

# GRADUATE QUARTERLY

News & Information for UCLA Graduate Students

Volume 12 Number 2  
Winter 2003





## MESSAGE FROM THE DEAN

### DEAR GRADUATE STUDENT:

The kind of learning that's transferred via books and lectures is only one part of graduate education. Arguably the more crucial part is developing a professional persona consistent with the standards of one's chosen field. In other words, you don't just learn biology, you learn how to be a biologist or a social scientist, a linguist or a lawyer.

This is what we call professional socialization: initiating new recruits into the rules and behaviors sanctioned by the discipline. Part of this is learning the techniques of research in various fields and strategies for sharing the results: writing articles, conference papers, and even books. However, socialization is also learning how to interact: meeting colleagues in professional groups, becoming a citizen of academic communities, working with teams in science laboratories and other research groups.

This issue of the Graduate Quarterly provides a number of illustrations of how graduate students are learning to be future professionals in their fields. For the majority of graduate students, those looking forward to careers as professors in a range of academic settings, learning the skills that make a fine teacher is a crucial part of graduate education. We describe five young scholars who have been honored for distinguished work as teaching assistants in their respective departments. All have developed interesting communication and curricular strategies, but even more prominently they share a commitment to their students, not as a class but as a collection of individuals with different needs. They make personal connections, and that makes all the difference.

We also talked to students whose professional socialization takes a rather different and somewhat more glamorous form than the traditional journal article or conference poster. In the Design | Media Arts Departments, first-year students have been challenged through class assignments to prepare and submit work for international design contests. At least one has taken home prize money for what began as homework. Prisening work in competition is a key element of design careers, and our students are getting some practice.

Elsewhere on campus, the Coppola One-Act Play Marathon provides an opportunity for students in playwrighting to stage their works and for directors, many of them in the Film Department, to try their hand at live performance. Both groups benefit from the opportunity to work, not only with each other, but also with the actors they will depend on as they build careers.

We also commend to your attention our feature story: The web of connections between UCLA and campuses of the California State University is bearing fruit for both partners in the educational enterprise. Many of CSU's finest graduates are pursuing Master's and doctoral studies at UCLA, and many of our finest graduate students are going on to careers as CSU faculty. This is a relationship that the Graduate Division is devoting considerable attention to fostering.

As you go back to your books, I want to strongly encourage all students to engage in socialization activities early and often in your graduate career. Remember that professional socialization is part of what you're here for, too.

Claudia Mitchell-Kernan  
Vice Chancellor, Graduate Studies



Photo: University of California

Copyright 2003  
Regents of the University of California



#### Dean's Office

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

Jim Turner - Assistant Vice Chancellor

Shirley Hune - Associate Dean,  
Graduate Programs

John V. Richardson, Jr. - Associate  
Dean

William H. Worgler - Associate Dean

Glen Winans - Assistant Dean,  
Administration

Graduate Admissions/Student and  
Academic Affairs

Daniel J. Bennett - Director

Graduate Outreach, Diversity &  
Fellowships

Chérie Francis - Interim Director

Graduate Student Support

Lynn Gold - Director

Information Technology

Carol King - Director

Institutional Research and  
Information Services

Pamela L. Taylor - Director

Graduate Quarterly

Mary Watkins - Editor

Jacqueline Tasch - Writer, Features  
and Profiles

Please send correspondence to:  
1252 Murphy Hall  
Box 951419  
Los Angeles, CA 90095-1419  
graduatequarterly@gdnet.ucla.edu

The Graduate Quarterly is published Fall, Winter, and Spring quarters by the UCLA Graduate Division. We welcome suggestions and comments, which may be printed subjectively 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.

## Table of Contents

### FEATURE ARTICLES

- 4 CSUCLA**  
The connections between UCLA and the California State University system benefit all
- 8 Warning Signs**  
Design | Media Arts students rack up the awards designing a sign that would warn people about radioactive waste buried in the desert
- 10 The Power of Collaboration**  
Graduate student writers and directors work together with actors in the Francis Ford Coppola One-Act Marathon



### GRADUATE STUDENT PROFILES

- 12 Martin Janecek** - Biomedical Physics
- 14 Jennifer Nery** - Philosophy
- 16 Eric Mayer** - Spanish & Portuguese
- 18 Michael Mischna** - Geophysics and Space Physics
- 20 Natalie Osterstein** - Indo-European Studies
- 22 Darren Schreiber** - Political Science

### NEWS

- 24 The Distinguished TA Awards**

### GRADUATE STUDENT ACCOMPLISHMENTS

- 27 Papers, publications, presentations, performance**



On the Cover: Marlene Shelton and Maureen Perkins, participants in the Francis Ford Coppola One-Act Marathon. See story on page ten.



The relationship between UCLA and the California State University system appears to be flourishing in ways that would please the designers of the state's Master Plan.

The University of California historically has provided 24 percent of the tenure track faculty in the CSU system, and UCLA provides more CSU tenure track faculty—773—than any other UC campus. UCLA is the top provider of faculty with UC graduate degrees at nine of the twenty-three CSU campuses: Bakersfield, Dominguez Hills, Fresno, Fullerton, Long Beach, Los Angeles, Northridge, Pomona and San Diego.

At the other end of the pipeline, more than 7 percent of UCLA's graduate students over the past 10 years have come from CSU campuses; CSU alumni account for nearly 15 percent of graduate students who are underrepresented minorities.

"Maintaining the diversity of the graduate student body is enormously important to us," says Vice Chancellor Claudia Mitchell-Kernan. "The CSU system has been an important resource and a highly valued ally in our efforts to assure that all of California's

ethnic communities have access to UCLA."

"I'm also pleased to hear that many doctoral recipients, often motivated by their love of teaching, are finding homes at CSU campuses. Besides bringing the rigor and range of their scholarship to CSUs, they are also providing a vital link that will build a synergy between UCLA and CSU campuses in the years to come."

Reports from Cal State University and the UCLA Graduate Division's Institutional Research and Information Services office provide fresh data on UCLA alumni employed as faculty at CSU and CSU alumni enrolled as graduate students at UCLA. Here are some highlights.

Nearly a quarter of CSU's tenure-track faculty have a highest degree (usually a PhD) from UC campuses. UCLA is the biggest single contributor (77%), with its alumni accounting for nearly 8 percent of CSU faculty. UCLA's dominance covers several fields: humanities and the arts, social science and psychology, education, and business. The closest competitor is UC Berkeley, with 626 alumni on CSU faculties.

Looking at CSU students who come to UCLA, their admission and registration statistics compare favorably with those of students from other institutions. About 30 percent of all applicants are admitted to graduate studies at UCLA, compared to 32 percent of CSU alumni. The statistics for new registrants are even more dramatic. Overall, 48 percent of those admitted actually register for graduate studies at UCLA, compared to 70 percent of CSU alumni. The rates for CSU alumni who are underrepresented minorities are very similar.

Cal State Northridge (3,352 students), Cal State Long Beach (926), and Cal State Los Angeles (853) rank first, second, and third in the number of CSU students applying to UCLA in the last decade. Other CSU schools with more than 500 student applicants to UCLA during this period are Cal State Fullerton, Cal Poly Pomona, San



Linda De Angelo

"The diversity of the campus and my need to be in a diverse urban environment" brought Linda De Angelo to UCLA when she decided it was time to resume her college education; she had dropped out after a little more than a year. In various jobs she held over the next decade, she saw that the people she admired "had a much broader diversity of information and experience to draw on," she says. "I wasn't going to get there from where I was at the time."

At UCLA, Linda became an English major specializing in American literature, but diversity remained high on her agenda. "I was interested in societal problems, and I felt that in order to make a difference, I needed to understand the human condition in a more comprehensive way," she says.

When she started as an undergraduate, Linda knew she would pursue some sort of graduate studies, perhaps law school. However, as time went on, she was drawn more to questions about education. "When I went back to school, a lot of my friends were puzzled—they didn't see the economic value of it," she says. "I asked myself what do we think higher education is about? What is higher education's role in creating what we call a good society?"

Linda mined in education as an undergraduate and moved directly into the Graduate School of Education and Information Sciences after obtaining her bachelor's degree. It was not long before she was involved in the outreach programs that help to ensure UCLA's diversity.

First, she was a teaching assistant for two years in a service-learning course that trained mentors to work with youth in underserved communities. Then, as part of her role as a student representative in her division, she contacted students who had inquired about the GSEIS program and talked to them about "how to make doctoral choices and how to prepare themselves to apply for graduate school."

Linda is still working on her dissertation proposal, but the research may evolve from a pilot study she did assessing how student attitudes about affirmative action changed after they participated in ethnic studies classes. An examination of "how students think society should be organized" would suit her interests. She hopes to finish in 2004.

Meanwhile, she is consulting with Scripps College to help them ensure that the survey instruments they use with faculty and students are properly assessing diversity initiatives there. And, this year, she holds a position as a graduate student researcher, helping with a Graduate Division project examining the links between UCLA and the Cal State University campuses that are an important source of UCLA's diverse student body.

Linda has been interviewing CSU alumni who are in UCLA's doctoral programs about their experiences. Although no tapes or transcripts are made, she takes 10 to 15 pages of notes at each interview. Later in the year, she'll assess the interview information. As soon as the job was posted, she says, "I knew it was perfect for me."



Doctoral recipients from UCLA who go on to faculty positions at CSU campuses are expected to be natural bridge-builders between the two institutions

Looking down on the Quad at Cal State University, Northridge. (Photography by William Watkins)

campuses for summer research projects, and UCLA faculty are encouraged to spend time with potential recruits from CSU. Small groups of CSU students in special academic advancement programs, such as the Ronald McNair Scholars Program, CSU Pre-Doctoral Program, and the Presidential Scholars Program, also are invited to attend workshops and meet with faculty and graduate students—either at their home campus or at UCLA.

Dr. Winans is building networks with CSU systemwide administrators and campus faculty, encouraging them to identify students who are good candidates for graduate study and to connect them with faculty at UCLA. Examples include a historian at San Francisco State, a chemist at San Jose State, a political scientist at Cal Poly Northridge, and an engineer at Cal Poly Pomona, all of whom have established ties with UCLA colleagues and passed along promising students. Doctoral recipients from UCLA who go on to faculty positions at CSU campuses are expected to be natural bridge-builders between the two institutions, and efforts are under way to encourage greater involvement of these UCLA alumni in building pathways to graduate education for CSU students.

To support the CSU Outreach Project, the Graduate Division hired two graduate student researchers to help gather and assess information about the experience of CSU students enrolled in graduate programs at UCLA. Linda DeAngelo conducted structured interviews with CSU alumni who are now in PhD programs at UCLA. Karen Kim held similar conversations with CSU alumni in master's degree programs at UCLA and updated and analyzed quantitative data that has

been gathered over the last decade. Students were asked about their experiences at the Cal State campuses and at UCLA and invited to describe the pathways that led them into graduate studies and to this campus. The results are now being analyzed for presentation to academic administrators in the UC and CSU systems. UCLA also has been invited to share the findings and recommendations at a CSU systemwide Faculty Development Retreat for 150 new faculty this spring.

At the same time, Linda and Karen are using their contacts with CSU alumni in doctoral programs to recruit participants for panels at outreach events on their former campuses and volunteers to meet with CSU students visiting UCLA to learn about graduate programs. In November, a reception was held on campus for CSU alumni interview respondents. Linda says, "to continue to make them feel welcome." The event was a first step in building a unique community of CSU alumni at UCLA across various academic disciplines. Participants were open about sharing experiences and making themselves available to mentor and assist others.

This winter and spring Linda and Karen will survey UCLA alumni currently holding tenure track faculty positions at selected CSU campuses to better understand their perspectives on identifying and encouraging CSU students who are likely candidates for graduate education and helping them prepare for graduate work. The combination of this input along with student experiences from the recent interviews will allow the Graduate Division to respond with more appropriate services and better information for CSU students.



Karen Kim

When Karen Kim saw the Graduate Division's posting for a graduate student researcher to work on projects related to CSU students at UCLA, she applied right away. "I didn't even consider if a job—I was personally committed to this," she says. "I came from a CSU, and I wanted to help other CSU students who want to come to UCLA."

During the summer, Karen helped to update and analyze statistics about CSU alumni who come to UCLA and the effect they have on the demographics of the graduate student body. She also interviewed dozens of CSU alumni who are pursuing a master's degree at UCLA.

Karen's own story has much in common with what she heard—career goals brought her to UCLA after a period in the working world. Karen's first round of higher education focused on philosophy, an undergraduate degree from Loyola Marymount University and a master's degree from Cal State Long Beach, where her thesis examined Nietzsche's philosophy of music.

By the time she finished, she was director of research for the Directors Guild of America, keeping track of where movies are being made as well as copyright and union information. Because she "loved doing research," she wanted some formal education in how to do large studies, how to do quantitative analysis, how to do qualitative research. "Moreover, she saw that 'I had pretty much maxed myself out' at the Directors Guild," she says. "I couldn't see myself doing the same thing for the next thirty years, even though I absolutely loved the job."

Through explorations on the Internet, Karen learned about the Higher Education Research Institute at UCLA and the Graduate School of Education and Information Sciences, where she was informed as a doctoral student in higher education and organizational change. Her coursework now complete, Karen is beginning dissertation research on collaborations between academic faculty and corporate professionals. She's visit the sites of four new California Institutes of Science and Innovation, joint projects between the University of California and corporate sponsors. Her goal is to see what kind of culture is created when people from different professional environments work together and how this affects—or doesn't affect—the science they do.

When it comes time to find a new job, Karen wouldn't mind at all if it included the kind of outreach work she's done at UCLA. Besides her GSR position in the Graduate Division, she's also been a teaching assistant in a course that prepares undergraduate education students to participate in outreach programs to underrepresented high school students in Southern California.

Karen knows from personal experience that erroneous conceptions can influence decisions about graduate education. "I never thought of applying to UCLA for a doctorate in philosophy because I didn't think I would be accepted, coming from Cal State Long Beach," she says. Her summer job, Karen says, "was an opportunity for me to help UCLA help students to think about graduate school. I think it's wonderful that UCLA wants to build these partnerships with CSU."

Diego State, and San Francisco State.

"Our most effective partnership today is with Cal State Northridge," says Assistant Dean of the Graduate Division Glen T. Winans. In 1999, a Northridge graduate student, Cedric Hackett, developed the Advancement to Graduate Education (AGE) initiative on that campus as part of his master's degree thesis in education. Each year, Northridge faculty and administrators identify 300 to 400 undergraduates and master's degree candidates who are good prospects for graduate studies. A delegation of UCLA Graduate Division professionals plus current graduate students spend a day at Northridge to describe successful pathways to graduate study and to talk with individual students about opportunities they can pursue.

"It's a marvelous event because the students are so focused," Dr. Winans says. "We're not just handing out brochures and free pencils. We're having substantive conversations about different career paths and substantive steps students can take to prepare for, and be successful in, graduate school." The Northridge model may be used in a proposal to seek foundation funding for similar programs linking other UC-CSU partners.

Meanwhile, UCLA has developed a Graduate Education Forum at Cal Poly Pomona based on the successful Northridge approach, and the relationships with Cal State Long Beach, San Francisco State, and San Jose State are getting fresh attention. At Cal State Los Angeles, successful National Institutes of Health- and National Science Foundation-funded Bridge Programs with UCLA in the life sciences create close collaboration between faculty at both institutions. As a result, more than a dozen underrepresented students from Cal State Los Angeles have successfully enrolled in doctoral programs at UCLA.

**"We're not just handing out brochures and free pencils."**

These efforts are part of a larger CSU Outreach Project designed to establish or strengthen ties between UCLA and CSU campuses, particularly in the Southern California area. The Graduate Division participates in a program that brings CSU students to UC



Ashok Sukumaran's proposal, which won "best of show," illustrated a site thickly planted with genetically engineered, cobalt blue yucca plants, whose unnatural color would contrast starkly with the surrounding desert.

nonprofit organization that promotes the arts, humanities, and education in Nevada, partnered with the University of Nevada Las Vegas (UNLV). Competing in contests "gets students out in the world, and also it's a great line for their resume," says Professor Steinkamp. In the case of the Yucca Mountain project, Professor Swanland says, the judging panel included "some of the big thinkers in the art world today... I thought it would be good exposure for the students to get their work into an arena like that."

The contest drew 150 entrants from around the world. Two members of the Steinkamp/Swanland class walked away with prizes: Ashok Sukumaran as best of show and Fabian Winkler among the honorable mentions. Both men are second-year graduate students in the Design | Media Arts Department.

Rather than creating a conventional sign, Ashok and Fabian submitted proposals that turned the whole Yucca Mountain site into a symbolic warning. Ashok envisioned a site thickly planted with genetically engineered, cobalt blue yucca plants, whose unnatural color would contrast starkly with the surrounding desert. Ashok sees it as "putting two demons together," nuclear waste and genetic mutation. The blue yucca is a meta-metaphor, he says, one mutant marking the other.

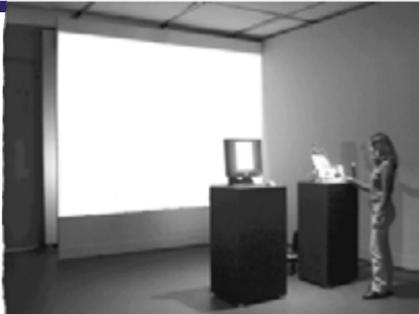
Alternatively, Fabian imagined covering the site with huge reflectors and "thumpers" similar to those used in the movie, *Dawg*, to create a warning on several sensory levels: heat, light, sound, and vibration. "When I first heard about the plans to bury nuclear waste at Yucca Mountain, I thought, is this real or am I just in the wrong movie," Fabian says. Thus, he hopes people who think his proposal is "unreal" will understand that the reality of the situation is still more incredible.

The contest was intended to promote

public awareness rather than to provide an actual plan for the nuclear repository. However, the entries have appeared in several publications, and fifteen were displayed at UNLV's Marjorie Barrick museum in Las Vegas, "a setting where you ask yourself is this reality or just a movie—it was perfect," Fabian says. As "best of show," Ashok took home \$1,000, not a bad price for something that started out as a homework assignment.

The project was well-suited to Ashok, who hopes for a career designing "public space rewired, reconstructed, re-imagined." He was working as an architect when he was drawn to media art because "I wanted more forms of expression than walls and doors." UCLA's program was appealing because he found it more art-based than some alternatives.

Fabian was drawn to UCLA because the program gave students "more freedom to come up with your own ideas, to conceptualize as well as realize work." Connections to other UC campuses have extended the



Fabian Winkler and Adriana deSouza e Silva's <strike>database </strike> installation uses a printer, video camera, and database to question the meaning of computer interfaces.

opportunities to present his work. Besides the Yucca Mountain project, Fabian submitted another work in collaboration with Adriana de Souza e Silva, that has received honors. The <strike>database</strike> installation uses a printer, video camera, and database to question the traditional meaning of computer interfaces. Papers describing their work were presented at a conference

in Brazil and at ACADIA 2002.

Working with Adrians, "was fun because we both came from very different backgrounds," Fabian says. "My background is installation art and interactive real-time environments whereas Adriana has strengths in theory." Fabian says he "completely dislikes the competitive model of contests, the idea of outdoing others, especially in the field of the arts. What is important to me is to build up a network of persons, institutions and ideas. . . In attending conferences or exhibiting work I ideally enlarge this network by connecting to others and by seeing and hearing other ideas while presenting my own ideas."

To learn more about the Design | Media Arts program at UCLA, go to [www.design.ucla.edu](http://www.design.ucla.edu), which also provides web space for students. To learn more about the Yucca Mountain contest, go to [www.desertspace.org](http://www.desertspace.org).

Ashok Sukumaran and Fabian Winkler, Design | Media Arts Students



## Warning Signs

**I**T WAS A CHALLENGING ASSIGNMENT: Design a sign that would warn future generations about the perils of a proposed national repository for radioactive waste in the desert under Yucca Mountain, Nevada. Design | Media Arts faculty Jennifer

Steinkamp and Gail Swanland asked their students to do a proposal as their first project in a class on Tangible Typography.

Then they asked their students to submit the proposals to a contest, "Universal Warning Sign: Yucca Mountain," sponsored by the Desert Space Foundation, a



Marlene Shelton and Maureen (Mo) Perkins outside of MacCowan Hall. Marlene says of Mo, "She understood that play on so many levels that this has been one of the most satisfying collaborations I have ever had with a director."

## THE POWER OF COLLABORATION

### The Francis Ford Coppola One-Act Marathon

"WORKING WITH ACTORS IS WHEN THE MAGIC APPEARS," ACCORDING to graduate student playwright Marlene Shelton. "Once I have tinkered with the script and come up with a final draft, then it's all about the actors. They conjure up these characters I wrote for them," she says, and—with the director as a guide—"they bring them to life."

Indeed, while the Francis Ford Coppola One-Act Marathon was established five years ago to bring together student playwrights from the Department of Theater and student directors from the Department of Film, much of its power comes from this third connection: bringing writers and directors from the MFA program together with actors, who are mostly undergraduates. In this case, the graduate students are the

ones doing the learning.

"Working on a Coppola One-Act gave me an opportunity to dive in and get my hands dirty with the actors—do some really in-depth, intense dramatic work," says directing student Miranda Youssif. "When you can't get a close-up, you have to find other ways to achieve the same effect."

Theater and film provide different challenges. "I could not stop the actors once

the performance began—no yelling 'Cut' and making adjustments either for the actors or for the lighting/sound board operators," Miranda explains. "So the process involved the building of a different kind of trust in each other, one where I had to let the play slip out of my hands once the show began."

**L**EASING CONTROL IS NOT ALWAYS EASY. The playwright on Miranda's production, Ben Lamoso says, "I was often shocked by the choices our actors would make with line readings. I had a certain idea in my mind of what the actors would look, act, and sound like on stage when I wrote the play... [The actors] would often go places that I never intended the characters to go—which was sometimes exhilarating and other times terrifying."

Working with actors provided some important lessons. As a writer, Ben learned to establish a consistent tone, "a unified world so that the actors could connect with the wavelengths of the piece." His directing partner, Marula, learned "how to generate something authentic inside of the actors that will inspire them to re-create genuine performances in accordance with your vision." Playwright Rose Marulla worked to find "that common language when talking about the actors' characters or what you meant when you wrote this certain line or certain point."

Of course there are practicalities, too. "I learned how valuable clarity and brevity in writing can be when actors have only a four-week rehearsal process," Ben says.

"That four-week rehearsal and the performances came at the end of a quarter-long course called "Script Development Workshop." Playwriting students had written their one-act plays as part of a first-year course. The student directors learned the technical techniques in a class offered in spring quarter, and four were selected to participate in the Coppola program. When writers and

directors came together this fall, they picked a cast, rehearsed scenes, talked with design students, and got ready for the workshop productions presented in Magcowan Hall just before and after the Thanksgiving break. Design students and actors also got course credit for their work.

The Coppola program was devised by faculty and administrators in film and theater, inspired by film director Francis Ford Coppola's insight. He has said that he learned his cinematic skills not only as a graduate student in film but also as an undergraduate in theater at UCLA.

"I liked the idea of the film-directing students being challenged by having to direct a play in a regular time and in sequential order," says Edt Villarreal, chair of the playwriting program. Coppola lent the program his name but does not fund it. Other goals of the course are a cross-pollination among theater and film students, along with opportunities to network that might lead to other projects.

**E**ACH YEAR, ONE OR MORE WRITER/DIRECTOR pairings decide to continue their collaboration. "One of the concerns every playwright has is that the director will not understand the play and will take it in a direction that doesn't work," says Marlene. "This was never the case with Mo [Maureen Perkins]. She understood that play on so many levels that this has been one of the most satisfying collaborations I have ever had with a director."

Even if no long-term partnership is formed, student playwrights and student directors learn about

each other's techniques. "In film you tell the story through visuals, and in the theater, you have to tell the story through language," says Jose Luis Valenzuela, part of the faculty team that taught theater techniques to the student directors last spring.

**W**ORKING WITH HIS DIRECTING partner, Miranda, Ben says, "It was important that we were always aware of that distinction and that we talked about it." In return, Miranda says she "enjoyed working with [Ben] and helping him to refine his play to reflect his vision." Writer Rose Marulla says she learned to look among her peers for "people who inspire me... It's about making a collective when it comes to making a book or producing a play—it's a group effort, and everyone's got to do their part to the best of their abilities."

As for the collaboration between the Departments of Theater and Film, the ground-breaking Coppola One-Act Marathon has led to "a very fertile ongoing process," says Professor Villarreal. "At this point, it's almost a tradition."



Little Carrero (left) and Carmen Corral, in "The President's Wife," written by Marlene Shelton.



## Martin Janacek

### Biomedical Physics

**I**N TREATMENT FOR BRAIN CANCER, a surgeon often removes the bulk of the tumor, but it's not always obvious where the tumor ends or where malignant cells might be spreading in tentacles through healthy tissue. "That's my job," says graduate student Martin Janacek, "to identify whether the cells are healthy or cancerous." To accomplish this, Martin has developed a camera just 1-inch square in size. "You put the camera against a tissue, and you know within 30 seconds if it's cancer or not," he says.

This is only half of Martin's dissertation research in the biological imaging program of the Biomedical Physics Department. The other half also involves a camera, 1.5 millimeters in diameter and 4 centimeters long, that can be inserted into a beating heart to detect a particular kind of plaque buildup in arteries that is a frequent cause of heart attacks.

Martin and his mentor, Professor Edward J. Hoffman were the first to create and present the artery camera, and no one else has built an imaging device to detect residual cancer cells. Both projects involve "problems that are generally agreed to be problems that should be solved," says Professor Hoffman. "The jury is out on the final solutions, but the devices that Martin is developing are among the few solutions that seem viable."

Both cameras are based on the same science. In positron emission tomography (PET) scans, tracer molecules are injected into the body. For example, a genetically altered glucose might be used to identify areas that are more active: often cancer cells but

also the heart. Positrons emitted from the tracer are annihilated when they encounter electrons, and the gamma rays that result can be detected outside the body.

Martin's work detects the positron before it encounters an electron. "In order to do this, I have to be within a millimeter of the cell," Martin explains. "I have to be so close because the things we're looking at are so small, but I also get an image with much higher resolution." Martin's brain camera reduces risks to the patient by shortening the length of the surgery—the patient doesn't have to be moved to an MRI scanner for conventional imaging.

His heart camera sees a kind of unstable plaque that is otherwise undetectable because it's soft. However, such plaque can release a clot, with consequences that are quite damaging. Researchers at Stanford University asked Professor Hoffman and Martin to build the camera for a project they're developing to treat unstable plaque.

The Stanford team is producing the tracer substance that is used with Martin's camera.

All of this is remarkable work for a young man who grew up in Sweden wanting to be an engineer. "I didn't know what it meant, but I wanted to become one," he says. After three years as an undergraduate at the Chalmers University of Technology in Göteborg, Sweden, however, Martin found himself a little bored with math and physics. A class in medicine for engineers turned out to be his first step in a new direction.

The second was a months-long internship with a project at the Berkeley National Laboratory that was investigating the use of PET technology instead of biopsy to

diagnose breast cancer. "I loved the work," Martin says, but soon enough he found himself back in Sweden with his master's degree in hand. "All of a sudden I was an engineer, and I had no future plans," he says.

Martin started doctoral studies in microelectronics at Chalmers University, but within a few months he realized "that was not what I wanted to do for the rest of my life," he says. "I had problems getting up in the morning because I didn't feel motivated." He got back in touch with the professor he'd worked for at Berkeley and received encouragement to pursue studies in medical imaging—but no firm offer. An e-mail to Professor Hoffman at UCLA, on the other hand, produced an offer of a research job the very next day. An 800 score on the quantitative part of the GRE helped ensure that he became a graduate student, as well.

Besides his cameras, Martin lists an impressive array of papers and presentations on his CV, several as first author, which should help him as he looks for new work—perhaps a job in industry or a postdoctoral position. He received support from DuPont Scholarships from 1999 through 2001 and is the recipient of a dissertation year fellowship from the Graduate Division.

He is also a people person, Professor Hoffman says. Martin's mentor at Berkeley noted that "if you saw a group of young ladies standing around someone at a party, you could be fairly sure: Martin was in the middle." At UCLA Martin has organized opera excursions and is always ready to play soccer or volleyball, his adviser says: "I guess he is the well-rounded, charming, and active person that all of us scientists wish we were."

## Jennifer Nery

### Philosophy



On her website, Jennifer Nery, a second-year doctoral student in the Department of Philosophy, includes an abbreviated CV with an overview of her interests, sites where undergraduate students can find guidance on how to read philosophical articles and write papers, and links (for her use and yours) to her brother's web page, her favorite web pastimes, and

Columiana, Ohio, her hometown and the

antiques capital of northeastern Ohio. "I wanted to have the first inklings of a professional website," Jennifer says, but she also had a point to make: "I'm a person who doesn't think that philosophy should be one's whole life. I wanted to show the way I am."

The way Jennifer is, following the order on her website, is first and foremost a student of philosophy. When Jennifer set out as an undergraduate philosophy major at Smith College, she "somehow forgot phi-

losophy wasn't practical," she says. Her junior year was spent at University College of London, where undergraduates take courses only in their chosen field of study. Through this immersion in philosophy, Jennifer says, "I started to see the kinds of conversations that were going on in philosophy."

After traveling for a couple of years doing odd jobs, Jennifer resumed her philosophical studies at St. Andrews in Scotland, just down a short street from the rather famous golf course. She finished

her master's degree there before coming to UCLA for doctoral work. Although she had looked on the east coast, "when I evaluated schools regardless of geography, UCLA came out on top," she says. In particular, she was happy to find a wide range of interests among a well-respected faculty. She brought to UCLA an interest in mind, metaphysics, epistemology, and perception—"you have to know how you perceive in order to know how you think and also know how you know," she says—but she hasn't settled on a subject area for her dissertation.

That's fine with the Department of Philosophy, where graduate students are encouraged to take the first two years to get the lay of the land: "The PhD program in philosophy is going to introduce students to a level of demand on their creativity that they probably haven't encountered before," says graduate student adviser and Professor Barbara Herman. "That's true even for students with an extensive philosophy background."

Jennifer started with a seminar for all first-year students—seven in 2001 (the department takes only the number of students it can fully fund for the first year)—that is a survey of philosophy: "We read a lot of articles fairly quickly," Jennifer says, "looking to get a grasp of the important ideas." Each student made regular presentations on assigned articles, and all participated in discussions. "We got really comfortable with each other," Jennifer says. "We felt very welcome to speak up, and we became more sure of ourselves."

While this was her third time around with many of the subjects, Jennifer says, "One thing about philosophy is you never get to the bottom of anything. Even if I were being taught the same exact reading in the same exact way—and of course this

isn't true—I would get something more out of it every time."

Doctoral studies in philosophy also add a new perspective to the subject: the business of philosophy. At UCLA, Jennifer is in training for a career, learning how the academic world is organized, how to find a job, and, most important perhaps, how to teach philosophy. Last fall, Jennifer took a course in teaching and began her work as a teaching assistant to Professor Herman in Introduction to Ethics. The second area on her website is a list of suggested readings for students in her section. Jennifer chose this ethics course because it involves a lot of writing. "I've seen a lot of people who've come out of college and still can't write an essay," she says. "It weighs heavily on their self-esteem. I feel very strongly about teaching people these skills."

Jennifer's students "have real comfort and rapport with her," Professor Herman says. Trusting that there's a good reason for Jennifer's assignments, Professor Herman says, students approach the tasks "with seriousness and the kind of goodwill that's hard-earned, especially for a first-time TA."



The philosophy students' tea party.

"One thing about philosophy is you never get to the bottom of anything."

The last part of Jennifer's website is devoted to her outside interests. Her first year at UCLA, she spent a lot of time at the Wooden Center, playing volleyball, doing yoga, and learning belly dancing, an interesting hobby for someone whose work involves contemplating the navel.

Jennifer has also been appointed "co-chair/chairman" of the Philosophy Department's social life, helping to organize its Halloween party, for example. Last fall, she organized a tea for graduate students, with colleagues from classics and an history also invited. "It wasn't difficult to sell the idea," she says. "Our department is pretty good about recognizing that we have social lives."

"Jennifer has an extraordinary amount of energy and enthusiasm," says Professor Herman. "There's nothing about her that's retiring or laid back—it's lovely." Jennifer may be somewhat less invertebrate or bookish than more typical philosophy students, Professor Herman adds, "but she's not one wit less serious."

## Eric Mayer

Spanish & Portuguese



Even those who have never read the Cervantes masterpiece are familiar with the image of its titular hero, Don Quixote, tilting at a windmill he believes is a giant. While this juxtaposition of perception and reality—the ambiguity of truth—is an issue usually associated with Don Quixote, Eric Mayer believes it is present throughout Cervantes' work. "I plan to examine how and why his characters come to hold certain

things as true even though the reader sees no basis for this knowledge to be accepted as true," Eric says. "What used to be known as truth suddenly depends on who you are."

Eric is analyzing a collection of Cervantes' short stories called *Novelas Ejemplares* (Exemplary Novels). "La Gitanilla" (The Little Gypsy) provides "a prime example of how deft Cervantes was at creating entertaining stories oriented toward greater social and philosophical themes," he says. In a narrative not unusual for the time, the title character, Preciosa, is revealed at the end of the tale to be the daughter of the town councilman. An old gypsy says she kidnapped the infant, now a grown woman, and reveals her true identity.

Traditional readings of this story accept the revelation, which neatly ties up all the story's narrative threads. Eric asks a further question: "Throughout the story, the gypsies are manipulating the townspeople, telling tall tales, and feeding their voracious appetite for anything having to do with magic. Why should we suddenly accept the gypsies as bearers of truth, when we've been told by the author not to trust the gypsies from the very start?"

Eric thinks Cervantes is saying that "people will frequently subordinate what might be true to what their personal needs are"—in "La Gitanilla," for example, the revelation makes everybody happy: from Preciosa, to the gypsies, to the town councilman and his wife. "I'm really appreciating how sophisticated and modern Cervantes was," Eric says.

The other stories offer numerous instances when "the narrator's voice suddenly disappears at moments when we'd like to

have key information," Eric says. "Instead, we're left with different characters' ideas of what they take to be true."

In creating such situations, Cervantes not only created fascinating literature, he also reflected the skeptical movement that was changing European intellectual life during his time, Eric says. "He dramatizes the types of questions being asked by skeptical thinkers." Doing so in novels, rather than polemical tracts, was far safer in the climate of counterreformation Spain, which was hostile to any thinking at odds with Catholicism.

Eric came to his graduate work at UCLA by a route almost as circuitous as Don Quixote's travels. As an undergraduate at UC Irvine, he had a double major in economics and political science. He reasoned that he was good with numbers, and both subjects had social significance. "It was not a very well-informed approach to choosing a major," Eric says. "I'm the first person in the family to go to the university so it was hard to get advice."

A crucial turning point came when he spent his last undergraduate year at the University of Granada in Spain, absorbing the culture, history, and literature at the same time he completed social science requirements. When he came home, he got his master's degree in Latin American Studies at UC San Diego and planned to continue for a doctorate in Hispanic languages and literatures at UCLA's Department of Spanish and Portuguese.

But that was before he gave *Don Quixote* "a very close and steady reading" the summer before he began his doctoral studies. By the time classes began, he knew he would

study Cervantes, and by the end of the first year, he had found a perfect adviser: Professor Carroll B. Johnson. "He's very much a friend as well as a mentor," Eric says. "I can't overstate how important his teaching has been to my approach to studying literature."

Professor Johnson says Eric is "one of those people who take in the existing scholarship and conventional wisdom, chew on it for a while, and then come up with something nobody had thought of." While Professor Johnson has a different view of "La Gitanilla," he says, "I have to say I find Eric's take on it convincing."

Eric has just completed the qualifying process for a doctoral degree, writing two papers that are essentially drafts of dissertation chapters as well as a prospectus for the finished work—more than 100 pages in all. He finds writing "a rewarding but difficult process. . . . You think you have your ideas so clearly formed, but when you start to put them on paper, they never look quite right. I have to go through numerous drafts of everything I do."

Nevertheless, Eric hopes to finish his dissertation by June, spend a year on fellowship studying at the National Library in Madrid, and then find a job that combines research and teaching. "I can't imagine finding a job better than one where I can read books that interest me and talk about them with students—and get paid for it."

While first-generation scholars are sometimes encouraged by family to pursue more pragmatic careers, Eric says, "My parents have never questioned my desire to go on and do an MA and PhD. Providing me the funding you like and show passion for studying it, they're wholeheartedly supportive."

"I can't imagine finding a job better than one where I can read books that interest me and talk about them with students—and get paid for it."



Holding a globe of Mars in the sculpture garden.

## Michael Mischna

### Geophysics and Space Physics

**A**s a summer intern during his undergraduate years at Cornell University, Michael Mischna had a job helping prepare the daily weather forecast for WNYW-TV in New York City. By the time he left Cornell with his bachelor's degree in meteorology, he was combining his interest in weather with a long-time passion for the planets. The work he's doing as a graduate student at UCLA could someday prepare him to become the first weatherman on Mars.

In the meantime, he's looking for water. Ice that remains in the polar cap on Mars, plus evidence of dried river beds and lake shores, provides "a strong hint that there used to be liquid water somewhere on the Martian surface," Michael says. "The interesting question is where's that water hiding?" The question becomes even more interesting when one considers that water sustains life on Earth—and may have done so on Mars as well.

Michael's interests in weather and planets first came together another summer at Cornell, when a research project provided an opportunity to take pictures of Mars from the Hubble Space Telescope. "I was following individual clouds in the atmosphere and using the motion of clouds in the atmosphere to determine which way the winds were blowing," Michael says. "No one had ever done that before." Michael learned that despite a thinner atmosphere and a more dramatic topography, Mars had prevailing winds similar to those on Earth. He published his findings, not only in a senior honors thesis, but also as first author of an article in *Geophysical Research Letters*.

At Penn State for a master's degree, Michael began to examine the questions that underlie his dissertation: Where is the water on Mars, and where has it been in the past? Looking at clouds made of dry ice in the atmosphere, Michael theorized that by bouncing heat back to the planet, those clouds might produce something of a greenhouse effect, causing a warmer climate.

With his interest focused on

“Don't base your doctoral thesis on results from a spacecraft, and always have a backup plan.”

Mars, it's not surprising that Michael found his way to UCLA, where Professor David Paige was chief scientist on the Mars Polar Lander mission. Michael would have been one of the scientists working with the meteorological instruments, if not for the fact that the spacecraft crashed in 1999. Instead of theoretical findings, Michael discovered pragmatic lessons: "Don't base your doctoral thesis on results from a spacecraft, and always have a backup plan."

Indeed, there are a number of ways "to look at Mars" without actually landing a spacecraft there. One of the most promising is computer modeling, which uses data from satellites and knowledge about conditions on Earth. Michael's "model of the Martian atmosphere, its circulation and its radiation, attacks the problem of Mars' climate at a very fundamental level," says his adviser, Professor David Paige. "It will have the ability to make a smooth transition from the current Mars conditions to much warmer and wetter conditions and have the ability to simulate everything in between."

Michael hopes to "predict backward"—to calculate what Mars might have been like in the past based on what we see now. Like Earth, Mars spins on an axis, but the tilt of the Mars axis changes over time, Michael says. This is due to the fact that Mars's smaller moons aren't stabilizing as Earth's single large moon, and Mars has Jupiter for a next-door neighbor, with significant gravitational consequences.

Michael believes the greenhouse effect of carbon dioxide on Mars might have once

heated the surface enough to sustain life, before the tilt of the planet on its axis changed enough to turn the environment cold again, too cold for life to survive.

Besides contributing to Professor Paige's broader work on Mars, Michael assists in research by Mark Richardson, a former UCLA graduate student now at Caltech, who is also studying Mars weather.

Models are not the only way to study Mars. Another option is to visit Iceland, the earth-bound place with a terrain and topography "that most closely mimic Mars," Michael says. He spent ten days at the Mars Polar Science Conference in Reykjavik, three of them in the field observing glaciers, past glacier floods, and other phenomena.

Of course, the best way would be to land human scientists on Mars itself, and Michael believes this will happen within his lifetime. Since he was seven or so, watching the launch of the first Space Shuttle, Michael has dreamed of being an astronaut, and his skills certainly could prove useful to a crew on that first Mars expedition.

His backup plan, however, is to find an academic job where he can combine research with another love, teaching. "I like taking a topic that sounds difficult and breaking it down in simple steps that people can understand," he says. Michael loves "the wide-eyed look" of non-science majors when they begin his general education course, The Origin and Evolution of the Solar System, and their eventual understanding of the material. Unlike the proverbial rocket scientist, he tells his students: "What I do is no more difficult than what anybody does."



Natalie with Leoncio Vasquez Cruz, one of the few remaining speakers of Zaniza Zapotec (Mexico, Summer 2000)

## Natalie Operstein Indo-European Studies

In recent years, Natalie Operstein has spent her summer vacations in Veracruz, Mexico, working with native speakers to write a dictionary and grammar of a language that may no longer be spoken by the end of this century. If this seems a bit quixotic to non-linguists, it is a summer program expanding and supplementing her graduate work in Indo-European studies, which is concerned with reconstructing a language several millennia old. Obviously, fieldwork in a reconstructed

language can be rather hard to come by, so Natalie was pleased to be accepted as a field linguist for the Project for the Documentation of the Languages of Mesoamerica, which is making records of several Mexican languages that are currently on the verge of extinction under pressure from the more prestigious Spanish.

"If we can't preserve the languages, we can at least document them before they die," Natalie says. Listening to local speakers of this language, Natalie, with the help of one of the project directors, Professor Terrence

Kaufman, has developed a practical orthography to give the language a written form. "I am responsible for creating a dictionary of the Zaniza Zapotec language and writing its descriptive grammar," Natalie says. Among languages of this kind, Zaniza Zapotec is relatively fortunate to have nearly 400 fluent speakers left, she says. "One of my friends is working on an Otomangian language that has only seven speakers, all of whom are elderly."

Linguists provide a vital link in the cultures that used these languages. For

example, a 23-year-old Native American is learning Maiké, the traditional language of his people, from William Shipley, a linguist who had learned the language from the young man's great-uncle while carrying on fieldwork in the mid-fifties.

Creating dictionaries and descriptive grammars of endangered languages is part of an effort to preserve languages, which may lead to developing teaching materials and training native linguists. The collected linguistic data are also useful among the small group of scholars working to reconstruct what are called proto-languages – the hypothetical ancestors of today's languages. For example, modern Zapotec languages are assumed to go back to an ancestral language, Proto-Zapotec, which is estimated to have been spoken around 1,500 years ago. Linguistic work on Proto-Zapotec is still in its initial stages, and Natalie's reconstruction of the pronominal system of this language, which will shortly appear in the *International Journal of American Linguistics*, is one of the first published works to pursue this line of research.

"Scholars also assume that about 7,000 years ago, there was one language that gave birth to contemporary languages as diverse as Hindi, Greek, Spanish, English, and Russian," Natalie says. "Since the 19<sup>th</sup> century, they've been trying to reconstruct that language."

This is the research thread that Natalie is pursuing for her dissertation. How does one become interested in a language that has no oral tradition, no written literature? For Natalie, the interest evolved in increments, beginning as an undergraduate in biology at Moscow University. Studying foreign languages was customary there, and foreign students speaking their home languages were other resonances. Besides taking classes in English and Ger-

man, Natalie acquired a basic knowledge of Spanish, French, and Italian. "My professor of English introduced us to elements of linguistic analysis," she says, "and, along with my growing interest in the study of different languages, that provided the basis for my later interest in linguistics."

But the route was not direct. Migrating with her family to Israel, Natalie became fluent in Hebrew. She picked up Portuguese during a summer in Brazil on a student exchange program. "As I became familiar with four of the major Romance languages (Italian, Spanish, French, and Portuguese), the similarities between them spurred my interest in comparative linguistics and also in the study of Classical Latin, the ancestor of the modern Romance languages," Natalie says. "I started reading linguistic literature and was captivated by the many insights of Otto Jespersen's *Philosophy of Grammar*, which was my first real introduction to linguistics."

She decided this might become her profession after marrying and moving to Canada, where she completed an M.A. program in Spanish at the University of British Columbia. For her thesis, Natalie studied Black Spanish, the language spoken by the African slaves in 16<sup>th</sup> and 17<sup>th</sup>-century Spain and Spanish America. Much of the linguistic literature at the time defined these as creole languages, but her study showed that this language represented a continuum of learners' varieties instead.

Continuing graduate studies at the University of British Columbia, Natalie began to work with Lingua Franca, a Romance-based speech form that was widely used in the Mediterranean from the 13<sup>th</sup> century until the end of the 19<sup>th</sup> century. Her research showed that this was not a creole language either, and she presented her findings at an international conference in London, England, and published them in the *Journal of Pidgin and Creole Languages*. Her research on the linguistic status of Lingua

"If we can't preserve the languages, we can at least document them before they die."

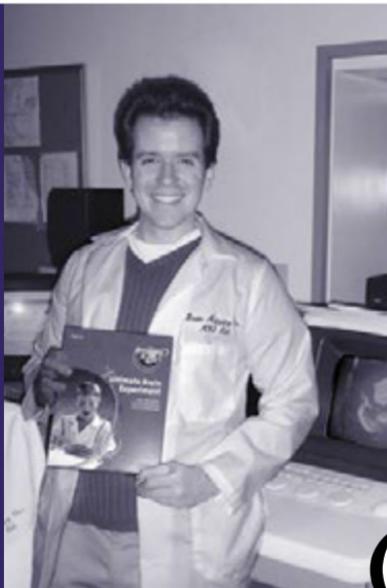
Franca is summarized in her paper appearing in *Orbis*.

Natalie continued learning new languages (Catalan, Provençal, Medieval Latin, Classical Greek, Classical Arabic), deepening her knowledge of general and comparative Romance linguistics. "In particular, I became interested in problems of reconstruction of Proto-Romance, and methods of reconstruction in general," she says. "My knowledge of languages from various linguistic groups also made me interested in problems and methodology of long-range comparison."

Both of these interests – in language reconstruction and comparative linguistics – led her, at long last, to Indo-European, which is the best studied and the most fully reconstructed language family of its size and time depth. It turned out that UCLA was the only North American university with a program fully devoted to Indo-European studies, and Natalie applied and was awarded a Chancellor's Fellowship.

At UCLA, Natalie has added new languages to her portfolio: Sanskrit, Old Norse, Hittite, Tocharian, Myenaean Greek, Ugaitic, Coptic, Turkish, and Romanian. A degree in Indo-European studies requires passing five qualifying examinations, and Natalie has passed three. Fulfilling her program requirements and research in Mesoamerican and Romance linguistics is still occupying much of Natalie's time, but she has also begun original research in Indo-European linguistics with long-range comparison, working with her graduate adviser, Professor Vyacheslav Ivanov.

She hopes to pursue a career in university research and teaching, concentrating on comparative and historical linguistics, descriptive linguistics, and language preservation.



## Darren Schreiber Political Science

Back in the early 1990s, while Darren Schreiber was in law school at UC Davis and should have been reading case law, he devoted a lot of hours to *Scientific American*.

**O**ne article he read then was about the first use of PET scanning to correlate cognition with differences in blood flow inside the brain. Years later, when he was a UCLA graduate student talking to Professor John Zaller about differences between political novices and political sophisticates, the article came to mind. Together, the two ideas provided the building blocks for his dissertation research, the first to use functional brain imaging to study political cognition.

As political scientists define them, novices are distinguished from sophisticates by their knowledge of American government. In surveys about political issues, people identified as novices give inconsistent answers, both to the same question and to questions related to ideology. "This created a mystery for political scientists," Darren explains. One widely accepted solution was that novices were "just flipping coins" when they answered.

Darren found data measuring response times that contradicted that theory: Sophisticates answered more quickly, while novices took longer. "If novices are just guessing, they should respond really quickly," Darren says. "Instead they were really struggling with the questions." Darren put all of this in a paper for Professor Zaller, proposing the use of fMRI brain mapping to pursue the question. Then he e-mailed a copy to John Mazzotta, director of UCLA's Brain Mapping Institute.

"He actually read my paper, which is pretty amazing," Darren says. Professor Mazzotta also returned a message with six questions. "I told him I'd get back to him as soon as I could," Darren says. "That was a year and a half later." Nevertheless, Darren's findings were persuasive. He was invited to speak at the Center, and he began talking to Marco Jacoboni about possible ways to pursue his theory. "Darren was extremely bright," Professor Jacoboni says. "He very quickly learned the tools he needed to do this very exciting project that brings together two disciplines that are so far apart." Professors Zaller and Jacoboni, with Darren, received a Chancellor's Academic Border Crossing Grant for \$20,000.

Darren's fMRI findings are consistent

"I wanted to build instead of tearing apart."

with his theory. When asked political questions, political novices show higher activation in the prefrontal lobes, where deliberative thinking takes place. Political sophisticates show higher levels of temporal lobe activity, which suggests they "have more meaning attached to these questions," he says. Professor Jacoboni believes Darren's work "will change both political science and neuroscience in terms of helping people realize they can do a lot more than we thought."

Darren has no plans to rest on whatever launches this research funds. Instead he hopes to use the findings on individual political decision making to develop more sensitive models of political processes at the individual level of the level. The models now widely in use predict behavior based on equations. Computer models using his fMRI findings "could simulate individuals, giving each a different set of preferences, and then letting them interact in an unstructured way," Darren says.

Today, political scientists offer two possible models of political party formation. While some hold that information passes from the top down—from the parties to the people, with individuals having little impact—others say politicians have to position themselves where the most voters are to win office. "The causal arrows are going in opposite directions," Darren says. He wants to investigate what he calls the fashion industry model, in which garment makers go to the streets to identify trends, then conduct marketing campaigns to sell the ideas to a wider market. If this applies to political parties, "our opinions are forming their opinions and vice versa—there's a cyclical dynamic," Darren says.

Now a man with a mission and at least three major research paths in progress, Darren didn't know what he wanted to do ten years ago when he graduated from Claremont McKenna College. An advisor suggested law school, and Darren enjoyed his years at UC Davis. Although he "buddy" gone to law school intending to practice, "an extraordinary opportunity changed his mind. One summer, he was working at a civil rights clinic on prison litigation when the attorney who was supposed to try a case became indisposed. Like the understudy waiting in the wings, Darren found himself—at 23—arguing his first jury trial in federal court. He lost—but the opposing counsel offered him a job.

Darren turned that job down but accepted another with an old law firm in Stockton, California, with a varied practice that exposed him to bankruptcy and personal injury cases as well as business litigation. He figured the practice of law "doesn't get any better than this." Nevertheless, he found "living life in six minute increments"—the standard unit of billing—"is not the best way to go about it."

Then one day he found himself in a line of academics in full regalia, representing his undergraduate college at the inauguration of a new president at the University of the Pacific. "It happened to be standing between two guys who had PhDs in political science," Darren says. "We spent the whole day talking about ideas and about academia. It was one of the best days I'd had in a long time." His decision to return to graduate school was soon implemented, "I had matured out of an adversarial role," he says. "I wanted to build instead of tearing apart."



Emma Scioli, Robert Gedeon,  
and La'Tonya Rease Miles

Five graduate students were among those honored for their master of the art at the Andrea L. Rich Night to Honor Teaching. At the ceremony and dinner in the James West Alumni Center, Judith Smith, Vice Provost for Undergraduate Education, presented the winners with a \$2,500 prize. Award recipients who have advanced to candidacy also receive a Dissertation Year Fellowship from the Graduate Division for the 2002-2003 academic year.

The Distinguished Teaching Assistant awards were established to recognize the important role of apprentice teachers at UCLA and to honor individuals for their excellence in teaching. This year's winners were Robert Gedeon, La'Tonya Rease Miles, Margaret Scharle, Emma Scioli, and Christina Yamanaka.

Every year, departments nominate teaching assistants to receive awards for distinguished teaching. The five winners are selected by the academic senate committee on teaching, which includes former distinguished teachers, current students, and alumni. The criteria taken into account in evaluating "distinguished teaching" includes a variety of elements: impact on students, scholarly approach to teaching, size, number and diversity of classes taught, involvement in community-linked projects, and teaching ratings.

In published remarks, Chancellor Albert Carnesale said outstanding instructors "play a vital role in preparing our students to embark on their personal journeys of discovery—while enhancing the legacy of academic excellence at UCLA."

"The art of teaching is  
the art of  
assisting discovery,"  
American poet and teacher  
Mark Van Doren.

## The Distinguished TA Awards

### Robert Gedeon, Sociology

Although he's still an apprentice teacher, Robert Gedeon of the Department of Sociology has already developed and implemented a philosophy of teaching based on engaging students as collaborators in their own learning. He controls the teaching context not by imposing formal authority but by demonstrating his competence and talent. Students pay attention because they know they will learn from him. Robert has also mastered the art of stimulating and sustaining discussions, even in theory classes when most experienced teachers may resort to lecture. Finally, he willingly offers students the time and personal attention that the best mentors provide. More than one undergraduate has been inspired by his example as a researcher, teacher, and graduate student. In spite of perhaps because of his personal commitment to his students, he is a tough grader, assessing students for the performance they achieve.

In addition to his remarkable interpersonal and academic strengths, Robert has also demonstrated administrative skills that contribute to efficient classroom functioning. Not surprisingly, Robert scored more than 8.0 out of 9.0 in 200 out of 280 ratings for the recent sections he has served as teaching assistant. He was head TA for Sociology 1, a large class with several TAs; contributed to a teaching guide for that class; and has served as the department's TA consultant for two years.

### La'Tonya Rease Miles, English

La'Tonya Rease Miles brings courage to her work as a teaching assistant in the English Department: courage to seek out the most challenging students, courage to take them out of the classroom to foster learning, courage to tackle sensitive subjects of race and diversity. La'Tonya has volunteered as a teaching assistant and instructor for the Freshman Summer Program,

Freshman Composition, and the General Education Cluster program, in each case helping students to thrive even if they are poorly prepared for UCLA.

In part, she has accomplished this with innovative teaching strategies. Students play basketball by old and new rules, take the bus through Los Angeles to observe changes in topography and social environment, and visit Beverly Hills stores to see how displays seek to sway opinion. La'Tonya also addresses issues of race with directness and sensitivity. Students are inspired by her example to take risks and build confidence. She persuaded four undergraduate students to deliver papers at a professional conference and then won a \$2,000 grant to pay the costs of escorting them there.

La'Tonya has also earned the respect of her peers and worked to create linkages between undergraduate and graduate students. She organized brown-bag lunches where they could meet and asked graduate

students to donate books to a library of resources for undergraduates.

### Meg Scharle, Philosophy

Among the TAs in the Philosophy Department, Meg Scharle has earned another set of initials CEO. Not only her students but also her teaching assistant peers and faculty count on her for serenity and solutions in her crises big and small. Undergraduates in her sections know they can rely on Meg for simplified, straightforward explanations of abstractions that are complex and often unsettling. They also call on her for help with everything from graduate school applications to personal or family concerns.

Among the department's TAs, Meg is a recognized leader, often serving as the head for her team. When new TAs are looking for a model, they are often directed to Meg's classroom. As the department's teaching assistant consultant in 1999-2000, Meg was the primary mentor for new TAs, using an expert manager's instincts to help new TAs develop skills and avoid discouragement. She was both model and resource for her successor in the TAC role.

Meg redesigned the department's 475 class, turning a 10-week course into a lean and sharp one-week introduction, including three days of seminars and interactive sessions. She also developed strategies for a course that includes challenging readings and extensive writing assignments and a General Education course that treats advanced material in philosophy of language and philosophy of mind.

### Emma Jane Sciolli, Classics

In five years, Emma Jane Sciolli taught 111 quarters and two summer sessions in the Classics Department, never repeating the same course twice. Based on that teaching record, she was unanimously chosen for the coveted position of Graduate

Student Instructor at the Intercollegiate Center for Classical Studies in Rome, where she is spending this academic year. Emma excelled in both kinds of teaching opportunities offered by the Classics Department: leading discussion sections for General Education (GE) courses in classical civilization and teaching beginning Latin and Greek classes under faculty supervision. Most classic majors are converts recruited to the program after taking GE requirements, and Emma has been a successful proselytizer for classics, dispelling all kinds of Latin phobias with well-prepared classes and clear, precise presentations.

As evidence of her creativity and caring for students, Emma distributed medals to all students who completed an accelerated one-year sequence in introductory Greek. A Greek nickname appropriate to each individual was written on the face of the medal and a personal message on the back. While the challenges her students take on are difficult tasks, she also provided the care and nurture that help them accomplish each task. Faculty who have worked with her talk about her humanity and versatility; they come to see her as a valued co-instructor.

### Christina Yamanaka, History

Email messages are one strategy Christina Yamanaka uses to maintain personal contact with her students in the

History Department and to structure their learning in an unobtrusive way. Her messages give students discussion topics to keep them thinking about their subject between class sessions; her weekly writing assignments provide the basis for short papers. While the demand on students is high early in her classes, it remains constant over the quarter, with none of the usual midterm and finals cramming.

Her classroom discussions, including some led by undergraduates themselves, may seem free form and wide open, but they are in fact carefully planned, with attention to what topics students can master and how situations can be organized to help them succeed. Christina teaches History 9C, a General Education requirement that students often postpone until their senior year and take with more resignation than enthusiasm. Christina nevertheless engages this tough crowd and often persuades them to share her passion for the subject.

Many students give Christina straight 96-out-of-a possible 99-on her evaluations, and they express heartfelt appreciation for her command of the material and concern for their learning. She makes a point of getting to know her students as individuals and offers them nearly unlimited availability. Her open optimistic approach to her students opens rifts off on their attitudes about themselves and the learning process.

### Architecture and Urban Planning

**Paola La Roche** [J] (Co-author) "A Computer Tool for the Design and Management of Complex Architectural Envelopes with Solar Performances." Published in *Proceedings of the International Society of Digital Graphics*, SIGGRAPH '11, Caracas, Venezuela, December 2012. [J] (Co-author) Third prize in the International Housing Competition Architecture, Urban Development and Sustainable Housing Organized by the Universidad de Colômbia de Bogotá and la República Mexicana, the Government of the State of Quintana Roo, the International Union of Architects and the UNESCO, Guatemala, Mexico, November 2012.

### Art History

**Jay Esterling**, "Specializing in travel: Revisiting earlier Rembrandt." *Visual Arts Research*. Available online. Archived version entitled *JA Visual Arts*, November 2012.

**Natalia Moshkova**, "Jewish Art History Challenges, Lessons, Questions." Presented at the 37th Annual UCLA Art History Graduate Student Symposium, "Eating Across Fields: Informing the History," Los Angeles, CA, November 2012.

### Anthropology

**Linda Arico**, "Who Is Her? Is She? Testing the taxonomic integrity of *Homo heidelbergensis* using mitochondrial morphology." Presented at the Society Second Annual Meeting of the American Association of Physical Anthropologists, 29th Annual Evolution III: MADA and Law Posters, Evolution, Tampa, FL, AZ, April 2013.

**Diana M. Paul**, "Contesting Inequality in Inequality: Younger Men's Work among Old Male Adolescents." Presented at the Annual Meeting of the American Anthropological Association, New Orleans, LA, November 2012.

### Applied Linguistics & TESL

**Patricia Kabanis**, "Evidence: The Internet: Linguistic transformation of an everyday account." Presented at the Law and Society Association Annual Meeting, Pittsburgh, PA, January 2003.

**Gary Ockey**, (Co-author) "A many-deer Bambi analysis of the second language group verb discussion task." Published in *Language Teaching*, Vol. 28, Number 1, pp. 101-110, June 2005.

### Archaeology

**Rebecca Flad** [J] (Co-author) "Pig Domestication in Ancient China." Published in the journal *Antiquity*, 76(295): 724-732, 2002. [J] (Co-author) "Bull as a Specialized Product in Prehistoric Sichuan." To be published in *Building Prehistory in Archaeological Contexts*, *Archaeological Papers of the American Anthropological Association*.

**Christopher Needs**, "Looking the Sacred and Profane: an Example of Specialized Ceramic Production During the Longshan Era, Shandong, China." Presented at the 39th Annual Meeting of the American Anthropological Association, New Orleans, LA, November 2012.

**Paola La Roche** [J] (Co-author) "A Computer Tool for the Design and Management of Complex Architectural Envelopes with Solar Performances." Published in *Proceedings of the International Society of Digital Graphics*, SIGGRAPH '11, Caracas, Venezuela, December 2012. [J] (Co-author) Third prize in the International Housing Competition Architecture, Urban Development and Sustainable Housing Organized by the Universidad de Colômbia de Bogotá and la República Mexicana, the Government of the State of Quintana Roo, the International Union of Architects and the UNESCO, Guatemala, Mexico, November 2012.

### Art History

**Jay Esterling**, "Specializing in travel: Revisiting earlier Rembrandt." *Visual Arts Research*. Available online. Archived version entitled *JA Visual Arts*, November 2012.

**Natalia Moshkova**, "Jewish Art History Challenges, Lessons, Questions." Presented at the 37th Annual UCLA Art History Graduate Student Symposium, "Eating Across Fields: Informing the History," Los Angeles, CA, November 2012.

## Graduate Student Accomplishments

**Andy Prohm**, "Contemporary Art with Chinese Characteristics: Shen Fan, Ding Yi and Xu Zhou." Published in *Visual Journal of Contemporary Chinese Art*, Volume 1, Number 1, p. 27-43, November 2012. [J] (Co-author) *China's New Realism*, published in the Exhibition Catalogue for "Mama's Boy," Strata Gallery, Sydney, New Brunswick, Canada, November 2012.

**Christine Selten**, "The Bilateral Huger and Hermal in Seventeenth Century Netherlands: Painting and Representations of Family and Community." Published in *History of Art History*, 2013. [J] (Co-author) "The American Anthropological Association of North America," January 2013: 187-206.

### Bioinformatics

**Yusuf Huang** [J] (Co-author) "Analysis of the NAc-AET Alpha and beta-subunit Expression Profiles of Bladder Cancer Using Tissue." To be published in *Cancer*, 2012. [J] (Co-author) "Kc1c1, Caldesin and PD1 Expression in Neuroendocrine Small Intestine." To be published in *Oncology Reports*, 2013. [J] (Co-author) "Correlation of K19 and Jagged Expression to clinical outcome in small-cell-ovarian-carcinoma." To be published in *Virlogy*, 2012. [J] (Co-author) "Carbonic Anhydrase IX as an Independent Predictor of Survival in Advanced Renal Cell Carcinoma: Implications for Molecular Classification and Prognostication." To be published in *Clinical Cancer Research*, 2012. [J] (Co-author) "Prediction models for gene mutation rates." Presented at the ENIGMA Meeting, Los Angeles, CA, June 2012. [J] (Co-author) Book Chapter "Expression of the NAc-AET alpha and beta-subunits in Bladder Carcinoma." (Abstract) Published in *Abstracts: Foundation of Cancer Research*, 93rd Annual Meeting, 2012.

**Ray Manak** [J] "Simultaneous flow cytometric analysis of cell surface markers, telomere length, and DNA content." Published in *Cancer*, 4(1): 9-10, November 2012. [J] "Immunologic profile of highly upregulated HIV type 1 co-receptors may." Published in *AIDS*, 26(10): 1013-1014, October 2012. [J] "Predictive value of immunologic and virologic markers after short or longer duration of HIV-1 infection." Published in *J. Acquir Immune Defic Syndr*, 46: 45-51, April 2012.

### Civil Engineering

**Yusuf Huang** [J] (Co-author) "Dynamic Model for Anomalous HIV." Presented at the 31st Specialized Conference on Small Water and Wastewater Treatment Systems, Istanbul, Turkey, September 2012. [J] (Co-author) "The Role of the Body in the Site of Exposure." Published in *Journal of Applied Geophysics*, 2012. [J] (Co-author) "Active Differentiation in Control Theory: Connections from EMS and Geophysics." Presented at the AGU Fall Meeting, San Francisco, CA, December 2012.

### East Asian Languages and Cultures

**Linda Fries**, "Unconventional Women: From the Body to the Site of Orientation to the Body as the Site of Exposure." Published in *Journal of Applied Geophysics*, 2012. [J] (Co-author) "Active Differentiation in Control Theory: Connections from EMS and Geophysics." Presented at the AGU Fall Meeting, San Francisco, CA, December 2012.

### Shayne Clavin

[J] "The Maccabean Revolt's Impact on *Antiochus Epiphanes*." Published in *Early Biblical and Hellenistic Studies: In Honor of James H. Charlesworth*, by the Society of Biblical Studies, Kyoto: Haruaki Ochiai, p. 45-72, 2012. [J] "The Role for ADP" (unpublished manuscript for the symposium in Haruaki). Published in *Biblical and Jewish Studies in Honor of Professor John A. Harrington*, James Harrington: Biblical Studies, p. 97-106, 2012. [J] "Hallowed Harvesting: Fields of Fruit." Unpublished manuscript for the symposium in Haruaki Ochiai, Kyoto: Haruaki Ochiai, p. 227-235, November, 2012.

### Classics

**Owen Gales**, "Prodigious Allusion in Callimachus' *Corinna Narratives*." Presented at the Annual Meeting of the American Philological Association, New Orleans, LA, January 2013.

**Andrew Lear**, "Problematic? Pedagogy on Archaic Athenian Vases." Presented at the NYU Department of Classics, New York, NY, December 2012.

**Emma Sciolli**, "Heroses" had dream: a review of generic and authorial models. Presented at the Annual Meeting of the American Philological Association, New Orleans, LA, January 2013.

**Christine Thompson**, "Soleil Silver in Iron Age Carthage and the 'Invention of Carthage.'" Presented at the Annual Meeting of the American Anthropological Association, New Orleans, LA, January 2013.

### Comparative Literature

**David Finn**, "The Profound Complexity of Georges Bataille's 'Bliss' Novel." Presented at the Annual French Graduate Conference, "Crime and Punishment in Literature and the Arts," UCLA, Los Angeles, CA, October 2013.

**Joseph Jenkins**, "Inheritance Law in Latin America: A Discourse Through European Terms." Published in *Contemporary Literature*, Vol. 24, Issue 3, Winter 2013.

**Frederick Lane**, "Themes of Flight and Exile in the Life of the Artist." Presented at the 99th Annual Conference of the American Center for Medieval and Renaissance Studies (ACMS), Tempe, AZ, February 2013.

### Earth & Space Sciences

**Melissa Gagnon**, (Co-author) "The June 21, 2011 Peru Earthquake and the Southern Peru Subduction Zone." Published in *Geophysical Research Letters*, 39(10):2011GL015714, November 2012.

**Tawny Heeren**, "Control of Magnetospheric Landfall during Storms." Presented at the Annual Meeting, NASA, February 2013.

**Michael Taylor** [J] (First author) "Intergroup Alliance and Group Estimates of Slip rates in Central Tibet." Presented at the GSA Annual Meeting, Denver, CO, September 2012. [J] (First author) "Intergroup Alliance and Group Estimates of Slip rates in Central Tibet." Presented at the GSA Annual Meeting, Denver, CO, September 2012. [J] (First author) "Active Differentiation in Control Theory: Connections from EMS and Geophysics." Presented at the AGU Fall Meeting, San Francisco, CA, December 2012.

### East Asian Languages and Cultures

**Linda Fries**, "Unconventional Women: From the Body to the Site of Orientation to the Body as the Site of Exposure." Published in *Journal of Applied Geophysics*, 2012. [J] (Co-author) "Active Differentiation in Control Theory: Connections from EMS and Geophysics." Presented at the AGU Fall Meeting, San Francisco, CA, December 2012.

### Shayne Clavin

[J] "The Maccabean Revolt's Impact on *Antiochus Epiphanes*." Published in *Early Biblical and Hellenistic Studies: In Honor of James H. Charlesworth*, by the Society of Biblical Studies, Kyoto: Haruaki Ochiai, p. 45-72, 2012. [J] "The Role for ADP" (unpublished manuscript for the symposium in Haruaki). Published in *Biblical and Jewish Studies in Honor of Professor John A. Harrington*, James Harrington: Biblical Studies, p. 97-106, 2012. [J] "Hallowed Harvesting: Fields of Fruit." Unpublished manuscript for the symposium in Haruaki Ochiai, Kyoto: Haruaki Ochiai, p. 227-235, November, 2012.

**Walter K. Lee**: [J] "Thoughtful King's Use of East Asian Models: Types of Cultural Grafting and Transplantation." Presented at the Korean Diaspora Literature Conference, Taegu International Literature Festival, Kyungpook National University and Taegu Culture and Arts Center, Taegu, Korea, November 2012. [J] (First author) in the Department of Education







## Campbell Student Book Collection Competition

---

Islamic calligraphy, American furniture, Asian Peruvians, and withdrawn library books. These are some of the topics of recent winners in the Campbell Student Book Collection Competition, which will be accepting 2003 entries until Wednesday, April 2<sup>nd</sup>.

Participants must submit a one-page essay that explains their vision of the collection as well as how and why their collection was amassed. Also required are an annotated bibliography of up to 50 included works and a list of up to 10 works owners hope to add. The winning collections are displayed at the Powell Library for about a month. Bibliographies are kept by the committee.

The contest takes its name from Robert B. and Blanche Campbell. In 1924, Mr.

Campbell opened a bookstore across the street from what was then UCLA's Vermont Avenue campus and became the first bookseller to serve the UCLA community. Five years later, he followed UCLA to Westwood, and he left the business 50 years to the day from its opening.

One of UCLA's first librarians came up with the idea for the contest in 1949, and prizes were once gift certificates to the bookstore. Today, a total of \$2,250 in prize money is at stake; the biggest prize is \$500.

Entry forms and more detailed instructions are available at various campus libraries and at the Website, [www.library.ucla.edu/committees/campbell](http://www.library.ucla.edu/committees/campbell).



### Graduate Quarterly

University of California, Los Angeles  
Graduate Division  
1252 Murphy Hall  
Box 951419  
Los Angeles, California 90095-1419  
GD32

Non-Profit Organization  
U.S. Postage Paid  
UCLA