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Dear Graduate Student,

For those of us in the academic community, the arrival of Fall Quarter brings a sense of regeneration, of new energy, a fresh perspective. I particularly enjoyed the Entering Graduate Students’ Welcome Reception in late September because that energy was evident in the large turnout and the interest so many of you showed in celebrating the launch of the new year. As Graduate Division Dean, my days sometimes become mired in administrative challenges and policy issues. If ever I should feel just a little burdened by these tasks I need only to remember the exhilaration I felt standing among so many of you at the reception, and I quickly remember what my work is really about. Your eagerness, the hope you are investing in your own future professional careers, and your interest in contributing to UCLA was palpable. It is my privilege to serve as your dean and invite your input related to any aspect of graduate studies where you feel the Graduate Division can better serve you. It is my pleasure to once again extend a warm welcome to new and continuing students and to express my best wishes for a rewarding, productive, and successful academic year.

Those of you who are new students should have received a packet of orientation materials from the Graduate Division. These materials are intended to supplement the more detailed information on academic resources and degree requirements provided by your department. For your own academic well-being, I would especially recommend that you set aside time to peruse the information contained in Standards and Procedures for Graduate Study at UCLA, and that you retain this handbook for future reference on general policy issues and regulations governing graduate education. In addition, I ask that entering students become familiar as quickly as possible with the program requirements for your department, because they will help to clarify for you exactly what milestones must be tackled in order to earn your graduate degree. Departments across the campus differ. You must learn the particular requirements for your home department in the early stage of your academic career. Both of these documents—along with dozens of other publications that are directly relevant to your graduate career—are available to you online at the Graduate Division website at www.gdnet.ucla.edu.

While I am suggesting proactive measures to ensure your success at UCLA, let me urge you to learn as rapidly as possible how to attract the best quality mentoring that is available to you here at this great institution. The comments from faculty in the article “Characteristics and Challenges in Academic Mentoring” in this issue should help you begin to plot your game plan, since it is indeed up to you to seek out and hang onto good mentors as your graduate career evolves. Please do not hesitate to contact me, Jim Turner, Robin Fisher, Shirley Hune, or Kathleen Komar, if we can assist you in any way.

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

quote for thought

“...that a level of personal caring and interest makes a large difference in academic outcomes, not only at the advanced level, where mentorship is the rule, but earlier as well. Advising relationships, career counseling, and guidance in independent study are the interactions from which the most meaningful and memorable influences arise. These are also the relationships that many faculty members find the most rewarding. There is a special joy in watching a student succeed brilliantly with a difficult problem; and sometimes an equal joy in helping a limited or troubled student overcome a handicap. Long before there were colleges there were journeymen and their mentors. There is both lore and truth in the old aphorism that the best education consisted of Mark Hopkins on one end of a log and a student on the other. But the log can’t make the right things happen. The one-on-one academic relationships, however informal they may seem, require at least as much planned effort and special skill as the lecture and the seminar. They represent the highest form of academic duty, but they also embody the greatest risk of failure.”


Graduate Quarterly, Fall 2000
Entering Graduate Students’ Welcome Reception Draws More Than 2000

More than 2000 entering graduate students, faculty, departmental staff, and guests attended the reception held on September 26, 2000 to officially welcome entering graduate students to UCLA. The turnout was so expansive, Royce Hall’s terrace, lobby, the black and white foyer were opened up to accommodate the celebratory crowd. Those attending the event enjoyed food, drinks, music, dance, a raffle/drawing for door prizes, and the positive camaraderie that characterizes the start of a new academic year.

“I extend the warmest of welcomes to all of you entering graduate students. Please consider UCLA your home for as long as you are here with us,” Vice Chancellor Graduate Studies and Graduate Division Dean Mitchell-Kernan said.

Citing recent findings relating potential employer’s hiring decisions to time-to-degree, she said, “let me restate that—please feel at home, but don’t stay here too long.” It has been shown that employers now take a close look at how long employment candidates have taken to complete their graduate education, and then use that information as one predictor for future success in the profession. (The topic of time-to-degree will be covered in future issues of the Graduate Quarterly.)

This year’s entering graduate school class totals 3,433 students ranging in age from 19 to 59 years; 50.3 percent are women and 49.7 percent are men. The 85.1 percent of the new students who are from the United States have permanent addresses in 43 states plus D.C., Guam, Puerto Rico, and the Canal Zone; the remaining 14.9 percent are from 60 other countries.

The data in the preceding paragraph were compiled with data from the UCLA Registrar’s Office as of 9-11-00 and therefore the numbers may change.
Contemplating "Campus Crime"

by Eugen Weber

In 1841, when Edgar Allan Poe published The Murders In the Rue Morgue, puzzle books were all the rage. By the time the New York World came out with the first adult crossword in December 1913, detective stories—puzzle problems in another form—had long overtaken them in the public’s favor. Realistic yet escapist, puzzling mysteries wafted their readers into an alternative existence, recognizable yet irresponsible, involved them in problems that engrossed their imagination, not their life, reassured with resolutions based on structures, rules and relations that they could rely on. Suspenseful conundrums absorbed but did not aggravate. They ensnared without incriminating, perplexed but did not worry, disconcerted but did not offend. No wonder that detective stories prospered.

By the time crosswords became fixtures in periodicals, Sherlock Holmes had made Conan Doyle’s fortune and turned his students and teachers of English. Scarred by abrasive colleagues, ruffled by aspersive departmental relations bidding fair to drive sensitive souls to slaughter, they seek relief in fantasy, or in the malevolent wishful thinking department meetings can easily generate and many titles reflect: Murder In The English Department, Death In A Tenured Position, One Dead Dean, Postmortem For A Postmodernist, Dead Men Don’t Give Seminars, Murder At The MLA, and, not least, Publish and Perish, subtitled “Three Tales of Tenure and Terror.”

Short on action and long on talk, too many of these works achieve no more than sardonic or soporific mediocrity. But they do provide lots of social perspective. In F. J. Maclsaac’s Vanishing Professor (1927) for instance, a full professor at posh Omega College earns $2400 a year: less than a carpenter. No wonder he is rejected by his ladylove’s banker father who denounces professors for lacking guts: “they hide in academic purlieus, and its practitioners amply demonstrate not only that crime pays (sometimes handsomely!), but also that criminal pursuits can be fun, especially with gossip and grievance at their core. The essence of campus crime is that it reproduces familiar characters, situations and vexations... allegedly to the general public, in fact to insiders who will recognize them and thrill with vicarious vindication.”

America’s Sherlock Holmes, Kennedy was a true American indeed in his use of gadgetry scarcely out of the realm of science fiction: polygraphs or lie detectors, just beginning to be used in the 1920s; seismographs then being developed; and voice-print machines still in the imagination. But his detecting was never done on campus. That would be left to other, less brainy characters.

The first American college mysteries, dating back to the 1880s, are overly melodramatic and readable today only by dedicated researchers. Prospectors, however, may stumble on nuggets like the precautionary pistol carried by the eponymous victim of Henry Darnell’s Crazed Of Christian Englehart (1890) to guard against New York muggers; or the police procedural pioneered by Nathaniel Hawthorne’s son Julian, who ended up as book review editor of the Pasadena Star after serving time in jail for a stock swindle; or the young New York professor-sleuth, tired of “telling things I care about to a lot of kids that aren’t old enough to care about anything” (W.S. Hastings, The Professor’s Mystery, 1911).

Ever since those days, no more halcyon than our own, murder continues to flourish in academic purpures, and its practitioners amply demonstrate not only that crime pays among authors and actors, homicides and homicides, of students and teachers of English. Scarred by abrasive colleagues, ruffled by aspersive departmental relations bidding fair to drive sensitive souls to slaughter, they seek relief in fantasy, or in the malevolent wishful thinking department meetings can easily generate and many titles reflect: Murder In The English Department, Death In A Tenured Position, One Dead Dean, Postmortem For A Postmodernist, Dead Men Don’t Give Seminars, Murder At The MLA, and, not least, Publish and Perish, subtitled “Three Tales of Tenure and Terror.”

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The young physicist in question will go out and buck real life by robbing banks. Yet, still in the later twenties, the household of one Shakespeare scholar-sleuth enjoys the services of a live-in black maid, whilst a gross professor of German at the same college is attended by a Japanese houseboy False Face, 1929). In the aftermath of the
Second World War, only lowly instructors at obscure provincial dumps would have to subsist on $2500 a year (T. Kyd, Cover His Face, 1949).

Other contemporary commonplace places also appear suitably dated. At faculty parties, men assemble at one end of the room, women talk about nappies and frozen peas at the other end. And in 1933, a fraternity brother is stripped of his membership when his fellows discover that he indulged in sex without marriage. Most aspects of campus life, though, seem ageless: in 1942, one college president describes his role as “a combination of circus barker, press agent and professional beggar.” (Hugh Holman, Death Like Thunder). In Robert Barnard’s Death Of An Old Goat (1977) we hear of doctorates granted “through a sort of academic exhaustion.” In the same author’s Death In A Cold Climate (1980) bilingual American graduates know neither spelling nor punctuation. A departmental secretary declares she’s never met a chairman “who wasn’t a secret fascist.” (Dead Letter, 1981) And M. D. Lake’s Poisoned Ivy (1992) has Assistant Deans dreading “the thing administrators dread most—having to return to teaching.”

Philandering faculty abound, ladykillers figurative and literal lurk throughout the jungly groves of academia, though by the later fifties they begin to get shot for their pains, which is nice. Denunciations of sexual harassment become more virulent and more explicit; but sometimes it’s hard to know what to denounce, or whom. In Trevanian’s Eiger Sanction (1972), Professor Jonathan Hemlock (later played by Clint Eastwood) is approached by a student who announces that she’ll do anything at all to get an A. Hemlock asks if she has any plans for that night, she answers with an eager negative, and he suggests that she “break out the books and study [her] ass off.” Meanwhile in David Fisher’s Fearful Symmetry (1974) middle-aged pros eagerly trade grades for fleshly favors. It takes all sorts.

Professor of poetry at Oxford in the 1950s, Cecil Day Lewis spent academic 1964-65 at Harvard as Charles Eliot Norton Professor of Poetry. Within a year of that exhilarating experience Day Lewis’s prolific allias, Nicholas Blake, published Morning After Death (1966), about the curious academic mores of a New England university, American ice cream, American “grades,” football, free-loving graduate students, and murder on campus. Like ice cream, not everything that caught the Englishman’s attention was new. The first campus mystery to focus on intercollegiate football was probably Francis Wallace’s Front Man (1952). But thereafter gambling, point-shaving, violent comeuppances, overindulgent authorities, and other sporting turpitudes found as secure a home in college thrillers as they did in colleges themselves. Grade inflation goes back at least to T. Kyd’s Blood Is A Beggar (1946). But a satisfying scene in Nicholas Guild’s Lost And Found Man (1975) has the story’s hero, a professor of English at a Los Angeles college, break the arm of a lout who threatens to punch him in the nose after getting a D in freshman English.

Violence verbal or physical, lethal or less so, acrretes and waxes over time. The 1960s and the Vietnam War contributed new facets. Students became more surly. Faculty politics more boorish. Authors more acerbic. Unable to comfort the afflicted, enthusiasts concentrated on afflictions. Henry Woodfin’s Virginia’s Thing (1968) features an uncivil black civil rights leader and a charmless female sociologist. The following year Leonard Greenbaum’s Out Of Shape (1969) turned about even more charmless Neonazis in Michigan. Politics sexual, transsexual and racial, drugs, cheating, and that more elevated form of cheating known as plagiarism, achieved ever higher profiles. Erotic passages became more explicit, miscegenation and homosexuality more mentionable; student radicals, faculty radicals and reactionaries, pickets, demonstrations, occupations, thrashings provided background, opportunity, and motivation of old criminiosities in new bottles. Minor details also changed. In 1981, brilliant Amanda Cross’s brilliant feminist professor, Kate Fansler, had to get used to “the new rage for first names.” (Death In A Tenured Position) In 1982, a more stridently feminist Assistant Professor of English at Berkeley is hooked on jogging, and shuns wash-and-wear synthetic fibers (Murder In The English Department). Starving students henceforth will pay for their laundry instead of hanging it up to dry.

Those who still read mysteries and detective stories to escape the present find the present ever harder to escape. Especially when contemporary quandaries seep into scholarship too. Or at least into fiction. By 1976, a 19-year old graduate student at a midwestern university earned her MA with a study of “The Literary Evolution of the Crime Novel in France, England, and America” (E. Foote-Smith, Gentle Albatross). That was not unrealistic. One of the slickest contemporary practitioners of detective suspense, Robert B. Parker, had got his PhD from Boston University in 1971 with a dissertation on Dashiel Hammett and Raymond Chandler, and rose from assistant to full professor of English at Northeastern University before he left academe for more lucrative spheres.

Parker’s rough, tough, wisecracking Spenser is a credit to the great private eyes of the 1940s and 50s, and Spenser’s occasional campus tours and detours testify to the freshness of his progenitor’s memory (Godwulf Manuscript, 1974). May Professor Parker’s prolificity as he worked his way to tenure invigorate flagging participants in the academic rat race. There’s hope for addicts yet.

Eugen Weber describes himself as “a retiring Professor of History at UCLA who reviews mysteries for the LA Times.”

“Most aspects of campus life . . . seem ageless: in 1942, one college president describes his role as ‘a combination of circus barker, press agent and professional beggar.’”
Characteristics and Challenges in Academic Mentoring

In many ways, the relationship between experienced faculty and apprentice scholars, which is at the core of graduate education, is aptly described by the term mentoring. Through exchanges and through the synergy that may develop as a result of collaborations, senior members of an academic discipline pass along its accumulated knowledge to a new generation.

The Fall issue of Graduate Quarterly was selected as the publication in which to report on this relationship between faculty and graduate students since it begins a new academic year. Our goal in compiling this article was descriptive rather than evaluative. Through conversations with more than a dozen faculty members in a range of academic departments, we solicited their view of how graduate students are mentored at UCLA. Questions asked included: How does the process itself go forward? What are key characteristics and challenges of academic mentoring? What kinds of relationships are formed? How important is this relationship to graduate students’ success, both at UCLA and in their subsequent careers?

For the graduate student perspective, we have included data from the UCLA Doctoral Exit Survey, which asked UCLA doctoral recipients from Winter Quarter 1994 through Spring 1999 to reply to a variety of questions about their experiences at UCLA, including their relationships with mentors. Of the 3,401 students who were awarded doctorates during this period, 3,165 or 93.1% responded to the survey. Interviews with current graduate students were also conducted.

"My own experiences as graduate student, faculty member and academic administrator are the basis for a strong personal conviction that mentoring is, or should be, the essence of all graduate education. At its best, it provides the intellectual guidance, advice and support that socializes students into the values and practices of a discipline and, through the apprentice process, models the skills and sense of professional identity, which transforms students into colleagues. Mentoring is clearly an essential part of faculty responsibilities, and it is difficult to imagine any graduate program achieving excellence if this is not an expected normative activity.”

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

Successful mentoring relationships like this one are taking place in every corner of UCLA. In the UCLA Doctoral Exit Survey, two thirds to three quarters of the respondents, with some variation by field of study, said they would select the same dissertation adviser if they were starting their graduate studies again (see Figure 1). This suggests that most students who succeeded in earning their doctorates were happy with the mentoring they received during their UCLA career.

However, that was not true of everyone. In the same survey, 9% to 17% of respondents, again varying by field of study, said they would not select the same adviser, and 12% to 25% indicated they were unsure (see Figure 1). Clearly, the outcome of some mentor-student relationships may be ambiguous.

Possible reasons for these less positive responses may be found in recent interviews with current graduate students that were conducted for this Graduate Quarterly article.

For example, one science student described working in a lab “where we pretty much fend for ourselves” and watching student colleagues drift away from the lab and sometimes away from UCLA as a result of the perceived neglect. A student in the humanities saw an adviser as infrequently as twice a year and got vague and inconsistent feedback on these rare occasions: “I felt as if my process was a guessing game: I win if I can guess what [the adviser] wants.”

Good Mentoring: Different Models for Different Disciplines

At UCLA, there are two primary models of mentoring.

In the humanities and the social sciences, mentoring occurs in one-to-one relationships between professors and students. Shortly after graduate students arrive at UCLA, advisers or mentoring faculty suggest courses they might take, books they might read, and people they might talk to about their subject of interest. As talks begin to focus on a dissertation project, mentors help students formulate a good
piece of research. Throughout the dissertation effort, mentors meet with students and discuss their progress, providing the support needed to help the student complete the dissertation.

In the sciences and engineering, graduates students arrive with broadly defined research interests and begin looking for a faculty research program that fits these interests, sometimes through prescribed or informal rotations through the laboratories of several faculty members. At some point, the student makes a commitment to one faculty member’s research team. The dissertation project is selected jointly: Its contribution to the laboratory’s ongoing research is an important factor. Over the period of progress toward dissertation, much of the feedback and support a student receives may come during meetings of the lab team, usually held once a week.

Clearly, mentoring in the humanities appears to be more dependent on the efforts of the individual faculty member. In support, a review of the Doctoral Exit Survey data in six fields of study revealed that the time a student spends with a dissertation chair was more important to a positive evaluation of the mentoring relationship for students in the humanities and social sciences than for those in the sciences. Interviews with faculty suggest that time faculty spend mentoring varies widely, not just between the North and South campus but also within respective disciplines as well.

In economics, for example, Professor Janet Currie tries “to meet with my students at least once a week and maintain an open-door policy the rest of the time. That is, they are free to ask ques-

Figure 1. The majority of students in these fields said they would select the same adviser if they were to start their graduate career again.

<table>
<thead>
<tr>
<th>Field</th>
<th>Yes</th>
<th>Don’t Know</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities (N=361)</td>
<td></td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>Social Sciences (N=501)</td>
<td></td>
<td>19%</td>
<td>9%</td>
</tr>
<tr>
<td>Education and Information Studies (N=365)</td>
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<td>12%</td>
<td>12%</td>
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<tr>
<td>Life Sciences (N=321)</td>
<td></td>
<td>17%</td>
<td>17%</td>
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<tr>
<td>Physical Sciences (N=461)</td>
<td></td>
<td>21%</td>
<td>16%</td>
</tr>
<tr>
<td>Engineering and Applied Science (N=461)</td>
<td></td>
<td>25%</td>
<td>13%</td>
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One question in the UCLA Doctoral Exit Survey asked students: “If you were to start your graduate career again, would you select the same dissertation adviser?” Using this question as an indicator of satisfaction with mentoring, the Graduate Division looked at how replies varied across six fields of study. Note that the majority of students in these fields were happy with their adviser selection. However, the proportion varies from field to field. In addition, the proportion of students who were either unwilling to select the same adviser or ambivalent about the question was larger than one-third in some areas.
How to be a good mentee

Think creatively and be willing to work without close supervision.

"Some graduate students act as if what they have is a difficult homework problem. The professor knows the answer, and all he or she has to do is give you enough hints."

Harold Monbouquette
Associate Professor of Chemical Engineering

Tips from faculty

"With any luck, you’re a mentor and mentee for the rest of your life."

How to be a good mentee

"It’s easiest for me to work with students who come to me when they want to talk about their work and get some input, who want to share what they’ve learned and accomplished."

Richard Weiss
Professor of Chemistry and Biochemistry

Time is not the only crucial ingredient in good mentoring. The priority that faculty give to their relationships with students is also important.

Professors “vary in their perception of what mentoring means, quite frankly,” says Professor Weiss. In the sciences, faculty members are always balancing what serves the progress of their own research against what might best serve their students’ education. The quality of mentoring “depends on how committed the faculty member is to the well being of the student—that’s what defines good mentorship, it seems to me,” he says.

For example, sooner or later, laboratory research must be written up for publication. Faced with a decision about who will do the writing, it’s “easier for faculty members simply to write it up themselves because they’re capable writers,” Professor Weiss says, “but students then don’t learn to write well.” Also, it’s “very easy to fall into the habit of interpreting results and telling students what to do next,” he says, instead of engaging students intellectually so that they “develop skills of making decisions, interpreting information, and using it to design a new plan.”

In the humanities and social sciences, students’ dissertation projects are rarely aligned with faculty research, so faculty must find other motivations for giving the mentoring role a priority. These include the contribution of student evaluations to academic progress, as well as the more altruistic satisfactions of contributing to the growth of new scholars.

Students require varying amounts of faculty attention. While some may call mentors at their homes or track them down during their lunch hours, others work by themselves for extended periods. Professor Ross Shideler of Scandinavian Literature recalls a student who “would come by once or twice a quarter. She really listened and then she would just go off and work like mad.”

Their varying time requirements are only one of the variations in the needs students bring to graduate school. Mentoring has to be “tailored to the individual students,” says Professor Kathleen Komar of Germanic Languages. “Some students are self-starting,” whereas “other students have a very difficult time actually sitting down and writing.” Thus, students may need more or less time, more or less feedback, more or less emotional support, and a different balance of encouragement versus criticism.

What Makes a Good Mentor?

Accessibility to students and attentiveness to individual needs are prominent among the qualities a good mentor needs, but surely, expertise is at the top of the list.

“While not all great scholars are also skillful mentors, dedication to ongoing research is crucial to mentoring graduate students,” says Professor Emeritus Arnold Band of Comparative Literature. Mentors must have a reservoir of knowledge, professional contacts, and research experience to draw from as they advise apprentice scholars.

Their expertise is also vital as faculty mentors introduce new scholars to the field they are joining. “I try to make sure that every student realizes that she or he has embarked on a profession as a historian and educator that requires a serious commitment to each aspect of
the profession,” says Associate Professor of History William Worger, “to exhaustive and meticulous research, to the development of interpretative arguments that you really believe in rather than arguments you feel might reflect the fashions of the moment, to honest and open dealings with each and every student.”

In the same vein, Aimee Dorr, Dean of the Graduate School of Education and Information Studies, believes that mentoring must convey “more than just particular substantive knowledge,” embracing “all the secrets and every part of the profession.” A professor of education, she says she tries to model the life of an academic for her students, “making explicit how I do things, how I think about them, how I approach issues,” including how she deals with setbacks.

Thus, mentoring means “bringing someone very closely into your life and having them participate in it,” says Professor Dorr. She and other faculty members spoke about the personal bond that cemented mentoring partnerships, although descriptions of that bond varied widely, embracing friendship at one end and eschewing it at the other.

Professor Helen Astin of the Higher Education Research Institute, who began working with graduate students in 1973, has many former students “that I still see as friends. They’re like my children,” she says. “I hate saying good-bye, but then, it’s nice to see them again.”

Professors Komar and Shideler also have maintained long-term friendships with former students, friendships that began to flower as dissertation work drew to a close and reached full blossom after the new scholars went on to their own careers. Professor Komar, who is also Associate Dean of the Graduate Division, remains in contact with the faculty who mentored her at Princeton University. “I had people who were willing to give me the time and who were there when I would crash psychologically or emotionally,” she says. “They’re still giving me advice, and I’m still taking it because, by God, it’s usually very good.” With any luck, she says “you’re a mentor and mentee for the rest of your life.”

A tendency to form close personal bonds with students seems not to be dependent on faculty discipline or gender. Professor Chand R. Viswanathan of Electrical Engineering believes that “inspiration comes through personal connection.” Emotional support is an important element of his contract with students: “The PhD experience can be very frustrating,” he says. If students bring him personal problems, “I would rather have them talk to me about it than take some drastic action.”

Professor Band, on the other hand, “draws the line” at personal problems. “If it isn’t germane to the work in front of us, I don’t want to get involved,” he says. Similarly Carole Browner, professor in residence in psychiatry and biobehavioral science, who “actually tries to avoid forming friendships,” especially while students are at UCLA but later as well. “The boundary issues are so complicated,” she says. “It doesn’t feel comfortable to me.”

Even if it excludes personal friendship, a good mentoring relationship includes respect, honesty, and trust. Professor Komar says friendship or personal chemistry is not a prerequisite for mentoring success. “A kind of mutual respect is actually more crucial,” she says.

Professor Browner took her model from her own dissertation chair, who was not the most nurturing of the faculty she worked with in her graduate years. “What I most valued about him,” she says, “is that he always told me the truth, so that when he said something that I did was good, I knew I could trust him because there were times when he wasn’t so enthusiastic.”

To be good mentors, faculty must balance personal connection with professional criticism. “You have to guide the person, you have to correct them, you have to say what’s right and wrong, and you have to be very careful not to destroy them while you’re doing that,” says Professor Band. “It’s a very sensitive and delicate process. They need both emotional support and constructive criticism at the same time.”

To help students accept criticism, Be prepared to work hard; it’s the best preparation for your future career.

“We work really, really hard at what we do. We understand that research is such a labor-intensive enterprise—the final product never shows how much we put into it at every single stage. The students who you adore . . . have that same kind of patience and persistence. They are willing to redo whatever it is until I say this is great.”

Carole Browner
Professor in Residence, Psychiatry and Biobehavioral Science

How to be a good mentee

Develop mutual respect and trust.

“Good mentees need to trust their mentor enough to ask ‘stupid’ questions and also to question advice that they don’t agree with (rather than simply ignoring the advice).”

Janet Currie
Professor of Economics

“Not all students want to hear an honest appraisal, and too many assume that they are playing a game that requires not forthrightness but knowledge of some coded language and behavior. That, from my point of view, this is a waste of everyone’s time.”

William Worger
Associate Professor of History

"Inspiration comes through personal connection."
To assess whether good mentoring relationships contribute to future career outcomes, the Graduate Division examined the replies to two questions from the UCLA Doctoral Exit Survey: (1) If you were to start your graduate career again, would you select the same dissertation adviser?; and (2) Is your immediate post-doctoral position directly related to your doctoral degree training? The results showed that students who would reselect the same adviser were more likely to be employed in first jobs related to their doctoral training, compared to students who would not reselect the same adviser. Although correlation is not causation, the results are suggestive that a good mentoring relationship may encourage and/or prepare students to follow a career path that builds directly on their doctoral training.

Figure 2. First employment is shown to be related to satisfaction with advisor: Students who said they would reselect the same adviser were more likely to be employed in jobs related to their doctoral training.

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* Statistically significant distribution patterns as revealed by 2X2 Chi-Square tests, p<.01.
Several faculty members described how they use the mentoring process to foster eventual careers. At the weekly meetings of Associate Professor Harold Monbouquette’s chemical engineering laboratory group, students take turns giving a formal presentation of their research. “It isn’t just a presentation of glorious results,” says Professor Monbouquette. “It’s also a presentation of problems. Students have a chance to benefit from everyone’s ideas.” Students also get feedback on their presentation skills. In their last years at UCLA, Professor Monbouquette makes sure his students get opportunities to write professional papers, and he introduces them to professional organizations.

Professor Komar asks students to focus on career goals when they’re considering a dissertation topic. “The first thing I always ask is, ‘in a perfect world, where do you want to end up?’” she says. A crucial mentoring role is to help students “produce a piece of research and scholarship they can use to help them get that first academic position.”

In history, Professor Worger tells his students “the dissertation will define their academic work for the rest of their careers. If it is thin, weakly researched, inadequately developed, poorly written—nothing will compensate in the long run.” Professor Worger published the first paper he wrote in graduate school, and he “encourages every student to treat each and every essay as a publishable endeavor.”

Professor Dorr and other faculty in the Graduate School of Education and Information Studies have broadened their notion of what is needed to prepare students for careers beyond UCLA, in part due to findings from a site visit from the Spencer Foundation. (The privately funded organization grants funds to support the training of the next generation of education researchers.) Students told Spencer Foundation interviewers that “they might not want our jobs,” Professor Dorr says, “because university professors’ jobs were clearly too demanding and stressful. It wasn’t clear that we were having fun.”

As a result, Professor Dorr says, “many of us are thinking about how we model a full life” that might include shared information about our partners and children, as well as “what we communicate to students about the pleasure and joy in our work and how it fits into a full life.”

How Important Is Mentoring?

Most participants in graduate education—students and faculty—seem to be persuaded that the mentoring relationship is crucial to future success in academia. Support from the Doctoral Exit Survey data is indirect. Students who would reselect the same adviser were more likely to be employed in jobs related to their doctoral degree training than those students who would not choose the same adviser again (see Figure 2). In some fields, the differences were statistically significant and quite substantial: the humanities, the physical sciences, and the Graduate School of Education and Information Studies.

Anecdotal evidence is easier to find, on both the positive and negative sides. Professor Weiss notes that the struggling young student who found her professional footing in his lab is now a researcher at a Bay Area biotechnology company—“exactly what she wanted to do.” Moreover, the company couldn’t be happier: “She’s solved problems that they spent years working on, and she solved them in months.”

Ironically, the connection between good mentoring and a successful graduate career may have been stated most eloquently by a student who has not, so far, benefited from a helpful faculty relationship: “At times the process feels like a lonely isolated trip across a vast ocean. A mentor can be the compass to ensure that the student reaches the other side.”

– written by Jacqueline Tasch
– data by Jo Anne Beazley
**Zaia Alexander**  
**Germanic Languages**

At the head of a trail of mentors that led Zaia Alexander from a career in translating to the acquisition of a PhD in Germanic Languages and Literatures stands the well-known writer Carlos Castaneda.

Her skills as a translator brought her to the attention of Castaneda, who was looking for someone to translate articles into German. After a few years of wide-ranging conversations—but no completed translations—Castaneda gave her some advice: “Instead of complaining all the time,” he told her, “why don’t you go and have a romance with knowledge?”

Despite its source, the suggestion wasn’t an immediate hit with Zaia. In fact, at the time, “going back to school was just not in my plans,” she says. “I was going to be a famous writer.” But she dutifully visited UCLA, approaching the Department of Germanic Languages and Literature in the middle of winter semester, not the usual time for graduate school applications. Instead of rebuffs or indifference, she got encouragement. In fact, Wolfgang Nehring, the first of her UCLA mentors, urged her to apply and offered her a teaching assistantship.

By April, she was a graduate student at UCLA and beginning to acquire a team of academic mentors. Emily Apter, chair of the Department of Comparative Literature, provided input on translation theory, and renowned translator Michael Henry Heim offered advice on the practice of translation, including the work for Castaneda, which now got under way.

Professor Heim also had a project for Zaia: Publisher Henry Holt had asked him to translate the diary of a Holocaust survivor, and lacking the time himself, he passed the job to her. The woman had written her diary in German shorthand while a prisoner at Theresienstadt.

“I had to find the diarist’s voice, and to do this, I had to put myself to some extent into her shoes,” Zaia says. “I was trying to be true to her thinking, to her perception of events, finding the words that she would use instead of using my academic English.”

Accustomed to seeking help from the experts, Zaia enrolled in a class in Holocaust literature taught by Professor Arnold Band. He introduced her to the diaries, memoirs, literary treatments, and secondary scholarship about this time and place, describing the format and language in which the stories were told. As Zaia explored this emotion-charged body of work, Professor Band also “helped me to frame the right questions instead of offering easy answers,” she says. “He made sure I stayed in touch with the reality of human suffering, to keep the project from becoming cold research or some passing academic trend.”

Out of her work with Band came more than a successfully completed translation project. During their many discussions, Zaia discovered her dissertation topic: “Beyond Babel: Translating the Holocaust at Century’s End.” In it, Zaia explores three levels of writing about the Holocaust: the language-making in the camps, survivors’ struggle to communicate their unprecedented experiences after the war, and the growing body of critical writing that has evolved over five decades.

As she studied these works, Zaia was sensitized by her experience with “the dubious and delicate task” of translating the Theresienstadt diary. “I became alarmed by the lack of attention given to translation in the debates about representing the Holocaust,” Zaia says, “particularly as I recognized the impact of translation in terms of retaining the historical and factual accuracy of the testimony.” These considerations, both practical and ethical, are the driving force behind her project, which is the first at UCLA to use translation theory as a critical framework. There has been “a steady evolution in the dialogue between survivors trying to tell their stories and the rest of us trying to make sense out of it,” says Zaia. “That conversation is what I’d like to chart, how each generation translates the Holocaust anew.”

Not surprisingly, her mentors continue to have an important role. Through her work with Castaneda, she came to understand his sensitivity “to the vicissitudes of translation, the notion of language as world-making, and the task of finding cultural and linguistic equivalence.” Zaia says. “Those conversations have been helpful in thinking about how concentration camp survivors had to create a language for experiences that were unprecedented, and that much of the crisis of witnessing had to do with lacking words for the experience.

Professor Apter’s “erudition and elegance, analytic intelligence, and palpable love of knowledge and words” have been another source of inspiration. Indeed, the relationship has encouraged Zaia to pursue a career as a scholar and academic herself. She will bring excellent qualifications to her job search, including participation in the Collegium for University Teaching Fellows and her department’s nomination for the Luckman Distinguished Teaching Award.

Inevitably, her new work will take her across a boundary, from mentee to mentor, and Zaia feels well-prepared. Following the patterns that nurtured her, she will treat her students with respect and acknowledgment of their individuality, not trying “to conform them to a certain way of thinking” but only “to help them get the tools to argue their point in a scholarly way.”

Teaching is “like any conversation,” Zaia says. “You can make it really dull and horrible and one-sided or you can engage in a dialogue that will be meaningful to both sides.”
Vinay Bhaskar
Chemistry and Biochemistry

When Vinay Bhaskar arrived at UCLA for graduate studies in biochemistry, he planned to avoid two things: transcription factors, which are proteins that turn genes on and off, and Drosophila, or fruit flies, a model organism whose genes governing cell growth are similar to human genes.

Vinay got off to a good start. One of his first laboratory rotations was with Principal Investigator (PI) Steven G. Clarke, whose studies of protein modification use three or four different organisms—none of them having wings. Vinay was all set to join Clarke’s lab, once his year of rotations was completed.

Then, he found himself doing a rotation in Albert J. Courey’s laboratory, where he worked with Scott Valentine, a senior graduate student who became his mentor and then his friend. Before he left UCLA, Scott had passed his laboratory research onto Vinay: the study of a transcription factor called Dorsal in fruit flies. “The project was too good to pass up,” Vinay says, even though it trashed his initial plans. He quickly saw that the research “could have some real impact on science in general.”

As it turned out, Vinay took Scott’s research—looking for proteins that interacted with Dorsal—in a promising new direction. As he was doing a test that looked for interacting proteins, Vinay says he “stumbled on” the presence of a modification system called Smt3 conjugation, which “appears to stabilize proteins so they aren’t rapidly degraded within the cell.” Smt3 conjugation, present in a range of proteins, had been getting considerable scientific attention.

Vinay began his new study by observing the conjugation and mapping the exact place in the Dorsal protein where it occurs. Then, he decided to create a mutation at that spot, so the conjugation could not take place. The mutated dorsal “became a far better transcription factor,” Vinay says. “It was a lot more active.” Now, he is looking into why this is so.

Vinay’s findings could have implications far beyond the world of fruit flies. Dorsal in fruit flies is related to the protein NF-kB in human beings and other mammals, a protein that has a central role in modulating the immune response. So, for example, the conjugation that extends Dorsal’s presence in cells might also help sustain human immune systems under attack.

Some of Vinay’s findings have already been published. “Vin has had to show tremendous initiative and intellectual independence in carrying out his work,” says Professor Courey. “In the process, he has opened up an entire new avenue of investigation for my laboratory, and one that is the subject of a new National Institutes of Health grant proposal.”

In Professor Courey, Vinay was happy to find a mentor who isn’t “looking over your shoulder all the time” but who nevertheless is interested in projects and available to help. “It surprises me now much he remembers about the details of my experiments and ways to solve problems I might confront,” Vinay says. A particular virtue of his PI is that “if he doesn’t have an answer for you, he’ll become interested in solving that problem and work just as hard as I would to find an answer.”

One evening, Vinay was studying a new line of family of flies, trying to see what physical marker distinguished them, so that they could be identified later. Puzzled by what he saw—or more accurately, didn’t see (the marker)—Vinay asked Professor Courey to have a look. Both of them had a hunch that the marker involved a tiny appendage called the halter, between the wing and legs, which seemed to be larger than normal. But it was Professor Courey who “kept looking through the literature and found something that confirmed my guess and put it on my desk on his way out,” Vinay says.

Besides working in Professor Courey’s lab, Vinay has assisted his PI in a plum job as a teaching assistant. This will be the third year he’s accompanied Professor Courey to Cold Spring Harbor Laboratories, a prominent research institute on Long Island, New York, where he helps Professor Courey teach 16 professional researchers from around the world about protein purification and characterization. Professor Courey says “Vin puts a lot of energy” into what he calls “a kind of 2-week Protein Camp,” where students spend more than 12 hours a day in the lab. According to Vinay, “If anybody has the energy at the end of the day,” they head for a pub/pool hall on the institute’s grounds. “A lot of times, it’s just me and AI and maybe one other person.”

Rubbing shoulders with professional colleagues is good preparation for Vinay’s eventual goal, returning to work in biotechnology research in private industry. He has just completed a 3-year National Institutes of Health fellowship that should also help him land a good job.

But first, he has a dissertation to complete and a successor to train. Vinay has started working with Matt Smith, a second-year graduate student who has become his protege, as he was once Scott Valentine’s. Although his eventual destination is private industry, Vinay is weighing the possibility of a postdoctoral fellowship “learning something totally different,” he says—nothing to do with transcription factors or fruit flies.
Pantelis Vassilakis
Ethnomusicology

Pantelis Vassilakis had played music without formal training beginning in childhood, he says, and like many young men, he and his brother formed a rock band with some friends, making a couple of records released in his native Greece. But when he was ready to pursue a higher education, Pantelis concluded that music was “not a money maker.”

He enrolled at the National Polytechnic of Athens, Greece, to study electrical engineering. “I found—and I still find—math and physics fascinating,” he says, but a career as an electrical engineer was another issue. Soon, Pantelis was combining his education with work, first as a fashion model and later as a photographer. His worktime travels offered the opportunity to play with musicians around the world.

“I would give up everything else I was doing to get involved more with music,” Pantelis says. In 1990, “I decided it was time to do that seriously,” and he moved to London, where he studied music composition and music technology on scholarship at Kingston University in nearby Surrey.

But Pantelis would travel several years and a few thousand miles longer before his interests in math and music, technology and aesthetics, came together in the graduate program at UCLA, under the aegis of two systematic musicology professors named Roger.

On the empirical side, there’s Roger Kendall, an expert in music cognition and acoustics. On the philosophical side, there’s Roger Savage, an authority on musical aesthetics. “Both of them know so much more than what they are supposed to teach,” Pantelis says. Unwilling to choose between their different but fascinating approaches, he combined them in a dissertation that links a specific acoustic property of sound with its perceptual and musical significance.

The property Pantelis chose to study is amplitude fluctuation, a product of sound interference. Manifested as fluctuations in loudness referred to as beating, or as a rattling sound referred to as roughness, amplitude fluctuation produces sounds that Western musical traditions often label dissonant and therefore avoid. However, Pantelis found plentiful examples in ethnic music.

In nominating Pantelis for a dissertation year fellowship, Dr. Kendall pointed out that his student’s “explanation of the transmission of energy by acoustical beating . . . overturns previous simplistic models presented in acoustics textbooks.” His dissertation work will mark “the start of a significant career,” Dr. Kendall believes.

Pantelis is equally enthusiastic about his mentor: Their conversations were “the most productive time I’ve spent in the university,” he says.

Pantelis hopes to follow his mentor into a career as a university professor. But if an academic appointment is hard to find, he has lots of relevant work experience.

Having begun his study of computer applications to music at Kingston University, when it was “the new big thing,” he recently taught a course in Teaching Ethnomusicology with Technology for UCLA’s Office of Instructional Development. He has made significant contributions to the ethnomusicology website, and he is one of the engineers using computers to restore the Ethnomusicology Archive’s reel-to-reel collection and save it on CDs.

Pantelis has also been a musical composer, arranger, and producer. Through a summer job at the English National Ballet, he got the opportunity to submit ethno-music compositions for a carnival marking the 100th anniversary of Tchaikovsky’s Nutcracker Suite.

This wasn’t as much of a stretch as it would have been for the young rock musician in Athens. Homesick in London, Pantelis had begun to enjoy Greek music, then became familiar with African and Indian music. “Before I knew it,” Pantelis says, “I started finding rock music so simple—and simple-minded.”

Drawing from this enthusiasm for ethnic music, Pantelis eventually composed three dances for the Tchaikovsky program—Chinese, Arab, and Russian—interpreting story lines from The Nutcracker in their national musical styles.

As a result of this effort, the London Chinese Orchestra invited Pantelis to compose the first original music it had played in its 20-year history. This association led to the following very special evening: a string quartet led by the Greek native, playing with Chinese musicians, a Latin American percussionist, and a computer, for a dance-club audience composed mostly of African emigres. The unlikely ensemble performed for 2 months all over London and received the London Arts Board award for new approaches to musical tradition.

Pantelis hopes to be part of the same sort of fusion on a larger scale. For this to happen, Western cultures must “not simply consume other cultural artifacts,” he says, but also “allow them to infiltrate our lives, the way we produce and think about music. It will take time.”

Looking at his own life, Pantelis knows that significant change is not impossible. “I came to UCLA as a composer with an interest in the acoustics and aesthetics of music,” he says. “Now, for better or worse, I haven’t touched a musical instrument for the last two years. What I touch now is computers, and I write papers instead of music. It was a change as drastic as the one from electrical engineering to music.”

The latter drastic change was followed by a creative reunion, so perhaps a new synthesis—this time of composing and research—still lies ahead.
Congratulations to 2000-2001 Graduate Fellowship Recipients

EXTRAMURAL FELLOWSHIPS

Chateaubriand Award
Edna Yahil History

Computational Science Graduate Fellowship Program
Palmer, Tasha Chemical Engineering

Ford Foundation Dissertation Fellowship for Minorities
Gonzales, Rhonda Marie History
Romero, Roberto Chao History

Fannie and John Hertz Foundation
Hwang, David Electrical Engineering

German Academic Exchange Service (DAAD) for research in Germany
Drever, Anita Geography
Park, Peter K.J. History

Institute On Global Conflict and Cooperation (IGCC)
Washington, DC Summer Internship
Bridge, Natalie Law
Lytle, Kathleen History
Zusman, Eric Political Science

Howard Hughes Predoctoral Fellowships in Biological Sciences
Alva, Jackelyn Ann Molec, Cell, Devel Biol
Amador, Nelly Neuroscience

Fulbright Grant-Institute of International Education (IIIE)
Ball, Jeremy Robert History, Portugal
Bloom, Stephen Political Science, Ukraine
Britton, B. Campbell Theater, Brazil
Chao, David C. Ethnomusicology, China
Deprano, Marie K. History, Italy
Flad, Rowan K. Archaeology, China
Howard, Kathryn Applied Linguistics, Thailand
Johnson, Eric F. History, France
Kuo, Margaret History, Taiwan
Lautze, Nicole Geology, Italy
Moore, Leslie Linguistics, Cameroon
Neighbors, Jennifer M. History, China
O’Neal, Shani Women’s Studies, Jamaica/Trinidad
Rahimi, Shaparak Indo-European Studies, Germany
Ritter, Jonathan Ethnomusicology, Peru
Shankar, Shobana History, Nigeria
Wald, Jonathan Film & TV, Australia
Weebb, Gregory Comp Literature, Sweden
Yuh, Leighanne K. History, Korea
Zackey, Justin W. Geography, China

Fulbright-Hays Dissertation Research Abroad Fellowship
Andreas, Joel Sociology, China/Sweden
Kellogg, Michael History, Russia
Szwart, Wendy Comp Lit, Taiwan

Jacob K. Javits Fellowship 2000-2001
Brooks, Leah Economics
Harris, Jennifer English
Hickerson, Eleanor History
Kim, Marianne Dance
Schwartz, Christine Sociology
Tonigrier, Brian Sociology

National Science Foundation
Bruch, Elizabeth Sociology
Cochran, Jill Mechanical Engineering
Cochran, Elizabeth Earth & Space Sci
Czaja, Andrew Earth & Space Sci
Flisom, Thomas Anthropology
Koushanfar, Farinaz Electrical Engineering
Oh, Janet Psychology
Sevier, Mia Psychology
Spurlin, Matthew Sean Geology
Tabiniao, Golnaz Psychology
Woolery, Alison Psychology
Yin, Henry Psychology

UCLA FELLOWSHIPS

Chancellors Fellowships
Birchard, Melissa Emily East Asian Languages & Cultures
Nickel, Philip J Philosophy
Nikshych, Dmitri Alexandrovich Math
Rogge, Ronald David Psychology

Hobbs, Pamela J Applied Linguistics & TESL
Jones, Susan Julie Nursing
Kandybowicz, Jason Todd Linguistics
Khazaal, Natalie Michaylova Near Eastern Languages & Cultures
Kokotos, Fotios-Jossif Envir Sci & Eng
Macinnes, Myles Philosophy
Manojlovic, Maja Film & TV
Matzner, Franz Alexi Comp Literature
Morrisey, Joshua Wayne Molecular, Cell, & Developmental Biology
Musca, Lisa Ann Musicology
Pillsworth, Elizabeth Grace Anthropology
Poust, Benjamin David Material Science & Engineering
Rahnavard, Amir Hossein Molecular & Medical Pharmacology
Reed, Isaac Ariail Sociology
Schweitzer, Lisa Ann Urban Planning
Seefeldt, Monica Maria Romance Linguistics & Literatures
Shi, Tao Human Genetics
Shvabrin, Stanislav A. Slavic Languages & Literatures
Taitano, Melissa G. Information Studies
Teeple, John Hix Geography
Van Batenburg, Clay F Social Welfare
Vijunas, Aurelijus Indo-European Studies
Villa, Maria Cristina Italian
Wang, Shuhui Atmospheric Sciences
Whitner, Claire Chandler Germanic Languages
Wu, Jun Environmental Health
Zarate, Karla Eugenia Spanish & Portuguese

Eugene Cota Robles Award
Abrego, Leisy Janet Sociology
Algos, Teresa Ann East Asian Languages & Cultures
Alvea, Sandra Anna Sociology
Amador, Gloria Maria Biostatistics
Andrade, Argelia Edith Linguistics
Arbisi, Timothy Richard Linguistics
Brown, Lauren Adele French
Bunten, Alexis Celeste Anthropology
Caballero, Eric John Electrical Engineering
Coleman, Lena Maria Organismic Biology, Ecology & Evolution
Ehrenfeucht, Irena Urban Planning
Garcia, Lorenzo Francisco Jr Classics
Goetsch, Kathleen Marie Mathematics
Gonzalez, Gloria Sociology
Goodwin-White, Jamie Michelle Geog
Hill, Edwin Charles, Jr French
Johnson, Birgitta Joelis Ethnomusicology
Johnson, Courtney Denine English
Lezine, Dequincy Alexander Psychology
Mata, Mario Luis Neurobiology
Mendelson, Sherri Garber Nursing
Mendez, Olivia Veronica Applied Linguistics & TESL
Montenegro, Robert Emilio Sociology
Neder, Alexander Berlin Indo-European Studies
Nesmith, Tamika Nanjisha Ethnomusicology
Okada, Jun Film & TV
Presson, Angela Paige Statistics
Ramos, Marisol Information Studies
Romero, Rafael Jr Neuroscience
Sanchez, Marcos Arch & Urban Design
Soldatenko, Adrian Physics & Astronomy
Sutton, Gloria Huang Art History
Taylor, Erin Powell Philosophy
Thomas, Taigy Tamia Community Health Sciences
Tran, Nhun Tuyen History
Tran, Tham Vinh Physics & Astronomy

Graduate Quarterly, Fall 2000
fellowship recipients

Graduate Quarterly, Fall 2000
fellowship recipients

Herbert, Lindsey Elizabeth African-American Studies
Hutcheson, Phillip Andrew Asian American Studies
James, Jennifer Gayle African-American Studies
Jimenez, Dionne Yvette Public Policy
Jimenez, Elvira Elizabeth Health Services
Jorgensen, Kimberly Ardis American Indian Studies
Kidane, Senai A African Area Studies
Kim, June S Information Studies
Lam, Chin Lee Applied Ling & TESL
Llata, George Management
Lodhia, Sharmila Women’s Studies
Loera, Linda Loreto Latin Amer Stud
Lopez, Antonio Juan Tomas Info Studies
Marchand, Amanda Jean Education
Mendinghall, Linda Diane Nursing
Minchew, Mary Ku‘uleinani American Indian Studies
Mooney-D’arcy, Angela R. American Indian Studies
Munoz, Maria Eugenia Film & TV
Noori, Shima Electrical Engineering
Nubla, Gladys-Pamela Miranda Asian American Studies
Olmos, Matthew Paul Theater
Ortiz, Edmundo Ramon Film & TV
Paton, George Wayne Amer Indian Stud
Phelps, Carmen Elise Film & TV
Plancarte, David Ramos Law
Posas, Anna Liza Information Studies
Randall, Cherita Elizabeth Public Policy
San Juan, Carolina L World Arts & Cult
Shah, Pina V Social Welfare
Silva, Crystal Law
Smalley, Karen Lea Film & TV
Smith, Anton Lowell African-American Studies
Tran, Kiet Tuan Electrical Engineering
Vandobben, Danielle Janessa World Arts & Cultures
Watters, Virgin Mary Nursing
Weston, Catherine Michelle African-American Studies
Williams, Jakobi Emon African-American Studies
Wulur, Isabella Hansaputri Biomed Eng
Zamora, Timothy Arch & Urban Design

Fletcher Jones Dissertation
Catalan, Mario Economics
Kasper & Siroon Hovannisian
Payaslian, Simon History

Institute of American Cultures

American Indian Studies Center
Predoctoral Fellowship
Kapner, David Anthropology
Research Grant
Boilelli, Daniele American Indian Studies
Bowes, John Patrick History
Frits-Smith, Heidi American Indian Studies
Haaland, Debra American Indian Studies
Lyle, Kathleen Anne History
Moline, Derek Linguistics

Asian American Studies Center
Predoctoral Fellowship
Higa, Karin Art History
Htro, Stacey History
Kim, Rebecca Sociology
Yan, Andrew Urban Planning

Research Grant
Chung, Anggie Sociology
Kim, Young Nursing
Kong, Maria Asian American Studies
Lee, Grace Film and Television Libresco, Caroline Theater, Film and TV
Worrall, Brandy Lien Asian American Studies
Yan, Andrew Urban Planning

Center for African American Studies
Predoctoral Fellowship
Feldman, Heidi Ethnomusicology
Research Grant
Cobb, Maasha Education
Lewis, Tene Psychology
Thomas, Damion History

Chicano Studies Research Center
Predoctoral Fellowship
Lytle, Kathleen Anne History
Research Grant
Alviso, Jesus Ethnomusicology
Interethnic
Research Grant
Cheng, Karen Psychology
Garcia, Kelli Psychology

Dr. Ursula Mandel
Falgoust, Nicole Alyce Anthropology
Hoffman, Kathleen Mairead J Psychology
Hover, Anne Elizabeth Biomed Eng
Kamath, Meghna Ravindra Biostatistics
Shen, Biiing-Jiun Psychology
Taylor, Catherine Ann Community Health Sciences

Mangasar M. Mangasarian
Jawharjian, Bedros Alex Community Health Sciences
Koudounaris, Paul Art History
Murachanian, Jean Louise Art History

Foreign Language and Area Studies (FLAS), Title VI

African Area Studies Center
Summer 2000
Michalopoulos, Chloe Latin American Studies
Academic Year 2000-2001
Chase, Joy African American Studies
Knox, DeWayne African American Studies
Ogiamen, Adesuwa African American Studies
Olewe, Joyce African American Studies
Malensek, Amanda African American Studies
Baker, Esther World Arts & Cultures
Quist, Emily World Arts & Cultures
Kemp, Joshua World Arts & Cultures
Smith, Lahra Political Science

Latin American Center
Summer 2000
Chandee, Kamol Latin American Studies
Farrell, John Latin American Studies


Gutierrez, Miguel Latin American Studies
Robinson, Laura Sociology
Vere, Steven Latin American Studies
Verm, A. Michael Romance Linguistics

I.G. von Grunebaum Center for Near Eastern Studies
Summer 2000
Nahavandi, Marjan Islamic Studies
Lyons, Bayard Anthropology
Singleton, Patricia Islamic Studies
Academic Year 2000-2001
Alwishau, Ahmed Near Eastern Language & Cultures
El-Zatmah, Shauki Islamic Studies
Flemming, Michael Islamic Studies
Francis, Edgar Islamic Studies
Hussain, Hassan Islamic Studies
Pratt, Lorraine Islamic Studies
Turk, Jihad Islamic Studies

Southeast Asian Studies Center
Academic Year 2000-2001
Breiteniecher, Jessica History
Cao, Christine Comparative Literature
Esperanza, Jennifer Anthropology
Firpo, Christina History
Greene, Catherine Lilly History
Poblete, JoAnna History

UCLA Center for East Asian Studies
Summer 2000
Henry, Todd History
Kim, Eugene Education
Ryu, Youngju East Asian Lang & Cult
Tran, Lisa History
Academic Year 2000-2001
Choi, Linda Political Science
Duthie, Laurie Anthropology
Hanscom, Christopher East Asian Languages & Cultures
Jackson, Jonathan Anthropology
Kim, Charles East Asian Lang & Cultures
Kim, Eugene Education
Kwon, Nayoung East Asian Lang & Cult
Nathan, Mark East Asian Lang & Cult
Post, Theresa East Asian Lang & Cult
Silverman, Scott Law
Ryu, Youngju Ryu East Asian Lang & Cult

Paulson Scholarship Fund
Janecek, P Martin Biomedical Physics

Phi Beta Kappa Alumni
Heinonen, Nelli Henriikka World Arts and Cultures
Kawabata, Maiko Musicology
Schmitt, Axel Music
Tasini, Erika Film & TV
Teboh, Bridget Angum History

Research Mentorship Program
Ahmed, Patricia Becker Sociology
Amigo, Cristian Ethnomusicology
Archer, Margaret Ann Organismic Processes
Biology, Ecology & Evolution
Arms, Emily Diane Education
Bach, Ulrich Ekkehard Germanic Lang
fellowship recipients

Beadry, David Frederick History
Berlin, Dawn Helene Education
Bogart, Daniel Edward Economics
Bredfeldt, Christine Elizabeth Psychology
Brimmer, Brandi Clay History
Brown, Jeffrey F Economics
Bybee, Jennifer Susan Archaeology
Chatman, Jason David Psychology
Dark, Shawna Jeanette Geography
Easton, Sean Martin Classics
Eells, Jonathan William Political Science
Fleischhacker, Heidi Anne Linguistics
Gomez, Gigi Gizelle Education
Gougis, Nicole Ann Sociology
Graesch, Anthony Paul Anthropology
Hartmann, Wesley Wesley Social Welfare
Hawes, Rebecca Elizabeth Economics
Higginbotham, Susan May Epidemiology
James, Rachelle Elizabeth Sociology
Kemp, Joshua folklore and Mythology
Klein, Wendy L Applied Linguistics and TESL
Kusuyama, Yuri Applied Linguistics and TESL
Lee, Howard Chung-Hao Mathematics
Leidal, Erik Chenault Musicology
Lyons, Beyad E Anthropology
Maralani, Vida J Sociology
Martinez, Ernesto Salazar Film & TV
Mccarthy, Michelle Marie Biomathematics
Mercado, Angelo Obien Indo-European Studies
Neuman, Meredith M. English
Ooperstein, Natalie Indo-European Studies
Patchen, Terri Renee Education
Rooks, Anne Macpherson Sociology
Ryan, Nora Kay Slavic Languages and Literatures
Sellin, Yara Musicology
Shankar, Shobana History
Shimshon-Santo, Amy Ruth Urban Planning
Teleki, Stephanie Is Health Services
Torrence, William Harold, Jr Linguistics
Tran, Lisa History
Treviso, Olivia Spanish and Portuguese
Vitalich, Kristin Leigh Slavic Languages and Literatures
Warachi, Saleema Bashir Art History
Wilkgen, Brian Joseph Psychology
Wood, David William Span and Portuguese
Yashourpour, Dalia Near Eastern Languages and Cultures
Yi, Gihong Sociology

Summer Research Mentorship Program
Ahmed, Patricia B. Sociology
Allen, Beth A. Art History
Alvarez, Hector H. Education
Andreas, Joel D Sociology
Bartel, Kate P. Musicology
Bausch, Susan E. Comparative Literature
Benes, Carrie E. History
Berlin, Dawn H. Education

Bolden, Galina B. Applied Linguistics and TESL
Brooks, Murrell L. Political Science
Campbell, Mame L. History
Choi, Helen O. English
Cook, David A. Sociology
Covarrubias, Alejandro Education
Culver, Milton L. History
Cutter, W. B. Economics
Daughtry, James M. Ethnomusicology and Systematic Musicology
Donahue, Darnell R. Political Science
Dorman, Jacob S. History
Drever, Anita I. Geography
Easterly, Michael E. History
Eells, Jonathan W. Political Science
Farb, Sharon E. Information Studies
Frank, Rebecca E. Anthropology
Furman, Yelena Slavic Languages and Literatures
Garrett, Charles H. Musicology
Gonzalez, Rita A Film and TV
Guest, Haden R. Film and TV
Gully, Jennifer M. Comparative Literature
Hanscom, Christopher P. East Asian Languages and Cultures
Haramaki, Gordon Musicology
Harris, Alexes M. Sociology
Hastings, Cecilia M. Film and TV
Hess, Daniel B. Urban Planning
Hiro, Molly H. English
Hoffman-Kipp, Peter H. Education
Holland, Mary K. English
Hotkamp, Samantha History
Jackson-Jacobs, Curtis K. Sociology
James, Rachelle E. Sociology
Kelley, Susanne A. Germanic Languages
Kim, Susan S. Sociology
Kirk, Allison Education
Klein, Wendy L. Applied Linguistics and TESL
Leidal, Erik C. Musicology
Levy, Michelle N. English
Limoncelli, Stephanie A Sociology
Lowery, Brian S. Psychology
Ly, Tran M. Education
Lyons, Bayad E. Anthropology
Mayer, Eric D. Spanish and Portuguese
Mercado, Angelo O. Indo-European Studies
Miller, Montana C. Folklore and Mythology
Milton, Gregory B. History
Mora, Lisa C. Comparative Literature
Moughamian, Ani C. Education
Nida, Worku Anthropology
Noah, Anna C. Anthropology
Oberstein, Natalie Indo-European Studies
Ozler, Serife I. Political Science
Pash, Diana M. Applied Linguistics and TESL
Pillet, Danielle M. Sociology
Quintiliani, Karen Anthropology
Ramos, Carlos M. Sociology
Robinson, Laura C. Sociology
Ryan, Daniel C. History
Schwartz, Christine R. Sociology
Sharp, Charles M. Ethnomusicology and Systematic Musicology
Shih, Josephine H. Psychology
Shivers, Eva M. Education
Smith, Poco D. Social Welfare
Stuckey, George A. East Asian Languages and Cultures
Tong, Joanne C. English
Torrence, William H. Linguistics
von Stein, Jana K. Political Science
Warachi, Saleema B. Art History
Washburn, Karen E. Dance World Arts and Cultures
Williams, Erin M. Comparative Literature
Wingard, Leslie E. English
Wood, David W. Spanish and Portuguese
Yahil, Edna R. History
Yamanaka, Christina History
Yoon, Peter Y. Political Science

Will Rogers Memorial
Breuer, Sarah Dylan History
Buenaventura, Karen R. Nursing
Martin, Elliott Burton, Jr Near Eastern Languages and Cultures

Charles F. Scott
Alex, Shana Beth Public Policy
Amboy, Dara Joy Adaza Health Services
Arguelles, Randolf L History
Burnham, Joshua Loren Environmental Science and Engineering
Frank, Elizabeth Diana Afnican-Am Studies
Gheytanchi, Elham Sociology
Johnson, Neecele Guane African-American Studies
Nishina, Adrienne Reiko Psychology
Ogiamien, Adesuwa Ogiamien African Area Studies

Werner R. Scott
Green, Brent A Applied Linguistics and TESL

Philip and Adia Siff
Agazaryan, Nzhide Biomedical Physics
Milne, Derek Brothers Anthropology
Tsan, Loli Romance Languages and Literatures
Washburn, Karen Elizabeth World Arts and Cultures

Malcolm R. Stacey
Benjamin, Shai Electrical Engineering
Burnham, Joshua Loren Environmental Science and Engineering
Shuman, Craig Samuel Environmental Science and Engineering

UCLA Faculty Women's Club
Boscardin, Christy Kim Education
Klein, Sacha Mareka Social Welfare
Lew, Allison Bearegur Education
Graduate Student Accomplishments 1999-2000

This feature appears in each edition of the Graduate Quarterly. For inclusion in future issues, UCLA graduate students who have recently presented work at conferences, published articles in professional journals, performed or recorded work, or received extramural awards should send complete references to: Patricia Jordan, Graduate Division, at pjordan@gdnet.ucla.edu.

SUBMISSION DEADLINES:
Fall Quarter .......... September 20
Winter Quarter .......... December 20
Spring Quarter .......... March 20

Recipients of intramural fellowships and selected extramural fellowship are listed in the “Award Recipients” section of the fall issue.

AFRO-AMERICAN STUDIES


ANTHROPOLOGY


APPLIED LINGUISTICS AND TESL


ARCHAEOLOGY


Anne Rosenberg: One of 10 students from UCLA chosen to display technology-driven design projects at the US Pavilion in the Seventh Annual Venus (Italy) Architecture Biennale by invitation from the Solomon R. Guggenheim Museum, July 2000.

Amanda Salud: One of 10 students from UCLA chosen to display technology-driven design projects at the US Pavilion in the Seventh Annual Venus (Italy) Architecture Biennale by invitation from the Solomon R. Guggenheim Museum, July 2000.

Jeremy Schact: One of 10 students from UCLA chosen to display technology-driven design projects at the US Pavilion in the Seventh Annual Venus (Italy) Architecture Biennale by invitation from the Solomon R. Guggenheim Museum, July 2000.

Ryan Brooke Thomas: One of 10 students from UCLA chosen to display technology-driven design projects at the US Pavilion in the Seventh Annual Venus (Italy) Architecture Biennale by invitation from the Solomon R. Guggenheim Museum, July 2000.

Sara Weinstein: One of 10 students from UCLA chosen to display technology-driven design projects at the US Pavilion in the Seventh Annual Venus (Italy) Architecture Biennale by invitation from the Solomon R. Guggenheim Museum, July 2000.

ART HISTORY


ATMOSPHERIC SCIENCES


BIOMATHEMATICS

Michelle McCarthy: Received the Graduate Mentorship Fellowship for 2000-2001.

BIOMEDICAL ENGINEERING


BIOMEDICAL PHYSICS


BIOSTATISTICS


CHEMICAL ENGINEERING


CHEMISTRY AND BIOCHEMISTRY


Daniel Song: Awarded a UCLA University Fellowship for academic year 2000.

CIVIL AND ENVIRONMENTAL ENGINEERING


CLASSICS

Andrew Lear: [1] Awarded a Lenardi Travel Fellowship for winter 2000-2001 to continue research on early Chinese and other literatures at museums and archives, particularly Oxford's Beazely Archive. Also will study iconography with Prof. Pauline Schmitt-Pantel at the Sorbonne. [2] Invited to teach Intermediate Latin as a lecturer in the New York University's Dept. of Classics for the fall 2000. [3] Completed "Canterrelli (Univ. of Milan) titled "Images of Greek Pederasty," which has been accepted for publication by Routledge Ltd. of London.


COMMUNITY HEALTH SCIENCES


Rena Orenstein: (Co-authored) "Evidence-Based Planning for Clinical and Preventive Student Health Services." Presented at the annual meeting of the American College Health Association, Toronto, Canada, June 2000.


COMPARATIVE LITERATURE

Ta-wel Chi: Received a China Airlines Travel Award for writing on "Comparative Literature Development of Genetic Systems." Article published in J. of Bacteriology, February 2000, 182:1176-1180. [2] Won the 1999 Dental School Table Clinic competition and was chosen to go the American Dental Association meeting as the UCLA representative. Research presented was “Characterization of Fusobacterium Plasmid pFN2.” [3] Awarded the Robert C. Caldwell Research Award from the UCLA School of Dentistry for demonstrating strong research involvement, June 2000.


Graduate Quarterly, Fall 2000
Mo-Kwan Kang: [1] (Co-authored) “ Morphological character- 

Sora Lee: [1] (Co-authored) “High O*-methylguanine 
methyl transferase (MGMT) activity is frequently found in 
human oral cancer cells with p53 inactivation.” Ar- 
cision repair in UV irradiated human oral keratinocytes 
immunized after irradiation with photomediators.” Ap- 

EAST ASIAN LANGUAGES AND CULTURES

Steven Day: Award winner of National Program for 
Advanced Study and Research in China, awarded by 
Committee on Scholarly Communication with China, 
administered by the American Council of Learned So- 
cieties.

ECONOMICS

Eduardo Fajnzylber: (Co-authored) “Verifying Ex- 
change Rate Regimes,” published in World Bank Work- 
paper series, No 2397, July 2000, 64 pages.

EDUCATION

Christy Kim Boscardin: Awarded a Fiatta Wilkin 
Cleimeren Memorial Scholarship for academic year 

Cindy Cruz: Awarded a Constance Coiner Dinners- 
ship Research Fellowship for 1999-2000 through the 
UCLA Center for the Study of Women. Includes $1000 
for research focused on feminist and working class 
issues and demonstrated excellence in teaching.

Tracy M. Davis: Student Regent 2001-2002 for the 
University of California; currently serving a 10 month 
term as student regent-designate until July 2001 when 
the one-year voting term begins.

Leslie Henrickson: [1] “Educational Commodities in 
a Global Marketplace,” The International Journal of 
Educational Policy, Research and Practice, autumn 
Identity: On-line Discussion Summary,” Educational 
from Society Overview,” Artificial Intelligence and the 
Simulation of Behavior Quarterly (AISBQ), Issue 103, 
from Society Overview,” Artificial Intelligence and the 
Simulation of Behavior Quarterly, (AISBQ), Issue 103, 
2000. [4] “ ‘Trick or Treat?’ The Role of Technology in 
the Family Home” presented at the Workshop on 
Complexity and Public Policy, Carnegie Mellon Uni- 
Immortal West Coast: The Study of a Community 
Developing in a Global Marketplace,” Comparative 
Awarded UCLA University Fellowship for academic 

BRIAN ELECTRICAL ENGINEERING

Brielle Alkire: [1] (First author) “Convex optimization 
with constraints on the cone of finite autocorrelation 
sequences” presented at 17th International Sympos- 
ium on Mathematical Programming, Georgia Institute 
of Technology, Atlanta, Aug. 7-11, 2000. [2] (First au-
thor) “Handling nonnegative constraints in spectral 
estimation.” Presented at 34th Asilomar Conference on 
Signals, Systems and Computers, Pacific Grove, Ca., 

Corey V. Bennett: [1] (First Author) “Principles of 
Parametric Temporal Imaging-Part II: System perfor-
mation,” IEEE J. Quantum Electronics, Vol 36(6), p 
649-655, June 2000. [2] (First Author) “Principles of 
Parametric Temporal Imaging-Part I: System Configu-
430-437, April 2000. [3] (First Author) “Subpicosecond 
Single-Shot Waveform Measurement Using Temporal 
Phase-Shifted Imaging,” IEEE J. Quantum Electronics, 
Channel Heterostructure Field Effect Transistor with 
Fmax of 107 GHz.” IEEE Electron Devices letter, July 
Si whiskers on Au/Si(111) substrate by gas source 
molecular beam epitaxy(MBE).” Journal of Crystal 
channel doping on the low-frequency noise in GaN/
AlGaN Heterostructure Field Effect Transistors.” Applied 
Heterostructure Field Transistors for Microwave Com-
munications.” IEEE Trans. on Microwave Theory 

John Givntvittori: [1] Electrical Engineering Outstand- 
ing M.S. Student Award 1999-2000. [2] (Co-authored) “Fractal Elements in Array Antennas: Investigating Reduced Mutual Coupling and Tighter Packing.” Pre- 
7esented at 2000 IEEE Antennas and Propagation Soci- 
ey, Salt Lake City, Utah, July 2000. [3] (Co-authored) 
“Fractal Element Antennas: A compilation of Configu-
4rations with Novel Characteristics.” Presented at 2000 
IEEE Antennas and Propagation Symposium, Salt Lake 
Elements in Phased Array Antennas: Reduced Mutual 
Coupling and Tighter Packing.” IEEE International 
Conference on Phased Array Systems & Technology, Dana 
Point, Ca., May 2000.

David Hwang: Fannie and John Hertz Foundation 

Salif Ismail: [1] (First Author) “Distributed Balanced 
Photodetectors for RF Photonic Applications.” Inter-
national Journal of High Speed Electronics and Sys-
publishing company. [2] (First Author) “Velocity-Matched 
Distributed Chaotic Cloning Using Pulsed Lasers.” 
Published in technical digest of International Topical 
Meeting on Microwave Photonics Conference, Oxford, 
Between the Failure Mechanism and Dark Currents of 
High Power Photodetectors,” accepted for publication 
and oral presentation in IEEE Laser and Electro Optic 
[4] (First Author) “Distributed Balanced Photodetectors 
with p-i-n Photodiodes for Broadband Suppression of 
Laser Noise,” Accepted for publication and oral pre-
80sentation in Optical Society of America Annual Meet-
ing, Long Beach, Ca., October 2000.

Sagi Mathai: [1] (Co-authored) “Experimental Demon-
sstration of a Balanced Electroabsorption Modulator, 
Progress in Technical Proceedings of International Topi-
cal Meeting on Microwave Photonics, Postdeadline 
te~ntal Demonstration of a Balanced Electroabsorption 
Modulator.” Presented at the 2000 IEEE International 
Meeting on Microwave Photonics, St. John’s College, 
Oxford, UK, Sept. 11-13, 2000. [3] Received the Interna-
tional Topical Meeting on Microwave Photonics Best 
Student Paper Award, September 2000.

vited) Symposium Digest Vol 3, p1674-1677, Orlando, 
Arrays,” 1999 URSI GA Proceedings, p 679, Tokyo, 
Cavity-Yagi Antenna Array with Chebychev Excitation 
Novel Active Retrodirective Array for Remote Tag-
ging and Wireless Sensor Applications,” 2000 IEEE 
MTT-S Int. Microwave Symposium, Salt Lake City, Utah, June 2000. [8] “Recent Progress in Retrodirective Arrays,” (Invited), Proceed-
ings of 2000 International Symposium on Antenna and 
Propagation, Vol 4, p 1513-1516, Fukuoka, Japan, June 
Single-Card C-Band Receiver Array.” To be presented 
00at APMC 2000. [10] International Symposium on 

Hoossein Mosalaei: [1] (First author) “RCS reduction for passive targets using genetic algorithmsynth- 
shell lens antennas: radiation characteristics and de-
sign optimization,” to be published in Trans. Antennas 
planar, cylindrical and spherical structures by com-
posite coatings using genetic algorithms.” Paper pre-
sented at 1999 IEEE AP-S Int. Symposium, Orlando, 
ENVIRONMENTAL SCIENCE


Erik S. Larsen: [1] (Co-authored) "Influence of tidal creek characteristics on fish and vegetation at Mugu Lagoon, CA, USA." Presented at Quebec 2000-Millenium Wetland Event and annual meeting of the Society of Wetland Scientists, Quebec City, Canada, Aug. 6-12, 2000. [2] (Co-authored) "Special Area Management Plan for San Diego and San Juan Creek watersheds, California, USA." Poster presented at Quebec 2000-Millennium Wetland Event and annual meeting of the Society of Wetland Scientists, Quebec City, Canada, Aug. 6-12, 2000.


ENVIRONMENTAL HEALTH SCIENCES


ENVIRONMENTAL SCIENCE AND ENGINEERING


munity accept it?” To be published in International Quarterly of Community Health Education (in press).


ETHNOMUSICOLGY


FILM AND TELEVISION


FRENCH


GEOGRAPHY

Jinrui Cui: (Co-author) “A field experiment of Tracer snad movement on coral reef coast during a tropical storm.” Published in Oceanologia et Limnologica Sinica, Vol 30(3).


GERMANIC LANGUAGES


Anne Roth: “I began to wonder how much of all this was true, how much imagined, distorted”: The Unreliability of Memory in Jean Rhys’s Wide Sargasso Sea. Paper given at The 17th International Conference on the French National Animal Film Festival at the Institute for the Psychological Study of the Arts, University of Florida, Gainesville, held at the University of Bialystok, Poland, July 6-10, 2000.


HEALTH SERVICES


HISTORY


Eugenia Lean: Awarded a Paula Dissertation Research Fellowship through the UCLA Center for the Study of Women. Includes $3000 for research focused on women and the criminal/legal justice system.

Afshin Marashi: “Re-Imagining Nationalism: Recent Studies in Arab, Turkish, and Israeli Historiography.” Article published in Critique: Journal for Critical Studies of the Middle East, spring 2000, No. 16.


JoAnna Poblete: Center for Southeast Asian Studies Foreign Language Area Studies Fellowship, Title VI, for academic year 2000-2001.

Reinaldo L. Román: Accepted an offer to join the History faculty at the University of Georgia.


Damion Thomas: Awarded the Center for Black Studies Pre-Doctoral Fellowship at UC, Santa Barbara for the academic year 2000-2001.


Edna Yahil: Received the French Government’s Chateaubriand Award for 2000-2001, which is a competitive grant that includes stipend and transportation to study in France.

INDO-EUROPEAN STUDIES


INFORMATION STUDIES


Enn Park: (Co-authored) “Authenticity as a Requirement of Preserving Digital Data and Records.” Presented at International Association for Social Science Information Services and Technology conference at Northwestern University, Evanston, IL, June 7, 2000.

Shelby Sanett: (Co-authored) “Authenticity as a Requirement of Preserving Digital Data and Records.” Presented at International Association for Social Science Information Services and Technology conference at Northwestern University, Evanston, IL, June 7, 2000.


ISLAMIC STUDIES


ITALIAN


LATIN AMERICAN STUDIES


LAW

Alexis Garcia: [1] Won a competitive internship in Business Affairs from the Academy of Television Arts and Sciences, which allowed participation in the Academy’s summer internship program and provided a stipend to work at Fox Family Worldwide in various Fox Business Affairs divisions. [2] Was selected to shoot a public service announcement (PSA) for Entertainment Tonight promoting the internship program. [3] This PSA aired during the Emmy Awards on Sept. 10, 2000. [4] Entertainment Tonight television show published the PSA and the internship program on a show segment to the previous Friday night. The students who participated in the PSA shoot were awarded with tickets to the live telecast of the Emmy Awards at the Shrine Auditorium, and put on the guest list for the Entertainment Tonight after-party at Barneys New York.


LINGUISTICS


MATHEMATICS

Anne-Marie Oreskovitch: Awarded the Marshall Scholarship (British equivalent of the Rhodes), established to finance students of high ability to study for a degree in the United Kingdom. She will study for an MPhil in Mathematics at the Centre for Mathematical Biology, Oxford University.

MUSIC


MICROBIOLOGY AND IMMUNOLOGY


ORGANISMIC BIOLOGY, ECOLOGY AND EVOLUTION


PATHOLOGY AND LABORATORY MEDICINE


PHILOSOPHY


Larry Herzberg: Received a Dissertation Year Fellowship for the academic year 2000-2001.


PHYSICS


PHYSICS AND ASTRONOMY

PHYSIOLOGICAL SCIENCE


POLITICAL SCIENCE


Susanna Wing: Received the French Government’s Chateaubriand Award for 2000-2001, which is a competitive grant that includes stipend and transportation to study in France.

POLICY STUDIES


PSYCHOLOGY


SLAVIC LANGUAGES AND LITERATURES


SOCIAL WELFARE


Alvin Mares: (Co-authored) “Hoptol Equals Length of Stay for Homeless and Domiciled Inpatients.” To be published in Medical Care, in-press, accepted July 2000 for publication October 2000.


SOCIOLGY

Joel Andras: Awarded a Fulbright-Hays Fellowship to study the relationship between education policy and changes in class structure over the last fifty years in China.

Elizabeth Bruch: Received a three-year Graduate Research Fellowship from the National Science Foun- dation.


Natasha Chen Christensen: Received the 2000 Elise Boudling Student Paper Award of the ASA’s Section on Peace, War, and Social Conflict for the paper, “Geeks at Play: Doing Masculinity on an Online Gaming Site.”

Jon Fox: Received the 2000 ASA International Migration Section Graduate Student Paper Award.


Susan Stockdale: Received a dissertation improve- ment grant by the National Science Foundation for comparative study of central bank autonomy in the United States and England.

Susan Suh: Awarded a research grant from the Cen- ter for Studies in Higher Education at UC Berkeley for dissertation research on “Workplace Experiences of Asian Pacific Americans in Higher Education.”

Brian Tongier: Awarded Jacob K. Javits Fellowships for graduate study. Funded by the U.S. De- partment of Education, the fellowship provides support for up to five years of study.

SPANISH AND PORTUGUESE

Damian Bach: Granted a Fredi E. Chipiello Travel Grant for spring 2000 by UCLA’s Center for Medieval and Renaissance Studies.


THEATER


Cathie Lee: Awarded a dissertation fellowship from the Social Science Research Council for research comparing the legal status of Chinese and Japanese immigrant women in the 19th century United States.

Mara Loveman: Co-winner of the 2000 ASA Reinhard Bendix Student Paper Award given by the Compara- tive Historical Sociology Section. Award was given for the paper “High-Risk Collective Action: Defend- ing Human Rights in Chile, Uruguay, and Argentina.”

Gina Maseques: Received Honorable Mention for the Martin Levine Memorial Dissertation Award year 2000 competition sponsored by the ASA Sex and Gender Section.

Aleksandra Milicicic: Awarded a summer pre-dis- sertation fellowship from the Center for German and European Studies, UC-Berkeley, for research on “Join- ing the War: Volunteers and Draft-dodgers from Serbia.”

Robert Montenegro: Awarded an American Socio- logical Association Minority Fellowship.

Christopher Paul: Won the 2000 Graduate Student Paper Prize from the ASA Political Sociology Sec- tion.


Chloeine Schwartz: Awarded Jacob K. Javits Fellowships for graduate study. Funded by the U.S. Department of Education, the fellowship provides support for up to five years of study.

Johanna Shih: Received funding for dissertation research, supported by the Social Science Research Council Migration Fellowship.


Susan Stockdale: Received a dissertation improve- ment grant by the National Science Foundation for comparative study of central bank autonomy in the United States and England.

Susan Suh: Awarded a research grant from the Cen- ter for Studies in Higher Education at UC Berkeley for dissertation research on “Workplace Experiences of Asian Pacific Americans in Higher Education.”

Brian Tongier: Awarded Jacob K. Javits Fellowships for graduate study. Funded by the U.S. De- partment of Education, the fellowship provides re- cipients with support for up to five years of study.

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Distinguished Teaching Assistants for 2000 Honored

“It is said that the very best teachers seek less to fill students’ minds than to open them, and less to inform than to inspire.”

UCLA Chancellor
Albert Carnesale

Five graduate students received the Distinguished Teaching Assistant Award for 2000 at the “Andrea L. Rich Night to Honor Teaching” on May 23, along with five UCLA professors and three lecturers.

At the ceremony, which was held in Royce Hall, Claudia Mitchell-Kernan, Vice Chancellor of Graduate Studies and Dean of the Graduate Division, presented each graduate student with a $2,500 prize. In addition, award recipients who had advanced to candidacy received a Dissertation Year Fellowship from the Graduate Division for the 2000-2001 academic year. The fellowship provides full fees, a $15,000 stipend, and $500 in research support.

The Distinguished Teaching Assistant Awards were established to recognize the important role of apprentice teachers at UCLA and to honor individual graduate students for their excellence and achievements in teaching.

Winners were nominated by their departments and selected by the Academic Senate Committee on Teaching, which is composed of former distinguished teaching award recipients, current students, and alumni. Award recipients are selected on the basis of diversity of classes taught, impact on students, impact on undergraduate and graduate education, and involvement in community-linked projects.

The annual event is cosponsored by the Academic Senate Committee on Teaching and the Office of Instructional Development.

Deborah Banner, English

Consistently among the top teaching assistants in the Department of English, Deborah Banner is a true scholar and educator. Praised by her students for her creativity, diplomacy, and ability to make them rise to her expectations, Deborah’s is a productive and imaginative TA.

Deborah’s success in encouraging her students to broaden their personal boundaries prompted TA Training Coordinator Christopher Mott to note that “Debbie’s resourcefulness, knowledge of her field and of teaching, and her creativity are unparalleled in my experience, and...
they have helped students and TAs to attain a richer, more lasting understanding of literature and culture.”

Deborah is a beacon to her students and fellow TAs. By incorporating state-of-the-art technology into her assignments, she has been able to unlock a level of creativity and discussion in students of varied abilities and interest levels. One former student states that she “inspired and motivated me to seek what I really found exciting and meaningful.”

In addition to teaching, Deborah has served as a TA consultant, providing counsel to novice teaching assistants. Many TAs who have worked with Deborah credit her with their success because of her unique and effective teaching style.

Campbell Britton, Theater

Department of Theater Teaching Assistant Campbell Britton employs successful teaching methods and an unparalleled knowledge of diverse theater traditions to engender a genuine love and excitement for theater history in her students. In addition, Campbell is an accomplished performer, having trained as an actor in the conservatory program at the prestigious Stratford National Theatre of Canada, and later joining the acting company as a full Actors’ Equity company member.

Theater Department Chair William D. Ward states that because of her vast knowledge of global theater traditions and her breadth of performance experience, Campbell is able to make every the “most distant period of theater history come alive ... for her students.” Her wide-ranging theater interests have also made Campbell an in-demand guest lecturer. Some of her lecture topics have included “Sanskrit Drama,” “Contemporary Brazilian Theater,” and “Commedia dell’arte’s Influence on Contemporary Performance.”

Campbell’s students consider her fair but tough and many credit her with helping them to experience new levels of success in both their theater classes and other courses at UCLA. She is known as a mentor, to whom students can turn for advice on both scholarly and personal issues.

Guiseppe “Beppe” Cavatorta, Italian

Teaching Assistant Guiseppe “Beppe” Cavatorta of the Department of Italian is highly regarded as a promising scholar, a gifted author and editor, and an active graduate student. Beppe’s students consider him a high-energy instructor, who always makes the learning experience fun and encourages them to take risks “in the shaky regions of beginning foreign language.”

Along with his responsibilities to his students, Beppe holds two important positions in his department - Teaching Assistant Consultant and Technology Teaching Assistant Consultant. His colleagues credit him with adding a new dimension to the Department of Italian by single-handedly working to usher in the digital age through creating and maintaining the department’s comprehensive website. In addition, Beppe has provided technological instruction to his peers in both the Italian and German Departments.

Beppe’s abiding interest in Italian comprises publications, as well. He has coedited a bilingual anthology of Italian poetry, and he serves as coeditor of the Italian graduate students’ journal, Carte Italiane, which is nearing a relaunch after a five-year absence. Recently, one of his papers was published in The Canadian Journal of Italian Studies.

Of Beppe’s skills in the classroom, one student wrote that he “inspires me to pursue the study of Italian language and culture. His emphasis on new media keeps the curriculum alive.”

Sandra Pérez-Linggi, Spanish and Portuguese

An outstanding student, teacher, and leader in the Department of Spanish and Portuguese, Teaching Assistant Sandra Pérez-Linggi exemplifies the very best that UCLA has to offer.

Sandra’s students consistently evaluate her as an exceptional instructor, whose mastery of the language, efficiency, and patience serve to foster an excellent learning environment. A former student describes Sandra’s Spanish VI class as having “surpassed basic language understanding and... entering ‘...the realm of philosophy and social consciousness.’”

Along with her work with students, Sandra has served her department in numerous capacities. In 1996, she held the post of Graduate Research Assistant in the Chicano Studies Research Center. Two years later, she was recognized for her outstanding performance and named Teaching Assistant Coordinator by the department’s Lower Division Council. In 1998, Sandra was selected as the department’s Technology Teaching Assistant Consultant, receiving specialized training that assisted her in developing and teaching a technology course for graduate students.

Professor Susan Schaffer, with whom Sandra has worked closely, states, “What makes Ms. Pérez-Linggi truly outstanding goes beyond her excellence as an individual scholar or teacher. She has contributed to the enrichment of her peers and faculty. By extension, she has influenced the education of thousands of students, and her legacy will continue to enhance undergraduate language instruction at UCLA for years to come.”

Dean J. Tantillo, Chemistry and Biochemistry

Praised by faculty members in the Department of Chemistry and Biochemistry as “one of the best TAs in our program,” Teaching Assistant Dean J. Tantillo is a teacher of unparalleled enthusiasm. As Teaching Assistant, Dean has taught classes ranging in size from ten students to hundreds of students. He has taken on many different roles, including guest lecturer, tutor, and peer mentor.

One of Dean’s greatest accomplishments was to design and teach a class as part of the Collegium of University Teaching Fellows in the spring of 1999. Dean taught the highly successful course, “Symmetry and Science,” to undergraduate students, who were not physical-science majors. One student reported, “He always had his lectures well thought out and prepared, and made seemingly abstract scientific concepts accessible to us, his students with very little science background.”

Dean carries out UCLA’s public-service mission by actively participating in community outreach and providing lectures for Los Angeles-area high school students. He has also taught a preparatory class for incoming freshmen, and has served as an informal TA for his advisor, Professor Kendall Houk.

Professor Houk lauds Dean’s exceptional record and states, “I have never seen a graduate student who operates on such a high intellectual level in research, and yet is willing - indeed eager - to teach, to mentor, to enrich the lives of students at every level.”
2000-2001 Graduate Student Conferences

Following is a listing of graduate student conferences that have been planned—and in some cases conceived—by graduate students. Although we receive notice of such conferences taking place in other venues, the list here is restricted to those graduate student-run conferences that are held on the UCLA campus.

What: Comparativists’ Day
When: January 26, 2001
Where: 1648 Hershey Hall
Why: The UCLA Center for Comparative Social Analysis invites graduate students in Geography, History, Anthropology, Political Science, and Sociology to participate in this event where comparative works in progress may be discussed with other students and faculty. Provides an opportunity to dialogue with other junior scholars with similar interests, and experienced senior scholars.

Format: One-day session, papers will be arranged into panels by topic. Participants have 20 minutes to present, followed by comments from discussants, then question sessions.

Speakers: Scheduled to date are from University of Wisconsin, UCLA, UC Riverside, UC San Diego, USC, and UC Irvine.

Contact: David Cook, dcook@ucla.edu, Department of Sociology
Rebecca Jean Emigh, emigh@bigstar.sscnet.ucla.edu, Conference Faculty Advisor, Department of Sociology

What: Thinking Gender: The Eleventh Annual Graduate Student Research Conference, presented by UCLA Center for the Study of Women
When: March 2, 2001
Where: UCLA Faculty Center

Contact: Dawn Waring,
dwaring@women.ucla.edu, or Center for the Study of Women, 288 Kinsey Hall, 150405, or email at women@women.ucla.edu

What: First Annual UCLA Medieval and Early Modern Interdisciplinary Forum
Theme: Encounters
When: April 21, 2001
Why: To bridge the gap between disparate disciplines, geographic regions, and time periods. Encounters can include religious, cultural, textual, or chronological.

Where: 314 Royce Hall
Format: One-day conference with four 1.5 hour panels, each introduced by a UCLA faculty member and have two participants speaking for thirty minutes followed by questions.

Speakers: Those are now scheduled from UC Riverside, Berkeley, and UCLA departments of Classics, English, French, and History.

Contact: Dorothy Kim (English), dorothykim@humnet.ucla.edu
Edna Yahil (History), eyahil@ucla.edu, Center for Medieval and Renaissance Studies
302 Royce Hall, Box 951485, Los Angeles, CA 90095-1485

What: Sixth Annual UCLA Graduate Student Conference on Late Antiquity
When: Saturday, May 12, 2001
Why: To bring together undergraduate, graduate, faculty, or independent scholars from many disciplines with an interest in Late Antiquity, to study the transformation of the classical world into Byzantium, the Latin Medieval West, and the Islamic Near East. Covers political, religious, cultural and socio-economic change.

Where: 306 Royce
Format: One-day conference, eight speakers.
Contact: Scott McDonough,
jml1@ucla.edu
Margaret Trenchard-Smith,
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Center for Medieval and Renaissance Studies

Did you know?

Following is a breakdown of this Fall’s entering graduate students by disciplinary field. Information was compiled from the UCLA Registrar’s Office as of 9-11-00 and therefore may have undergone some change to date.

<table>
<thead>
<tr>
<th>Disciplinary Field</th>
<th>Students</th>
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<tr>
<td>Access Program</td>
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<td>Aerospace Engineering</td>
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<td>American Indian Studies</td>
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<td>Anatomy and Cell Biology</td>
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<td>Film and Television</td>
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Doctoral Commencement Hooding Ceremony

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Dr. LaPidus advised...
On the evening of June 21, 605 doctoral degree recipients were honored at the Doctoral Commencement Hooding Ceremony in Royce Hall. Each year UCLA’s new doctorates are welcomed into the academy at this ceremony.

Graduates, faculty and members of the official party came together to enjoy light refreshments on the terrace off the West Lobby of Royce, while families and friends took seats in the auditorium. A majestic trumpet fanfare by the UCLA Wind Ensemble Brass signaled the beginning of the formal procession of faculty and graduates. Claudia Mitchell-Kernan, Vice Chancellor Graduate Studies and Dean of the Graduate Division, gave the call to order and introduced Dr. Jules LaPidus, President of the Council of Graduate Schools, who was presented the UCLA Medal by Chancellor Albert Carnesale. Dr. LaPidus also delivered the keynote address.

In the opening remarks of his address, Dr. LaPidus noted the special relationship between UCLA and the Council of Graduate Schools, a national association dedicated to the advancement of graduate education. Dr. Gustave Arlt, former Dean of the UCLA Graduate Division, was instrumental in the founding of CGS and became its first president in December, 1961.

Explaining his theme, “The Corner of Your Eye,” Dr. LaPidus spoke of an essay with the same title by Lewis Thomas, a distinguished American scientist and writer. Thomas “commented on the fact that there are some things, for example, faint stars, that humans can’t see by looking directly at them. The only way to see them is to look at them out of the corner of your eye.” Dr. LaPidus took the essay’s purpose, “to develop a metaphor for the way the human mind sometimes works,” and extended this to the way the new graduates might think about their doctoral education. Rather than continuing to focus directly and intently on their doctoral programs, Dr. LaPidus urged the graduates to approach them “out of the corner of your eye.”

Dr. LaPidus noted that current graduates will find that they are among the first generation of graduates who have had full access to information through the Internet and World Wide Web. An implication of the Age of Information is the notion that the role of universities will evolve in the future from an “accumulator and disseminator of information” to an “integrator and credible validator of information.”

Doctoral graduates will reach a point “when you begin to think of yourself, not in terms of how much information you have at any moment, but in terms of what you know all the time – what gives you a professional identity – as a chemist or a historian or an anthropolo-