

On Top of the World

NSF Fellow Takes on Biodiversity, the Mountains, and Motherhood—and Makes It All Look Easy



Jessica Green, pictured in the Elk Mountains of Colorado.

By Claudine Zap

Jessica Lee Green is on top of the world. Or at least at 9,200 feet above sea level, she was close to it. Green spent the summer at the Rocky Mountain Biological Lab, a private, nonprofit field station, situated in the Elk Mountains of Gothic, Colorado. Winner of a three-year National Science Foundation postdoctoral research fellowship in Biological Informatics, Green is sitting pretty. She was there, along with husband Steve and their one-year-old son Max, living in a log cabin without a phone, a bathroom or a shower. Green, whose work directly correlates to the environment, didn't seem to mind the rustic surroundings. "It's about a two-hour bike ride to Aspen," Green said of her location, sounding like she'd probably try the two-wheeled trip.

Green made the high-altitude ascent for a short-term postdoc—the NSF fellowship doesn't start until December—under Professor John Harte, chair of the Energy and Resources Group (ERG) at UC Berkeley, and a continuing source of inspiration for Green's work. Green finished her Ph.D. at Berkeley's Department of Nuclear Engineering, which she calls "the most supportive academic environment I've ever experienced. The department is a very special place."

Green entered the department to study risk-assessment techniques, and soon began to apply the techniques to environmental problems. Green describes her work as studying "where different critters are located—how they aggregate or cluster or spread out from one another." These patterns apply to

biology, such as predicting how many species go extinct if you, in Green's words, "cut down a hunk of rainforest."

While Green has always loved the outdoors, her career path wasn't an obvious one. The seed for Green's studies was planted in high school. Her mother, an education administrator, saw her daughter excel in math and science. "She said there are not enough women in engineering, so if I wanted her two cents that's what I should do," Green remembers. But, she adds, "It takes more than support. You need to have women faculty members and women in your research group. You need to find good mentors, and a lot of them."

Green found her first mentor as an undergrad at UCLA when she took a course with nuclear engineer William E. Kastenberg, who eventually guided her work at Berkeley. "He asked me if I wanted to do a research project with him." She said yes. "I've always gone with the flow," says Green, who came to Berkeley for her graduate work and met Kastenberg again in the nuclear engineering department. He eventually served as a member of Green's thesis committee.

Along the way, Green chanced to venture outside of her department and

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The Dean's Corner



Arnold Yip photo

Dear Graduate Students,

This fall, which began with much promise, suddenly became difficult for us all. The September 11 terrorist attack on America has forced us to look at the lives we are living, to ask what we can do for our country. I am proud of how well Berkeley graduate students responded during the crisis. Our community expressed its compassion in vigils and in private meetings and participated in a number of charitable outreach efforts, including blood drives. Students in Electrical Engineering and Computer Science received national attention for their incredible Web site (safe.millennium.berkeley.edu), which helped family and friends find out whether their loved ones were safe. This Web site was up and running within eight hours of the tragic events at the World Trade Center.

Many of you also participated in discussions about the nature of America and its future actions. We are privileged to have among us distinguished scholars who understand the history, politics, and culture of America. We are also privileged to have some of the best young minds in the country on campus to critically analyze theories,

facts, and conventional "wisdom." We have benefited from the many informed debates, as they have helped us to understand and prepare for important changes that will occur in our country and throughout the world.

This crisis reminds us that in many important ways the future of our world is being shaped at Berkeley. Here, the full range of human knowledge is being developed, examined, and transmitted daily through research conducted in over 100 graduate programs. The strength of our country and our relationships with others depends upon this developing expertise. This fact offers comfort. As the next generation of scientists, humanists, and politicians, you behaved admirably during this most difficult time.

We have more reasons for comfort. In the week before the attack, we had completed a survey of community outreach that identified 84 different programs in which Berkeley graduate students are volunteering their time to provide services to communities in need. (To read about the report, go to page 13.) From legal clinics for immigrants to city planning in East Oakland, graduate students are engaged in sophisticated community building. You have shown us that you are both competent and caring, and that America will continue to be a great and wise country in the hands of our students.

Mary Ann Mason
Dean of the Graduate Division

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Academic Jobs, Rising or Falling?

By Claudine Zap

Andrew Green, Ph.D. counselor at the Career Center, advises Berkeley doctoral students that it's never too soon to start planning for the job search. According to Green, there's a substantial amount of homework involved in finding an academic position that will suit you best. We spoke with Green in August about the academic job market and how to prepare for it.

Academic salaries have gone up this year, leaving one to believe that the academic job market is on the upswing. Is this trend expected to continue?

The 1990s were very, very good for faculty. The last five years have probably been the strongest salary years for faculty in the last 30 years. I wouldn't project that in the future. Academic salaries are largely tied to the economy, because they're based on what the state legislature will appropriate, which is based on tax revenues. States, especially in the south, are already cutting appropriations in preparation for an expected lower tax revenue.

Should students preparing for academic careers be concerned?

The issue for most grad students isn't whether their salary is 3% higher or not; it's about getting a job. The academic job market seems to be getting a little bit better. In the humanities, for example, last year was a more successful year than had been the case in the past. I'm guardedly optimistic. For the last 15 years, we've been hearing about a bulge of retirements. It's been much delayed and seems to be occurring now—faculty members who were hired to teach the baby boomers are retiring. However, counter balancing that is a steady increase of part-time adjunct faculty. So tenured faculty slots aren't being filled for every tenured faculty person retiring. It's still a very tough market.

Is this due, in part, to a larger number of graduates than there are jobs?

Nationally, we are still producing twice as many Ph.D.'s as there are positions.

Obviously, that varies by field. In Economics, the market is very different than in French. On the other hand, Berkeley students tend to have a higher success rate. For example, 75% of our Political Science Ph.D.'s get academic jobs. In English, the rate isn't going to be that high, because there are so many more candidates.

In such a competitive job market, how should you sell yourself?

One has to understand that it's not a single academic job market. There are different kinds of institutions looking for different kinds of skills and experiences. To any extent possible, tell your target audience about those aspects of your experience that are most relevant to their needs. Ask yourself, who is the audience for this cover letter? What have I done that will speak most strongly to them?

What about experience outside the academic realm?

If you have an interest, especially if you feel strongly about staying in the Bay Area where there are very few academic jobs, doing an internship or part-time work will greatly increase the options you have. Instead of waiting to finish the Ph.D., for many grad students, getting off campus and having something beside the dissertation being the be-all and end-all of your existence can be a very positive and healthy experience. For example, work in the nonprofit world. There are a lot of professional realms where you can find satisfaction.

Assuming this economic downturn won't end soon, what's your advice for graduate students in search of academic positions?

In many fields, especially in the humanities and social sciences, getting a

See [Jobs](#), next page

Average Faculty Salaries in Selected Fields at Four-Year Institutions, 2000–2001

Discipline	Private	Public
Business Administration and Management	\$71,154	\$ 68,487
Cell and Molecular Biology	65,634	66,235
Chemistry	61,907	57,440
Communications	51,823	48,474
Computer and Information Sciences	67,988	60,914
Education	56,155	50,655
Engineering, general	72,101	77,491
English Language and Literature, general	51,075	53,413
Foreign Languages and Literatures	49,713	51,721
History	56,410	56,489
Law	99,429	108,450
Mathematics	58,497	56,343
Psychology, general	59,164	55,263
Social Work	54,154	51,505
Visual and Performing Arts	51,681	48,703
Average Salaries	\$61,792	\$60,772

Source: College and University Professional Association for Human Resources (*The Chronicle of Higher Education: Facts & Figures*, July 27, 2001)

Note: The salaries shown are averages for all ranks combined. The figures are based on reports covering 124,519 faculty members at 366 public four-year colleges and universities and 63,520 faculty members at 531 private four-year institutions. The figures cover full-time faculty members on 9- or 10-month contracts.

Award-Winning Teaching Ideas



Recipients of the 2001 Teaching Effectiveness Award (TEA) for GSIs: Standing, left to right, William Hayes, Nicholas Pivonka, Holly Watkins, Melina Esse, Deanna Kiser, Mary Ann Mason, Dean, Graduate Division, Jennifer Powell, Lewis Feldman, Chair, Advisory Committee for GSI Affairs, Connie Anderson, Alexandra Minnis, Linda von Hoene, Director, GSI Teaching and Resource Center. Front Row, Adelbert (Ed) Cheng, Jennifer Bensadoun, Selby Schwartz, Giulietta Spudich. Not pictured: Natalia Ferretti, Eric Masanet, Heather McCarty.

Each year, the Graduate Council's Advisory Committee for GSI Affairs and the Graduate Division's GSI Teaching and Resource Center sponsor the Teaching Effectiveness Award (TEA). The TEA honors a small number of outstanding Graduate Student Instructors (GSIs) who

have made a significant contribution to teaching and learning in their departments through their identification of and response to a problem that they have faced in their own classes, laboratories, and sections. Award-winning essays by TEA recipients can be found on the Web

(www.grad.berkeley.edu/gsi/gsi_tea.shtml).

2001 Teaching Effectiveness Award Recipients

Connie Anderson, French

Jennifer Bensadoun and Alexandra Minnis [They collaborated on an essay and are sharing the award], Epidemiology

Adelbert (Ed) Cheng, Mechanical Engineering

Melina Esse, Music

Natalia Ferretti, Political Science

William Hayes, Sociology

Deanna Kiser, Near Eastern Studies

Eric Masanet, Mechanical Engineering

Heather McCarty, History

Nicholas Pivonka, Chemistry

Jennifer Powell, Molecular and Cell Biology

Selby Schwartz, Comparative Literature

Giulietta Spudich, Molecular and Cell Biology

Holly Watkins, Music

Jobs, continued from page 3

tenure-track job can be a two-to-three year process. Be prepared to go through the academic job market more than once. If you've been through this once, think about what's strongest in your portfolio and what's weaker. So if you've been a teaching assistant, but only at Berkeley, go and teach at SF State to show that you can teach different levels of students and understand those challenges and opportunities.

Career Center Workshops

For information on career workshops, job listings, or to get help with your c.v. and cover letters, consult the Web (career.berkeley.edu). If you'd like to have a group presentation customized for your department, or for individual appointments, call (510) 642-5207. The Career Center is located at 2111 Bancroft Way.

Help for Faculty and GSIs

Are you going to be teaching in the spring? If so, you should know about the College of Letters and Science's new online Faculty Help Desk,



guaranteed to be useful for both first-time and experienced GSIs. This site provides quick, reliable answers to the pressing questions that arise when instructors and students converge, particularly in the classroom and in Letters and Science. GSIs who bookmark this site are likely to find themselves turning to it throughout the academic year.

The site is divided into eight sections: Enrollment Issues, Academic Deadlines, Grades, Confidentiality, Students in Academic Difficulty, Student Conduct, Special Arrangements for Students, and Enrichment.

The site also includes timely advice, geared to the current week in the semester. In week one, for instance, you can find out about your obligation to students on the wait list for your class. Best of all, the Faculty Help Desk was designed so that you won't have to wade through all of the Academic Senate regulations or the Letters and Science policies to find the answer to a particular question or problem. The creators of the Faculty Help Desk have done the research for you. You can access the site at <http://ls.berkeley.edu/FacultyHelpDesk>.

The Culture of Apology



UC Berkeley Psychology Professor Kaiping Peng

By Claudine Zap

How do you say you're sorry in Chinese? Very carefully, according to an analysis by Professor Kaiping Peng of an international incident in the South China Sea. The professor, a cultural psychologist, says what helps is some knowledge not just of the language, but of the cultural context. On April 1, 2001, an American E-P3 surveillance plane on patrol suffered damage when it collided with a Chinese F-8 fighter jet. The Chinese aircraft crashed into the sea, and the pilot, Wang Wei, was presumed dead. The U.S. plane and its crew of 24 were forced to land on Hainan Island without receiving permission to do so from China. Chinese authorities detained the American crew until diplomats from both countries could agree upon the wording of a statement of regret from the United States to China, which eventually secured the crew's release.

"The incident was handled terribly in the beginning by both sides," says Peng, whose recent work focuses on using his expertise to enhance our understanding of diplomatic encounters. Peng has cowritten, with Professor Peter Hays Gries of the University of Colorado, an article that will appear in the *Journal of Contemporary China* in January 2002, entitled, *Culture Clash?*

Apologies East and West. The article is a break from more traditional psychology tracts in that it will appear in a non-psychology journal. That's the point, notes Peng. "I don't want to be the kind of psychologist who locks himself in the lab," he says. "I want to reach out to a broader audience."

Peng says his urge to help change the way we see others comes from his personal experience. Born and raised in China, Peng taught at Beijing University. Peng recalls reading American psychology journals and textbooks that discussed "universal human nature," with limited evidence across cultures. "The text books didn't make much sense to me as a Chinese," says Peng, who decided he wanted to bring a multicultural approach to the field. "If you assume what you've done is universal," says Peng, "that's really a bias."

Peng attended the University of Michigan as a visiting scholar, but stayed on to earn a doctorate in psychology, after the Tiananmen Square uprising convinced him that he'd have better success with his career in the United States. In 1997, Peng came to Berkeley to teach and conduct research.

Peng first began documenting the "cultural models of the mind," as he calls it, during a study, conducted with Stanford Psychologist Michael Morris, on how people explain each other's behavior. For comparison, the professors considered an incident that occurred at the University of Iowa. A Chinese student there had shot and killed several professors before killing himself. When Peng asked his study subjects, American and Chinese, to explain the man's actions, he heard radically different interpretations of the event. "The Americans thought the guy was a time bomb waiting to explode," says Peng. "The Chinese looked at the situation." The Chinese, says Peng, tended to believe that if the man's life had been different, had he been married, had children, or lived in China, he would not have been driven to a shooting rampage. The Americans

tended to view the man as an individual whose actions could not have transcended the power of the situation.

Peng's research on the cultural model of the mind examines the psychological impact of education, upbringing, gender, ethnic differences, and a wide range of factors. "We have to study the mental structures of the human experience," says Peng. "It's not a study by nationality, not by ethnicity, not by any artificial categories. Instead, I define culture by mental differences, how we think and feel."

The polarizing viewpoints of American and Chinese diplomats were all too evident in the negotiations during the Hainan Island incident. Peng says that China insisted on an American apology, "because they think it's very appropriate to apologize because people died. To Americans," Peng continues, "an 'apology' is a legal issue where you admit you did something wrong." Peng says China's standard was moral. He adds that the Chinese diplomats tended to look at the incident holistically, searching for greater causes, while Americans found that discussion irrelevant to the event at hand. "The trick," Peng and Gries write, "is to capture the roles of both cultural differences and cultural commonalities in shaping international affairs."

Peng admits that cultural differences are only obvious when "you meet someone from a different culture." He says, "If I hadn't come to the United States, I probably wouldn't be working in this field." He adds that he values his graduate students at Berkeley because, "They're experts of their own cultures. They know more than I do about American culture and the psychology of American people," he says. "They are my colleagues. They are my collaborators. They are my friends. They really are a major part of the cross-cultural research." While some aspects of American culture may seem foreign to Peng, the Bay Area, where it's common to see Asians and Asian Americans on the street, gives him a sense of the familiar. "The Bay Area is one of the few places I don't feel like an outsider," he says. "I feel very much at home."

Wild at Art: Berkeley's MFA Exhibit

By Claudine Zap

While many graduate students spend their time in labs analyzing obtuse data or conducting experiments for thesis projects, there are others whose work on campus may seem just as puzzling and mysterious. Consider this: a set of what look to be lawn chairs covered in patterned crochet and surrounded by resin-coated rocks dyed juicy pink, orange and green. Or a wall of oversized Rorschach images connected with a complex maze of map points. A psychology test, perhaps? Not even close.

These colorful, creative, and contextual works, from Geof Oppenheimer and Tia Factor respectively, were produced in the Art Practice Department and were on display in the MFA Graduate Exhibition at the Berkeley Art Museum

(BAM) last spring, along with seven other graduating students. "It's really a unique opportunity for students who are graduating from an MFA program to have their work shown in a museum, and a prestigious one at that," says Heidi Zuckerman Jacobson, the Phyllis Wattis Matrix Curator for contemporary art at BAM. Jacobson adds that for programs in other schools, "Every graduating MFA class has an exhibition, but it's usually in a gallery or a department," she says. "And not only is the show here, but the students participate in all aspects of exhibition planning."

The MFA thesis show is the culmination of two years of graduate work. The handful of students accepted (approximately six to nine each year) from a pool of 100 to 150 applicants set up their studios at the off-campus and decidedly more rural Richmond Field Station. The program encourages

academic, conceptual exploration of visual ideas rather than the ability to create a commercial enterprise. Says Factor, "The professors really wanted me to question what it is that I'm trying to say. They don't try to get you to make objects to sell. I almost felt they would steer me away from that." Factor's work is inspired by concepts as diverse as lotteries, science fairs and spirographs. Born and raised in the Bay Area by parents who are both in the arts, Factor knew she wanted to become an artist at a young age. Hair in pigtails and sporting rainbow socks, Factor describes herself as "one of those art kids." The Berkeley program was

ideal for her goals. "The MFA is a perfect thing for an artist because the program provides studio space and time for an artist to make work," she says. "It's what I always wanted to do."

Studio artists complete the program through a visual, not written, presentation (although the museum publishes a companion catalog with essays by the students explaining their work in the show). About four and a half months before the show opens, second-year students begin meeting with Jacobson and present a slide show to introduce their past and current work. Closer to

"The professors really wanted me to question what it is that I'm trying to say. They don't try to get you to make objects to sell. I almost felt they would steer me away from that."

Tia Factor, MFA graduate

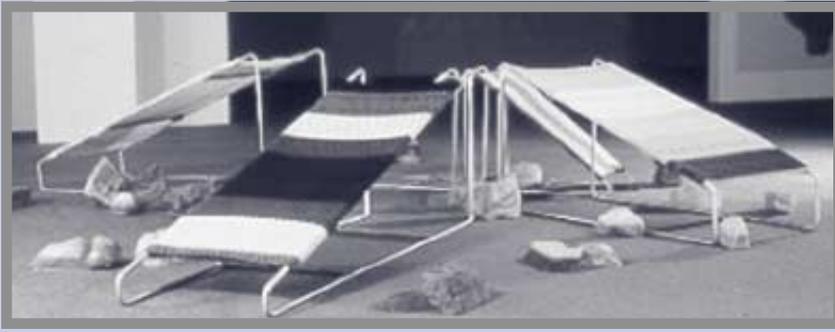
the opening, Jacobson conducts studio visits to select the pieces that will go into the show. She designs a floor plan, then slips copies of the layout into students' mailboxes so they know where to install their work when they arrive at the museum. The exhibit last spring, which the students titled, "Five Star," was site-specific, so students worked at the museum all week to install their pieces.

The "Five Star" show marked the 31st year of the collaboration between the department and the museum. "The primary goal of the exhibition is to educate students in a very practical way to the workings of the institution," says Jacobson, "And how artists are required to act within the parameters of the art exhibition program."

Jacobson, who came to the museum several years ago, first experienced the



Tia Factor's piece, *System Collision*, was on display for the MFA Graduate Exhibition. Photo courtesy of Traywick Gallery.



Geof Oppenheimer's work, *Taking the Mountain by Strategy*, evokes the natural in his installation for the MFA Graduate Show. Photo courtesy of Traywick Gallery.

student show at that time. After she hung the art, she spoke to each student separately to explain her reasoning for the placement of the work. She remembers, "I could feel the energy in the room, that people were wondering, 'Why is she there, and why I am in the next room?'" Jacobson decided that she needed to include students in a walk through to explain her choices. She taught them about standards for hanging height and how to label their work. "I let them know that the decisions I was making were, first and foremost, formed by my aesthetic," she says, "but that there's a basis in the larger practice." At the end of the tour, the students gave her a standing ovation. Now, Jacobson says, she incorporates a group walk through every spring. She adds that her work with students is part of the museum's commitment to the University saying, "One of the things I try to do as a curator of contemporary art is to demystify the process of my role as curator and also the larger role of the museum."

Oppenheimer says the museum show gave him hands-on training. "We had to fill out all of the paperwork as if we were important artists, the papers that real artists have to fill out," he says. "The legality was laid out in a real didactic way, which, for me, was really helpful." Oppenheimer incorporates sculptural qualities into all of his work, from digital images to installation pieces. Wearing an iron-on "I Love Art" T-shirt that he made himself, he says, "I

wasn't an artist way back. I was not one of those kids drawing at age two." He describes himself as a "tinkerer."

Oppenheimer credits the program's small size as a major part of its success, as faculty and students can learn from each other. He says, "It's a deep knowing."

Jacobson is also part of this deep knowing. "I definitely keep my eye on people," she says, "And sometimes I'm more or less encouraging about making

"It's really a unique opportunity for students who are graduating from an MFA program to have their work shown in a museum, and a prestigious one at that."

Heidi Zuckerman Jacobson, Matrix Curator for Contemporary Art, Berkeley Art Museum

recommendations for exhibition opportunities." She curates eight exhibitions of contemporary art each year, but there is no guarantee that she'll sign on any of the students after the show. "The next step after an MFA show is not a Matrix show," she points out. "You have a couple of things you need to do before you can come back." Among them, she lists showing work at

nonprofit spaces and commercial galleries, as well as being reviewed. Both Oppenheimer and Factor exhibited their work at the Traywick Gallery in Berkeley, which presented an MFA show of its own, and were offered shows at other Bay Area venues. Says Jacobson, "The MFA show is a launch."

Mad About Art?

Then don't miss an opportunity to check out the latest shows at the Berkeley Art Museum (BAM). Located at 2626 Bancroft Way, admission is free for UC Berkeley students, faculty, and staff. For more information, go to their Web site (www.bampfa.berkeley.edu).

Gallery Exhibitions

Martin Puryear

Sculpture of the 1990s

Through January 13

Ansel Adams in the University of California Collections

A Photographer at Work

December 12–March 10

Migrations

Photographs by Sebastião Salgado

January 16–March 24

MATRIX Artists

Thomas Scheibitz

I-geometrica B

Through January 13

Sowon Kwon

average female (Perfect)

January 27–March 24

The Collection Galleries

The Lady at the Window

Figure Painting in the Qing Dynasty

Through February 28

Hans Hofmann

Real/Life

Through May 26

Fast Forward

An exhibition highlighting our growing collection

Through February 24

XXL

January 23–July 7



If Bones Could Talk

Berkeley Team Unearths New Evidence on Evolution

(c) 1999 Tim D. White/Brill Atlanta photo

Newly discovered remains from an Ethiopian site: a jawbone with teeth, hand and foot bones, fragmentary arm bones, and a piece of collar bone.

By Claudine Zap

When Integrative Biology Professor Tim White assigned his top field paleontologist, doctoral candidate Yohannes Haile-Selassie, to the Middle Awash study area—a harsh desert land in Ethiopia, peopled by the Afar—he figured it was a good bet. “We knew that the area was remote and difficult to work,” says White. As the excavation team leader, White heads up hunts for fossils of our ancient ancestors. According to White, the Middle Awash is littered with stones ranging from pebbles and boulders, making bones and teeth very tough to spot. “But we were sure that if there were hominids there, Yohannes and Giday (WoldeGabriel of Las Alamos National Laboratory) would find them,” he adds.

Haile-Selassie didn't let his professor down. He found the first fossil, a jawbone with teeth, in 1997. Over the next few years, he made ten additional finds. Last July, Haile-Selassie published his discovery in the journal *Nature*—and began a new chapter in the story of our ancestry. The remains, which date back more than five million years, revealed an older branch on the family tree. WoldeGabriel and other project members published a study on the context of the hominids in the same issue of *Nature*.

“The significance,” says White, “is that it adds nearly 1.5 million years to what was previously known.” Before Haile-Selassie made his discovery, White's team had discovered the earliest known fossils placed on the human side of the family tree in 1992. The species named *Ardipithecus ramidus* in 1994, dated from 4.4 million years ago.

The latest discovery in this particular place, once a lush environment, rocks previous theories of human origins, which assumed that early hominids first walked upright on grassy plains. Animal remains found with the fossils disprove this, showing that these earliest creatures lived in a wooded area.

Shared characteristics with later hominids led Haile-Selassie to conclude that the fossils from the Middle Awash are hominid, not chimp. As evidence, he cites a 5.2 million-year-old toe bone that reveals a distinctive feature found only in primates who are bipeds. Analysis Haile-Selassie conducted shows that the teeth have characteristics found exclusively with later hominids.

Haile-Selassie hopes to find more fossil fragments because he believes the creature “is probably going to be so different that it will require a new species name.” Meanwhile, he named the primitive subspecies *Ardipithecus ramidus kaddaba*. The subspecies term “kaddaba” is from the Afar language meaning “basal family ancestor.” Haile-Selassie says that this find, along with a separate discovery of sediments in Kenya dating 6 million years, “heralds a new era in studies of hominid origins.”

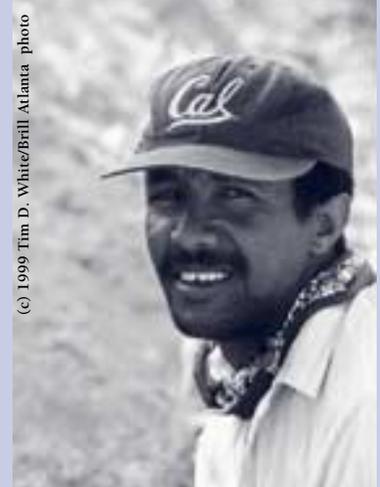
While many significant finds in Ethiopia have been recorded over the years, Haile-Selassie is the first Ethiopian to discover and publish his findings. White says that while this may be noteworthy, it was not unexpected. He says, “This is what we in the Laboratory for Human Evolutionary Studies have been aiming for during our efforts at local scholarship in various countries over the last 25 years.”

The findings are a reminder of what rich rewards running a field dig can bring. “This will enhance Berkeley’s stature in this field,” says White, “Not only for the discovery and its significance, but for the clear signal it sends about our supporting this kind of infrastructure, manpower development, and research in the Old World, particularly Africa.”

Time magazine featured the discovery on its July 18, 2001, cover.

The magazine also named White as one of the country’s top people in science in its August 13, 2001, issue. White was a member of the team that discovered the skeletal remains of the fossil named “Lucy.” That find, coupled with the unearthing of the footprint trails in Tanzania by Mary Leakey about 20 years ago, pushed the human line back to 3.6 million years. The later fossil finds were also from the Afar regions in Ethiopia, where Lucy was found.

The final chapter in the story of human origins remains to be written. Researchers say that the Berkeley discovery adds more evidence that Darwin correctly concluded that hominids arose in Africa. White and his team will continue their fieldwork in Ethiopia this fall. He says his team has unearthed several additional discoveries and, he adds, “There are many more are out there to be found.”



Yohannes Haile-Selassie, a UC Berkeley doctoral candidate, discovered the fossils that reveal a new branch on the family tree.



Writers at Work

Neil Henry Traces His Family Across a Racial Divide

By Claudine Zap

During Neil Henry's time on the African continent as a reporter for the *Washington Post*, he covered wars, famine, and political strife, all the while harboring a secret desire to cover the biggest story of his life—his own. His chance to do so arrived when he became an associate professor of journalism at Berkeley. In his new post, he brought groups of students to South

In researching his family's heritage, Henry found precious documents passed down through the generations that provided clues. They included a photo of A.J. Beaumont, an English immigrant who had settled in Louisiana as a landowner and merchant. There, Beaumont became involved with a freed slave, Laura Brumley. From their relationship came a daughter named



Author Neil Henry

Like many African Americans with roots in the antebellum south, Henry had a white branch on his family tree. But because of the past taboo nature of interracial relationships, the families had remained separate and unknown to each other.

Africa on reporting excursions, taught the fundamentals of good journalism, and even helped launch the first journalism school in Ethiopia. Henry also delved into the extensive research necessary to trace his family history, which had been a mystery to him since childhood.

Like many African Americans with roots in the antebellum south, Henry had a white branch on his family tree. But because of the taboos surrounding interracial relationships in the past, the families remained separate and unknown to each other. Henry, who grew up in a white middle-class Seattle neighborhood, wondered how his distant relatives had fared, or if they existed at all.

Pearl, Henry's great-grandmother. A letter from Beaumont, written on his deathbed and passed down with the photograph, admits to Pearl's paternity. In Beaumont's obituary, Henry found mention of Beaumont's white family.

Henry's investigation into his past resulted in a book, "Pearl's Secret: A Black Man's Search for his White Family," published last spring by UC Press. In it, Henry confronts the agonizing complexities of race relations, both in America and within his own family.

Growing up, Henry had the difficult experience of straddling two worlds—middle class suburban and black—and not feeling completely

comfortable in either one. During his college years at Princeton University, he often chose to eat by himself, finding nothing in common with either the white East Coast preppies or the small group of blacks who banded together to live, take class and recreate. Henry didn't belong to either world, black, or white.

In his childhood days in Seattle, black classmates from his junior high school noticed his friendships with the white kids from his neighborhood, his decidedly un-hip mode of dress, and his studious nature and labeled him an "Uncle Tom." To them, Henry writes, he was, "something of a freak and quite ripe for ridicule, a black boy who couldn't dance, couldn't talk the dialect, strolled to class religiously with big tomes under his arm, always had money for lunch, and most suspicious of all, was well liked by the white teachers."

Henry held himself to the highest of standards, just as his mother, a librarian, and his father, a doctor, had done. His parents had moved their family from Tennessee to escape the oppressively racist Jim Crow laws of the south. Henry pushed himself to succeed at Princeton and later at the *Washington Post*, where he landed a job fresh out of college and rose through the ranks. As a national correspondent, he traveled to Oxford, Mississippi to visit the university and report on the state of racial integration.

When a student from the university paper heard that a *Washington Post* reporter was on campus, he asked for an interview. Henry agreed. Upon meeting Henry, the student's face turned bright red. As he began the interview, he avoided Henry's eyes. Finally, the student admitted that he'd never "talked to a black person like this." Henry writes, "He had never spoken to a black person as an equal before—certainly not anyone who represented a superior station in life, as I did—and the experience was extraordinarily jarring for him As I sat there I felt myself smiling inside, exulting over what seemed a private milestone in our long family history."

After his last post as a foreign

correspondent based in Nairobi, Henry and his wife Letitia and their daughter Zoe settled in the affluent, liberal city of Davis, California. Henry signed on to teach at the graduate school of journalism at Berkeley, and soon began the investigative work necessary to trace his white ancestors. He spent hours scanning small-town papers on microfilm, searching for clues to the where-

reasons.” Henry pointed to a white man in the store who was carrying a bag, and accused the employee of bigotry, shocking both the clerk and himself. He writes, “I was stunned at how unnerved I had become, instantly ashamed that I had sworn at the white clerk.”

While the search fuels the book’s narrative, Henry locates his white

been a member of the Ku Klux Klan.

Henry writes: “In the end, if part of God’s life plan for me was to unearth and tie together the forgotten and long-concealed threads in my family’s racial past, I had at least gained the simple gratification of knowing that I had done so, that I had solved the old puzzle and solved it well.”



Neil Henry’s great-grandmother, Pearl. Photo courtesy of University of California Press.



Pearl standing beside her mother, Laura Brumley. Photo courtesy of University of California Press.

abouts of the Beaumont family. The mystery took him to courthouses and public records in the south, and even to a cemetery on a headstone hunt, where the professor wondered how such an assignment would go over with his students: “You need to locate one grave out of thousands in an old cemetery. You have the name of the deceased and the dates of birth and death, but that’s all. You have no other guide or reference to assist you. Find it. Deadline: 5 p.m.”

Back home, Henry grappled with the racist overtones of daily life. Once, when he and Zoe entered a video store, the clerk asked for his bag “for security

family only towards the very end of the story. He is surprised to discover that, while A.J. Beaumont had been a prosperous landowner, his descendents lost everything when destructive boll weevils invaded the local cotton crops. While his black family had steadily risen and flourished, his white relatives had fallen. Still, they welcomed the successful journalist with open arms. Henry arranged to meet his working-class relatives, who, it turns out, never left Louisiana. After an awkward dinner, meeting each other for the first time, an elderly relative embraced Henry, saying, “Welcome to the family.” Henry later learned that the elderly man had once

During the summer, we had an opportunity to interview Neil Henry by phone from his home in Davis.

What was the transition like from news writing to book writing?

It was very difficult. For a long time, my reporting and writing career was at a newspaper. By their nature they’re a cooperative endeavor. You have editors above you, they have editors above them, copy editors, layout people. You’re part of a team and would write, at most, a few days to do a story. This, however, was much different: Number

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one, I was on my own. Secondly, I didn't know if it was going to be a book. I didn't know if I was going to be able to solve all the questions in my head. This kind of writing is very personal. It is very different from the kind of writing I was doing at the paper.

How did you deal with that?

I put down a lot of stuff on paper. I got excited every time I managed to convey something well. And then as time went on and I made progress in the research, which really set the writing, there was energy on both sides. I'd send drafts to my old pals at the newspaper, and they would say, "Neil, (remember) you're a storyteller."

You diverged from that?

It's hard to explain. At some point I was writing for myself and not bearing in mind that other people would read this. A lot was thrown out. In print, it's 300 pages. I threw out 700 pages. There were whole sections that didn't make it into the book, a lot of writing that didn't work into the narrative. That was all very good. I had to cut away the fat to get to the lean.

"All along it was going to be about a search and discovery, but I didn't know if there would be a discovery or not, if I would find these people in my search for my own identity."

Author Neil Henry

Why did you decide to make the book a story about your search?

All along it was going to be about a search and discovery, but I didn't know if there would be a discovery or not, if I would find these people in my search for my own identity. In the end, I tackled both of them.

Were you writing the story as you conducted the research, while the story unfolded, or did you wait until the end, and then start to write the story from the beginning?

For me, it was all mixed up together. I'd



Evidence of Henry's white heritage included a photo of A.J. Beaumont, passed down through the generations. Photo courtesy of University of California Press.

begin my research, do some writing, then write some more. I did it in spurts. I would wake up at 6:30 in the morning and I would write and write and write, and then I'd look up and see it was 2:30 in the morning. Some days I'd just sit in front of the computer in a ball of sweat. Once the adrenaline kicks in, you have to go with it. It can be a pain for the people you live with. My wife understands me. She would shut the door to the bedroom, and once in a while she'd bring me a sandwich without being asked.

What is it like pointing the reporter's lens back at yourself?

It's difficult, because you never know what hat to wear. You don't know whether you're the reporter, or the black man filled with pain at years of injustice, or the very weird cousin. I think my training as a journalist was extraordinarily helpful. It was probably

invaluable to the whole process, because of the skills I had for the research and telling stories. And most importantly and painfully, I understood that to tell a story about yourself you have to be honest about yourself and the world. When writing about racism, I had to face it if I was to write about it in a believable fashion. If I didn't have the training as a journalist, I wouldn't know what ingredients make a good story.

Can I ask you about helping start a journalism program in Ethiopia—seems like you're going in two directions—one to find the roots of your whiteness, the other to find the roots of your African ancestry. Coincidence?

In searching for my white cousins, I wanted to hear their story out of intellectual curiosity. I have always been proud of my black identity. In the process of searching, I grew more in touch with the richness of my black heritage. Finding these people put it into a better context. I didn't do it to find whiteness, but to gain a deeper perspective of my story in America.

What lessons can you bring to the classroom from this experience?

That the devil is always in the details. It's always the details that matter, whether writing an obituary or about a murder, that make the story. Secondly, in writing, always remember you're a storyteller. Make people feel a part of it, make them want to read on. And thirdly, and most importantly, if you have an idea inside you that you really think is cool, that you think is worthwhile, that you think is worth doing, go do it. No matter what other people will say.

Who Are the New Graduate Students in 2001?



This fall, the University welcomed approximately 2,560 entering graduate students.

Average age: 27. Students aged 30 or older make up 19% of the class. The youngest new graduate student is 17. The oldest is 68.

Gender: 47% women, 53% men

Minority groups: 21% of the class.

States represented: Every state except Arkansas. 44% are from California.

International students: 25% of the class, representing 72 countries. More students come from the People's Republic of China (101) than any other foreign country, then India (78) and Korea (55). One third of international students are women.

Undergraduate institutions: Berkeley, Harvard, Stanford, UCLA, UCSC, UCSD, University of Michigan, and Princeton are the most represented.

Field of study: 79% are enrolled in the professional schools and colleges, 21% in Letters and Science.

Degree goal: 51% are seeking master's degrees, 38% doctoral degrees. The rest are here for law degrees.

Totals as of August 20, 2001

Graduate Community Service

While graduate students have no problem filling their days with course work, teaching, and thesis writing, many make time for community service as well.

There are 84 projects in the Bay Area alone that involve graduate students and faculty from 21 different schools, departments, programs, and research institutes on campus. These efforts, detailed in a recently published report called "Community Service Projects in Graduate Programs at the University of California, Berkeley," link academic programs on campus to neighboring communities in need. Graduate students and faculty offer their skills, research, and policy analysis to assist programs with research

projects, volunteerism, and clinical and professional degree training.

In the College of Letters and Science, for example, the Department of African American Studies offers Poetry for the People, which collaborates with Berkeley High School and Glide Memorial Church in San Francisco to hold a series of poetry writing workshops. The Department of Art Practice works with the Consortium for the Arts and three Berkeley schools to offer workshops and after-school projects to children in several arts fields. The School of Social Welfare sponsors the Center for Social Services Research, which conducts policy analysis, program planning, and evaluation directed toward the improvement of California public service.

COMMUNITY SERVICE PROJECTS IN GRADUATE PROGRAMS AT THE UNIVERSITY OF CALIFORNIA, BERKELEY

GRADUATE DIVISION • UNIVERSITY OF CALIFORNIA, BERKELEY

You can find the community service report (shown above) on the Web at: <http://www.grad.berkeley.edu/publications/pdf/comservproj.pdf>.

Top of the World, continued from front page

took a class in the Energy and Resources Group taught by John Harte. Having found that her work meshed with the thinking of the ERG, she began a cross-departmental approach to her studies. Per F. Peterson, chair of the



Jessica Green with Professor John Harte, chair of the Energy and Resources Group at UC Berkeley.

Department of Nuclear Engineering, was willing to share Green with another group, saying, "I think that Jessica will lead a new generation of scholars who will span widely across disciplines to find the best tools to solve the problems which are most important to society." Peterson notes that many tools used to assess risk come from the nuclear field, but Green has found a new way to use them. "It's beautiful work," he says, "And the best possible way to practice scholarship."

Green began applying risk assessment techniques to ecological problems under Harte's instruction. Asked if he would sit on her thesis committee, Harte was only too glad to comply. He describes the postdoc as, "enormously bright and hard working. She is a pleasure to work with, (and) a source of new ideas. She never settles for less than a deep understanding of tough concepts."

In addition to being an outstanding student, Green also managed to complete her fourth year of research while pregnant. She first considered starting her family in graduate school when, during her first year with the engineering department, she attended a talk given by a panel of women scientists,

who spoke about their experiences as females in academia. "A lot of them said it doesn't get any easier after grad school," she recounts. In her fifth year, she wrote her thesis while raising her infant son (with help from her husband and full-time babysitters).

Then Green found out she had won the NSF Postdoctoral Research Fellowship. Her initial reaction was a Homeresque, "Woohoo!" She adds, "I felt thankful for having such spectacular advisers. I was of course delighted that I had carved out the time to synthesize a thoughtful proposal six months prior." Noting the ocean-side location for the first part of the fellowship, Green says, "I was smiling at the thought

of Steve, Max, and me learning how to surf."

The three-year award will take Green (with family in tow) to Macquarie University in surfer-friendly Sydney, Australia for two years. For the final year, she'll be at UC Davis. The fellowship also offers a special starter grant for tenure-track positions. Harte says Green was singled out for this particular honor because of her "creativity, well-honed mathematical skills, a splendid journal publication record based on her dissertation, and her obvious enthusiasm for forging a new group in a hot new field."

Green attributes her own success to making the right choices. "The important thing is not specifically the

project that you're working on, but the people you surround yourself with," she says. "In terms of grad work, if you find the right adviser and a lab group that you really click with, that's what everybody needs to succeed and do well."

"The important thing is not specifically the project that you're working on, but the people you surround yourself with."

Jessica Green, NSF Fellow

An outdoor enthusiast, Green hasn't spent all of her days in the lab. After receiving her master's degree, she cycled in Southeast Asia for eight months. She had arrived as an American tourist with a backpack, but says it felt too much like "the Lonely Planet tour." So, she says, "I ditched my backpack and got a bicycle." Green has also worked in Washington, D.C., lived at Lake Tahoe, and worked at a ski resort.



Jessica Green with husband Steve and son Max.

High in the Elk Mountains, Green says she's found her calling. "It took me awhile to find the right place to do work that was relevant and important to me," she explains. "I am trying to estimate biodiversity losses. If I can contribute to that, then when I go to sleep at night I'll feel satisfied." She adds, "I love being outside, so it's a good discipline."

Carmen Foghorn's Door Is Open

By Claudine Zap

For Native American students on campus, all paths lead through the construction site of Barrows Hall, up the elevator to the fifth floor and down the corridor to Carmen Foghorn's office. Most likely, they will find the door wide open. As the full-time coordinator of the American Indian Graduate Program (AIGP), Foghorn devotes her days to supporting, encouraging, and connecting students throughout their graduate school experience at Berkeley. "As people come to visit our campus, I try to make sure that our door is open," says Foghorn. "We want to make sure people feel comfortable."

Foghorn's open-door policy comes out of her past experience. Her father was a day laborer and her mother didn't go beyond high school for her education. So the idea of attending college once seemed rather remote. However Foghorn, who is half Isleta Pueblo and half Navajo, benefited from outreach at the University of New Mexico, where she was recruited after graduating from high school in Albuquerque in 1969. Now Foghorn recruits students at other college campuses on behalf of Berkeley.

Since Native American enrollment at Berkeley has decreased slightly over the past few years, Foghorn is on a mission to revamp the outreach program. She's developing new brochures, rebuilding her national mailing list of tribes, and has recorded a Public Service Announcement that will run on tribal radio stations across the country. She says the radio is often the best way to reach far-flung communities. "We just got a call from somebody in Alaska," she says. But her colleagues would

confirm that Foghorn's best recruitment tool is herself. She personally appeals to students who've been accepted by Berkeley and asks them to give it a try. "There's such great opportunity here. That's what I tell the people I meet," she says. "It's a great program and an experience that even money can't buy."

This fall, AIGP commemorates its 30th anniversary. The program began in



the School of Public Health to train Indians as health professionals who would then return to their reservations to provide much-needed services. In 1981 the program grew to include the School for Social Welfare. Today it is part of the Graduate Opportunity Program and serves Native Americans enrolled in programs as diverse as Comparative Literature, Engineering, and Ethnic Studies. The Native American population at Berkeley represents many different tribes, from Laguna and Santa Clara Pueblo to Cherokee and Chickasaw.

AIGP doesn't end with recruitment but also offers a wide range of personal and professional assistance. For example, some of Berkeley's Native American students have never been

away from the reservation before attending the University and need help making the transition. Others need assistance with housing, financial aid, and finding other Indians on campus. Some have questions about where to find the nearest pow-wow or pick-up basketball game. Foghorn often has the answers. She even sends out regular updates on seminars, local events, scholarships, national conferences, and job opportunities. And that's the idea behind the AIGP office – to provide a one-stop shop for Native Americans on campus. "I can give them support," says Foghorn. "I can help with a lot of things."

Laura Lee Monroe, a Northern Arapaho from the Wind River Reservation in central Wyoming, contacted AIGP when she thought about applying to the School of Social Welfare. She had been reluctant about contacting the admissions office "because it's Berkeley," she told us by phone from the Indian mission school where she works as a career counselor. "Even though I had a strong desire, I didn't think it would be a reality."

Monroe decided to email Foghorn, explain her situation, and ask for advice. She told Foghorn that she had graduated from Montana State University and then returned to the reservation, where she founded the first child advocacy center in the state. Though accomplished, she felt pressure from her extended family to remain on the reservation instead of leaving for the unknown at Berkeley.

Then Foghorn responded. "She was very human and anticipated a lot of my fears," says Monroe. "I didn't have to vocalize them. Being Native American made all the difference. There was a connection." With Foghorn's encouragement, Monroe moved to the Bay

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Area with her husband, Michael, and their three children, and entered graduate school at Berkeley this fall.

"If they make the leap, they'll make it," says Foghorn. "The majority of our students, they finish." Before classes start, AIGP holds an orientation to help new students develop a support system early on. "Everybody gets to meet each other at the beginning of the year before

"There's such a great opportunity here. It's a great program and a great experience that even money can't buy."

Carmen Foghorn,
AIGP Coordinator

they get to their programs," says Foghorn. She keeps the support system intact by keeping in touch with students throughout the year and inviting them to Indian taco parties and other informal gatherings held in the student room across from her office. With her warm, inviting manner, Foghorn makes people feel at home, the goal of her program. She says, "I want to infuse (AIGP) with energy and warmth."

Nowhere is the spirit of the program better reflected than at the AIGP graduation ceremony, where family members of the graduates perform tribal dances and sing songs. Students receive Pendleton blankets to honor their achievements. Afterwards, friends and family share a meal. "It's a coming together," says Foghorn. "It's really mystical." It's the last step of a journey that helps the Indian students find their place at Berkeley.

When Monroe visited the campus last spring (AIGP reimbursed her travel expenses, making the trip possible), she said she immediately felt comfortable. "I felt like I belonged," she says. "That doesn't happen very often."

UNIVERSITY OF CALIFORNIA, BERKELEY

Lectures

Graduate Council Lectures Spring 2002

Foerster Lectures on the Immortality of the Soul

Robert Merrihew Adams

*Clark Professor of Moral Philosophy and Metaphysics
Yale University*

Charles M. and Martha Hitchcock Lectures

Noam Chomsky

*Professor of Linguistics
Massachusetts Institute of Technology*

Sir Michael Marmot

*Head, Department of Epidemiology and Public Health
University College London*

J. Craig Venter

*President and Chief Scientific Officer
Celera Genomics Corporation*

Howison Lectures in Philosophy

Stanley Cavell

*Walter M. Cabot Professor of Aesthetics and
the General Theory of Value, Emeritus
Harvard University*

Jefferson Memorial Lectures

There will be two lectures in the spring, speakers to be announced.

The Communications & Events Office of the Graduate Division coordinates the lectures. Please call 510-643-7413 for more information, or visit the lectures Web site at <http://www.grad.berkeley.edu/lectures>.