

GRADUATE QUARTERLY

News & Information for UCLA Graduate Students



**Lisa
NEVINS**
African American Studies

Nadine Bermudez
Education

Phoung Tang
Asian American Studies
Social Welfare

Lambert Yazzie
American Indian Studies

**Ethnic
Studies
@ UCLA**
from obscurity to maturity

Volume 13 Number 2
WINTER 2004

Message from the Dean

Dear Graduate Student,

As UC resources are diminished by budget cuts, we all need to be more creative in our support-seeking strategies. The Graduate and Postdoctoral Extramural Support (GRAPES) database is a valuable ally, providing a gateway to all types of financial support for graduate students and postdoctoral fellows, from conference support and travel grants to full-time fellowships, from general academic support to funds targeted by discipline or demographics. GRAPES is a long-time member of the Graduate Division team, and like many of us, it only gets better with age. Let me tell you a bit of its story.

Tucked away in the Graduate Division's archives are some photocopied and stapled spreadsheets dated 1981, listing about 98 fellowships and awards offered by sources outside UCLA—GRAPES in its infancy. By 1990, the listing was a booklet, professionally printed and bound, listing 200 extramural funding sources. Almost as soon as there was an Internet, GRAPES found a natural home there. In 1993, the UCLA Library posted GRAPES on ORION and GOPHER, and in 1997, the database became part of the Graduate Division's website.

Last summer, we upgraded the search engine that accesses GRAPES—now with more than 400 funding sources—to provide you with more possibilities and target them more narrowly to fit your needs. You can also sign up for a listserv that automatically sends new and pertinent offerings. The listserv is sorted by topics, so students in anthropology won't see fellowships for astrophysicists, and vice versa.

While website development manager Eli Levy was improving the way GRAPES operates, information resources manager Kenneth Hill was busy searching out more possible funding sources—his goal is 1,000. Whereas GRAPES once relied on funders to send us brochures and flyers about their offerings, we're now going out into the highways and byways of cyberspace, looking for ways to help you support your education.

GRAPES, as it reaches maturity, now serves the entire UC community—to say nothing of others who provide links to GRAPES, among them the Council of Graduate Schools and major universities. We're a national and international resource, with visitors from 43 states (headed by California, Virginia, and Massachusetts) and 60 countries (headed by the United Kingdom, India, and Canada).

In February, GRAPES had more than 2,000 visitors, and some came back more than once. We're popular evening entertainment, with most of our traffic coming between 6:00 pm and 10:00 pm, Monday through Friday.

Have you stopped by to take a look? I hope you'll do so very soon: www.gdnet.ucla.edu/grpinst.htm. You may find a pot of gold at the end of the rainbow.



Claudia Mitchell-Kernan
Vice Chancellor, Graduate Studies



Phillip Channing

GRADUATE QUARTERLY

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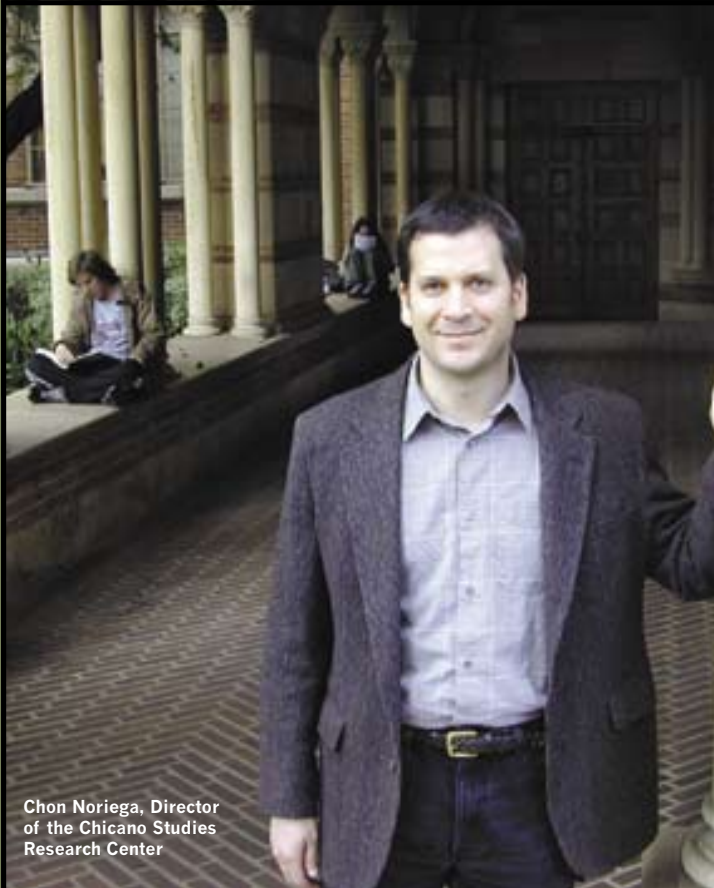


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ON THE COVER: Lisa Nevins in front of a graffiti mural at the paint and body shop on the corner of Arlington and Olympic Boulevard in Los Angeles.



Chon Noriega, Director of the Chicano Studies Research Center



Darnell Hunt, Director of the Bunche Center for African American Studies

ETHNIC STUDIES CENTERS

by Jacqueline Tasch



Hanay Geigomah, Director of the American Indian Studies Center



Don Nakanishi, Director of the Asian American Studies Center

Grown from infancy to maturity in three fruitful decades, the Centers promote research, offer educational programs, and forge connections between UCLA and the diverse community of Southern California.

THIRTY-FIVE YEARS have passed since ethnic studies came to UCLA. Inspired by the civil rights tide that had been rising in communities across the nation for more than a decade, students of color—African Americans, Asian Americans, Latinos, and Native Americans—stepped forward and demanded that the university give their histories and cultures the dignity of a home at the university. In response, four ethnic studies research centers were established in 1969.

“When these Centers were created, there was a void to fill,” says Darnell Hunt, director of the Bunche Center for African American Studies. “Academia was closed to alternative approaches to understanding ethnicity and race.” What was then called the Center for Afro-American Studies set up a library, collected materials, and “began to develop a field that had been largely ignored by mainstream academia,” he says.

With relatively few ethnic faculty at UCLA in those days—there was one Chicano professor, in mathematics—it was students who broke the ground for ethnic studies. “Students have really been a driving force in the development of the field,” says Chon Noriega, director of the Chicano Studies Research Center. “The students basically created the Center, developed the journal (*Aztlán*), and helped build up a library. They understood that they were creating an institution that would help bring in more students and also create a pipeline for faculty.” One of those students, Reynaldo Macias, is now chair of the Cesar E. Chavez Center for Interdisciplinary Instruction.

At the Asian American Studies Center, most of the founding students were second- and third-generation Japanese and Chinese Americans, along with some Filipino and Korean Americans, says the Center’s director Don Nakanishi. With the Japanese internment of World War II and Chinese exclusion laws still vivid in their family

memories, these students “largely viewed themselves as having had personal experiences and family experiences that were similar to other communities of color,” Nakanishi says. The Center was “created in that context of awakening by these communities to their status in this country and the need to change.”

Activist urban Native Americans took the lead at the American Indian Studies Center. Some of these same UCLA students were among those who occupied Alcatraz Island in San Francisco Bay in 1969, citing an 1868 treaty that says federal lands not in active use can be occupied by Native Americans. Their agenda was political and social, says Paul Kroskrity, chair of the interdepartmental program (IDP) in American Indian studies, and at UCLA, it focused on Native Americans who had relocated to cities as well as those on reservations and rancherias.

By the time Hanay Geiogamah arrived at UCLA in 1984, the Centers were well-established. “I was very impressed,” says the American Indian Studies Center’s interim director, that “a program at the level of development and accomplishment, with that kind of mission existed at a major university.” An important part of that mission was education, and faculty associated with the Centers developed curricula in their respective areas. First undergraduate majors

and then master’s degrees were offered by related IDPs.

The topics available for study changed over time. For the first 15 years or so, the emphasis of both research and curricula was on history and the social sciences, says Associate Dean of the Graduate Division Shirley Hune, who heads the Institute of American Cultures (IAC), an umbrella organization dedicated to fostering ethnic studies at UCLA.

Scholars in the new fields were “trying to document the missing pieces in history,” she says, “filling in the omissions and correcting distortions.” In sociology, the new scholars “argued that existing theories of race and ethnic formations and dynamics were incorrect and sought new paradigms for understanding their communities.” The period also saw the growth of “American ethnic literature, and more recently, cultural studies,” Associate Dean Hune says.

Ethnic studies focused on subject areas that might otherwise fall through disciplinary cracks. For example, Professor Kroskrity points out that “social science disciplines don’t understand themes of political and cultural sovereignty” that are essential to American Indian studies. “How is culture being made now? How is the cultural sovereignty of native peoples being expressed?” Without American Indian Studies programs,

**Shirley Hune, Associate Dean,
Graduate Division and Chair,
Institute of American Cultures**

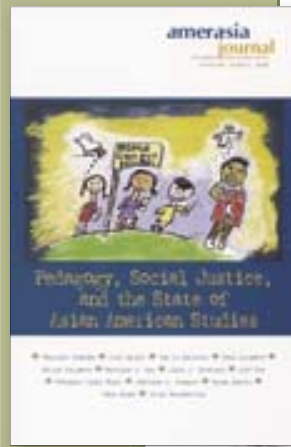


Asian American Studies Center Journals

AMERASIA JOURNAL, THE PREMIER JOURNAL in Asian American studies for more than thirty years, was founded by two undergraduates at Yale University, Lowell Chun-hoon and Don Nakanishi, who today is director of UCLA's Asian American Studies Center. Since 1972, *Amerasia Journal* has made UCLA its home, and although most of the authors are seasoned academics, the journal continues to publish student work.

"You always need an infusion of new minds and new questions," says editor-in-chief Russell C. Leong. "Graduate students often bring those." AASC encourages graduate students to rework their master's theses as articles, which are peer-reviewed and refereed like any others.

AA-PI Nexus: Policy, Practice, and Community, a new publication, features research from professional schools and the social sciences, often involving graduate student fieldwork. Sometimes, graduate students are co-authors. "When you see a bunch of names," Professor Leong says, "inevitably one has to be a graduate student."



ASIAN AMERICAN STUDIES CENTER

3230 Campbell Hall www.sscnet.ucla.edu/aasc

contemporary Indian culture might be "a story that doesn't get told," he adds.

As time went on, the professional schools joined the enterprise. For example, more than half of the professors affiliated with the Chicano Studies Research Center are in the Schools of Education and Information Studies, Public Health, Public Policy, Social Research, Medicine, Art and Architecture, and Theater, Film, and TV. Oriented toward public service in a community that includes many people of color, professional schools have strong motives to diversify faculty and curriculum.

Today, the ethnic studies centers are established contributors to the academic environment at UCLA, forming the nucleus for scholarship and teaching that extends across dozens of departments and schools. This article summarizes the many ways that graduate students contribute to and benefit from the ethnic studies centers.

Some graduate students take a master's degree from the IDPs linked to the Centers,

and others use the Centers as resources for doctoral research work in ethnic studies. Faculty linked to the Centers provide mentoring and counsel, as well as research opportunities that help graduate students learn the tools of their trade. Publications and conferences offer additional learning opportunities and contribute to the field nationally.

And for a student body that remains, in large part, dedicated to service, the Centers sponsor projects that offer not only a chance to try out new skills but also a means to invest those new skills in Southern California's diverse society.

Research and Teaching: A Synergy

THE SCHOLARS WHO FIRST approached ethnic studies were looking for ways to understand the experience of oppressed groups in our society and the character of racism itself. From anthropology to medicine, history

to literature, film to political science, a range of traditional disciplines seemed to offer valuable insights. Rather than chose (a), (b), (c), or (d), many scholars chose (e): all of the above.

As a result, ethnic studies became "strikingly interdisciplinary," says Professor Hunt, "a case study for how one would do interdisciplinary research." In those early years, when knowledge was often rigidly portioned according to discipline, interdisciplinary work was viewed as "somewhat radical," he says; some thought "real scholarship had to be based on a discernible canon."

Today, traditional disciplines "have begun to rethink what they're doing based on some of the insights these pioneering fields developed," Professor Hunt says. "Thirty-five years ago, we were doing what everyone else now is coming to realize is the way of expanding knowledge. Multiple perspectives enrich what each of us is doing individually. That's an important thing to have happen at a university."

Besides being pioneers in interdisciplinary research, the Centers are characterized by an extraordinary interrelationship between research and education. Although the Centers were founded as Organized Research Units, education has always been an important part of their mission. The related IDPs, led by Professors Hunt and Kroskrity as well as Professor of Sociology Min Zhou in Asian American studies, are one expression of this.

Education has also taken place in a host of less formal ways: making re-visioned histories and fresh insights available across the campus and in the community beyond, helping students of color learn about their people, and infusing traditional departments with the insights of faculty with ethnic studies backgrounds.

In the case of graduate students, master's degree programs often provide students with their first real exposure to

academic learning from a non-mainstream perspective. Graduate students provide vital support to groundbreaking faculty research projects, and in the doing, they learn how to move forward with their own research, and extend the boundaries of knowledge.

Master's degree students in ethnic studies "bring minds looking for mentorship and training" and "ideas they feel passionate about" to UCLA, Professor Hunt says. They connect with faculty who have related interests, mentors "who attempt to provide them with the discipline and rigor to pursue their ideas as scholars."

Many master's graduates go on to pursue doctoral degrees in traditional departments doing research linked to ethnic studies. For example, the Asian American Studies Center has "produced more dissertations on Asian America than any other American campus," Professor Nakanishi says.

Additional learning experiences for graduate students are intertwined with the Centers' research mission. For example, the Centers are highly regarded publishers of books, research reports, and journals in ethnic studies. *Amerasia Journal*, *American Indian Culture and Research Journal*, and *Aztlán: a Journal of Chicano Studies*—each journal is the most prestigious in its area of study.

Through these publications, graduate students gain experience both as editorial staff and as writers. At the American Indian Studies Center, for example, a graduate student recently served as book review editor, assigning and coordinating all reviews; others work as assistant editors and in circulation positions. Work on journals also helps graduate students "establish considerable contacts with people writing in the field," Professor Noriega says.

On occasion, graduate students also contribute articles to the *American Indian Culture and Research Journal*. "As acting editor, I'm looking for every opportunity to allow that," Professor Geiogamah says. Sometime this year, *The Diasporic Mind*, a new Webzine at the Bunche Center, will begin to publish theses, papers, poetry, and articles by student writers and editors.

Also in its research role, UCLA's ethnic studies centers sponsor conferences and

other programs, often with graduate students in leading or supporting roles. This winter, for the second year, students at the Bunche Center organized the African American Studies Graduate Student Research Conference, to feature work on a range of subjects by master's and doctoral students.

Besides providing varied opportunities to learn, the Centers offer vital financial support to graduate students. Through application to the Centers, graduate students have access to IAC research grants and fellowships. In addition

to providing funds to graduate students, postdoctoral fellows, visiting scholars, and faculty, the IAC is a nexus for ethnicity-related research, including interethnic studies. Grants from the IAC provide master's and doctoral students in ethnic studies with funds for fieldwork, travel to archives, and other research support.

Sometimes, the Centers are able to provide student support and important learning experiences with the same stroke. Professor Noriega points out that most grants the Chi-



Project HOOP

WHEN TORNADOES RIPPED through the Pine Ridge Reservation in South Dakota, leaving behind physical destruction and psychological trauma, community leaders asked for help from Project HOOP at Sinte Gleska University on the neighboring Rosebud Reservation.

Drawing from cultural legends about storms and thunder beings, Project HOOP worked with community youngsters to create a musical-dance-drama called *After the Storm*. It was "a living, performing, healing mechanism for themselves and their community, through which they understood the power of Nature," says Hanay Geiogamah, co-founder of Project HOOP and interim director of the American Indian Studies Center at UCLA.

"I was very affected by seeing it," he said. "This happened in a place where organized theater is not a normal cultural asset, but it tapped sources of creativity that were already in the community."

Project HOOP, a national, multidisciplinary initiative to advance Native American theater, recently received a two-year grant from the Ford Foundation.

AMERICAN INDIAN STUDIES CENTER
3220 Campbell Hall www.sscnet.ucla.edu/indian

cano Studies Research Center awards to faculty—15 or so each year—end up providing support to as many as 30 or 40 graduate students who work on the projects, and in

“This is a fascinating place to study race and ethnic relations, some of the more difficult aspects as well as the great triumphs.”

the process, those students get “hands-on experience in how you participate in a research project and bring it to fruition,” he says. Students may also end up “authoring and getting a byline on policy briefs and research reports we put out.”

Professor Hunt hired 10 graduate students in each of two years for an ongoing study on African American representation on prime-time TV. Students were trained in coding content—a valuable skill in social science research—and coded about 400

hours of programming videotaped over a three-week period on the major networks. Their contributions were recognized in published reports.

When it’s needed, graduate students also get direct counseling and mentoring from faculty linked to the Centers. For example, master’s degree students in American Indian studies often fly through the first year’s coursework, then find themselves stymied by second-year demands: devising a thesis topic, doing research, and writing a long paper. The Center’s faculty counsel students during this transition, Professor Kroskriety says, and provide a workshop on applying for grants. After 30 years or so in the field, it’s “hard to remember that you didn’t know how to do it when you started,” he says. “Students refresh your memory.”

Graduate students in ethnic studies at UCLA have still another enormous resource: Southern California. The region’s large Asian and Chicano populations are widely recognized. Los Angeles also has the nation’s biggest urban Native American population, and the county is second only

to Chicago’s Cook County in the number of African American residents.

As Professor Nakanishi says, “this is a fascinating place to study race and ethnic relations, some of the more difficult aspects as well as the great triumphs.”

Community Linkages

MORE THAN MANY OF their peers, graduate students in ethnic studies have been characterized from the start by a desire to put their education to work on behalf of the communities they study—and this is true whether or not those communities gave them birth. In fact, ethnic diversity has always characterized the students in this field. In one recent year, about half of those enrolled in master’s degree programs in ethnic studies were not members of the group they were studying.

The students are “not just here for their own personal interests,” says Professor Noriega. They also want UCLA to provide them “with the means to do work in whatever field helps their community—and helps their community to be a more vital part of



Rita González in front of prints by Camille Rose Garcia

Latino/a Artists

LATINO/A ARTISTS HAVE CREATED “the visual vocabulary for social protest, cultural identity, and historical awareness,” says Rita González, a doctoral candidate in the Department of Film, Television, and Digital Media at UCLA. But you wouldn’t know that from the art history literature or its major textbooks.

As arts project coordinator for the Chicano Studies Research Center, González prepared a study showing that Latino/a artists might be extensively exhibited and widely recognized in the nonacademic world, but not inside academe. “There is an urgent need for scholarship of individual artists,” she says, “to lay the foundation for a more inclusive art history.”

As for the remedy, González is editorial assistant for a new monograph series, *A Ver: Revisioning Art History*, with Professor Chon Noriega as principal editor. The first devoted to Latino artists, it will begin with eight books.

CHICANO STUDIES RESEARCH CENTER
193 Haines Hall www.chicano.ucla.edu

the state and the nation," he says. "It's something I've always found very inspiring."

The ethnic studies centers share their communitarian motivations. Outreach to the Southern California community and to ethnic communities everywhere has always been a fundamental feature of their respective missions. This linkage expresses itself in many ways and pays educational dividends, as well.

For example, about the same time that the Chicano Studies Research Center was starting up in Westwood, another group of Chicanos founded Self-Help Graphics, one of California's major graphic arts centers, in East Los Angeles. Some time ago, the company suffered a destructive fire, which called everyone's attention to a dismaying reality: "They had no appropriate on-site archiving of their collections," Professor Noriega says. Today, UCLA graduate students in the arts and information studies are turning the company's storage space into a state-of-the-art archive with a computerized inventory.

On a somewhat broader scale, the American Indian Studies Center participates in a Tribal Legal Development Clinic, led by Law Professor Carole Goldberg. With graduate student staffing, the clinic helps tribes develop dispute-resolution processes, legal codes, and constitutions and also assists with tribal dispute resolution. The clinic works primarily with California's 100 or more tribes, which for a variety of historical reasons have a less developed legal infrastructure than other American tribes.

The clinic is an outgrowth of a joint program that lets students get a master's degree in American Indian studies and a law degree at the same time. A similar program is sponsored by the IDP in African American studies. Graduates often go on to law firms that have an activist agenda on social, political, and environmental issues.

Prompted by community interest, the Asian American Studies Center has also established joint programs providing a master's degree in Asian American studies along with advanced degrees in social welfare or public health; joint degree programs

are in the works with information studies and urban planning. "These programs respond to community needs," Professor Nakanishi says, "infusing agencies with well-qualified workers."

The UCLA in LA initiative and campus-wide service learning are new concepts on

studies," Professor Nakanishi says. The community has also contributed to a large endowment that supports three academic chairs and a variety of scholarships, fellowships, and academic prizes.

All of the Centers maintain close ties with both regional and ethnic communities.

The Bunche Center, for example, has a Community Advisory Board of forty people "who are in key institutional positions and who have an investment in the mission of the Center," Professor Hunt says. It's also "a networking board" that "creates opportunities for student internships."

Looking Ahead: Change and Challenge

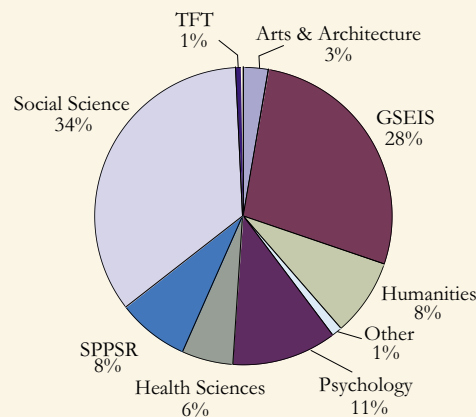
MMUCH HAS BEEN ACCOMPLISHED in thirty-five years. All of the Centers have grown and gained prestige in their research areas. With 40 faculty, for example, the Asian American Studies Center is the largest and the best in its field, and although its numbers are smaller—27 faculty—the American Indian Studies Center is among the strongest in its area.

Professor Geiogamah points to "a maturity in ethnic studies that comes not only with time, but also with persistence. Our field has come of age." Today, ethnic studies is "open to scholarly work in many, many areas that one didn't really think

"...a maturity in ethnic studies that comes not only with time, but also with persistence. Our field has come of age."

about twenty years ago," he says. For example, international students arrive at the American Indian Studies Center seeking to compare what they learn here with the experience of indigenous peoples in their home countries.

Which Majors Produced those Dissertations Focused on Ethnicity?



campus. "Long before all that, [the ethnic studies centers] used to send students out there," Professor Nakanishi says. "Many of them became founders of organizations and well-known community leaders."

There has been a flow in the opposite direction, too, as the Center has occasionally drawn faculty from the ranks of community leaders, for example, Stewart Kwoh, executive director of the Asian Pacific American Legal Center, a civil rights group, and Nobu McCarthy, artistic director of the East West Players.

Challenged by the rapidly changing Asian demographics of new migration to Southern California after the 1980s—including Vietnamese, Filipinos, Cambodians, and South Asians—the Asian American Studies Center has occasionally found interim faculty among community leaders who "have unique expertise and knowledge that are so beneficial for our students," Professor Nakanishi says.

In addition, the Asian American community, along with alumni, has stood up for the Center in "many rough times when this campus was not supportive of ethnic

In addition, Associate Dean Hune notes that research interests “first developed by ethnic studies—race, ethnicity, gender, sexuality, diaspora communities, and globalism—are turning up in the work of mainstream disciplines.”

As a mature field, ethnic studies has also contributed to developing new genera-

tions of scholars and university professors. “We’re not just creating new knowledge,” Associate Dean Hune says, “we’re also creating new knowledge makers.” Darnell Hunt, for example, was a once graduate student in sociology, using the resources of the Center he now heads. Having trained more scholars in Asian American studies than any

other university, UCLA’s Asian American Studies Center has gained considerable influence as its former graduate students take up academic positions across the nation and around the world.

Structural changes are emerging in some areas. By the end of this decade, two academic departments in ethnic studies will have been established. A department of Asian American Studies has been proposed, and the Chavez Center seeks approval of departmental status and a PhD program. This does not diminish the role that the ethnic studies research centers will play.

Like any department, the Chavez Center will exert “a gravitational pull,” Professor Noriega explains, hiring faculty, attracting majors and graduate students, and developing attractive general education courses. At the Chicano Studies Research Center, on the other hand, “our goal is to radiate out and to have an impact across as many departments on this campus as we can,” he says.

In support of this goal, the Centers “loan” faculty FTEs (full-time equivalencies) to departments that hire faculty with expertise in both the discipline and ethnic studies. “In that way, we’ve been able to diversify a number of departments and have an impact on the curriculum,” Professor Noriega says. Even one faculty hire “helps change the dynamics” in a department, he says. “You have someone who is able through their interactions and their example to convey what ethnic studies scholarship is all about and can advocate for opening up new areas within the field.”

To continue their work, the ethnic studies centers have proposed a Faculty Diversity Initiative, asking UCLA to assign them 24 additional FTEs. Largely through the agency of the Centers, enormous strides have already been made in diversifying faculty, but more faculty would mean a wider array of research interests and more opportunities for graduate students. For example, although 42 faculty at UCLA focus on Chicano studies, Professor Noriega believes that UCLA could use 75 faculty to keep pace with national trends. The field is active in 33 traditional disciplines, he says, and only about two thirds of them are represented at UCLA.



Kenny Burrell Archive of African American Music

FROM JAZZ ON CENTRAL AVENUE to the West Coast Motown, from Hollywood films to hip hop, music has always thrived in Southern California’s African American community. “Since the beginning of the 20th century, Los Angeles has been a crossroads of musicians and musical forms,” says Darnell Hunt, director of the Bunche Center for African American Studies. “We want to see how Los Angeles has inspired musicians, providing them with experience that they translated into their music.”

That’s the goal of the Center’s recently established Kenny Burrell Archive of African American Music, named after the legendary jazz guitarist who is director of UCLA’s Jazz Studies program.

Built around more than 90 of Burrell’s studio recordings, as well as other career memorabilia, the archive is expected to grow in a variety of musical directions. Parts of the collection will be digitized for easy access by scholars in many fields.

RALPH J. BUNCHE CENTER FOR AFRICAN AMERICAN STUDIES
160 Haines Hall www.bunchecenter.ucla.edu

Institute of American Cultures SCHOLARS

Dedicated to promoting ethnic studies across the campus, including research that compares the experiences of different groups in local, national, and global contexts, the Institute of American Cultures links the ethnic studies research centers and builds bridges to traditional departments. As a funding agency and forum for scholarly exchange, the IAC is a major contributor to UCLA's intellectual life. Each year, several predoctoral and postdoctoral fellowships are awarded, with applications made through the Centers. A list of this year's scholars gives an idea of the range of scholarship now under way at UCLA.

2003-2004 POSTDOCTORAL FELLOWS

Screening Identity: Beads, Buckskins, and Redface in Autobiography and Film

Michelle H. Raheja

Assistant Professor, UC Riverside

Asian American Women: The Politics of Citizenship, Welfare, and Community

Lynn Fujiwara

Assistant Professor, University of Oregon

Charlotta Bass: Multiracial Coalition Pioneer

Regina Freer

Associate Professor, Occidental College

Museum Culture in Chicana/o Los Angeles

Karen Mary Davalos

Associate Professor, Loyola Marymount University

Mexican American Mojo: Popular Music and Urban Culture in Los Angeles, 1940-1965

Anthony F. Macias

Assistant Professor, UC Riverside

PREDOCTORAL FELLOWS

Re-imagining "Indian Country": American Indians and the Los Angeles Metropolitan Area

Nicholas Rosenthal

PhD candidate, history

The Process of Traditional Adjudication: Navajo Peacemaking

Lambert Yazzie

Master's student, American Indian studies

Forms of Violence Within the Hmong American Community

Kia Cha

Master's student, Asian American studies

Language Socialization in the Korean American Community

Adrienne Lo

Doctoral Candidate, anthropology

Media as Pedagogy and Socializing Agent: Influences of Feminine Beauty Aesthetics in American Teen-Oriented Films and Magazines on African American Adolescent Female Social Identity

Theresa R. White

Doctoral Candidate, education

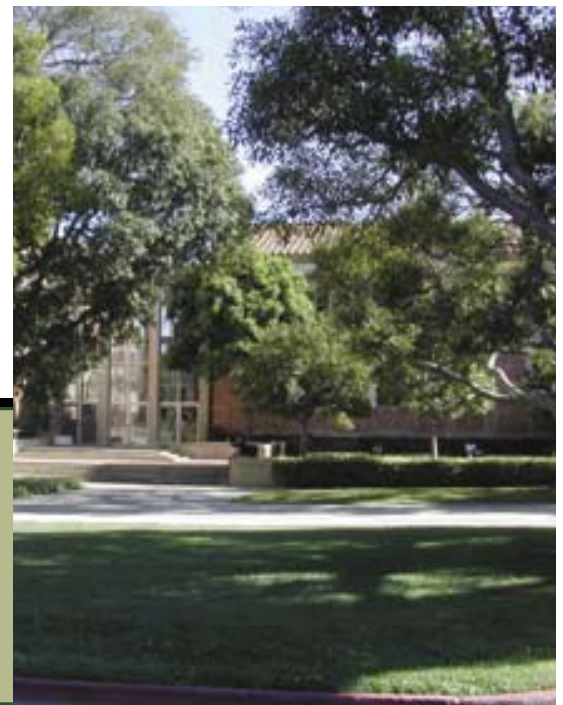
WHAT THE FORMER FELLOWS SAY

Tina Henderson, 2002 predoctoral fellow

"The IAC Fellowship provided me with access to the resources of the Bunche Center for African American Studies. Before that, it hadn't crossed my mind to look there. Ironic, isn't it?" Her research looks at attitudes about AIDS among African American clergy.

Reynal Guillen, 2001 predoctoral fellow

"The IAC fellowship redirected my research by formalizing the inclusion of ethnicity within my topic," and it allowed him to look into critical race theory for his dissertation on relationships between the Los Alamos National Laboratory and the Chicano and



MURPHY HALL: Home of the Institute of American Cultures

Native American communities that provide support workers.

Joaquin Rivaya-Martinez, 2002 predoctoral fellow

"The IAC fellowship allowed me to work on my research without having any economic concerns," and research grants supported travel to Spain and Mexico, where he is searching archives for records about captives of the Plains Indians, especially the Comanche, during the 18th and 19th centuries.

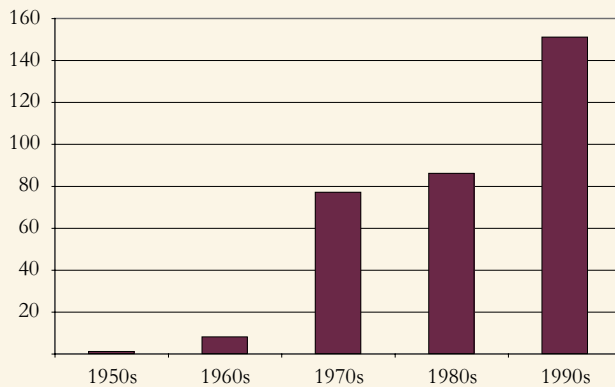
Benedito Ferrao, 2002 predoctoral fellow

"Because of the fellowship, I was able to do primary research in Asia that would not have been possible otherwise." He searched archives in Goa and Bombay, visited Portuguese colonial sites on Macau, and did interviews as background for a fictionalized thesis telling three stories about South Asians and the effects of multiple emigrations.

Susie Woo, 2001 predoctoral fellow

"The IAC fellowship allowed me to take risks with my research. My master's thesis on Korean American teens and Internet usage was challenging because cyber studies was a new field for me. With the IAC's support I was able to dedicate all my energy toward the project and to complete my thesis on time."

Number of Dissertations Focused on Ethnicity



Perhaps the greatest challenge the Centers face is securing the resources they need to pursue their missions. In the last year, the university has cut 30% from the budgets of the Centers, a total of about \$455,000 since 2002. At the American Indian Studies Center, Professor Geiogamah says “I’m still trying to adjust to the stunning reality of that loss.” He has launched a major initiative to seek additional grants from places like the Ford Foundation and the U.S. Departments of Education and Justice, which have funded previous projects.

At the Bunche Center, off-campus donors are the target of an aggressive campaign to increase the Center’s endowment. One strategy is “making sure we’re visible beyond the confines of the campus” by working with media to publicize research results, Professor Hunt says. “We realize that to be the research center that people envisioned early on, we need to have a steady stream of resources coming in from outside foundations and other places.”

Having adequate financial resources means the Centers can provide the kind of student support that is the key to ensuring that UCLA maintains its prestige in ethnic studies. The best graduate students often make choices based on the kind of support they can expect. “We still manage to attract top-flight students because our program is prestigious, with a long history of accomplishment and a well-known and widely recognized faculty,” Professor

Geiogamah says, “but we certainly could do better if we had more money. This is one area where money really does make a difference.”

The Centers also face the continuing challenge of fighting for room in the academy on behalf of underrepresented minorities, as efforts to restrain minority access to universities—Proposition 209 is just one example—seem to be gaining strength.

Until World War II and its postwar GI Bill, “college had always been beyond the reach of the working class,” Professor Noriega says. Efforts to level the playing field during the latter half of the twentieth century are “coming under very serious challenge, particularly in the present economy.” When times are bad, “the compassion levels begin to slip,” he says, as people develop “a sense of there not being enough for everyone to have access.”

The Bunche Center has a major grant from the Ford Foundation to “examine the crisis facing African American students in higher education: namely, they aren’t getting in,” says Professor Hunt. Using UC Berkeley and UCLA as exemplars, the research asks how the admissions procedure works against African American students and how young African Americans “can make themselves more competitive in this admissions game.” The study “is not just an academic exercise,” Professor Hunt says. “We hope its findings will have a real impact on perceptions and politics.”

Certainly, issues of equity and justice are at stake in this climate, but the health of the university is also affected. People used to go to college “not because it was going to give you a better job but because it was going to make you a better person,” Professor Noriega says, “and as a better person, you would contribute to society and also do well in the world.” Today, people equate years of postsecondary education with additional dollars of income.

With their dedication to serving the community, ethnic studies students have been an exception to that rule. However, when their access is restricted, “what’s potentially being lost is the communitarian ethos that ethnic studies students bring with them,” Professor Noriega says. “That’s an important ethos for all students, and one that benefits the entire state.”

The long-term well-being of society may also feel the impact of temporary shortsightedness. The wisdom accumulated in the decades since the ethnic studies centers were established reflects a broad and growing acceptance that a great university must serve society in ways far

Having adequate financial resources means the Centers can provide the kind of student support that is the key to ensuring that UCLA maintains its prestige in ethnic studies.

more profound than simply training its future workforce.

Universities play a significant role in establishing a society’s cultural menu. In what is studied and who is taught, the university decides what kinds of knowledge will survive for centuries to come and extends the substantial benefits of higher education to individuals who will develop the social structures of tomorrow.

Ethnic studies at UCLA, and the Centers that are their core, have made and will continue to make invaluable contributions in this regard. •



the DISTINGUISHED ta awards

On October 2nd, the UCLA Academic Senate Committee on Teaching and the Office of Instructional Development held a dinner and awards presentation to present the 2003 Distinguished Teaching Awards. Five graduate students/teaching assistants were among the winners.

Their letters of nomination, excerpted and summarized on these pages, suggest what goes into good teaching:

- Explaining complicated notions in simple ways—and explaining again
- Using imaginative means to engage students in even the driest subjects
- Making personal connections and treating students as individuals
- Setting high standards, clear expectations, and fair measures of success
- Sharing a passion and enthusiasm for their field of study

These five extraordinary teachers are ambassadors for the pursuit of higher education and for the specific subjects they teach, sometimes persuading students to choose a course of study or to pursue graduate work. They are mentors and models: for their students, for their colleague TAs, and often for the faculty in their departments. We ask you to join us in celebrating their excellence.



Louis deRosset

Philosophy

“Louis encourages any question and never makes it seem that the question is petty or unintelligent.”

LOUIS DEROSSET IS ACTIVELY engaged in cutting edge research in philosophy, and yet he spends hours on end teaching elementary material in logic, philosophy of mind, and history of philosophy. “Superior brain and all, he simply loves standing there and teaching,” said Calvin Normore, Professor and Chair of the Philosophy Department. Louis’s students report that while he can provide digestible explanations of difficult material, he also knows how to stand back and steer them toward the answers without providing them himself.

The letters that led to his nomination offer examples of his efforts to help students learn, whether it is by carefully organizing lectures for simplicity or by forging bonds

with students that go beyond the boundaries of a given course. Louis is also an asset to fellow teaching assistants, who have given him the quasi official title of “the oracle for a good argument in philosophy.” Faculty members say they are impressed with his intellectual versatility, his natural leadership, and his gift for inspiring confidence in those who might doubt their abilities.

Asked to address the Chancellor’s Campaign Cabinet on the importance of support for graduate fellowships, he spoke eloquently of his own struggles to further his education while supporting his rural Virginia family. Professor Normore sees him as a “luminous mind [living] inside a generous and noble human being.”



Ramela Grigorian
Art History

“Ramela not only learns the students’ names but also finds out about their interests and background.”

RAMELA GRIGORIAN DISPLAYS A remarkable depth and breadth in the teaching of art history, not merely at UCLA but also in local museums and high schools. Her fellow teaching assistants elected her TA consultant in 2001-2002, and faculty say they appreciate not only her teaching skills but also her willingness to work hard preparing for classes, even in subjects like Chinese art that often confound graduate students.

With volunteer experience at the Armenian Museum in Watertown, Massachusetts, Ramela was part of a group that adopted the fledgling Armenian Museum in Los Angeles, curating the first exhibit. She has been a docent and docent educator at UCLA’s Hammer Museum and the J. Paul Getty Museum. As a UCLA ArtsBridge Scholar,

she developed and taught a well-received series of classes at Venice High School on art as social protest.

On and off campus, Ramela uses contemporary concerns to explicate the art of cultures remote in time and place. For example, she has linked the Achaemenid palace in Persepolis to urban spaces in contemporary Los Angeles and juxtaposed Renaissance works such as *The Last Supper* with contemporary works like Richard Serra’s *Tilted Arc*.

“Ramela’s passion for art shines through in her teaching,” said Professor and Department Chair Cecilia F. Klein. “Her ability to excel as a teacher in diverse geographical and historical areas is a measure of her intelligence, commitment, and hard work.”



Gordon Haramaki
Musicology

“Gordon’s effectiveness seems to me to stem from a profound openness and rapport with students.”

GORDON HARAMAKI IS LIKE the proverbial shepherd to his flock of musicology students—a shepherd who can dance. His demonstration of courtly dance, followed by instruction that engaged all of his students in the performance, was evidence of what Professor and Department Chair Robert Walser called “his exceptional talent for bringing music vividly to life.”

The professors with whom Gordon works are also impressed by his day-to-day excellence in mundane but crucial aspects of teaching like grading and paperwork. A student commented on his ability to teach non-majors what they should be listening for and how to talk about their opinions in concrete terminology.

Gordon has taught two summer session courses of his own—an unprecedented assignment for a teaching assistant in musicology—and developed imaginative syllabi for courses on *The American Musical* (2002) and *Film and Music* (2003).

A promising scholar of Renaissance music and culture, Gordon has directed *Musica Humana*, an early-music performance group, in the Rotunda Concert series at Powell Library, attracting not just college students and other adults but also families with children. He “exudes a warm, humane quality,” Professor Walser says, “that invites others to forget their inhibitions and to explore and imagine along with him.”



Bryan William Lockett
Classics

"[Bryan] asks each student to reveal something personal, distinctive, and odd . . . [then] uses these stories to connect faces and names."

BRYAN WILLIAM LOCKETT HAS become a model of excellence and experience in the Classics Department, whether he is teaching language or civilization, in lecture or discussion group. Over a span of five years, he has taught sixteen quarter courses, including twenty-seven sections or individual classes.

An accomplished and versatile actor, Bryan uses those skills in his teaching. His pedagogical debut occurred when Associate Professor and Department Chair Robert Alan Gurval asked Bryan to develop a lecture on Roman comedy. Bryan's presentation on Plautus' penchant for slapstick humor was delivered "with great stage presence and flair for the dramatic," Gurval said, and is now a regular feature of the course.

Besides performing himself, Bryan has engaged students in role-playing, for example, with some prosecuting and others defending Aeneas and his seduction and then abandonment of Dido. Students say he always comes to class well prepared and ready to provoke serious discussion, and he demands excellence from them. One student compared Bryan to a Greek-speaking Yoda and noted that while he is a great stand-up comedian, he also displays seriousness of purpose and command of the material.

"Because of Bryan and teachers like him," Professor Gurval said, "students discover that studying an ancient language can be rewarding, interesting, and especially with Bryan, even fun."



Theresa Romens-Woerpel
Geography

"[Theresa] has come bursting into my office excitedly describing alluvial fans, pluvial lakes, and playas. . . her students can't help but get caught up in her excitement and enthusiasm."

THERESA ROMENS-WOERPEL IS a virtuoso teaching assistant in geography, with a record of twenty-five distinct lab and discussion sections for six different courses and thirteen different professors. She is the only TA in the past five years to have taught all five of the Geography Department's lower division courses. Faculty and students alike have high regard for her clearly structured assignments and lesson plans and for her effectiveness in clarifying expectations and setting fair grading criteria.

Letters from students and fellow TAs describe her success in mentoring undergraduates, and more than one student has been drawn to geography or to graduate studies as a result of her example. Theresa uses a

variety of strategies to make course material accessible to students. Among them are some unusual field trips: taking students to the roof of Bunche Hall to look out over Los Angeles during a discussion about human impacts on our local environment or leading them across campus using only wheel-chair accessible routes to identify landscapes of power, repression, and exclusion. In her class on transnational corporations, each student selected a corporation to follow for the quarter, across a variety of topics.

Theresa "refuses to become complacent or content with either the materials or the methods by which she teaches," said Professor Stanley W. Trimble. "Her energy and passion for teaching and her selfless dedication to her students truly set her apart from her peers."



Graduate Students on the Graduate Council

A Student Voice in Educational Policy

ROSS FENIMORE, MARILYN Gray, Anthony Mascia, and Ellen Stolzenberg don't have tenure. They don't even have their PhDs. They're graduate students, respectively, in musicology, Slavic languages and literature, biomedical physics, and higher education and organizational change. Fenimore is new at UCLA, arriving last fall from Davidson College.

Yet, every other Friday when the Graduate Council meets to set policy related to graduate education at UCLA, they sit at the same table with senior faculty and Graduate Division administrators.

"We want graduate students on the Council because we basically exist for graduate students," says the Council's chair, Professor William Roy. "We make decisions

on behalf of graduate students, so it's important that students have a voice."

Like all members, students are expected to make themselves familiar with topics to be discussed at these meetings: from practical matters like student funding and program changes to broader policy issues like the semester versus quarter debate. Students make an effort to think beyond themselves and their own programs to reflect a broader student point of view. "They're an important part of our deliberations," Professor Roy said.

Their opinions and contributions are not only welcome, the students say, they are actively sought. Although he had barely unpacked at UCLA when he joined the Council, Fenimore nevertheless finds it "a very friendly environment. We're right

up at the table." Mascia, now in his second year at UCLA and on the Council, was a bit intimidated to start. "I didn't know if I should really speak up, but when I did, it was always embraced. That impressed me very much."

Invitations to apply for Graduate Council seats are broadcast each year, and appointments are made by Gray, who is vice president of academic affairs for the Graduate Student Association (GSA). Students apply for various reasons. Gray became interested in the Graduate Council when it reviewed her department, and Fenimore and Mascia saw service there as an opportunity to learn about their new academic home.

Stolzenberg liked the idea of being able to advocate for students: "I really care about these issues," she said, "and I'm not afraid to

say so.” In the process, she’s also acquiring a different point of view on graduate education, which will be the subject of her dissertation.

She has already experienced a number of perspectives. In 1997-1998, Stolzenberg was one of the first students in an intensive one-year UCLA program leading to a master’s degree in counseling and student affairs. After graduation, she took a job as student affairs officer for the UCLA Medical School’s neurobiology program, working exclusively with doctoral students. After three years, she said, “I realized I could do bigger and better things by returning to school.” Since she resumed studies in Education, she has done research for the Graduate Division on attrition and completion of doctoral degrees.

WITH OR WITHOUT THIS kind of experience in graduate education, those who serve on the Council find it eye-opening, revealing how things get done at the policy-making level of the university. Mascia was intrigued by the differences between Fordham University, his relatively small liberal arts college, and a major research university. Besides sheer numbers, it’s the diversity that struck him, and not merely the diversity of academic disciplines and opinions represented on the Council.

“One thing I came away with last year was the conviction that UCLA is really interested in having a well-rounded diverse student body,” he says. The issues under discussion go well beyond “how do we stay as good as we are.”

Nevertheless, maintaining and improving the quality of graduate education is a major task of the Council. Mascia serves on the Fellowships and Assistantships Committee, which selects departments that receive the Quality of Graduate Education grants de-

scribed in the Fall issue. Stolzenberg is the only student on the Committee on Degree Programs, which reviews proposals to change or revise current graduate programs.

Those who serve on the Council find it eye-opening, revealing how things get done at the policy-making level of the university

All student members of the Graduate Council participate in the Council’s eight-year reviews of graduate programs. Whenever the review committee meets with a department’s graduate students, a student member is present, and that student is also available for confidential interviews.

The time devoted to Graduate Council affairs changes from meeting to meeting and month to month, depending on the agenda. Mascia estimates that he spends 6 to 10 hours each month preparing for and attending meetings. Occasionally, the time commitment competes with academic demands, but for the most part, student members find the rewards worth the cost.

DOROTHY KIM, WHO served on the Graduate Council from Fall 1999 until Spring 2001, found it “interesting to see what different departments are doing and what some of the situations are.” Her time there “kept me sane,” she said. “It gave me a more balanced view, and it provides another anchor to hold you to the university.”

Gray agrees. While her service on the ASUCLA Board of Directors and now in GSA may have had a small effect on her

time to degree, “being involved with other people, being involved with the rest of campus is extremely valuable,” she said. “Mental healthwise, I can’t overstate how much it helped me.” She hopes to use her term on the Graduate Council to learn how the GSA can increase its knowledge about and impact on graduate education.

Her degree will be in Slavic literature, but Gray is considering alternative careers in university or nonprofit administration. And although Kim says she will probably pursue a professorial career, she knows that “if I wanted to, I could actually go into academic administration. I’m apparently a good administrator. It’s good to know that.”

Fenimore and Mascia are looking forward to academic careers that might include an administrative component. Fenimore says that “to go back to a small liberal arts college as faculty would be the ultimate indicator of success for me,” and that might include service in university governance.

Mascia is more specific. Although he hopes to start his career as a professor/researcher/clinician in radiation oncology, he sees beyond that to being part of “the administrative order of a university.” Serving on the Graduate Council, “you really see the impact that the administration has on the lives of students. Sometimes a good administrator, a good leader, is enough to steer things in the right direction,” he says. “I can see myself being part of a Graduate Council at some other university.”

LEFT: (clockwise from bottom) Emma Lewis Thomas, Emerita Professor, Dance, Marilyn Gray, Jim Turner, Assistant Vice Chancellor, Graduate Division, Ross Shideler, Associate Dean, Graduate Division, and Anthony Mascia; RIGHT: Marilyn Gray speaks to the council; FAR RIGHT: Ellen Stolzenberg





Nadine Bermudez

Education

Thanks to her aunt Terri, Nadine Bermudez's research has become an extraordinary personal and academic adventure. Nadine was planning to focus her dissertation on culturally relevant pedagogy when her aunt happened to see an Emmy-winning documentary called *Para Todo Los Niños* on the local PBS channel.

The program told the history of *Mendez versus Westminster School Board*, a groundbreaking

“There’s a big story to be told here, and I want to tell it from the experiences of those who lived it.”

desegregation case in 1945 that led to the end of “Mexican schools” in California and prepared the way for the more famous *Brown versus Board of Education* ruling in 1954.

“My aunt called me all excited about the program,” Nadine says, “and she tells me how she grew up with Sylvia Mendez, whose father started the legal action. She put me in touch with Sylvia, and from there, everything just snowballed.”

UCLA’s experts on local Latino history believe Nadine’s dissertation may be the first to explore the landmark case in depth. “Sometimes, groundbreaking research happens as a result of serendipity,” says Professor Daniel G. Solorzano, Nadine’s adviser and chair of the Department of Education in the Graduate School of Education and Information Studies.

For Nadine, the rewards have been personal as well as academic. She knew that her family had “a long history in Westminster, but I never knew our connection to the Mendez case,” she says. “My family was involved in the class action suit. You can see my grandfather’s signature on some of the petitions. They were neighbors of the Mendez family.”

Because of that history, Nadine’s surname has opened doors for her that might have remained closed to another researcher. “They trust me with their stories,” Nadine says. “There’s a big story to be told here, and I want to tell it from the experiences of those who lived it.”

That story began when Gonzalo Mendez tried to register his children at the elementary school he had attended as a boy. Since then, the school had been designated “the white school,” and people with surnames like Mendez were no longer welcome. Outraged at the injustice of

segregation and believing that change was possible in a democracy, Mendez decided to fight the case in court. With his wife, Felicitia, stepping in to run their successful agricultural business, Mendez had the time to travel and talk to other parents, recruiting families from four Orange County communities to join in a lawsuit.

The judge declared the Mexican schools illegal and ruled that the school board’s insistence that there was a language issue didn’t hold. “Most of the children spoke English,” Nadine says, “and Sylvia testified in court to prove that.” After the ruling was upheld on appeal, then-Governor Earl Warren moved to desegregate all public schools and other public spaces as well.

Sylvia Mendez continues to lecture on the desegregation case at all educational levels, and she has been a vital assistant in Nadine’s research. Sandra Robbie, producer of the PBS documentary, has also been helpful. Their goals go beyond recording a little-known piece of history.

“I want to try to understand the experiences of Mexican Americans in the age of segregation,” Nadine she says, “to see what we can learn from these experiences and how we can apply that knowledge to what’s going on now in de facto segregation.”

Although she didn’t have to attend Mexican schools, Nadine knows from experience that Latinos continue to have a different educational experience than their white peers. Latinos tend to enter higher education through community colleges, for example, because “the high schools they are attending are not preparing them to go on to UC,” Nadine says. “Community colleges become their stepping stone. That’s how I got here.”

After studying at Golden West and Orange Coast Community Colleges, Nadine got a bachelor’s degree and teaching credential at Cal State Long Beach. Assigned to a bilingual third and fourth grade in Anaheim, Nadine was distressed when she was unable to get her Latino students tested for learning disabilities: The school administration insisted the children’s problems were cultural.

Nadine’s frustration eventually took her to Cal State Northridge for a master’s degree in Chicano Studies “because I wanted to understand the bigger picture.” Encouraged by her professors to apply for a doctoral program, she was accepted at UCLA. The Graduate School of Education was the inevitable choice: “Everything that I thought about or examined, whether it was politics or economics, I was doing it from a teacher’s perspective,” she says.

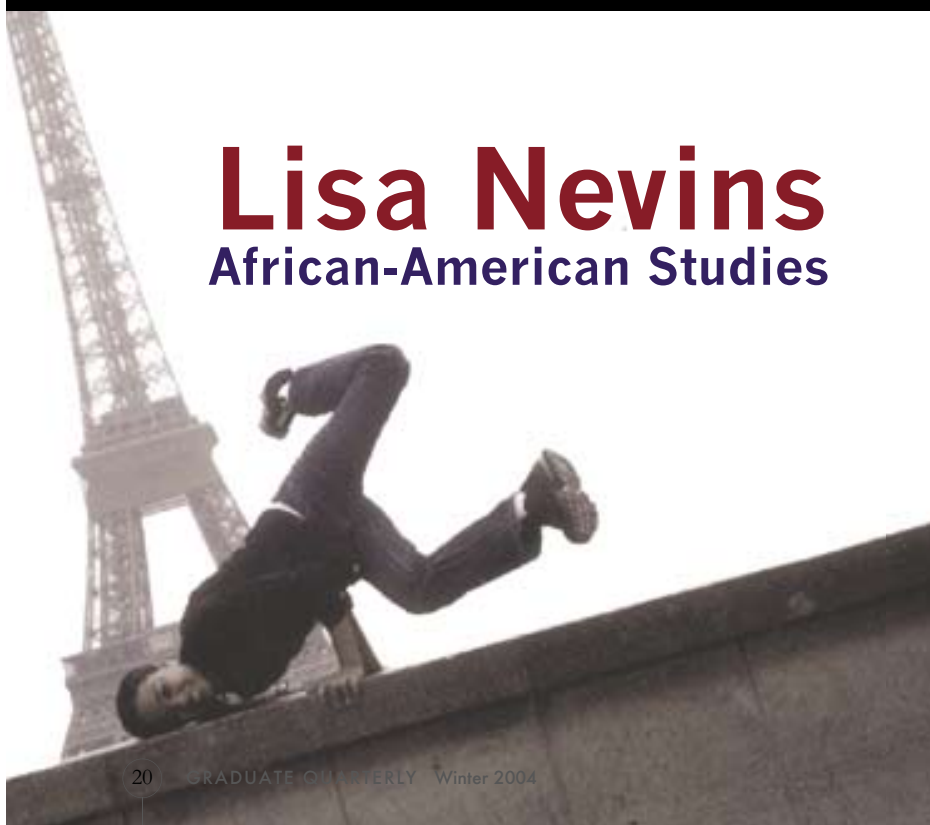
Through Professor Solorzano, Nadine became involved in projects at the Chicano Studies Research Center. Later, she received a research grant from the center and the Institute of American Cultures, and she’s helping the center’s Assistant Director, Carlos Haro, to organize a symposium on the Mendez case next spring. An archival project is also in the works. “The case hasn’t received the attention it should have,” she says.

Nadine also hopes to see the Mendez case become part of the public school curriculum. “If children of color can see themselves reflected in the curriculum, education becomes much more meaningful and purposeful,” Nadine says. Thus, her dissertation will include recommendations on discussing the case in the classroom, a place that is still Nadine’s preferred career destination. “It’s still where I find my passion,” she says.



Lisa Nevins

African-American Studies



When Lisa Nevins first became involved in hip hop in 1994, it was as a b-girl—the female version of what the mainstream press calls a break dancer. “I just saw it as a social activity. I loved the music, and all my friends were involved,” she says. “I didn’t see it as a political force back then.”

A decade later, Lisa has become a leader in the politics of hip hop culture as founder of Mobilized 4 Movement, a political action group based in Los Angeles. In that role, she was the driving force last fall behind the first Hip Hop History Month on the West Coast, which included a showing of the documentary, *The*



Lisa competes in a b-boy/b-girl battle, Sacramento, 1999.

Freshest Kids, at UCLA's Ralph C. Bunche Center for African American Studies.

She's also learned that hip hop is not incompatible with serious academic achievement. By June, she hopes to have completed a master's thesis in African American studies that will take a preliminary look at a cultural history of hip hop in Los Angeles. "Traditional stories have recognized the five boroughs of New York, notably the Bronx, as the center of hip hop's genesis," she says. "The contributions of the West Coast, particularly Los Angeles, have been at the margins." Her research will advance the Bunche Center's goal of becoming a central resource on the Los Angeles music scene, built around the recently acquired archives of Kenny Burrell, the legendary jazz guitarist who directs the Jazz Studies program at UCLA.

The three threads in Lisa's present career—politics, hip hop, and education—came together for the first time in high school when she used rap and breakdancing as part of a successful campaign for student body president. However, the real fusion took place in her undergraduate years at UC San Diego when she heard about a class on hip hop and dropped in to have a look.

"I had this idea about professors being racially white and older," she says. The hip hop class was taught by Victor Viesca, a young Chicano visiting from New York University who "wore baggy pants, had

“ I've always been someone who's into
EVERYTHING ”

a bald head, and exuded a great intellect." Lisa Cachó, a lecturer who, like Lisa, was ethnically Filipino and white, also provided a role model

from academia. "She made me realize being a woman of color and teaching in the ivory towers was possible."

Even the old white guys were pretty cool. A class with George Lipsitz, author of *The Possessive Investment in Whiteness*, turned into a continuing mentorship. Lisa "feels deeply the experiences of her generation and responds to them brilliantly as both a researcher and an activist," says Professor Lipsitz, who is now on the faculty of UC Santa Cruz. "She wants to take what she has learned from life and translate it into research and activism that can produce meaningful change. I admire her consciousness, commitment, and courage immensely."

Thanks to these mentors and models, Lisa changed her major from biology to ethnic studies. When it came time to think about graduate work, Lisa researched faculty and came to UCLA in part to work with Cheryl Keyes in ethnomusicology and Maureen Mahon in anthropology—both now on her thesis committee.

Her first year was primarily coursework. "It was important that I really gained a thorough understanding of African American history," she says. Following up on her undergraduate work, UCLA classes "not only refreshed my memory but also expanded my knowledge and understanding."

Her cohort was mostly older students—ranging in age from mid thirties to fifties—who considered her "the embryo" at 22. "Learning from them has taken me to a higher level," she says.

Her master's thesis will focus on the role of Leimert Park's hip hop youth center,

Project Blowed. Established nine years ago by Ben Caldwell, Project Blowed provides a space where youth of color can breakdance and practice their emcee and deejay skills. "I want to analyze the dynamics of the center," Lisa says, "the community of artists [Caldwell] has birthed from that space, and the obstacles Project Blowed has had to overcome and still faces."

After UCLA, she plans a year of non-profit work and private tutoring with Professor Lipsitz, so she can "dive into readings I have only skimmed through, digest the works, and discuss them." Then, she plans to get a PhD and write a dissertation extending the hip hop history that her master's thesis will begin. She's already made an important connection. After a friend mentioned her work to Afrika Bambaataa, the New York-based godfather of hip hop, Lisa followed up with phone calls and ended up at a restaurant in Harlem, laying the foundations of a relationship.

Lisa's long-term plans focus on a tenured university teaching position, but she expects she will still be leading Mobilized 4 Movement, which is organizing a Southern Californian delegation to the National Hip Hop Political Convention set for June in Newark, New Jersey. "I've always been someone who's into everything," she says.

At least for now, however, life as a b-girl is a thing of the past. "I still go to events," she says, "but I finally realized there comes a time when you have put away the linoleum and hang up the Adidas."





Phuong Tang

Asian American Studies & Social Welfare

When Phuong Tang was assigned to the Los Angeles Department

of Mental Health's Long Beach Asian Pacific program, she felt some anxiety. First, she had just acquired a driver's license and Long Beach was 45 minutes on the freeway from UCLA. Second, although she was born in Vietnam, she spent most of her life in New York City. "There was no way I thought that anyone could take my first-grade level of Vietnamese seriously," she says.

Most fundamentally, she was worried about being able to help the teenagers and

“**This field gave my life a context. It gave me a vocabulary to name my experiences.**”

young adults who would come to her for counseling. “It’s the first time I’ve gotten my feet wet with counseling,” she says. However, after several weeks of work with three clients, her confidence grew. “While I still need to learn a whole lot more,” she says, “I’ve learned a great deal, not only about the needs of my clients, but also about myself.”

Phuong’s counseling internship is part of a combined program that will earn her master’s degrees in both social work and Asian American studies. More important, it’s a first taste of what she hopes will be her life’s work: providing mental health services to Asian Americans.

Arriving at this goal took a few timely course corrections. When Phuong began her studies at New York University, she was planning to be a medical doctor. Early on, however, she decided that “biology was barely tolerable, and I hated chemistry.” Drawn to psychology, she still “didn’t see myself reflected in the content.” A course on Asian American women was “the first class that had me written all over it,” she says. Before she knew it, she had enough credits for a minor in Asian American studies to go with her psychology major.

Planning to do a PhD in psychology eventually, Phuong headed off to her first job, at a social policy research firm in New York City. “The more I worked there, the more I realized I really didn’t like research,” Phuong said. “I felt removed from the people whom our research was supposed to help. They just became numbers.”

At the same time, she was tutoring immigrant Asian women and children at a domestic violence shelter and volunteering with a grassroots organization that was working to increase safety at a Chinatown subway station where an Asian American woman had been raped. “I found that work more enjoyable and rewarding than

making charts that policy makers would read,” she said.

Deciding that social work was the right career for her, Phuong looked for a university with “a faculty of color who were doing research on the Asian American community.” In UCLA, she found just that—and the nation’s only joint master’s degree program in Asian American studies and social welfare. “I felt that I had to come,” she said.

Last year—her first at UCLA—Phuong devoted herself to Asian American studies. For a class in ethnocommunications, Phuong worked with two other students to make an 11-minute video, *Art and Activism on the Ones and Twos*, about DJ Kuttin Kandi and DJ Rekha, two Asian American women who are using their DJ-ing and turntabling skills to promote community goals. Besides showing evidence that she’s “a really good scholar,” Professor Robert Nakamura says, Phuong convinced him that “she has a lot of potential as a media maker. The primary requirement is creativity, which she has, and she’s also very organized and energetic, which is probably just as important.”

This year, Phuong is teaching assistant for the same class. “I feel like I’m learning more as I try to teach it,” she says. Otherwise, she’s concentrating on coursework in social welfare, including her Long Beach internship.

In her third year at UCLA, Phuong will complete work in both subjects and write a thesis, probably on silence among Asian American women. “I would like to examine how silence can be advantageous or protective to women,” Phuong says, “how silence can speak or be articulate.” She has written proposals for fellowships to do a small-scale ethnography with women, especially those who have suffered generational trauma: perhaps contrasting the Japanese women who were interned in the United States during

World War II with the Vietnamese women who endured successive relocations as a result of war in their homeland.

Phuong’s own family left Saigon when she was a few months old, eventually settling in a mixed Puerto Rican, Italian, and Eastern European working class neighborhood in Queens. It “took a lot of coaxing” to persuade her parents that her changes in career choice made sense, she says. In particular, “they’ve never heard of social work” and what they heard had been derogatory. “I’ve had to do a lot of re-educating,” Phuong says, explaining to them “what I’d really like to do and why it’s meaningful to me.”

Through her work in Asian American Studies, she’s come to a better understanding of her parents and their decision to leave Vietnam. “This field gave my life a context,” she said. “It gave me a vocabulary to name my experiences.”

PHUONG TANG IS IN FRONT OF THE “Education through Struggle” mural by Darryl Mar and other collaborating artists in the hallway of the Asian American Studies Center.

A plaque next to the mural reads:

“The struggles which culminated in the 1968 San Francisco State College strike continue in the present. As the heirs of that first self-determining ethnic studies movement, we continue the battle for ethnic self-determination even today. Here we reclaim our humanity and engage our communities. Today, we recognize that the price of self-determination is eternal vigilance. This mural continues in that tradition while commemorating the efforts of the past.”



Lambert Yazzie

American Indian Studies

Lambert Yazzie spent the holiday break in Hunter's Point, Arizona, getting help to his mother, who lives in a remote part of the Navajo Reservation, in a place where electricity arrived just last summer and unpaved roads are a barrier to plows. A strong snowstorm passed through Arizona in late December, leaving her and others stranded.

“It’s difficult to get people who are deeply embedded in that culture and their tradition to think in a different spectrum.”

Once his mother’s safety was assured, Lambert spent a couple of days at Navajo Peacemaking, a traditional system of conflict resolution on the reservation. Rather than mustering attorneys and expert witnesses for an extended adversarial hearing, the disputing parties meet for conversations with a peacemaker, no other outsiders allowed. The central question is “what do you think is fair,” Lambert says, “and everyone walks away feeling positive.” The goal of his master’s thesis in American Indian Studies at UCLA is to provide an analysis that will help others make use of the system’s strong points.

His family and his academic career, Hunter’s Point and UCLA, these are the poles of Lambert Yazzie’s life these days. If you ask Mapquest to provide directions from Hunter’s Point to Westwood, you’ll be told that Hunter’s Point isn’t in their data banks. However, a map of Arizona shows the small community on a road north from Interstate 40 to Window Rock, capital of the Navajo Nation, about 700 miles from Los Angeles.

For Lambert, the distance is measured not in miles but in the small incremental steps of his academic journey from high school, through community college and Arizona State, to UCLA. “I never thought that I would be in graduate school,” he says. “On a reservation, not a lot of people are afforded that opportunity.”

Opportunity, however, is only part of the story. Others have left Window Rock to go to college and come back without degrees. Resources, both financial and personal, also count. When Lambert left high school, all his parents could provide financially was “a reliable vehicle” to get back and forth to school. Lambert has put

together grants and fellowships and pay from part-time jobs to cover his costs.

Another important gift from his mother was encouragement. She sent Lambert to an Upward Bound program at Northern Arizona University for two summers during high school, to get him used to the idea of living away from his family and the culture of his people. She reminded him of the Navajo saying, loosely translated: “It’s up to you; nobody else can do it for you.”

Lambert began his immersion in the new academic culture at Yavapai College in Prescott, Arizona, then took his credit hours to Arizona State in Phoenix. He started out as a computer engineering major at his father’s urging. “It wasn’t my call,” Lambert says. “I could do the math, but I knew this wasn’t me. It’s not my passion.” He ended up with a dual bachelor’s degree in justice studies and American Indian studies, which gave him a wider context for his intimate knowledge of the Navajo tribe.

As he approached graduation, Lambert attended a guest lecture by Professor Duane Champagne of UCLA and was impressed by the noted scholar’s compassion as well as his knowledge. Professor Champagne encouraged him to apply for graduate studies at UCLA. Lambert was accepted and, just as important, received a Graduate Opportunity Fellowship to pay for his first year. His second year is supported by a teaching assistantship and a fellowship from the Institute of American Cultures, as well as a research grant.

Lambert’s master’s thesis will complete the circle, returning him to the wellspring of the Navajo Nation. Navajo Peacemaking, used mostly in civil matters such as land disputes, marital conflict, and child custody,

is part of a rich and complex culture. “It’s difficult to get people who are deeply embedded in that culture and their tradition to think in a different spectrum,” Lambert says. His goal is “to strip away the culture to see what legal skeleton is there.”

Why do some Navajos choose Peacemaking while others take their disputes to non-Indian legal proceedings? Who finds the process most effective? How do Navajo values and those of the American judicial system interact in Indian communities? These are some of the questions his thesis may answer.

According to his adviser, Carole Goldberg, Lambert brings strong skills to the task. He “is an unusually bright and curious student, who has shown an unusually great aptitude for the study of law,” she says. Enrolled in a Law School course on Indian Law, he “more than held his own with the law-trained students,” Professor Goldberg says. “He seemed particularly adept at figuring out how to apply legal principles to new and complex situations.”

Those skills will serve Lambert’s eventual goal: obtaining a law degree. Again, he’s encouraged by his mother’s advice: “The best way to predict the future is to create it.”

Lambert has a clear understanding that his academic achievements serve not only himself but also his family and his larger community. Through what has sometimes been a difficult struggle, he’s been sustained by “the passion for learning and for becoming a person who says to Native Americans, to Latinos, to African Americans, and to other underrepresented people, you can make it,” he says. “If I can do it, you can do it, or you can do better.”

Graduate Student ACCOMPLISHMENTS

AFRICAN-AMERICAN STUDIES

Lisa A. Nevins: (Panelist) “Colorblind in a Space Full of Color: History, Resistance, and the Construction and Deconstruction of Race in Filipino and Mexican American Shared Spaces.” Presented at the American Studies Association Annual Meeting, CT, October, 2003.

ANTHROPOLOGY

John E. Dietler: “Specialized Craft Production and Status in Historic Period Chumash Households.” Presented at the Society for California Archaeology Southern Data Sharing Meeting, San Diego, CA, November, 2003.

Angela M. Nonaka: “The Forgotten Endangered Languages—Sign Languages: Lessons on the Importance of Remembering from Thailand’s *Ban Khor* Sign Language.” Presented at the Annual Meeting of the American Anthropological Association, Chicago, IL, November, 2003.

APPLIED LINGUISTICS & TESL

Pamela Hobbs: “The role of progress notes in the professional socialization of medical residents.” Published in *Journal of Pragmatics* (in press).

ART HISTORY

Angelica J. Afanador Pujol: (Panelist) “Death, Ethnicity and the State in the Tarascan Society of the Early Sixteenth Century.” Presented at the College Art Association 92nd Annual Conference, Seattle, WA, February, 2004.

Doris Chon: (Panelist) “Immemorial Testimonies: The Atlas Group and the Production of History.” Presented at the “Archives of the Future” panel, Visible Evidence XI conference, Bristol, England, December, 2003.

Shanna J. Kennedy-Quigley: [1] “Visual Representations of the Birth of Athena/Menrva: A Comparative Study.” Published in *Etruscan Studies*, vol. 8, pp. 65-78, December, 2003. [2] “In the Fullness of Time: Masterpieces of Egyptian Art from American Collections.” Book review of *African Arts*, vol. 36, December, 2003.

Ed Rothfarb: [1] (Panelist) “Persian Mural Imagery and Akbari Painting: The Case of Farrukh Beg.” *Historians of Islamic Art Majlis*, Seattle, WA, February, 2004. [2] (Panelist) “The *Chaturbhuj* Temple

at Orchha.” American Council for Southern Asian Art, Salem, MA, May, 2004.

Gloria H. Sutton: “Stan Vanderbeck’s Movie-Drome: Networking the Subject.” Published in *Future Cinema: The Cinematic Imaginary After Film* (edited by Jeffrey Shaw and Peter Weibel), Cambridge, MA: MIT Press, December, 2003.

BIOMATHEMATICS

Vladimir N. Minin: (First author) “Performance-based selection of likelihood models for phylogeny estimation.” Published in *Systematic Biology*, vol. 52(5), pp. 674-683, October, 2003.

BIOMEDICAL ENGINEERING

Dean Ho: [1] (First author) “Hybrid Protein/Polymer Biomimetic Membranes.” Published in *IEEE Transactions on Nanotechnology*. [2] (First author) “Nanoscale Hybrid Protein/Polymer Functionalized Materials.” SPIE Proceedings on Smart Structures and Materials-Nanotechnology, San Diego, CA, March, 2004.

BIOSTATISTICS

Warren S. Comulada: [1] (First author) “Use of HAART among young people living with HIV.” Published in *American Journal of Health Behavior*, vol. 27, pp. 389-400, July, 2003. [2] (Co-author) “Outcomes of hepatitis C- and hepatitis B core antibody-positive grafts in orthotopic liver transplantation.” Published in *Liver Transplantation*, vol. 9, pp. 1053-1061, October, 2003.

Kate Crespi: “A within-host model of herpes simplex virus.” Presented at the Joint Statistical Meeting, San Francisco, CA, August, 2003.

Hsin-Ju Hsieh: (First author) “Modeling fetal viability loss in the Maternal-Fetal Genotype Incompatibility (MFG) test.” Poster presented at International Genetic Epidemiology Society 12th Annual Meeting, Redondo Beach, CA, November, 2003.

Li-Jung Liang: [1] (Co-author) “Animal Source Foods to Improve Micronutrient Nutrition and Human Function in Developing Countries.” Published in *The Journal of Nutrition*, vol. 133, pp. 3950S-3957S, November, 2003. [2] “Constructing Hierarchical Priors.” Presented at the Joint Statistical Meetings 2003, San Francisco, CA, August, 2003. [3] “Constructing Hierarchical Priors with Application to Bayesian Phylogenetic Analyses.” Presented at the Institute

of Statistical Science, *Academia Sinica*, Taipei, Taiwan, December, 2003. [4] “Constructing Hierarchical Priors with Application to Bayesian Phylogenetic Analyses.” Presented at the Institute of Statistics, National Chiao Tung University, Hsinchu, Taiwan, December, 2003. [5] “Constructing Hierarchical Priors with Application to HIV-1 Phylogenetic Analyses.” Presented at the Division of Biostatistics and Bioinformatics, National Health Research Institutes, Taipei, Taiwan, December, 2003.

Tonya K. Marmon: [1] (First author) “Models for Non-response in Longitudinal Data.” Presented at the Joint Statistical Meetings, San Francisco, CA, August, 2003. [2] (Co-author) “Cognitive Impairment, chronic medical illness and risk of mortality in an elderly cohort.” Published in *American Journal of Geriatric Psychiatry*, vol. 11(5), pp. 551-560, September, 2003. [3] (Co-author) “Depressive symptoms and mortality in a prospective study of 2,558 older adults.” Published in the *American Journal of Geriatric Psychiatry*, vol. 10, pp. 521-530, 2002. [4] (Co-author) “Pharmacotherapy of Pain in Depressed Older Adults.” Published in *Journal of the American Geriatrics Society*, in press.

Juned Siddique: (Co-author) “Treating Depression in Predominantly Low-Income Young Minority Women.” Published in *Journal of the American Medical Association*, vol. 290, pp. 57-65, July, 2003.

Kefei Zhou: (Co-author) “Does drinking with comorbidity increase mortality among older persons?” Poster presented at American Public Health Association 131st Annual Meeting & Exposition, San Francisco, CA, November, 2003.

CHEMICAL ENGINEERING

Yiming Lou: [1] (First author) “Optimal Actuator/Sensor Placement for Nonlinear Control of the Kuramoto-Sivashinsky Equation.” Published in *IEEE Trans. Contr. Syst. Techn.*, vol. 11, pp. 737-745, 2003. [2] (First author) “Feedback Control of Growth Rate and Surface Roughness in Thin Film Growth.” Published in *AICHE Journal*, vol. 49, pp. 2099-2113, August, 2003. [3] (First author) “Estimation and Control of Surface Roughness in Thin Film Growth Using Kinetic Monte-Carlo Models.” Published in *Chemical Engineering Science*, vol. 58, pp. 3115-3129, July, 2003. [4] (Co-author) “Fault-Tolerant Control of Fluid Dynamic Systems via Coordinated Feedback and Switching.” Published in *Computers & Chemical Engineering*, vol. 27, pp. 1913-1924, November, 2003. [5] (First author) “Modeling and Control of Surface Roughness and Growth Rate of GaAs (001) Thin Films Produced by MOCVD.” Presented at the AIChE Annual Meeting, San Francisco, CA, November, 2003.

CHEMISTRY & BIOCHEMISTRY

Michael J. Bedard-Hearn: [1] (First author) "Understanding Nonequilibrium Solvent Motions through Molecular Projections: Computer Simulations of Solvation Dynamics in Liquid Tetrahydrofuran (THF)." Published in *Journal of Physical Chemistry, B*, vol. 107, pp. 14464, December, 2003. [2] (First author) "Hidden Breakdown of Linear Response: Projections of Molecular Motions in Nonequilibrium Simulations of Solvation Dynamics." Published in *Journal of Physical Chemistry, A*, vol. 107, pp. 4773, June, 2003.

Huiying Li: (Co-author) "Use of genetic profiling in leprosy to discriminate clinical forms of the disease." Published in *Science*, vol. 301, pp. 1527-1530, September, 2003.

CIVIL ENGINEERING

Thomas Brent: (First author) "Identification of Complex Reactive Transport Processes." Poster presented at American Geophysical Union Fall Conference, San Francisco, CA, December, 2003.

CLASSICS

Moss Pike: "Did Latin have a perfect clépi next to clepsi?" 135th Annual APA/ALA, San Francisco, CA, January, 2004.

COMMUNITY HEALTH SCIENCES

Michele M. Wood: [1] (Co-author) "Employment retention of health care providers in frontier areas of Alaska." Published in *International Journal of Circumpolar Health*, vol. 62, pp. 423-435, 2003. [2] (Co-author) "A cognitive-behavioral intervention to reduce HIV risk behaviors in crack and injection drug users." Published in *AIDS & Behavior*, vol. 7, pp. 229-243, 2003. [3] (First author) "Comparing the RCQ, SOCRATES, and URICA for assessing stage of change in active drug users." Poster presented at 131st Annual Meeting of the American Public Health Association, San Francisco, CA, November, 2003. [4] (Co-author) "Quality of life among drug users in Long Beach." Poster presented at 131st Annual Meeting of the American Public Health Association, San Francisco, CA, November, 2003. [5] (Co-author) "Gender differences in opiate and stimulant use among drug users in Long Beach, CA." Poster presented at 131st Annual Meeting of the American Public Health Association, San Francisco, CA, November, 2003. [6] (Co-author) "Differences in cocaine and amphetamine users in Long Beach, CA." Poster presented at 131st Annual Meeting of the American Public Health Association, San Francisco, CA, November, 2003.

COMPARATIVE LITERATURE

David A. Fieni: "Genet's Les Paravents as an Old Allegory on New Media." Presented at the Genet in Performance Symposium, Norwich, UK, October, 2003.

Frederick Liers: "Anecdote and Ekphrasis: Textual Transmissions of Ancient Visual Culture." Presented at the 10th Annual Conference of the Arizona Center for Medieval and Renaissance Studies (ACMRS), Tempe, AZ, February, 2004.

Erin A. von Hofe: [1] "Resisting the *système policier*, the Drug War and other injustices: Intik's hip hop/reggae/raï/châabi fusion." French Popular Music Conference, University of Manchester, Manchester, UK, June, 2003. [2] "Women of Capoeira: Where are we in the roda? A journey through music." Caribbean Soundscapes: A Conference on Caribbean Musics and Culture, Tulane University, New Orleans, LA, March, 2004.

COMPUTER SCIENCE

Deming Chen: [1] (First author) "Low-Power High-Level Synthesis for FPGA Architectures." International Symposium on Low Power Electronics and Design, Seoul, Korea, August, 2003. [2] (First author) "Register Binding and Port Assignment for Multiplexer Optimization." Asia and South Pacific Design Automation Conference 2004, Yokohama, Japan, January, 2004. [3] (First author) "Low-Power Technology Mapping for FPGA Architectures with Dual Supply Voltages." Twelfth ACM International Symposium on Field-Programmable Gate Arrays, Monterey, CA, February, 2004. [4] (First author) "Performance-Driven Mapping for CPLD Architectures." Published in *IEEE Transactions on Computer-Aided Design of Integrated Circuits and Systems*, vol. 22, pp. 1424-1431, October, 2003.

Zhenyu Liu: [1] "A Knowledge-Based Approach for Scenario-Specific Medical Free Text Retrieval." Exhibit of infoRad Demo, RSNA Annual Meeting, 2003, Chicago, IL, December, 2003. [2] (Co-author) "A Knowledge-based Approach for Retrieving Scenario-specific Medical Text Documents." Chapter published in the book *Foundation and Advances in Data Mining* (Wesley W. Chu Ed.).

Qinghua Zou: [1] (First author) "IndexFinder: A Knowledge-based Method for Indexing Clinical Texts." AMIA 2003, DC, WA, November, 2003. [2] (Co-author) "A Knowledge-based Approach for Retrieving Scenario-specific Medical Text Documents." Exhibit of Radiology Society of North America (RSNA) Annual Meeting, Chicago, IL, November, 2003.

EARTH & SPACE SCIENCES

Elizabeth S. Cochran: [1] (First author) "Near-fault anisotropy following the Hector Mine earthquake." Published in *Journal of Geophysical Research*, vol. 108(B9), pp. 2436, September, 2003. [2] (First author) "Strong tidal modulation of earthquakes by strong tides." Presented at the American Geophysical Union Fall Meeting, San Francisco, CA, December, 2003.

Andrew D. Czaja: (First author) "Turning ferns into fossils: biogeochemical alchemy." Presented at the Southern California Geobiology Symposium, Pasadena, CA, February, 2004.

Melissa K. Giovanni: (First author) "Evolution of the Cordillera Blanca Normal Fault: Evidence from Basin Analysis and 40Ar/39Ar Thermochronology."

Poster presented at American Geophysical Union Annual Fall Meeting, San Francisco, CA, December, 2003.

Mari Takagi: (First author) "Path to a Sustainable GEO Environment: Debris Environmental Assessment and its Implications on Cost and Benefit Analysis." 54th International Astronautical Congress, Bremen, Germany, September, 2003.

EAST ASIAN LANGUAGES & CULTURES

Judy M. Okada: [1] "Recent Trends in Japanese Causatives: The Sa-Insertion Phenomenon." Published in *Japanese/Korean Linguistics*, vol. 12, pp. 28-39, 2003. [2] "Morpheme Insertions in Japanese Causative and Potential Expressions." (To be published in *Japanese/Korean Linguistics* 13.) Presented at the 13th Japanese/Korean Linguistics Conference, East Lansing (Michigan State University), MI, August, 2003.

Carlos Prado-Fonts: "The *Lincusberg* Comes Back Home: Textual Responses to Alienation in 1920s Modernist Fiction." Presented at the 2003 Western Conference of the Association for Asian Studies, Phoenix, AZ, October, 2003.

Nina A. Yoshida: [1] (Co-author) "Alternatives to Current Pedagogy for Teaching the Present Perfect Progressive." Published in *English Teaching Forum*, vol. 41, No. 1, pp. 2-9, January, 2003. [2] "Nominalized Predicates as Directives in Japanese Discourse." Presented at the 13th Japanese/Korean Linguistics Conference, East Lansing, MI, August, 2003.

ECONOMICS

Ken Miyajima: (First author) "The Sources of Growth-Estimating Sectoral Productivity in Japan." Presented at the 3rd East-West Center International Graduate Student Conference, Honolulu, HI, February, 2004.

Marcos A. Rangel: [1] "Marriage, Cohabitation, and Intra-Household Bargaining: Evidence from Brazilian Couples." Presented at the Meeting of the Population Association of America (PAA), May, 2003. [2] "Labor Division, Investments in Children, and Intra-Household Bargaining: Evidence from Brazil." Presented at the Meeting of the Latin American and Caribbean Economics Association (LACEA), October, 2003. [3] "Marriage, Cohabitation, and Intra-Household Bargaining: Evidence from Brazilian Couples." Presented at the Northeastern Universities Development Consortium Conference (NEUDC), October, 2003. [4] "Out of West-Africa: Evidence on the Efficient Allocation of Resources within Farm Households." Presented at the Centre for the Study of African Economies 2004 Conference (Oxford, UK), March, 2004.

EDUCATION

Ellen B. Stolzenberg: [1] (First author) "Why Should I Go To Class?: How Pedagogy and Classroom Practices Affect First-Year College Students." Presented at the Annual Conference on the First-Year Experience, Dallas, TX, February, 2004. [2]

(Co-presenter) "Assessing Student Development in the First Year: Results from the 2003 Administration of Your First College Year (YFCY)." Presented at the Annual Conference on the First-Year Experience, Dallas, TX, February, 2004.

ELECTRICAL ENGINEERING

Filipp A. Baron: [1] (First author) "Manipulating L-valley electron g factor in SiGe heterostructures." Published in *Physics Review*, vol. 68, pp. 195306, November, 2003. [2] (Co-presenter) "Single Electron Function of Nano-Scale MOSFET at Low Temperature." Presented at the Semiconductor Research Corporation Annual Review, Notre Dame, IN, September, 2003. [3] "Single Electron Function of Nano-Scale MOSFET at Low Temperature." Poster presented at UCLA Electrical Engineering Department Annual Review, October, 2003. [4] "g Factor Engineering in biased SiGe Heterostructures for Prospective Spin Manipulation." Poster presented at UCLA Electrical Engineering Department Annual Review, October, 2003. [5] (First author) "Effect of magnetic field on random telegraph noise in the source current of p-channel MOSFETs." Published in *Applied Physics Letters*, vol. 83, pp. 710, July, 2003.

Ali Karimi-Sanjaani: (Co-author) "A Merged CMOS LNA and Mixer for a WCDMA Receiver." Published in *IEEE Journal of Solid-State Circuits*, vol. 38, pp. 1045-1050, June, 2003.

Jaehoon Kim: (First author) "Implanted Antennas inside a Human Body: Characterization and Performance Evaluation." Published in the *Proceedings of AMTA (Antenna Measurement Techniques Association) Conference*, Irvine, CA, October, 2003.

Alireza Razzaghi: (First author) "A 10-b, 1-GSample/s track-and-hold amplifier using SiGe BiCMOS technology." Custom Integrated Circuits Conference, San Jose, CA, September, 2003.

Esteban L. Valles: (Co-author) "Approximate-Min* Constraint Node Updating For LDPC Code Decoding." IEEE Milcom 2003, Boston, MA, October, 2003.

Hong You: (First author) "Entropy-based Variable Frame Rate Analysis of Speech Signals and Its Application to ASR." International Conference on Acoustics, Speech, and Signal Processing, Montreal, Canada, May, 2004.

ENGLISH

Michael G. Devine: "Disputing the 'Original' in Swift's A Tale of a Tub." Published in *Swift Studies*, vol. 18, pp. 26-33, January, 2003.

Eric E. Gudas: [1] (Book) *A Condition of the Spirit: The Life and Work of Larry Lewis*, (Eds. Chris Buckley & Alexander Long), forthcoming from Eastern Washington University Press. [2] Review of *Bloomsbury Review*, vol. 23, pp. 11, January, 2003. [3] Review of R.S. Thomas's *Bloomsbury Review*, vol. 23/Issue 5, pp. 22, September, 2003. [4] *Beautiful Monster*. (chapbook of poems) Swan Scythe Press, 2003. [5] "For the Annapolis-Baltimore Railway Line" (poem) Published in *The Southern Review*, vol. 39, pp. 257, May, 2003. [6] "Catalog of Tools"

(poem) Published in *Gargyle*, vol. 47, pp. 51, 2003. [7] "A Glimpse" (poem) Published in *Lyric*, vol. 4, pp. 33, 2003. [8] "The Bells" Poem in *How To Be This Man: The Walter Paulieb Memorial Poetry Anthology*, Swan Scythe Press, 2003.

Darren Howard: "The Rights of Man and Other Beasts in Thomas Bewick's A General History of Quadrupeds." Published in *Representing Animals*, St. Catharines, Ontario, Canada, November, 2003.

Cristina F. Nehring: [1] Finalist for National Magazine Award for the American Society of Magazine Editors (ASME), May, 2004. [2] American Scholar Award, May, 2004. [3] "Love in the Time of Hedonism: Michel Houellebecq's New Novel." Book review in *Harper's Magazine*, August, 2004. [4] "Our Essays, Ourselves: In Defense of the Big Idea." Published in *Harper's Magazine*, May, 2003.

Jessica B. Pressman: "Nano Narrative: A Parable from Electronic Literature." Presented at the Society for Literature and Science Annual Conference, Austin, TX, October, 2003.

Sam R. See: (First author) "Other Kitchen Sinks, Other Drawing Rooms: Radical Designs for Living in Pre-1968 British Drama." Published in *The Journal of Bisexuality*, vol. 4, April, 2004.

EPIDEMIOLOGY

Jabar A. Akbar: [1] (Co-presenter) "Population-based Interventions Engaging Communities of Color in Healthy Eating and Active Living: A Review." Published in *Preventing Chronic Disease: Public Health Research, Practice, and Policy*, vol. 1, pp. 1-18, January, 2004. [2] (Co-author) "Fitness, Weight Loss, and Well-Being: Results of a Randomized, Controlled Lifestyle Change Intervention in African-American Women." Poster presented at The Cooper Institute Conference Series, Dallas, TX, October, 2003. [3] (First author) "Assessment of African-American Health: The 2002 Los Angeles African Marketplace Survey." Poster presented at 131st American Public Health Association Meeting, San Francisco, CA, November, 2003.

Yan Cui: (First author) "Air pollution and case fatality of SARS in the People's Republic of China: an ecologic study." Published in *Environmental Health: A Global Access Science Source*, vol. 2, pp. 15, November, 2003.

Rayjean J. Hung: [1] (First author) "CYP1A1 and GSTM1 genetic polymorphisms and lung cancer risk in Caucasian non-smokers: a pooled analysis." Published in *Carcinogenesis*, vol. 24, pp. 875-882, May, 2003. [2] (Co-author) "Abstract Polymorphisms of the DNA repair genes XRCC1, XRCC3, XPD, interaction with environmental exposures, and bladder cancer risk in a case-control study in northern Italy." Published in *Cancer Epidemiology, Biomarkers, and Prevention*, vol. 12, pp. 1234-1240, November, 2003. [3] (Co-author) "Tobacco smoking and chewing, alcohol drinking and lung cancer risk among men in southern India." Published in *International Journal of Cancer*, vol. 107, pp. 441-447, November, 2003. [4] (First author) "GSTs, NATs, SULT1A1, CYP1B1 Genetic Polymorphisms, Interactions with Environmental Exposures and Bladder Cancer Risk in a High-Risk Population." Published in *International Journal of Cancer*, vol. in press, 2004. [5] (First author)

"Genetic polymorphisms of MPO, COMT, MnSOD, NQO1, interactions with environmental exposures and bladder cancer risk." Published in *Carcinogenesis*, in press, 2004. [6] (First author) "Using Hierarchical Modeling in Genetic Association Studies with Multiple Markers: Application to a Case-Control Study on Bladder Cancer." Poster presented at AACR SNP, Haplotypes, and Cancer: Application in Molecular Epidemiology, Key Biscayne, FL, September, 2003.

Toshiyuki Ojima: [1] (First author) "Population attributable fraction of smoking to low birth weight in Japan." Published in *Pediatrics International*, vol. 46(3) (in press), 2004. [2] (Co-author) "A study of support systems for women in medicine: dual roles of professional and mother." (in Japanese) Published in *Igaku Kyokai (Medical Education)*, vol. 34(5), pp. 343-8, 2003. [3] (Co-author) "Working hours in pediatricians in Japan." (in Japanese) Published in *Nippon Shonika Gakkaei Zasshi (The Journal of the Japan Pediatric Society)*, vol. 107(11), pp. 1543-7, 2003. [4] (Co-author) "The number of childhood patients by the classification of diseases and specialties in patient survey in Japan." (in Japanese) Published in *Nippon Shonika Gakkaei Zasshi (The Journal of the Japan Pediatric Society)*, vol. 107(12), pp. 1622-7, 2003. [5] (Co-author) "Increase in systolic blood pressure of ≥ 30 mmHg and/or diastolic blood pressure of ≥ 15 mmHg during pregnancy: Is it pathologic?" Published in *Hypertens Pregnancy*, vol. 22(3), pp. 275-85, 2003. [6] (Co-presenter) "Relationship between habits smoking and alcohol drinking in Japan." Poster presented at American Public Health Association 131st Annual Meeting & Exposition, San Francisco, CA, November, 2003. [7] (Co-presenter) "A nation wide survey on the measures against smoking in local government offices in Japan." Poster presented at the American Public Health Association 131st Annual Meeting & Exposition, San Francisco, CA, November, 2003.

ETHNOMUSICOLOGY

Birgitta J. Johnson: "Young Soul Apostles: Stretching the Boundaries of R&B and the Music Industry in the 21st Century." Center for the Interdisciplinary Study of Music Conference at UC Santa Barbara, CA, January, 2004.

Claire L. Martin: [1] (Co-author) "Badaga Music and Performance." Published in *Nilgiris Encyclopedia*. [2] (First author) "CD Review: Drumming and Chanting in God's Own Country; The Temple Music of Kerala in South India." Published on www.mustrad.org.uk, December, 2003. [3] (First author) "CD Review: *World Library of Folk and Primitive Music: India*." www.mustrad.org.uk, May, 2002.

Kevin C. Miller: [1] "Bolly'hood Re-mix: The Aesthetic, Cultural, and Legal Implications of the 'Bollywood' Trend in Mainstream Hip Hop and R&B." 21st Meeting of the International Association for the Study of Popular Music, Los Angeles, CA, September, 2003. [2] "Desi Sounds and Festival Grounds: Authenticity, Identity, and Musical Syncretism at a South Asian-American Festival." 2003 Annual Meeting of the Society for Ethnomusicology, Miami, FL, October, 2003.

FILM, TV, & DIGITAL MEDIA

Julie Ann Sipos: “ucla: next.” Film aired on UCTV, the Dish Network, LA Channel 36.

FRENCH & FRANCOPHONE STUDIES

Edwin C. Hill: [1] “*Aux armes et caetera!*: Re-covering Nation for Cultural Critique.” Published in *Copyright volume ! : musiques actuelles et problématiques plastiques*, vol. 1, February, 2004. [2] “Fairness Jazz: Biguine Music and the French Black Atlantic.” Caribbean Soundscapes: A Conference on Caribbean Musics and Cultures, New Orleans, LA, March, 2004. [3] “‘Feelin’ Better by the Pound’: Re-recovery, Heavy Pleasure, and the ‘Black Experience.’” IASPM Annual Conference, Broadening the Playlists: Popular Musics in Dialogue, Los Angeles, CA, September, 2003.

Julie C. Van Dam: (Co-author) “Primitivism and Postcolonialism in the Arts.” Published in *MLN: Modern Language Notes*, vol. 118.4, pp. 974-988, September, 2003.

HEALTH SERVICES

Jim E. Banta: “Psychiatric hospitalizations in Southern California: Collaboration between county public and behavioral health departments.” Presented at the American Public Health Association, San Francisco, CA, November, 2003.

Oluwatoyin F. Fafowora: (First author) “Eyehealth challenges in an ophthalmically underserved population in Western Nigeria; Implications for policy, planning and program implementation.” Presented at the American Public Health Association 131st Annual Convention, San Francisco, CA, November, 2003.

Jennifer R. Kincheloe: (First author) “Who Signs Up? Family Participation in Medi-Cal and Healthy Families.” *UCLA Center for Health Policy Research, Policy Report*, January, 2004.

HISTORY

Howard Eissenstat: [1] (First author) “Review of Kemal Karpat’s *The Politicization of Islam*.” Published in *Turkish Studies*, vol. 4(3), pp. 199-200, October, 2003. [2] “Metaphors of Race and Discourse of Nation: Racial Theory and the Beginnings of Nationalism in the Turkish Republic.” Chapter published in *Paul Spickard, Race and Nation: Ethnic Systems in the Modern World*. [3] Turkish Studies Association Stanley N. Fisher Prize for Best Graduate Paper, 2003.

Kyle M. Livie: [1] “Wide Open Spaces: Identity and Industry in Rural California, 1870-1917.” Presented at the UCLA US Field Colloquium, Los Angeles, CA, March, 2004. [2] “Education in Reverse”: Gidra, Gender, and Asian American Political Consciousness during the Vietnam War, 1969-1974.” Presented at the UCLA Thirteenth Annual Thinking Gender Conference, Los Angeles, CA, March, 2004. [3] “Land, Rural Modernity, and the Okie Experience in Woody Guthrie’s Dust Bowl Ballads.” Presented at the Far West Popular Culture Association/American Culture Association Conference, Las Vegas, NV, February, 2004.

Adrian Lopez Denis: (First author) “Losing Paradise: Nostalgia as a Slave Disease in Eighteenth Century Cuba.” Presented at the Pacific Coast Council on Latin American Studies Conference, Los Angeles, CA, November, 2003.

Courtney Spikes: “*L’Enseignement mutuel*: The Lancastrian Education Movement in Restoration France.” Presented at the Western Society for French History Annual Conference, Newport Beach, CA, October, 2003.

HUMAN GENETICS

Mark O. Goodarzi: (First author) “Lipoprotein lipase is a gene for insulin resistance in Mexican-Americans.” Published in *Diabetes*, vol. 53, pp. 214-220, January, 2004.

Yan Zhao: (First author) “Analysis of hypothalamic-pituitary-adrenal axis development in zebrafish.” Poster presented at American Society of Human Genetics 53rd Annual Meeting, Los Angeles, CA, November, 2003.

INDO-EUROPEAN STUDIES

Angelo O. Mercado: [1] “A New Approach to Old Latin and Umbrian Poetic Meter.” Published in *Proceedings of the 14th Annual UCLA Indo-European Conference*, 2002, pp. 188-219, October, 2003. [2] “Towards Proto-Indo-European Metrics: New Interpretations from Italic Prosody and Poetry.” Presented at the Arbeitstagung (Indogermanische Dichtersprache) der Indogermanischen Gesellschaft, Paris, France, October, 2003. [3] “On the Language and Meter of the ‘Prayer to Mars’ (Cato Agr. 141.2-3).” Presented at the American Philological Association Annual Meeting, San Francisco, CA, January, 2004.

Aurelijus Vijunas: “The Latin ‘*alateivnae*’ and the Development of Proto-Germanic **ei*.” Presented at the Fifteenth Annual UCLA Indo-European Conference, Los Angeles, CA, November, 2003.

INFORMATION STUDIES

Candace J. Lewis: (Co-presenter) “Trash Picking: Preserving the ‘Sin of Nora Moran’ and the ‘Rocky Horror Picture Show’” Presented at the 2nd Annual Born to Be Bad 2: Trash Cinema Conference & Film Festival, Berkeley, CA, May, 2003.

ITALIAN

Tiziana Serafini: “*Lo Sguardo Storico nella Rappresentazione Manzoniiana della Peste*.” Published in *Carte Italiane*, vol. 18, pp. 69, December, 2003.

LAW

Michael Chang: (First author) *Racial Politics in an Era of Transnational Citizenship*. Rowman and Littlefield Publishers, May, 2004.

LINGUISTICS

Alexander M. Hurst: “Raising and Control in Hindi Complex Predicates.” Presented at the South Asian Linguistic Analysis XXIII, Austin, TX, October, 2003.

MANAGEMENT

Emily M. Nason: “HR executives in Japan and the United States: Corporate governance and corporate strategy.” Presented at the Industrial Relations Research Association 56th Annual Meeting, San Diego, CA, January, 2004.

MATHEMATICS

Chohong Min: (First author) “Simplicial Isosurfacing in Arbitrary Dimension and Codimension.” Published in *Journal of Computational Physics*, vol. 190, pp. 295-310, September, 2003.

Andrew L. Nevai: (Co-presenter) “Progress and Challenges in Modeling Plant Competition for Light.” Presented at the Joint Mathematics Meetings, Phoenix, AZ, January, 2004. [2] (Co-presenter) “Competition for Light Between Plant Species with Different Foliage Profiles.” Presented at the Ecological Society of America, Savannah, GA, August, 2003.

MOLECULAR AND MEDICAL PHARMACOLOGY

Jake Hanchar: (First author) “Ethanol Enhances a4b3d and a6b3d gamma-aminobutyric acid type A receptors at low concentrations known to affect humans.” Published in *Proceedings of the National Academy of Science (PNAS)*, vol. 100, pp. 15218-15223, December, 2003. [2] (Co-author) “The effects of Vesicular Volume on Secretion through the Fusion Pore in Exocytotic Release from PC12 Cells.” Published in *Journal of Neuroscience*, vol. 24 (2), pp. 303-309, January, 2004.

MOLECULAR, CELLULAR, AND DEVELOPMENTAL BIOLOGY

Eda Yildirim: (First author) “Biallelic Targeting of IP3 Receptor Type 2 Gene in Murine ES Cells and Characterization of Their Phenotype by *in vitro* Differentiation.” Poster presented at Keystone Symposia, Stem Cells, Keystone, CO, January, 2004.

MOLECULAR, CELLULAR, & INTEGRATIVE PHYSIOLOGY

Hal X. Nguyen: (First author) “Null mutation of gp91phox reduces muscle membrane lysis during muscle inflammation.” Published in *Journal of Physiology*, vol. 553, pp. 833-841, December, 2003.

MOLECULAR BIOLOGY

Susan A. Krum: (First author) "BRCA1 Associates with Processive RNA Polymerase II." Published in *Journal of Biological Chemistry*, vol. 278, pp. 52012, December, 2003.

MOLECULAR TOXICOLOGY

Karen E. Young: (First author) "Evaluation of Chromosome Breakage and DNA Integrity in Sperm: An Investigation of Remote Semen Collection Conditions." Published in *Journal of Andrology*, vol. 24, pp. 853, November, 2003.

MUSICOLOGY

Andrew S. Berish: "Borrowed Memories of the American South: Culture and Identity in Duke Ellington's Deep South Suite." Western Humanities Alliance Annual Conference, Salt Lake City, UT, October, 2003.

Ewelina M. Boczkowska: (First author) "The World of the Dead and the World of the Living: A Hermeneutic Interpretation of Frederic Chopin's." Presented at the 2004 Hawaii International Conference on Arts and Humanities, Honolulu, HI, January, 2004.

Caroline P. O'Meara: [1] (First author) "The Raincoats: Breaking Down Punk Rock's Masculinities." Published in *Popular Music*, vol. 22, pp. 299-313, October, 2003. [2] (First author) "Imperfect Pitch: Inept Performances and the World of the Shaggs." International Association for the Study of Popular Music bi-annual Conference, Montreal, Canada, July, 2003. [3] (First author) "Between Motown and Motor City: Funkadelic and Black Rock (1968-1970)." International Association for the Study of Popular Music - U.S. Branch; annual meeting, Los Angeles, CA, September, 2003.

NEUROSCIENCE

Jennifer E. Bramen: [1] (First author) "Effects of Smoking on the Brain." Society For Neuroscience, New Orleans, LA, November, 2003. [2] (Co-author) "Mood disturbances and regional cerebral metabolic abnormalities in recently abstinent methamphetamine abusers." Published in *Arch Gen Psychiatry*, vol. 61, pp. 73-84, January, 2004.

ORGANISMIC BIOLOGY, ECOLOGY AND EVOLUTION

Peter J. Adam: (Co-author) "Pinnipedimorph Evolutionary Biogeography." Published in *Bulletin of the American Museum of Natural History*, vol. 279, pp. 32-76, December, 2003.

Julianne E. Kalman: [1] "Acanthochondria hoi, a new species of parasitic copepod (*Pecilotomatoida: Chondracanthidae*) on the California halibut, *Paralichthys californicus*, from Santa Monica Bay, California." Published in *Proceedings of the Biological Society of Washington*, vol. 116(3), pp. 811-819, December, 2003.

PHYSICS & ASTRONOMY

David C. Pace: [1] (First author) "Studies of Edge Turbulence and Barrier Formation During Giant Sawtooth Behavior in the Electric Tokamak." Poster presented at APS Division of Plasma Physics Conference, Albuquerque, NM, October, 2003. [2] (Co-author) "Proposed Approach to Stable High Beta Plasmas in ET." Poster presented at APS Division of Plasma Physics Conference, Albuquerque, NM, October, 2003. [3] (Co-author) "Target plasma achievements for unity beta operation in ET." Poster presented at APS Division of Plasma Physics Conference, Albuquerque, NM, October, 2003. [4] (Co-author) "Edge Transport Barrier and Pressure Profile Control in the Electric Tokamak." Poster presented at APS Division of Plasma Physics Conference, Albuquerque, NM, October, 2003. [5] (Co-author) "Magnetic Diagnostics for Plasma Control on ET." Poster presented at APS Division of Plasma Physics Conference, Albuquerque, NM, October, 2003. [6] (Co-author) "Evolution of Bootstrap Currents, Giant Sawteeth, and Approach to High Beta in 5sec ET Discharges." Poster presented at APS Division of Plasma Physics Conference, Albuquerque, NM, October, 2003. [7] (Co-author) "A Study of Poloidal Asymmetries in Edge Turbulence in the Electric Tokamak." Poster presented at APS Division of Plasma Physics Conference, Albuquerque, NM, October, 2003.

Anne E. White: [1] (First author) "A Study of Poloidal Asymmetries in Edge Turbulence in the Electric Tokamak." Poster presented at APS Division of Plasma Physics Conference, Albuquerque, NM, October, 2003. [2] (Co-author) "Studies of Edge Turbulence and Barrier Formation During Giant Sawtooth Behavior in the Electric Tokamak." Poster presented at APS Division of Plasma Physics Conference, Albuquerque, NM, October, 2003.

PHYSIOLOGICAL SCIENCE

Youssef M. Ezzeddine: [1] (First author) "Prolonged habituation of the gill-withdrawal reflex in Aplysia depends on protein synthesis, protein phosphatase activity, and postsynaptic glutamate receptors." Published in *Journal of Neuroscience*, vol. 23(29), pp. 9585-94, October, 2003. [2] (First author) "Long-Term Habituation of the Gill-Withdrawal Reflex in Aplysia Requires Activation of Postsynaptic AMPA-Type Glutamate Receptors." Poster presented at Cold Spring Harbor, Cold Spring Harbor, NY, April, 2003.

PSYCHOLOGY

Kate M. Fish: (First author) "Predicting Child Outcomes From Early Family Environmental Factors." Poster presented at Association for the Advancement of Behavior Therapy (AABT), Boston, MA, November, 2003.

Tara A. Niendam: (First author) "A prospective study of childhood neurocognitive functioning in schizophrenic patients and their siblings." Published in *American Journal of Psychiatry*, vol. 160, pp. 2060-2062, November, 2003.

PUBLIC HEALTH

Shahram Lotfipour: [1] (Co-presenter) "The Role of Alcohol in Traffic Collisions Involving Older Drivers in Orange County, California." Presented at the American Academy of Emergency Medicine Scientific Assembly, Miami, FL, February, 2004. [2] (Co-presenter) "The Role of Alcohol in Traffic Collisions Involving Older Drivers in Orange County, California." Presented at the Western Student Medical Research Forum, Carmel, CA, January, 2004. [3] (Co-author) "Advantages of Three Year Clinical Emergency Medicine Training." Published in *California Journal of Emergency Medicine*, January, 2004. [4] "Lets Keep It Up For Our Patients!?" California Legislative Update." Published in *California Journal of Emergency Medicine*, December, 2003.

Lynn M. Soban: [1] (First author) "The Impact of Primary Care Resources on Colorectal Cancer Screening." Poster presented at Veteran's Health Administration's QUERI National Meeting, Washington, DC, December, 2003. [2] (First author) "The Impact of Primary Care Resources on Prevention Practices in the VHA." Presented at the Veterans Administration: Health Services Research & Development Service National Meeting, Washington, DC, March, 2004.

Judy S. Tejero: [1] (Co-author) "Understanding the Breast Cancer Experience of Women: A Qualitative Study of African American, Asian American, Latina and Caucasian Cancer Survivors." Published in *Psycho-Oncology*, in press. [2] (Co-author) "The impact of cervical cancer and dysplasia: A qualitative, multiethnic study." Published in *Psycho-Oncology*, in press. [3] (Co-presenter) "Cervical cancer among a multiethnic sample: Systemic, socioecological and cultural factors affecting access to care." Presented at the CDC Cancer Conference - Comprehensive Approaches to Cancer Control: the Public Health Role, Atlanta, GA, September, 2003. [4] (Co-presenter) "Lifestyle and health behavior changes among cervical cancer survivors." Poster presented at American Public Health Association, San Francisco, CA, November, 2003. [5] (Co-presenter) "The Unequal Burden of Cancer: Cervical Cancer Survivorship." Presented at the Los Angeles County Dept of Health Services, Office of Women's Health's Cervical Cancer Prevention & Education Initiative Community Breakfast, Los Angeles, CA, January, 2004.

SOCIAL WELFARE

Maria L. Carpiac: [1] (First author) "Elder Abuse and Neglect Among Veterans in Greater Los Angeles: Types, Prevalence, and Outcomes." Poster presented at The Gerontological Society of America's 56th Annual Scientific Meeting, San Diego, CA, November, 2003.

Hagai Katz: [1] (Co-author) *The Third Sector in Israel: Between Civil Society and the Welfare State*. Book published January, 2004. [2] "Show Me The Way To The Next NPO: Human Service Nonprofits, Poverty and Accessibility—A Spatial Analysis." 32nd Annual ARNOVA Conference, Denver, CO, November, 2003. [3] (First author) "The Los Angeles Nonprofit Human Services Survey: Facing an Ill-Defined and Miscounted Universe." 32nd Annual ARNOVA Conference, Denver, CO, November, 2003. [4]

“Measuring Civil Society—The Added Value of Geographic Information Systems.” *III Seminario Anual de Investigacion del Tercer Sector*, Mexico City, Mexico, September, 2003. [5] (Co-author) “Mapping Global Civil Society.” Chapter published in *Global Civil Society 2003*, Oxford: Oxford University Press, pp. 241-258, 2003.

SOCIOLOGY

Danielle M. Pillet-Shore: [1] “Doing.” Published in *Research on Language and Social Interaction*, vol. 36(3), pp. 285-319, September, 2003. [2] “Selling Out Their Kids?: An Exploration of Parent-Caregivers’ Delivery of Negatively-Valenced Information about Students in Parent-Teacher Conferences.” Presented at the American Educational Research Association, Language and Social Processes Special Interest Group, Chicago, IL, April, 2003.

SPANISH & PORTUGUESE

Damian Bacich: “Esteemed by Italians and Least Known by Spaniards—Inca Garcilaso de la Vega and the Multiple Translations of the *Dialoghi d’amore*.” Arizona Center for Medieval and Renaissance Studies Annual Conference, Tempe, AZ, February, 2004.

Cecilia Eun-kyung Choi: “Unmasking the reality in Rolando Hinojosa (in Korean Love Songs and The Useless Servants)”. *The Asian Journal of Latin*

American Studies. Vol. XVI No. 1. Seoul: LASAK, 2003, pp. 295-309.

Amy B. Rell: “Neurobiology of Motivation and Aptitude: What Teachers Should Know.” Presented at the Hawaii International Conference on Arts and Humanities, Honolulu, HI, January, 2004.

URBAN PLANNING

Mulya Amri: “Institution Building and Information System Development as Inherent Counterparts: Notes from a Contemporary Indonesian Initiative.” Presented at the International Conference on Public Participation and Information Technologies (ICPPIT-03), Cambridge, MA, November, 2003.

WORLD ARTS AND CULTURES

Claudia J. Hernandez: [1] “Toward More Culturally Sensitive Health Care: An Assessment of the Literature and Personal Experience.” Presented at the American Folklore Society Meeting, Albuquerque, NM, October, 2003. [2] (Co-presenter) “Latino Traditional Medicine in Los Angeles: Asking About, Archiving, and Advocating Cultural Resources.” Presented at the *Memoria, Voz, Y Patrimonio: The First Conference on Latino/Hispanic Film, Print and Sound Archives*, Los Angeles, CA, August, 2003.

Anoosh E. Jorjorian: [1] “Dancing for Kings: Tourism, Cultural Preservation, and Exotification in Senegal.” Presented at the American Folklore Society annual meeting, Albuquerque, NM, October, 2003. [2] (Editor) *Narrative/Performance: Cross-Cultural Encounters at APPEX*. A publication of the Center for Intercultural Performance, UCLA, January, 2004. [3] “Dances with Tubaab Yi:.” Presented at the Congress on Research in Dance conference, Movement (R)evolution Dialogues, Gainesville, FL, February, 2004.

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