Graduate Quarterly

Spring 2001

News and information for UCLA graduate students

In this issue

3 Research Mentorship Fellowships Put Students on a Good Trajectory
6 Center for Culture and Health Fosters Interactive Approach to Graduate Studies
10 Graduate Student Profiles: Karina Eileraas, Matt Jones, Brian Jordan, Bruno Louchouarn
24 Chancellor Awards: Distinguished Postdoctoral Scholars

University of California, Los Angeles

Graduate Division
Dear Graduate Student,

In this issue we are pleased to present two feature articles describing some of the successful interdisciplinary efforts being made to integrate graduate education fully with the research activities of faculty. The article on the Center for Culture and Health describes an interdisciplinary environment where students not only learn, but also contribute directly to the overall outcome of research. The write-up on the Research Mentorship Fellowship program describes a structure where students are paired with interested faculty mentors who say they gain as much as they give in their relationships with talented students. These outcomes demonstrate graduate education at its very best.

It is not a theme that is new to the Graduate Quarterly—groups of faculty across campus often secure funding and use it to successfully integrate graduate education fully with their own research activities. Four noteworthy groups come to mind from past issues.

The Fall 1991 issue featured the Afro-American Studies Program in Interdisciplinary Research, or the ASPIR Project. Funded by a Ford Foundation grant and matching University funds, the project provided a cross-disciplinary infrastructure that fostered collegial networks, research apprenticeship training, and mentoring. Students reported they were not simply the recipients of faculty training and support but were involved in a way that stimulated faculty to explore new research issues and approaches.

The Philodemus Translation Project, described in the Winter 1993 issue, involved UCLA Classics professors who were awarded a three-year grant from the National Endowment for the Humanities to re-edit, translate, and annotate the papyrus rolls bearing aesthetic works of a first century Epicurean. Philodemus of Gadara was a philosopher whose opinions were found to refute those of philosophers known to have been extremely influential in their day. The Graduate Division matched funds for student researcher positions, which allowed students to join faculty in regular seminars and in all phases of the translation project—a collaboration that has been elusive in the humanities.

The Spring 1993 issue reported on the Cellular and Molecular Biology Training Program, funded by UCLA’s Institute of General Medicine and the National Institutes of Health. Begun in 1975, the program supported hundreds of graduate students involved in research that crossed traditional disciplinary and departmental boundaries. When the article was published, students were working in the laboratories of 77 training faculty and were benefiting from cross-fertilization of ideas and research collaboration from a range of mentors.

Winter 1994 brought the article on the National Research Center on Asian American Mental Health, which was funded by a National Institute of Mental Health grant. Graduate students from Psychology, Asian American Studies, Education, Medicine, Public Health, Social Welfare, and Sociology—all interested in Asian American mental health research—were given a unique opportunity to learn and contribute in a supportive environment with faculty whose goal is to train a future generation of researchers along with doing their own scholarly research.

The Quarterly will continue to report on groups and structures that create these positive mentoring situations as we learn of them. If you are involved in such a group or know of one, please let us know and we will share the information with the entire graduate community. Contact me by email at cmk@gradnet.ucla.edu, call the Graduate Division, or stop by if I can be of any assistance to you as your graduate career evolves.

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

quote for thought

“The Department—the living embodiment of the scholarly discipline in which one receives one’s professional training—remains at the core of every academic’s life and career.…. What is the department? What are its origins, functions, responsibilities, authority, and power, the limits to its jurisdiction and autonomy? How does it affect academic lives and careers? How does it administer its affairs? What is its internal governance like? What tensions and frictions lie beneath the surface? How does it attempt to administer individualistic scholar-teachers, all highly trained professionals with an adamant resistance to being managed? What tensions exist between it and something called the central administration? Young academics may not learn here everything that they have wished to know about the department from undergraduate days on and have been afraid to ask, but some information and enlightenment may be forthcoming.”

Research Mentorship Fellowships Put Students On a Good Trajectory

Last summer, graduate student in English Helen Choi explored the interface between electronic literary criticism and her chosen field of study, modernist literature. History graduate student Michael Soller, after months of reading and writing with one adviser, found a new adviser who was a “better fit” with his interdisciplinary interest in psychiatry, medicine, and law.

And beginning last fall, Patricia B. Ahmed began looking at ways to expand her master’s research on nationalism in colonial India toward her dissertation project in Sociology. Since September, Emily Arms has passed her written exams in Education and formulated a dissertation project involving an unusual Long Beach middle school where girls and boys attend classes separately.

Coming from English, History, Sociology, and Education, these students nevertheless have something in common: their research and achievements were supported by research mentorship fellowships from UCLA’s Graduate Division. Helen and Michael received $3,000 grants for a summer program, along with $500 toward expenses for conference travel. Patricia and Emily won academic year fellowships, a stipend of $15,000 plus registration fees, and $500 toward conference expenses.

“We’re always looking for ways that we can intervene to help departments provide a type of funding that promotes student progress and timely completion of their dissertation,” says Jim Turner, Assistant Vice Chancellor of the Graduate Division. “In particular, we want to provide these fellowships early in graduate careers, in students’ second or third year of graduate studies, so that they will get started on a good trajectory.”

Research mentorship fellowships provide a structured program. As part of the application process, students must designate a faculty mentor, provide a research agenda, and offer objectives and guidelines for their participation. In recent years, the Graduate Division “started firming up the commitments we required,” Assistant Vice Chancellor Turner says, particularly in the areas of frequent interaction between mentor and student and specific outcomes for student projects.

The Graduate Division has four pro-
satisfied with the time and attention they get from their faculty mentors; students and faculty feel that their goals have been achieved; and more than two thirds of participants present papers or publish articles related to their fellowship research.

In interviews with the Graduate Quarterly, some recent participants provided some details on how the fellowships contributed to their scholarly goals.

Goal 1: Presentations and Publications

When Helen Choi applied for a summer research fellowship, she had already taken a seminar with English Professor N. Katherine Hayles and was intrigued with her work on electronic literature. But, Helen had never had the experience of publishing or presenting her own work. Professor Hayles helped her prepare a paper, “Technologies of Reading: Modernist Collage and Hypertextual Assemblage,” for the annual meeting of the Society for Literature and Science Meeting. Because Professor Hayles was scheduled to deliver the plenary address at that conference, she was able to attend Helen’s session, provide a friendly face in the crowd, and offer insightful feedback later.

The conference “was a really good experience,” Helen says. “I felt safe in presenting, and I also felt that I learned a lot in the interaction with Professor Hayles. It was a good professional experience.”

As many as three quarters of the students who use research mentorship fellowships end up with presentations or publications to enhance their CV. History’s Michael Soller presented a paper on psychiatry and traumatic railroad injury at a conference sponsored by the Center for the Study of Women at UCLA. Education’s Emily Arms discussed her pilot study at a special interest group meeting of the American Educational Research Association in San Antonio last fall, and this spring she’ll present a paper to the national organization in Seattle. And Patricia B. Ahmed is submitting an article for review to the American Journal of Sociology. She’ll present her research at this summer’s annual meeting of the American Sociological Society.

Goal 2: Support for Research

“We were particularly interested in providing support for students in the humanities and social sciences where research assistantships are rare,” says Assistant Vice Chancellor Jim Turner. Indeed, the departments that are awarded the highest number of these fellowships are history, sociology, education, English, anthropology, comparative literature, applied linguistics, and political science.

In the humanities and social sciences, the primary form of financial support is often teaching assistantships (TAs). Although teaching experience may provide a career direction, it’s often a distraction rather than a support for research. Indeed, “not having to TA for a year” had enormous appeal for Patricia. Since last fall, she has been refining her dissertation proposal, preparing for her fieldwork, and, of course, drafting her journal article. “If I’d been TA-ing, I don’t think I’d have been able to do all this,” she says.

Goal 3: Faculty Mentors

Patricia says her relationship with her mentor, Professor of Sociology Rebecca Emigh, was a positive outcome of the fellowship year. Professor Emigh was “very interested in my work and encouraged me to continue,” Patricia says. Beyond enthusiasm, Professor Emigh provided structure, set deadlines for drafts, and checked on progress to...
The UCLA Graduate Division offers a number of doctoral students in the humanities and social sciences—and other disciplines where research funds are generally scarce—the opportunity to work closely with a faculty mentor in developing a paper for presentation at a regional or national conference and potentially for publication.

The Summer Research Mentorship Program is open to second, third, and fourth year doctoral students in the humanities and social sciences who are not yet at the dissertation stage. Applicants must be U.S. citizens or permanent residents, and may nominate themselves for this award.

Participants are expected to have a draft of a paper (either single authored by the student or co-authored with faculty) by the end of the summer to be submitted for presentation at an appropriate conference some time during the following academic year. It is expected that the faculty mentor be in residence during the summer and work closely with the student throughout the term. The entire group of student participants and their mentors will meet occasionally throughout the summer to collectively discuss their progress. The Graduate Division will offer selected programmatic activities as part of this program that may include workshops on various topics, (e.g., writing for publication, human subjects protection issues, grantsmanship).

Students selected for funding are expected to make every effort to participate in these workshops.

Students selected for this award will receive a maximum $3,000 stipend. If invited to present results of their collaborative activities at a conference, awardees may receive up to $500 toward travel expenses.

To apply, complete the online application available at the Graduate Division website at www.gdnet.ucla.edu. The deadline to apply each year is in March. The program begins the last week in June and ends the first week in September.

ward goals. “She’s a good mentor in that respect,” Patricia says. “I learned the importance of working one-on-one with someone. I got a lot of feedback from Professor Emigh, which helped me a lot.”

One-on-one time with her mentor, Professor of Education Kris Gutierrez, is pretty rare, but Emily Arms is nevertheless quite delighted with their mentoring relationship. Professor Gutierrez includes Emily in weekly meetings with a half dozen other graduate students where everyone has “a chance to share what you’re working on that week and get feedback not only from Professor Gutierrez but from the other group members as well.” The meetings helped Emily to “refine my questions and my topic,” she says.

In particular, the group encouraged her to look at culture as well as gender in her work at the Long Beach middle school. Emily’s research will examine how teachers’ expectations shape their classroom practices. The single-gender classes provide an interesting research opportunity, and the school is more than 90 percent people of color, so it provides an interesting cultural venue as well.

Goal 4: Timely Completion of the Dissertation

Michael Soller and his mentor, Professor of History/Economics Naomi Lamoreaux, agreed on this primary goal for his summer fellowship: “to produce something that would push me along on my dissertation,” Michael says, “to have a clearer view of my project by the end.” Toward that goal, he met with Professor Lamoreaux a couple of times a month, presenting written reports on the reading he had done in the previous weeks on the history of psychiatry, medicine, and law during the time period between the nineteenth and twentieth century.

In the end they decided “my project was pushing me toward a different mentor,” Associate Professor of History Sharon Traweek, a specialist in the history of science who is now Michael’s dissertation chair. But the mentoring experience with Professor Lamoreaux provided a lesson Michael believes will ultimately help with his dissertation. He understands now that the work won’t be achieved overnight or on his own “but through an ongoing engagement with a professor mentor.”

The academic year research mentorship also gave Emily an enormous boost toward her PhD. She passed her written exams, finished her dissertation proposal, and provided an oral defense. Now a third-year student and the junior member of Professor Gutierrez’s support group, she’s planning “to get out in a timely manner.”

Conclusion

The evidence strongly suggests that the Graduate Division’s goals for research mentorship fellowships are being met. “We see this as a very successful program,” says Assistant Vice Chancellor Turner. “Students have an opportunity to explore their chosen area of research with the guidance of a seasoned scholar, and we’re helping them see that writing and publishing are essential parts of the process. When you see something that works this well, you know it’s a good place to put your money.”

— written by Jacqueline Tasch
Christina von Mayrhauser was a first-year graduate student in anthropology when a fellow classmate told her to check out “a niche for students down at the Neuropsychiatric Institute,” she says. “It was exciting because they treated graduate students so well and got them so involved in the research process. I was drawn to this kind of environment, and it had a tremendous impact on me.”

The niche that became Christina’s workplace and educational opportunity is the Center for Culture and Health, a multidisciplinary unit of the Department of Psychiatry and Biobehavioral Science. (See “Once upon a time...” in the box below.)

The Center’s approach to graduate education evolved without much conscious direction, says its director, Professor Carole Browner, who links the Center’s interests as a medical anthropologist, to the study of Latino families responding to issues related to pregnancy and childbearing. Professors Robert Edgerton, Thomas Weisner, and Ron Gallimore lead various aspects of a long-term study on how children who have developmental disabilities, as well as their families, cope through different stages of the lifespan. Professors Keith Kernan and M. Belinda Tucker are examining how families of African descent, both African Americans and immigrants from Central America, help their children handle the transition of adolescence. And Professor James W. Stigler has been looking at how the relationship of students and teachers affects the way students learn.

Several postdoctoral students, a number of staff employees, and numerous graduate students are also part of the research team, which has offices at the Neuropsychiatric Institute.

The Center for Culture and Health is closely tied to the Psychocultural Studies/Medical Anthropology Program at UCLA, an interdisciplinary group linking anthropology, psychiatry, public health, education, psychology, and other departments. More than 15 faculty are affiliated with that program, which provides courses and a degree specialization in anthropology. Several of those faculty are also affiliated with the Center. Completing the network, several Center faculty have joint appointments in Anthropology, and the Center trains some of the program’s students.

Once upon a time ...
(and more than 20 years ago)

When Peter C. Whybrow, Judson-Braun Professor and Executive Chair, Department of Psychiatry and Biobehavioral Science, became Director of the Neuropsychiatric Institute and NPI Hospital in 1997, his vision was to create a number of interdisciplinary centers on subjects ranging from primates and brain mapping to health services.

One of these was the Center for Culture and Health, which provided a formal structure for the Socio-Behavioral Group, a network of faculty in the social sciences and psychiatry who shared common research interests. They had already been working together for more than 20 years.

The Center’s full-time faculty are principal investigators on nationally recognized research.

Professor Carole Browner, who links the Center’s interests as a medical anthropologist, is studying how Latino families respond to issues related to pregnancy and childbearing. Professors Robert Edgerton, Thomas Weisner, and Ron Gallimore lead various aspects of a long-term study on how children who have developmental disabilities, as well as their families, cope through different stages of the lifespan. Professors Keith Kernan and M. Belinda Tucker are examining how families of African descent, both African Americans and immigrants from Central America, help their children handle the transition of adolescence. And Professor James W. Stigler has been looking at how the relationship of students and teachers affects the way students learn.

Several postdoctoral students, a number of staff employees, and numerous graduate students are also part of the research team, which has offices at the Neuropsychiatric Institute.

The Center for Culture and Health is closely tied to the Psychocultural Studies/Medical Anthropology Program at UCLA, an interdisciplinary group linking anthropology, psychiatry, public health, education, psychology, and other departments. More than 15 faculty are affiliated with that program, which provides courses and a degree specialization in anthropology. Several of those faculty are also affiliated with the Center. Completing the network, several Center faculty have joint appointments in Anthropology, and the Center trains some of the program’s students.
Graduate education does not have to be like science labs,” says Professor of Anthropology and Psychiatry, Thomas Weisner. “But it should be like the professional world in which students will eventually work.”

Graduate education should be modeled after the experiences students will have for the rest of their professional lives. In that regard, Professor Weisner believes that besides learning an intellectual discipline, students should acquire a set of useful skills. “Who knows what the discipline is going to be like in 10 years?” he says.

“If you have certain sets of skills, you can adapt to the changing world of employment.”

Reflecting on the graduate education program that has evolved at the Center, Professor Weisner sees three characteristics that are essential to its success: common intellectual goals, funding and other resources, and social support or apprenticeship. An environment with these features “provides a richer experience for graduate students,” he says. “We think they feel better, they like this kind of situation better.”

**Common Intellectual Goals**

Graduate students who approach the Center for Culture and Health—whether because they’re looking for work, because they’ve taken a course with one of its faculty, or because other professors have referred them—walk into an environment that’s already collaborative in style and alive with ideas.

“Each project provides a multidisciplinary, collaborative opportunity to work with some of the best researchers in psychiatry, social psychology, education, and anthropology,” says Cathy Matheson, who started at the Center as a graduate student in education and is now coordinator of Project CHILD, a longitudinal study of developmentally disabled children and their families. “There is a great emphasis on getting everyone involved in analysis, writing, and publishing, and the senior members of the project are always willing to provide help, suggestions, and professional feedback.”

In this collaborative setting, the contributions of graduate students are required, not just tolerated. “Everyone is sharing information and collecting data and analyzing it together, bringing multiple perspectives to every subject,” says Professor Edgerton.

Graduate students “immediately see that the Principal Investigators here are working on real problems that affect people,” he says. In other settings, graduate students may find themselves “working on their own, trying to find the problem. What’s the question? Why does this matter?” At the center, we’ve already worked through that.”

Students are treated like professionals. As Christina von Mayrhausersays, “they have nameplates on their doors, they participate in formal fieldworker staff meetings, they have business cards, they collaborate on research presentations and publications, and most important, their data collection and fieldwork expertise are taken seriously.”

**Funding and Other Resources**

Money.

There’s no getting around the fact that money is an essential resource most graduate students are often lacking. Besides university funding, the Center has major research grants from:

- Center for Research on Education, Diversity and Excellence (CREDE),
- National Institutes of Health (NIH),
- National Institute of Child Health and Human Development (NICHD),
- MacArthur Foundation,
- Packard Foundation,
- Spencer Foundation,
- National Science Foundation (NSF),
- William T. Grant Foundation,
- Manpower Demonstration Research Corporation.

Much of this funding is available to support graduate students as research assistants.
But funding is only one of the resources provided by the Center. Workshops on various subjects give students “niches where they can go and secretly learn all the stuff they don’t know but are too embarrassed to admit,” says Professor Weisner. Colloquia on relevant subjects bring noted scholars to the Center and give the more senior students and postdoctoral scholars opportunities to test their presentation skills. Each spring, Professor Keith Kernan coordinates a seminar in psychocultural studies, which includes lectures by the Center’s principal investigators on their research projects.

In the Center’s offices at the Neuropsychiatric Institute, students have computer stations where they can work; some have offices. A commons area provides a place to gather socially or to discuss work. This room is “not as large as it ought to be,” Professor Edgerton says. But, “in an impersonal place like UCLA, where it’s very hard to get any kind of space for students to interact with each other and with faculty, this is relatively unique. We value it highly.”

An important resource for all graduate students in the social sciences, whether or not they work at the Center, is the Fieldwork and Qualitative Data Laboratory headed by Elie Lieber. A grant-supported program, the lab’s primary goal is supporting the Center’s research projects with methodological strategies, software tools, and data analysis. But as time allows, Dr. Lieber also helps faculty- and graduate students from other departments.

Recently, an anthropology student stopped by with questions about software packages. Another wondered how she could interpret her qualitative data in a way that would demonstrate its scientific soundness to her dissertation committee. Although this is not strictly part of his portfolio, Dr. Lieber says he’s never found an occasion where “I haven’t been able to give a student a couple of hours here or there.”

**Social Support or Apprenticeship**

No doubt the most important resource offered by the Center is its faculty, “people who can take graduate students under their wing and say, I’m here to help you learn,” says Professor Edgerton.

Although one professor may be the designated adviser or dissertation chair, David had a deep personal connection with this topic. In 1995, he and his wife co-founded Mind Power Unlimited, a community-based nonprofit academic enrichment project that had very much the same population base. At one time, David viewed research as “ivory tower theorizing.” This time he saw that it could have a real impact on people.

The social connection, not just to his work but to the people he works with, was also important. The environment at the Center owes a great deal to “the unique personalities” leading it, he says. “People really enjoy doing good work and having fun while doing it. It’s an excellent place to learn.”

David acknowledges that “some people respond very well to doing their own thing” and might thrive in a more traditional graduate setting. However, the context at the Center “is much more conducive to how I learn and how I develop ideas,” he says. “I see it as a real godsend, being able to work here. It’s given me a whole new perspective on graduate studies.”

In meetings of various project teams, graduate students discuss their methods and their results. “If you do it all the time, it’s not so stressful,” says Professor Weisner. Regular feedback also facilitates what he calls “a mastery system of learning,” where several approximations or drafts of work are submitted consecutively, with a cycle of feedback and revision leading toward an excellent outcome. Again, this “mimics the real world,” he says, where reports often circulate through a revision process.
For her master's degree research in clinical psychology, Tamara Daley had gathered some unique information about autistic youngsters in India, but she recognized “a lot of problems with the data from a statistical standpoint.”

Her adviser, Marian Sigman told her to look up Professor of Anthropology Thomas Weisner in the Center for Culture and Health and get advice on her thesis. “The most important thing for you to do is to get the information out there,” Tamara says he told her. For help with analysis, he sent her to Eli Lieber, head of the Center’s Fieldwork and Qualitative Data Laboratory.

With Dr. Lieber, she “brainstormed different approaches,” and he “walked me through the process” of mining replies to an open-ended question. She identified themes in the responses and, with another researcher, coded the material so it could be scientifically analyzed and integrated with her quantitative data. Now her master’s thesis is “out there,” examining the diagnostic criteria used by Indian psychologists, psychiatrists, and pediatricians to diagnose autism.

But Tamara wasn’t through with Professor Weisner. “While we were talking about my work, we also started talking about his work,” she says. Soon, Tamara was working on Project CHILD, the Center’s longitudinal study of Southern California children with developmental delays.

Based on that research, she and Professor Weisner are preparing a paper for the American Anthropological Association on the explanatory models of Project CHILD’s participants, now in their teens: How do they explain their developmental delays to themselves and others? And now that it is time for Tamara to settle on a dissertation topic, Professor Weisner is supporting her idea to examine explanatory models among delayed youngsters in Long Beach’s Cambodian community.

Although her work at Project CHILD is separate from her dissertation research, Tamara isn’t about to sever her tie to the Center. “I really enjoy doing both,” she says. “Working at the Center, I have so much contact with people who have expertise in the kinds of things I’m working on.”

Feedback moves in both directions. Professor Weisner says he finds it “more fun to teach” in the Center’s environment because he has the opportunity to learn what his students know—and don’t know—so that he can “frame [his] teaching in a way that fits into the beliefs, mindsets, and skill sets of students.”

Limitations

Are there problems with a program that offers so many apparent advantages for graduate students? Of course.

A major concern arises out of a tug-of-war between the students’ potentially complementary and conflicting roles: as scholars with their own educational needs and as research staff providing data for ongoing projects. And there is the tug-of-war faculty may experience.

“There is an inherent tension that I think all of us feel between producing the best possible data for our research grant and providing the best possible education for our graduate students,” Professor Edgerton says. “I find myself occasionally doing something that’s not cost-effective because I want to be sure the student gets the best experience in a particular kind of project.”

Of course, hiring students or staff who have no scholarly demands to meet has some advantages for the research enterprise. “Their time is devoted completely to your research interests,” Professor Edgerton says. “They’re not going to get pulled away to write a paper for their own coursework.”

On the other hand, Professor M. Belinda Tucker, who is a social psychologist in the Department of Psychiatry and Biobehavioral Sciences, says graduate students make a positive contribution: “They’ve read, and they have their own ideas and interests. I think they always enrich the projects.” And Ed Lopez, who directs a 12-year longitudinal study of Latino youth, says graduate students on his research team “are very confident and competent and often bring new perspectives to our group.”

Conclusion

Does the Center for Culture and Health provide that special “niche for students”?

Certainly, by providing the research structure and financial resources more typical of the physical sciences, the Center allows graduate students to learn on the job, combining their activities as learners and as self-supporting adults. Particularly if they choose to do dissertation work on a Center project, their path to the PhD may be faster and more efficient.

Elements of the humanist tradition also seem to contribute here. Students become engaged in a social climate that appears to be warm and supportive. Whereas the ready availability of advice acknowledges their apprentice status, they are also accorded a professional respect that may be more rare for graduate students in other contexts.

It is interesting that some students take away from the Center more than learning in a disciplinary area or skills in social science methodologies. They also acquire a model for organizing people in a research venture.

Christina von Mayrhauser, now director of a life-history interview study of drug users at UCLA’s Integrated Substance Abuse Programs, says she owes a professional debt to Tom Weisner and Bob Edgerton. “One of the biggest lessons that they taught me was that helping junior researchers become invested in the project they are working on, helping them develop their professional identities and competencies, benefits everyone.

“An invested, happy, well-trained research team produces high quality data. . . . A key piece here is that they modeled this collaborative team feedback model—they acted it, they did it—they did not just sit around and talk about it.”

—written by Jacqueline Tasch
Karina Eileraas
Women’s Studies

When Karina Eileraas graduated from Wesleyan University in 1993, she was a committed feminist and political activist with a strong interest in international human rights. It makes sense that she would find a home in the first class admitted to the PhD-granting program in Women’s Studies at UCLA. What’s surprising is the rather circuitous path she took to get here.

Imagine: Her first job was with Andersen Consulting, where she found herself putting in “long hours sitting in front of a computer—something sort of foreign to the way my mind works.” Looking for a change after a year at Andersen, she asked herself “which experiences on my resume have I really loved doing.”

College and writing were two answers, so she enrolled in a PhD in French at Northwestern University. But after completing all of her coursework, she found herself “wanting many things.” Starting at UCLA and would help Karina find a home at the university if that should ever appeal to her.

It did. Except for her time at Northwestern, Karina is preparing her dissertation proposal on Algerian women novelists. This interest was sparked at Wesleyan, where Karina earned high honors for a thesis on nationalism and sexuality in the Algerian revolution of 1954 to 1962.

For her PhD, she plans to explore “the ways in which women of the Middle East and Asia have been looked at by the ‘Oriental’ colonizing gaze.” Writers like Assia Djebar subvert that gaze in their works, “playing with the critical space between images,” Karina says. Rather than simply rejecting Orientalist depictions as ‘false,’ Djebar and other Algerian writers “employ those fantasies in their autobiographies in order to create powerful counter-memories of Algerian history and female sexuality.”

Her guide on the road to dissertation will be Professor Lionnet, who describes Karina as “a true intellectual with a penetrating intelligence” who balances that force with “a highly developed social conscience. She’s fluent in French, she’s a superb writer, she’s a perfect interdisciplinary person,” says Professor Lionnet.

“I’m finally studying what I really love to study. It’s not a parenthesis or an add-on; women’s studies is the main thing.”

“No one ever to appeal to her. She either didn’t endorse politically or didn’t feel passionate about.

So Karina went back to consulting, at Ernst and Young, “but I knew I wasn’t there to stay. I was basically figuring out what I wanted to do in life.”

About that time, Francoise Lionnet, her mentor at Northwestern, wrote to say she had resettled as Chair of the Department of French and Francophone Studies at UCLA and would help Karina find a home at the university if that should ever appeal to her.

It did. Except for her time at Northwestern, Karina says, she “lived in a state of emergency, careerwise,” during her first few years out of college. “In every job experience I felt that I wasn’t being true to myself, and I was on a quest to find out what was going to be.”

What made it so difficult is that Karina has loved many things. Working at Wesleyan as a pre-med student and then changing her mind, Karina “considered every major on the books” before settling on three: international politics, women’s studies, and French. The first two helped her answer some of the questions that the politically activist environment at Wesleyan had raised in her mind, and the last made use of French language skills going back into childhood, and her love of French culture and theory.

Women’s studies was her favorite field because of its blend of theory and practice. But until recently, PhD programs were rare. In fact, the UCLA’s Women’s Studies Department took its first PhD students last fall, just in time for Karina.

At UCLA, she seems to have found her heart’s desire. For one thing, “I’m finally studying what I really love to study,” she says. “It’s not a parenthesis or an add-on; women’s studies is the main thing.” And she’s come to understand that a career in the academy can meet her need for political activism: “You’re exposing people to knowledge that is not only empowering, but that also changes their mind-sets in some ways, or at least forces people to confront the beliefs they hold and to envision ways in which they might make a difference in the world.”

Karina spent most of her first year at UCLA “taking a lot of classes,” presenting papers at conferences, and trying to figure out how to get around Los Angeles without a car. In particular, lack of transportation is making it difficult for her to find work as volunteer advocate for rape victims who are seeking help in hospital emergency rooms—a cause she adopted in Chicago and intends to pursue here.

In terms of her studies, she’s on a fast track. With her work toward the MA already completed at Northwestern, Karina is preparing her dissertation proposal on Algerian women novelists. This interest was sparked at Wesleyan, where Karina earned high honors for a thesis on nationalism and sexuality in the Algerian revolution of 1954 to 1962.

For her PhD, she plans to explore “the ways in which women of the Middle East and Asia have been looked at by the ‘Oriental’ colonizing gaze.” Writers like Assia Djebar subvert that gaze in their works, “playing with the critical space between images,” Karina says. Rather than simply rejecting Orientalist depictions as ‘false,’ Djebar and other Algerian writers “employ those fantasies in their autobiographies in order to create powerful counter-memories of Algerian history and female sexuality.”

Her guide on the road to dissertation will be Professor Lionnet, who describes Karina as “a true intellectual with a penetrating intelligence” who balances that force with “a highly developed social conscience. She’s fluent in French, she’s a superb writer, she’s a perfect interdisciplinary person,” says Professor Lionnet.

“Her interests match perfectly with what is available here.”

Karina seems to agree. “The most interesting thing is that since I made the decision to come to UCLA, I haven’t asked anymore of the agonizing career questions,” she says. “I’ve found vital ways to combine what I really love with professional ambitions.”
Brian Jordan

Human Genetics

This spring, Brian Jordan will tell 10,000 scientists at the International Congress for Human Genetics about his research on the role of the gene WNT-4 in human sexual development. Not a small accomplishment for someone who will just be finishing his second year as a UCLA graduate student.

And there’s more good news. The congress is in Vienna, Austria, and Brian and his wife, Kathy, will celebrate her graduation from law school by “taking a little vacation” in Austria and Italy. Some might see this as a treat for Kathy, but from another perspective, she earned it—in fact, she made it possible.

It was Kathy whose acceptance at USC Law School brought the couple from the University of Notre Dame, where they met as undergraduates, to Los Angeles. More important, it was Kathy who drove her husband to UCLA, took him by the hand, and walked around campus with him knocking on doors until he found a job.

Their timing was fortuitous. When Brian saw the word genetics on a door and inquired about work, the person inside the office said, “I know a guy who’s hiring.” That guy was Eric Vilain, just arriving to join the faculty of the Medical School’s new Department of Human Genetics. Professor Vilain was setting up a laboratory, and Brian soon had a job helping him.

“It was amazing how everything fell together,” Brian says. “It was clear to me that it was supposed to be like that.” In a year or so, Brian made the transition from lab technician to graduate student.

Before he came to UCLA, Brian had decided that he didn’t want a research career. As it turned out, he just didn’t like research as he had experienced it in other places. In the Department of Human Genetics at UCLA, Brian began to thrive, and he credits the small but “utterly approachable” faculty. Not just his adviser, Professor Vilain, but all the principal investigators are “so helpful about teaching all the students in whatever way they can,” Brian says. Department Chair Leena Peltonen is “an accomplished and well-known scientist, who finds the time to pull me aside and asks me how are things going and how’s the wife.”

The research Brian reports on in Vienna involves his work on the sex determination cascade in mammals, “all of the genes involved in deciding whether somebody’s going to be male or female,” Brian explains. “It’s much more complicated than just having a Y chromosome or not.”

One of those genes is WNT-4. Research has shown that when WNT-4 is missing, female mice develop ovotesticular, the kind of ambiguous sexual organs characteristic of sexual determination gone awry. Using preserved DNA from a male infant who had a Y chromosome but ambiguous sexual organs, Brian found that the boy had too many copies of that same gene.

As Brian explains it, both males and females start out with almost identical genes. It’s the patterns in which those genes are turned on or off that determine gender. In this case, too much WNT-4 appears to create abnormalities in males, whereas too little creates abnormalities in females. Brian’s research will also appear in an upcoming issue of the American Journal of Human Genetics.

Brian is also engaged in a related project that won him a predoctoral fellowship from the MIND (Medical Investigation of Neurodevelopmental Disorder) Institute at UC Davis. The institute studies problems of the central nervous system. As it happens, many of the genes involved in sexual development are expressed in the brain, and Brian is studying how those genes might affect the way brains are structured. For example, he says, males usually navigate using the directions north, south, east, and west, whereas women usually use landmarks.

Brian hopes to get through his PhD research quickly so he can move on to the next step, medical school. Taking his model from Professor Vilain, Brian wants to be both a PhD researcher and a physician.

“He didn’t choose the easiest path,” Professor Vilain says of his protégé. “He wanted to do the research first because that’s what he’s passionate about, but because he’s a humanist, he also wants to apply research to medicine, to try to transfer his scientific knowledge to the bedside.”

Brian was inspired in his career choice by accompanying Dr. Vilain to the hospital rooms of his patients, most of them infants and young children whose ambiguous genitalia are just one expression of abnormal development. “These people socially have just terrible, terrible problems because they don’t fit in anywhere,” Brian says. Besides their physical problems, they are often “devastated by their own situation, and it’s not something they could do anything about.”

But science is already doing something about many genetic diseases—prescriptions as simple as dietary recommendations and as complicated as sex change surgery. Using the resources of his laboratory as well as knowledge of medicine, Brian looks forward to joining the team of researchers and doctors who are offering a hopeful future to people with genetic problems.

Brian hopes to get through his PhD research quickly so he can move on to the next step, which is medical school.
Matt Jones
Mathematics

Matt Jones, graduate student and teaching assistant in mathematics, was on duty in UCLA’s Student Math Center when Heather Tierney, a junior transfer student in pre-business economics, turned up in the Fall of 1998. “Petified because I needed to take another calculus class,” Heather says, she was there seeking help. “To put it simply, I was floundering.”

As they worked together in the following weeks, Matt walked Heather through the thinking process he uses for various math problems, then asked her to explain the solution to make sure she understood. Seeing that “math anxiety was a major hurdle” for Heather, Matt offered encouragement and patience. “After awhile, my confidence and skill at solving problems grew,” she says. “Math turned from being an odious chore to a fascinating challenge.”

This kind of conversion experience, and honors like his department’s Distinguished Teaching Award, are motivating Matt as he looks beyond UCLA to a lifetime career. When he started graduate school, Matt saw research and teaching as equally desirable parts of an eventual job at a major research university. Now, he says, “I really like the teaching significantly more than the research, so I’ve been applying to teach in the Cal State system or at a community college.”

Always good at math, Matt often helped other students with their work as he moved through school, and tutoring “paid my rent as an undergrad” at UCLA. Recent work as a TA and a part-time job at Pierce College confirmed his career choice.

Another factor in Matt’s decision is a desire to stay in Southern California. Raised in Santa Monica, Matt and his friends regularly went bodyboarding and surfing before heading off to classes at St. Monica’s High School. He’s the third generation of his family to live in Los Angeles and to attend UCLA. And his wife has a job teaching math at Santa Monica High School. They met as UCLA undergraduates, and Matt remarks that he married him in spite of the fact that doing so made her name Jenny Jones.

When Matt arrived at UCLA in the now-defunct High School Scholars Program, the first class he took was in basic calculus. He’d been considering an engineering career but soon settled into an undergraduate math major. As he moved into upper division classes as a sophomore, he ran into some professors who “mathematically speaking, helped me to grow up,” he says. The first 13 years of math are basically computation-oriented, Matt explains. “You’re handed a technique, and you apply it to a bunch of examples.” Growing up mathematically means understanding “why things happen, why the proofs and techniques you’ve learned actually work.”

Matt found an intellectual home in algebraic geometry, where his work involves understanding how a curve is expressed in polynomials, mathematical expressions like $a + bx + cx^2$.

Matt is bringing new techniques—Kodaira’s vanishing theorem and McAlulay’s initial ideals—to a traditional problem, his dissertation adviser, Mark Green, says. His work is “connected to a very important conjecture in algebraic geometry and represents an interesting point of view.”

While academic mathematicians often have a strong passion for their field, “that’s not the only passion we respect,” Professor Green says. “Matt is equally passionate about different things,” he says, and unusual in his early commitment to teaching at educational institutions where “although research is a component, it doesn’t play as big a role as it does at a place like UCLA.”

Matt understands that his new work is more likely to involve remedial math and intermediate algebra than the “grown up” kind of math he’s been doing at UCLA, but “that doesn’t bother me,” he says. Teaching still motivates him. “If you’re conscientious about it, after every lesson, you can see what worked and what didn’t and there’s a constant improvement process in your part to get a few more people to understand the next time you go around.”

Matt will bring to his work a philosophy about math phobia. “If people fear math, it becomes a big obstacle,” Matt says. “They see math as a disorganized jumble of things that they need to learn to do.” His experience has shown that “people who do better are those who look for ways to find patterns, and make sense, and superimpose order on things.”

Proof that it works? Heather Tierney, that undergrad who Matt tutored back in Fall of 1998, is now a graduate student in economics at UC Riverside and permanently “hooked on the delight” of learning math. Returning the favor of his tutelage, Heather provided a letter of recommendation for Matt in his search for a teaching job. Her final words in the letter say “I hope to be a TA eventually. I fully intend to emulate Matt’s teaching style of patience, inclusion, and thoroughness.”
Even the best-planned composition takes unexpected turns,” says Bruno Louchouarn, graduate student in music. He is talking about how he writes music, but he interrupts himself to point out that the same could be said for his career. You see, the path that brought him to UCLA took a sharp turn one day in 1985.

Returned from university in his native France, Bruno was having breakfast with his parents in Mexico City when a powerful earthquake struck. While no one in Bruno’s immediate family was injured, they quickly understood the extent of the devastation. Still a French citizen, Bruno worked with the French engineering teams that came to help in the rescue.

“I was sometimes interpreting between a person who was trapped and the people who were digging and the French engineers,” Bruno remembers. Once, he stood between a Mexican doctor and a French engineer on a line passing to safety babies who’d been trapped in the rubble of a maternity ward for a week. “Those were very strong experiences,” Bruno says. Seeing how unexpectedly short life can be, Bruno recognized that he “was not completely happy with what I was doing, and I was still young enough to change routes.”

At the time, Bruno had degrees at a French university in mathematics, computer science, and artificial intelligence. Looking for new directions, he remembered the ensemble he had formed during high school in Mexico City, a quartet that played Latin American music in coffee houses. Bruno began composing again.

One day, he was working as a technician on the set of the movie Total Recall, a futuristic thriller starring Arnold Schwarzenegger, when the director asked for some music to play just to set the mood while they shot a Martian cantina scene. Bruno offered a cassette of his own songs.

Months later, Bruno got a call: “We want to use your music in the film, so have your agent call us.” By that time, Bruno was in Los Angeles, and with this reassurance, he decided to make music his quest. After studies at Santa Monica College and UCLA, he was accepted into UCLA’s graduate program in composition, which combines performance and theory.

For his dissertation, he will write a monograph on a subject related to the body of composition he submits. Bruno expects the subject will be focused on aspects of time and narrative in music, and their relation to rhythm, melody, harmony, form, and meaning. His body of work continues to grow.

Still writing for films and commercials, Bruno has also been writing concert music for percussionists, chamber ensembles, wind ensembles, and symphony orchestras. He likes to work with performers in creating a final piece. “I enjoy more the rehearsal process than the concert,” says Bruno. “The rehearsal process is pure joy.” One of those joys is feedback. “Part of the learning experience is humility, you know,” he says. “People who are masters of their instruments can teach a thing or two. You see what works and what doesn’t, and it becomes part of your language.”

Bruno’s mentors, especially Professor Ian Krouse, encourage music students to reach out into the arts community and seek opportunities to present their work. For example, Bruno wrote a piece for a USC student-percussionist. That student’s mentor liked the work and asked Bruno to write for the USC percussion ensemble, which had been selected to play before the Percussive Arts Society’s international conference. There, Bruno met a French percussionist, who is going to play a marimba concerto Bruno wrote.

Bruno and a fellow PhD student are arranging the next Naked Ear Sound Gallery concert at UCLA. Students do everything for these performances: “We seek funds and bring established ensembles on campus to perform new work that we write for them.” Earlier this spring, the UCLA ensemble played Bruno’s Memoires de l’Eau. In addition, UCLA’s Music Department “thought so highly of him that it nominated him as the university’s representative to the Los Angeles Philharmonic Ojai Festival,” says mentor Ian Krouse. Professor Krouse sees a range of talents in his protégé from compositions that are “mature, original, and very strong” to a “wide-ranging knowledge and articulate mode of expression” that are the envy of his peers.

Bruno has been teaching, both at UCLA and at Santa Monica College. “Based upon my firsthand observation of his classroom demeanor, I am sure that he will make an effective teacher,” Professor Krouse says.

Bruno hopes to combine teaching and music composition in a lifetime career. “I think my best chance is if I somehow get noticed in my concert works,” he says, “which is like publishing for us.” But he acknowledges that serendipity also plays a role in career selection, that opportunity acts as a filter in deciding which talents we eventually use.

“During my graduate school tenure, I’ve been having the time of my life,” Bruno says, and he’s not expecting that to change. “This is the right place to be optimistic, Los Angeles and the United States.”

— student profiles written by Jacqueline Tasch
Graduate Student Accomplishments 1999-2001

This section 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, performed or recorded their work, should send complete references to: Patricia Jordan, Graduate Division, at pjordan@gnet.ucla.edu.

Submission deadlines:
Fall Quarter.............September 20
Winter Quarter........December 20
Spring Quarter..........March 20

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

A F R O - A M E R I C A N S T U D I E S

A N T H R O P O L O G Y


Angela M. Nonaka: Awarded an ISOP UCLA/Ford Foundation pre-dissertation research grant and a summer travel grant from the Department of Ant­thropology at UCLA for “Exploring Ban Khor,” a pilot study of language socialization and the man­agement of deafness in a Thai village.


A P P L I E D L U N G I S T I C S


A R C H A E O L O G Y

P A L E O E N V I R O N M E N T A L S T U D I E S


EAST ASIAN LANGUAGES AND CULTURES


Steven Day: Awarded a Committee for Scholarly Communication with China (American Council of Learned Societies) Graduate Program Research Fellowship, Spring 2001.

EDUCATION


ELECTRICAL ENGINEERING

Saining Zhou: (First author) “1.8V RF AGC and Mixer Implemented with a Novel Four-terminal HBT (FHT).” Presented at 2001 Radio Frequency In­


Joseph Hernandez: [1] “CD43 Expression modu­lates galectin-1 death of T cells: Association with CD7 mel und death complex.” Poster pre­sented at the 2001 Gordon Conference on Glycobiology, Ventura, Ca., March 4-9, 2001. [2] Received a pre-doctoral training fellowship on the NIH-funded Tumor Immunology Training Grant awarded to UCLA.


Joe Luzzo: Sold script “The Deal” to Arnold Riklin of Cheyenne Entertainment who is currently Developing it up with a major studio.

Jose Antonio Martinez: Awarded the Excellence in Health Promotion, Media Arts Festival, Tokyo, Japan, March 12, 2001.


Scott Fruin: (First author) “Reductions in Human Benzene Exposure in the California South Coast Air Basin.” Published in Atmospheric Environment (2001), Vol 35:1069-1077.


Phil Kim: (Co-authored) “Community Participa­tory-Based Reproductive Epidemiology using DBCP Exposure as a Model.” Published in Envi­ronmental and Molecular Mutagenesis, Vol 37, Supplement 32, Issue 1, 2001, p 43.

Ruth P. Hertzman-Miller: (Note: Student is an MD who is currently an MPH candidate.) (First author) “Why Are Patients of Chiropractors More Satisf­ied?” Poster presentation at the Society of Gen­eral Internal Medicine, San Diego, Ca., May 2-5, 2001.


NEUROSCIENCE


NURSING


ORGANISMIC BIOLOGY, ECOLOGY AND EVOLUTION


PATHOLOGY AND LABORATORY MEDICINE


POLITICAL SCIENCE


SOCIAL WELFARE


Clay F. S. van Batenburg: Appointed to the adjunct faculty, Smith College School for Social Work, Northampton, Mass, as lecturer to teach “Gay, Lesbian and Bisexual Identities: Developmental and Treatment Considerations.”

SOCIOLOGY


SPANISH AND PORTUGUESE


Please note: The growing volume of student accomplishments is regularly reported to us. It requires that we now begin to enforce our existing policy of including in this section only publications (articles, books, etc.) and presentations (papers, posters, guest lectures, performances, etc.). Beginning with the Fall 2001 issue of Graduate Quarterly, we will no longer publish fellowship awards, miscellaneous, or travel awards in this section. Recipients of intramural, selected extramural, and departmental fellowships will continue to be listed exclusively in the “Award Recipients” section of the Fall issue each year.
Fulbright Travel Grant Workshops Offered in Spring and Summer

Fulbright grants are important sources of funding for foreign research travel. Two Fulbright programs are available to UCLA students—one for all graduate students and graduating college seniors, administered by the Institute of International Education (IIE), and one for doctoral candidates’ dissertation research, administered by the U.S. Department of Education (USEd).

These programs will be described in detail at workshops during spring and summer 2001. If you are interested in applying to either program we strongly encourage you to attend a workshop.

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

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

Fulbright Workshop Schedule

- Wednesday, May 30, 1:30-3:00 pm
- Wednesday, June 6, 10:00-11:30 am
- Tuesday, June 12, 10:30 am-12:00 noon
- Thursday, July 19, 2:00-3:30 pm
- Tuesday, August 14, 1:30-3:00 pm
- Monday, September 17, 11:00 am-12:30 pm

All workshops will be held in 6275 Bunche Hall.

* Covers the USEd dissertation grant only (Fulbright-Hayes).

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

IIE applications for 2002-2003 are currently available in the Special Fellowships Office, 1252 Murphy Hall. USEd Fulbright applications will be available in late summer. To receive an application, you must be interviewed by office staff.

The deadline for the IIE Fulbright is October 2, 2001 and the deadline for the USEd Fulbright is October 9, 2001. The Fulbright application process is detailed and now is the time to begin working on your materials.

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

For 2002-2003, there will be approximately 970 IIE awards. Final selections are announced by the end of June.

Plan Ahead for Travel Fellowships in 2002-2003

Don’t miss out on fellowship opportunities by missing important deadlines. Many fellowships for 2002-2003 have fall and winter deadlines. Plan now to apply for study or research abroad. September or October are often too late to begin thinking about applying for funding. Stop by the Special Fellowships Office at 1252 Murphy Hall to get more information on study abroad opportunities.

Correction

The table below is reprinted as it should have appeared in the Winter 2001 issue. Our apologies to those who are in fields in the left hand column who were omitted or whose percentages of published articles were inaccurately reported.

What do the exit survey data* tell us about the publishing climates in various doctoral fields at UCLA?

"Collaborative" Fields

Looking at the total number** of published articles by doctoral recipients in …

<table>
<thead>
<tr>
<th>Field</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Sciences</td>
<td>84%</td>
</tr>
<tr>
<td>Life Sciences</td>
<td>84%</td>
</tr>
<tr>
<td>Academic Health Sciences</td>
<td>83%</td>
</tr>
<tr>
<td>Engineering and Applied Science</td>
<td>80%</td>
</tr>
<tr>
<td>Public Health</td>
<td>66%</td>
</tr>
<tr>
<td>Graduate Division Total</td>
<td>64%</td>
</tr>
<tr>
<td>Management</td>
<td>58%</td>
</tr>
</tbody>
</table>

were co-authored with faculty.

"Lone Scholar" Fields

Looking at the total number** of published articles by doctoral recipients in …

<table>
<thead>
<tr>
<th>Field</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theater, Film &amp; Television</td>
<td>94%</td>
</tr>
<tr>
<td>Humanities</td>
<td>89%</td>
</tr>
<tr>
<td>Arts &amp; Architecture</td>
<td>81%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>73%</td>
</tr>
<tr>
<td>Nursing</td>
<td>66%</td>
</tr>
<tr>
<td>Public Policy &amp; Social Research</td>
<td>59%</td>
</tr>
<tr>
<td>Education &amp; Information Studies</td>
<td>56%</td>
</tr>
</tbody>
</table>

were published alone.

* It is important to underscore that these were self-reported data.
** Due to the language on the survey, when aggregating the dataset the responses had to be approximated as follows [recode value indicated in parentheses]: none(0); 1-2 articles(1.5); 3-4 articles(3.5); 5-6 articles(5.5); more than 6 articles(7)
To find information on the many opportunities for foreign research, visit the Special Fellowships office (1252 Murphy Hall) and the Expo Center (201 Strathmore Bldg).

**Multi-Discipline and Non Country-Specific Fellowships**

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

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

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

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

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

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

Henry Luce Scholars Program: Provides professional apprentice­ships to the Far East under the guidance of leading Asians. It is experiential rather than academic in nature. Students in all fields except Asian affairs are eligible, must be U.S. citizens, and not more than 29 years of age at time of tenure.

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

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

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

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

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

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

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

Social Science Research Council (SSRC) International Predissertation Fellowships: 12 months of funding for language study or preliminary research for PhD students in the social sciences. Preference is given to students in economics, political science, psychology, and sociology. No citizenship restrictions.

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

UCLA International Studies & Overseas Program (ISOP)

ISOP Fieldwork Fellowships: Long-term (6-12 months) and short-term (up to 3 months) awards of up to $10,000 are available for PhD students who have completed all graduate coursework and who are researching topics related to one or more areas of ISOP focus: Africa, Latin America, the Near East, Europe and Russia, Asia and the Pacific Rim, and International Relations students in the social sciences, humanities, and professional schools.

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

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

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

Sources

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

- Graduate and Postdoctoral Extramural Support (GRAPES): www.gdnet.ucla.edu/grpinst.htm
- Financial Aid for Study and Training Abroad 1999-2000
- The Community of Science (COS), Sponsored Programs Information Network (SPIN), and Illinois Researcher Information (IRIS): www.research.ucla.edu/sr2/fundopp.htm
<table>
<thead>
<tr>
<th>Fields of Study</th>
<th>Country</th>
<th>Fellowship</th>
<th>Financial Data</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>All fields *</td>
<td>Germany</td>
<td>German Academic Exchange Service</td>
<td>1,700 DM/month, health insurance, travel</td>
<td>10 months</td>
</tr>
<tr>
<td>All fields</td>
<td>Great Britain</td>
<td>Marshall Scholarships</td>
<td>Tuition, stipend, travel expenses</td>
<td>2 years</td>
</tr>
<tr>
<td>All fields</td>
<td>Israel</td>
<td>Lady Davis Fellowship</td>
<td>Tuition, stipend, travel expenses</td>
<td>1-2 years</td>
</tr>
<tr>
<td>All fields</td>
<td>Japan</td>
<td>Monbusho Scholarship</td>
<td>Tuition, stipend, travel expenses</td>
<td>Up to 2 years</td>
</tr>
<tr>
<td>Asian Studies: Humanities and Social Sciences</td>
<td>China</td>
<td>National Program for Advanced Study and Research in China</td>
<td>Tuition, stipend, travel, maintenance, dependents, health insurance</td>
<td>2-12 months</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Applicant’s Choice</td>
<td>American Astronomical Society Travel Grants</td>
<td>Round trip, tourist-class airfare</td>
<td>Variable</td>
</tr>
<tr>
<td>Biological, Physical, Veterinary, Agricultural Sciences</td>
<td>Kenya</td>
<td>International Center of Insect Physiology &amp; Ecology Research Associateships</td>
<td>10,330 Kenyan shillings per month</td>
<td>Up to 4 months per year; up to 4 years</td>
</tr>
<tr>
<td>Biology</td>
<td>Arctic Regions Scholarship</td>
<td>Jennifer Robinson Memorial</td>
<td>$5,000 stipend</td>
<td>Variable</td>
</tr>
<tr>
<td>Byzantine Studies (history, literature, arts, languages)</td>
<td>Applicant’s Choice</td>
<td>Bliss Prize Fellowship in Byzantine Studies</td>
<td>$33,000/year + $5,000 travel expenses</td>
<td>2 years study in US; summer abroad</td>
</tr>
<tr>
<td>Humanities &amp; Social Sciences</td>
<td>France</td>
<td>Chateaubriand Scholarship for the Humanities</td>
<td>9,000 francs, health insurance, travel</td>
<td>9 months</td>
</tr>
<tr>
<td>Egyptian Studies</td>
<td>Egypt</td>
<td>American Research in Egypt Fellowships</td>
<td>$1,150-3,325/month; round-trip air travel</td>
<td>3-12 months</td>
</tr>
<tr>
<td>Family Planning</td>
<td>New Zealand</td>
<td>New Zealand Family Planning Association Alice Bush Scholarship</td>
<td>$NZ5,000/year</td>
<td>Up to 3 years</td>
</tr>
<tr>
<td>Mexico Related Studies *</td>
<td>Mexico</td>
<td>UC Mexus</td>
<td>Up to $12,000</td>
<td>Up to 2 years</td>
</tr>
<tr>
<td>Modern Germany &amp; European Studies</td>
<td>Germany</td>
<td>Berlin Program for Advanced German &amp; European Studies</td>
<td>$20,000/year</td>
<td>9-24 months</td>
</tr>
<tr>
<td>Research on Pakistan (Social Sciences and Humanities)</td>
<td>Pakistan</td>
<td>American Institute of Pakistan Studies Fellowship</td>
<td>Round-trip air travel, maintenance, research materials, &amp; dependents</td>
<td>2-9 months</td>
</tr>
<tr>
<td>Tropical Rainforest Research</td>
<td>Brazil</td>
<td>Biological Dynamics of Forest Fragment Project Research Grant</td>
<td>Variable; average in 1995 $12,000 stipend</td>
<td>Variable</td>
</tr>
<tr>
<td>Visual Art, Music, Creative Writing</td>
<td>France</td>
<td>American Center in Paris Residencies</td>
<td>1,430 Francs/month</td>
<td>3-12 months</td>
</tr>
</tbody>
</table>

* Requires Graduate Division nomination. Please contact Telisa Boston, Special Fellowships, 1252 Murphy Hall 310-206-8743
Recipients of the third annual Chancellor’s Award for Postdoctoral Research recognized for their contributions to research

The third annual reception and awards ceremony to recognize the significant contribution of UCLA’s nearly 1,000 postdoctoral scholars was held at Tom Bradley International Hall Ballroom on March 20, 2001. Chancellor Albert Carnesale told the group, “The late President John F. Kennedy borrowed a Greek saying when he said, ‘Happiness is the full use of your powers along the lines of excellence.’ All of you should be happy with what you have accomplished because you bring the full breadth of your powers to bear in pursuit of excellence.”

Vice Chancellor and Dean Claudia Mitchell-Kernan called the reception a campuswide expression of appreciation to a group of colleagues who often toil beyond our immediate views but whose work continues to be instrumental in maintaining UCLA’s stature as a premier research university.

Eight postdoctoral fellows were selected from 23 entries to receive the Chancellor’s Award for Postdoctoral Research, an award that is accompanied by a $3,000 cash prize. A selection committee, composed of faculty and academic administrators evaluated such factors as creativity, productivity, and impact on the field of research. Following are this year’s eight recipients.

**Farin Amersi**  
**Surgery**

Farin Amersi, MD, has been a postdoctoral fellow in the Department of Surgery, Division of Liver and Pancreas Transplantation, The Dumont-UCLA Transplant Center since July 1998. Her experiments have resulted in the first publications to document the beneficial role of heme oxygenase-1 (HO-1) inducing regimens (including adenoviral gene therapy approach) upon the ischemic insult otherwise suffered by steatotic livers. Dr. Amersi’s research, which investigates approaches to combat organ damage even prior to its transplantation, have paved the way to the first clinical trial of PSGL-Ig in liver transplant patients that will begin at UCLA in the near future. She has published 12 peer-reviewed journal articles, more than 30 abstracts, and has presented her work at national and international meetings. Dr. Amersi was awarded the prestigious 2000 Roche Surgical Scientist award from the American Society of Transplant Surgeons, the Postdoctoral Fellow award from the American Liver Foundation, and the Young Investigators Award from the American Society of Transplant Surgeons.

**Charles Patrick Collier**  
**Chemistry and Biochemistry**

Charles Patrick Collier, PhD, joined the laboratory of James R. Heath, Department of Chemistry and Biochemistry, in 1998, where he has led the molecular electronics effort. Dr. Collier has been instrumental in taking Professor Fraser Stoddart’s ( bistable ) interlocked molecular compounds (catenanes and rotaxanes) that had been demonstrated to undergo redox switching in solution and get them to operate electronically in a device setting as reconfigurable switches. Dr. Collier has recently extended these molecular electronic devices by fabricating true nano-scale random access-type memory circuits. These prototype memories have been demonstrated to be vastly more energy efficient in their operation than existing commercial products. He earned his PhD in Physical Chemistry at UC Berkeley in 1998.

**Enrico Marcelli**  
**Lewis Center for Regional Policy Studies**

Enrico Marcelli, PhD, has been a postdoctoral fellow at the Lewis Center for Regional Policy Studies and Drug
Abuse Research since June 1999. His research addresses pressing public policy issues from an academic point of view and assists community-based organizations. Dr. Marcelli’s numerous publications are frequently cited by leading scholars in the immigration and urban-regional economic fields; his statistical methods of determining immigration status is being used in academic research to estimate the number of undocumented immigrants in the nation without health insurance and access to healthcare; his work on informal workers in LA County has been used in a recently published book titled Regions that Work: How Cities and Suburbs Can Grow Together. Dr. Marcelli investigates how familial and social networks influence labor market outcomes and the probability of clients successfully completing a substance abuse treatment program; and he has two forthcoming articles on use of illicit drugs by unauthorized Latino immigrants who have been arrested. He earned a PhD in Political Economy and Public Policy in 1997 at University of Southern California.

Peter Newman Sociology

Peter Newman, PhD, is a postdoctoral fellow in the Department of Sociology’s NIMH-supported program, “Psycho-social issues and mental health services for persons living with HIV/AIDS,” since July 1999. He combines developmental and social psychology and HIV research in his studies, focusing on HIV prevention and including the most creative and innovative approaches in the field. Dr. Newman’s recently published work includes a study of gender differences among 388 sexually active African-American adolescents, a study of the problem among gay men who had practiced safe sex but are now returning to unsafe sexual practices, and a social ecological approach to cumulative risk and protective factors for HIV-related sexual behavior among 770 twelfth-grade public school adolescents. He has made three trips to India to refine and adapt programs for HIV/AIDS prevention among commercial sex workers, serving as the main liaison to a World AIDS Foundation project. In collaboration with UCLA faculty and Indian government officials, he has initiated two research projects in India, and will return to implement and oversee them. Evaluation tools that he helped design and implement are currently used by numerous LA AIDS support organizations. Dr. Newman earned a PhD in Social Work and Social Psychology in 1999 at the University of Michigan.

Sukru Ozturk Chemical Engineering

Sukru Ozturk, PhD, has been a postdoctoral fellow in the Department of Chemical Engineering for two and a half years. He is conducting key research in combinatorial catalysis, an area of major importance to the chemical reaction engineering field. Techniques developed by Dr. Ozturk are accelerating the pace of discovery and optimization of new catalysts, thereby making a significant contribution to catalyst research and development. His earlier work involved the miniaturization and automation of the impregnation method of preparing heterogeneous catalysts, which was made possible through the design and development of a number of highly innovative methods using catalytic dehydrogenation of cyclohexane to benzene as an example. Dr. Ozturk subsequently implemented array channel reactors as libraries, followed by the use of resonance enhanced multiphoton ionization and electron impact mass spectrometry techniques for the high throughput screening of combinatorial catalyst array libraries. He earned a PhD in Chemical Engineering in 1998 at Middle East Technical University, Ankara, Turkey.

Thomas Thannickal Psychiatry

Thomas Thannickal, PhD, has been a postdoctoral fellow in the Department of Psychiatry since June 1999. Under the supervision of Jerome Siegel, Dr. Thannickal is studying the neurophysiological basis of human narcolepsy, a disorder affecting about 150,000 people in the United States. Narcolepsy patients have shown a dramatic loss of a type of brain cell containing a chemical called hypocretin, he has reported. Results of his research have enabled narcolepsy to be classified as degenerative disease, ending the 120-year search for the disease’s cause, putting it in the same category as Parkinson’s, Alzheimer’s, and Huntington’s as relatively well-understood degenerative diseases. Dr. Thannickal’s work has led directly to clinical trials to test whether treatment with hypocretin or hypocretin receptor agonists will reverse the symptoms of narcolepsy. Early results in animals show a complete reversal of narcoleptic symptoms with hypocretin treatment. This knowledge has important implications for the understanding of other neurodegenerative diseases and the interactions of the brain and immune system. He earned a PhD in Muscle Physiology...
A few facts about UCLA’s postdocs for 2001

How old are UCLA postdocs?
- More than two-thirds of UCLA postdocs were born between January 1965 and December 1974.
- Postdocs range in age from 21 to 59 years old.
- The average age of a postdoc at UCLA is 34.3 years old.

Gender of UCLA postdocs?
- Male: 62%
- Female: 38%

What degrees do UCLA postdocs hold?

<table>
<thead>
<tr>
<th>Degree</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD</td>
<td>83.9%</td>
</tr>
<tr>
<td>MD</td>
<td>15.0%</td>
</tr>
<tr>
<td>DDS</td>
<td>0.7%</td>
</tr>
<tr>
<td>DNS</td>
<td>0.1%</td>
</tr>
<tr>
<td>DrPh</td>
<td>0.1%</td>
</tr>
<tr>
<td>EdD</td>
<td>0.1%</td>
</tr>
<tr>
<td>PsyD</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

What is the Visa/Citizenship status of UCLA postdocs?
- Less than half of the UCLA postdoc population (45%) reported the United States as their country of citizenship.
- China was second, with about 12% of UCLA postdocs reporting citizenship there.
- The other top countries of citizenship, accounting for between 3% and 5% of the total, were: India, Japan, France, Germany, and Korea.

Continued from page 23

Yan Alexander Wang
Chemistry and Biochemistry

Yan Alexander Wang, PhD, has been a postdoctoral fellow in the Department of Chemistry and Biochemistry since June 1997 where he studies the foundations of electronic density functional theory and its practical implementation in novel contexts. Dr. Wang has developed the following: an accurate ab initio theory of a solute or adsorbate or a defect in condensed matter including electronic excited states; kinetic energy density functionals based on derivable physical limits instead of empirical fitting, which then makes density-only density functional theory a viable, accurate technique to predict static and dynamic behavior of condensed matter on the scale of thousands of atoms; and exact descriptions of the effect of core electrons on valence electrons (via what is known as a pseudopotential), such that the orbital-free density functional theory can now be applied to all elements of the periodic table. Dr. Wang’s new approach opens vast future opportunities to follow the dynamics of thousands of atoms using forces directly from quantum mechanics, rather than from the usual force field. He earned a PhD in Chemical Physics in 1995 at Indiana University, Bloomington.

Alycia Weinberger
Physics and Astronomy

Alycia Weinberger, PhD, has been a postdoctoral research astronomer in the Department of Physics and Astronomy since 1998. She uses data from the Hubble Space Telescope’s Near Infrared Camera (NICMOS) to find and characterize dust around other stars; this dust may be the remnant of planetary formation in other solar systems. Dr. Weinberger works to analyze NICMOS data optimally both for imaging disks and for detecting high mass planets and brown dwarfs around other stars. She also uses the Keck Telescope for mid-infrared spectroscopy to determine the constituents of the disk and, for mid-infrared imaging and spectroscopy of active galactic nuclei. Dr. Weinberger earned a PhD in Physics in 1998 at California Institute of Technology in Pasadena.

Photos by Todd Cheney, ASUCLA Photography