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Back Cover 1998 Doctoral Hooding Ceremony
Dear Graduate Student,

For each of us in the University community, fall marks a time of regeneration. To the new graduate students, whose fresh perspectives and very arrival deepen my own sense of renewal this time of year, welcome. And to the entire graduate student community, please accept my sincere wishes for a stimulating and fruitful academic year.

In this fall issue of the Graduate Quarterly, as in each issue, we celebrate the accomplishments and interests of our diverse group of master’s and doctoral students at UCLA. From the passionate commitment to undergraduate learning which our Distinguished Teaching Assistants share, to the productivity and creativity evidenced in these pages by the publications, conference presentations, and awards of your colleagues, UCLA graduate research and teaching enrich the life and work of the campus incalculably.

I now seek your help in making an equally important contribution – giving back to our community, and in the process, maintaining the excellence and rich diversity of the graduate student experience at UCLA. The Graduate Division’s Building Bridges Program links graduate student speakers up to local elementary and secondary school audiences, giving young people exposure to role models pursuing advanced education and nurturing in these young students the belief that they, too, can pursue a graduate education at a school like UCLA. I firmly believe that graduate students themselves make some of the best advocates for graduate education and for UCLA’s programs, and I invite you to share that same delight that inspires your research and teaching with the children of our community through the Building Bridges Program. Indeed, this can be your role in assuring the process of renewal inherent in the promise of this institution.

For more information about the Building Bridges Program or to volunteer, please contact Toni Crowe at (310) 825-3521, 1252 Murphy Hall, or email: tcrowe@gdnet.ucla.edu.

Best wishes for a productive fall – and a warm winter.

Sincerely,

Claudia Mitchell-Kernan
Vice Chancellor Academic Affairs
Dean, Graduate Division

“In looking back on our [faculty-student] relationships, we recognized that it was often one of our students—and not one of us—who made the first move with respect to initiating a collaboration. And it was often one of our students who was first to recognize that the relationship was overdue for a change of some sort. On more than one occasion, it was a particular student’s ability to perceive an opportunity for transition that prompted change in the relationship. And it was the student’s skill in managing that transition with interpersonal grace, without unduly upsetting our delicate (in)sensitivities, that contributed to a successful resolution.”

Five graduate students received the prestigious Distinguished Teaching Assistant Award for 1998. They were honored at the annual “Andrea L. Rich Night to Honor Teaching” recognition dinner on June 16 along with five distinguished UCLA professors and three lecturers.

At the ceremony held in the James West Alumni Center, Claudia Mitchell-Kernan, Vice Chancellor of Academic Affairs 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 1998-99 academic year. The fellowship provides full fees, a $12,500 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.

The five graduate students, Shana Bass, Matthew Carlton, Zoran Galić, Emily Daniell Magruder, and Earl Williams, were nominated for the award by their departments and selected by the Academic Senate Committee on Teaching. The committee is comprised 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.

Shana Bass, Political Science
Shana has a powerful reputation as an incandescent classroom presence, a reputation supported by undergraduate students she has taught, graduate student TAs she has worked with while serving as TA Consultant, and faculty members in whose courses she has served. She has impressed her supervising professors not only with her master of the course material and meticulous preparation, but with her uncanny ability to involve all her students in meaningful, focused discussions without diluting the complexity of the subject. “Shana Bass is a very rare and special person. Her teaching has touched the lives of her students to a degree that has substantially elevated the quality of their undergraduate experience at this university.”

Matthew Carlton, Mathematics
Matthew has excelled in teaching in an unusually broad spectrum of courses and in different instructional settings. From incoming math-hating freshmen who need remedial help to the upper division math major facing abstract linear algebra, Matthew has taught at both ends of the spectrum superbly. “From the gamut of remedial math, to statistics, to graduate level courses, Matthew’s performance has never wavered from exceptional. Through each level of mathematics, he has consistently and uniformly been praised for his dedication, commitment, interest, patience, clarity and exceptional communication skills.”

Left to right: Shana Bass, Earl Williams, Vice Chancellor and Dean Claudia Mitchell-Kernan, Chancellor Albert Carnesale, Zoran Galić, Emily Daniell Magruder, and Matthew Carlton.
**Distinguished TAs**  
*(continued from page 3)*

**Zoran Galić, Molecular Biology**

In a field where research sometimes overshadows teaching as a priority, Zoran has proven that teaching can enhance one's research efforts. His strategy of building self-confidence in students of diverse backgrounds was shaped by his own educational experience. As an exchange student from Sarajevo, he became stranded in California when civil war broke out in Yugoslavia. With no previous background in molecular and cell biology, he learned the subject from ground up, while overcoming language and cultural differences. “Zoran is dedicated to giving each student not only individual but customized attention. Each student gets his or her own office time with him before each exam.”

**Emily Daniell Magruder, English**

Innovation, flexibility and a passionate commitment to her students are what make Emily an extraordinary teacher. Constantly striving to improve her teaching, she has not only employed the use of new technologies, but has refined already established technologies. From virtual office hours and internet links on the web to tape recordings of poets and props for student productions, Emily has provided a rich and challenging learning environment for her students. “Ms. Magruder is one of the most dynamic, inspiring, and provocative lecturers I have ever encountered. She is passionate about everything she does, whether lecturing or reading literary passages to the class.”

**Earl Williams, Psychology**

Earl has proven himself to be an extremely versatile teacher, serving as a TA for thirteen quarters in a broad range of courses ranging from small sections to large lecture courses of over 300 students. Outside the classroom his innovations include designing web pages for Psychology department undergraduate courses and helping to create a graduate training program in Cognitive Developmental Science. “Earl is impassioned about the teaching of psychology and about being the best possible resource for students, not only for the most excellent students but for those having difficulties as well.”

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**Faculty Consultants Available to Assist With Extramural Fellowship Proposals**

The Graduate Division provides a service that assists students in preparing extramural fellowship proposals. The service is available to UCLA graduate students, UCLA senior undergraduate students who intend to apply to graduate school, and UCLA postdoctoral scholars.

The program is designed to provide experienced professional assistance to encourage the submission and facilitate the success of individual proposals for graduate and postdoctoral fellowships offered by a variety of agencies including the following: National Science Foundation, Mellon Foundation, Ford Foundation, National Institutes of Health, Social Sciences Research Council, and Fulbright Fellowship Programs. The awards provided by these agencies are merit-based, competitive, and often devised for multi-year study programs. Receiving such an award sometimes also qualifies the fellow for supplementary benefits derived from intramural funds. Successful endeavors are prestigious and widely recognized as indicators of scholarly potential and accomplishment.

The faculty consultants and their general areas of expertise are Professor Arnold Band (humanities, arts and social sciences) and Professor Charles Olmstead (physical, life and social sciences).

The program consultants assist each student in planning and preparing the proposal. Their services are designed to supplement, not replace, the necessary guidance of a faculty mentor. They provide critical feedback for the refinement of proposals, suggestions for access to all available scholarly resources relevant to the preparation of proposals, and electronic templates to complete the computer-assisted production of the proposal document.

*All graduate students at UCLA are encouraged to utilize this valuable service at their earliest possible opportunity.*

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**DR. ARNOLD BAND** earned his BA in Classics and the PhD in Comparative Literature at Harvard University. He has also studied at the Hebrew University, in Jerusalem, and at the University of Paris. His research focuses on the relationship between texts and historical contexts in Jewish Literature of all periods, and specifically in modern Hebrew literature.

Dr. Band founded the UCLA Comparative Literature Program in 1969 and was awarded the Distinguished Teaching Award in 1981. He has received both a National Endowment of Humanities Fellowship and a Guggenheim Fellowship. He was the founding director of UCLA’s Jewish Studies Center from 1994 to 1996.

To make appointments with Professor Band please call (310) 825-4355 or email him at band@ucla.edu.

**DR. CHUCK OLMSTEAD** earned the PhD in Physiological Psychology from the University of Virginia in 1973. Following postdoctoral and staff research appointments at the UCLA Neuropsychiatric Institute, he served as a member of the faculty of the Department of Psychiatry and Biobehavioral Sciences in the UCLA School of Medicine and as a member of the UCLA Mental Retardation Research Center from 1981-1989. He currently holds an appointment as a visiting professor in the Division of Neurosurgery, where his research focuses on perinatal hydrocephalus and childhood epilepsy.

Dr. Olmstead has extensive experience in the training of undergraduate, dental and medical students. His research interests are in the behavioral, physiological and anatomical sequelae of developmental brain damage.

To make appointments with Professor Olmstead please call (310) 825-5094 or email him at brainone@ucla.edu.
Dana A. Haley
*Molecular and Medical Pharmacology*

Dana Haley was a first-semester graduate student at UCLA when Dr. Wayne Hubbell of the Jules Stein Eye Institute introduced her to Dr. Joseph Horwitz and the protein alpha-B-crystallin. Dr. Horwitz researches the structure of the protein, which was first found in the lens of the eye, and Dana provided assistance.

When she left Jules Stein for the other rotations of her first year in the UCLA ACCESS program, Dana continued to study the same protein. In Dr. Phoebe Stewart’s biological imaging lab, and later in Dr. Todd Yeates’s X-ray crystallography lab, she learned how to examine the structure of the protein using state of the art technology.

Since then, she’s continued to study alpha-B-crystallin with remarkable success in both Dr. Stewart and Dr. Horwitz’s labs. An article about her discoveries was recently on the cover of the *Journal of Molecular Biology*. “Proteins are usually rigid and regular, like the framework of a building,” Dana says, summarizing her findings. “In contrast, Alpha-B-crystallin changes size and shape to suit different needs.”

Using cryo-electron microscopy, Dana freezes a sample of alpha-B-crystallin for examination. With this technique, there’s no need to use stains or fixatives, “which may distort, flatten, or dehydrate your sample,” Dana says. “We look at the protein in its native biological state.” Then she studies it in three-dimensions, thanks to computer image processing.

Her ongoing PhD work involves relating the protein’s structure to its functions. Alpha-B-crystallin functions as a small heat-shock protein and molecular chaperone. Besides being found in the lens of the eye, the protein appears elsewhere in the body, such as the brain, heart, skin, and kidney, interacting with other proteins. In addition, the protein may be implicated in neurological ailments such as Alzheimer’s disease, Cretzfeldt-Jacob disease, and multiple sclerosis.

Although she continues to work at the Jules Stein Institute as well, Dana is formally part of the Department of Molecular and Medical Pharmacology. “Dana is both highly motivated and focused on doing research,” says her adviser, Dr. Stewart. “When she came to us, she had a clear idea of what she wanted to work on, and two years later, she has a firm time line for completing her graduate studies.”

Dana is one of four students who have come to Dr. Stewart’s lab through the ACCESS Program in Molecular, Cellular and Integrated Life Sciences. The ACCESS Program allows first-year graduate students to explore UCLA’s resources before committing to a particular department. Like Dana, ACCESS students often cross institutional and academic boundaries in pursuing their work.

The program provides “hundreds of professors to choose from, doing all different types of research,” Dana said. “No other program I learned about offered those opportunities.” It was a match made in heaven for Dana, who had arranged her academic career to give herself plenty of time to settle on a field of interest.

When she graduated from high school in Danville, California, in 1988, “I loved all of the courses I took,” Dana says. “I didn’t have a clear direction.” She chose to begin at a junior college, Diablo Valley College, where she was introduced to science and discovered that she had interest in nutrition, microbiology, and chemistry. After finishing with honors in 1991, she transferred to California State University, Long Beach, as a biochemistry major.

Paying her way with scholarships from the Howard Hughes Medical Institute and the American Heart Association, Dana was also a campus leader, president of her college’s Student Council for two years. Thanks to this experience, she lost her natural shyness by the time she graduated cum laude in 1995.

She also discovered that she loved teaching. At Cal State Long Beach she was a supplemental instructions teacher in chemistry, organic chemistry, and biological chemistry. This academic year, she is a graduate teaching assistant for Pharmacology 110A/B in the Molecular and Medical Pharmacology Department.

And although her achievements at UCLA would open the doors of many research institutions to her, Dana says she’ll be taking her PhD back to a state college or biotech company in the San Francisco Bay area.

“I either want to teach underrepresented students and get them interested in new technologies or work in industry,” she says. Acknowledging that quality research laboratories are not usually within the budget of a typical state college, Dana insists that she’ll write grants for funding and teach. “It will be a hard start,” she said, “but it is a great feeling to see students understand the concepts of science and new technology, and I hope to inspire them.”

Thierry Happi
*Ngoufan
Urban Planning*

Thierry Ngoufan expects to find himself locked up some day in a dark room where the next chief of his people will be revealed. Once all of the candidates are inside, the new king will be arrested and forced to walk back through the Cameroon village to the palace where he and his family will reside until his death.

Then, Thierry says, “the others in the room will celebrate — because nobody wants to be king.” In some places, being leader (that’s what Happi means) of 3,500 people might look appealing.
Thierry Ngoufan (continued from page 5)

But in the African village of Bana, a western province of Cameroon, no one wants the isolation that comes with this particular leadership, Thierry says.

In fact, as the new king crosses the village to his new home, the residents ceremonially beat and berate him, enjoying their last opportunity to touch or tease this man. The walk marks the metaphorical passage “between the common person he was and the king he will be when he crosses the gate into the palace.”

Being king of Bana is not a job Thierry thinks he would enjoy: “I feel more comfortable on the field working with people, being with people, having people around me,” he says. “As a king, it’s very difficult to just walk out of the palace and talk to people.”

But, as the grandson of one chief and the nephew of another, he’s eligible for the job. And if he is reluctant, Thierry will certainly be ready for leadership after he completes his PhD studies at UCLA.

As he begins his second year in the Department of Urban Planning, Thierry is pursuing three areas of study, all of them relevant to Africa. In the field of development, he’s comparing the nations of sub-Saharan Africa with those in Southeast Asia. Both regions became the beneficiaries of international advice and financial investment in the years following their independence in the 1960s. “Today, there’s no way we can compare the two regions,” Thierry says. “We see how Southeast Asian countries grew, while so far, African countries are stagnating.” Thierry would like to know why—and also if the recent faltering of the Southeast Asian boom offers any lessons to Africa.

Second on his agenda is trade. During the same period, “African countries were encouraged to develop an export plan,” Thierry says, but all of the exports were headed off the continent to the United States and Europe. African countries “were not told to develop products for export to neighbors, building trade among themselves.” Thierry plans to see how that situation can be remedied.

And finally, there’s the environment, specifically how environmental protection and management can be built into trade policy. Although Thierry is not yet settled on a dissertation topic, the idea that is his current favorite has to do with the development of timber in Cameroon, which has one of the world’s great tropical rainforests, and the role timber plays in his homeland’s trade policy.

He is currently a member of the 1998-99 Graduate Students Association cabinet and serves as director of the Environmental Coalition.

Thierry’s interest in the environment began in Togo, where he received a master’s degree in environmental law at the University of Benin. Over the years it took to first acquire a bachelor’s degree in law, Thierry had noticed the growing problem of trash on the streets of Lome. His master’s thesis offered several proposals for dealing with the problem, some as simple as placing more trash bins where people would pass. When he returned for a visit last year, Thierry found that some proposals had been implemented—and were helping.

During his studies at the University of Benin, Thierry also volunteered to serve as interpreter for a group of students from the University of California who were traveling on an exchange program in Togo.

He became friends with three students from UCLA, and their encouragement helped bring him here in the fall of 1996. After obtaining a master’s degree in African Area studies/political science in summer 1997, he turned his attention to urban planning.

Thierry spent this past summer as an intern at the U.N.’s International Trade Center in Geneva, Switzerland. There he revised and updated information fact sheets using data on Germany and the Netherlands’ legislation on export packaging and waste packaging and their implications on trade between the developing world and the European community. Working for the United Nations to help developing countries is one direction Thierry’s career might take. “I do not belong in the First World,” he says. “I belong in the Third World.”

Which, of course, includes Cameroon. In a letter supporting Thierry’s successful application for a Research Mentorship Program fellowship, Thierry’s faculty adviser Michael Storper says Thierry “wants to become a skilled researcher and use those research skills to further the development process in his country. . . [His] record and current activities suggest that UCLA’s investment in him will be well rewarded.”

The current political environment doesn’t favor Thierry’s return to Cameroon: “Once you go abroad to study, you become automatically a political opponent—you become a danger,” he says.

But time changes everything, even dictatorial administrations. Clearly, Cameroon is where Thierry longs to be. “I’m not really comfortable living here,” he admits. This fall, he plans to create an association of African-born students, a group that will provide its members with social support and UCLA with a valuable resource on Africa for non-native students and faculty traveling abroad.

But that’s just a way of getting along until his real goal can be achieved: “I look forward to going back home,” Thierry says. “My plan was always to come here and learn, then take my knowledge home and use it to help my people.”

Ava Rose
Social Welfare

Ava Rose has two passions. One of them, helping women and children who are victims of violence and abuse, is the mission that brought her to UCLA. The other, supporting university students with disabilities, grew out of her own experience of coping with a newly diagnosed disability while pursuing her graduate studies.

It took Ava a few years to recognize that she had more than an academic interest in the psychological traumas experienced by women. As an undergraduate in Women’s Studies at Barnard College in New York, and later as a graduate student in Cinema Continued on next page
Ava Rose (continued from page 6)

Studies at New York University, Ava always focused her work on psychoanalytic theory. Only her medium changed: her senior thesis at Barnard was about Virginia Woolf’s To the Lighthouse; at NYU, she was looking at the films of Jane Campion and others that embody traumatic experience in film.

By the time she was finished with all her work but the dissertation, she was also married and the mother of a son. Her husband, Jim Friedman, decided to pursue his cinema studies degree at UCLA, and the family moved west.

As Ava worked on her dissertation long distance, she found herself more and more absorbed in “contemporary thinking about women’s experience, and the experience of trauma in particular,” she recalls. “All I wanted to do was read about psychology, and I really wasn’t interested in film anymore.”

Abandoning her work on the cinema studies dissertation, she took a job as an intake counselor for an inpatient program treating women with a history of eating disorders, sexual trauma, or depression. She was promoted to intake director and then program director, as it became “more and more obvious that I really loved this.”

Finally, she decided to get a clinical degree “so I could go out and practice. I wanted to do therapy with clients.” UCLA was a logical choice. Not only was her husband a student here, but Ava herself had literally been born on campus, at the UCLA Medical Center. Both of her parents were UCLA graduates, and other relatives had attended.

The Master’s in Social Work degree is given at the end of an intensive two-year program combining classroom studies and field internships. In her first year, Ava was in class Tuesday and Thursday. Monday and Wednesday she spent at the Neighborhood Youth Association, a grassroots organization in Venice and Mar Vista.

She counseled disadvantaged minority children and their families, and facilitated a support group for senior girls at Venice High School, helping them deal with the violence they both experienced and witnessed. “I discovered the magic of working with kids,” Ava says. “They’re not rigidly set into who they’re going to be. A little bit of empathy and patience and listening really go a long way.”

The second year in the social welfare program was to be even more strenuous than the first: two days of class and three days of internship. But the symptoms of rheumatoid arthritis, which she had been struggling with during her first year, were getting worse. Rheumatoid arthritis is an immune disorder that causes fatigue and swelling in the joints, particularly the hands. It can be crippling.

Diagnosed in June 1996, she started graduate school that September. “I was not prepared to be a person who had a disability,” she says. “I didn’t know what my rights were. I didn’t know I had any entitlements at all.” But before long, she had a new friend, Una Hayes-Shepard, another social work student with disabilities. “She reached out to me and educated me,” Ava says. “I’ve sort of made it a mission to reach out and educate other people.”

Together, Ava and Una formed a Disabilities Caucus that now extends beyond the Department of Social Welfare and the School of Public Policy and Social Research. With the support of the department’s administration, they modified the program’s admission requirements to be friendlier to students with disabilities. For example, the revised material says students must have access to transportation, rather than that they must have a car. Driving had been impossible for Ava since January 1997. The language, “reasonable accommodations will be made for students with disabilities,” was added in a number of places to bring the admissions catalog into compliance with the Americans With Disabilities Act.

Social Welfare’s Department Chair Jim Lubben, says, “she’s been a real leader in helping others to be more sensitive to this population and to attend to their needs.” Her achievements and leadership on the campuswide Chancellor’s Advisory Committee on Disabilities “have been very helpful to all of UCLA.”

With Dr. Lubben’s approval, Ava was able to divide her second year of studies into two years. Last year, she completed her class work. This fall, she began her final internship, at St. John’s Hospital’s Child and Family Development Center in Santa Monica. She will spend half her time counseling children and their families in the outpatient program, and the rest doing individual and group work in the child abuse program. Ava is particularly excited about doing group work. Child abuse is “such an isolating and shame-producing experience,” Ava says. “The chance to connect with other kids who’ve gone through something similar is very healing, very empowering.”

And by different routes, she and her husband Jim may end up graduating from UCLA at the same time. Jim is ABD (all but dissertation) in the Film School, writing his dissertation while working as manager of the Film and Television Archive’s Research and Study Center.

Although no thesis is required for an MSW, Ava and her friend Una are conducting a study to measure how well-prepared social work students are to assist people with disabilities. Given that the 50 million Americans with disabilities are disproportionately represented among social work clients, Ava believes this is an important area to explore.

She’ll be doing the writing with voice recognition software, she says: “I don’t use my hands unless I have to. I try to save them for petting my kitty and tending my flowers.”

The Disabilities Caucus

The mission of the Disabilities Caucus is to provide a forum for addressing issues pertaining to disabilities curriculum; students with disabilities; and access issues on the University of California, Los Angeles (UCLA) campus. Their objectives include advocacy; education; resource management and referral; support; curriculum development; American with Disabilities Act compliance; and representation of students with disabilities to faculty, administration, Office of Students with Disabilities, and the UCLA student government bodies.

Interested persons can contact the Caucus by email (ava@ucla.edu or mlondon@ucla.edu) or phone (310-827-8273).

Profiles by Jacqueline Tasch

Photo of Dana Haley by David Tomita, photos of Thierry Ngoufan and Ava Rose by Susan Young.
AWARD RECIPIENTS

Congratulations to 1998-99 Graduate Fellowship Recipients

EXTRAMURAL FELLOWSHIPS

ACLS CSCC China Programs Fellowship
Bennett, Gwen P. Archaeology
Lean, Eugenia History

Fulbright Grant (IIE) (with country of research)
Blutinger, Jeffrey History, Israel
Cosentino, Delia Art History, Mexico
Court, Russell History, Italy
Drill, Sabrina Management, Malawi
Eldevik, John History, Austria
Fessler, Steven Political Science
Freda, James History, Korea
Garbarini, Alexandra History, Israel
Lean, Eugenia History Japan/Taiwan
Mendez, Carolyn Public Health, Mexico
Phillips, Kristin Italian Literature, Italy
Wilson, Juliana Dance Ethnology Indonesia

Fulbright - Hays Dissertation Abroad (with country of research)
Flint, Karen History, South Africa
Fourshey, Catherine History, Tanzania

German Academic Exchange Service (DAAD) for research in Germany
Coy, Jason History
Dees, Robert History

Institute on Global Conflict and Cooperation (IGCC)
Washington D.C. Summer Internship
Stevenson, Judith Anthropology
Dissertation Fellowship
Meyer, Megan B. Social Welfare
Orrenius, Pia M. Economics

Jacob K. Javits Fellowship
Cizmic, Maria Musicology
Marshall, Jennifer Art History

National Science Foundation Fellowship
Buell, Leston Linguistics
Crespin, Pamela Anthropology
Eldridge, Laura Psychology
Li, Connie H. Chemical Engineering
Lowery, Brian Psychology
Martinez, Ana P. Sociology
Palmer, Evan Psychology
Richland, Justin Anthropology
Walter, Derek Chemistry

ACLS CSCC China Programs Fellowship
Bennett, Gwen P. Archaeology
Lean, Eugenia History

Fulbright Grant (IIE) (with country of research)
Blutinger, Jeffrey History, Israel
Cosentino, Delia Art History, Mexico
Court, Russell History, Italy
Drill, Sabrina Management, Malawi
Eldevik, John History, Austria
Fessler, Steven Political Science
Freda, James History, Korea
Garbarini, Alexandra History, Israel
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Phillips, Kristin Italian Literature, Italy
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Eldridge, Laura Psychology
Li, Connie H. Chemical Engineering
Lowery, Brian Psychology
Martinez, Ana P. Sociology
Palmer, Evan Psychology
Richland, Justin Anthropology
Walter, Derek Chemistry

UCLA FELLOWSHIPS

Chancellorial Fellows Dissertation Fellowship
Brantley, Jessica C. English
Campbell, Sandra S. Islamic Studies
Yoo, Esther M. Micro & Mol Genetics

Chancellor’s Fellowship
Arlen, Philip A. UCLA ACCESS Pgm
Bandol, Justina C. Slavic Lang & Lit
Bareclo, Lisa L. History
Benes, Carrie E. Applied Ling & TESL
Bolden, Galina B. Civil Engineering
Brekke, Levi D. Germanic Languages
Calatado, Claudia K. Electrical Engineering
Chang, Daniel H. Molec & Med Pharmacol
Chang, Joan-Jung Theater
Costola, Sergio Nursing
Cui, Jinrui Classics
El Farra, Nael H. Comparative Literature
Fitzgerald, Leah Z. East Asian Lang
Gaslin, Owen E. Neuroscience
Halim, Hala Y. Germanic Languages
Hurst, Cecily M Indo-European Studies
Karmarkar, Uma R. Musicology
Kramer, Nathaniel T. Social Welfare
La Roche, Pablo M. UCLA ACCESS Pgm
Marini, Francesca Anthropology
Maxwell, Emily L. Architecture & UD
Michanowski, Allison Library & Info Sci
Nonaka, Angela M. Social Welfare
Oeperstein, Natalie UCLA ACCESS Pgm
Park, Alyssa J. Anthropology
Protas, Hillary D. Indo-European Studies
Quinones, Judith Music
Robson, Sarah R. Ethnomusicology
Schellenberg, Christine Material Sci & Engr
Song, Shige French
Stone, Bryant J. Sociology
Sun, Cecilia J. Archaeology
Szaloky, Melinda Musicology

Fietta Wilkin Clendenin
SchAAF, Anne-Marie T. Library & Info Sci
Thompson, Christine Nursing

Eugene Cota Robles Award
Adeboye, Tolani A. Economics
Agilapay, Raymund M. Mathematics
Alviso, Jesus R. Ethnomusicology
Archer, Margaret A. Organismic Biology
Arshad, Arif A. Political Science
Baker, James E. Chemical Engineering
Barber, Annice I. Applied Ling & TESL
Bardin, Gay H. Italian
Bartel, Kate P. Musicology
Bowers, Josette C. Social Welfare
Brolock, Anita R. Nursing
Brooks, Murrell L. Political Science
Brown, Jeffrey R. Urban Planning
Calder, Sean M. UCLA ACCESS Pgm
Cox, Jenna L. Neuroscience
Donaahue, Darnell Political Science
Duncan, Suzette A. East Asian Lang
Farhamzad, Azadeh Film & Television
Figueruela, Suriyan Italian
Fountain, Catherine A. Spanish & Portuguese Musicology
Garrett, Charles H. Education
Gomez, Gigi G. UCLA ACCESS Pgm
Gorre, Mercedes E. Geography
Gwynn, David W. Economics
Hanz, Gabriel Chemistry & Biochem
Hernandez, Raquel Near Eastern Lang
Hoelle, Jessica R. Mech & Aero Eng
Huang, Po-Hao A. Organismic Biology
Kamegai, Stephanie M. Mol & Med Pharmacol
Kesner, Amanda L. Comparative Lit
Kim, Michell H. Comparative Lit
Kim, Jeanhee East Asian Lang
Kwon, Nayoung A. Musicology
Leidal, Erik C. Applied Ling & TESL
Losa, Lorena M. Physics & Astronomy
Lo, Amy S. Comparative Literature
Long, Lashonda N. English
Lopez, John-David Physics & Astronomy
Markowitz, Alex G. Film & Television
Martinez, Ernesto S. Biotistics
Masso, Majid History
Mok, Seungkyun J. Physics & Astronomy
Molayem, Nazila Applied Ling & TESL
Morita, Emi Psychology
Nadeem, Erum Social Welfare
Naito, Edna T. Anthropology
Navarrete, Carlos D. Geography
Neff, John D. UCLA ACCESS Pgm
Ohira, Riki H. Electrical Engineering
Park, Sung Il UCLA ACCESS Pgm
Rickbaugh, Tammy Organismic Biology
Riffell, Jeffrey A. Philosophy
Rocha, Oliver J. Civil Engineering
Rojo, Michael A. Slavic Lang & Lit
Ruelas, Ramesh Anthropology
Sachs, Gwendolyn Y. Physics & Astronomy
Spear, James East Asian Lang & Lit
Stepovich, Romi L. Nursing

Stepovich, Romi L. Film & Television
Tabancay, Angel P., Jr.  UCLA ACCESS Pgm  Chemical Engineering  English  History  Classics  Psychology  Romance Ling & Lit  UCLA ACCESS Pgm  Slavic Lang & Lit  Art History  Classics  Theater


Fishbaugh/Pollak/UCLA Affiliates

Goto, Joy J.  Chemistry & Biochem  Geography

Distinguished Teacher Dissertation Fellowship

Carton, Matthew A.  Mathematics  Mol, Cell & Dev Biol  English  Psychology

Research Grant

Kasper & Sironov Hovansian
Osborn, Laura M.  Ethnomusicology  Payaslian, Simon

Herrera, Irma M.  Social Welfare  Asian American St  Mathematics  Architecture & UID  Nursing  American Indian St  American Indian St  African American St  African American St  African American St  African American St  African American St  African American St  African American St  African American St  African American St  African American St  American Indian St  Civil Engineering  East Asian Languages  Library & Info Sci  African American St  Urban Planning  Latin American St  Physiological Science  Education  Latin American St  Social Welfare  Applied Ling & TESL  Computer Science  Applied Ling & TESL

Continued on next page
## Award Recipients

*Continued from page 9*

### Institute of American Cultures

#### Research Grant (cont.)

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### Dr. Ursula Mandel Scholarship

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### National Resource Fellowship (Title VI)

#### African Area Studies Center

**Summer 1998**

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**Academic Year 1998-99**

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#### Latin American Studies Center

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#### USC-UCLA Joint East Asian Studies Center

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### Son, Min Suh

- **Institutional Affiliation:** East Asian Lang
- **Program:** History

### Vanderven, Elizabeth

- **Institutional Affiliation:** History
- **Program:** History

### Yamanaka, Christina

- **Institutional Affiliation:** Political Science
- **Program:** History

### Academic Year 1998-99

#### Choi, Linda

- **Institutional Affiliation:** Archaeology
- **Program:** Anthropology

#### Denneh, Kristine

- **Institutional Affiliation:** East Asian Lang
- **Program:** East Asian Lang

#### Flad, Rowan

- **Institutional Affiliation:** Sociology
- **Program:** History

#### Meacham, Sarah

- **Institutional Affiliation:** East Asian Lang
- **Program:** East Asian Lang

#### Miller, Andrew

- **Institutional Affiliation:** Sociology
- **Program:** History

#### Son, Min Suh

- **Institutional Affiliation:** Sociology
- **Program:** History

#### Song, Carol

- **Institutional Affiliation:** History
- **Program:** History

#### Yamanaka, Christina

- **Institutional Affiliation:** History
- **Program:** History

### Paulson Scholarship Fund

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### Phi Beta Kappa Alumni Award

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### R.A. Mentorship Program

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### Walter, Brian L.

- **Institutional Affiliation:** Mathematics

### Wood, Jeffrey J.

- **Institutional Affiliation:** Psychology

### Yoshinobu, Stan T.

- **Institutional Affiliation:** Mathematics

### Summer R.A. Mentorship Program

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### Philip & Adia Siff Scholarship

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### UCLA Faculty Women’s Club

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Flourish, Don’t Perish!
Demystifying the Academic Publishing Experience

In the academy, the pressure to publish has never been greater. Even graduate students are feeling it, as those who can claim articles in peer-reviewed journals dominate the competitive academic job market. The good news is that your odds of getting a skillful article published have never been better. The explosion in specialized journals and online journals, combined with a slow rate of increase in academic faculty, has decreased the number of submissions many journals receive. In the history of journal publishing, there has never been such high demand.

Unfortunately, many UCLA graduate students receive little training in writing for publication. In response to this gap, a course is now being taught through UCLA extension called “Publishing the Academic Article.” Next offered during Winter Quarter, students are introduced to the complex world of academic publishing and the tools they need to get their work accepted by academic journals. The goal of the class is to aid students in taking their papers from classroom quality to journal quality. To that end, students revise an already written academic paper and then actually submit it for publication.

The class covers many strategies for achieving success in the academic writing arena. One of the most important is identifying an appropriate journal for submission. Even well-written articles will go unpublished if submitted to journals that have recently published similar articles on the same topic, have large backlogs of other articles, or have a theoretical emphasis the article lacks. Sending articles blindly to the major journals in your field is not a good strategy for those starting out in their academic careers. Since you can’t send your article to more than one journal at a time and since review processes can take a year, picking the wrong journal will significantly delay publication, perhaps even past the article’s topical relevance.

Students will do better, unless urged by an editor or advisor, to focus on journals that don’t have such high rejection rates. Newer journals are often actively searching for submissions and more willing to work with junior scholars in shaping their work. Since so many students at UCLA are doing interdisciplinary work, they can also take advantage of the wonderful interdisciplinary journals that have sprung up. By the way, it is perfectly acceptable to send out work that you know is imperfect. In the early stages of a publishing career, it can be a good thing to submit work for publication for the sheer experience of it. Perfectionism is not the mark of published writers.

To find these newer journals, review such disciplinary handbooks or databases as Historical Journals: A Handbook for Writers and Reviewers or the comprehensive Ulrich’s International Periodicals Directory, a database of over 210,000 regularly published journals that is available online through Young Research Library. After selecting half-a-dozen, check them out. Study the back issues to get a sense of their articles’ structure, emphasis, length, and content and ask yourself if your article will fit.

Then borrow a technique from the world of journalism; that is, the query letter. Select the two or three journals that you think would be most interested in your work and email the managing editor an abstract of your article. Ask if they would be interested in seeing the article, as well as how long their review period is, what their backlog is, and whether the journal has any guidelines. Almost all editors will invite you to submit your article; this is not the point of sending the letter. It is what else they say (or don’t say) that can make such an enormous difference to your article’s future. Especially if the editor writes to say that the journal is “in transition” (hint: don’t submit your work there).

If the editor is kind enough to give you a few pointers, you may be able to make small changes to your article that will dramatically increase your chances of acceptance.

Tips such as these can help you get published, as does, of course, writing articles with clear arguments, strong structures, and real relevance to your field’s debates. But there is no tip that can substitute for being active. So, if you have a good article, do some journal research and send it out!

If you are interested in attending “Publishing the Academic Article,” please email the instructor at wbelcher@ucla.edu or check it out online at http://www.unex.ucla.edu.

By Wendy Belcher

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TSE/SPEAK Exam Required for International Teaching Assistants

Students at UCLA expect a high degree of oral language proficiency in English from their non-native English speaking instructors. To ensure high levels of oral communicability, UCLA requires all international graduate students (including permanent residents) who are not native speakers of English to pass either the Test of Spoken English (TSE) which is offered at TOEFL Centers worldwide or the SPEAK Exam (the institutional version of the TSE) before they are allowed to serve as teaching assistants. US citizens are exempted from the examination requirement.

Test-takers can “pass” with a score of 50 or above, or “pass conditionally” with a score of 45 if they are enrolled in, or have previously passed, an English as a Second Language (ESL) Oral Skills course at UCLA, either ESL 32 or ESL 34. If international graduate students are to serve as teaching assistants during their first term at UCLA, it is very important that they either take the TSE before arrival, or arrive on campus early enough to take the SPEAK Exam before instruction begins. The exams are equivalent, and the scores from either exam are acceptable at UCLA.

The SPEAK Exam is given on campus four times per year and registration is required. Be sure to look for the schedule of upcoming SPEAK Exams along with more detailed information regarding registration at the OID website: http://www oid. ucla.edu/TATP/index.htm#TSE-SPEAK.

If you have any further questions about the TSE/SPEAK Exam requirement, please contact the SPEAK Exam Coordinator, Gaby Solomon, at 310-825-3106 or speakse@ucla.edu.
Graduate Student Accomplishments 1998

This feature appears in each edition of the Graduate Quarterly. For inclusion in future issues, UCLA graduate students who have recently completed their work at conferences, written books, published articles in professional journals, or received extramural awards should send complete references to: Susan Young, Graduate Division, 1252 Murphy Hall, syoung@gdnet.ucla.edu (e-mail is preferred).

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

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

ART HISTORY


APPLIED LINGUISTICS AND TESL


ARCHAEOLOGY


ANTHROPOLOGY


Pablo Davirdov: Received a NIH/UCLA Chemistry/Biology Interface Training Grant on 1998.


Accomplishments

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HISTORY


LIBRARY AND INFORMATION SCIENCE


NURSING


ORGANISMIC BIOLOGY, ECOSYSTEM AND EVOLUTION


MUSIC


NEUROSCIENCES


PHYSICS & ASTRONOMY


ACCOMPLISHMENTS
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PHYSIOLOGICAL SCIENCE


PHYSIOLOGY


POLITICAL SCIENCE


PSYCHOLOGY


SLAVIC LANGUAGES AND LITERATURES


SOCIAL WELFARE


SOCIOLOGY


SPANISH AND PORTUGUESE


STATISTICS

Ming-Yu Hu: (Co-authored) “Impact of Nonresponse in a Study of Public Sector Mental Health Services.” Presented at Joint Statistical Meetings, Dallas, TX, Aug. 9-13, 1998.

THEATER


Carnesale. He praised UCLA for “the rich diversity of its students and faculty” and stressed that the immense diversity of American society “is a strength not a weakness.” Dr. Apple encouraged the audience to continue to be concerned about the relationship between education and unequal economic and cultural power and to find ways to build and rebuild the institutions of this society to make them more equal. While Dr. Apple lamented changes in the law that impact UCLA’s attempt to address this concern, he accepted the medal on behalf of all at UCLA and throughout the world “who struggle every day to create an education that is worthy of its name.”

Chancellor Carnesale delivered a paper. Before presentation of the diplomas and hoods, Vice Chancellor Mitchell-Kernan spoke of the importance of rituals and ceremonies throughout history, and of the origins of the hazing ceremony in initiating faculty in medieval universities. She noted that the hood was originally utilitarian in purpose, as a protective covering from the elements, but later came to symbolize “a protection against bigotry, superstition, or any force that would interfere with the freedom to seek knowledge and wisdom freely.” Thus “doctors hoods remain a symbolic protection to pursue knowledge and truth without restriction or fear of reprisal.”

Each student was hoods and presented with a certificate during the ceremony. Following a final salute from Interim Executive Vice Chancellor Norm Abrams, graduates, faculty, and guests enjoyed a champagne reception in Schoenberg Quad. In addition to the graduates and their families and friends, the official party of Vice Chancellors and Deans, as well as UC Regents Ralph Ochoa and more than 100 faculty attended the ceremony and reception. . . . By Daniel J. Bennett

Graduate Quarterly, Fall 1998
Graduates Honored at Doctoral Commencement Hooding Ceremony

On Sunday, June 21, the 608 recipients of the doctoral degree were honored at the Doctoral Commencement Hooding Ceremony.

In the late afternoon, graduates, faculty and members of the official party came together to enjoy refreshments in the Law School Courtyard, while families and friends took seats in Perloff Quad. A trumpet fanfare by the UCLA Wind Ensemble Brass signaled the beginning of the procession of faculty and graduates. Claudia Mitchell-Kernan, Vice Chancellor for Academic Affairs and Dean of the Graduate Division, gave the call to order.

UCLA's new Chancellor, Dr. Albert Carnesale, delivered the keynote address. Chancellor Carnesale focused on the role of the university and doctoral education in promoting teaching, research and public service. He began by noting that graduate students serve as a bridge between undergraduates and faculty, “teaching the teachers, and learning from the students.”

The Chancellor emphasized the role of the doctoral student to “expand the frontiers of knowledge through basic research, and solve real-world problems through applied research.” Citing the titles of several dissertations of this year’s doctoral recipients — “Lifelong Learning Opportunities for Older Adults at California Community Colleges” (Education), “Manipulations of Sleep/Wake State Structure and Intensity During Development: Implications for Sudden Infant Death Syndrome” (Neuroscience), “The Theory of Financial Insurance with an Application to Earthquakes and Catastrophe Bonds” (Economics) — the Chancellor said the results of this research often have profound implications for the betterment of society. Chancellor Carnesale pointed to the increasing need for interdisciplinary research and teaching to meet society’s challenges, and hailed the establishment this year of a new Ph.D. program in Biomedical Engineering “which brings together engineers, physicians, dentists, and biological scientists to solve medical and bioengineering problems.”

The public service role of the university is less obvious to the public and Chancellor Carnesale explained that it is met through serving the community, solving society’s problems and preparing society’s leaders. He spoke of the wide-ranging service activities of the university, from instructional and research programs such as the Institute of the Environment, to the Community Service Commission and volunteer activities of students, alumni and friends of the University.

The Chancellor emphasized the importance of a student body of ethnic and cultural diversity, and noted that for the past three years, UCLA awarded more doctoral degrees to minority students than any other college or university. He assured the audience that despite changes in the law, the values of the institution and its leadership have not changed, and “underrepresented minority students are still very much wanted, needed, and welcome at UCLA.”

Chancellor Carnesale concluded his remarks with reference to a dissertation in Philosophy entitled “Happiness and Worthwhileness.” He wished each graduate “a life filled with happiness and worthwhileness.”

Dr. Michael W. Apple, John Bascom Professor of Curriculum and Instruction and Educational Policy Studies at the University of Wisconsin, Madison, received the UCLA Medal from Chancellor Carnesale.

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