ireland	2	0.2
New Zealand	2	0.2
Trinidad & Tobago	2	0.2
Uzbekistan	2	0.2
Bangladesh	1	0.1
Barbados	1	0.1
Bolivia	1	0.1
Bulgaria	1	0.1
Colombia	1	0.1
Cook Islands	1	0.1
Croatia	1	0.1
Ethiopia	1	0.1
Hong Kong	1	0.1
Hungary	1	0.1
Luxembourg	1	0.1
Malaysia	1	0.1
Mauritius	1	0.1
Morocco	1	0.1
Peru	1	0.1
Poland	1	0.1
Senegal	1	0.1
Singapore	1	0.1
Slovakia	1	0.1
Slovenia	1	0.1
Thailand	1	0.1
Turks & Caicos Islands	1	0.1
United Arab Emirate	1	0.1
Uruguay	1	0.1

The section titled "Graduate Student Accomplishments: papers, publications, presentations, performances" appears in each edition of the *Graduate Quarterly*. To be included in future issues, UCLA graduate students who have recently presented their work at conferences, written books, published articles in professional journals, performed or recorded their work, should send complete references to: Patricia Jordan, Graduate Division, at pjordan@gdnet.ucla.edu

Submission deadlines:

- Fall Quarter September 20
- Winter Quarter December 20
- Spring Quarter March 20

Please note: The growing volume of student accomplishments reported to us requires that we now begin to enforce our existing policy of including in this section only publications (articles, books, etc.) and presentations (papers, posters, guest lectures, performances, etc.). Beginning with the Fall 2001 issue of *Graduate Quarterly*, we will no longer publish fellowship awards, miscellaneous departmental awards, summer internships, or travel awards in this section. Recipients of intramural, selected extramural, and departmental fellowships will continue to be listed exclusively in the "Award Recipients" section of the Fall issue each year. We reserve the right to edit entries based on these guidelines.

Funding Your Research Abroad

To find information on the many opportunities for foreign research, visit the Special Fellowships office (1252 Murphy Hall) and the Expo Center (201 Strathmore Bldg).

Multi-Discipline and Non Country-Specific Fellowships

Fulbright-Hayes Dissertation Research Abroad Program (DOE): Doctoral dissertation research support for six to twelve months. Open to proposals in the social sciences, arts and humanities. Must be a US citizen or permanent resident, planning a teaching career at a US college, advanced to doctoral candidacy at time of tenure, and have language skills necessary to carry out language research.

Contact: Sally Evans,
1252 Murphy Hall, 310-825-3953

Fulbright Graduate Study Abroad (IIE): Study or research in any field. Tuition, round-trip transportation, and living expenses for one academic year study in country and university of applicant's choice. Must be US citizens, hold a bachelor's degree, or in the creative/performing arts, 4 years of professional study and/or experience.

Contact: Telisa D. Boston,
1252 Murphy Hall, 310-206-8743

Fulbright Scholars Program (U S Information Agency): Monthly stipends between \$1,700-\$3,500, maintenance allowance, and travel expenses for research or lecturing abroad. Must be US citizens, hold a PhD or equivalent professional/terminal degree at time of application, and have proficiency in language of host country.

Contact: Ann Kerr, ISOP,
10270 Bunche Hall, 310-825-2009

Henry Luce Scholars Program: Provides professional apprenticeships to the Far East under the guidance of leading Asians. It is experiential rather than academic in nature. Students in all fields except

Asian affairs are eligible, must be US citizens, and not more than 29 years of age at time of tenure.

Contact: Sally Evans,
1252 Murphy Hall, 310-825-3953

National Science Foundation (NSF) Grants for Improving Doctoral Dissertation Research: Provides up to 24 months of support for dissertation field research in any country. Open to proposals in the behavioral sciences, social sciences, and selected areas in the biological sciences. No citizenship requirements. At the NSF website, search for "dissertation."

Website: www.nsf.gov

Rotary Foundation Ambassadorial Scholarships: Provides nine months of funding for study abroad in countries where Rotary Clubs exist. Open to all fields of study. Foreign nationals can apply through Rotary Clubs in their home countries. Must be over 18 and know the language of the host country.

Contact: Dario Bravo, the Expo Center,
201 Strathmore Bldg, 310-825-0831

Social Science Research Council (SSRC) International Dissertation Field Research Fellowships: For doctoral dissertation research in the social sciences and humanities and are tenable in all areas of the world. Must be advanced to doctoral candidacy at time of tenure. No citizenship restrictions.

Website: www.ssrc.org/fellowships/

UCLA International Studies and Overseas Program (ISOP)

ISOP Fieldwork Fellowships: Long-term (6-12 months) and short-term (up to 3 months) awards of up to \$10,000 are available for PhD students who have completed all graduate coursework and who are researching topics related to one or more areas of ISOP focus: Africa, Latin-America, the Near East, Europe and Rus-

sia, Asia and the Pacific Rim, and International Relations students in the social sciences, humanities, and professional schools.

Contact: German Esparza,
11222 Bunche Hall, 310-825-9399

Interdisciplinary Program for Students of Developing Areas Small Grants: Small grants available for language training, travel to area studies conferences, and travel for the purpose of exploratory fieldwork.

Contact: German Esparza,
11222 Bunche Hall, 310-825-9399

Sources

For more information on these and other fellowships (including those restricted to women and minority applicants), please see the following sources (all available at 1252 Murphy Hall):

- ◆ Graduate and Postdoctoral Extramural Support (GRAPES): www.gdnet.ucla.edu/grpinst.htm
- ◆ Marie O'Sullivan, ed. *Financial Resources for International Study: A Guide for US Nationals*, New York: Institute of International Education, 1996.
- ◆ Gail Ann Schlachter and R. David Weber, *Financial Aid for Research and Creative Activities Abroad: 1999-2001* (San Carlos, California: Reference Service Press, 1999).
- ◆ *Financial Aid for Study and Training Abroad*, 2001-2003.
- ◆ Ruth Austin, ed. *The Grants Register* (New York: St. Martin's Press, 2002).
- ◆ Community of Science (COS), Sponsored Programs Information Network (SPIN), and Illinois Researcher Information (IRIS): www.research.ucla.edu/sr2/fundopp.htm

Fulbright travel grant workshops offered in Spring and Summer

Fulbright grants are important sources of funding for foreign research travel. Two Fulbright programs are available to UCLA students—one for all graduate students and graduating college seniors, administered by the Institute of International Education (IIE), and one for doctoral candidates' dissertation research, administered by the U.S. Department of Education (USEd). These programs will be described in detail at workshops during spring and summer 2002. If you are interested in applying to either program we strongly encourage you to attend a workshop.

Each workshop will provide information on successful approaches and application procedures:

- ◆ UCLA graduate students who are veteran Fulbrighters will give their perspectives on how to develop a winning proposal.
- ◆ Faculty members will provide feedback on important factors in assessing applicants.
- ◆ Graduate Division staff members will discuss the application process.

Fulbright 2002 Workshop Schedule

- ◆ Wednesday, June 5, 3:30-5:00 pm
- ◆ Thursday, June 6, 10:00-11:30 am*
- ◆ Wednesday, June 12, 5:00-6:30, pm
- ◆ Thursday, July 18, 2:30-4:00 pm
- ◆ Wednesday, August 28, 2:00-5:00 pm**
- ◆ Monday, Sept. 16, 11 am-12:30 pm

All workshops are held in 6275 Bunche Hall.
* Covers the USEd dissertation grant only (Fulbright-Hayes).
** This workshop will be conducted by the Institute of International Education at the Faculty Center.

Fellowships Restricted by Country or Discipline

Fields of Study	Country	Fellowship	Financial Data	Duration
All fields*	Germany	German Academic Exchange Service	\$1,700 DM/month, health ins., travel	10 months
All fields	Great Britain	Marshall Scholarships	Tuition, stipend, travel expenses	2 years
All fields	Israel	Lady Davis Fellowship	Tuition, stipend, travel expenses	1-2 years
All fields	Japan	Monbusho Scholarship	Tuition, stipend, travel expenses	Up to 2 years
Asian Studies: Humanities and Social Sciences	China	National Program for Advanced Study and Research in China	Tuition, stipend, travel, health insurance, maintenance, dependents	2-12 months
Astronomy	Applicant's Choice	American Astronomical Society Travel Grants	Round trip, tourist-class airfare	Variable
Biological, Physical, Veterinary, Agricultural Sciences	Kenya	International Center of Insect Physiology & Ecology Research Associateships	10,330 Kenyan shillings per month	Up to mos. per year; up to 4 years
Biology	Arctic Regions Scholarship	Jennifer Robinson Memorial	\$5,000 stipend	Variable
Byzantine Studies (history, literature, arts, languages)	Applicant's Choice	Bliss Prize Fellowship in Byzantine Studies	\$33,000/year + \$5,000 travel expenses	2 yrs study in US; summer abroad
Humanities & Social Sciences	France	Chateaubriand Scholarship for the Humanities	9,000 francs, health insurance, travel	9 months
Egyptian Studies	Egypt	American Research in Egypt Fellowships	\$1,150-3,325/month; round-trip air travel	3-12 months
Family Planning	New Zealand	New Zealand Family Planning Assn. Alice Bush Scholarship	\$NZ5,000/year	Up to 3 years
Mexico Related Studies*	Mexico	UC Mexus	Up to \$12,000	Up to 2 years
Modern Germany & European Studies	Germany	Berlin Program for Advanced German & European Studies	\$20,000/year	9-24 months
Research on Pakistan (Social Sciences and Humanities)	Pakistan	American Institute of Pakistan Studies Fellowship	Round-trip air travel, maintenance, research materials, & dependents	2-9 months
Tropical Rainforest Research	Brazil	Biological Dynamics of Forest Fragment Project Research Grant	Variable; average in 1995 \$12,000 stipend	Variable
Visual Art, Music, Creative Writing	France	American Center in Paris Residencies	1,430 Francs/month	3-12 months

* Requires Graduate Division nomination. Please contact Telisa Boston, Special Fellowships, 1252 Murphy Hall 310-206-8743

The basic requirements for IIE Fulbright applicants are: 1) be a U.S. citizen, 2) hold a BA degree or equivalent before your award begins, and 3) have proficiency in the language of the host country. Basic requirements for the USEd Fulbright are: 1) be a U.S. citizen or Permanent Resident, 2) be advanced to doctoral candidacy before your award begins, and 3) be proficient in the language(s) necessary to carry out your research. The workshops described above will focus on additional criteria used to select recipients.

IIE applications for 2003-2004 are currently available in the Special Fellowships Office, 1252 Murphy Hall.

- USEd Fulbright applications will be available in late summer. To receive an application, you must be interviewed by office staff.

• **The deadline for the IIE Fulbright is October 2, 2002 and the deadline for the USEd Fulbright is October 9, 2002.** The Fulbright application process is detailed and **now** is the time to begin working on your materials.

• As an example of the preeminence of Fulbright programs, more than 4,000 students apply each year for the IIE program alone to do research or attend universities in 124 countries for an academic year.

• For 2003-2004, there will be approximately 970 IIE awards. Final selections are announced by the end of June.

Plan Ahead for Travel Fellowships in 2003-2004

Don't miss out on fellowship opportunities by missing important deadlines. Many fellowships for 2003-2004 have fall and winter deadlines. Plan now to apply for study or research abroad. September or October are often too late to begin thinking about applying for funding. *Stop by the Special Fellowships Office at 1252 Murphy Hall to obtain more information on study abroad opportunities.*

Reception honored the nearly 1100 postdocs campuswide

Distinguished postdoctoral scholars awarded

The fourth reception and awards ceremony to recognize the significant contributions of UCLA's nearly 1100 postdoctoral scholars was held at UCLA Faculty Center on March 20, 2002.

Vice Chancellor and Dean Claudia Mitchell-Kernan emphasized that the Postdoctoral Fellows Reception is intended to honor the contributions of *all* postdoctoral fellows at UCLA, as well as celebrate the recipients of the annual prize. All postdoctoral fellows at UCLA make important contributions to the interrelated missions of research, teaching and public service.

"Of all your contributions, the most important from my perspective as Vice Chancellor of Graduate Studies is your role in the University's educational enterprise, providing direction and mentorship to graduate students and undergraduates, both in the classroom and in the laboratory," Dean Mitchell-Kernan said.

Other speakers included Paul D. Boyer, 1997 Nobel Laureate in Chemistry; Louis Ignarro, 1998 Nobel Laureate in Medicine; Brian P. Copenhaver, Provost, College of Letters and Science; Vijay Dhir, Interim Dean, The Henry Samueli School of Engineering and Applied Science; Roberto Peccei, Vice Chancellor for Research; Leonard Rome, on behalf of the Provost, Medical Sciences and Dean, School of Medicine Gerald Levy; and Robin Fisher, Professor, Psychiatry and Associate Dean, Graduate Division.

Professor Boyer outlined the four skills for a postdoctoral fellow's success; be reasonably competent, be interested, be lucky, and be optimistic because "it just might work out."

Professor Ignarro told the group that the postdoctoral fellowship is the "single most important step in a career. It bridges the gap between earning your PhD and earning your living."

Six postdoctoral fellows were selected from the 22 entries to receive the award, a prize that is accompanied by a \$3,000 cash prize. A selection committee composed of faculty and academic administrators evaluated such factors as creativity, productivity, and impact on the field of research. Following are this year's six recipients.

Hooman Allaye, *Human Genetics*

Hooman Allayee, Ph.D., is a fellow in the Department of Human Genetics at the UCLA School of Medicine, where he is engaged in research designed to identify and isolate genes involved in diabetes and heart disease. His work is supported by a grant from the National Institutes of Health. His previous research resulted in identification of chromosomal regions



From left are Lisa V. Smith, Matthew J. Mason, Vice Chancellor and Dean Claudia Mitchell-Kernan, Hooman Allaye, Benille Priyanka Emmanuel, Robert O. Kurzban, and Ignacio B. Martini.

"Postdocs are an essential part of the research activity of this community."

Paul D. Boyer
1997 Nobel Laureate in Chemistry
Professor Emeritus

that contribute to elevated lipid levels as well as elevated blood pressure. More recently, he has linked mutations in the family of hepatocyte nuclear factor genes to a rare form of type II diabetes. In addition to his studies with families, Dr. Allayee's research at present also focuses on identifying the underlying genes in various metabolic and neurologic traits in mice. His undergraduate and graduate degrees were both received at UCLA, where he has also made substantial contributions as a teacher. In June 2000, he was nominated as a finalist for the Young Investigator's Award at the XIIth International Symposium on Atherosclerosis.

Benille Priyanka Emmanuel, *Art History*

Benille Priyanka Emmanuel, PhD, is a Fellow in the Department of Art History, using art rather than language to interpret the extensive Indus Valley writing system. Indus Valley script, part of one of the world's earliest urban civilizations, has stymied scholars attempting to decipher it with the tools of linguistics; Dr. Emmanuel is the first to interpret the signs and symbols as images. His research on writing systems and epigraphy is also applied to inscriptions in Sri Lanka, where

he has done fieldwork with support last year from a UCLA Ahmanson Field Research Grant. Dr. Emmanuel has an undergraduate degree from the University of Colombo and

"We are proud and lucky to have you among us."

Claudia Mitchell-Kernan
Vice Chancellor Graduate Studies
Dean, Graduate Division

master's degrees from the University of Kelaniya and UCLA, which also awarded his PhD. His dissertation research on Buddhist inscriptions allowed him to rethink the early history of Buddhism in Sri Lanka.

Robert O. Kurzban, *Anthropology*

Robert O. Kurzban, PhD, is a fellow in the Department of Anthropology, where he is making significant contributions to the field of evolutionary psychology, combining insights from several related fields. His research challenging the assumption that people automatically note and remember the race of those they encounter drew considerable attention both in the field and in the mainstream press. He also has looked at social

“You get out of your postdoctoral fellowship exactly what you put into it.”

Louis Ignarro
1998 Nobel Laureate in Medicine

exclusion from the standpoint of adaptive problems, discovering patterns that were previously unrecognized. Dr. Kurzban has been invited to present his work at national

and international conferences, and he was a fellow at the Summer Institute on Bounded Rationality in Psychology and Economics, Max Planck Institute for Human Development. He has an undergraduate degree in psychology from Cornell University and graduate degrees from UC Santa Barbara.

Ignacio B. Martini, *Chemistry*

Ignacio B. Martini, PhD, is a fellow in the Department of Chemistry, where he has contributed to the research both conceptually and methodologically. His most notable effort involves the study of the simplest possible electron transfer, from a single sodium ion to a nearby solvent cavity. He modified the laser system to study this reaction and devised an experiment that lets researchers control how the electron is detached from the sodium by using a sequence of three femtosecond laser pulses. Besides being widely published, Dr. Martini is also a leader and role model for graduate students, both mentoring and helping to resolve conflicts. He holds an undergraduate degree in chemical sciences from the University of Buenos Aires and a PhD in physical chemistry from the University of Notre Dame, where he won the Rohm and Haas Outstanding Graduate Student Award.

Matthew J. Mason, *Physiological Science*

Matthew J. Mason, PhD, was a fellow in the Department of Physiological Science, developing a surgical approach to the middle ear of the bullfrog and carrying out one of the most careful and complete studies of this organ. He used laser interferometry to investigate the function of the middle ear apparatus. His findings, which included sexual differences in middle ear function, together with newly-proposed role for several structures, will have implications for the study of ears in all vertebrates. He has undergraduate and graduate degrees from the University of Cambridge, England, and he is currently a college lecturer and fellow in general physiology



From left are Vijan Dhir, Interim Dean, The Henry Samueli School of Engineering and Applied Science; Claudia Mitchell-Kernan, Vice Chancellor Graduate Studies and Dean, Graduate Division; Leonard Rome, On Behalf of the Provost, Medical Sciences and Dean, School of Medicine; Louis Ignarro, 1998 Nobel Laureate in Medicine; Paul D. Boyer, 1997 Nobel Laureate in Chemistry; and Roberto Peccei, Vice Chancellor for Research.

at St. Catharine's College, Cambridge. A keen natural historian with interests in hiking, botany and ornithology, Dr. Mason also has a black belt in freestyle karate.

Lisa V. Smith, *Epidemiology*

Lisa V. Smith, DrPH, is a fellow in the School of Public Health and a community-based epidemiologist, carrying her research expertise back to community clinics as a research analyst on the HIV Rapid Testing Project for Los Angeles County. Her work, supported by a UC President's Fellowship, includes designing and implementing surveys, conducting educational sessions, and collaborating with clinic staff to prepare funding proposals. She also has created a system of data management and taught the staff how to use it. Dr. Smith is the first member of her family to obtain a doctoral degree, which was awarded at UCLA. She has been active in outreach to the community on behalf of the School of Public Health, and she is among its most popular instructors. Dr. Smith earned her bachelor's degree at Loyola Marymount University and a master's degree in biology at California State University, Los Angeles.



Music Department students are members of the Gluck Fellows Performance Program: Rebecca Kappen, Er-Gen Kahng, Yoon-Kung Nam, and Thomas Lea.

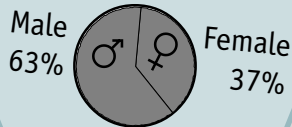
A few facts about UCLA postdoctoral scholars

Degrees

held by UCLA postdocs

Degree	Number	Percent
PhD.....	876.....	81.9
MD	176.....	16.5
DDS	7	0.7
PsyD	7	0.7
DrPh	2	0.2
Edd	1	0.1
Total	1069	100.0

Gender of UCLA postdocs



Citizenship status of UCLA postdocs

Status	Number	Percent
Domestic	513	48.0
International	556	52.0
Total	1069	100.0

** This represents all postdoctoral scholars who were officially appointed through the Graduate Division by (A) the submission and approval of the Postdoctoral Scholar Appointment form and (B) had any part [or all] of their appointment term after July 1, 2001.

How many?

There are 1069 postdoctoral scholars** for the 2001-2002 academic year.

How does the University of California describe the postdoctoral experience?

The University of California regards the postdoctoral experience as one that emphasizes scholarship and continued academic training for individuals who have recently completed a doctoral degree. The postdoctoral appointment is a temporary one designed to conduct research under the general oversight of a mentor in preparation for a permanent position in academe, industry, government, or the nonprofit sector. For many doctorates, especially in the sciences, postdoctoral work is an essential step in the educational process and may include opportunities to enhance teaching and other professional skills.

The University seeks to balance the interests of the postdoctoral scholar, the faculty mentor, home departments, and the institution as a whole, and to ensure that the legitimate educational needs and career interests of the postdoc are being met.

The University of California strives to provide a stimulating, positive, and

constructive experience for the postdoctoral scholar by emphasizing the mutual commitment and responsibility of the institution, the faculty, and the postdoc. The University provides access to a broad spectrum of faculty, provides the postdoc opportunities for collaborative and independent research and publication, and ensures that postdoctoral scholars are treated in a fair and equitable manner according to university policies and practices.

Primary responsibility for a successful experience rests with the faculty research mentor. The expectations of the faculty mentor and the postdoc should be defined clearly at the initiation of the appointment. The research mentor is responsible for guiding and monitoring the work of the postdoc. This guidance should include periodic verbal and written evaluation of progress and career counseling.

Part of a statement prepared by the UC Council of Graduate Deans March 1998

See related story on previous pages

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