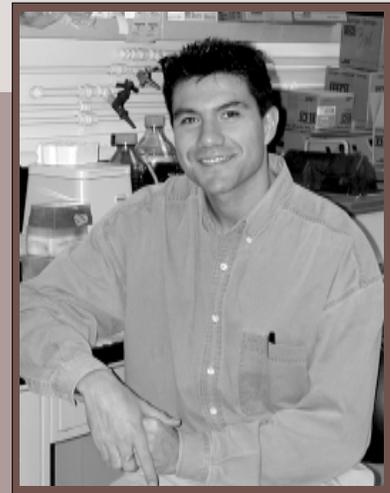
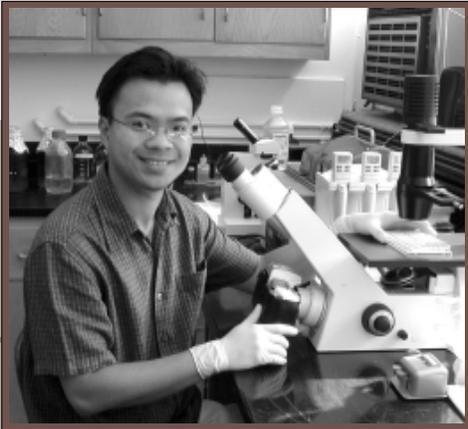


Graduate Quarterly

News and information for
UCLA graduate students

volume 11 number 2
Winter 2002

graduate student profiles



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TA trainers



Dear Graduate Student,

Graduate students who serve as teaching assistants play a vital role in the instructional programs of this university. The primary focus of our editorial content in this issue is the campuswide Teaching Assistant Training Program at UCLA, which has its formal origin in a one-day conference titled "What Do You Wish Somebody Had Told You When You First Started as a TA?" In 1974, an enterprising graduate student asked for a small grant from the Graduate Division to establish this conference. By 1977, fifteen departments were participating in this conference, and presently it is a predictable annual event sponsored by the Office of Instructional Development (OID) with a growing attendance each time it is held. Eighty to 85 percent of the TAs on campus are represented by the 31 departments that participate in this event, which includes workshops and seminars aimed at the experienced as well as the novice TA. But the conference is only a part of OID's Teaching Assistant Training Program. In fact, the program consists of three major training programs and a wealth of other resources to help TAs improve their teaching and advance their professional development. While we realize that the main business of teaching the TAs on this campus takes place in departments, we wholeheartedly applaud OID for the leadership role it has played in teaching basic teaching skills, university policies, and the application of technology to instruction. See the story "How are TAs trained at UCLA?" to read what a sampling of faculty and teaching assistants have to tell about the topic.

It is no secret I am a zealous advocate of graduate education. Recently I was asked to give the keynote remarks at a symposium designed to encourage very talented undergraduates to attend a UC graduate program. In preparing my remarks I spent time asking myself why it is I believe that the 5-10 years spent on a graduate education are not wasted by talented college graduates who may also be concerned with getting a job, starting a family, and moving on with their lives.

It is my hope that my conclusions will be of some assistance to those of you who are deeply immersed in your graduate education. I believe that it is so easy to become so mired in our daily pressures that we lose sight of what it was that brought us to graduate school and where this level of education can fit in a larger context. Please remind yourselves—whatever your field of study—that you've arrived on the scene at this university at an important moment in history. As the result of exponential growth of knowledge in all fields, our civilization is capable of unprecedented understanding of our social and natural world. In the process, our society has been gifted with more than trivial glimpses into the future, many of them taking place right here within your university within your own departments. UCLA currently boasts hundreds of high-profile research projects that are watched closely by experts in every field. As a graduate student you are an integral part of these efforts to produce new understanding, and your responsibilities may grow as fast as your knowledge and skills. You *are* the forefront. Your personal stake in the outcome of our future presents to you the opportunity to significantly contribute to our society. By seizing this opportunity you open the door for personal and financial rewards, and a chance to make our world safer, cleaner, and healthier.

Sincerely,



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Vice Chancellor Graduate Studies
Dean, Graduate Division



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The GRADUATE QUARTERLY is published Fall, Winter, and Spring quarters by the UCLA Graduate Division. We welcome suggestions and comments, which may be printed selectively in future issues. Current and archived copies of this publication are available to view or to download in PDF format on the Graduate Division website.

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quotes for thought

"The best teacher is the one who suggests rather than dogmatizes, and inspires his listener with the wish to teach himself."

— Edward Bulwer-Lytton, English novelist, 1803-1873



"A university professor set an examination question in which he asked what is the difference between ignorance and apathy. The professor had to give an A+ to a student who answered: I don't know and I don't care."

— Richard Pratt, *Pacific Computer Weekly*, July 20, 1990

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On the Cover

Pictured on the cover in the upper two-thirds of the page are the graduate students who are featured in the Graduate Student Profiles section of this issue, beginning on page 12. The lower one-third of the page shows the graduate student-teaching assistant (TA) trainers who are featured in the article "How are TAs trained at UCLA?" beginning on page 5.

International students and scholars attracted to UCLA

Of the 8618 men and women who were in graduate studies at UCLA this fall, 1735 (20%) are international students, drawn to UCLA by the excellence of our programs and the opportunity to work with the finest scholars in their field. These numbers do not include students in Law, Medicine and Dentistry. International students are defined as those on temporary visas, i.e., those who must return to their home countries once they complete their degrees.

International students contribute their diverse experiences to the intellectual atmosphere and the reputation of the university.

The largest numbers come from China, both the People's Republic and the Republic of China in Taiwan. Asian students, including large numbers from Korea, India, and Japan, account for 62% of all international students. About 18% come from Europe, with the remaining 20% coming from the Western Hemisphere, Africa, and the Middle East.

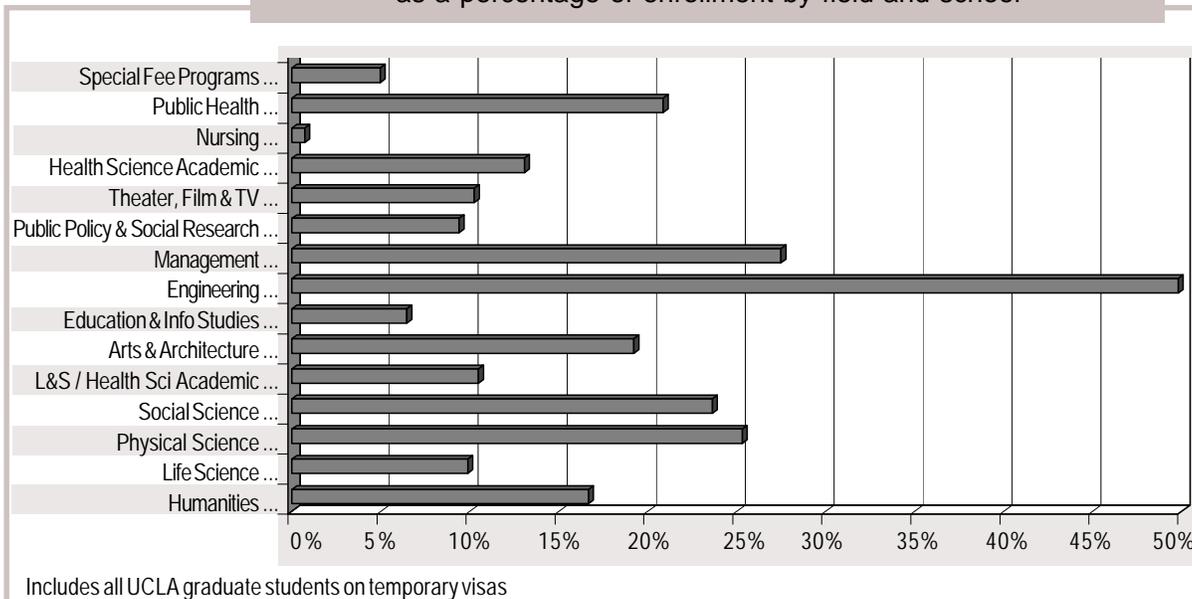
In some schools and departments, international students have strong representation. For example, about half of the new graduate students in the Henry Samueli School of Engineering and Applied Science are citizens of other countries, including

92.3% of students in Materials Science and Engineering, 57.7% in Electrical Engineering, and 52.9% in Civil Engineering. In the School of Public Health, 75% of new Environmental Science and Engineering students, 64.3% of new Epidemiology students, and 55.6% of new Biostatistics students are international students.

In the College of Letters and Sciences, the largest concentrations of new international students are in majors in the physical and social sciences, for example: 54.5% in Atmospheric Science and 81.8% in Economics. In the humanities, international students account for 31% of graduate scholars in Applied Linguistics and TESL.

Through the 1990s and into the new millennium, the percentages of applications, admissions, and registrants from around the world have increased steadily. Across the campus, international students now account for more than 40% of all applications but only about 20% of new enrollments. This is because of a steeper dropoff at two crucial points in the ad-

Fall 2001 Graduate Division enrollment: International students as a percentage of enrollment by field and school



missions process. Only about 20% of international applicants are admitted, compared to more than 35% of domestic applicants; less than 40% of international students who are admitted actually register, compared to nearly 60% of U.S. students.

Daniel J. Bennett, Director of Graduate Admissions and Student and Academic Affairs for the Graduate Division, says, "In general, we don't recruit international students because UCLA is world famous and the reputation of its graduate programs has created active pipelines of international students coming from various parts of the world." Many of them "are brilliant students with training in specific areas that domestic students may not have."

One of Director Bennett's responsibilities is to sign the applications for student visas that international students must obtain once they've been accepted at UCLA but before they can enroll. The university's role in the student visa pro-

cess is to confirm that students have been admitted to a graduate program and that they have the financial support from fellowships, family, or other sponsors to complete their first year. Once the university clears applications, students must take them to the American consulate in their

country of origin, where another level of screening takes place.

In the wake of last fall's terrorist attacks on New York City and Washington, D.C., Director Bennett anticipates that the scrutiny of international students may increase.

While he understands the reasons for new and stricter regulations, he hopes these will not discourage the many students who contribute their diverse experiences to the intellectual atmosphere and the reputation of the university. It was a stressful fall for many of the hundred or so students from the Middle East and other Muslim countries.

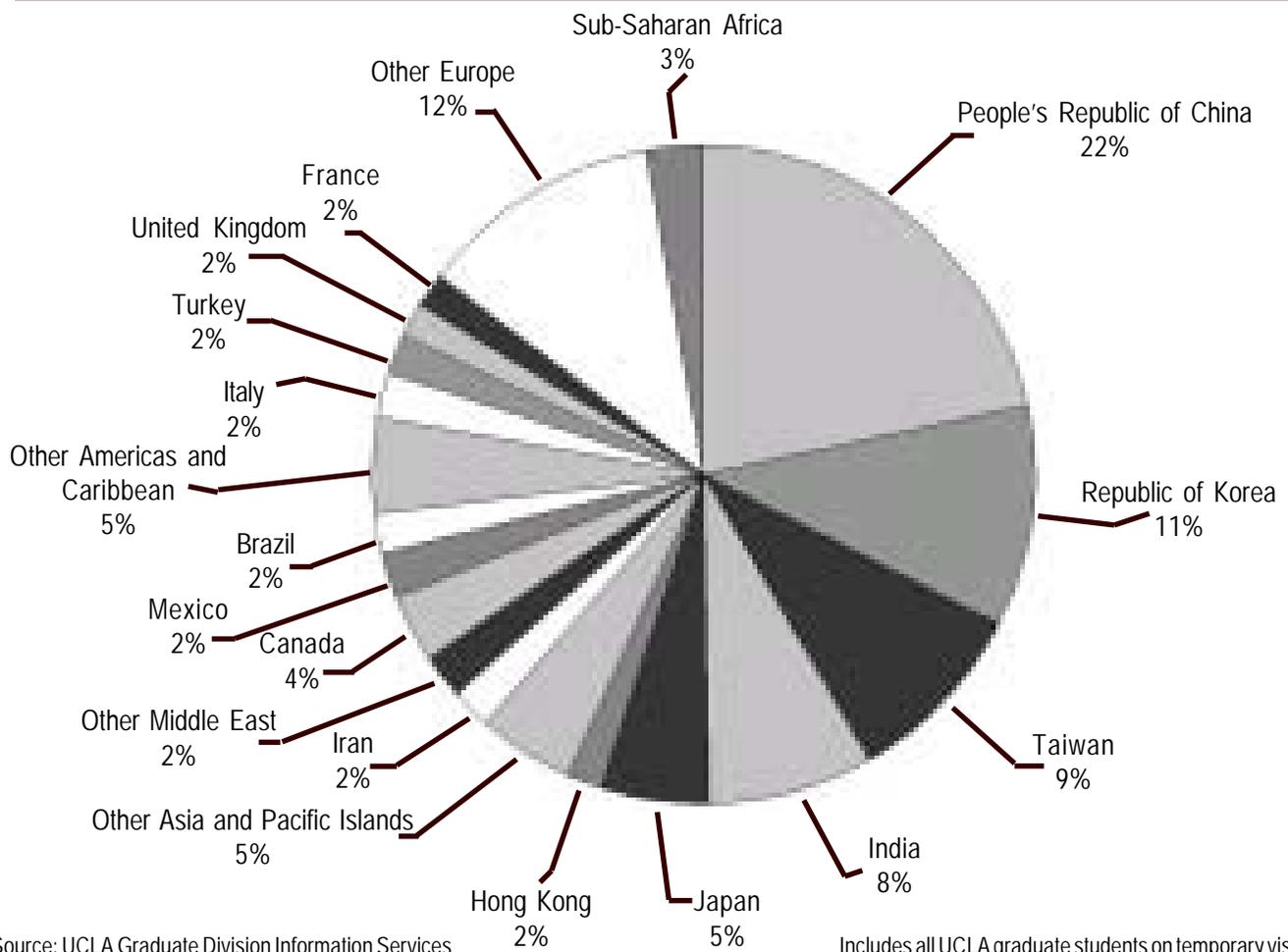
Many international students are brilliant students with training in specific areas.

At the Office of International Student Services, located in the Tom Bradley International Hall, counselors have been proactive in "letting international students know that if anything causes them concern, they can come to us and we'll work with them in an advocacy way," says Director Larry Gower. "We are committed to reaching out on an individual informal basis to students at risk. We ask a very basic question: What have your experiences been like for you since you arrived, with the goal of resolving every issue that we can."

A directory to services UCLA provides to international students, including activities of the Dashew International Center for Students and Scholars, is available at www.intl.ucla.edu. Links to programs and services include the English conversation program, International Connections Program, international movie club, language clubs, Korean meditation class, workshops, LGBT International Club, housing assistance, a listserv, bulletin board, international speaker's club, and volunteer opportunities.



Fall 2001 Total campus graduate enrollment: International students by country of citizenship



Source: UCLA Graduate Division Information Services

Includes all UCLA graduate students on temporary visas

How are TAs trained at UCLA?

At UCLA, concern about the preparation of graduate students for teaching assignments dates back to the 1960s and 1970s, when academic departments with large undergraduate courses began to conduct seminars and establish mentoring systems for new teaching assistants (TAs).

Departments are still where the main business of teaching the teaching assistants takes place. The disciplines with the greatest number of TA positions (positions are different than the number of actual TAs; up to four individuals may fill each position) are Chemistry (69), History (32), Psychology (30), Spanish and Portuguese (24), English (23), Mathematics (22), and Political Science (20).

From department to department, there are significant variations in what TAs are expected to do and how they're prepared for the role. The involvement of faculty in their training and interactions with other TAs also differs.

For example, in Art History, the six TAs handling discussion sections of an introductory class divide the work of making lesson plans and preparing the midterm and final. In the English as a Second Language Service Courses for UCLA students, TAs take several days of training before classes begin and are directly supervised by one of the lecturers. And in Statistics, TAs take a class before the quarter begins to learn the software they'll teach undergraduates in lab sessions.

Since the mid 1970s, the Office of Instructional Development (OID) has played a leadership role on campus in supporting departmental programs and providing seminars that teach basic teaching skills, university policies, and the application of technology to instruction. The package of stories in this issue describe the OID program and TA training in four departments with big undergraduate commitments. A handful of accompanying tips shown on the back cover may assist those graduate students heading to the classroom for the first time. Bon voyage.

Larry Loeher was a graduate student in geography in 1974, when another graduate student, Ann Salyard, got a small grant from the Graduate Division to establish a conference for teaching assistants. He attended that first one-day session, when 200 to 300 teaching assistants got together to discuss the theme: "What Do You Wish Somebody Had Told You When You First Started as a TA?"

This wasn't the first time formal training was made available to teaching assistants. Several departments—including Geography, Linguistics, Chemistry, and Psychology—already had programs to help graduate students prepare for their teaching responsibilities, but the conference was the first campuswide event directed toward that goal. Within a few years, the daylong conference had become part of a broader program that involved additional general seminars as well as subsidies for departmental training. By 1977, 15 departments were participating.

Today, as Associate Vice Provost for Instructional Development at UCLA, Larry Loeher directs the campuswide program. He describes UCLA's effort with pride: "I can say quite confidently that there might be better programs [with fewer students at smaller universities], and there might be bigger programs [but of lower quality]. There are no programs that are both bigger and better."

Besides the campuswide conference for teaching assistants, which continues to be held in the fall, the Office of Instructional Development (OID) sponsors a range of seminars and other programs that provide graduate students with opportunities to master and then polish teaching skills. Of the 48 or so departments that employ TAs, a least 31 participate in the OID program. Because these departments employ 80-85 percent of the TAs on campus, the OID's impact is widespread: 800 to 900 TAs are involved in the TA training at some level each year.

At the core of the OID program are two quarter-long seminars. The Teaching Assis-

Melissa Epstein, graduate



student in Linguistics, has a plan for her computer lab sections.

"It's very hard for students to follow a

demonstration. No matter how slowly you go, they're always a step or two behind," she says. Instead of repeating the demonstration again and again, she does one quick demo and then has students work in pairs, while she circles the lab and answers questions. "Then students can figure out the problems themselves as opposed to falling asleep watching me do it."

Sarah Rothenberg, TA in Statistics, planned early for her first



class as a TA. "I knew I was going to be nervous ahead of time, so the prior year I took a public speaking workshop through UCLA. . . . Know-

ing that I was going to speak in front of a class of 20 to 40 students, I needed to understand what that anxiety is about. I prepared myself." She's been surprised by her personal impact. "Six months after a class has ended, a student will recognize me and say hello. One student even asked me about a research project I mentioned just briefly in one class."

tant Consultant (TAC) seminar provides basic administrative information and skills development to experienced TAs nominated by their departments. A Technology TAC (TechTAC) seminar offers specialized information about using technology—from classroom layout and overhead projectors to the latest computer software—to enhance learning. TACs and TechTACs then help train other TAs in their departments through a quarter-long class.

"From the beginning, training for teaching assistants at UCLA has been pretty much TA owned and operated," Dr. Loehner says, with the goal of "keeping TA training in the hands of the TAs themselves." There were a couple of reasons for this. Most important, the university recognized that TAs were the experts on what they needed to fulfill their classroom assignments. "Faculty mentorship is a critical part of training TAs, but peer-to-peer information and advice is a very powerful tool," Loehner says.

Also, he believes that this system reduces burnout. As graduate students complete dissertations and leave the university, fresh talent appears on the front lines. "People are always reinventing the training, but the people who reinvent it bring something new to it," Loehner says. "It's wonderful in keeping the program

vibrant and alive."

Another key philosophy of the OID operation was to provide central administration for TA training while much of the actual training remained decentralized. "This has kept the issues that are important on a departmental basis right there in the forefront," Loehner says. While subjects such as cheating policy and grading strategies are common to all departments, TAs in theater arts may be working in a scenery shop, while an English TA is leading a discussion section or a chemistry TA is running a laboratory.

Departments apply to OID for funding to support a TAC or TechTAC, and if their grant is approved, they select the individual(s) who will attend OID seminars and bring that information back to the department. Applications include a description of the existing program and the selection process for the TAC, so there is some informal central review of departmental efforts. OID provides the salary and training for TACs and TechTACs. Both seminars are directed by graduate student coordinators, this year Laurie Schick from Applied Linguistics and TESL for TAC training and Brent Haydamack from the Geography Department for TechTAC training. "I'm always thrilled at what good people we're able to find among our graduate students," Dr. Loehner says. "They continuously impress me with their ability and their dedication."

Training the Trainers

In the Fall 2001 quarter, 43 graduate students, most with significant experience as TAs, attended Laurie Schick's TAC seminar with the goal of learning how to support the development of TAs in their department. Seminar topics include university policies on ethics, grading, sexual harassment, and confidentiality; instructional resources available on campus; and teaching theory issues such as facilitating discussions and dealing with emotional issues. Extensive discussion helps TACs to sort through their own experiences and think about what new TAs need to know. Some of the class is devoted to problem solving.

"The central TAC seminar is only one component of what we do at OID and it is only one part of a much larger process going on in the university that includes faculty mentoring as well as training and evaluation," Laurie says.

Back in their departments, some TACs might assist a faculty member in providing a quarter-long class for TAs, whereas others teach the class themselves under faculty supervision. These classes are usually graded satisfactory/unsatisfactory and carry credit. The TACs may also provide a variety of consulting and feedback services, including observation of the department's TAs.

Occasionally a graduate student will express concern because they attend the central TAC seminar and teach their own departmental course at the same time. In particular, new TACs say they would like to receive some of the training prior to the start of the quarter in order to help them with preparation. Therefore, in addition to the Fall quarter Central Seminar, beginning next fall OID will offer training workshops specifically for new TACs prior to the start of the quarter in order to help prepare new TAs before they actually walk into the classroom. This training will take place at the same time as OID's Campuswide TA Conference scheduled for September

Brent Haydamack, graduate student in Geography and the OID TechTAC training coordinator, says he "was quite scared" as he faced his first assignment as a TA. "I was only two years away from *being* an undergraduate and suddenly I'm *teaching* undergraduates," he recalls. "It was a little disconcerting." Help came



from fellow TAs. "I was paired with Claire Barnes, a PhD student who had extensive teaching experience," he says. "I was fortunate because she really supported me well. . . .and had a set of expectations about how things should go." And although he took his department's TA training after he was already teaching, "it was helpful because I could bring problems from my classroom to the training seminar and talk to other TAs and get some advice."

Laurie Schick, graduate student in Applied Linguistics and TESL and the coordinator of OI D's TAC training program says her teaching experience has taught her to tune in to the students she



teaches. "Pay attention to what you've learned about your students' backgrounds and use that information to make your point whenever possible.

Speak to your audience, to your students. Look at their faces and read their expressions as you are speaking. Thoroughly check your students' comprehension as you go along by asking them questions that require them to give substantial answers back to you. Do not wait until you grade a test to find out you did not make your point with them."

2002.

However, Ramela Grigorian, TAC in Art History, was relatively unconcerned about the fact that she was already teaching the seminar for first year TAs while in training. For her, the benefits of the seminar had less to do with preparing for the departmental class she taught than with sharing ideas with TAs in other departments. As a result of what she learned in the OID seminar, she has suggested to her department the possibility of a more active role for faculty in its TA training class, as well as a revised syllabus that would require students to make presentations.

And Sarah Rothenberg, TAC in statistics, saw an advantage in the simultaneous training/teaching. "Often, there was information that we were covering in the TAC seminar that we were mimicking in our own departmental class within a week or two." She also put a great value on the opportunity to share experiences with other graduate students. "When you're a graduate student, you are often stuck in your own department seeing the same ten people," she says. "In TAC

Faculty mentorship is a critical part of training TAs, but peer-to-peer information and advice is a very powerful tool.

classes, I met every week with twenty people from all over campus. There's so much we learned from each other." Borrowing an idea from the Physics Department, Statistics is now considering videotaping prospective TAs in rehearsals before classes begin.

The best thing about TAC training, Sarah says, was "what I got from being in a roomful of other students. We all get so caught up in our studies, our research, our wanting to finish, that we don't get familiar with students in other areas. When that TAC class ended I was very sad."

Technology From an Educational Perspective

During Winter 2002 quarter, 17 graduate students are attending Brent Haydamack's seminar, which combines training in skills needed to operate technology with discussion about classroom applications. As part of the class, TechTACs submit a syllabus for a course they'll offer in their department during spring quarter.

Not all of the TechTAC classes are conducted in the CLICC lab at the Powell Library. Last year, Brent took his seminar on a tour of lecture halls to observe and discuss classroom configurations, placement of chalkboards, seating, and so on. And it's not all gizmos. "Students come in expecting to play on a computer for ten weeks and find out they spend a lot of time talking about how to teach," he says.

Brent urges TechTACS to follow the 3D format he uses: demo, do, and discuss. As class begins, Brent spends five or ten minutes demonstrating a skill. "If we can demo it really quickly, we not only show how it works, we also help dispel anxiety," Brent explains. "People say, 'Gee, it can't be that hard if he did it in five minutes. Maybe I can do it, too.'" During the next fifty to sixty minutes, students try doing whatever Brent demonstrated—for example, they might build a web page on their favorite food. After a short break, "we engage in about an hour's worth of discussion about how you could use this in your class," Brent says. He encourages conversation about "how technology might help them solve a teaching problem." For example,

For Ramela Grigorian, one big issue during her first quarter as a teaching assistant in Art History was *flexibility* in the approach she uses to best meet different students' needs. "At first I think I assumed that the methods that had worked for me as a student would also work for my students,"



she says. Now, with a little more experience, she's learned to offer a variety of ways for her students to access her assistance. For

example, in the Fall 2000 quarter she spent a whole day with all 45 of her students in mandatory scheduled meetings she had set up, each with a group of three students from her Ancient Art History sections. In preparation for the paper assignment, "each student had to present a thesis and outline to the group for discussion. This approach had worked wonderfully for me when I was a student but I noticed that many of these students came unprepared and were somewhat passive in the meetings," she says. In winter and spring quarters she changed her approach by making these meetings optional, and only a fifth of her students showed up—probably the ones for which this style of learning works best. Her other students aggressively pursued the other methods she offered for access to her teaching; meetings during office hours for those who benefit best from one-on-one verbal interaction and trading drafts back and forth for those students who learn best from written comments.

photos on a web page might help with visualization of a concept, or the Web page could provide links to other resources or offer example problems.

One TechTAC who follows Brent's lead is Melissa Epstein, a graduate stu-

Training TAs, continued

dent in Linguistics who became the department's TechTAC two years ago after experience as its computer lab coordinator. During the TechTAC training, Melissa was TAing for the first time in a course, Introduction to General Phonetics, in which her job was to "teach students funny sounds in section." Most weeks, there was a different set of sounds "students had to learn to produce and recognize," most of them "sounds that I hadn't learned to produce confidently until the day before, or that I had learned to produce differently" at the University of Pennsylvania as an undergraduate, Melissa says.

Using what she learned in the TechTAC seminar, she "was able to teach sounds a lot more effectively." The course's textbook offered the URL for a website that proved quite useful to students, once they learned how to access it and to use the recorder feature of RealPlayer so that "they could hear themselves produce the sound."

Melissa adds, "Actually, some of the most helpful techniques I learned for teaching students in a computer lab were very 'low-tech' techniques. I ask students to turn off their computer monitors so they will pay attention to me lecturing and demonstrating instead of surfing the web. I also learned in class that the best approach would often be to encourage active learning among the students by having them work in groups going over with each other flashcards of words incorporating the new sounds. For some reason, the students really love flashcards even though they are very low-tech."

Summary

Campuswide seminars offered by OID provide information and skills development to experienced TAs selected by their departments to support graduate students as teachers. A basic seminar discusses campus policies and fundamental skills; a new technology seminar helps TAs learn how to use various kinds of equipment effectively. The major effort in TA training remains in the departments, where quarter-long classes play a fundamental role.

TACs speak highly of the overall effort. "I feel strongly that effective teachers never stop learning and improving their skills," says Aviva Liebert, TAC in Organismic Biology, Ecology and Evolution. "The TAC experience has forced me to think more carefully about my own teaching. As a TAC, I've enjoyed the opportunity to spend more time on these issues . . . and to help provide an environment where TAs in my department can discuss teaching issues and receive feedback."

See OID's TA training website at www.oid.ucla.edu/

Besides the campuswide conference for teaching assistants, which continues to be held in the fall, the Office of Instructional Development (OID) sponsors a range of seminars and other programs that provide graduate students with opportunities to master and then polish teaching skills.

Departments' perspectives on TA training

To get a flavor of how departments handle training of their teaching assistants, the Graduate Quarterly spoke to faculty TA coordinators in four departments with large programs: Chemistry, English, History, and Organismic Biology, Ecology and Evolution. While we believe their experiences are illustrative of best practice at UCLA, these departments do not necessarily comprise all good programs or even a representative sample of all TA training.



CHEMISTRY

"We've always had a strong commitment to teaching, which is somewhat unusual for large research chemistry departments."

Arlene Russell
Senior Lecturer

Training for TAs in Chemistry was already in place when Arlene Russell came to UCLA as a graduate student in 1966. After a half-day orientation, every TA was assigned a big brother (today, there are plenty of sisters, too): a graduate student a year ahead who had already taught the same course. After she came on staff, Professor Russell took over the program and developed a videotape for training TAs that she showed at a National Chemical Society meeting in 1976. As campuswide training for TAs grew through the late 1970s and 1980s,

"New Chemistry Department TAs get up in front of a camera and give a five-minute lesson so they can review and refine their performances."

Chemistry's "head TA" paradigm provided a model for OID programs, she says.

"We've always had a strong commitment to teaching, which is somewhat unusual for large research chemistry departments," Professor Russell says. Former Chemistry Department Chair Kenneth Trueblood "was a role model for the department in terms of his respect for teaching by not making it a secondary activity to research. He was a topnotch researcher, so it wasn't a question of doing one or the other. You were supposed to excel in both."

Before classes start each fall, new TAs are required to take a three-day class, which covers teaching skills, collaborative learning, and the effectiveness of group work. New TAs get up in front of a camera and give a five-minute lesson so they can review and refine their performances. And they can turn to a 40-page Teaching Assistant Handbook created by the department for answers to questions about grading, discussion tools, laboratory cleanliness and chemical waste, salary and benefits and even rules governing the playing of radios in laboratories.

During their first teaching quarter, TAs typically lead labora-

tory or discussion sections of large undergraduate lectures, which they are expected to attend. Weekly meetings with faculty and other TAs provide feedback. In the same semester, they also take a departmental training course, which TACS organize and run, on issues of assessment, conduct, and safety. The TACs also observe all new TAs in the classroom and prepare a confidential evaluation.

The emphasis on teaching reaches beyond TAs. New faculty have mentors for teaching as well as research, and all faculty observe each other's lectures, Professor Russell says. "The department wants to communicate the importance of teaching at every level."



ENGLISH

"Why do we assume that because you read well, you know how to teach literature?"

Chris Mott
Lecturer and TA Coordinator

One of the largest employers of teaching assistants on campus, with about 50 positions per quarter, the Department of English also has one of the most elaborate programs for preparing them as teachers.

During the spring before their first teaching assignment, prospective TAs take a quarter-long class that covers a pragmatic curriculum: techniques for discussion, strategies for writing quizzes and other assignments, and resources on campus. Because grading is one of the biggest challenges, students get four or five sample essays to grade and discuss.

The next fall, their first assignment is to lead small discussion sections in General Education lecture classes. "We choose the professors to lead these lecture courses because they're good with TAs," says Chris Mott, who coordinates the department's TA program. "They realize they're going to have a demanding job of supervising the TAs." At weekly meetings, TAs discuss class issues and grading problems.

While they're having this first teaching experience, TAs are also taking a second quarter-long class, which prepares them to teach a stand-alone Introduction to Literature course. They learn "text selection, how to put together a whole course, how to design it," Professor Mott says. "We don't just give them a syllabus. But we do give them guidelines that help them to understand the department's requirements for the course."

As they progress, TAs may also work in large lecture courses specific to the English major. They may also submit a proposal for a sophomore seminar, and three to four graduate students are selected to present such a class each year.

"I'm very proud of the English Department's TA training program," says Professor Mott, "because I think we give our graduate students more varied teaching opportunities than almost any other program in the nation."

"I'm very proud of the English Department's TA training program because I think we give our graduate students more varied teaching opportunities than almost any other program in the nation."

"I would measure commitment to undergraduate education by the degree to which the university trains or attends to the training of those who deal with undergraduates, whether they're senior faculty or TAs."

When the teaching assistant consultant (TAC) program started in the 1970s, the Writing Programs for Freshmen was also beginning, and English was one of the first TAC participants. "Freshman Composition is a very challenging and difficult course," says Professor Mott. "The department felt that our graduate students needed to have at least a full quarter of training before they began teaching it."

As time went by, there was a further recognition: "No one assumed that teaching composition came naturally—just because you can write

well you can teach it," Professor Mott says. "So why did we assume that just because you can read well, you can teach literature?" Following the requests of several teaching assistants, the department decided to "put something together" that would help TAs turn undergraduates into skilled interpreters of literature, "and we've been working on it ever since."

In collaboration with two TACs, Professor Mott develops and delivers the TA training courses in English. "From my perspective, a faculty member should be involved in the class. There's a lot to learn about college-level pedagogy," he says. TACs also help supervise peer mentoring and a mandatory observation program in which first-year TAs watch an experienced teacher and TACs observe and provide feedback to new TAs. Professor Mott is also available for consultation with TAs on problems of scheduling, plagiarism, and so on. "To lay that on a graduate student is too much," he says. "They're very busy people."

Although a university's commitment to undergraduate education is often measured by the number of senior faculty who teach lower division courses, Professor Mott suggests an additional criterion. "I would measure commitment to undergraduate education by the degree to which the university trains or attends to the training of those who deal with undergraduates, whether they're senior faculty or TAs."



HISTORY

"If you're contemplating devoting your professional life to teaching, why not take a crack at it now?"

Muriel C. McClendon
Associate Professor and TA Coordinator

Every lower division course in the History Department comes with a companion seminar in which the faculty lecturer guides the several teaching assistants who lead the class's discussion sections. Each professor devises the meeting schedule and content of the mandatory training seminar. Although there's great variety, some subjects are typical.

"Every week, I meet with my TAs and we talk about the material that's being assigned to make sure we have something of a common understanding of what it's about," says Associ-

ate Professor Muriel C. McClendon, who is TA coordinator for her department. “We may talk about ways to teach it,” but “we don’t have a set way to be a TA,” she adds.

In the same way that professors devise their own TA training, they also determine the role TAs are expected to play in the two-hour discussion sections they lead. As Professor McClendon sees it, discussion sections give undergraduates “a big chance to be part of an intellectual community, even if it’s only for ten weeks.”

“We may talk about ways to teach it, but we don’t have a set way to be a TA.”

Whatever careers they pursue, university graduates will someday have “to sit around and talk about ideas with other people,” she says. “Discussion sections are a great place to learn how to do this.”

It’s her hope that her TAs are creating wonderful communities.

She also offers TAs in her lecture courses—this quarter nine TAs are assisting in a Western Civilization class—an opportunity to give a fifty-minute class lecture. “It’s not mandatory,” she says, “but if you’re contemplating devoting your professional life to teaching, why not take a crack at it now?” One TA has already given a presentation—on the Islamic empire—and two others will do so later in the semester. “They always do a really good job.”

These course-linked seminars for TAs are the centerpiece of a larger program in history. First-time TAs attend an all-day training session before classes begin, and they also take a one-semester general seminar, which usually covers UCLA administrative and grading policies as well as pedagogical strategies. This class is designed and taught by the department’s TACs, this year Jeff Blutinger and John Bowes. “They’ve really done the lion’s share of the work,” Professor McClendon says.

The History Department also provides graduate students who are in the advanced phase of their research with an opportunity to design and lead an undergraduate seminar. And because each undergraduate class has its own Web site, graduate students also learn something about using technology in pedagogy. Assistant Professor Janice Reiff designed the department’s first seminar for gradu-

ate students interested in applying computer technology, then led a systemwide UC program. The seminar was “useful for talking about how the Web and computer technology can be an integral part of a course,” she says, “and not just a way to keep from passing out lots of paper.” For example, Web sites might provide datasets for analysis, links to newspapers, or digitized clips from old TV broadcasts.

Given that many graduate students in history are hoping for careers in academia, Professor McClendon believes the TA opportunity is rich preparation. Because TAs take a different seminar with each class to which they’re assigned, they’re exposed to a variety of course designs and teaching styles. Then, too, many academic jobs will require teaching a class in Western Civilization or World History. Some graduate students argue that these subjects are far away from their areas of expertise. However, “nobody has a field that’s Western Civilization,” she says. “Having some exposure is a good thing.”



ORGANISMIC BIOLOGY, ECOLOGY AND EVOLUTION

“TAs are the only humans these kids get to meet.”

Steve Strand
Organismic Biology, Ecology and
Evolution
Chair and TA Coordinator

In Organismic Biology, TAs are responsible for the laboratory sections in courses such as Life Science 1. “The faculty often do not visit those labs,” says Steve Strand, who is chair of the Life Sciences core, “so TAs have the primary responsibility.” TAs are asked to provide a 10- to 20-minute introduction for each lab session, describing the techniques required for the day’s lesson. Then students go to work, using TAs as “a resource, a problem solver. They can explain how things fit together.” TAs make up and administer a quiz at the beginning of each class, maintaining grades for their sections. They

might also write questions for the midterm or final based on laboratory materials.

“They’re the closest thing to a peer that undergraduates get as a role model. From my point of view, they are the people most capable of delivering an acceptable message to the students.”

Until 1980, there was no formal preparation for this work. Then Professor Strand and his colleague, Dan Walker, decided some training was necessary. “We have very large classes, with 400 students or so. TAs are the only humans these kids get to meet, because the lab sections are small, maybe 18 students. We thought it was very important that TAs should be both professional and competent.”

The original TA seminar Professors Strand and Walker designed provided the basics that TAs need to teach a laboratory section. Because the TAs were often teaching their first class at the same time, the curriculum followed the order of what TAs would need to do. “Week one covers what you do with your first section, how you introduce yourself, how you create a good impression, what you tell the students, what you don’t tell them,” Professor Strand says. “Before the first midterm, we talk about exam taking, cheating, and academic dishonesty.” The class begins a bit before the fall quarter so “that students can meet their first class and feel confident,” he adds.

Today TACs, trained and paid by the Office of Instructional Development, take the lead in the departmental class, but Professor Strand is always on hand.

Teaching assistant salaries are a primary means of financial support for graduate students in Organismic Biology, Ecology and Evolution but there are other reasons for employing graduate students in teaching roles. “They’re the closest thing to a peer that undergraduates get as a role model. From my point of view, they are the people most capable of delivering an acceptable message to the students,” says Dr. Strand. “Here’s somebody, maybe one or two years older than the undergraduates, who is becoming a professional in the field. Students might think, ‘Gee maybe I could do that.’ When professors pontificate about how wonderful it is to be a molecular biologist, that person’s so out of reach, it might as well be the U.S. President saying how nice is it to be president.”



Darren Carpizo

MOLECULAR, CELL AND DEVELOPMENTAL BIOLOGY

Graduate student Darren Carpizo is among the many researchers around the world who are working with substances that inhibit angiogenesis, the formation of blood vessels from a pre-existing network of vessels. These substances represent a new class of cancer therapeutics that serve to strangle malignant tumors as they try to grow. Most are content to show that the substance shrinks tumors and does no obvious harm elsewhere. Darren and his adviser, Professor Luisa Iruela-Arispe, are trying to discover *how* the naturally occurring gene, METH-1, suppresses growth of blood vessels and what it does as its regular job in the body.

Because of their life-saving potential, approximately 19 anti-angiogenic therapies are already in the clinical pipeline, being tested with human subjects. However, for several of them it is not quite clear what their molecular mechanisms of action are to explain their anti-angiogenic properties, “and that worries some scientists,” Darren says. “You have to wonder what else the substance is doing. That’s a strong question that many people have on their minds.”

For decades, drugs have moved to clinical trials before researchers understood at the molecular level exactly what they do and how they do it. However, a new paradigm is presently being employed, Darren says, “with molecular and cellular biology moving quickly to improve our ability to understand these substances much more fully, to understand the molecular mechanisms that give them their therapeutic characteristics.”

There is a long-standing struggle between PhDs in basic science, who want to understand how drugs work before they’re put to use, and MDs, who have patients in desperate need of treatment. Darren is unusual, Professor Iruela-Arispe says, in that “he feels very comfortable in both arenas. It’s difficult to walk in these two very different worlds.”

But doing just that is the premise of UCLA’s Specialized Training in Advanced Research (STAR) program: Medical school graduates pursue a clinical specialty—in Darren’s case, General Surgery—and at the same time obtain rigorous experience in basic science.

Darren always knew he would be a doctor: “Ever since I can remember, it’s the only thing I have wanted to do,” he says. At Cornell University, he took a special program, Biology and Society, which combined a core of courses in the biological sciences with courses in the social sciences and the humanities.

His interest in research grew at the University of Illinois Medical School, where he took a job to help pay for tuition and serendipitously, it changed his life. Working in the laboratory of the Chief of Gastroenterology was “strangely lucky for me,” Darren says. In addition to the more routine tasks of a lab assistant, Darren had the opportunity to create an animal model for Gastro-Esophageal Reflux Disease (GERD).

Doctors have long correlated an overexposure of the esophagus to acid, as in GERD, with an increased risk of esophageal cancer, but the manner in which hydrogen ions induce the cells that line the esophagus to become cancerous had never been demonstrated sci-

entifically. Using rabbits, Darren showed that exposing the esophagus to acid, which happens in GERD, caused a precancerous proliferation of cells. His findings led to a publication and presentations at major meetings of gastroenterologists, which gave him a crash course in the art of presenting research. More importantly, he discovered that he was “intrigued by the notion of how biological science can be used as a tool to understand human disease and solve medical problems.”

So when he completed medical school, he looked for a residency program that would allow him to continue doing research while pursuing his specialized training in surgery. He was accepted into UCLA’s General Surgery residency program which is a seven year program composed of five clinical years and two research years. When it came time for Darren to begin his research track of this program he originally was to begin to work in the laboratory of Dr. Helena Chang, Professor of Surgical Oncology and Director of the UCLA

Revlon Breast Cancer Center.

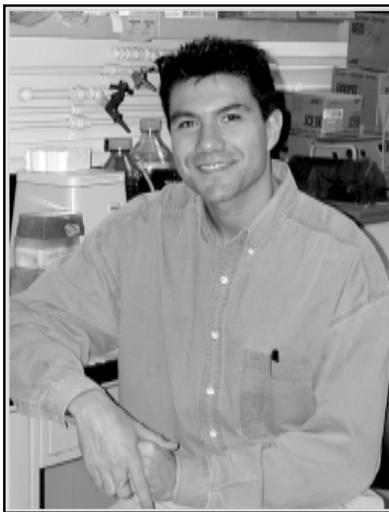
When he switched to the STAR program, which provides more extensive research experience and a dual degree, he needed to find a basic science mentor with no clinical responsibilities. “The reasoning is that an MD/PhD like Dr. Chang usually has a lot of responsibilities that take them away from the laboratory,” Darren explains. “They figure that to get the best scientific training, you’re going to need a lot of mentoring with someone who focusses strictly on basic science.” Professor Iruela-Arispe was a natural choice for Darren, as she has a dual appointment in Molecular, Cellular and Developmental Biology and in the Division of Surgical Oncology.

STAR’s goal is to prepare doctors for a career in academic medicine. At UCLA, Darren has “learned that I really enjoy being in an academic environment where you’re constantly being exposed to new ideas and various people with different ways of thinking.” At UCLA, he also found that “I really enjoy teaching. I volunteer to teach medical students various aspects of surgery whenever I can.”

As a result of his education, Darren will be able to pursue treatments for cancer on two fronts. In the laboratory, he can assist in the effort to find medicines that will inhibit or destroy cancer cells more effectively than the present chemotherapy drugs. The angiogenesis inhibitors, for example, might be used to shrink existing tumors and to prevent metastasizing cancers from “setting up shop” elsewhere in the body.

And in the meantime, as a practitioner of surgical oncology, he’s on the frontline of present-day cancer treatment for solid organ cancers that are diagnosed at a fairly early stage” and thus offer a good prognosis, he says. To Darren, “the beauty of surgery is the experience of actually manipulating someone’s body, with the opportunity potentially to cure them of some disease.”

He also finds surgery the most challenging medical specialty as it requires the blending of both high level intellectual and technical skills but he admits, “it’s the intellectual stimulation that drives me.” His mentor values that quality. “He’s very devoted and committed to his work,” Professor Iruela-Arispe says. “When he believes in something, he goes at it with his full heart and soul.”



As a result of his education, Darren will be able to pursue treatments for cancer on two fronts.

Gina Fatone

ETHNOMUSICOLOGY

Gina Fatone's dissertation was born in a classroom at the New England Conservatory of Music, where she was taking a course called, "Indian Music on Western Instruments." Her instructor, an expert in Indian flute, required the students to learn how to sing part of an Indian *raga*. Then, "once you had it firmly in your vocal memory, you had to play it for the class on your instrument," Gina says.

With some trepidation, she sat down in front of the harpsichord, expecting to hunt and peck on the keyboard as she tried to find the notes for the song in her head. Instead, "there was this stunning, almost automatic transfer of what I had learned vocally to my hands. It was like I was watching my hands play what I had sung in a relatively automatic way."

Gina's conclusion: "It appeared that singing had burned the melody into my memory in a way that was translatable to my trained hands almost immediately." Deeply impressed by the experience, Gina decided that some day she wanted to investigate this phenomenon.

That day has come. Gina is completing fieldwork and will soon begin writing her dissertation on the cross-domain learning process that appears to be built on a special relationship between vocal expression and motor skills.

To Western minds, this may recall the charismatic charlatan Professor Harold Hill of *The Music Man*, who told his young students they could learn to play band instruments by singing the same tune together, over and over and over. But other traditions look more benignly on Hill's strategy. In China, Japan, and Korea, singing has played an important role in learning musical instruments for some time.

Then there's *canntaireachd*, a traditional way of using sung notes to learn the classical Scottish bagpipe repertoire called *piobaireachd*. As part of her fieldwork, Gina travels into the hills behind Santa Cruz, where a fellow who lives in a cabin without electricity is teaching her this system. Gina has learned a series of *vocables*, (non-lexical syllables similar to

the Western classical "do", "re", "mi") that signify specific notes or note groups. Each of those vocables becomes associated with a specific hand position on the bagpipes, so learning to sing is, in a sense, learning to play. Last summer, on a grant from the Canadian government, she studied how the *canntaireachd* tradition is maintained in the Scottish stronghold of Nova Scotia and Prince Edward Island.



Gina hopes to bring to her writing an insider's perspective of how learning music can cross the bridge from vocal to motor expression, and she'll work with others who have experienced this. She's also planning to draw from various disciplines and approaches to the topic: indigenous cultural philosophies regarding the power of the

human voice, theories of memory and emotion, neurophysiology, and evolutionary theory, which speculates that manual language may have been a precursor to vocal language development. Aware that scientific explication about what happens inside the brain during this voice-to-hand learning is outside her academic turf, Gina hopes to share her findings with empirical researchers to evoke their interest in this cognitive process.

Skipping directly from the New England Conservatory classroom to her dissertation work leapfrogs over more than a decade of work. During that time, Gina acquired an M.M. in harpsichord performance at the New England Conservatory and an M.A. in music at UC Santa Cruz, where she studied Indonesian music and learned to play and teach *gamelan*, an orchestra composed of bronze percussion instruments. She also spent a year in doctoral studies at the University of Hawaii before concluding that UCLA was the unique place where

the resources for world music and psychology of music would permit her to pursue her study of the voice-hand connection.

After arriving here in 1997, it took Gina some time to find the right mentors to advise her about the project. Looking across the traditional boundaries of departments and schools, Gina gradually assembled a supportive team of mentors, including Helen Rees, assistant professor of ethnomusicology, and Frank Heuser, associate professor of music education in the Department of Music.

Besides being an accomplished musician in Western and Balinese genres, "Gina is a very creative thinker," says Professor Rees. "She reaches across disciplinary boundaries in novel ways . . . to produce a genuinely original and minutely researched piece of work." Professor Heuser adds that Gina "has the kind of mind that takes pieces of information that usually don't connect and finds a way to connect them."

As if her dissertation topic weren't enough evidence of the latter skill, Gina has written an article for *ECHO*, the Department of Musicology's online journal, titled: "We Thank the Technology Goddess for Giving Us the Ability to Rave: Gamelan, techno-primitivism, and the San Francisco Rave Scene." In it, she takes an ethnographic look at raves

(usually underground gatherings where ecstatic group dance to loud music is featured) and their appropriation of gamelan performance.

As Professor Heuser sees it, Gina's unusual combination of interests can create practical hurdles. "We always say we want students to think outside the box," he says, "but when we find one who does think outside the box, we can't find ways to fund them."

For Gina, that hurdle has been crossed with a

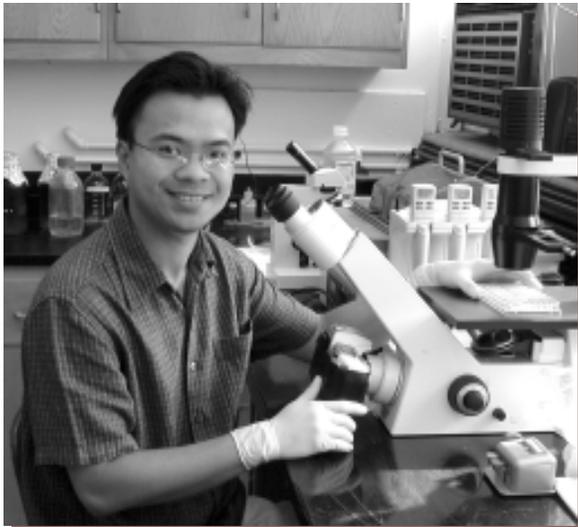
Canadian Studies Grant and a Dissertation Year Fellowship, obtained with help from Professors Rees and Heuser. "Without their absolutely unfailing advocacy and genuine interest in my work," Gina says, "I might well have yelled uncle quite some time ago. I can't overstate how important this level of true mentorship is."

"It appeared that singing had burned the melody into my memory in a way that was translatable to my trained hands almost immediately."

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Tung H. Ngo

PHYSIOLOGICAL SCIENCE



Like many UCLA graduate students, Tung H. Ngo is well along in his doctoral research, hoping to complete his dissertation next June. Like some, he has his future mapped out both professionally (a Doctor of Osteopathy at Western University) and personally (marriage to his long-time friend, Sara Chau). But as Tung says with considerable understatement, “the road I took to UCLA was quite different.”

Born just after the Viet Nam war, Tung was raised in a chaotic society whose new government seized his family’s possessions and imprisoned his father. He spent his whole childhood out of school, hiding and fleeing with his parents. On their thirteenth attempt to escape from Viet Nam, Tung and his family arrived by boat at an Indonesian refugee camp where Tung spent four years in the jungle, hunting for food instead of pursuing an education.

Yet, when his family arrived in Southern California in 1992, he went right into La Quinta High School in Westminster, and “I enrolled myself.” He was 17. In two years, he learned English and all the other subjects required—not only to graduate from high school but also to be accepted for UC Irvine’s undergraduate program in Biological Sciences. “The energy I had is just amazing,” he says.

Besides energy and determination, Tung had a goal. In Viet Nam and Indonesia, he’d seen what happens when medical attention is not available. Suffering from several congenital complications,

Tung was taken to the hospital when he was 9 years old, but “when my family wasn’t able to come up with the amount of money requested, they just slammed the door in our face.” In the refugee camp, “people were sick and hopeless, unable to help their children get over such curable diseases as malaria,” he says. To make a difference, Tung has volunteered in a variety of health care settings since he came to Southern California, and becoming a compassionate doctor is his lifelong dream.

When he was accepted at UCLA for graduate studies in Physiological Science, he “read through all the faculty descriptions” and decided that Professor R. James Barnard’s work on the impact of lifestyle factors in chronic diseases “sounded really interesting,” Tung says, dovetailing with his own concerns and goals. “Working with Professor Barnard turned out to be a great decision.”

Professor Barnard would agree. “Tung is one of the most remarkable students I have had in my 33 years as a professor at UCLA,” he says. “He is an outstanding student and researcher.”

Among the projects under way in Professor Barnard’s laboratory is research on the links between diet, exercise, and prostate cancer. In one study, a group of men agreed to change from a lifestyle of high-fat diet and little exercise to a program of low-fat, high-fiber diet and regular aerobic exercise. Blood samples were taken from the men before and after their lifestyle change. Then, in the laboratory, prostate cancer cells were introduced to the serum derived from those blood samples.

“It was remarkable to observe the stimulation of prostate cancer cells in the serum of men who do not diet and exercise” Tung says. “Following an intensive diet and exercise intervention, the serum seems to inhibit growth. I was able to

show that some of the cancer cells actually undergo a form of cell death.” Tung is first author on a paper reporting the results, which will be submitted to a scientific journal.

In a related experiment, Tung is studying the growth of prostate tumors in mice that are on lifestyle programs similar to the ones in which the men participated. He hopes to identify which genes are activated to produce the outcome of cancer stimulus or suppression. Showing that “behavioral modifications of diet and lifestyle can affect cells at the molecular level is a whole new and exciting field” and has persuaded Tung that osteopathy rather than traditional medicine is the path he wants to pursue. Osteopathy focuses on maintaining health through the additional use of behavioral and natural interventions to assist the body’s self-healing capability, he says, rather than on curing diseases solely with pharmaceuticals and surgery.

While many PhDs are also MDs, few are also doctors of osteopathy, Tung reasons, and “the new field needs scientific support for its claims.” Tung hopes to

find a university setting where he can conduct research and do clinical work, along with teaching. He’s already picked out his partner in practice, Sara Chau, who has been an inspiration to Tung since they were in high school.

When Tung arrived

at La Quinta High School, Sara was at the top of the class scholastically. “She never paid attention to me because I was just a new guy from Viet Nam who didn’t know English or anything,” Tung recalls. But that was then. Using Sara as a role model and studying for as long as 18 hours a day, Tung ended up alongside her on the honor roll, on the awards list at graduation, and at UC Irvine, where they began to date. Now, Sara is a fourth-year student at UCLA Medical School, so their future joint practice will provide a well-rounded list of treatment alternatives.

With a past full of struggle, Tung looks forward to a future of equal accomplishment. “I appreciate what I have here,” he says. “The most satisfying thing, the thing that would give meaning to my life, is to do something about what I’ve seen.”

Tung’s dissertation research shows that diet and exercise cause molecular changes that may actually kill cancer cells.

Michele Schreiber

FILM, TELEVISION AND DIGITAL MEDIA

Film and TV graduate student Michele Schreiber would like you to consider a striking proposition: Doris Day, the virginal icon of film comedies in the fifties, has something in common with the adventurous women of HBO's *Sex and the City*. Sure, Doris might blush at some of the conversations Carrie has with her girlfriends, and certainly, they would find her attitudes hopelessly coy and prim. But Doris played bright, strong-willed women, often in careers where she and the HBO crowd might cross paths. And, most important, all of them are working the same turf: romantic comedy.

"The resurgence of the romance narrative in films and television of the 1980s and 1990s" is the topic Michele has chosen to pursue for her PhD dissertation. Recent years have seen not only a sharp increase in the number of romantic films and programs, Michele says, but also a return to an optimistic tone about romance and the family that recalls Doris's films.

In between, romances were few in number and less hopeful in tone. In *The Way We Were*, the heroine loses the man she loves and ends up alone. In *Love Story*, the heroine dies. In sharp contrast are such films as *Sleepless in Seattle*, *Four Weddings and a Funeral*, and *Bridget Jones's Diary*. In their happy endings, the girl not only gets her man, she usually marries him. "There's a real shift in the tone of films in the 1980s," Michele says, who hopes to explore "whether or not this shift has something to do with a response to feminism."

In this respect, Michele's mother has had an influence. Although she proudly calls herself a feminist, her mother always wants to go see a romantic comedy, Michele says. Why do "intelligent women who are aware of themselves in the world" still enjoy these romantic fantasies, she wonders.

Just beginning her dissertation research, she speculates that it has to do with "something magical about movies for women, allowing them to lose themselves, leave behind the demands made



on them as women, and move into an alternate world."

Feminist film theory often focuses on the negative portrayals of women in films. Acknowledging that many portrayals are negative, Michele asks: "Then why do we go? We can't say that all women are dumb, or they lose their feminist consciousness once they're in a movie theater," she says. "I've always wanted to paint a more complex picture."

Michele was still in elementary school when she started renting classic films at the local video store. Midway through her undergraduate years as a media studies major at Fordham University's Lincoln Center campus in New York, she "realized that I could actually do this for a living." She took a master's degree in film at San Francisco State, where her adviser, Bill Nichols, suggested that she pursue a PhD at UCLA, as he had done.

"There are few programs that offer a PhD in film, and UCLA is considered one of the best," Michele says. "Everybody is at such a high level, it can be intimidating." Upon arriving at UCLA, Michele says she learned very quickly that she had to take her career into her own hands. "No one is waiting with open-

ing arms ready to guide you down the right path. You have to find ways to distinguish yourself and your work to your peers and to the faculty." Learning how to make her way, Michele says, "I've learned a lot about myself."

Once she made connections, Michele found supportive faculty, in particular Janet Bergstrom, her dissertation chair. Michele has done well: In 2000, she received a film school fellowship, and last spring, she won the UCLA Jack C. Sauter Award for Critical Writing on Television. She also presented a paper at the 11th annual Thinking Gender Conference, sponsored by UCLA's Center for the Study of Women.

Because her interests combine feminist theory and film theory, Michele is considering pursuing a minor in women's studies as well as a PhD in film studies. Professor Bergstrom says this combination of interests is "one of the exciting things about Michele's work." Her study of romance "will open up new venues for people interested in film issues and in patterns of film and television," her mentor says.

Michele aspires to a general as well as academic readership. Some feminist scholars have been "writing important books, but nobody can read them, except for people trained in that terminology," Michele says. Professor Bergstrom applauds her desire to write "in a way that's clearly nondoctrinaire and seems fresh and alive to younger women, as well."

She also sees in Michele "a very warm teacher/mentor figure." Indeed, besides working as a teaching assistant and associate at UCLA, Michele has returned to San Francisco State for three years to teach film courses in the summer session. Her love of teaching is one motivation for pursuing an academic career. "I feel, maybe naively, that I can help the media-savvy younger generation to understand why they're drawn to films and TV programs," she says. Moreover, new film makers need to learn "the very rich history of Hollywood."

By the time Michele reaches her goal of being a university professor, her graduate research and teaching experiences will have made her savvy about that life, she says. Film romances are fine, but "you shouldn't have romantic ideas about what academia is like."

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Doris Day, the virginal icon of film comedies in the fifties, has something in common with the adventurous women of HBO's *Sex and the City*.

Munir Shaikh

ISLAMIC STUDIES

Like so many first-generation Americans (sons and daughters of immigrants) Munir Shaikh says he was supposed to be a doctor. His undergraduate major was biochemistry, but what he loved was the history and humanities courses he squeezed into the premed curriculum at the University of California, Riverside. After graduation, he worked as a chemist for a year before moving to a job writing and editing for nonprofit organizations. By 1993, he was back in school part-time, but instead of science, he was accumulating the background in history and other social sciences that he would need to prepare for graduate work in Islamic Studies.

Having completed his master's degree at UCLA, Munir's change of career direction has already led to some interesting job opportunities. The flashiest was tutoring the cast of a recently released movie about the boxing legend Muhammad Ali, showing actor Will Smith, who plays the title role, how to perform prayers and recite Arabic.

But the job opportunity with the greatest impact was being teaching assistant for an overseas UCLA summer program on Islamic Iberia, a subject that had long interested him because medieval Spain carried an important part of his Muslim heritage. Islamic governments are often divided into two categories: those in which

Munir tutored the cast of a recently released movie about the boxing legend Muhammad Ali, showing actor Will Smith, who plays the title role, how to perform prayers and recite Arabic.

the ruler is a *caliph*, or universal political and religious leader of Muslims, and those in which *sultans*, military rulers, "appease the religious leadership in exchange for legitimacy," Munir says. The Nasrid dynasty, which ruled Granada, the last Islamic kingdom in Iberia, from 1240 to 1492, is usually put

into the second group.

With time to spend in the dynasty's Alhambra palace, Munir couldn't help but notice that the Nasrid slogan, inscribed on columns and tiles and ceiling borders, was *wa la ghaliba il-lallah*. There is no victor except God. Islam may have played a more significant role in Granada's political ideology than previous scholars have



noted, Munir believes. His dissertation research will look at how the Nasrids maintained their kingdom while caught between the proverbial rock—the Christian states in the north of Spain—and hard place—the Muslim states of North Africa. "They had a very precarious existence," Munir says. "The people in power at the time were playing a very careful game of religious legitimacy, along with protecting their geographic boundaries." A history of Granada written by its vizier (executive officer), Ibn al-Khatib, is an important resource, but Munir will look as well at al-Khatib's works on administrative practice, some of which are available only in manuscript.

Munir received the prestigious Del Amo Fellowship during his first year at UCLA, and later spent five months in Fes, Morocco, studying advanced Arabic as part of a select group of U.S. graduate students.

Now in his sixth year at UCLA, Munir is just beginning his dissertation research, in part because of the time consumed by his years as editor of *Jusur*, the first graduate student-run journal in Islamic Studies. When he arrived at UCLA, the previous editors were departing so they could make progress on dissertations. Now, he finds himself in the same position. Munir also served as Director of Publications for the UCLA Graduate Student Association for three consecutive years.

His adviser, Professor of History Michael Morony, says that Munir's perfectionism has also contributed to the length of his graduate career. "Nevertheless, Munir's work, once he finishes it, is superb in terms of the quality of the research and argumentation," Profes-

sor Morony says. "What impresses me most about him is his quiet seriousness, his objectivity, the intellectual honesty, and his ability to look at old issues in new ways and to identify new issues."

All of these attributes have been particularly useful in recent months, when Munir has been asked to participate in discussions, on and off campus, related to America's increased interest in the Islamic world. Looking forward to an academic career in which he will be expected to teach contemporary as well as historical courses, Munir acquired knowledge about the growth of Muslim institutions in America that has new relevance these days.

Although Muslims arrived in the New World several centuries ago—with the Spanish explorers and with African slaves—the first large, identifiably Muslim communities arose after World War II, as educated Muslims from around the world came to the United States to study and

stayed to work and raise families. Munir's parents, from the state of Gujarat in India, were in that wave of immigration. While his parents' generation established the first neighborhoods and Muslim houses of worship in America, Munir's generation is moving out into the mainstream, seeking a truly Muslim *American* identity rather than an immigrant identity, he says.

The subject of Muslim America is not incompatible with his interest in Granada. In the Islamic kingdoms of Spain during

the Middle Ages, "Muslims, Christians, and Jews created a common culture and high civilization," Munir says. "It seemed an epitome of a pluralistic society," not unlike the one in which American Muslims are making a home.

"It's important to recognize that there is no absolutely defined political structure to which Muslims have to adhere," he says. The Qur'an's vision is large enough to embrace a society that features democracy, pluralistic religious practice, and gender egalitarianism. Indeed, the Qur'an "says that Jews and Christians are 'People of the Book', and if they follow their teachings, they will be greeted by God with mercy and kindness," Munir says. In the years ahead, he believes it will be important for mainstream Muslims to "speak up and say this is the consensus of the majority."

"It's important to recognize that there is no absolutely defined political structure to which Muslims have to adhere." The Qur'an's vision is large enough to embrace a society that features democracy, pluralistic religious practice, and gender egalitarianism.

Alejandro Simone

ECONOMICS

“Being Argentine, I lived with financial crisis, with inflation, since I was a kid,” says UCLA graduate student Alejandro Simone. “That makes you interested in economics.”

Argentina suffered two periods of hyperinflation in 1988 and 1989. Alejandro was 15 and 16 years old then. In 1994, when Argentina was undergoing a deep recession triggered by the Mexican financial crisis, he was studying economics at Universidad Di Tella in Buenos Aires. With Argentina’s financial woes regularly making headlines in recent years, Alejandro has been at UCLA, working towards a PhD in Economics and hoping for a career helping Argentina and other developing countries to prevent crises in the future.

His dissertation research is focused on that goal. Doctoral students in economics may choose to write essays on three separate topics, rather than the more conventional one-topic dissertation. Each of Alejandro’s essays asks a question related to the dispersal of financial crises across national borders. First, can financial crises, like contagious diseases, spread from country to country, even to sound economies? Second, what internal problems contribute to a country’s vulnerability to international financial crises? Third, is there anything that governments can do to help protect their countries from these disruptions?

His answer to the first question—that essay is already written—is that it is very unlikely. Countries where internal economic conditions are sound usually do not find themselves “catching a crisis.” Now examining the second question, Alejandro believes that international financial links coupled with domestic financial sector weaknesses contribute strongly to the spread of crises. When banks or institutional investors experience trouble generated by a financial crisis in a developing country, they look to reduce the risk of their portfolios by withdrawing investments from the relatively weaker developing countries and



putting the money in more conservative assets. Weak economies experience a reduction in capital inflows or capital flight that exacerbates their financial sector problems and crises are triggered.

But developing countries “are mostly responsible for what happens to them,” as Alejandro sees it. “When you lead a disordered life, you have a higher propensity to get sick.” What countries need, like Argentina needed in 1994, is strengthening their financial systems with rules and structures that minimize resource misallocation and discourage excessive risk taking. A policy recommendation in this direction would be improving accounting standards so that proper monitoring of bank balance sheets allows regulators and economic agents to assess accurately their financial health.

“Alejandro has done some very interesting empirical work on financial contagion.”

“A financial crisis is no joke for a developing country,” Alejandro says. During his youth, he saw the effects of economic disruption firsthand: deep recessions, high unemployment and high inflation. Studying Economics was the way of gaining a deeper understanding of these serious problems.

Alejandro’s father, an Oxford graduate in Economics, knew the group of Top US universities PhDs who founded Universidad Di Tella in 1992 and recommended it to his son. “I was the first student to enroll in the university,” Alejandro says.

UCLA was Alejandro’s choice for

graduate studies. As an undergraduate at Di Tella, he became familiar with the work of Carlos Vegh and Arnold Harberger, both on the faculty in economics at UCLA. “To come here was a wonderful opportunity,” Alejandro says. He hoped to work with Professor Vegh, who is now his dissertation adviser. “Alejandro has been an excellent student, as he combines a very perceptive analytical mind with a superb understanding of the real world,” Professor Vegh says. “He has done some very interesting empirical work on financial contagion.”

When that interesting work is formalized in a dissertation and filed—by October, he hopes—Alejandro looks forward to helping solve the problems he’s been describing. His goal is a job with the International Monetary Fund, a Washington, D.C.-based organization that

works with developing countries to help them resolve their economic problems. “What better place could I go?” he asks.

At least for the moment, universities are not on his list of potential employers, although he likes teaching and worked as a teaching assistant at Universidad Di Tella and—for nine quarters—at UCLA, winning his department’s certificate of teaching merit. Professor Harberger, who is also a

mentor, says that Alejandro dresses quite formally when he teaches and “infuses his lectures and presentations with such enthusiasm he has everybody on the edge of their seats.”

Alejandro says he is particularly encouraged when students in his basic undergraduate classes “come to say thank you and to tell me they learned something useful,” he says. “That’s one of the greatest rewards of teaching—changing the way people think, perhaps even influencing their career directions by showing them that economics is a fascinating science they may want to study.”

Nevertheless, at the moment, Alejandro is looking for a hands-on experience. “I’ve been doing academic type of work for many years,” he says. “It’s time for a change, influence how economic policy is carried out, and hope that what I learned will help me make a difference.”

“... infuses his lectures and presentations with such enthusiasm he has everybody on the edge of their seats.”

Papers, publications, presentations, performances

Graduate student accomplishments 2000-2002

ANTHROPOLOGY

Pamela Crespin: "The Digital Revolution and the Canadian Broadcasting Corporation: A case study of the links between technology, labor and product quality." Presented at the Association for Canadian Studies, US 16th Biennial Conference, San Antonio, Texas, Nov. 14-18, 2001. Supported in part with fellowships from the Thomas O. Enders Foundation, Fulbright-Canada and the US National Science Foundation.

John Dietler: Awarded a University Fellowship and a Regents Stipend, 2001-2002.

Jennifer S. Esperanza: [1] Received the Social Science Research Council/Rockefeller Foundation Dissertation Fellowship in the Arts and Social Sciences, 2001-2002. [2] Asia-Pacific Institute's Graduate Student Fellowship in Asian Studies, 2001-2002.

Worku Nida: [1] "Ethiopian Traditional Chanting: An Observation of a KIDASE (Mass) Class at Ethiopian Orthodox Christian Church in Los Angeles." Paper presented at the African Studies Association 44th Annual Meeting, Houston, Tx., Nov. 15-18, 2001. [2] "Ethiopian Traditional Chanting: An Observation of a KIDASE (Mass) Class at Ethiopian Orthodox Christian Church in Los Angeles." Paper was the topic of a globally broadcast live public interview on the Voice of America Radio, the Amharic Section. [3] Awarded a Wenner-Gren Foundation Professional Development Fellowship for 2001. [4] Awarded an ISOP 2001 Summer Pre-dissertation Fieldwork Award to fund pilot fieldwork research in Ethiopia.

Angela M. Nonaka: Awarded research grants from the Endangered Language Fund, the Explorers Club Exploration Fund, and the Department of Anthropology, to support "Saving Signs from Ban Khor: A Proposal to Initiate Documentation and Preservation of an Indigenous Sign Language in Thailand."

Judith Stevenson: [1] "God made a democratic alliance with men and women': An Analysis of a South African, Working-class, Batswana Woman's Political Manifesto." Presented at the Third International Conference on Women in Africa and African Diaspora (WAADIII), Antananarivo, Madagascar, Oct. 8-17, 2001 [2] "Where's the Money? The Consequences of Globalization and Finance on Two Black Women Students at University of North West (South Africa)." Presented at the Association of African Universities African University Day, Mafikeng, South Africa, Nov. 12, 2001. [3] Co-developed and taught two courses: "Issues in Gender, Racism and Development" in the Peace Studies and International Relations Program; and "Issues in Gender, Justice and Environment" in Land Reform and Rural Development Program, University of North West, Mmabatho, North West, South Africa, academic year 2000-2001.

APPLIED LINGUISTICS AND TESL

Don Favareau: [1] "Toward the Establishment of a Discipline of Neurosemiotics." Paper presented at the 2nd International Conference for Semiosis, Evolution and Energy, University of Toronto, Canada, Oct. 6-8, 2001. [2] "Beyond Self and Other: The Neurosemiotic Emergence of Intersubjectivity." Paper presented at the First Annual Gatherings in Biosemiotics, University of Copenhagen, Denmark, May 24-27, 2001. [3] "Phenomenal Epiphenomena: Deconstructing the Fallacy Fallacy." Seminar presentation at the First Annual Gatherings in Biosemiotics, University of Copenhagen, Denmark, May 24-27, 2001. [4] (Co-author) "On Mirror Neurons and Intersubjectivity: An Inquiry into the Emergence of Self and Other." Poster presented at the First International Conference on Social Cognitive Neuroscience, UCLA, April 26-28, 2001. [5] "Metaphors, Brains, and Selves." Invited guest lecture, United World College of the Adriatic, Duino, Italy, March 2001.

Brent A. Green: [1] (Co-author) "Teaching Tomorrow's Class Today: English by telephone and computer from Hawaii to Tonga." Book chapter in *Distance Learning*, Lynn E. Henrichsen, (ed.), Alexandria, Va: TESOL.

Nancy Jones: (Co-presented) Colloquium on the Neurobiology of Language, AAAL, Salt Lake City, Ut., April 6-9, 2001.

Chris Koenig: [1] "Performative Embodiment in Architectural Interaction." Paper presented at the Western States Communication Association Annual Conference, Long Beach, Ca., March 2-5, 2002. [2] "Performative Embodiment in Architectural Interaction." Paper received Top Paper Award for the Language and Social Interaction Interest Group. [3] "Performative Embodiment in Architectural Interaction" received award for Top Student Paper, Language and Social Interaction Interest Group.

Leslie C. Moore: (Co-author) "Language mixing at home and school in a multilingual community (Mandara Mountains, Cameroon)." Published in *Georgetown University Round Table on Languages and Linguistics 2000 - Linguistics, Language, and the Professions: Education, Journalism, Law, Medicine, and Technology*, J. E. Alatis, H. Hamilton, A.-H. Tan (eds), Georgetown University Press: Washington, D.C.

Peter Snow: "Miscommunicating with tourists on the Panamanian island of Bastimentos: Language ideologies and patterns of language choice." Presented at the annual meeting of the Linguistic Society of America & Society for Pidgin and Creole Linguistics, San Francisco, Ca., Jan. 3-6, 2002.

ARCHITECTURE

Pablo La Roche: [1] (First author) "Smart Controls for Whole House Fans." Presented at Cooling Frontiers, The Advanced Edge of Cooling Research and Applications in the Built Environment Conference, College of Architecture

and Environmental Design, Arizona State University, Tempe, Az., Oct. 4-7, 2001. [2] (Co-authored) "Prediction of the Behavior of a Natural Ventilation System in a Passive House in a Hot Humid Climate." Presented at the Passive Low Energy Architecture Conference PLEA 2001, Florianopolis, Brazil, Nov. 7-9, 2001. [3] (First author) "Climate Responsive School in Southern Brazil." Presented at the Passive Low Energy Architecture Conference, PLEA 2001, Florianopolis, Brazil, Nov. 7-9, 2001. [4] (First author) "Incidence of the Distribution of Mass in the Air Temperature of a Simple Roof Radiator." Presented at the Passive Low Energy Architecture Conference, Florianopolis, Brazil, Nov. 7-9, 2001. [5] (Co-author) "Modeling Radiant Cooling Systems for Developing Countries." Presented at the Bringing Solar Down to Earth: ISES World Conference, Adelaide, Australia, Nov. 25-Dec. 2, 2001. [6] (First author) "Very Simple Design Tools: A Web-Based Assistant for the Design of Climate Responsive Buildings." Refereed article in *Architectural Science Review*, Vol 44, p 437-448, December 2001. [7] (Project lead) "The Fourth House." Project entered in Biental Miami open international competition of "conceptual and experimental un-built" architectural works developed between 1998 and 2001, Florida International University, School of Architecture, Miami, Fl., Oct. 8-12, 2001. Project was selected as one of the top 60 projects and featured on the event's website. [8] (Co-author) Edited the architectural supplement "Bisagra," which was awarded a prize as the best Architectural and Urban Design periodical publication in newspapers in Venezuela for 1998-2000 at the Xth Architecture Biennial of Caracas, Venezuela, Sep. 30-Nov. 4, 2000.



Pablo LaRoche

Q: With the many demands of graduate school, what motivates you to publish and present your work?

A: "I do research and publish because I enjoy it. As an

architect I love design, teaching and research. I learn by doing research and then try to teach and practice what I have learned. Peer review and input at conferences provide valuable input, while practice permits me to integrate research concepts into real buildings to test their feasibility."

Pablo LaRoche
Architecture

Andrew Obermeyer: (Co-author) "Climate Responsive School in Southern Brazil." Presented at the Passive Low Energy Architecture Conference-PLEA 2001, Florianopolis, Brazil, Nov. 7-9, 2001.

ART HISTORY

Roxanna M. Brown: (Co-author) *The catalog of Malaysian Maritime Archaeology*, to be used for a year-long exhibition at the Kuala Lumpur National Museum, which opened November 16, 2001.

Delia Annunziata Cosentino: [1] "Under the Shadow of God: Roots of Primitivism in Early Colonial Mexico." Published in *Primitivism and Identity in Latin America: Essays on Art, Literature, and Culture*, Erik Camayd-Freixas and Jose Eduardo Gonzalez, (eds.), p 41-52, Arizona: University of Arizona Press, 2000. [2] "Aztec Family Trees of Sixteenth-Century Mexico." Lecture presented at the Mexican Cultural Institute, Washington DC, June 2000. [3] "In the House: Society and Symbolism in the Nahua Genealogies of Tlaxcala." Paper presented at the College Art Association, New York, NY, February 2000. [4] "Landscapes of Lineage: Nahua Pictorial Genealogies of Colonial Mexico." Paper presented at the Bowditch Roundtable at the Peabody Museum, Harvard University, Cambridge, Ma., December 1999. [5] "From One Family to Another: A Dialogue of Genealogies in Colonial Mexico." Paper presented at Speaking in Signs: Cultures of Communication in the Early Americas, a graduate student symposium of the McNeil Center for Early American Studies, University of Pennsylvania, Philadelphia, Pa., September 1999. [6] "Zinacantepec's Tree of Saint Francis." Paper presented at the Mesoamerican Network, Department of Archaeology, UCLA, May 1998.

Amy Pederson: [1] Awarded the Center for Advanced Study in the Visual Arts Paul Mellon/Ailsa Mellon-Bruce Pre-Doctoral Fellowship Program for Summer Travel Abroad by Historians of American Art, National Gallery of Art, Washington DC, 2001. [2] UCLA Friends of Art History Graduate Research Fellowship. [3] Yvonne and Harry Lenart Los Angeles County Museum/UCLA Graduate Summer Internship.

ATMOSPHERIC SCIENCES

Wen-Wen Tung: [1] (Co-author) "Convective Momentum Transport Observed during the TOGA COARE IOP: Part I, General Features," for publication in *J Atmos Sci*, in press. [2] (Co-author) "Convective momentum transport observed during the TOGA COARE IOP: Part I: Background, Momentum Budget Residual, and Interpretation." Presented at the 8th Scientific Assembly of International Association of Meteorology and Atmospheric Sciences, Innsbruck, Austria, July 10-18, 2001. [3] (First author) "Convective momentum transport observed during the TOGA COARE IOP: Part II: Case Studies." Presented at the 8th Scientific Assembly of International Association of Meteorology and Atmospheric Sciences, Innsbruck, Austria, July 10-18, 2001. [4] (First author) "Convective momentum transport observed during the TOGA COARE IOP." Presented at the Cumulus Parameterization Workshop, NASA-GSFC, Greenbelt, Md., Dec. 3-5, 2001. [5] Received the Jacob Bjerknes Memorial Award for Graduate Research, Fall 2001.

BIOMEDICAL PHYSICS

Eric Dustin Agdeppa: [1] (First author) "Binding characteristics of radiofluorinated 6-dialkylamino-2-naphthylethylidene derivatives as PET imaging probes for beta-amyloid plaques in Alzheimer's disease." Published in *Journal of Neuroscience*, 21:RC189(1-5), 2001. [2] (First author) "In vitro competition assays of FDDNP analogs against charged amyloid dyes reveal different FDDNP binding sites on synthetic beta-amyloid(1-40) fibrils." Paper pre-



Vilma Enriquez-Haass

Q: With all the pressures of graduate school, what motivates you to publish and present your work?

A: "The process of research rewards my questioning mind and satisfies my desire to contribute to society. I have been very fortunate to be involved in several research projects where I've learned from my professors all aspects of the research process from formulating questions to publishing and presenting findings. Through this process I have not only learned to apply classroom theory, but I have also learned that my ideas count, they have a unique angle and the potential to improve the health conditions of minority populations in society."

Vilma Enriquez-Haass
Community Health Sciences

sented at the Academy of Molecular Imaging 2001 Conference, Orlando, FL., Oct. 24-28, 2001. [3] (Co-authored) "In vivo labeling of plaques and tangles in Alzheimer's disease patients." Paper presented at the Academy of Molecular Imaging 2001 Conference, Orlando, FL., Oct. 24-28, 2001. [4] (First author) "In vivo and in vitro labeling of plaques and tangles in the brain of an Alzheimer's disease patient: A case study." Paper presented at the 48th Society of Nuclear Medicine Annual Meeting, Toronto, Ontario, Canada, June 2001. [5] (First author) "In vitro binding characteristics of FDDNP and a new analog for synthetic beta-amyloid fibrils." Paper presented at the 48th Society of Nuclear Medicine Annual Meeting, Toronto, Ontario, Canada, June 2001. [6] (First author) "In vitro and in vivo binding characteristics of two biological probes for plaques and tangles in Alzheimer's disease." Poster presented at 14th International Symposium on Radiopharmaceutical Chemistry, Interlaken, Switzerland, June 2001. [7] Awarded the Image of the Year and received the highest scoring neurosciences abstract at the 48th Society of Nuclear Medicine Annual Meeting, Toronto, Ontario, Canada, June 2001. [8] Awarded Best Poster for Positron-Emitting Radiopharmaceutical Section at the 14th International Symposium on Radiopharmaceutical Chemistry, Interlaken, Switzerland, 2001.

Patrick L. Chow: (Co-author) "Monte Carlo Model for Estimation of Dose Delivered to Small Animals During 3D High Resolution X-ray Computed Tomography." Presented at IEEE 2001 Nuclear Science Symposium and Medical Imaging, San Diego, Ca., Nov. 4-10, 2001.

BIOMEDICAL ENGINEERING

Gregory Z. Ferl: (Co-author) "Phosphoinositide 3-kinase and Bruton's tyrosine kinase regulate overlapping sets of genes in B lymphocytes." Article published in *Proc Natl Acad Sci USA*, 2002, Vol 99(1), p 359-364.

BIOSTATISTICS

Myung-Shin Sim: [1] (Co-author) "Replicative Capacity of Primary R5 and Dual tropic Pediatric HIV-1 Isolates in Th1 and Th2 Cells." Article published in the *Journal of Infectious Disease*, submitted Dec. 16, 2001. [2] (Co-author) "Effect of Short Course Prenatal versus Pre and Postnatal Zidovudine (ZDV) on HIV-RNA and CD4 T-cell Levels in HIV-Infected Mothers." Pre-

sented at the 5th Annual Conference on AIDS Research in California, Sacramento, Ca., Feb. 22, 2001.

CLASSICS

Christine Thompson: "Phoenician Contributions to the Development of Greco-Lyidian Coinages." Presented at the 3rd International Numismatic Congress, Pula, Croatia, Oct. 11, 2001.

COMMUNITY HEALTH SCIENCES

Amanda L. Botticello: (Co-author) "Validity of a Brief Measure of Post-Hospital Adjustment for Psychiatric Patients." Article published in *Comprehensive Psychiatry*, Vol 42(5), p 410-415, September/October, 2001.

Vilma Enriquez-Haass: [1] (Co-author) "Availability, Accessibility and Acceptability in the Evolving Health Care System for Older Adults in the United States." Published in the *Pan American Journal of Public Health*, Vol 9(7), July 2001. [2] (Co-presenter) "Racial/ethnic differences in access to care in Medicare HMOs." Presented at the American Public Health Association Annual Meeting, Atlanta, Ga., October 2001.

Kathleen A. McCarthy: (Co-author) "Rethinking the World Health Organization's Model of Disability: Longer Life Expectancies with Disabilities." Poster presentation at the Sixth Annual UCLA Research Conference on Aging, UCLA Faculty Center, June 20, 2001.

Chrystene Nguyen: (First author) "Adolescent Perception of Parent/caregiver Attitudes and Communication about Sex." Presented at the Ninth UCLA AIDS Institute Scientific Symposium, Culver City, Ca., Dec. 13, 2001.

Tu-Uyen Nguyen: [1] (Lead author) "Tailoring Breast and Cervical Cancer Programs for Asian American and Pacific Islander Women." Poster presented at the 129th Annual Meeting of the American Public Health Association (APHA), Atlanta, Ga., Oct. 21-25. [2] (Co-author) "Focus Group Methodology in the Assessment of Asian American and Pacific Islander Cancer Control Needs." Presented at the 129th Annual Meeting of the American Public Health Association (APHA), Atlanta, Ga., Oct. 21-25.

Deborah Riopelle: [1] (Co-author) "Support group participation, HIV viral load and sexual risk behavior." Article published in the *American Journal of Health Behavior*, November-

December, 2001, Vol 25(6), p 513-527. [2] (First author) "Perceived benefits of earthquake early warning in selected organizations in Los Angeles County." Presented at the APHA Annual Meeting, Atlanta, Ga., Oct. 21-25, 2001.

Beatriz M. Solis: [1] (Co-author) "Changing the U.S. Health Care System." Book chapter in *Women's Health*, R. Andersen, T. Rice, and G.F. Kominiski, (Eds), p 320-331, San Francisco, Ca.: Jossey-Bass Publishers, 2001. [2] (Sole author) "Identifying cultural and linguistic barriers to care for low-income populations enrolled in a public managed care organization." Presented at the American Public Health Association Annual Meeting, Atlanta, Ga., November 2001.

COMPARATIVE LITERATURE

Lori Lantz: [1] Awarded the Germanistic Society of America/Quadrille Ball Committee Fellowship for 2001-2002 academic year. [2] "Duplicious Doubles": Doppelgänger and Living Statues in Two Films by Fritz Lang." Presented at Screening Identities: European Cinema Research Forum 2001, University of Wales, Aberystwyth, Jan. 26, 2002.

EAST ASIAN LANGUAGES AND CULTURES

Walter K. Lew: [1] (Co-edited) The book *Kori: The Beacon Anthology of Korean American Fiction*, Beacon, 2001. [2] *Crazy Melon and Chinese Apple: The Poems of Frances Chung*, Wesleyan University Press, 2000, won high praise in the *New York Times Book Review*. [3] "Grafts, Transplants, Translation: The Americanizing of Younghill Kang," essay appeared in the collection *Modernism, Inc.: Body, Memory, Capital*, eds. Jani Scandura and Michael Thurston, New York University Press, 2001. [4] *Treadwinds*, book published by Wesleyan University Press, in press.

ECONOMICS

Eduardo Fajnzylber: (Co-author) "Verifying Exchange Rate Regimes." Published in the *Journal of Development Economics*, Volume 66(2), December 2001, p 351-386.

EDUCATION

Kathy Fuller: "Identifying Critical Supports for Intern Student Teachers in Special Education Classrooms." Poster presented at The Teacher Education Division Council for Exceptional Children at the 24th Annual TED Conference, St. Pete Beach, FL, Nov 14-17, 2001.

Jolena James: Awarded the Fall 2001 Los Angeles Unified School District Urban Education Fellowship.

Allison Kirk: (Sole author) "The effects of divorce on young adults' relationship competence: The influence of intimate friendships." Published in the *Journal of Divorce and Remarriage*, in press.

Peter Lownds: [1] "Notas de um educador popular em Los Angeles." Book chapter published in *Paulo Freire e a agenda da educação latino-americana no século XXI*, Buenos Aires: CLACSO, Setembro de 2001. [2] Contracted by Faber & Faber in London to do the English translation of *Animal Tropical*, a novel by Cuban writer Pedro Juan Gutiérrez.

Kristen Robertson: [1] "General Education Teachers Relationships with Included Students with Autism." Paper to be presented at the annual American Educational Research Association, in New Orleans, La., April 1-5, 2002. [2] Awarded the Anita K. Onderwyzer Memorial Fellowship for 2001-2002.

ELECTRICAL ENGINEERING

Moonmoon Akmal: (Co-author) "Implementation of Kasumi Algorithm." Poster presented at UCLA's Annual Research Review Session on Digital Signal Processing, UCLA Covell Commons Conference Center, Dec. 16, 2001.

Joe C. Chen: [1] (First author) "Wideband signal detection and maximum-likelihood source localization." Presented at the 35th Asilomar Conference on Signals, Systems and Computers, Pacific Grove, Ca., Nov. 5-7, 2001. [2] (First author) "Source localization of a wideband source using a randomly distributed beamforming sensor array." Presented at the 4th International Conference on Information Fusion, Montreal, Quebec, Canada, Aug. 7-10, 2001. [3] (First author) "Joint maximum-likelihood source localization and unknown sensor location estimation for near-field wideband signals." Presented at the 46th SPIE Annual Meeting, San Diego, Ca., July 28-Aug. 3, 2001.

ENGLISH

Carol Wald: [1] "Self-Reflexivity and Reproduction: John von Neumann's 'Theory of Self-Replicating Automata' and Richard Powers' *Galatea 2.2*." Presented at the Society for Literature and Science Annual Conference, Buffalo, NY, Oct. 10-14, 2001. [2] Awarded the 2001 Bruns Prize for Best Graduate Essay, Society for Literature and Science. [3] 2000-2001 Teaching Excellence Award, UCLA Department of English.

ENVIRONMENTAL HEALTH SCIENCES

Gretchen C. Coffman: [1] Directed a University of California Research Expedition Program to South Africa, August 2001, March 2002, and January 2003. "The Giant River Reed: Threat to Biodiversity of the Cape Peninsula" studies South Africa's Cape Peninsula region where the Giant River Reed is pushing out other plants with its rapid growth. Volunteers document plant diversity in the threatened river system, assess the damage, and find means of controlling invasion of these reeds. [2] *Wall Street Journal*, Oct. 27, 2001 described several volunteer expeditions and named Gretchen as the principal investigator for the River Reed project.

ETHNOMUSICOLOGY

Kelly Salloum: "Who Do They Think We Are?! Exploring the Potential Roles for Ethnomusicology in Hollywood." Presented at the Society for Ethnomusicology 2001 46th Annual Meeting, Detroit, Mi., Oct.24-28, 2001.

John Vallier: [1] Performed the percussion on the soundtrack to the film *100% Human Hair*, June 2001. [2] Played the percussion on the Climax Golden Twins' "Rock Album," July 2001. [3] "Applied Ethnomusicology as Tool for the Christian Missionary." Paper presented at the 46th annual meeting of the Society for Ethnomusicology, Detroit, Mi., Oct. 27, 2001.

Pantelis Vassilakis: [1] "Acoustic roughness estimation of complex spectra: roughness degrees and dissonance ratings of harmonic intervals revisited." Presented at the 142nd meeting of the Acoustical Society of America, Ft. Lauderdale, FL., December 2001. [2] Winner of the Best Student Paper in Musical Acoustics award at the 142nd meeting of the Acoustical Society of America.

FRENCH AND FRANCOPHONE STUDIES

Alison Rice: [1] "Works in Translation: Contemporary Autobiographies in French." Presentation at the Pacific Ancient and Modern Language Association, Santa Clara University, Santa Clara, Ca., Nov. 9-11, 2001. [2] "Fronting 'Francophonie': Milan Kundera's *Oeuvre in French*." Presentation at the 117th Modern Language Association Annual Convention, New Orleans, La., Dec. 27-30, 2001. [3] "The Improper Name: Ownership and Authorship in the Literary Production of Assia Djebar." Published in *Assia Djebar* (Verlag Königshausen & Neumann GmbH, Würzburg, Germany), ed. Ernstpeter Ruhe, p 49-78, 2001.

FILM, TELEVISION AND DIGITAL MEDIA

Michael F. Blake: [1] Awarded an Emmy as part of the makeup team in 1998 for Best Makeup in a TV series for "Buffy, the Vampire Slayer." [2] Nominated, as part of the makeup team for "Star Trek: Deep Space 9" series, 1999. [3] *The Films of Lon Chaney*. Third in a trilogy published by Madison Books, Lanham, Md. [4] *The Films of Lon Chaney* was the basis for the documentary on Turner Classic Movies cable channel titled "Lon Chaney: A Thousand Faces." [5] "The Searchers' Ethan Edwards: Can a Racist Have a Code of Honor?" Presentation at the Southwest/Texas Popular Culture Association/American Culture Association, Albuquerque, NM, Feb. 13-17, 2002.

Leslie Dallas: Won second prize in the prestigious 2001 Samuel Goldwyn Writing Award competition. Her comedy screenplay "Road to Redemption" is a coming-of-age story about three girls who set out for UC Berkeley to get the guy who got away. The award includes \$5,000 prize.

Jerry Mosher: "Setting Free the Bears: Refiguring Fat Men on Television." Essay published in *Bodies Out of Bounds: Fatness and Transgression*, Jana Evans Brazier and Kathleen LeBesco, eds., 166-193, University of California Press, 2001.

Marc Siegel: [1] "Jack Smith Glauben." Essay published in *Golden Years: Materialien und Positionen zur queeren Subkulturen, 1959-1974* Ed. Diedrich Diedrichsen, et. al., Graz: Camera Austria, forthcoming. [2] "Do It Again! Do It Again! Ein Interview with Ronald Tavel." Published in *Golden Years: Materialien und Positionen zur queeren Subkulturen, 1959-1974* Ed. Diedrich Diedrichsen, et. al., Graz: Camera Austria, forthcoming. [3] (Co-author) "Unser Eigenes Ghetto. Anmerkungen zu einer Theorie der Sexuellen Spezifität." Published in *Texte zur Kunst*, Vol 42, p 89-96, 2001. [4] "Orientierung: Gender und Sexualität." An experimental short film and video program curated for VIPER International Festival for Film, Video, and New Media, Basel, Switzerland, Oct. 26-7, 2001.

HEALTH SERVICES

Jim Banta: (Primary author) "Using ArcView and a theory to assess the need of pre-school children in San Bernardino County." Presented at the First Annual ESRI International Health Conference, Washington, DC, Nov. 12-14, 2001.

Kevin C. Heslin: [1] (First author) "African Americans and AIDS: Issues in access to care." Published in *Mobilizing to fight HIV/AIDS in the African-American community*, J.C. Friday, M. Lillie-Blanton, J. Kates, eds., p 22-32, Washington, D.C. Joint Center for Political and Economic Studies; 2001. [2] "Case man-

agement and access to health and social services for homeless women." Paper presented at the annual meeting of the American Public Health Association, Atlanta, Ga., Oct. 23, 2001.

Eang Long Ngov: Awarded the American College of Healthcare Executives (ACHE) Foster G. McGaw Scholarship 2001.

HISTORY

Lawrence Culver: [1] "Preservation and Promotion: The Contradictory Career of Charles Fletcher Lummis." Presented at the Organization of American Historians Annual Conference, Los Angeles, Ca., April 2001. [2] "From Isle of Romance to Island Refuge: A Study of Regional Culture and National Leisure at Santa Catalina Island, California." Presented at Western History Association Annual Conference, San Diego, Ca., October 2001. [3] Awarded an Autry Museum of Western Heritage Summer Research Fellowship, 2001. [4] Historical Society of Southern California Haynes Foundation Research Award, 2001.

Céline Dauverd: [1] "Gone Native in Polynesia: Captivity Narratives and Experiences from the South Pacific" by I.C. Campbell. Review article published in the *Canadian Journal of History*, XXXVI, December 2001. [2] "Mediterranean: A Cultural Exchange" by Pedrag Matvejevic. Review article published in the *Journal of World History*, 13, Fall 2002.

Howard Eissenstat: [1] Received Honorable Mention, Turkish Studies Association Stanley N. Fisher Graduate Student Prize for article, "Turkic Immigrants/Turkish Nationalism," 2001. [2] "Review of Hugh Poulton's 'Top Hat, Grey Wolf and Crescent': Turkish Nationalism and the Turkish Republic." Article published in *Turkish Studies*, Vol 2(2), Fall 2001. [3] "The Intellectual and Reform in Early Republican Turkey: The Stranger at the Crossroads of Modernity and Populism." Paper presented at Middle East Studies Association Conference, San Francisco, Ca., November 2001.

Magdy El-Shammaa: "The Entertainment Syndicates: Syndicalism and Social Organization in Post-Monarchical Egypt." Presented at the Middle East Studies Association (MESA) meeting, San Francisco, Ca., Nov. 17, 2001.

Samantha H. Gervase: [1] "As Soon As Possible: The Process of Americanization in the Lower Mississippi River Valley After 1803." Paper presented at the Southern Historical Association Conference, New Orleans, La., Nov. 17, 2001. [2] "River Life and Law in the Antebellum Lower Mississippi River Valley." Paper to be presented at the Historic Natchez Conference, Natchez, Ms., Feb. 15, 2002.

Nitzan Lebovic: [1] "Titus Andronicus' and the American notion of the past." Article published in *Zmanim: Tel Aviv University Journal of History*, Vol 73, Winter 2000-2001. [2] "Michel Houellebecq's *Les Particules élémentaires*: a Post-Modern Romanticism." Published in *Haaretz Literary Supplement*, Vol. 42, May 2001. [3] "Roma Aeterna: 'Gladiator' and the Fascist Image." Presented at Film in History and History in Film, Tel Aviv, June 25-28, 2001. [4] "Nazi Manuals for Rhetoricians." Presented at German Association Studies conference, Washington, DC, Oct. 8-11, 2001. [5] Won the 1939 Club Award, December 2001.

Ashley Waddell: "Commemorating War, or Peace? Popular Adaptations of Armistice Day, 1918-1940." Paper presented at the Western Society for French History Conference, Indianapolis, In., Oct. 31-Nov. 3, 2001.



Howard Eissenstat

Q: With all the pressures of graduate school, what motivates you to publish and present your work?

A: "The process of publishing and presenting gets me in touch with a wide audience of diverse critics and I benefit tremendously from the input from audiences who view my work from very different intellectual traditions. This has also helped me to see my work as contributing to scholarly literatures other than the ones that I initially envisioned. There is no question that publishing is a basic part of our profession. Sooner or later, you have to take the plunge."

Howard Eissenstat
History

HUMAN GENETICS

Daria Estrada-Smith: (Co-author) "Isolation of Mutigenic Obesity Traits in Congenic Mice." Poster presented at the North American Association for the Study of Obesity, Quebec, Canada, Oct. 7-10, 2001.

INDO-EUROPEAN STUDIES

Natalie Operstein: [1] (Sole author) "Zapotecan personal pronouns." Paper presented at the 30th Annual Meeting of the Linguistic Association of the Southwest, Albuquerque, NM, Sept. 28-30, 2001. [2] (Sole author) "Positional verbs and relational nouns in Zaniza Zapotec." Paper presented at the SSILA/WAIL Summer Meeting, Santa Barbara, Ca., July 6-8, 2001.

Aurelijus Vijnunas: [1] Awarded a stipend from the American-Scandinavian Foundation in Los Angeles for the translation of Old Icelandic poetry, 2001.

INFORMATION STUDIES

Andrea Leigh: [1] (Sole author) "Marian Anderson's Lincoln Memorial Concert: A Newsreel Recreation." To be published in *Moving Image*, Spring 2002, forthcoming. [2] Co-chair and moderator of the panel session "Student Perspectives in Moving Image Archival Education," at the Association of Moving Image Archivists (AMIA) annual conference, Portland, Or., Nov. 9, 2001.

John Vallier: [1] Junior Fellow: American Folklife Center, Library of Congress, Washington, DC, Summer 2001. [2] Awarded an H.W. Wilson Scholarship, 2001-2002.

ITALIAN LANGUAGE AND LITERATURE

Paula Matthews: "Judeo-Italian: Linguistic Challenge, Cultural Treasure." Presented at

the Italian Jews: Memory, Music, Celebration, UCLA's Royce Hall, October 29, 2001.

MOLECULAR AND MEDICAL PHARMACOLOGY

Brenda E. Lopez: Awarded a fellowship for the Chemistry-Biology Interface Training Program for the academic year of 2001-2002.

MOLECULAR BIOLOGY

Mercedes E. Gorre: [1] (First author) "Clinical resistance to STI-571 cancer therapy caused by BCR-ABL gene mutation or amplification." Published in *Science*, Aug. 3, 2001, 293(5531): 876-880. [2] (First author) "Relapse in Ph-positive leukemia patients treated with an ABL-specific kinase inhibitor is associated with reactivation of BCR-ABL." Presented at The American Society of Hematology 42nd Annual Meeting and Exposition, San Francisco, Ca., Dec. 1-5, 2000.

MUSIC

Jiyoung Lee: Won the Clifton Webb Fine Arts Scholarship for the 2001-2002 academic year.

Tim Powell: [1] Performed on the double bass for the soundtrack for "Not Another Teen Movie." [2] Performed on electric bass for a soon-to-be-released jazz/world music/Latin CD by guitarist Alex Diambri.

Leanna Sterios: The first woman ever to conduct the Ft. Worth Symphony at the Cliburn Recital Hall and the Bass Performance Hall, Ft. Worth, Texas, Feb. 14-17, 2002. The Symphony serves as the resident orchestra for the Ft. Worth-Dallas Ballet.

NEAR EASTERN LANGUAGES AND CULTURES

Mohsen Kamel: "Excavation of Workers' Huts in Egypt's Valley of the Kings." Presentation at the Amarna Royal Tombs Project Conference, London, England, September 2001.

NEUROSCIENCE

Lisa Boehmer: (Co-author) "Treatment affecting course of canine narcolepsy." Presented at the Society for Neuroscience Annual Meeting, 2001, San Diego, Ca., Nov. 10-15, 2001.

NURSING

Libby Bowers: [1] "Palliative and Hospice Care: The Integral Role of Nursing at the End of Life." Presented at College of the Canyons, Santa Clarita, Ca., Nov. 5, 2001. [2] "End-Stage Heart Failure: Management in Hospice Care." Presented at Cedars Sinai Home Care and Hospice Program, Los Angeles, Ca., Oct. 10, 2001. [3] "The Art and Science of Pain Management." Presented to the staff at Windsor Terrace Nursing Facility, Van Nuys, Ca., Oct. 8, 2001.

Lori S. Frank: "Nursing in the Information Age." Presented at the American Nursing Informatics Association Fall Workshop, West Los Angeles, Ca., Veteran's Administration, Sept. 29, 2001.

Isabell B. Purdy: Won the Sigma Theta Tau International Honor Society of Nursing Gamma Tau Chapter Research Award academic year 2001-2002.

Dorothy Tullmann: "Assessment of delirium: Another step forward." Editorial published in *Critical Care Medicine*, Vol 29(7), p 1481-1482, 2001.

ORGANISMIC BIOLOGY, ECOLOGY AND EVOLUTION

Aaron Kimo Morris: Awarded a UC Marine Council California Coastal Environmental Quality

fellowship for 2001-2002.

PHYSICS AND ASTRONOMY

Matthew Griskey: (First author) "Magnetic helicity reversal of a whistler vortex transmitted through a three-dimensional magnetic null point." Published in *Physics of Plasmas*, Vol 8(11), p 4810-4815, November 2001.

Heetae Kim: (First author) "Properties of Superfluid Fog produced by Ultrasonic Transducer." Article published in the *Journal of Low Temperature Physics*, Vol 121, p 621, 1999.

POLITICAL SCIENCE

Hiroki Takeuchi: "Winners and Losers from China's Trade Liberalization in the 1990s." Presented at the Annual Meeting of the American Political Science Association, San Francisco, Ca., Sep. 2, 2001.

Adam Winkler: [1] "A Revolution Too Soon: Woman Suffragists and the 'Living Constitution.'" Article published in *New York University Law Review*, 76:1456-1526, November 2001. [2] "Corporate Contribution Bans and the Separation of Ownership and Control in the Early 20th Century," presented at the Annual Conference of the American Society for Legal History, Chicago, Ill., Nov. 9, 2001.

PUBLIC HEALTH FOR PROFESSIONALS

Anne Potter: Awarded the Foley and Lardner Fellowship for 2001-2002.

SOCIAL WELFARE

Karra Bikson Moga: (Co-author) "Multiculturalism, Social Policy and the New Aging." Article published in the *Journal of Gerontological Social Work*, 2002, in press.

Sacha Klein Martin: [1] (Sole author) "Advocating for gay and lesbian foster and adoptive parents." Published in *NASW CalNews: Child Welfare Forum*, Vol 28(4), p 6, December 2001. [2] (Co-author) "The failure of intensive case-work services to reduce foster care placement: An examination of family preservation studies." Article in *Children and Youth Services Review*, in press.

URBAN PLANNING

Daniel Baldwin Hess: [1] (Co-author) "UCLA's BruinGO Pilot Program: An Evaluation." Presentation at the 81st Annual Meeting of the Transportation Research Board, Washington, DC, Jan. 13 - 17, 2002. [2] (Co-author) "Traditional Neighborhoods and Auto Ownership." Presentation at the 81st Annual Meeting of the Transportation Research Board, Washington, DC, Jan. 13 - 17, 2002. [3] (Sole author) "Building Livability with Public Transit: Eco Passes and University Transit Pass Programs." For presentation at the 32nd International Making Cities Livable Conference, Carmel, Ca., Mar 4-8, 2002.

Antonio Bellisario: "Territorio y economía: La teoría de la especialización flexible." Published in *Revista de Geografía Norte Grande*, forthcoming, March 2002.

Jeffrey Brown: [1] "A Tale of Two Visions: Harland Bartholomew, Robert Moses, and the Development of the American Freeway." Presented at the 9th Biennial Conference of the Society for American City and Regional Planning History, Philadelphia, Pa., Nov. 1-3, 2001. [2] "A Tale of Two Visions: Harland Bartholomew, Robert Moses, and the Development of the American Freeway." Presented at the 43rd Annual Conference of the Association of Collegiate Schools of Planning, Cleveland, Ohio,



Hiro Iseki

Q: With the many demands of graduate school, what motivates you to publish and present your work?

A: "I believe that conducting research with experienced researchers is the best education I can get at UCLA. I really enjoy the research and it is my hope that my findings will contribute to an improvement in our society. I attribute my productivity to my practice of setting daily goals, concentrating on them without distraction, and often working as late as is necessary to meet those goals."

Hiroyuki (Hiro) Iseki
Urban Planning

Nov. 8-11, 2001. [3] "Evaluating Unlimited Access: UCLA's BruinGO Transit-Pass Program." Presented at the 81st Annual Meeting of the Transportation Research Board, Washington, DC, Jan. 13-17, 2002. [4] (Sole author) "Reconsider the Gas Tax: Paying for What You Get." Published in *Access*, Vol 19, p 10-15, 2001. [5] (Co-author) "Unlimited Access: Prepaid Transit at Universities." Published in *Access*, Vol 19, p 40-41, 2001. [6] Received the Outstanding University of California Transportation Student of the Year award, 2001-2002. Selected in a competition among students at Berkeley, Davis, Irvine, Los Angeles by the UC Transportation Center.

Euripedes DeOliveira: [1] "Transportation and Land Use of Curitiba, Brazil." Lecture delivered at the Universidad Albert Einstein, San Salvador, El Salvador, Aug. 28, 2001. [2] "From Local to International Development: From inner-city Westlake, Los Angeles/USA to Santa Tecla/Tonacatepeque/Cerro Colorado, El Salvador." EAGU - Estagio Aplicado em Gestao Urbana (Workshop in Urban Planning, Sep. 9-Oct. 5, 2001, Curitiba, Parana, Brazil), Oct. 5, 2001. [3] Received a fellowship from the Sustainable Community Leadership Program for 2001 through Environmental Carriers Organization. Projects took place in San Francisco, Sacramento, Los Angeles, San Diego and Tijuana, June 29-Nov. 16, 2001. [4] Received a scholarship from the Milken Institute to attend 2001 Global Conference, Beverly Hills, Ca., March 20-21, 2001. [5] Received a scholarship from the Rand Corporation to attend the Population, Health & Environment Workshop sponsored, Santa Monica, Ca., Jan. 11-13, 2001. [6] Awarded a grant from International Council of Shopping Centers to attend the Retail Game Conference, Westchester, Ca., Dec. 17, 2000. [7] Won a scholarship from the Los Angeles Conservancy to attend the National Preservation Conference 2000, Los Angeles, Ca., Oct. 31-Nov. 5, 2000.

Mustafa Dikec: "Justice and the Spatial Imagi-

nation." Published in *Environment and Planning*, A 33(10), p 1785-1805, October 2001.

Hiroyuki (Hiro) Iseki: [1] (Co-author) "The Bus Stop-Environment Connection: Do Characteristics of the Built Environment Correlate with Bus Stop Crime?" Article published in *Transportation Research Record: Journal of the Transportation Research Board*, No. 1760, p 20-27. [2] (Co-author) "Increasing Transit Ridership: A survey of successful transit systems in the 1990s." Presented at the 43rd Annual Association of Collegiate School of Planning Conference, Cleveland, Ohio, Nov. 8-11, 2001.

Josh Kirshner: [1] Awarded the Institute of Labor and Employment Master's Project fellowship for 2001-2002. [2] "The Shift Inland: the Growth of Logistics Industries in the Inland Empire and its impact on Job Opportunities in the Urban Core." Presented at the Institute of Labor and Employment (ILE) Graduate Student Research Conference, UC Santa Cruz, Jan. 18-19, 2002.

Charlie Sciammas: Winner of the California Planning Roundtable's Essay Competition for 2001 for an essay on smart growth and equity in California.

Amy Shimshon-Santo: [1] "Community Arts and Cultural Citizenship in Los Angeles." Paper presented at the Assoc. of Collegiate Schools Planning Conference, Cleveland, Oh., Nov. 9, 2001. [2] Served as guest panelist on "Multiculturalism Today," a Public Ceremony to honor C. Bernard Jackson: The Man, The Mission, The Myth, Co-Founder of the Inner City Cultural Center, Los Angeles Theater Center, Nov. 4, 2001. [3] Guest Artist/Educator at Media Literacy and Arts Education, held in collaboration with the Center for Media Literacy, Los Angeles, Ca., January 2002. [4] Artist/Educator: Coordinated literacy and Afro-Latin arts program in collaboration with the Brazil Cultural Center and the Los Angeles Public Library system providing cultural programs in 19 urban public libraries during summer 2001. [5] Awarded a mentorship travel grant from UCLA Graduate Division to present scholarship at ACSP Conference, Fall 2001.

WORLD ARTS AND CULTURES

Adriana Cruz Manjarrez: [1] "It goes beyond the borders: The Bailes Serranos in Los Angeles, an immigrant tradition from the Oaxacan Highlands to California." Presented at International 36th World Conference of International Council for the Traditional Music, July 10, 2001. [2] "Migración, transnacionalismo y estética: la danza tradicional en el proceso de redefinición de la identidad étnica." Presented in XXVI Mesa Redonda de la Sociedad Mexicana de Antropología, Zacatecas, Mexico, Aug. 4, 2001. [3] Participated in the Third International Seminar for New Ethnochoreologists, Clermont-Ferrand, France, October 2001. [4] Awarded a UCLA Institute of American Cultures and Chicano Studies Research Center fellowship for 2001-2002. [5] Awarded a Jean Irwin Fine Arts Scholarship through the School of Arts and Architecture and World Arts and Cultures for 2001-2002.

Magdy El-Shammaa: "The Entertainment Syndicates: Syndicalism and Social Organization in Post-Monarchical Egypt." Presented at the Middle East Studies Association meeting, San Francisco, Ca., Nov. 17, 2001.

Norah Haldeman: Received a Natural Reserve System Mildred E. Mathias Graduate Student Research Grant for 2001-2002.

Laurah E. Klepinger: Awarded the Shirle Carter scholarship from the School of Arts and Architecture for the academic year 2001-2002.

Danielle J. van Dobben: "Embodying the Exotic." Paper on dance and culture to be presented at the Joint Annual Meeting of the Popular Culture and American Culture Associations, Toronto, Canada, Mar. 13-16, 2002.

The section titled "Graduate Student Accomplishments: papers, publications, presentations, performances" appears in each edition of the *Graduate Quarterly*. To be included 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@gdnet.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, summer internships, 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. We reserve the right to edit entries based on these guidelines.

quote for thought

"It is the supreme art of the teacher to awaken joy in creative expression and knowledge."

— Albert Einstein

Congratulations to 2001-2002 graduate fellowship recipients

Congratulations to the following fellow-ship recipients. *Graduate Quarterly* devoted a full section in the Fall 2002 issue to the announcement of fellow-ship recipients. The following names, however, were either unavailable at press time, inadvertently omitted, or listed incorrectly.

EXTRAMURAL FELLOWSHIPS

Fulbright Grant-Institute of International Education (IIE)

Alberto Posada *Chemical Eng, Colombia*

The Spencer Foundation

Howard, Kathryn *Applied Ling & TESL*
Moore, Leslie *Applied Ling & TESL*

UCLA FELLOWSHIPS

Summer Research Mentorship Program

Ahmed, Patricia B	<i>Sociology</i>
Alwishah, Ahmed R	<i>Near Eastern Lang & Cultures</i>
Attin, Mina	<i>Nursing</i>
Bacich, C. Damian	<i>Spanish & Portuguese History</i>
Barnhart, Adam D	<i>History</i>
Barnhart, Megan K	<i>History</i>
Bartel, Kate P	<i>Musicology</i>
Berish, Andrew S	<i>Musicology</i>
Chang, Grace Y	<i>Psychology</i>
Cheap-Chon, Saranya T	<i>Comp Lit</i>
Chu, William P	<i>East Asian Lang & Cultures</i>
Cole, Alexander	<i>Geography</i>
Crosland, Kristin S	<i>Education</i>
Cruz, Denise A	<i>English</i>
Culver, Cynthia D	<i>History</i>
Fernandez, Carlos A	<i>Spanish & Portuguese Comp Lit</i>
Fieni, David A	<i>Comp Lit</i>
Forfota, Chantal V	<i>Comp Lit</i>
Frishkey, Amy L	<i>Ethnomusicology</i>
Galluzzo, Anthony M	<i>English</i>
Gano, Geneva M	<i>English</i>
Garcia, Lorenzo F	<i>Classics</i>
Ghose, Toorjo	<i>Social Welfare</i>
Gilkerson, Jill S	<i>Linguistics</i>
Greenberg, Jonathan R	<i>Musicology</i>
Greenberg, Linda M	<i>English</i>
Harvey, Alison D	<i>English</i>
Hedjazi, Babak	<i>Urban Planning</i>
Howie, Jessica D	<i>Education</i>
Humphrey, Amina Y	<i>Education</i>
Jackson-Jacobs, Curtis	<i>Sociology</i>
James, Brent A	<i>Spanish & Portuguese</i>
James, Depreicia W	<i>Education</i>

Johnson, Courtney D	<i>English</i>
Jones, Nancy E	<i>Applied Ling & TESL</i>
Joniak, Elizabeth A	<i>Sociology</i>
Joseph, Rebecca J	<i>Education</i>
Kennedy, Shanna J	<i>Art History</i>
Kim, Mi Kyung	<i>Anthropology</i>
Ladd, Heather A	<i>Statistics</i>
Lang, Jason M	<i>Psychology</i>
Lee, Julia H	<i>English</i>
Linzer, Drew A	<i>Political Science</i>
Lloyd, Paulette D	<i>Sociology</i>
Loar, Chris F	<i>English</i>
Michalopoulos, Chloe E	<i>Anthropology</i>
Mirandon, Michelle	<i>History</i>
Mitchell, Jill L	<i>Anthropology</i>
Mondloch, Katie L	<i>Art History</i>
Morris, Keidra T	<i>English</i>
Morrissey, Nicolas M	<i>Art History</i>
Murphy, Keith M	<i>Anthropology</i>
Narins, John W	<i>Slavic Lang and Lit</i>
Navarrete, Carlos D	<i>Anthropology</i>
Neel, Chelsea	<i>History</i>
Okada, Jun	<i>Film & Television</i>
O'Meara, Caroline P	<i>Musicology</i>
Pabustan-Claar, Jennifer M	<i>Social Welfare</i>
Pacheco, Derek A	<i>English</i>
Paik, Leslie S	<i>Sociology</i>
Petete, Timothy A	<i>Theater</i>
Pillsworth, Elizabeth G	<i>Anthropology</i>
Poblete, JoAnna U	<i>History</i>
Riggle, Jason A	<i>Linguistics</i>
Romens-Woerpel, Theresa L	<i>Geography</i>
Rosenblum, Andrew E	<i>English</i>
Rosenthal, Nicolas G	<i>History</i>
Safari, Kouros	<i>Ethnomusicology</i>
Sanchez, Marcos	<i>Architecture & Urban Design</i>
Santos, Alessandra S	<i>Spanish & Portuguese</i>
Schilt, Kristen R	<i>Sociology</i>
Schultze, Carol A	<i>Anthropology</i>
Sodeman, Melissa A	<i>English</i>
Stanfield-Mazzi, Maya S	<i>Art History</i>
Stein, Elizabeth A	<i>Political Science</i>
Stinson, Philip T	<i>Architecture & Urban Design</i>
Struble, Luca R	<i>Philosophy</i>
Talusan, Mary I	<i>Ethnomusicology</i>
Thompson, Christine M	<i>Classics</i>
Tongier, Brian C	<i>Sociology</i>
Traviolia, Tristan J	<i>History</i>
Urban, Christopher	<i>Germanic Lang</i>
Vallier, John B	<i>Ethnomusicology</i>
Verlet, Melissa C	<i>History</i>
White, Theresa R	<i>Education</i>
Wiswall, Matthew J	<i>Economics</i>
Yasharpour, Dalia	<i>Near Eastern Lang & Cultures</i>
Yeh, Grace I	<i>English</i>
Yoo, Jiyeon	<i>English</i>
Yuen, Nancy W	<i>Sociology</i>
Zucker, Bonnie G	<i>Psychology</i>

See publications and services available at www.gdnet.ucla.edu

New titles added to the Graduate Division Special Fellowships Reference Library

The Graduate Division continues to expand its fellowship reference library and services to assist you in your search for graduate student fellowship funding and support. This fall the following reference books were added to the existing titles located in 1252 Murphy Hall:

- *Directory of Grants in the Humanities 2001-2002*
- *Directory of Biomedical and Healthcare Grants, 2001*
- *Foundation Grants to Individuals*
- *Reference Service Press Minority Funding 2001-2003*
 - ✓ *Financial Aid for African Americans*
 - ✓ *Financial Aid for Asian Americans*
 - ✓ *Financial Aid for Hispanic Americans*
 - ✓ *Financial Aid for Native Americans*
- *Reference Service Press Graduate Funding Set 2001-2003* (Set of 4 books)
 - ✓ *Money for Graduate Students in the Biological and Health Sciences*
 - ✓ *Money for Graduate Students in the Humanities*
 - ✓ *Money for Graduate Students in the Physical and Earth Sciences*
 - ✓ *Money for Grad. Students in the Social and Behavioral Sciences*
- *Directory of Financial Aid for Women, '01-'03*
- *Financial Aid for Study and Training Abroad, '01-'03*
- *RSP Funding for Nursing, '02-'04*
- *RSP Funding for Engineering, '02-'04*
- *Financial Aid for Disabled, '02-'04*
- *Financial Aid for Research & Creative Activities Abroad, '02-'04*

In addition to the reference library, the Graduate Division offers a variety of publications and services to assist in your search for graduate student funding and support. These include:

□ Graduatefellowships-L Listserv

Daily postings of extramural funding opportunities for graduate study, travel abroad, dissertation and postdoctoral research are announced through the GRADFELLOWSHIPS-L listserv. Instructions on how to subscribe to this useful resource are on the web at www.gdnet.ucla.edu/asis/infoserv/gflist.htm.

□ GRAPES Online Database

The database of Graduate and Postdoctorate Extramural Support (GRAPES) catalogs major fellowships for which announcements have been received by the Graduate Division. Information on approximately 400 scholar-

ships, fellowships, internships, and awards is available online at www.gdnet.ucla.edu/grpinst.htm.

□ COS/SPIN/IRIS Databases

The Community of Science (COS), Sponsored Programs Information Network (SPIN), and Illinois Researcher Information Service (IRIS) are services by subscription provided on the web for the UCLA community only. They contain thousands of federal and non-federal funding opportunities in the sciences, social sciences, arts, and humanities. See www.gdnet.ucla.edu/asis/infoserv/fundopp.htm

□ Faculty Extramural Fellowship Proposal Consultants

Since 1993 the Graduate Division has provided a service that assists students in preparing extramural fellowship proposals. The service is available to UCLA graduate students, UCLA senior undergraduate students who intend to apply to graduate school, and UCLA postdoctoral scholars.

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

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

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

The Graduate Division Fellowships office is located at 1252 Murphy Hall. Staff is available to assist you Monday through Friday, 9 am to 5 pm.

TA Tips

Here is some advice shared graduate student-teaching assistants (TAs) and the faculty members who mentor and teach them.

Before you enter the classroom . . .

- ✓ Invest some time in creating or studying the syllabus for your course, making sure that it includes course objectives, course requirements, a weekly breakdown of subjects to be covered, and information on how grading will be done.
- ✓ Develop a plan for grading and communicate it to your students. If more than one TA grades in the same course, develop a system to norm the grading.
- ✓ Consider the answers to these questions: What kinds of active learning, where students participate, can be used in your department? How do you start a good discussion? What do you want students to learn? Does the

course only convey information or should it also rehearse skills?

- ✓ As you plan a class session, remember that you can probably only get one or two major points across in a single class, with other activities supporting that goal. For example, in English as a Second Language, understanding the present perfect tense might be the solitary goal.

When class begins . . .

- ✓ Understand that being nervous is normal and don't try to hide it. Students are listening for the content of your speech and will forgive a few problems with delivery. Breathing exercises and rehearsal can ease anxiety.
- ✓ Expect to make mistakes and don't waste time berating yourself. Be sure to correct the error as soon as you recognize it, so that students will learn you can be trusted. One way to avoid errors: Be willing to say you don't know when students ask a question.
- ✓ Always be positive, even when students ask the twelfth irritating ques-

tion in a row. Undergraduates look up to you, and you can turn them off easily.

- ✓ Be aware of your audience and check to see whether you're getting through. If you ask, "do you understand," everybody will nod. Instead, ask questions that check for comprehension. If students can't answer them, try another way of explaining.
- ✓ Set boundaries and guard them zealously. You can be liked and be a nice teacher, but you need to stand firm on limits that you set.
- ✓ Be patient with your students. When leading a discussion or getting students to learn something new, it's difficult—but necessary—to let them struggle with it instead of supplying answers.
- ✓ Be patient with yourself. As you learn to master the skills and strategies that make for a good teacher, you're going to struggle, too.
- ✓ Enjoy yourself and give 100% to your teaching. If you don't, the students will conclude that they don't need to give 100% either.

Graduate Quarterly

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