

# UCLA GRADUATE QUARTERLY



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# Message from the Dean

Dear Graduate Student,

Over the course of their time at UCLA, most doctoral students will sooner or later find themselves in the role of teacher as well. For many years now, teaching assistantships have been an important element in the graduate career, and there are many good reasons for this. The most obvious, perhaps, and certainly the most pragmatic is that teaching assistantships are a key source of financial support in times when other kinds of aid are often shrinking.

If that were the end of it, however, there might be some justification for the noised-about notion that being a TA is somehow a distraction from the more important business of pursuing a doctoral degree. This notion grows out of the idea that pursuing a research agenda and writing a dissertation are the only significant or meritorious tasks for a doctoral student. While this may be the case in the last year or two when a student is ABD, I disagree that it holds true over the entire graduate trajectory.

For the many doctoral students who aspire to academic careers, an opportunity to develop teaching skills under the mentorship of seasoned professors is crucial. The Office of Instructional Development, working with the academic departments, has developed a variety of programs to ensure that this apprenticeship will be meaningful. In some cases, OID supports departmental efforts to prepare teaching assistants for the classroom. The Office also provides direct incentives to graduate student-teachers, including stipends to those selected competitively to develop their own undergraduate seminars and the awards for outstanding work that are described elsewhere in this issue. This year's distinguished teaching assistants exemplify the enthusiasm and ingenuity that many graduate students bring to their work.

And what about the growing percentage of doctoral students who find careers outside of the academy? The very essence of good teaching is being able to communicate advanced knowledge to people who lack it. This skill can be useful in a wide range of important contexts: describing necessary tasks to subordinates, explaining strategies to corporate leaders, or winning support from potential funders and policymakers. Teaching also engages a host of interpersonal abilities: to discipline or correct without discouraging or demeaning, to inspire, to motivate, and to lead.

As you read about this year's winners of the distinguished teaching assistant award, I think you may find yourselves inspired to view this piece of your graduate career as an exciting challenge and to consider ways that you can meet it with optimal results—and have a good time doing so. You have my highest regards in that effort.



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



# GRADUATE QUARTERLY

a publication of the UCLA Graduate Division

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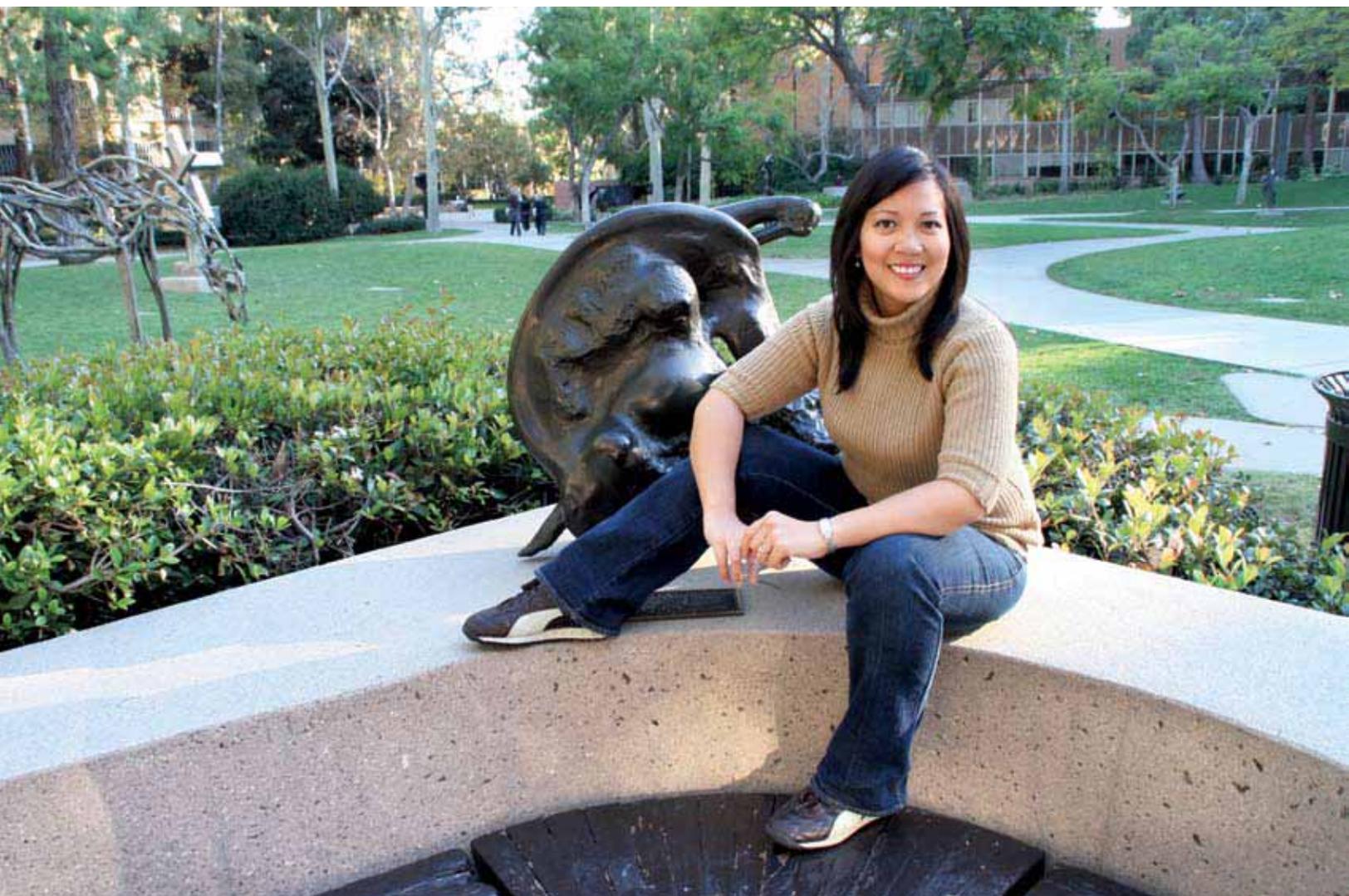
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**ON THE COVER:** D'Artagnan Scorza, Student Regent and Education major, sits on the sculpture "L'Occhio de Cielo" (Heaven's Eye) by Italian sculptor Eliseo Mattiacci behind Royce Hall.

# Public Policy

PROMOTING PUBLIC GOOD



## Naomi Tacuyan

BA, print journalism and Asian Pacific American Studies, New York University

**Final project:** studying the local hire policy process at the Community Redevelopment Authority in Los Angeles

**Previous experience:** media relations, National Coalition for Asian Pacific American Community Development and the National Committee for Nonprofit Philanthropy.

"In public policy, the bottom line is always about money and what kind of impact it has on communities, and I came to this program to understand and speak that policy language."

**A** little more than a decade ago, a new Department of Public Policy was teamed with existing programs in urban planning and social welfare, establishing what was then called the School of Public Policy and Social Research under Founding Dean Archie Kleingartner, professor of management. It was a rather controversial reconfiguration at the time.

Today, “most people think it was a good thing,” says former Chancellor Charles Young, who implemented the change. The sense is that everyone has benefited “from being brought into this new entity,” now called the School of Public Affairs, under Dean Barbara J. Nelson.

In that regard, nothing diffuses controversy, perhaps, more effectively than success. Although the public policy program “is small relative to the size of its peers—Harvard and Princeton and Berkeley—and underfunded relative to them,” Dr. Young says, “it’s now one of the best programs in the country. It has come of age.”

This article looks at the underpinnings of that achievement.



## Greg Spotts

BA, political science, Yale University

**Final project:** develop quantitative metrics to evaluate Los Angeles’s environmental performance

**Previous experience:** writer and producer of *American Jobs*, a documentary about people who were unemployed because of competition from low-cost workers in other countries, primarily China and India

“If I was going to keep observing and commenting on politics, I thought it would be helpful to get a credential and some analytical tools—economics and statistics—to bring to my work. I hoped a public university like UCLA could connect me to local and regional issues and help me build a new layer of connections and relationships locally.”

**A**SK TWO FORMER chancellors, a former department chair, and the current incumbent: What makes UCLA's program in public policy special? The answer is virtually unanimous.

"A small but first-rate faculty," says Charles Young, who took the lead in establishing the master's degree program ten years ago.

Arleen Leibowitz, one of the first faculty members and a long-time department chair, recalls a hiring phase in which UCLA sought out "people in academic disciplines who were doing first-rate research according to the standards of their discipline but also were interested in policy applications."

The faculty are "engaged in the real world of policy even while they're here," says Albert Carnesale, the former chancellor, who has returned to UCLA as professor of public policy. Faculty members participate in activities that "not only apply their expertise but also expand it and bring it into the classroom."

Summing it up, Michael Stoll, the current chair, notes that the faculty is composed of outstanding experts who "also happen to be terrific teachers"—and "they're heavily engaged in the real world, serving on various advisory boards."

Around the core of full-time faculty members is a larger circle of professors attached to other disciplines who teach a wide range of public policy electives. In addition, what Dr. Young calls an "extraordinary group of talented and effective public servants" is tied to the department as part-time faculty or senior fellows.

Former presidential candidate Michael Dukakis has taught at UCLA every winter quarter for several years. Other elected and appointed leaders have also served on the faculty, and each year, a dozen or so are named senior fellows in the School of Public Affairs. In some ways "a who's who in Los Angeles," senior fellows are asked to present at least one lecture or seminar and to mentor some of the graduate students. The program is designed to get students "connected with

people who they want to be like," Professor Stoll says.

As Professor Stoll explains it, the program's founders, acknowledging that UCLA was not "a private institution with a lot of resources," decided "to build a great public policy program by getting great faculty." The presence of that distinguished cohort attracts "excellent, entrepreneurial, and well-rounded students who do interesting projects here and go on to do interesting things after they graduate." As word about the program spreads, in part through alumni, Professor Stoll says, the quality of the faculty "neutralizes any of the disadvantages we have from being new and small."

Graduate students interact with faculty not only through coursework, but also through a formal program of academic and professional mentoring as well as "informal relationships that are organic to student interests," Professor Stoll says.

For example, three-year Senior Fellow Errol Southers, chief of intelligence and counterterrorism, Los Angeles World Airports Police Department, says he offers students "a first-hand look at some things they might do if they intern in the world of national security" and "a direct connection" to people he knows in agencies like the CIA and the FBI. Sometimes those contacts lead to jobs.

And not all the connections fostered by the Department of Public Policy are between stu-



## Nurit Katz

BA, environmental education, Humboldt State University

**Final project:** developing a strategic expansion plan for the UCLA/Johnson and Johnson Management Development Institute, a management training program for NGO leaders working in HIV/AIDS in Africa.

**Previous experience:** environmental education teacher

"Public policy is ultimately about problem solving and having a positive social impact, which is my passion. The skills I've gotten through the program have helped me find new ways of framing and thinking about problems."

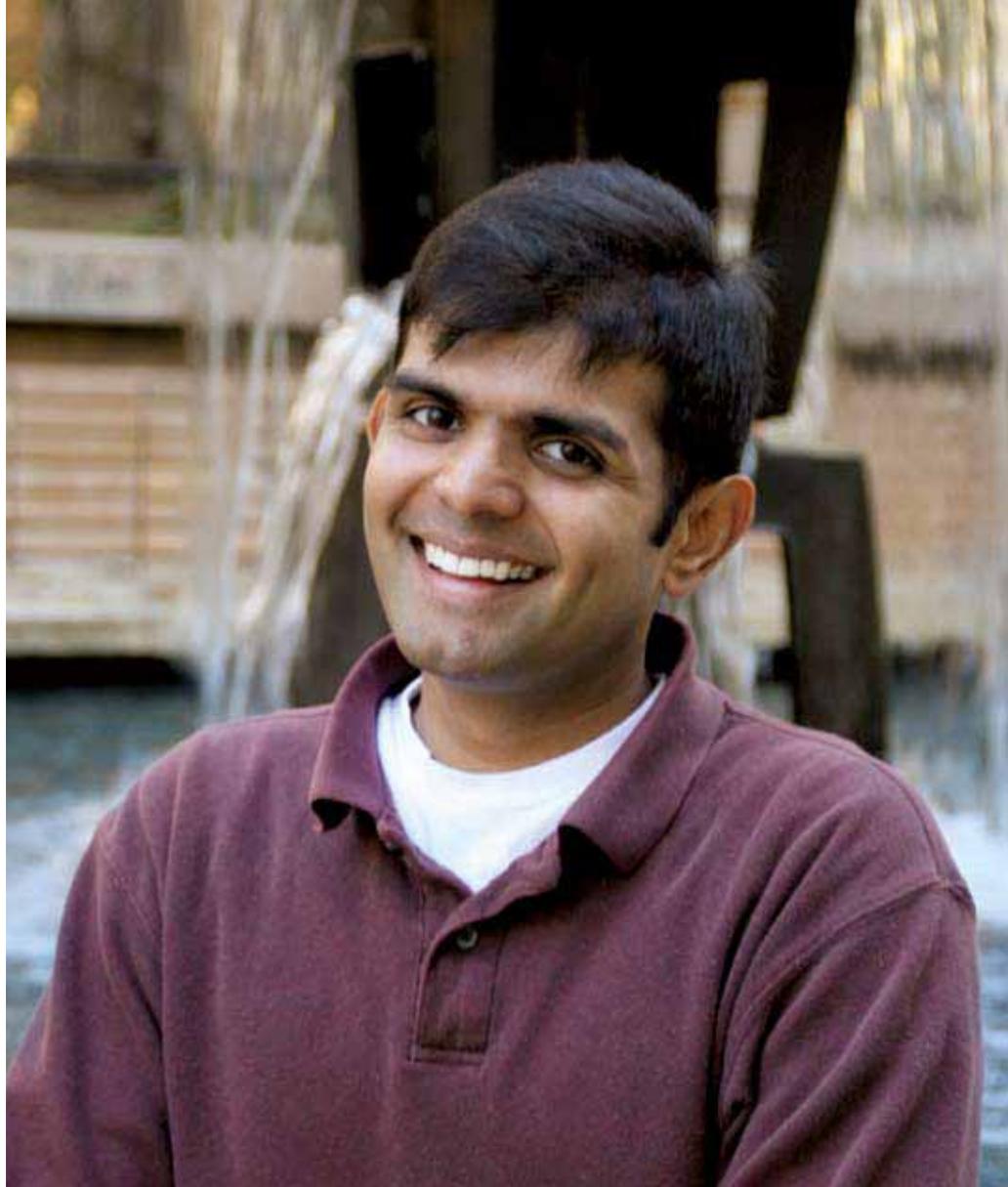
dents and teachers. Mr. Southers, for example, also enjoys his contacts with “fellow fellows” and with the highly regarded full-time faculty. Academics and professionals often “have separate conferences, different friends, separate forums,” he says. Being a senior fellow gives him “one foot in the academy and one foot in the operational world.” All of this explains “why when they ask me to come back, I don’t hesitate to make time for it,” he says.

The Department also encourages connections among students—in fact, it mandates them. In place of a master’s thesis, students participate in an applied policy project (APP), working in teams of two to four members. As Professor Leibowitz describes the task, students must “identify a client who has a problem that needs addressing and propose some options and make some recommendations.” This means the kind of teamwork typical of workplaces focused on real-world projects in real-life agencies.

The subjects of prize-winning APPs in recent years have included a literacy project in rural Pakistan, a campaign against prostate cancer among low-income uninsured men, the post-tsunami rebuilding effort in the Maldives, a postmortem on a failed World Bank project in rural Ecuador, and anti-terrorism efforts in the Port of Los Angeles.

As this brief list suggests, in the UCLA program, public policy is often intertwined with the public good. Dr. Young believes this may be an outcome of the department’s unique position teamed with urban planning and social welfare. As a result, he says, it would naturally deal with problems of the poor and disadvantaged, urban planning and renewal, and issues related to major urban areas and the most diverse city in America. In particular, the linkage to social welfare, which is quite unusual, “makes our department very different,” Professor Stoll says. In addition, serving the public good is embedded in the department’s mission. “It’s not by accident,” he says. “It’s in the very core values of what we do as a department.”

Full-time faculty in the Department of Public Policy have close ties to the community, sharing expertise in urban poverty, environmental economy, health care, drug abuse, and



## Josh Mukhopadhyay

BA, biology and studies in the environment, Yale University

**Final project:** Tracking outcomes for graduates of Green Dot Public Schools, a network of 10 to 15 charter high schools.

**Previous experience:** Teach for America

“Los Angeles is a wonderful place to study social issues, and UCLA has good ties with the community. Although I’m going to practice law after graduating, I’m happy to have the public policy background because it will set me apart from other attorneys and will open up so many other career paths.”

crime control. And the students who have been drawn to the program tend to be interested in projects that will enhance regional, national, and even international society.

Naomi Tacuyan, for example, came to UCLA with an already deep commitment to helping to win equity for Filipino veterans of the U.S. military in World War II and plans to use her new skills in that decades-long campaign. “It’s a black and

white issue,” she says. “They were promised benefits and then arbitrarily denied them. That shouldn’t be how this country functions.” She is also on the communications team of APIAVote, a nonpartisan national campaign to increase voter participation among Asian American Pacific Islander communities and provide information about their issues and voting power to the mainstream political arena. “I’m pretty

**“The more you get to interact with people in leadership positions, the more you realize they are ordinary people, the more you recognize that you can have a real impact.”**

**Nurit Katz**

excited about my involvement,” she says. “We will be doing a lot of work around the 2008 presidential elections.”

A job with the Tree People in Los Angeles, a nonprofit group seeking to improve urban ecosystems, put Melissa Cohen on the track to a UCLA for the master’s program in public policy. She spent last summer with the Environmental Protection Agency in Washington, D.C., looking at the impact of substituting electronic for paper reporting systems.

Their colleague, Nurit Katz, returned to school after a few years in environmental education because she decided that “I would have more of an impact working at the policy level as opposed to being an individual

teacher.” She’s already having that impact. Nurit sits on the Chancellor’s Advisory committee on campus sustainability, which has implemented a pilot greening project for LuValle Commons. Working with funds from the Graduate Student Association, she developed the Sustainable Resource Center, which has sponsored more than two dozen educational events on campus. Nurit is collaborating with Charles J. Corbett of the Anderson School of Management and professors at the Institute of the Environment, the Law School, and the School of Public Affairs to create an interdisciplinary certificate program, Leaders in Sustainability, geared to professional students like herself.

Greg Spotts, who will be one of the first alumni of that program, came to UCLA with a passionate interest in city government, but his environmental focus evolved through his Bohnett Fellowship, which supports students as they acquire hands-on experience in the Los Angeles Mayor’s Office. Greg was assigned to work with Chief of Staff Robin Kramer.

“It was thrilling to study government and live inside government at the same time,” Greg says. “You’re reading what the theorists think about government [in class], and you can then see for yourself if you think it’s true.” For example, one of the first things Professor Mark Peterson pointed out to students was that elected chief executives—even the President—usually have “a real shortage of manpower under their direct control,” Greg says. The mayor’s office, he found, has only 200 employees to interface with a 40,000-person city workforce, with the positive result that “if you can pick up part of the load, people are happy to give it to you.”

## **Melissa Cohen**

BA, history and political science, UCLA

**Final project:** addressing concerns of the Homeland Security Council for Los Angeles and Orange County, which represents businesses looking for ways to respond to crisis

**Previous experience:** paralegal in corporate law  
“I figured out I was more interested in solving problems and making things better for people than in making a profit for a company.”



The load that Greg is helping to carry involves developing a variety of ways to measure the environmental impact of municipal operations, from the carbon efficiency of energy generation to the amount of electricity used to transport fresh water from Northern California to Los Angeles.

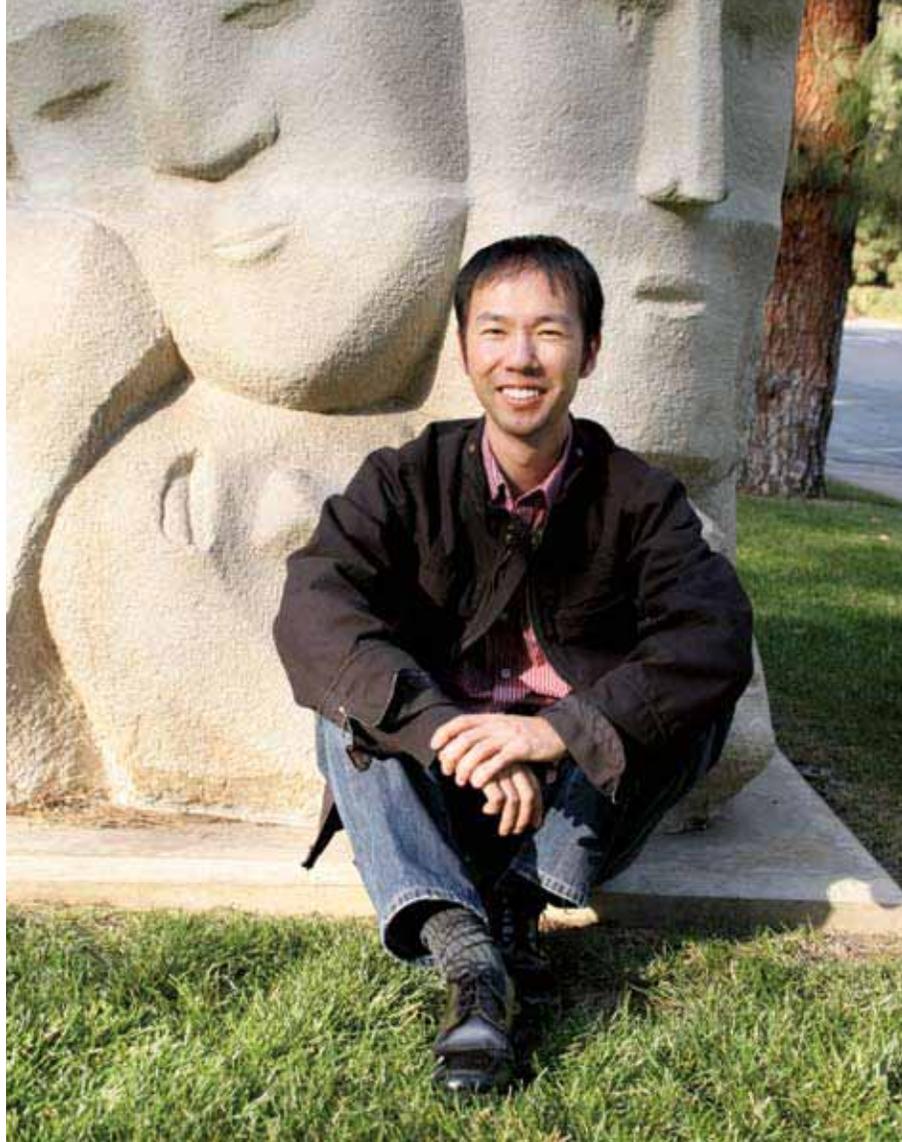
Like Greg, Chad Finlay had an internship that helped to shape his interests. Though he arrived thinking he might like to work in an area involving foster care or adoption, his internship put him in the office of Los Angeles School Board member Marlene Canter. He is enjoying his work examining new assessment tools in the Los Angeles Unified School District and hopes to get a related job.

An undergraduate biology major, Josh Mukhopadhyay, figured he would eventually move in the direction of scientific research. Instead, he chose the joint degree program between public policy and the law school, and he has a job with an Oakland law firm specializing in economic development, with an emphasis on affordable housing. Because he was at UCLA longer than the others, he had the opportunity to pursue a variety of internships and volunteer experiences.

Working in the “real world” provides important benefits for public policy students. First of all, you get to meet a lot of interesting people. Assigned to the mayor’s chief of staff, whose responsibilities cross many areas, Greg Spotts got to meet “a ton of people,” he says. Having come to UCLA to build a web of connections to local government, he says, “I couldn’t have written a more perfect script.”

Meeting people in powerful positions, Nurit Katz learned something about her own potential. “The more you get to interact with people in leadership positions, the more you realize they are ordinary people, the more you recognize that you can have a real impact,” she says. “I’ve definitely gotten inspired by the impact you can have in a policy position.” As a result of her experiences in the program, she decided to run for president of the UCLA Graduate Students Association, and she was elected to serve for the 2007-2008 term, representing more than 11,000 graduate students.

Practical experience also helps students understand and prepare for the challenges they



### **Chad Finlay**

BA, philosophy and English, Wheaton College

**Final project:** developing options for the LA Unified School District on how to get assessment tools adopted

**Previous experience:** fundraising officer, Art Center College of Design in Pasadena

“I was at a point in my career where I was ready for a next step. I was itching to get more in the mix of policy formation and implementation.”

may face in public policy jobs. For example, Chad Finlay saw that it was important to evaluate not only the LAUSD’s new assessment tools but also the challenges the school board might face in getting members of the school community to buy into them. “At the end of the day, the most important thing is getting it done,” he says, noting the frequent gap between what research shows is desirable and what ends up being implemented. “What’s interesting to me is to try to bridge that gap.”

Professor Carnesale would say Chad has hit on a key point. Programs in public policy

are successful in large part because they’re not conducted in the proverbial ivory tower, the former chancellor says. “People here are bringing the most sophisticated methodologies to bear on public problems,” he says, “but they’re real problems, not idealized problems and not idealized solutions. I have always told my students that an optimum policy that cannot be implemented ‘ain’t’ optimum. It’s important not only to explore the ideal but also to determine what’s the best that can be done in the real world.”

## Beware of

# PLAGIARISM

To KNOW it is to AVOID it! How much do you know?

### What is Plagiarism?

Plagiarism includes, but is not limited to the use of another's words or ideas as if they were one's own; including, but not limited to representing, either with the intent to deceive or by the omission of the true source, part of or an entire work produced by someone other than the student, obtained by purchase or otherwise, as the student's original work; or, representing the identifiable but altered ideas, data or writing of another person as if those ideas, data or writing were the student's original work.

— UCLA Student Conduct Code, 1998, Section 102.01c

### Grading Papers....

"My Story:

As Gregor Samsa awoke one morning from uneasy dreams, he found himself transformed in his bed into a giant insect."

Hmmm...  
this story  
sounds  
familiar...



Mary Watkins

**S**OME STUDENTS MAY DELIBERATELY SET OUT TO SUBMIT plagiarized work, hoping that no one will notice, but others stumble into plagiarism because they're not clear about where and when they might cross the line. These anecdotes were developed to represent some of these potentially murky areas, and the Graduate Quarterly asked John V. Richardson, Jr., Professor of Information Studies, to share his expertise on this subject. When he was Associate Dean in the Graduate Division, Professor Richardson led efforts to define and identify plagiarism in the context of dissertation work and was coauthor of a journal article on plagiarism in the digital age. To learn more, read his article, "Academic Dishonesty, Plagiarism included, in the Digital Age: A Literature Review," with Zorana Ercegovic, in *College and Research Libraries* 65 (July 2004): 301-318. <http://www.ala.org/ala/acrl/acrlpubs/crljournal/crl2004/july/CRLJuly2004contents.htm>

As a helpful guide, look at the following situations and decide whether or not these graduate students are guilty of plagiarism.

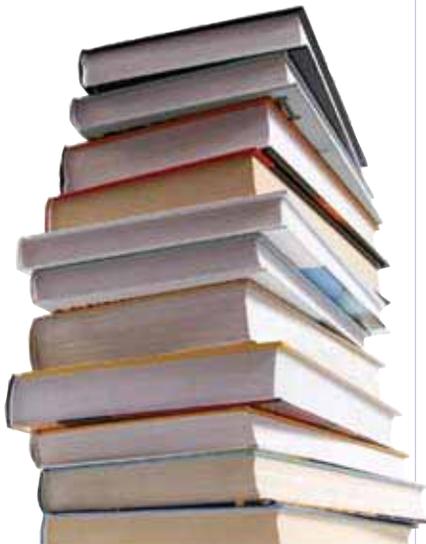
# Quiz

## Author or Editor?

**DJ doesn't write very well.** He gathers up his notes, makes copies of some relevant articles (highlighting quotes he finds important), and puts together an outline. Then he gives his materials to a friend who writes well and explains what his thinking is. He has his friend write up a paper for him, instructing her to cite everything she takes from the articles. He reads the paper carefully before turning it in to make sure he agrees with all the statements and that all the quotes are documented.

**ANSWER:** This strategy isn't acceptable. In fact, what DJ does is hardly different from buying a term paper off the SchoolSucks.com web site. The situation is a lot like the USA Today story, reported in October 2005, about the Wal-Mart heiress, Elizabeth Paige Laurie, who returned her USC degree after they discovered she had been paying \$20,000 over three years to a roommate to write papers for her.

Besides, there's no excuse for not writing well; writing is a skill that can be taught and improved. Consider reading William K. Zinsser's *On Writing Well* or Strunk & White's *Elements of Style*; the original 1918 edition is available online at [www.bartleby.com/141/](http://www.bartleby.com/141/) On campus, the Graduate Students Association's Writing Center offers workshops and personalized consultations; see their web site at [gsa.asucla.ucla.edu/gsrc/gwc](http://gsa.asucla.ucla.edu/gsrc/gwc).



## Citing the Internet

**BW is technologically savvy** and makes heavy use of the Internet in her papers. To save time, she uses the "point-click-copy-paste" (P-C-C-P) method to assemble her paper. She writes a fresh introduction and provides some sentences linking the different works. She always uses at least three different web sites as sources. When someone asks if she's plagiarizing, she points out that the Web is a public resource and that her papers are a new synthesis of the old material.

**ANSWER:** The Internet provides ready access to information on almost any topic, and, at first, it may not have been clear how this work should be referenced. Indeed, some manuals of style—the *American Psychological Association*, the *Chicago Manual of Style*, and the *Modern Language Society*—were slow to indicate how such sites should be properly cited. Now, however, they have many pages on Internet and other electronic sources.

Simply put, P-C-C-P is still plagiarism. Using a number of different web sites just means that every single one of them needs to be properly cited. BW's paper may be an original synthesis, but it is based on older material, which needs to be properly cited and perhaps even rewritten or paraphrased. As a researcher you ought to be proud of your research skills, so cite things that you have found. You deserve credit for your hard work in tracking down those strange citations.

You might also keep in mind that a burgeoning business on the Internet is search engines that help subscribers identify plagiarized work.



## Can You Plagiarize Your Own Work?

**AC has to write a long paper** on a subject that she researched a couple of years ago for another course. She decides to turn her old paper into a section of the new paper, and because time is short, she just copies the old file into the new paper and adds a new

introductory sentence or two to link the old material to her new thesis.

**ANSWER:** The issue here is originality. Imagine what could happen if AC as submitting this paper to a journal editor for publication. That editor wouldn't like to hear from another editor that this material had appeared elsewhere previously—in fact, legal permission might be required for its reuse. Best to learn good habits now.

Recycling is a form of self-plagiarism, and its appropriateness is hotly debated in some sections of academe. At the very least, readers deserve to know where the material originally appeared, so AJ's old work would have to be referenced to indicate its source. Most professors would probably want the material to be reconfigured with more than just an introductory sentence, but I have no problem with students using some material again. I do this myself. However, I always indicate when and where the material was originally published and how much it has been changed in the new work. AJ would be wise to consult with her professor to find out what kind of reference and how much revision is required.

## Assistant Vice Chancellor

# Albert C. Setton Retires!

**W**HEN AL SETTON joined the Graduate Division in 2004 as Assistant Vice Chancellor, he hoped to use his extensive experience in management at UCLA “to be as useful as I can make myself.” He “found the staff to be very hardworking and responsive—they care a great deal about what they’re doing,” he says. The goal, then, was “to keep trained people from leaving” by increasing compensation whenever possible and “to make sure that we were making the right selections when we hired

new people,” well over a dozen during his three-year tenure.

A major focus of his efforts was information technology. Each term, the Graduate Division handles 50,000 to 60,000 transactions involving admissions and student funding, and many of them can be automated. Doing that thoughtfully and efficiently is important: “Every keystroke we can eliminate makes a big difference,” Mr. Setton says. Under his leadership, the information technology unit produced a new postdoctoral database, enhanced student fee processing, and improved reporting capa-

bilities. A remodeling of offices put people who work closely together in nearby offices “to build more efficient working relationships,” he says, and the outcome was “an improvement in the staff’s productivity.”

Having made himself very useful, indeed, he could look back with some satisfaction as he left the Graduate Division January 22, ending a 30-year association with UCLA. He worked in Student Affairs for many years and, at the time of his new appointment, was Deputy Assistant Vice Chancellor of Student Development and Health. In that capacity, he had already been useful to graduate students, having helped to

develop the student health insurance program, which gave graduate students benefits comparable to UCLA employees.

Any prideful reminiscence will be brief, however, because Al would prefer to look ahead. Just a few days after his retirement, he held a show of his art work at the Tin Roof Gallery in Santa Monica. More painting and some writing, too, are on his immediate agenda, along with travels to New York City, Greece, and perhaps France’s Burgundy region in the fall. And then there’s his family. “When I came to UCLA, my son David was just a little more than two years old,” he says. “Now I have a grandson, Cody, who is two”—and who will be seeing a lot more of his grandfather in the years to come.



Contemplating ice shing at  
Crystal Lake, Averill Park,  
New York



## Postdoc Advocate Kyle Cunningham Pursues Career with Academic Senate

**WHEN KYLE** Cunningham became the Graduate Division's first postdoctoral coordinator in 1999, his assignment was to help establish and administer a health insurance plan for postdoctoral fellows who were not university employees (those not supported by a faculty member's research grant). It was one of only two such programs in the UC system at the time.

By 2007, the UCLA plan had morphed into a UC-wide health insurance plan for *all* postdoctoral fellows, one that Kyle collaborated in developing. As the system's veteran in the area of postdoctoral health insurance, he has often fielded questions from counterparts on other campuses and even from the Office of the President.

Back at UCLA, meanwhile, Kyle "nurtured a reputation for being a one-stop shop" on matters related not only to postdoctoral fellows but also to visiting scholars, faculty from other universities who are here to do research. Although it wasn't part of his job description, "I typically will get an answer for them or happen to know the answer," he says.

All those callers will need to go elsewhere now, as Kyle has a new job. Just across from his old Murphy Hall office, Kyle is now working for the Academic Senate as a staff analyst for the Graduate Council, its subcommittees, and the Senate's subcommittees. The job "pulls me out of administration entirely and puts me into policy analysis and support." He brings to the work considerable knowledge about graduate education at UCLA and a host of contacts, not only in the Graduate Division, but across the campus.

The postdoctoral assignment "has given me great exposure to administrative operations on campus," he says.

UCLA was Kyle's first post-college employer. After graduating with a degree in German and philosophy from Central Washington University, he used a Fulbright Dodd Fellowship to study for two years in Germany, surviving "two of the harshest winters on record," he says. "I returned to Washington not really thrilled with the gray skies and moved in with my brother, who had just relocated to Hermosa Beach."

His first job was a temporary position in the Graduate Division's Student Support unit, and though he stayed with that office, his responsibilities grew considerably over the years. "It's been a very unique experience," he says. "I'm very appreciative of the opportunities this job has presented."



# UCLA's Best TAs

What makes an outstanding teaching assistant? To answer this question, UCLA's Academic Senate Committee on Teaching and the Office of Instructional Development look at impact on students; scholarly approach to teaching; size, number, and diversity of classes; involvement in community-linked projects; and teacher ratings.

If you were to judge by the five TAs selected as distinguished teachers in this year's competition, some other answers might present themselves: Making imaginative use of one's particular talents and experiences, adapting collaborative teaching tools from other disciplines, and invoking the everyday activities of students. And one more thing: Enthusiasm for the subject.

Winners receive an honorarium of \$2,500; those who advance to candidacy in the same year also receive an \$18,000 Dissertation Fellowship Award from the Graduate Division.



# Marcie Lynn Ray

## Musicology

**E**VEN IN THE DEPARTMENT of Musicology, teachers don't routinely burst into song, but Marcie Lynn Ray, who has extensive voice training, finds doing so a lot easier than "fumbling around with a CD." Sometimes, she offers a passage from the opera under study, or "I can just sing a phrase to explain expression or timbre or

articulation—all the things that make up a performance," she says. As a result, she raises her voice in class "often enough that it's become the trademark of what I do" as a teaching assistant.

Voice also plays a metaphorical role in her classroom philosophy, as she encourages her students, many of them nonmajors, "to find their own way into the music and to

share that with the class," she says. "I help students cultivate strong and persuasive voices for articulating their ideas by way of music." And in a volunteer assignment with autistic students at Rosewood Elementary School, she engages them in alternative modes of expression. After a class on conducting, one of her young students went home, put *Fantasia* in the DVD player, and demonstrated his new skill. His parents told Marcie it was the first time he had been able to tell them about his day.

"I help students cultivate strong and persuasive voices for articulating their ideas by way of music."

Faculty and students agree that Marcie is a virtuoso lecturer. As Sean R. Silver, a former student, puts it, "her classes are as poetically dense as the musical texts which are her objects—highly orchestrated performances of intellectual virtuosity which achieve that rarest of academic effects, the sensation . . . that the students have produced a complicated thesis all by themselves." Department Chair Raymond Knapp says she is "highly disciplined." While she "makes what she teaches accessible, she also grounds the study of music within culture and history and brings critical discourses to bear on her topic as appropriate."

Marcie was well on her way to becoming a professional singer when doing five auditions in five days in five different cities led her to question whether this was the sort of high-stress life she wanted to lead. Her answer was no, and a teaching career became the most attractive option: "That way I could share my love for things I do." After completing her dissertation on eighteenth-century French comic opera, Marcie hopes to find a teaching position at a small liberal arts college. "Teaching students to list critically to music is not just about engaging with music," she says, "but about creating a new way for them to think critically about the world around them."



# Melanie Ho

English

**M**ELANIE HO'S WORK as a teaching assistant in the English Department has been guided by her experience as an undergraduate. Back then, "I always wished the classroom could be more collaborative and energetic," she says. Thus, as a teacher, she "wanted my students to see literary studies as a living and breathing conversation, not only by being exposed to current and past academic debates, but also by creating their own."

First, Melanie developed a debate assignment, in which students write a series of formal letters to a student partner, exploring opposing sides of an argument related to a novel. With that success under her belt, she began to adapt problem-based learning, an approach used in science, to the literature classroom. Working in small groups, students settle on a debatable question about their assigned novel. Then, each student writes an essay taking a position on that question and also responding to the essays of

other students in the group. The outcome is a casebook on that piece of literature.

Finally, she designed a seminar, "UCLA in the 1960s," in which students working together interviewed alumni and combed the archives—and the athletic museum—to develop a web site that provides a sketch of each year between 1960 and 1974. "Students were coming together to produce something that will be on the Internet for years to come," she says, "and that couldn't be produced except collaboratively in that 10-week period."

"I wanted my students to see literary studies as a living and breathing conversation, not only by being exposed to current and past academic debates, but also by creating their own."

Melanie understands that some may think she's "putting all the responsibility on the student," but as she sees it, she takes the considerable responsibility of "building a structure and setting up a classroom where the collaborative strategy can be productive." Outside of class, when she was chair of the Board of Directors of the ASUCLA, Melanie helped to develop a new program for the Student Union. People visit Ackerman "to buy books or get a hamburger," she says. "We wanted to find a way to think about the student union as a space for intellectual community." The result: a lunchtime roundtable on higher education and the Information Age, attended by faculty, students, and staff.

Thus, there isn't even a whiff of hyperbole when Christopher Mott says that Melanie "has contributed more to the enhancement of undergraduate education than any other person (faculty, TA, or undergraduate) in the twelve years that I have been TA coordinator in the English Department." Melanie "is able to help her students to grow from repositories of cultural knowledge to knowledge-makers and refiners." As one of her students put it, her assignment was so enjoyable, "You don't even realize you're working so hard."

# Carolina Sitnisky

Spanish and Portuguese

**SOME LANGUAGE TEACHERS** might consider it enough of a challenge to have their students learn that the English *potato* is *patata* in Spain. Carolina Sitnisky wants them to know, as well, that the word is *papa* in Latin America. Or that if they're seeking public transportation, it's an *autobus* in much of Latin America but a *colectivo* in the most southern regions and a *guagua* in Central America.

During nearly a decade of traveling around Latin America as part of her work for an entertainment company, Carolina tried to identify some sort of generic Spanish that could be used in all corporate communications. "Of course, this search was unsuccessful," she says. "There is no one way of simplifying the linguistic, ethnic, and cultural differences of the Latin American communities." She thinks it's important to communicate this diversity to her students in Spanish language and literature courses, and they seem to appreciate the level of expertise she brings to her work. "She remains one of my most memorable instructors," one student says, "because in addition to her inherent understanding of the subject matter and classroom teaching expertise, she also fostered an environment where students felt comfortable and empowered to learn."

When Carolina finished her own undergraduate studies at the University of Buenos Aires, there were few opportunities to teach at the university level, so she pursued an interest in cinema and film with production and then marketing work. About the time that Fox Television offered her a position in Los Angeles, she had taken a couple of part-time university teaching assignments and was wondering "how I could go back to my first love."

So not long after the "leap of faith" that brought her to Los Angeles, another leap landed her in graduate studies at UCLA, where she was soon at the front of the class

again as a teaching assistant. She also helped to update composition topics for the first-year languages, to create supplementary materials for second-year language classes, and to mentor less experienced TAs in her department. "She has distinguished herself both academically and as a teacher," says Professor John Dagenais, chair of the Department of Spanish and Portuguese.

Out of the classroom this year to work on her dissertation comparing 1960s and

1990s cinema and literature in Peru, Bolivia, and Ecuador, Carolina finds herself "missing teaching so much." One of her greatest rewards, she says, is seeing her students—often underclassmen filling a language requirement—go on to major in Spanish, travel abroad, or even undertake graduate work themselves, she says. "I feel that perhaps my involvement has helped them discover something new about themselves."



# Matthew Lockard

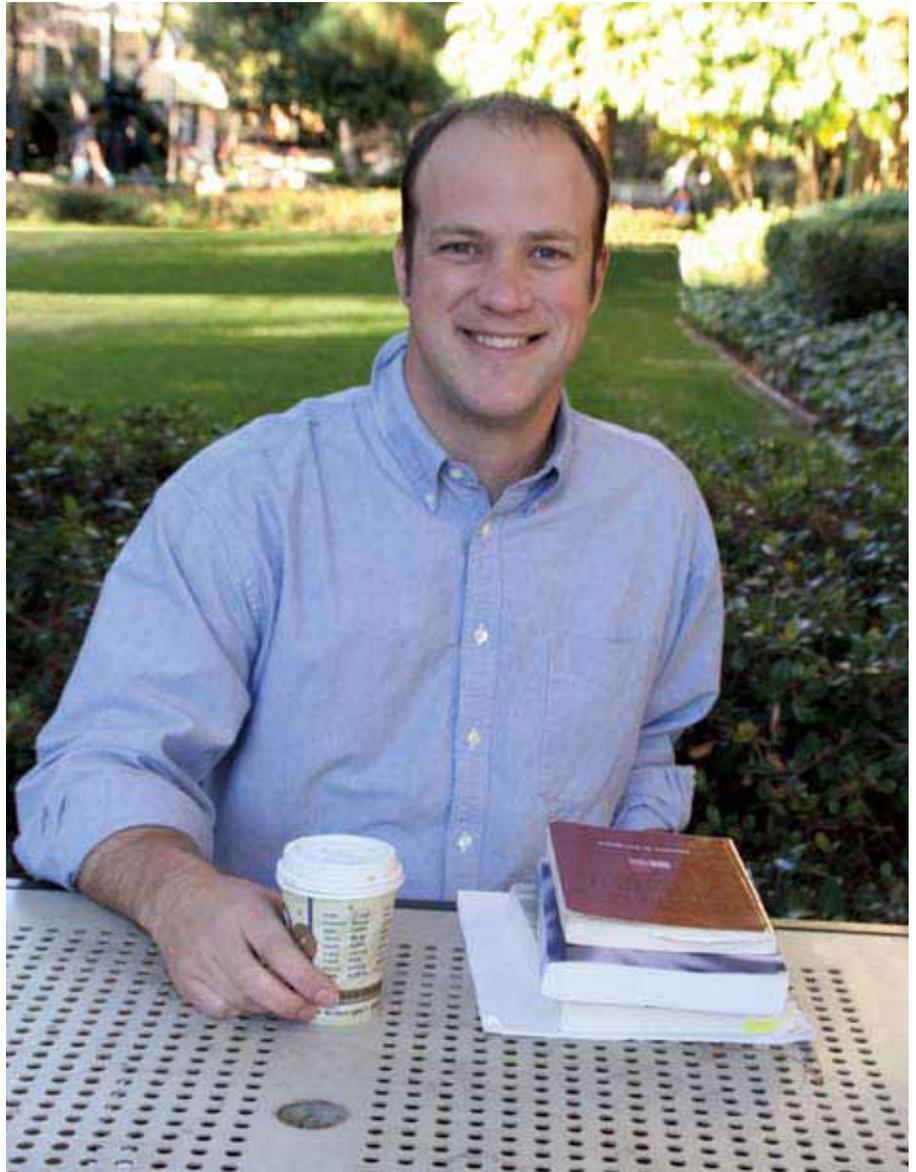
## Philosophy

**M**ATTHEW LOCKARD ought to deduct his trips home as a business expense: Both of his parents are teachers, and dinner table discussions may involve his work as a teaching assistant in the Department of Philosophy. Although Matthew and his father—a high school history teacher—“work in different areas,” Matthew says, “we both have a common approach, which is to try to get students to understand underlying ideas, not just details, facts, names, dates.”

For Matthew, that may mean using everyday activities to introduce philosophical concepts. “I walk to the store and buy groceries,” Matthew says, “or I scratch the top of my head absentmindedly while reading the paper.” Inviting students to examine the differences between these actions may lead into a discussion of intention, he says, and “next thing you know, you’re doing philosophy, you’re thinking about the nature of phenomena.”

With his mother, a teacher of English composition, Matthew talks about how “to help students communicate difficult material in plain English.” In one writing-intensive ethics class, Matthew required each student “to meet with me individually to discuss the draft, line by line, before making revisions and submitting a final draft for a grade,” he says. In just a few weeks, “most of the students showed a remarkable improvement in the clarity of their writing and their mastery of the relevant philosophical ideas,” he says.

All of this makes Matthew exceptional, even in a department that seems to produce a distinguished teaching assistant every year, leading to a “culture of extremely high expectations,” says Donald A. Martin, department chair. Each year’s candidates are judged not only against their peers but “also against a series of



Matthew can often be found holding —of ce hours“ at LuValle Commons.

legendary graduate student teachers who are in the back of everyone’s mind,” Professor Martin says. “Lockard passes this more stringent test with flying colors.” Department faculty have been particularly impressed with his performance in two technically advanced courses, one on Gottlob Frege, a German logician and philosopher, and the other on the 20<sup>th</sup>-century crisis in logic and mathematics.

Given his commitment to teaching, it is perhaps not surprising that Matthew’s specialization is epistemology, the philosophy of knowledge. As he completes work on a dissertation about the relationship between rational beliefs and truth, he is also looking for an academic job. Among the reward of such work, he says, is helping “students develop the ability to think for themselves about the questions that matter most to them.”



# Sadaf Sahati

## Chemistry

**P**ROBABLY LIKE MOST first-time TAs, Sadaf Sahati recalls being nervous as she approached her first class—but also “very excited and profoundly grateful for the opportunity to *finally* teach at a university.” Indeed, Sadaf started teaching “before I was even able to read and write,” she says. “I would line up my dolls and coerce my sister onto the bed, pull out my blackboard, and rehash all the newfound knowledge and wisdom I had acquired that

day.” By the time, she reached UCLA, she had developed her skills as a tutor, and later, education coordinator for the West Valley Boys and Girls Club.

On that first day at the head of a university classroom, Sadaf was profoundly impressed by the realization that she was responsible for “making efficient use of a combined twenty-seven hours of other people’s time.” In the years since then, she has dedicated herself to optimizing her students’ experience. She favors inquiry-based

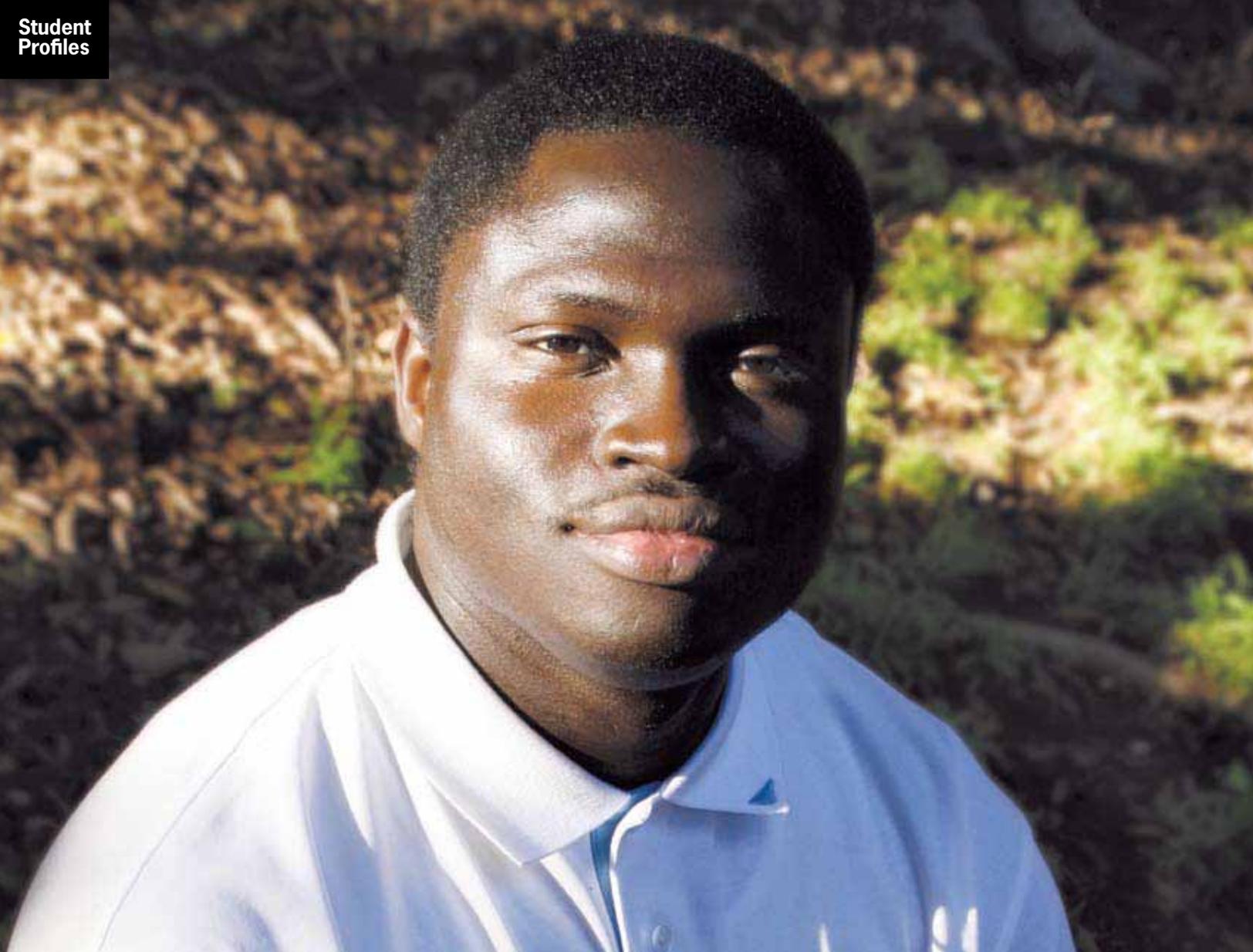
activities in the classroom, helping students to arrive at the answers themselves, and her office hours are often workshops where students collaborate in solving problems.

In addition to her TA work, she was a National Science Foundation GK-12 Fellow, developing and delivering science lessons for low-performing middle school and high school students. In an exercise where students were to determine the acid content of various beverages, she invited them to predict the results first, engaging “their logic and analytical thinking skills.” Directing workshops for UCLA’s Bridge Summer Research Program, which encourages underrepresented minorities to pursue science, she tried to create positive attitudes about research careers.

Through the UCLA Collegium of Undergraduate Teaching Fellows program, she developed a seminar titled, “Oxygen: A Necessary Evil,” a topic closely related to her dissertation research, which looks at the damage to DNA proteins caused by oxygen consumption, work that may have relevance for the treatment of Lou Gehrig’s disease. While her class had some science majors, other students had little scientific background. To help them, she prepared supplementary materials and paired novices with more expert peers. “Each student walks away with a different experience because each comes in with a different background,” Sadaf says, “but they will all benefit from the collaboration.”

According to Professor Harold G. Martinson, chair of the Department of Chemistry and Biochemistry, Sadaf’s love of teaching is demonstrated by the “exceptional and challenging path” she chose, teaching “nearly every academic quarter of her graduate career while simultaneously continuing to make strides in her research.” “A recurring theme in the comments from her students, fellow graduate students, and professors is Sadaf’s tremendous energy and enthusiasm,” he says. “Her love for science shines forth so strongly that it is contagious.”

As for what she’ll do after receiving her PhD in June—is there any question?



# Dayo Oluwadara

Cellular & Molecular Pathology

**WHEN HE WAS A PRACTICING DENTIST,** Dayo [pronounced DYE-oh] Oluwadara enjoyed having people “come to your dental chair with pain and troubles, and like a miracle, they would leave happy.” As he nears completion of a PhD in cellular and molecular pathology, Dayo sees his cancer research through the lens of that experience: “What I do on the bench could impact people at the bedside,” he says; he might help to discover a treatment “that could bring joy to patients in the hospital.”

“Even in my earliest days, when I didn’t know what it meant, I had a passion to become a medical practitioner.”

His work on a particularly aggressive form of brain cancer, *glioblastoma multiforme*, has the potential to do that. Dayo is part of Dr. Paul Mischel’s laboratory, where researchers are attempting to understand the molecular and genetic mechanisms that drive cancer with the goal of developing targeted therapies for its treatment. Dayo has pursued two projects in this research area.

First, he’s looking at the signaling pathways at the cellular level. “Imagine that there are two or three telephones coming into your house,” Dayo says, “and one of the phones keeps ringing and doesn’t stop.” The ringing telephone would be like the cancer cell, stimulated to excessive activity. Problems at any point along the pathway could cause cancer. “Subtle differences here and there will be germane to the type of drug used for treating” the cancer, he explains. In effect, the drug might block the doorway into the cell—scientists would call that a receptor inhibitor—or stop the cancer somewhere else along its path to the cell’s nucleus.

Dayo’s other project examines biomarkers, genes that have a significant role in brain cancer. “I’m looking at the profile at the protein levels, and I’m studying some tissue samples to be able to see how these proteins can be useful in terms of prognosis, diagnosis, and therapeutic intervention,” Dayo says. That research will form his dissertation.

Professor Mischel says that “coming as a dentist who wanted to train in science” makes Dayo quite unusual. “He’s dedicated and diligent, and he’s working hard to develop this skill set and take it back to help patients with oral cancers,” Professor Mischel says. Perhaps surprisingly to the lay person, “the genetic mechanisms that cancer uses seem to be quite similar independent of location,” he explains, so that “a person with a brain cancer and another with a throat cancer may have more in common than two patients with brain cancer.” As a result, Dayo’s plan “makes perfect sense.”

The first post-PhD step for Dayo, however, will take him back to dental school, this time in the United States, where he will need to complete two years of clinical work. Currently, Dayo has been offered admission to the University of Minnesota School of Dentistry Program for Advanced Standing Students to complete these 2 years and obtain the American DDS.

Growing up in Nigeria, Dayo was only four or five when a visit to the doctor’s office gave him a life’s direction. “Even in my earliest days, when I didn’t know what it meant, I had a passion to become a medical practitioner,” he says. At the University of Ibadan, he had completed his premedical training, when a professor persuaded him to make a small course

correction. “We need a lot of people in dentistry,” the professor told him, “and you have the brain to do it. You can make a lot of difference here.”

After completing his dental degree at Ibadan (U.S. universities will credit him for two years of that coursework), Dayo sought and earned a three-month research grant from the John D. and Catherine T. MacArthur Foundation through the University of Ibadan. The grant was used to study the neuro-protective role of recombinant interleukin-1 receptor antagonist (rhIL-1ra) after Traumatic Brain injury (TBI) in Sprague dawley rats with Dr. Anna Taylor, UCLA Department of Neurobiology. This work served as Dayo’s thesis work for the MSc Anatomy degree issued by the University of Ibadan. Dayo parlayed the 3 month opportunity into admission for graduate studies.

His wife is a medical doctor seeking a residency in psychiatry—and, of course, they’re hoping that they can find places at the same school “or at the worst, schools that are very close together,” Dayo says. After his dental degree, Dayo will look for a residency in oral pathology/oral medicine or oral and maxillofacial surgery, with the long-term goal of getting a job at a university where he can both teach and “bring dentistry from the bench to the bedside.”



# D'Artagnan

# Scorza

Education &  
Student Regent

**D**'ARTAGNAN SCORZA wants to help expand the life chances of young people—especially young African American men—whose destiny might be influenced by the social and economic problems associated with their childhood families or communities. The general consensus among educators is that the window of opportunity closes after eighth grade, but he disagrees. “With the right kind of support in high school—or even later—they still have a chance.”

**“I always had programs and people in my life—teachers and family—to help provide support,” he says. “I didn’t get here by myself.”**

His passionate commitment to this belief is at the center of his life these days. As a graduate student in education, he is developing a Black Male Youth Academy curriculum that “uses the school structure to help students develop a positive identity and to achieve academically and socially.” In addition, his work with the African Student Union at UCLA and his links to other campuses won him appointment as a student member of the UC Board of Regents, where he can speak on behalf of greater access and affordability for traditionally underrepresented students. And at a personal level, he is the father of a small boy. Today’s trends suggest the youngster “has a greater chance of going to prison than going to college,” D’Artagnan says. “That’s not acceptable to me.”

He also knows, at a personal level, that a person can grow up in an environment of poverty and still “come to school and take advantage of the educational opportunities available.” Raised in Watts, his father a drug addict who was never home and his mother struggling to raise two children alone on a clerk’s wages, D’Artagnan nevertheless excelled in school. “I always had programs and people in my life—teachers and family—to help provide support,” he says. “I didn’t get here by myself.”

Although D’Artagnan recalls being interested in social justice as early as second or third grade, a major turning point occurred when he visited South Africa in 2001 as part of a travel abroad program led by History Professor William Worger. “I stood in Nelson Mandela’s cell, which was a powerful experience for me,” he says. Seeing poverty in South Africa, he understood that what he had

experienced in Watts “was nothing compared to what they experience over there.” As a result, he “came back with a stronger desire to make an impact on the world.”

The direction that impact would take was influenced by the events of September 11, 2001. He “saw the smoke from the towers all the way down in South Jersey,” he says, where he was living with his new wife and their son. His wife was in the Navy, and he soon joined, too, believing that “this is where I can go to have an impact right now,” he says. D’Artagnan served for more than four years, including a tour in Iraq where he helped to set up and operate a support unit for naval personnel in the region. Although his assignment kept him “as safe as I could be in a war zone,” D’Artagnan nonetheless “knew that I could die at any moment,” he says. “That lesson wasn’t lost on me. That’s what drove my motivation when I got back.”

He quickly returned to UCLA, completing a bachelor’s degree in little more than a year. Looking for a new way to make an impact, he joined the African Student Union, working on issues related to admissions, campus climate, and academic preparation—in short “how to make the university more affordable and more accessible for people who traditionally don’t attend.” Soon extending his activities beyond UCLA, “I had a much better grasp of what happens throughout the entire system,” he says, and sought to shape policies and “the conversation on larger issues.”

His appointment as a student regent is like “a crash course in higher education,” he says. “You can’t get better training.” Profes-

sor Worger, who led the trip to South Africa, has “indelible memories” of D’Artagnan “constantly debating/questioning arguing with everyone on the trip about issues ranging from the causes of inequity in contemporary South Africa to the pros and cons of marriage.” Professor Worger believes “the university, the system, and the Regents will benefit immeasurably from his enthusiasm, energy, and insights.”

Some of that enthusiasm and energy, however, will be reserved for an action research project he’s pioneering at a high school in Inglewood. As an undergraduate McNair Research Scholar last year, D’Artagnan had a class period twice a week with a group of two dozen or so black male students, teaching them the social and cultural history of African Americans and working to develop their “leadership skills, education goals, and personal pride.”

Thanks to positive results, he will have a homeroom class each school day at the same location this year, and he’s developing a curriculum that will allow others to replicate his program in other settings. That work will probably form the core of his doctoral research under Associate Professor of Education Ernest D. Morrell. His graduate coursework is helping him to enrich his database and enhance his analysis.

All of this background, he hopes, will prepare him for a leadership role in California schools, where he can make “much larger educational changes,” but still working toward the goal that moves him now: helping more people from backgrounds like his to take advantage of the opportunities he continues to explore.

# Graduate Student Accomplishments

## FEATURED ACCOMPLISHMENT

### MOVING IMAGE ARCHIVE STUDIES (MIAS)

#### UCLA Sweeps Moving Image Archivists Awards: Most for One Program in a Single Year

The Association of Moving Image Archivists (AMIA) recently awarded five of its 2007 scholarships to students in UCLA's Moving Image Archive Studies (MIAS) program, a number unprecedented in the ten-year history of the award. The professional organization, which represents more than 900 moving image archivists and institutions from around the world, selects an average of seven students each year to receive the scholarships, which are funded by various private and foundation sponsors.

This year's winners from UCLA are **Stephanie Sapienza**, recipient of the Mary Pickford Scholarship, funded by the Mary Pickford Foundation; **Dino Everett**, recipient of the CFI Sid Solow Scholarship, sponsored by Consolidated Film Industries; **James Gamble**, recipient of the Sony Pictures Scholarship, sponsored by Sony Entertainment; **Oki Miyano**, recipient of the Rick Chace Foundation Scholarship; and **Tim Wilson**, recipient of the Image Permanence Institute Internship, sponsored by the IPI at Rochester Institute of Technology, a research laboratory devoted to scientific research in preservation technologies for visual and aural media. All recipients are now second-year graduate students. MIAS Acting Director and Visiting Professor Jan-Christopher Horak says, "This outcome demonstrates that UCLA has the potential to be a leader in the field of professional education for film and digital media archivists, curators and museum administrators."

Established in 2002, UCLA's Moving Image Archive Studies (MIAS) program was the first such graduate program in North America. Alumni are currently working in the field for prestigious employers such as the Academy Film Archive, Harvard Film Archive, Jim Henson Company, Library of Congress, MGM, National Baseball Hall of Fame, National Archives of Canada, Sony Studios and the UCLA Film & Television Archive. An intensive two-year course of study, it is an interdepartmental degree program which leads to a Master of Arts degree in Moving Image Archive Studies. The program is jointly sponsored by UCLA's Department of Film, Television and Digital Media, Department of Information Studies and the UCLA Film & Television Archive. For more information visit [www.mias.ucla.edu](http://www.mias.ucla.edu).

by Teri Bond

### ANTHROPOLOGY

**Katherine J. Hinde:** "First-time macaque mothers bias milk composition in favor of sons." Published in *Current Biology*, vol. 17, pp. R958-59, November, 2007.

**Mi Kyung Kim:** "Warrior Aesthetics: Constructing Serious Identities Through Play in Contemporary 'Wushu' (Martial Art)." Presented at the 2007 American Anthropological Association Annual Meeting, Washington, DC, November, 2007.

### APPLIED LINGUISTICS & TESL

**Inmaculada M. Garcia Sanchez:** "Becoming Translators of Culture: Moroccan Immigrant Children Language Brokering in Spain." Presented at the American Anthropological Association Annual Meetings, Washington, DC, November, 2007.

**Elisa Pigeron:** "Investigating parents' constructions of the moral challenges of children's media use."

National Communication Association Convention, Chicago, IL, November, 2007.

### ARCHAEOLOGY

**Yoko Nishimura:** "The North Mesopotamian Neighborhoods: Domestic Activities and Household Space at Tigris Hoyuk." Published in *Near Eastern Archaeology*, vol. 70 (1), pp. 53-56, March, 2007.

### ART

**Jennifer L. Gradecki:** Chair Coordinator of Curatorial Committee, Exhibit of Wight Biennial, Los Angeles, CA, November, 2006.

### ASTRONOMY

**Chun Ly:** [1] (Co-Author) "The End of the Reionization Epoch Probed by Lyman-Alpha Emitters at  $z = 6.5$  in the Subaru Deep Field." Published in *Astrophysical Journal*, vol. 648, pp. 7-22, September 2006. [2] (Co-

Author) "Ly Alpha Emitters at  $z=5.7$  in the Subaru Deep Field." *Publications of the Astronomical Society of Japan*, 58, 313-334, April, 2006.

### BIOMATHEMATICS

**Robert J. Rovetti:** (First author) "Macroscopic consequences of calcium signaling in microdomains: A first-passage-time approach." Published in *Physical Review E*, vol. 76, pp. 051920, December, 2007.

### BIOSTATISTICS

**Heli Ghandehari:** "Goal Attainment for LDL-C, HDL-C, Triglycerides and All Lipids in U.S. Adults." Presented at the American Heart Association Scientific Sessions, Orlando, FL, November, 2007.

## CHEMISTRY & BIOCHEMISTRY

**Sarah E. Cross:** (First author) "Nanomechanical analysis of cells from cancer patients." Published in *Nature Nanotechnology*, vol. 2, pp. 780-783, December, 2007.

**Elizabeth M. Gendel:** (First author) "Genetic Selection for Improved Recombinant Membrane Protein Expression in *E. coli*." Poster presented at NIH Roadmap to High Resolution Membrane Protein Structures, La Jolla, CA, November, 2007.

**Phil Haussmann:** (First author) "Equilibrating dynamic [2]rotaxanes." Published in the *Journal of Organic Chemistry*, vol. 72, pp. 6708, September, 2007.

**Jennifer A. Luft:** (Co-author) "Fluorine-directed Diastereoselective Iodolactonization." Published in *Angewandte Chemie*, International Edition, vol. 47, pp. 357, December, 2007.

## COMMUNITY HEALTH SCIENCES

**Gergana Kodjebacheva:** (Co-author) "Glaucoma Risk and the Consumption of Fruits and Vegetables among Older Women in the Study of Osteoporotic Fractures." Forthcoming, *American Journal of Ophthalmology*.

**Carolyn S. Lertzman:** (Co-author) "Teaching Pediatric Residents the Effects of Media on Health." Poster presented at the Society of Adolescent Medicine Annual Meeting, Greensboro, NC, March, 2008.

**Suzanne E. Spear:** (First author) "The rise in methamphetamine use among American Indians in Los Angeles County." Published in *American Indian and Alaska Native Mental Health Research*, vol. 14 (2), pp. 1-15, September, 2007.

## COMPARATIVE LITERATURE

**Jordan Y. Smith:** (Co-author) "Love on Wheels" (co-translation with Armando Cerpa of "Amor sobre ruedas," by Alberto Fuguet). Published in *New Translations* (newtranslations.org), December, 2007.

## DESIGN | MEDIA ARTS

**Xárene Eskandar:** [1] (Producer) "Interactive VJ Book - Installation for Triggering Live Audio-Video Content of a Book." Exhibit of Mapping Festival, Geneva, Switzerland, April, 2007. [2] "Book Presentation and Talk on Geographical Influences on Art and Technology." Presented at the Pixelache Festival, Helsinki, Finland, March, 2007. [3] Book Presentation and Talk on Geographical Influences on Art and Technology. Presented at the Plaza Plus, Eindhoven, Netherlands, January, 2008. [4] "Urban Intervention of Media Architecture: The Role of the VJ in Redefining New Architecture." Published in *Vague Terrain* (www.vagueterrain.net), vol. 9, January, 2008

## EARTH & SPACE SCIENCES

**Pamela S. Hill:** (First author) "Demonstrating Equilibrium Fe Isotope Fractionation in Fe Cl Solutions." 17th Annual Goldschmidt Geochemistry Conference, Cologne, Germany, August, 2007.

## ECOLOGY & EVOLUTIONARY BIOLOGY

**Chris L. Chabot:** [1] (First author) "Global population structure of the tope (*Galeorhinus galeus*), as inferred by mitochondrial control region sequence data." Published in the *Bulletin of the Southern California Academy of Science*, vol. 106(2), pp. 109, 2007. [2] "Global population structure of the tope (*Galeorhinus galeus*), as inferred by mitochondrial control region sequence data." Presented at the Joint Meeting of Ichthyologists and Herpetologists, St. Louis, MO, July, 2007.

**Ryan Ellingson:** "Molecular genetics and geological history of the Sea of Cortez: Evolution and speciation in the estuarine goby genus *Gillichthys*." Presented at the Western Society of Naturalists Annual Meeting, Ventura, CA, November, 2007.

**Graham A. Ferrier:** (First author) "Chemical Cues and the Keystone Species Hypothesis." Presented at the Western Society of Naturalists, Ventura, CA, November, 2007.

**Alexis M. Wiktorowicz:** (Co-presenter) "How puffers generate thrust: a numerical and CFD analysis." Presented at the Society for Integrative and Comparative Biology, San Antonio, TX, January, 2008.

## EDUCATION

**Jenifer A. Crawford:** (First author) "*Cultura e Educação Multicultural*." Published in *Pátio: Educação Infantil*, vol. 5, pp. 14-17, November, 2007.

**Suzanne L. Markoe Hayes:** "The Seventh Grade Slump: Middle School Students' Perceptions of the School Climate From Sixth to Eighth Grade." Poster presented at SRA, Chicago, IL, March, 2008.

**Cheryl E. Matias-Padua:** [1] (First author) "Across the Waves: Understanding Asian Pacific Americans Curriculum Guide." Published in conjunction with the Educational Division of Farmers Insurance Group, January, 2008. [2] (Chair) "Balancing Graduate School and Family Life Workshop." UCLA Graduate Student Orientation, Los Angeles, CA, September, 2007.

## ELECTRICAL ENGINEERING

**Janet A. Stillman:** (First author) "Processing parameters for the development of glass-ceramic MEMS." Best Paper Award, MOEMS-MEMS 2007, SPIE Photonics West, San Jose, CA, January, 2007.

**Xinyi Zhang:** (Co-author) "Temperature Aware Microprocessor Floorplanning Considering Application Dependent Power Load." IEEE/ACM International Conf. on Computer-Aided Design (ICCAD), San Jose, CA, November, 2007.

## ENVIRONMENTAL HEALTH

**Nancy J. Jennerjohn:** [1] "Report from the Third International Symposium on Nanotechnology and Occupational Health, Taipei." Presented at the Nanotechnology and Occupational Health and Safety Conference, Santa Barbara, CA, November, 2007. [2] "Aerosolization of Manufactured Nanotubes, Quantum Dots, Urban Dust and Diesel Particulate Matter Using an Electrospray Device." Poster presented at the American Association of Aerosol Research conference, Reno, NV, September, 2007.

## EPIDEMIOLOGY

**Thuong V. Nguyen:** (First author) "Correlates of vaginal douching in female sex workers in Soc Trang Province." Published in *Journal of Preventive Medicine*, vol. XVII, 7, pp. 30-38, Ha Noi, Vietnam, December, 2007.

**Xiaobao Yang:** "WHO confirming global health information system as new priority." Published in *Foreign Medical Information*, China, vol. 26, pp. 14, August, 2007. [2] "Make reference to the international experience for improving the implementation of Framework Convention on Tobacco Control." Published in *Chinese Journal of Health Education*, vol. 22, pp. 12, December, 2007.

## ETHNOMUSICOLOGY

**Benjamin J. Harbert:** [1] "Until Our Ears All Bleed: Poetics of the Grotesque in International Extreme Metal." Presented at the Society for Ethnomusicology 2006 Conference: Music, War and Reconciliation, Columbus, OH, October, 2007. [2] (Director) "In a Day's Time: Songs of the California Men's Colony." 25th Reel Music Film Festival, Portland, OR, January, 2008. [3] "Fade to Black: The Catalysis of Politics and Aesthetics in Egyptian Heavy Metal." Presented at the International Association for the Study of Popular Music Annual Conference, Mexico City, Mexico, June, 2007.

## FILM, TV, & DIGITAL MEDIA

**Oscar Alvarez:** (Director) "Broken English." Slamdance Film Festival, Park City, UT, January, 2008.

## FRENCH & FRANCOPHONE STUDIES

**Leslie Barnes:** "Cultural Translation and Cinema: Non-Rational Modes of Representation in Tran Anh Hung's 'Cyclo'." Presented at the Annual Meeting of the Modern Language Association, Chicago, IL, December, 2007.

**R. J. Ellison:** "Lines of Blood and Money in the Medieval Sex/Gender System." Presented at the 14th Annual ACMRS Interdisciplinary Conference, Tempe, AZ, February, 2008.

## Accomplishments

### GEOGRAPHY

**Juan C. Garcia-Ellin:** "Espacios del Capital por David Harvey." Book review of *Guaragua*, *Revista de Cultura Latinoamericana*, vol. 26, December, 2007.

**Thomas J. Puleo:** "Filling in the blanks: translating among systematic geographies." Published in *The California Geographer*, vol. 47, January, 2008.

**Wesley J. Reisser:** "Mapping the Peace: The American Inquiry and the Paris Peace Conference, 1918-1919." Published in *The Portolan - The Journal of the Washington Map Society*, March, 2008.

**Justin G. Wilford:** "Out of Rubble: Natural Disaster and the Materiality of the House." Published in *Environment and Planning D: Society and Space*, vol. 26, 2008.

### GERMANIC LANGUAGES

**Ivett R. Guntersdorfer:** [1] "Erlernte Hilfflosigkeit in Elfriede Jelineks Klavierspielerin." Presented at the Pacific Asian & Modern Language Association Conference, Bellingham, WA, November, 2007. [2] "Blick in die Realität der DDR-Vergangenheit bei der neuen Generation der Autorinnen Jana Hensel und Antje Ravic Strubel." Presented at the Midwest Modern Language Association Conference, Cleveland, OH, November, 2007.

### HEALTH SERVICES

**Jacqueline H. Tran:** [1] (Co-author) "Community capacity for cancer control collaboration: Weaving an Islander Network for Cancer Awareness, Research and Training for Pacific Islanders in Southern California." Forthcoming in *Cancer Detection and Prevention*, vol. 32 Supplement. [2] (Co-author) "Social Network Analysis among a Pacific Islander Cancer Control Collaborative." Published in *Journal for the Health Care of the Poor and Underserved*, in press. [3] (Co-author) "Developing a Community-Based Collaboration to Reduce Cancer Health Disparities among Pacific Islanders in California." Forthcoming in *Pacific Health Dialogue*, vol. 14:1, pp. 114-122.

### HISTORY

**Winifred K. Chang:** "Resistance in Form and Content to the Domination of Written Mandarin in Taiwan: Reading *Khong-po e Pab Niau Cbbi*." Presented at the Columbia University Graduate Student Conference on East Asia, New York, NY, February, 2008.

**Kristen H. Glasgow:** Book Review: *Jews of a Sabaran Oasis: Elimination of the Tamantit Community*, by John Hunwick. *African Studies Review (ASR)*, December, 2007.

**Joan G. Gonzalez:** [1] "The Reign of Absolutism in Western Thought." Forthcoming in *World History Encyclopedia*. [2] "The 'Religion of Reason' in Revolutionary France." Forthcoming in *World History Encyclopedia*.

**Joseph E. Sanzo:** "Biblical Power: Sub-Strategies of Mediating the Transcendent Power of Scripture in P. Berlin 954." Presented at the Western Commission for the Study of Religion - Society for Biblical Literature Pacific Coast Region, Pasadena, CA, March, 2008.

### INFORMATION STUDIES

**Janet L. Hughes:** [1] "Library and Information Access for Persons with Disabilities." Presented at the California Library Association Annual Conference and Convention, Long Beach, CA, October, 2007. [2] "How to Provide Information Access for Persons with Disabilities: A Beginning Workshop." Presented at the UCLA Graduate School of Education & Information Studies' Friday Forum Series, Los Angeles, CA, March, 2008. [3] Will Rogers Scholarship, 2007.

**(Joanne) Monti Lawrence:** (First author) "Leveraging Conditions as Metadata." Published in *Center for Information-Development Management Best Practices Newsletter*, December, 2007.

**Vivian Wong:** [1] (Director) "Homecoming." Baltimore Women's Film Festival, Baltimore, MD, October, 2007. [2] (Director) "Homecoming." International Festival of Cinema and Technology - 6<sup>th</sup> Anniversary Tour, Jacksonville, FL, December, 2007. [3] (Co-presenter) "Working from Within: Participatory Practices to Engage Diverse Communities." Presented at the Association for Library and Information Science Education 2008 Annual Conference, Philadelphia, PA, January, 2008.

### LAW

**Willmai Rivera-Perez:** "Dolphin Delivery: The Constitutional Values Standard and its Implication for Quebec Private Law." Presented at Mapping Emergent Terrains, Contesting Rigidified Traditions: The First Annual Graduate Student Conference of The Toronto Group for the Study of International, Transnational, and Comparative Law, Toronto, Canada, January, 2008.

### LINGUISTICS

**Tomoko Ishizuka:** [1] "Pseudo-passive constructions in Japanese." Poster presented at the 82<sup>th</sup> Annual meeting of the Linguistic Society of America, Chicago, IL, January, 2008. [2] (Co-author) "Relations between syntactic encoding and co-speech gestures: Implications for a model of speech and gesture production." Published in *Language and Cognitive Processes*, vol. 22, pp. 1212-1236, August, 2007.

### MANAGEMENT

**Arnaud Gorgeon:** "From Willow to Oak? Change Agency Models CIOs Follow During Their Time in Office." Presented at the International Conference on Information Systems, International Federation for Information Processing Working Group 8.2, Organizations and Society in Information Systems Workshop, Montreal, Canada, December, 2007.

**Ming-Hong Tsai:** (First author) "Salespeople's renqing orientation, self-esteem and their selling behaviors." Forthcoming in *Journal of Business and Psychology*, vol. 23, April, 2009.

### MATERIAL SCIENCE & ENGINEERING

**Yan Yao:** [1] (First author) "Plastic Near-Infrared Photodetectors Utilizing Low Band Gap Polymer." Published in *Advanced Materials*, vol. 19, pp. 3979, November, 2007. [2] "Plastic Bulk-Heterojunction Solar Cells and Near-Infrared Photodetectors." Presented at the AVS 54th International Symposium & Exhibition, Seattle, WA, October, 2007. [3] (First author) "Plastic near-infrared photodetectors utilizing low band gap polymer." Poster presented at Materials Research Society Fall Meeting, Boston, MA, November, 2007.

### MATHEMATICS

**Igor Yanovsky:** (First author) "Local Volume Change Maps in Nonrigid Registration: When Are Computed Changes Real?" International Conference on Medical Image Computing and Computer Assisted Intervention, Brisbane, Australia, November, 2007.

### MEDICINE

**Scott Nass:** [1] (Co-presenter) "Pleading Our Case: Introducing LGBT Inclusiveness into Enrollment Management and Curriculum Reform at the David Geffen School of Medicine." Presented at the 25th Annual Conference of the Gay & Lesbian Medical Association, San Juan, Puerto Rico, September, 2007. [2] (Co-presenter) "Health Professional Students and Training Curricula: LGBT Student Groups and Institutional Advocacy." Presented at the 25th Annual Conference of the Gay & Lesbian Medical Association, San Juan, Puerto Rico, September, 2007. [3] "Ending Homophobia in Medicine: Coming Out As an Ally." Presented at the 2007 Minority Health Conference, Los Angeles, CA, October, 2007.

### MOLECULAR, CELL, & DEVELOPMENTAL BIOLOGY

**Tom T. Chen:** [1] (Co-author) "Autocrine VEGF Signaling is Required for Vascular Homeostasis." Published in *Cell*, vol. 130, pp. 691-703, August, 2007. [2] (Co-author) "Transcription of Rat TRPV1 Utilizes a Dual Promoter System that is Positively Regulated by Nerve Growth Factor." Published in *Journal of Neurochemistry*, vol. 101, pp. 212-222, April, 2007. [3] (Co-author) "Modulation of Protein Delivery from Modular Polymer Scaffolds." Published in *Biomaterials*, vol. 28, pp. 1862-70, April, 2007. [4] (Co-author) "Vascular Endothelial Growth Factor Receptor 2 Plays a Role in the Activation of Aortic Endothelial Cells by Oxidized Phospholipids." Published in *Arterioscler Thromb Vasc Biol*, vol. 27, pp. 332-8, February, 2007. [5] (First author) "VEGF Interactions with Matrix Proteins and its Relevance on Downstream Signaling Pathway." Poster presented at the Keystone Symposia Conference, Vancouver, Canada, January, 2008.

## MOLECULAR, CELLULAR, & INTEGRATED PHYSIOLOGY

**Gabriel C. Mercado:** (First author) "The second Ca<sup>2+</sup>-binding domain of the Na<sup>+</sup> Ca<sup>2+</sup> exchanger is essential for regulation: crystal structures and mutational analysis." Published in *Proc Natl Acad Sci USA*, vol. 104(47), pp. 18467-72, November, 2007.

## MUSICOLOGY

**Kariann E. Goldschmitt:** "Consuming Carmen: U.S. Audience Reception of Brazilian Music in the 1940s." Presented at the 52<sup>nd</sup> Annual Meeting for the Society for Ethnomusicology, Columbus, OH, October, 2007.

**Loren Y. Kajikawa:** "Eminem's 'My Name Is': Signifying Whiteness, Rearticulating Race." Annual Meeting of the Society for American Music, San Antonio, TX, March, 2008.

**Marianna M. Ritchey:** [1] "'Sadness is Just Happiness Turned On Its Ass!': Musical Parody and American Song in 'The Saddest Music in the World.'" Presented at the Sound, Music and the Moving Image conference, London, England, September, 2007. [2] "'Sadness is Just Happiness Turned On Its Ass!': Musical Parody and American Song in 'The Saddest Music in the World.'" Presented at Music and the Moving Image conference, New York, NY, May, 2007. [3] "Of Fluttering Tongues and Luxuriant Hair: Kenny G. and the Gender Problem of Modern Jazz Reception." Presented at the International Association for the Study of Popular Music Annual Conference, Iowa City, IA, April, 2008.

## NEAR EASTERN LANGUAGES & CULTURES

**Peter T. Lanfer:** "Paradise in the Bible and Pseudepigrapha." Presented at the Society of Biblical Literature conference, San Diego, CA, November, 2007.

## NEUROSCIENCE

**Allen Ardestani:** (First author) "Functional differentiation within the monkey cortex as revealed by near-infrared spectroscopy." Poster presented at Society for Neuroscience Conference, San Diego, CA, November, 2007.

## POLITICAL SCIENCE

**Theodore Christov:** [1] (First author) "The Federal Idea of Europe: Eighteenth-Century Debates." Chapter published in book *Europa Denken in 18*, (Ed., Brunhilde Wehinger). Jahrhundert (Hannover: Wehrhahn Verlag, 2008), 2008. [2] "Beyond the Rights of War and Peace: Imagining Europe in the Eighteenth Century." *Forschungszentrum Europäische Aufklärung*, Potsdam, Germany, September, 2007.

**John W. Compton:** (First author) "The Emancipation of the American Mind: J.S. Mill on the Civil War." Published in *The Review of Politics*, vol. 70:2, May, 2008.

## PSYCHOLOGY

**Amber N. Ankowski:** [1] (First author) "The Effect of Stimuli Features on Children's Ability to use Comparison and Contrast for Category Acquisition." Presented at the Cognitive Development Society Conference, Santa Fe, NM, October, 2007. [2] (First author) "The Impact Of Parent Feedback On Children's Label Acquisition." Poster presented at Cognitive Development Society Conference, Santa Fe, NM, October, 2007.

**Nicholas Hazel:** [1] (First author) "Proximal stress mediates the early adversity-depression relationship in late adolescence." Poster presented at Association for Behavioral and Cognitive Therapies conference, Philadelphia, PA, November, 2007. [2] (First author) "Maternal parenting behavior is independent of maternal depressive symptoms: Developing the role of child behavior and life stress." Poster presented at the Association for Behavioral and Cognitive Therapies conference, Philadelphia, PA, November, 2007. [3] (First author) "Interpersonal problems in individuals with GAD." Poster presented at the Association for Behavioral and Cognitive Therapies conference, Philadelphia, PA, November, 2007.

**Alex S. James:** (First author) "Dimensions of impulsivity are associated with poor spatial working memory performance in monkeys." Published in *Journal of Neuroscience*, vol. 27(52), pp. 14358-64, December, 2006.

**Tagge S. Rai:** "A Small Price to Pay: Small Losses Increase Attractiveness and Reduce Scope Neglect." Presented at the Society for Judgment and Decision Making Annual Conference, Long Beach, CA, November, 2006.

**Saviz C. Sepah:** (Co-author) "Benefit Finding and Physical Health: Positive Psychological Changes and Enhanced Allostasis." Published in *Social and Personality Psychology Compass*, vol. 1, pp. 1-22, December, 2007.

**Sarah J. Sullivan:** (Co-author) "Poignancy: Mixed emotional experience in the face of meaningful endings." Published in *Journal of Personality and Social Psychology*, vol. 94, pp. 158-167, January, 2008.

## SOCIAL WELFARE

**Gawon Chung:** "Quality of care in nursing homes from the perspective of nursing assistants." Presented at the Gerontological Society of America conference, San Francisco, CA, November, 2007.

**Brooke A. Funderburk:** (Co-presenter) "Examining Types of Regret among Elders Age 75 and Older." Poster presented at the Annual meeting of the Gerontological Society of America, San Francisco, CA, November, 2007.

**Rachel L. Kaplan:** (Co-author) "A common pathway toward women's health." Published in *Global Public Health*, January, 2008.

**Amanda Sheely:** "Does work organize life? The effects of employment on the maintenance of family routines." Presented at the Society for Social Work and Research conference, Washington, DC, January, 2008.

**Wanda S. White:** "The intersection of religion, aging and sexual orientation from the perspective of lesbian older adults." Poster presented at Gerontological Society of America 60<sup>th</sup> Annual Scientific Meeting, San Francisco, CA, November, 2007.

## SOCIOLOGY

**Nurullah Ardıc:** [1] (Co-Editor) "Civilization and Classics" (in Turkish). Istanbul: Klasik, 2007. [2] "Social Shaping of Technology: The Cell Phone and the Public/Private Distinction." Presented at the 50<sup>th</sup> Annual Meeting of the Society for the History of Technology (SHOT), Washington, D.C., October, 2007.

**Kurtulus Gemici:** [1] "Karl Polanyi and the Antinomies of Embeddedness." Published in the *Socio-Economic Review*, vol. 6, pp. 5-33, 2008. [2] "Contentious Politics and Anticipatory Emotions: A Model of Collective Action under Fear and Hope." Presented at the American Sociological Association Annual Conference, New York, NY, August, 2007. [3] "Hot Money, Cold Money: The Politics of Global Finance in Developing Countries." Presented at the Society for the Advancement of Socio-Economics (SASE) Annual Meeting, Copenhagen, Denmark, June, 2007.

**Claudia D. Solari:** (First author) "The Effects of Crowded Housing on Children's Wellbeing." Presented at the American Sociological Association conference, New York, NY, August, 2007.

## URBAN PLANNING

**Haan-Fawn Chau:** (First author) "Cohousing and Neighborhood Planning: An Interview with Rick Mockler." Published in *The New Planner* (American Planning Association online journal), October, 2007.

## WORLD ARTS AND CULTURES

**Deborah B. Cohen:** (Panelist) "What is the Tibetan Avant-Garde?" Performance Studies International Conference # 13, New York City, NY, November, 2007.

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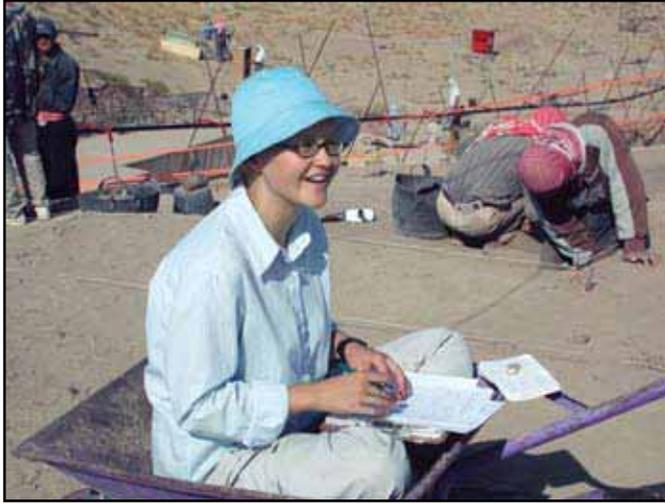
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