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1999 Doctoral Commencement Hooding Ceremony
Dear Graduate Student,

The organization of knowledge is clearly a dynamic process that evolves and changes over time. These changes have important implications for education in general, and for graduate education in particular. Certainly many of the problems we face as a society—ranging across such issues as protection of the environment, the quality of interpersonal relations among diverse groups, international politics, the diagnosis and treatment of various diseases, understandings of art, literature and other products of our cultural heritage, and numerous other domains of human activity and concern—do not lend themselves readily to the methodologies, theories, and favored approaches of one particular academic discipline.

One of the strengths of graduate education at UCLA is the broad range of opportunities provided for students to engage in interdisciplinary study, research and scholarship. This issue of the Graduate Quarterly features two of UCLA’s Interdepartmental Programs (IDPs), Neuroscience and Comparative Literature, which are illustrative of these opportunities. At the foundation of the IDP concept is the belief that the university should have the flexibility to establish new degree programs that take full advantage of the academic strengths and interests of faculty and that prepare students to address emerging new issues in research and scholarship. From the first graduate IDP in Latin American Studies begun in 1956, to the Women’s Studies Program, which will begin admitting students into masters and doctoral programs in Fall of 2000, nearly all new graduate degree programs initiated at UCLA during the past 35 years have been IDPs.

UCLA also offers concurrent and articulated graduate degree programs that promote interdisciplinary training by a coordinated course of study in which two degrees are earned simultaneously. Concurrent degree programs allow a specified amount of course credit to apply to both degrees. Examples of the 17 concurrent degree programs offered on campus include: American Indian Studies, MA and Law, JD; Asian American Studies, MA and Public Health, MPH; Latin American Studies, MA and Urban Planning, MA; Management, MBA and Computer Science, MS. Articulated degree programs permit no course credit overlap and require that students complete degree requirements separately for each degree. Examples of the seven articulated degree programs currently offered include: African Area Studies, MA and Public Health, MPH; Latin American Studies, MA and Information Studies, MLIS; and Medicine, MD and Graduate Division health science majors, PhD. Students may also petition to design their own articulated program, with departmental and Graduate Division approval.

Regardless of specific degree objectives, I hope that all of UCLA’s graduate students will recognize the importance of interdisciplinary issues in their training and take full advantage of the opportunities available to cross departmental lines and engage in intellectual exchange with peers and faculty from a broad range of disciplines.

Sincerely,

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

quote for thought

“When I went to law school from doing graduate work in English Literature, I was startled to discover how similar the two enterprises were, and similar in ways that seemed to be generally unremarked. I had expected to be at an enormous disadvantage compared with people who had studied political science or economics, but I discovered that I was not, for the habits of close reading and textual analysis that I had developed as a reader of literature were in fact very close to those required by legal training. This circumstance, I think, led me to think about the law as a kind of literature and my first book The Legal Imagination, was aimed at working that idea out.”

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On the Cover

Upper photo: Professor Ross Shideler discusses the Comparative Literature Departmental Scholar program with Julia Ng, who is studying German and Comparative Literature. Julia’s research interests include contemporary theory, experimental poetics, and post-colonial and minor literatures.

Lower photo: Professor Ellen Carpenter (standing) confers in her lab with Tonya Anderson, Neuroscience graduate student. Tonya is interested in the genetic regulation of brain development—particularly the development of structures involved in learning, memory, and emotion. The Carpenter Lab investigates the genetic basis of brain development.

Left to right: Vanessa Herold, David Klein, Vice Chancellor and Dean Claudia Mitchell-Kernan, Rhoda Janzen, John Hetts, and Timothy Clary.

1999 Distinguished TAs Honored

Five graduate students received the prestigious Distinguished Teaching Assistant Award for 1999. They were honored at the annual “Andrea L. Rich Night to Honor Teaching” dinner on May 19, along with five distinguished UCLA professors and three lecturers.

At the ceremony held in the Royce Hall West Lobby, 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 1999-2000 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—Timothy Clary, Vanessa Herold, John Hetts, Rhonda Janzen, and David Klein—were nominated for the award by their departments and selected by the Academic Senate Committee on Teaching. The committee 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.

Timothy Clary, Geography

The Geography Department chair wrote in his nominating letter for Tim Clary, “Teaching is not just a job, but a career of service to others. Tim’s teaching philosophy is guided by the belief that student participation is crucial to student learning.” His students describe a classroom marked by debate, respect, and dynamic engagement from all participants. As one student put it, it is an environment “with no absolutes, in which curious students may actively seek out answers to their own questions.” Tim’s students learn quickly that they will be treated, respected and taught as individuals. The students find his passion “contagious.” Besides the usual assignments for TAs, Timothy has served as the department of Geography’s TA Consultant; he has taught in the prestigious Collegium of University Teaching Fellows Program; and he was one of the first TAs to teach the new course on incorporating technology into Classroom Teaching. He also serves as a reading tutor to a disadvantaged third grade student.

Vanessa Herold, French

The French Department describes Vanessa Herold as a naturally warm, generous, and communicative person who has passionately embraced teaching as a calling. Her “absolute dedication” to her students regularly converts reluctant students of French into enthusiastic learners. Her skills give her, according to one student, an “uncanny ability to anticipate” difficulties that students might

Continued on page 4

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have, and students continually rate her as one of the best teachers they have ever had. They praise her organization, her patience, and her availability to them. Her teaching philosophy extends beyond her role in the classroom. As part of her mission to make the study of French relevant and effective, she acts as a resource about cultural events in Los Angeles and helps students in planning trips to France. Vanessa has made many contributions to the French Department. As the TA Consultant, she implemented a mentorship program and wrote a detailed workbook for new TAs, including advice about lesson planning, self-confidence building, and grading. She contributes to the departmental web site, and she has developed many media resources, including an indexed collection of popular music.

**John Hetts, Psychology**

One of the things that distinguishes John Hetts as a teacher is his dedication to improving his teaching practice. His department describes him as a person “who puts a great deal of time and enthusiasm into teaching, and takes a reflective and analytical approach toward the results. His continual search for improvement in his teaching skills has lead him to develop concrete and practical approaches to help students master difficult and unfamiliar concepts. By encouraging and challenging his students, John helps them to achieve what they did not think possible.” They consistently identify him as a tough grader, but also as a great communicator and a devoted, insightful and inspirational teacher. He works hard to build both their knowledge of psychology and their confidence in their intellectual abilities. John’s commitment to teaching extends far beyond the classroom. He mentors other teachers, serves on committees dedicated to undergraduate education, and advises students in their applications to graduate school. Students comment on his “openness and availability outside of class. John has a self-conscious, caring, enthusiastic and challenging teaching practice.”

**Rhoda Janzen, English**

Rhoda Janzen’s teaching experience is varied. She has taught in classrooms in Fresno and in Lithuania; she taught in the playgrounds of Central California and in coffee shops around Los Angeles. She has taught English as a second language to migrant workers, creative writing to elementary school students and poetry to senior citizens. At UCLA, she has taught a variety of courses, but has been especially successful and committed to the English Department’s most difficult assignment: English 3, the required course in composition. In all of these situations, Rhoda has been a caring and demanding teacher whose imaginative and rigorous style has inspired countless students to take risks in expressing themselves. By setting a high standard for the ideas and the form of expression of her students, Rhoda conveys to them that their ideas are valuable. She has the ability to foster great work in her students. Rhoda served last year as the English Department Teaching Assistant Consultant. One of the TAs from that course summed up the kind of standard Rhoda holds herself to and encourages in other teachers. “She taught them to ask: ‘Am I being noble in my teaching style? Is my class diplomatic, genuine, accessible and blisteringly intelligent?’ Rhoda’s teaching has managed to consistently reach this high level that she sets for herself.”

**David Klein, Chemistry**

Even a casual observer in the Chemistry Department would notice David Klein’s popularity with his students and his dedication to teaching. Students crowd the hall during his office hours; they follow him around campus for marathon review sessions; and they show up for extra classes, even when he is not their instructor. His students comment on his sense of humor and creative use of everyday materials to explain difficult concepts. Mostly, they revere David for his effectiveness as a chemistry teacher. If you were to pass his classroom, you might find David standing on a chair or you might hear the whole class laughing, but should you quiz his students afterward, you would find that they had mastered some difficult concept. As one student says, “The reason for David’s immense popularity with the students is that we believed that we could learn from him.” David’s passion for teaching has lead him to design a unique PhD program with a focus on education; he has already developed several tools; and many of his colleagues report that their own teaching has been improved as a result of their contact with his ideas.

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**When Were Interdepartmental Program (IDP) Degrees Approved at UCLA?**

<table>
<thead>
<tr>
<th>School/Field/Department/Major</th>
<th>Degrees Offered, Year Approved</th>
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<tr>
<td><strong>HUMANITIES AND SCIENCE</strong></td>
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<tr>
<td>Applied Linguistics</td>
<td>PhD 1977</td>
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<tr>
<td>Comparative Literature</td>
<td>MA 1970, PhD 1970</td>
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<td>Folklore and Mythology</td>
<td>MA 1965, PhD 1979</td>
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<td>Indo-European Studies</td>
<td>PhD 1965</td>
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<td>Romance Linguistics and Literatures</td>
<td>MA 1972, PhD 1982</td>
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<td><strong>LIFE SCIENCES</strong></td>
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<tr>
<td>Molecular Biology</td>
<td>PhD 1965</td>
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<td><strong>SOCIAL SCIENCES</strong></td>
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<tr>
<td>African Area Studies</td>
<td>MA 1963</td>
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<tr>
<td>Afro-American Studies</td>
<td>MA 1980</td>
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<td>American Indian Studies</td>
<td>MA 1982</td>
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<tr>
<td>Archaeology</td>
<td>MA 1969, PhD 1963</td>
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<td>Asian-American Studies</td>
<td>MA 1976</td>
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<td>Islamic Studies</td>
<td>MA 1958, PhD 1960</td>
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<td>Latin American Studies</td>
<td>MA 1956</td>
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<td>Women’s Studies</td>
<td>MA 1999, PhD 1999</td>
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<td><strong>ENGINEERING AND APPLIED SCIENCE</strong></td>
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<td>Biomedical Engineering</td>
<td>MS 1998, PhD 1998</td>
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<td><strong>HEALTH SCIENCES</strong></td>
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<tr>
<td>School of Medicine Neuroscience</td>
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<tr>
<td>Radiological Sciences</td>
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<td>Biomedical Physics</td>
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<tr>
<td>Health Science Professional Schools</td>
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<td>Public Health Environmental Science and Engineering</td>
<td>DEnv 1973</td>
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Interdisciplinary Programs Build Academic Bridges

Neuroscience

Neuroscience is arguably the biggest single discipline at UCLA, but no single department owns its intellectual turf. As many as 200 faculty scientists in 14 or more departments are studying a remarkable range of subjects involving the brain and nervous system: which genes trigger the “pioneer neurons” that create the cortex; what happens in the brain when people read or speak; how are Alzheimer’s Disease and other dementias caused, and how might they be cured; what kinds of cellular changes are required for learning and memory; what makes us breathe.

“More neuroscience research is performed at UCLA than at virtually any other single campus in the world,” says Dr. Arthur P. Arnold, whose own research looks at genetic and hormonal factors that lead to sex differences in the ways brains develop. “Students benefit greatly from this exceptional milieu.”

Bigger than most departments, and with a new home in the $45 million Gonda (Goldschmied) Neuroscience and Genetics Research Center, Neuroscience was organized in 1968 as an Interdepartmental Program (IDP) and has thrived in that structure, particularly over the last decade. It connects departments in the UCLA School of Medicine and long-term career consequences for graduate students. But UCLA Comparative Literature PhDs have already been offered jobs at schools such as Cornell, Georgetown, Stanford, Princeton, University of Virginia, Wellesley, University of

Comparative Literature

This fall, Comparative Literature achieved a goal it has pursued since shortly after it was established at UCLA 31 years ago: It begins the fall quarter as an academic department in the Division of the Humanities.

“We consider this a big step,” Professor Emily Apter, the new department’s chair, says. “But, it should probably have happened sooner because we have such top-flight students,” among them the 50 or more graduate students who are currently pursuing degrees in Comparative Literature.

In most respects, the consequences will be subtle. Leaving behind its status as an Interdepartmental Program (IDP) will not change Comparative Literature’s interdisciplinary focus, Apter says. In fact, because its own FTEs can now be used to hire faculty and develop new areas of interest, she says, being a department “enhances an interdisciplinary curriculum that was already in place.”

An important advantage is an expected rise in the national stature of UCLA’s Comparative Literature program, and this may have continued on page 6 continued on page 7
Neuroscience, *Continued*

Arthur Arnold, Chair

the Life Science division of the College of Letters and Science, and recently has developed a partnership with the School of Engineering and Applied Science so that neuroengineering could be added to the curriculum.

As the degree-granting arm of the Brain Research Institute, one of the first research institutes in the world devoted to brain function, the Neuroscience IDP is one of the oldest PhD-granting programs in the field. Because the neuroscientists were already collaborating on research, “coming together for a combined curriculum was relatively easy,” says Dr. Arnold, who is chair of the program.

Graduate students in neuroscience spend their first year doing course work and completing at least two laboratory rotations, getting a closer look at research that interests them. At the end of the year, they choose a mentor. “In biomedical research, the most important decision of your graduate career is who you work with,” Dr. Arnold says. “You learn how to be a scientist predominately in the laboratory with that person.” Because Neuroscience is an IDP, with links to several departments, students have an extraordinary selection of scientist mentors.

Access to these mentors helps UCLA attract the best and brightest students. In 1999, both winners of the Alumni Association’s Outstanding Graduate Student awards were from the Neuroscience IDP. Graduates go on to careers at research universities, private institutions, biotechnology companies and government agencies, such as the National Institutes of Health and the National Science Foundation. Many students are also candidates for the MD degree through the Medical Scientist Training Program. These students likely will become practicing research physicians.

A principal focus is “taking excellent care of our students. We pride ourselves on a history of doing that,” Dr. Arnold says. “We try to know each student individually and know what their needs are. To the extent possible, we make it a very personal program.”

One strategy in this effort is to let students know their comments and feedback are welcome. Suggestions made by students “have led to very important adjustments to the curriculum,” Dr. Arnold says. “We think we have some ideas about what’s good for students, but they have ideas, too, and often, they’re right on.”

Dr. Arnold also makes it his business to see that new faculty are introduced to the culture in neuroscience, including how to work with graduate students and help them develop their skills. Besides the first-year course work, occasions to come together are found in a weekly neuroscience seminar series, journal clubs, and annual student/faculty retreats at Arrowhead. One effect of the resulting “group esprit” is “important interactions between the students,” a heterogeneous group with much to teach each other, Dr. Arnold says.

As he looks to the future of neuroscience, Dr. Arnold sees “the most exciting work will be at the interface of traditional disciplines,” for example, using new imaging technology to understand molecular phenomena, or molecular technology to solve systems problems. In this environment, the IDP will remain an ideal structure for neuroscience education, he believes: “I’m strongly convinced that we can achieve more together than we can separately.”

“Suggestions made by students have led to very important adjustments to the curriculum.”

—Arthur P. Arnold, Neuroscience Chair

works hard to overcome any problems linked to the IDP structure.

Because Neuroscience has no FTEs, it must rely on departments to allot faculty time to the program. “The departments have generally been quite wonderful in this support,” Dr. Arnold says. “Faculty members really pitch in. There is a great deal of goodwill toward this program because many see it as a strong point in the community.”

Loss of coherence is another concern. While the new Gonda (Goldschmeid) building provides a home to the Brain Research Institute and central administrative services for Neuroscience graduate students, the labs where they work are distributed among several buildings clustered at the south end of the campus. “Since the faculty is spread across departments, we try to use a bit more glue than we would need if all the students were working in the same building,” Dr. Arnold says. The Neuroscience IDP invests considerable time and effort in building a sense of community.

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“More neuroscience research is performed at UCLA than at virtually any other single campus in the world.”

—Arthur P. Arnold, Neuroscience Chair
Comparative Literature, Continued

Toronto, University of Mexico, and American University in Cairo. Others have been successful in journalism, founding publications such as Suitcase and Emergences. Comparative Literature students have also served as editors of UFAHAMU: Journal of the African Activist Association, an internationally respected interdisciplinary journal of African Studies.

It might seem that attracting better students would be the obvious result of the shift to departmental status, but both Apter and Professor Arnold Band, the IDP’s founding chair, say this may be an area where the standard is so high that improvement is difficult. Comparative Literature students are an “enormous resource of talent and interest and good will,” Band says. Moreover, the program has been able to admit as few as 20-25% of its applicants because a large percentage of them accept the offer of admission. One of the things that draws them to Los Angeles, says Band: “With all the negative stew about the city, it’s a fascinating place.”

Another key factor is the quality of teaching: four of the 10 core faculty members have been honored for distinguished teaching. From the beginning, Comparative Literature “paid a great deal of attention to teaching,” says Band. That focus has included being attentive to the preparation of graduate student teaching assistants, who participate in undergraduate instruction. An undergraduate major in Comparative Literature was recently added.

“Leaving behind its status as an Interdepartmental Program (IDP) will not change Comparative Literature’s interdisciplinary focus.”

—Emily Apter, Comparative Literature Chair

About 1,200 undergraduates a year take “Great Books” courses offered by the new department and about 50 undergraduates now comprise the major.

The biggest impact of departmental status may be among the 10 core faculty, more than half of whom have been involved in Comparative Literature for a decade or more: Finally, their home is where their heart is. Although most retain 50-50 appointments in other humanities departments, their work in Comparative Literature is now on an equal footing, not time “stolen” from the place where issues of tenure and promotion are decided.

And for Band, who was among the three founding faculty members of Comparative Literature and is now an emeritus professor on recall, an old dream is now fulfilled. He began seeking departmental status before the IDP was a decade old because lacking it “made running things two to three times more difficult,” he says. Being a department has “already made a huge difference in prestige, in getting things done, in working with the deans,” he says.

Although in other universities Comparative Literature started life as a department, that status was probably not possible at UCLA in 1968, when Comparative Literature was first organized as an IDP. Band recalls that the campus was much smaller and both the university and the city of Los Angeles were more provincial. “The introduction of Comparative Literature was a step in expanding the horizons of the university, a major step,” he says.

The field of Comparative Literature was born among European academics who came to the United States after World War II. Their concern was to de-emphasize national literary traditions, or to re-emphasize them in the broader framework of critical paradigms transcending nationalist focus. At UCLA it quickly took on a more global configuration.

With Band, a scholar in Hebrew literature, as chair for its first 10 years, and Professor Ross Shideler, an expert in Scandinavian Literatures, Comparative Literature was more open to both faculty and students whose interests lay beyond the standard Eurocentric concept. When programs at other universities “began discovering the rest of the world,” Band says, “we’d been there for 30 years already. It wasn’t something new.”

While Comparative Literature doesn’t ignore “a certain kind of critical training that comes out of a more old-fashioned model of literary study,” Apter says, it continues to seek “original new areas of research and flexibility of methodology.”

Some of those new areas are suggested by the titles of recent classes: Latin American Literature in Comparative Contexts, Literature and Visual Arts, Chinese Immigrant Literature and Film, and Translation and the Global Market. A major emphasis is translation studies. Michael Heim, one of the foremost translators in the world, teaches practical courses to students who hope to use such skills as a stepping stone to academic or journalism careers. Apter, who is editing a book series for Princeton University Press called Translation/Transnation, is “getting a good sense of who is doing what at some of the better places. I see a close fit between new developments in transnational theory and the critical ideas that we are experimenting with pedagogically in our department.”

With some Comparative Literature students seeking journalism careers, Apter is also eager to help “forge more vital links, if not with the mainstream media, then at least with organizations that are both political and cultural. In this way, we can add to the intellectual life of the country.”
David DiGregorio

Neuroscience

David DiGregorio is conducting his PhD research in neuroscience in a laboratory that does not explicitly study neurons. His adviser and mentor, Dr. Julio Vergara, is a biophysicist whose primary research is in muscle physiology. What the two had in common was calcium.

David had become interested in calcium during a post-college year working at Genentech, the biotechnology firm in South San Francisco. There, he had helped measure calcium inside lymphocyte cells. He learned that calcium is so essential to the body’s functions that the body will actually deconstruct the skeleton to get what it needs. “They say taking calcium is for your bones, but in reality, it’s necessary for many other cellular process in your body,” he says.

Dr. Vergara, in the course of studying changes in the amount of calcium inside muscle cells, had developed a new way to do the measuring that was fast enough to suit the millisecond time scale of the synaptic transmitters that carry messages between cells. He suggested that David might apply those measuring techniques to communications between nerve cells and muscle cells. The resulting work was the first in the world to measure calcium changes so quickly and at the level of the single nerve cell.

Facilitating this combination of interests and resources was the fact the David’s chosen field, neuroscience, is an Interdepartmental Program (IDP) at UCLA, a degree-granting structure that makes more than 150 faculty across campus available as mentors for graduate research. Like other graduate students, David began with a year of coursework and exposure to a number of labs in rotation. During that process, he met Dr. Francisco Bezanilla, another biophysicist, who introduced him to Dr. Vergara, a fellow Chilean.

Besides their interest in calcium, Dr. Vergara and David also shared a preference for using the methods of physics and engineering to examine questions that involve biology. During his undergraduate work at Stanford University, David had proceeded from mechanical engineering to chemical engineering to biology. By his senior year, he knew that he wanted to do biophysics.

In his dissertation research, David worked with frog nerve and muscle cells isolated in a laboratory dish. Using a glass pipette, he was able to introduce into the cell molecules that give off light when they bind to calcium, allowing him to measure its presence during different cell activities. The calcium gives a signal to releases neurotransmitters, which initiate an electrical signal to a muscle cell or another nerve cell.

David’s measurement technique attracted the attention of Dr. Angus Silver, who does synaptic physiology at the University College of London. As a result, David will work there as a postdoctoral fellow, applying his knowledge to the study of calcium in the brain’s cerebellum, the part that is responsible for integrating movement. “It’s going to be a nice stepping stone,” says David, who is considering that this aspect of brain research might be built into a career.

The first stepping stone in David’s career path was one of his teachers at Silver Creek High School in San Jose. Mr. Okuda’s advanced placement biology class was “the best course I took in high school,” David says. Mr. Okuda was “inspiring yet very accurate and knowledgeable in his approach to teaching biology, and for whatever reason, I just latched onto it.”

It seemed that people were always assuming David would become a medical doctor. In fact, he came to UCLA in the Medical Scientist Training Program that would have resulted in an MD as well as a PhD. However, he’d been drawn to UCLA by the excellence of the neuroscience program, and eventually, he decided to focus on the science alone. Still, he has completed two years of classroom work toward an MD, and thus, he hopes to be “a more medicine-sensitive scientist.” Eventually, he hopes to find a position within the research/teaching faculty at a medical school.

His outlook should be bright. This year, David was one of two students both from neuroscience who were honored by the UCLA Alumni Association as Outstanding Graduate Students. The awards were presented at a black-tie gala, David says: “It was a lot of fuss for a scientist. I’m not used to that kind of attention.”

Alyssa Meejong O’Farrell

Neuroscience

Thanks to dissertation research by Alyssa Meejong O’Farrell, neurosurgeons may someday be able to cut away sections of the brain, with total confidence that these areas are not involved in language or other essential human functions. In fact, Alyssa herself may be one of those neurosurgeons.

As the PhD part of the Medical Scientist Training Program, Alyssa is studying blood flow in animal brains suffering seizure or migraine headaches. Researchers have already established that if a normal person is doing a language task, “there’s more blood flow to the language area of the brain . . . you can see the language area of the brain light up,” she explains.

This knowledge is already being used in surgical procedures. Brain maps made with Magnetic Resonance Imaging (MRI) help surgeons avoid important functional areas of the brain. In the most advanced studies, patients actually do simple language tasks during the operation itself, and the measurements of blood flow are taken after the brain resettles following skull removal. Alyssa has participated in this type of operation as part of her work in the Brain Mapping Division of the Department of Neurology.
However, an important piece of information is still missing. Researchers “don’t really understand why blood flow increases to the brain when areas are active,” Alyssa says. “They have some ideas, but it hasn’t been studied well in pathological states,” for example, among patients with seizures, tumors, or neurological trauma. It’s important “to understand if the blood flow response is still normal after trauma,” Alyssa explains, otherwise language areas might not experience increased blood flow during imaging, and thus remain unidentified for surgeons. It’s this gap in the research that Alyssa hopes to help fill with her work creating images of rodent brains during and after migraine or seizure.

Alyssa started her Medical Scientist Training program with two years in medical school at the University of Pennsylvania. Moving to UCLA with her boyfriend, she took up the PhD part of the training. Being at UCLA has had an important bonus: Alyssa has been able to study Korean, the native language of her mother, who came to the United States to attend graduate school, married, and stayed. “It’s nice having a so much available here,” Alyssa says, explaining that she’s also taken courses in French and Spanish “just for fun.”

When Alyssa finishes her PhD in about a year she’ll go back to medical school, probably in neurosurgery. The program, funded by the National Institutes of Health at a number of medical schools, is aimed at creating scientists with the clinical expertise of doctors.

As a physics major at Harvard University, Alyssa saw graduates turning to finance or other unrelated fields when they couldn’t find work in physics. She began to look around for other options, and the pleasure she’d taken in a summer job at a physiology lab steered her in the direction of the Medical Scientist program.

Neuroscience was attractive because it includes logical and mathematical components, exposing her to “a lot of problems that may not explain the universe, but the results are useful.” Computer modeling and ever-improving techniques for imaging the brain’s activity open interesting doors. For example, Alyssa says, “we are able to figure out how simple cell behavior can lead to more complicated things like a breathing pattern or a heart beat or even perceptual abilities like detecting the edges of objects and recognizing shapes.”

Several years of study are ahead for her, but eventually, Alyssa hopes to teach at a medical school or research university. As a role model, she has her mentor, Arthur Toga, co-founder of the International Consortium for Brain Mapping, which has just received a second $5.5 million grant from the NIH. The consortium’s goal is to develop a comprehensive atlas of the organization and function of the brain.

“Choosing a mentor was very important to me.” Alyssa says. She feels that Dr. Toga “is in some ways as much a businessman as he is a scientist” and that pragmatism about outcomes makes it “easy to relate to him.” Alyssa wanted “to be sure that I wrote papers while I was here, that I gave talks,” she says. “He expects you to write a grant or be involved in writing a grant while you’re here.”

In Alyssa’s case, Dr. Toga’s expectations have been met. She can do everything, he says, from researching the literature to writing the paper. “She just pounds away at a problem,” Dr. Toga says. “What she’s doing is very important.”

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**Babak Nahid**

**Comparative Literature**

A graduate student at UCLA months away from completing his dissertation, Babak Nahid already has a full-time job as a communications officer for the world’s largest independent medical relief organization, Doctors Without Borders, also known as Medecins Sans Frontieres*. In addition, as a new issue slowly evolves, he remains the editor of the literary and cultural journal, Suitcase. And by March 2000, he must complete his dissertation in comparative literature, an examination of how and why the collection of stories known as A Thousand and One Nights impacted the political and philosophical thought of the Enlightenment period.

It might seem that Babak is going off in three different directions at once, but the links become apparent as he describes his activities.

Perhaps the strongest connector is Suitcase. Conversations started by Babak among fellow graduate students in comparative literature in 1994 and 1995 led to the founding of the multidisciplinary, multicultural journal, whose unifying theme is an internationalism based on transcultural community-building and human rights. Contributors from more than 40 countries have appeared in the pages of Suitcase, writers and artists from places that include Tehran, Tel Aviv, Belgrade, and Sarajevo.

Because of this theme, Suitcase invited humanitarian organizations to become involved at Suitcase readings, conferences, and festive public events surrounding its publication. One such organization was Doctors Without Borders. After the event, key members of the organization stayed in touch with Babak. As Suitcase’s editor and as the co-founder of a Los Angeles based relief agency in 1993, Babak offered occasional advice, and when he proposed a more formal relationship, Doctors Without Borders hired him to help educate the media and the public about the critical issues that define the global humanitarian arena.

Babak finds it “an amazing experience to go from academia into the gritty and sometimes difficult real world” where volunteer medical and non-medical personnel are being called to assist endangered populations. “Because they are ethically bound to report what they see and because they are often the first ones to arrive at the scene of an emergency” the volunteers also “bear witness to human rights violations,” Babak says. “I’ve crossed over into something I hope I’ll continue in because it’s a very rich and eye-opening world.”

But that doesn’t mean Babak, who describes himself as a “restless soul” who “needs to straddle worlds,” plans to leave academia behind. For one thing, he still has a dissertation to finish, and in a sense, that work may offer a model for the kind of career he’s hoping to build.

In his dissertation, Babak has been studying the role of the cosmopolitan scholar who, 300 years ago, gave the West a literary

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*Editor’s Note: On October 15, 1999, Medecins Sans Frontieres was awarded the Nobel Peace Prize for pioneering humanitarian work on several continents.
masterpiece. Antoine Galland was a scholar attached to the court of the French king Louis XIV as the 17th century was giving way to the 18th century. Part of the diplomatic delegation to the Ottoman Empire, Galland’s “day job” was to translate diplomatic documents and acquire rare coins and Greco-Roman relics for the growing royal library of the “Sun king.” But as he moved through the towns and marketplaces of the Orient, he became “somewhat privately obsessed with the translation of stories he’d gathered there,” Babak says.

A restless, nocturnal reader of both the profane Nights and the holy Quran, Galland prepared a translation of A Thousand and One Nights from the Arabic using a 14th-century version of the text and delivered it to Versailles in 1704. Thus, he introduced to the West a text that “played itself out in the culture of the Enlightenment as an export from the Orient and today almost enjoys the ubiquity of the Bible.”

The framing story of the text particularly interests Babak. In that story, “the very masculine king” of a “brutal dictatorship” acting in revenge for illicit relationships among his harem and his slaves decides to wed every unmarried woman in his kingdom for one night only to execute each the next, post-nuptial, morning. Shahrzad, whom Babak describes as “a philosopher, a scientist, a multidisciplinary person,” decides to talk her way out of this predicament. When her turn comes, she “doesn’t use logic to try to stop gynocide, she tells stories,” Babak says, turning “a mass serial killer into a stable and generous sovereign.”

In his dissertation, Babak proposes that these tales had a great impact on thinkers such as Montesquieu, Voltaire, and Diderot who often dressed their philosophical treatises in fictional narratives. A Thousand and One Nights, Babak believes, “gave a space to the libertarian, even democratic tendencies that were beginning to grow” during this time when, scholars suggest, “the seeds of the modern West were sown.”

Multiple itineraries like those exemplified by Babak are becoming less anomalous in today’s world. In other countries, there is a deep tradition of university-trained intellectuals becoming public figures and political leaders. “Travelling and translating across seemingly divergent trades and disciplines,” suggests Professor Emily Apter, chair of Comparative Literature and one of Babak’s mentors, “can engender fresh thinking and new knowledge. The idea of forming public intellectuals and not just academics or the two going together more is something we [in Comparative Literature] are not afraid to support at all,” she says.

A native of Iran who came to Los Angeles because he got a free ticket on People Express and applied only to UCLA for undergraduate and graduate studies, Babak is pleased with the outcome. Like Galland in the 18th century, he and his fellow “immigrants bring a lot of baggage with them,” Babak says, “cultural, personal, and political.” Whether speaking of the energy and skills supplied by the motley multicultural group who helped produce Suitcase or recalling the many faculty members who have advised and supported him, Babak is thankful. “I feel fortunate that I have come here and am enjoying the conditions that allow me to unpack in such a productive way.”

Julie Townsend
Comparative Literature

In some respects, Julie Townsend began working on her dissertation when she was 3 years old. “I was pigeon-toed and tripped over my own feet, so my mother put me into ballet class,” Julie says. She studied ballet until she was 14, when damage to her knees prompted a move to modern dance.

Then, for several years, Julie pursued an academic career in French and English literature and became fluent in French. She was about three years into her graduate studies in comparative literature at UCLA when everything came together. “I started seeing all of these dancers in the literature of the late 19th century and early 20th century, which was the period that interested me,” she says.

Gustave Flaubert, for example, projected the problems of French culture into central dance scenes in novels such as Salammbo and A rebours. Oscar Wilde wrote a play about Salome, using the dancer to explore erotic representation and aesthetic desire. Stéphane Mallarmé made the dancer embody an idea.

Comparative Literature dissertations usually cover three areas. Julie had French and English literature. The dance, in particular the works of Loie Fuller as represented in early French films, became her third area.

Fuller was the teacher of Isadora Duncan, who has been called the mother of modern dance. Unlike Duncan, who often danced in a simulation of nakedness, Fuller “wore these huge, billowy, white, sheetlike costumes, and she would move under them as light was projected onto the sheets,” Julie says. “You saw the dance through the movement of her costume.” Perhaps because Duncan’s performances evoked more “comfortable metaphors of femininity,” she became widely known, Julie surmises. Fuller, “who traveled around with 20 electricians, didn’t fit into models of femininity as well,” she says.

The interrelationship between modern dance and its representation in Modernist literature will be the subject of Julie’s dissertation, now in progress under a UCLA dissertation year fellowship. She believes that Comparative Literature’s history as an Interdepartmental Program—it became a department this year—may explain in part her mentors’ open-mindedness to encourage her to combine film and dance with literature.
Moving between history, literature, and other fields, Julie’s work represents “an interesting direction in comparative literary studies,” says Professor Emily Apter, chair of Comparative Literature and Julie’s dissertation committee. “I’ve seen her work develop in ways that are very exciting.”

Julie says she was inspired by Apter’s work, using visual arts, performance studies, and psychoanalysis in her work on French, African, and German literatures. “I just loved her classes because they drew from so many sources,” Julie says. “It was such a dynamic learning environment.”

A co-mentor has been Joe Bristow, a specialist in Victorian British literature and theory in the English Department. While Professor Apter “sends me off spinning in some new research direction,” Professor Bristow offers pragmatic and technical advice, from detailed suggestions about written work to thoughts on positioning herself for the job market. “It’s an amazing combination,” Julie says.

As she looks ahead to her own career in academia, Julie hopes to find a position—perhaps a joint appointment in two departments—that will allow her the same flexibility. “I don’t want to have to give up the interdisciplinary side of my work,” she says. “It’s the way I think.”

Julie did her undergraduate work at New York University and UC San Diego. Before she started graduate school, she spent several months in France doing a little bit of everything from cleaning classrooms to selling smoothies on the street to working in theater and film archives to “get an idea of what dancers looked like” in the period that interested her.

Julie is aware that dancers in academia, perhaps because they sometimes aren’t accorded as much status as other fields, are often wary of outsiders doing dance research. “They get nervous that you’re going to colonize dance with your literary ideas,” Julie says, “and forget the dance part.” As a result, Julie makes an effort “to stay connected with the dancer in me as well as the scholar in me.”

She has even considered whether dance might contribute to the form as well as the content of her dissertation. “Can I write it like a dance,” Julie asks herself, “and what would it look like?”

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Namkung, Victoria Asian American Studies
Thonghiraj, Dootsdeemalachanok English
Wong, Vivian Film and Television
Yee, Jennifer Education

Center for African American Studies Predoctoral Fellowship

Taylor, April Education

Research Grant

Briggs, Ray Ethnomusicology

American Indian Studies Center Predoctoral Fellowship

Teresa Evans-Campbell Social Welfare

Research Grant

Broaddus, Mandy American Indian Studies
Julienne, Marie Quiauhuitl American Indian Studies

Moretti, Alicia American Indian Studies
Salvaterra, Delia American Indian Studies
Schultze, Carol Anthropology
Thorp, Rebecca American Indian Studies

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Salvaterra, Delia American Indian Studies
Schultze, Carol Anthropology
Thorp, Rebecca American Indian Studies
Alicia Moretti  American Indian Studies
Laura Robinson  Sociology
Maya Stanfield-Mazzi  Art History
Elizabeth Stein  Political Science
John Vallier  Ethnomusicology
David Webb  Spanish and Portuguese

Near Eastern Studies  
**Summer 1999**

Magdy M. El-Shama’a  History

**Academic Year 1999-2000**

Jeffrey Callen  Ethnomusicology
Elham Gheytenchi  Sociology
Hassan Hussein  Islamic Studies
Noushin Lavasani  Art History
Maher Memarzadeh  History
David Simonowitz  Islamic Studies

**USC-UCLA Joint East Asian Studies Center**  
**Summer 1999**

Angie Y. Chung  Sociology
Sonja Kim  East Asian Languages and Cultures
Youngju Ryu  East Asian Languages and Cultures
Min Suh Son  East Asian Languages and Cultures
G. Andrew Stuckey  East Asian Languages and Cultures
Lisa Tran  History

**Academic Year 1999-2000**

David Chao  Ethnomusicology
Linda Choi  Political Science
Rowan Flud  Archaeology
Christopher Hanscom  East Asian Languages and Cultures
Jennifer Neighbors  History
Youngju Ryu  East Asian Languages and Cultures
Yoko Shirai  Art History
Lisa Tran  History

**Paulson Scholarship Fund**

Janecek, P. Martin  Biomedical Physics
Rohlin, Lars  Chemical Engineering

**Phi Beta Kappa Alumni Award**

Archebe, Nwando  History
Birnr, Johanna Kristin  Political Science
Ishii, Mizuho  Health Services
Kohn, Michael Hans  Organismic Biology, Ecol and Evol
Munoz, Jaoa Victor  Organismic Biology, Ecol and Evol
Naeglerl, Valentin Urs  Neuroscience
Nizynska, Joanna  Comparative Literature

**Research Mentorship Program**

Acosta, Rebecca Janine  Economics
Alvarez, Diane Elizabeth  Education
Alviso, Jesus R.  Ethnomusicology
Beyrer, Gregory Marcos  History
Brooks, Murrell Lamont  Political Science
Carr, Nathan Thomas  Applied Linguistics and TESL

**Castro, Christi-Anne S.  Ethnomusicology**
Chang, Clement Szutao  Mathematics
Cohen, Amanda Beth  Anthropology
Cutler, W. Bowman, IV  Economics
Donahue, Darnell R.  Political Science
Farahmand, Azadeh  Film and Television
Fischman, Amir  Mathematics
Foreman, John O.  Linguistics
Gift, Paul Joseph  Economics
Gilliam, Laura Lynne  Archaeology
Gleba, Judith L.  Anthropology
Harris, Alexis Mary Y.  Near Eastern Languages and Cultures
Hsu, Danny  History
Jenkins, Joseph Scott  Comparative Literature
Kanot, Ori  Philosophy
Kim, Michelle Har  Comparative Literature
Kim, Minju  East Asian Lang and Cultures
Kroll, Allison Elizabeth  English
Lighthoun, Alyssa R.  Ethnomusicology
Long, Lashonda Nae  Comparative Literature
Lytte, Kathlene Anne  History
Macbride, Alexander Ian  Linguistics
Mehta, Priti Pradip  Civil Engineering
Meriwether, David  Philosophy
Milne, Derek Brothers  Anthropology
Moses, Tally  Social Welfare
Nadeem, Erum  Psychology
Neidell, Matthew James  Economics
Nickel, Philip J.  Philosophy
Numark, Mitchell William  History
Ojeda, Victoria De L.A.  Community Health Sciences
Olsher, David Alan  Applied Linguistics and TESL
Park, Sung Il  Electrical Engineering
Riffell, Jeffrey Allan  Organismic Biology, Ecol and Evol
Sakamoto, Jeffrey Steven  Material Science and Engineering
Schahmoradi, Mariam J.  Civil Engineering
Schick, Laurie Susan  Applied Linguistics and TESL
Shankar, Kalpana  Information Studies
Snyder, Rani E.  Health Services
Stepovich, Romi Lynn  Film and Television
Stern, Ariann Nicole  Slavic Languages and Literatures
Stevenson, Judith S.  Anthropology
Suh, Susan Ann  Sociology
Tan, Taison  Chemical Engineering
Tanner, Jared Wade  Mathematics
Truchly, Veronica Patricia  Ethnomusicology
Tse, Emily  Classics
Vasquez, Irene Elizabeth  History
Vassilikis, Panteleimon  Ethnomusicology
Verkholonsev, Julia  Slavic Languages and Literatures
Vieira-Martinez, Carolyn Elaina  History
Wong, Joshua George  Classics
Zandi, Roya  Physics and Astronomy

**Summer Research Mentorship Program**

Alvarez, Diane  Education
Amigo, Cristian  Ethno. and Systematic Musicology
Bates, Christopher  History
Baum, Jeehyang  Political Science
Bennett, Dione  Anthropology
Blue, Sarah  Geography
Bowes, John  History
Breuer, Sarah  History
Briggs, Ray  Ethno. and Systematic Musicology
Brimmer, Brandi  History
Bronstein, Debra  English
Browne, Eric  History
Castro, Christi-Anne  Ethno. and Systematic Musicology
Chase, David  English
Cizmic, Maria  Musicology
Cohen, Amanda  Anthropology
Cooper, Allison  Italian
Creightoon, Leigh  Ethno. and Systemic Musicology
Curley, Carleen  Applied Linguistics and TESL
Davis, Carla  Sociology
Denissen, Amy  Sociology
DePrano, Maria  Art History
Easterling, Alison  History
Faison, Steven  Education
Feliciano, Cynthia  Sociology
Flores, Linda  East Asian Languages and Cultures
Foreman, Christina  Linguistics
Foreman, John  Linguistics
Gertz, Eugenie  Education
Gheytenchi, Elham  Sociology
Gift, Paul  Economics
Graesch, Anthony  Anthropology
Gray, Marilyn  Slavic Languages and Literatures
Griffin, Martin  English
Guillory, Elizabeth  Sociology
Ho, Khanh  English
James, Jolena  Education
Jeong, Kelly  Comparative Literature
Jepson, Wendy  Geography
Johnson, Brett  Education
Johnson, Eric  History
Jones, Norman  Linguistics
Kamper, David  Anthropology
Kanot, Ori  Philosophy
Kasmer, Lisa  English
Kim, Minju  East Asian Languages and Cultures
Kim, Dorothy  English
Koger, John  Political Science
Kosnik, Lea-Rachel  Economics
Lantz, Lori  Comparative Literature
Larson, Lars  English
Lee, Jenny  Psychology
Lewis, Tene  Anthropology
Lo, Adrienne  Sociology
Martinez, Ana  Sociology
Martinez, Richard  Urban Planning
Masket, Seth  Political Science
Medlicott, Carol  Geography
Millward, Jessica  History
Molina, Alvaro  Spanish and Portuguese
Morita, Emi  Applied Linguistics and TESL
Mours, Ka地rah  English
Nichols, Susan  Comparative Literature
Ornelas, Armida  Education
Parker-Dominguez, Tyan  Social Welfare
Peggar, Julie  Sociology
Wadewitz, Lissa
Tarlow, Leslie Jane
Nehrig, Cristina F.
Brown, Delia Mara
Wyckoff, Nathaniel
Malcolm R. Stacey Memorial
Sapp, William Delane, III
Ishii, Mizuho
Hanna, Kristin Ellen
Will Rogers Memorial
Anderson, Michael Andrews
Smith, Lahra
Klein, Sacha Mareka
Soller, Michael
Stauffer, Suzanne
Tonyan, Holli
Suh, Susan
Stelmach, Kathryn
Vassilakis, Panteleimon
Anthropology

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

AFRICAN AREA STUDIES

ANDERSON SCHOOL

ANTHROPOLOGY


APPLIED LANGUAGING


APPLIED LINGUISTICS AND TESL


ARCHITECTURE AND URBAN DESIGN


ART HISTORY


ASIAN-AMERICAN STUDIES


Susan Nakaoka: The first recipient of the Michael S. Dukakis Internship in Public Policy at the School of Public Policy and Social Research.


Amy Haruko Sueyoshi: Awarded the George and Sakaye Aratani Fellowship in Japanese American Studies.

Jennifer A. Yee: 21st Century Fellowship award.

ASTRONOMY


ATMOSPHERIC SCIENCES


Jennifer A. Yee: 21st Century Fellowship award.

BIOSTATISTICS


CHEMISTRY AND BIOCHEMISTRY


CLASSES


COMMUNITY HEALTH SCIENCES


Jennifer Holt: Received Cancer Research Training Award from the National Cancer Institute’s Health Communications Internship Program on July 1999.


Anita Hue-Hoa Yuan: Minority International Research Traineeship Award, June 1999.

COMPARATIVE LITERATURE


Joanna Nizynska: Received Phi Beta Kappa Award and Hertsense Flishbaugh/Mark and Charles Pollock Fellowship for the academic year 1999-2000.


ENGLISH


ELECTRICAL ENGINEERING


ENGLISH


ENVIRONMENTAL SCIENCE


ETHNOMUSICOLOGY


MILDEW AND FUNGUS IN COUNCIL


Sheila Marie Jenca: Selected by the Phi Delta Theta Educational Foundation to receive Francis D. Lyon Scholar- ship for 1999-2000 in support of student film makers.


Carl Pilman: Wrote and directed the film “Boy Next Door,” a 13-minute film, which received these awards: [1] 1999
San Francisco International Lesbian and Gay Film Festival


FRENCH


Asfih Marashi: "Passages of the Nation-Form: Nationalism and the Appropriation of ‘Race Science’ in Iran and India." Presented at the University of California’s “Europe and Empire” Conference, November 1998


Shobana Shankar: Awarded Foreign Language and Area Studies Summer Fellowship for 1999 from Stanford University, which enabled the study of intermediate Swahili at Yale.

Lissa Wadewitz: Summer RA Mentorship Award, Summer 1999.

Stacey Yukari: Received the National Fellows of the Civil Liberties Public Education Fund for $10,000 to pursue research on the World War II incarceration of 120,000 Japanese Americans.

HUMAN GENETICS

INDO-EUROPEAN STUDIES

LAW
Aileen Alfonso Duldulao: Co-recipient of Joseph Hairston Duff Public Interest Award 1999.

LAW AND URBAN PLANNING
Andre Quintero: California State Senate Fellowship during 1998-99 academic year as part of a program within the Center for California Studies at California State University, San Francisco.

LINGUISTICS

INFORMATION STUDIES


Charlotte P. Lee: LACASIS Margaret McKinley Memorial Student Scholarship Competition, 1999.


ISLAMIC STUDIES

LAW
Aileen Alfonso Duldulao: Co-recipient of Joseph Hairston Duff Public Interest Award 1999.
MATERIALS SCIENCE AND ENGINEERING


MATERIALS BIOLOGY AND GENETICS


MICROBIOLOGY AND IMMUNOLOGY


EASTERN NEAR EASTERN LANGUAGES AND CULTURES


Gregory Schott: “Variation in patch size use in breeding bird communities in a naturally fragmented forest ecosystem in Grand Tetons National Park.” Presented at Eco-
Two New Courses to Examine Ethical Issues

Ethical Issues In Human Genetics

The School of Medicine’s Human Genetics Department will offer the new course Ethical Issues in Human Genetics during Spring quarter 2000. This course will examine the ethical dilemmas that have been raised by the expansion of knowledge in the field of genetics and the application of this knowledge to human disease. Course topics will include:

- Consent for genetic research
- Privacy of genetic information
- Genetic discrimination
- Misattribution of parentage
- DNA databases
- Presymptomatic genetic testing
- Newborn screening
- Genetic testing of children
- Gene therapy
- Forensic use of genetic information

For further information, contact the course instructor, Professor Linda McCabe at 310-206-8450 or by email at lmccabe@mednet.ucla.edu.

Research Ethics in Ethnic Minority Populations

This interdisciplinary course will provide opportunities for researchers at all stages of their research careers to explore the ethics and cultural/racial/gender/class norms of research activities with ethnic minorities populations. The goals of this course are to provide participants with: knowledge of characteristics of ethical research; knowledge of issues of ethnic minorities as these influence the process of ethical research; and development of skills to anticipate and address ethnic population research issues ethically.

Topics covered in the Fall ’99 session include:

- Informed consent and definition of ethics
- Risk benefit ratio/conflict of interest
- Screening—benefits and risks of screening for individuals and community/ethnic groups. Sickle Cell Anemia, as an example.
- Genetic testing—human genome project
- Genetic testing—debate panel
- Genetics—human genome diversity project
- Vaccine trials—ethical responsibilities, distribution of disease and priorities for development. HIVNET, as an example.
- Therapeutic trials—focus on diabetes
- Dissemination of information—community needs and benefits/release of information
- Research and scientific freedom as shared responsibilities ethical contracts, participant responsibilities.

A similar course will be offered in Spring 2000 with a focus on differing topics. Postdocs are encouraged to attend any or all sessions of these courses and are not required to register.

Lecturers will include Professor Vickie M. Mays and Professor Barbara Henker, Department of Psychology, Professor Marjorie Kagawa-Singer, Department of Community Health Sciences, School of Public Health, Professor Nancy Reifel, Division of Public Health School of Dentistry and the Center for Native American Studies, and Dr. Jo Ann Dawson, Division of Primary Care, Arthur Ashe Student Health and Wellness Center. For further information, contact Professor Mays at (310) 206-5159 or Henker at 825-2720, or come to the class.

Graduate IDP in Women’s Studies for 2000-2001

The UCLA Women’s Studies Program will debut a new graduate program in Women’s Studies beginning 2000-2001. One-hundred-sixteen associated faculty from 22 departments and eight professional schools will provide interdisciplinary instruction and guidance. Students will take courses offered by the Women’s Studies Program as well as graduate courses in other UCLA departments and professional schools.

Students devise their own area of specialization in conjunction with Women’s Studies/UCLA faculty. Possible specialties include: women’s health, feminist theory, feminist jurisprudence, multicultural feminisms, women’s history, women and work, feminist film studies, women and the arts, women in a global context, and feminist approaches to literature.

Credentials offered are:

- Master of Arts (MA). For individuals working in public agencies and institutions that deal with women and women-related issues. Requires successful completion of 40 units of graduate level courses and a master’s thesis.
- Doctor of Philosophy (PhD). For those planning an academic career in Women’s Studies. Requires 60 units of graduate course work including the Women’s Studies core sequence, a pre-qualifying written exam, oral exam and a doctoral dissertation.

The UCLA Women’s Studies Program invites applications from students with a BA or equivalent. Individuals working in woman-related agencies and businesses, as well as students preparing for academic careers, are encouraged to apply.

Students already enrolled in UCLA departments, professional schools and programs who seek an interdisciplinary knowledge of feminist theory and issues may earn a Concentration in Women’s Studies. It requires successful completion of the three-quarter Women’s Studies core courses sequence.

For additional information please visit the website at www.women.ucla.edu, or contact UCLA Women’s Studies Graduate Program, 288 Kinsey Hall, Los Angeles, 90095-1504; or send email to women@women.ucla.edu. Applications are due December 15, 1999.
Chancellor Carnesale Welcomes Incoming Graduate Students

Chancellor Albert Carnesale extended an official greeting on October 1, 1999 to the 2,680 entering graduate students at the annual reception held this year on Royce Terrace. He remarked to the audience of several hundred, “We will all be enriched by your contributions to UCLA’s academic enterprise, and by the unique experiences, interests, perspectives, and backgrounds you bring to our diverse campus community.”

He continued, “You come from most parts of the United States and from many corners of the globe: 1,721 of you are Californians; 552 of you are international students representing 73 different countries.”

Graduate Division Dean Claudia Mitchell-Kernan encouraged entering graduate students to take advantage of the many opportunities—in intellectual, cultural, social, and more—that are available at UCLA. “It is too easy to become very focused on your academic work. But I encourage you to savor this period in your lives by seeing it in the broader context of your overall careers.” She added that this year marks the 30th anniversary of the completion of her own doctoral degree.

Chancellor Carnesale told incoming graduate students, “You are all at UCLA because you are among the very best at what you do, and your promise for the future is great.”

Dean Claudia Mitchell-Kernan greets incoming graduate students who attended the October 1 reception on Royce Terrace.

Interdisciplinary Graduate Science Journal to Debut This Fall

A fresh opportunity has been created at UCLA to learn about research in a non-discipline specific way. The UCLA Graduate Science Journal (GSJ) seeks to unite graduate researchers across the sciences and offers them a forum to present their own research to colleagues and learn about the research of others. Not only does the GSJ offer students the chance to connect with people in other fields, it also provides a unique opportunity for students to hone their skills in science writing. Articles from all graduate students in the Physical, Life, and Social Sciences will be accepted for review.

This new journal gives all science graduate students the opportunity to exercise publishing skills that are not often used in their normal scientific pursuits—communication and writing directed to a general population. More and more science students are encouraged to look into careers outside academia. The GSJ offers an opportunity to exercise science writing as a career option. The premier issue of the GSJ will be distributed on campus during the fall quarter.

For more information about the journal, to submit an article, or to help with the next issue, send email to gradscij@ucla.edu, or see the website at www.studentgroups.ucla.edu/gsj/.

From left are Physical Sciences Dean Roberto Peccei; Life Sciences Dean Fred Eiserling; Research Vice Chancellor Kumar Patel; Humanities Dean Pauline Yu, and Social Sciences Dean Scott Waugh.

Before the presentation of diplomas and the hooding, Vice Chancellor Mitchell-Kernan spoke briefly on the importance of rituals and ceremonies throughout history, and traced the origins of the hooding ceremony to medieval times. Hooding was used to initiate master craftsmen into guilds, as well as to initiate faculty into medieval universities. Vice Chancellor Mitchell-Kernan 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.” She noted the commonality of purpose of gathering at this ceremony: to celebrate the responsibility of the new doctors for the preservation and advancement of knowledge. She wished the graduates “wisdom, good fortune and courage to choose paths of meaning and honor” as they stand at the personal and professional crossroads of their lives.

Each student was hooded by a dean from an official party of deans from the Graduate Division and UCLA’s schools and colleges and was presented with a diploma by Vice Chancellor Mitchell-Kernan.

Following a final salute from Brian Copenhaver, Provost of the College of Letters and Science, graduates, faculty, and guests enjoyed a mid-evening reception in Royce Quad, highlighted by champagne and strawberries. In addition to the graduates and their families and friends, the official party of Vice Chancellors and Deans, as well as UC Regent Velma Montoya and more than 100 faculty attended the ceremony and reception.

—Daniel J. Bennett
On June 21, 591 recipients of the doctoral degree were honored at the Doctoral Commencement Hooding Ceremony. This year the ceremony took place at Royce Hall for the first time since the Northridge earthquake severely damaged the building in 1994. The beautifully restored historic structure provided an elegant backdrop for the formal initiation of the new doctorates into the academy, an annual ceremony begun in 1988 when it marked the fiftieth anniversary of the doctorate at UCLA.

Graduates, faculty, and members of the official party enjoyed light food and drink 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 for Academic Affairs and Dean of the Graduate Division, gave the call to order and introduced UCLA’s newly appointed Executive Vice Chancellor, Wyatt R. “Rory” Hume, who delivered the keynote address.

Executive Vice Chancellor Hume noted in his opening remarks that “this ceremony is a link to the past and to the future.” Expanding on this theme, he presented a brief history of higher education that began with its roots in the European universities of the Middle Ages and the establishment of the Doctor of Philosophy degree in Germany in the sixteenth century. He noted that the first PhD in the United States was awarded in 1861 at Yale, and described what many regard as the formal beginning of American graduate and doctoral education at The Johns Hopkins University. Founded in 1876, The Johns Hopkins University has modeled its graduate programs on those of the early German university.

He spoke of the vast expansion of graduate education and research at American universities after World War II and the contributions this made to the betterment of society, including the development of the information age, “an era of constant and sweeping technological and societal change.” Executive Vice Chancellor Hume emphasized that the new graduates were well equipped by UCLA to meet the challenges of these changes and concluded by telling the new doctorates, “You now have the tools to assume a leadership role, not only within your chosen field, but in the service to society at large.” The executive vice chancellor formally conferred the degrees.

Continued on page 23