

The Graduate

A Magazine for the
Graduate Community

UNIVERSITY OF CALIFORNIA, BERKELEY

Spring 2006

Letter from the Dean

Greatness Serves 'The Public Good'

What does it mean for the 105 graduate programs at Berkeley, most of which are ranked among the top in the world, to be a part of a public university? It makes a huge difference.

Most of our close competitors, like Stanford and Harvard, are private universities with very different origins. The University of California began as a land grant college in 1868, the first public research university in the state, with Berkeley as its sole campus until well into the next century.

Then, as now, its primary mission was to serve the public good. Its first research efforts propelled the burgeoning agriculture industry which quickly became the economic engine for the state, turning California from a dusty western state into an economic giant. Later, momentous discoveries in physics were deployed in the Manhattan project, the effort to stop World War II with the atomic bomb. After the war, UC led in turning nuclear power to peaceful uses, such as medicine and electric power generation. In recent years Berkeley researchers have offered the discoveries and the leadership to create both the Silicon Valley and the biotech boom — essential ingredients of the current thriving economy of the state, now the fifth-largest economic entity in the world.

Berkeley graduate students, the best in the world, working hand in glove with professors, have been a major part of these colossal research efforts which have changed the shape of California and the nation. Our graduate students have also provided the leadership for the social infrastructure of the growing state. Berkeley's Schools of Education, Social Welfare, Public Health, and Public Policy, and the College of Natural Resources have produced the leaders who continually strive to ensure a better public school system, clean water, good government, and a safety net for poor children.

A public university also provides access and opportunity for its citizens. Serving a state with a constantly changing and surging immigrant population, the University of California offers a chance for the best and brightest students, regardless of origin, to experience a liberal arts education that is top-ranked because it is truly excellent.

Graduate students, assisting professors across the campus, are an essential part of that educational experience for undergraduate students. An undergraduate who is the first to go to college in his or her family, and perhaps the first to speak English, often depends upon a Graduate Student Instructor to provide the everyday helping hand which can make all the difference in understanding a complex political theory or an advanced equation.

Great private research universities produce cutting-edge research and provide some of these benefits for the public good. Other public universities serve the public and provide good research. Only Berkeley simultaneously provides the top level of research and scholarship in all fields and serves the needs of the largest state in the country. It is truly the greatest public university.



Mary Ann Mason
Dean of the Graduate Division



Peg Skorpinski photo

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Contents

The Graduate • Spring 2006 • Volume XIX, Number 1



FEATURES

Extreme makeover **4**

Neighbors applaud a co-op's redo as a comfortable home for graduate students
By Lisa Harrington

With a little help from his friends **12**

How colleagues and mentors went above and beyond to pull a grad student through a serious illness
By Lisa Harrington

The legacy of Barbara T. Christian **15**

A new lecture series honoring a pioneering woman brings distinguished alumni back to share their stories with graduate students and their research with everyone
By Dick Cortén

A work in progress **16**

Surprising results from an online survey bring a new level of urgency to improving graduate student mental health at Berkeley
By Dick Cortén

Pulling all-nighters, buying pizza, dressing up as Darwin... **25**

It's all in a day's teaching for GSI "heroes"
By Bonnie Azab Powell

Strangers in a strange land master the phone and the air kiss **28**

A collaboratively developed class on U.S. habits and practices
By Cathy Cockrell

ON THE COVER

A graceful magnolia, one of many flowering trees on the Berkeley campus, blooms beside Hearst Gymnasium following a record rainfall in the San Francisco Bay Area this spring.
Photo by Arnold Yip



Extreme makeover

Neighbors applaud a co-op's redo as a comfortable home for graduate students

By Lisa Harrington

John Belushi doesn't live here anymore.

He never did — although his spirit may have. According to folks in the Willard Neighborhood on the southside of campus, the co-op complex known as the Chateau was an “Animal House.” Neighbors say the Chateau's raucous residents (around 80 undergrads, plus or minus) threw wild parties at all hours, produced heaps of trash, and found numerous ways to unsettle the other students, families, and retirees who lived nearby. George Proper, longtime general manager of the University Students' Cooperative Association (USCA), tried to mend fences, but, despite his best efforts, the split grew worse between the co-op and neighbors. Their dispute — and Proper — landed in small claims court, where, in March 2005, a judge awarded the neighbors damages for sleepless nights and other quality of life issues.

In October 2005, Proper was at the co-op once more, surrounded by residents and neighbors in the back yard. But this time, instead of an angry crowd, Proper was met with something sweeter — a hearty round of applause. What for?

For managing the impossible — an extreme makeover of the troublesome co-op that included a culture shift as well.

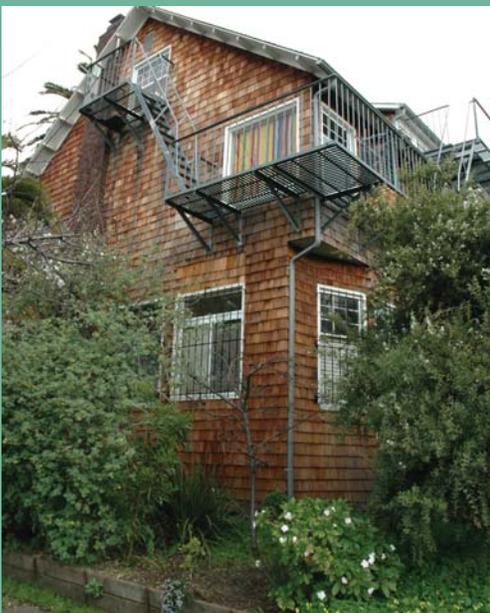
With the blessing of the USCA Board of Directors and under Proper's watch, crews arrived during the summer of 2005 and quickly got to work. The co-op's three houses were cleaned from top to bottom. Graffiti were removed from walls, decaying furniture was tossed, wood floors were refinished, and everything in need was repainted. The pool was filled in and a handsome deck was built in its place. Drought-resistant gardens were planted. The co-op reopened in August as a comfortable home for 57 graduate and reentry students and was renamed Hillegass-Parker House, or HIP for short.

“This is the best thing that's happened to this neighborhood in a long while,” proclaimed Proper, as he and Graduate Dean Mary Ann Mason shared honors at the ribbon-cutting ceremony, held October 7. Joining them in the garden were residents of HIP, loyal co-op alumni, campus administrators, local officials, and, most importantly, the neighbors.

“It's really an extraordinary change,” said George Lewinsky, a neighbor, to

“This is the best thing that's happened to this neighborhood in a long while.”

— George Proper,
General Manager, University
Students' Cooperative Association



Arnold Yip photos

Top to bottom — **North House:** This Mission Revival style home was designed by William Koenig and built in 1899. **Main House:** Built in 1910, the Colonial Revival style home was designed by Sidney B. Newsom and served as a residence club until 1977. **South House:** A restored Berkeley brown shingle, it is believed to have been built around the turn of the century.



Photo courtesy of USCA

Celebration time: George Proper, general manager of the University Students' Cooperative Association (USCA), and Mary Ann Mason, dean of the Graduate Division, began the ribbon-cutting ceremony for Hillegass-Parker Co-op last fall.

a local reporter. "It looks like the kind of place I would have liked to have lived in when I was in school."

Irene Hegarty, UC Berkeley's Director of Community Relations, and Doug Hambleton, a co-op alum and now Chief of the Berkeley Police Department, looked on as Dean Mason praised the team who worked so hard to refurbish the historic houses and adapt them for graduate students. "This is such a beautiful place!" exclaimed Mason. And then, forever on the lookout for more housing for graduate students, she asked, "George, are there any other co-ops in need of a makeover?"

"It's amazing what a little paint and some finish will do," observed Kathryn McCarthy, community relations and development director for USCA, who oversaw much of the reconstruction. USCA spent around \$225,000 to upgrade the co-op and employed the talents of Mark Pellegrino, a San Francisco-based

interior designer who is a regular on the cable television Home and Garden Network and a friend of the co-ops.

The Open House crowd also heard from Kriss Worthington, who represents the Willard district. Worthington used the occasion to



Photo courtesy of USCA

Mission possible: (from left to right) Berkeley Police Chief Doug Hambleton and HIP house manager Lauren McKinnon enjoy the co-op's fresh start with USCA manager George Proper.

encourage all students to get involved in city government during their years in Berkeley. "You can make a difference," he said.

Throughout the evening, HIP's residents offered guided tours of the complex. The three adjoining houses, all built in the early 1900s, offer study rooms, fireplaces, gardens, and at the Main House, a rooftop deck with a spectacular view of the Bay. There's ethernet access, off-street parking spaces (available by lottery), bicycle storage, and other amenities. All utilities and full access to a professional kitchen stocked with cookware are included in the rent, which last fall ranged from \$525/month for a standard single to \$696/month for a large single (converted double).

The traditional co-op "workshifts" at HIP require 2.5 hours a week per member and include activities like gardening, restocking supplies, and vacuuming. Some members have the opportunity to work in the co-ops' central office (clerical, bookkeeping, or food distribution) or serve as a representative on the USCA Board of Directors (the student body that governs the co-ops). In addition, rent credit or

pay is given to members for certain house- and central-level leadership positions.

As guests toured the Main House, some paused to read a variety of signup sheets: Share Skills (Arabic, ice skating, juggling, unicycle); Wish List (exercise equipment, board games, hammock), Fix It (sink), Shopping List (with an unusually high number of requests

for vanilla — for home-baked cookies, we learned later) and Food Club (for a small sum residents can opt to share shopping and cooking duties). As everyone mingled, a small group of grad students was in the kitchen preparing the evening meal, which was posted on the board in the dining room (“savory meat lasagna, sumptuous meatless lasagna, hearts of romaine salad, spinach — can’t get enough of it — salad, Tim’s delicious dressing, chocolate yum yum cake”).

Neighbors who stopped by seemed pleased with the changes and all they were able to see. The new co-op is managed by Lauren MacKinnon, a graduate student in ethics from GTU, who has plans to transform HIP into a place where “faculty and students and alumni can get together for academic and social activities.”

Getting Dean Mason and the USCA together was a matter of “perfect synergy,” says Judi Sui, who engineered their introduction a few years ago. Sui lived in the co-op Hoyt Hall as a Berkeley undergraduate and now serves as Scholarship Chair on the USCA Alumni Board. She also happens to be Graduate Division’s Director of Resource Management and Institutional Research and one of the Dean’s closest advisers. A longtime supporter of the co-ops, Sui says, loud and proud, “I’m a believer in cheap housing.”

As a matter of fact, the top reason students choose to live in the co-ops remains the same as during the Great Depression when the co-op movement began: savings. In general, co-op rentals cost less than community rentals. Co-ops also offer housemates from a wide range of backgrounds and experience. Most offer close proximity to campus, a home full of character and history, a democratic community, and job opportunities.

On a second visit to HIP this spring, we found the garden in bloom



Arnold Yip photo

Decked out: On the new deck built over the site of the old pool (from left to right) graduate students Kerstin Hinrich (history), Stephen Pepe (mechanical engineering), and Lauren MacKinnon (GTU) take a break.

and McCarthy on site coordinating accessibility improvements that are underway. Activity was low-key, with some students using the common rooms or backyard to study and relax, and a few in the kitchen. We found Kerstin Hinrich, a graduate student in history and visiting scholar from Germany, outdoors and asked how she likes living at HIP. “It’s a great place with great people,” says Hinrich. “It’s been good to live here, to get to know Americans.”

Lauren MacKinnon was checking out the garden and thinking about planting a rooftop tomato

farm. “I grew wonderful tomatoes at my last co-op. I think they’d do well on the roof.”

MacKinnon lived alone at HIP during all the construction last summer, keeping an eye on things, and spent a lot of time on the roof of the Main House. “It’s private, there’s a great deck



Arnold Yip photo

Joy of booking: Malissa Taylor, a graduate student in history, catches up on her reading in the garden.

for studying or getting some sun, and there’s a three-bridge view,” she points out. “I watched the Fourth of July fireworks from the roof, which was amazing — I can’t wait to do it again this summer.”

And who knows, maybe the tomatoes will be ripe by then. ■

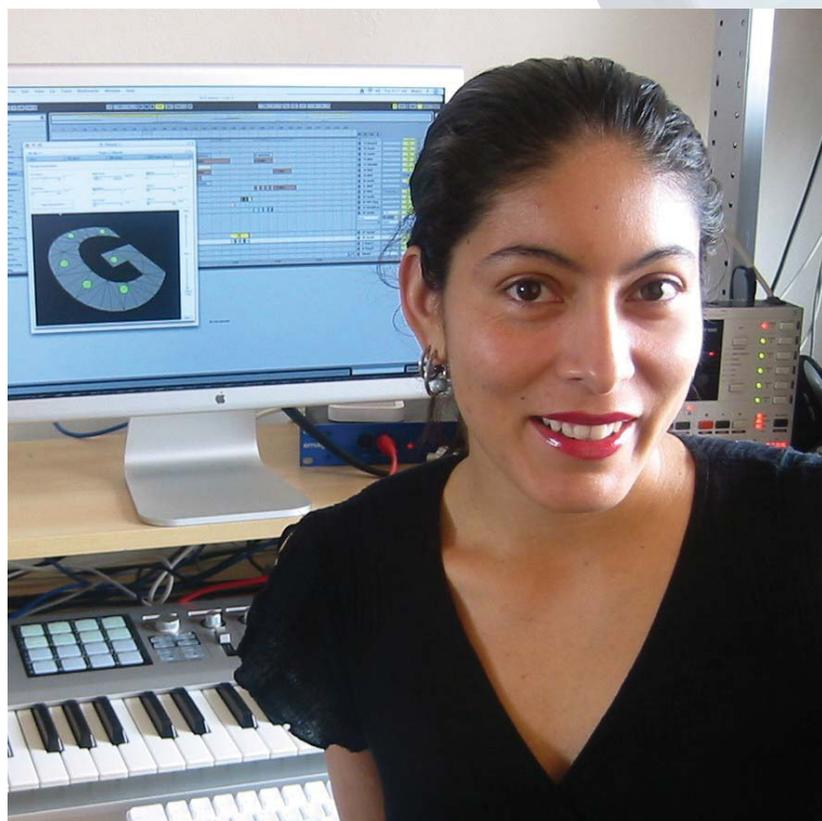
USCA manages 20 co-ops in Berkeley, including The Convent (which it once was), located at 1601 Allston Way. Available to graduate students, The Convent offers a quiet environment and an abundance of common space, including a chapel with stained glass windows. For more information about graduate student housing in the co-ops, visit the USCA website (<http://www.usca.org/understand/thecoops/>).

Shaping sounds — and, soon, the instruments that make them

Computer science graduate student **Cynthia Bruyns** immersed herself in the complex world of machine-generated music and, from the user's perspective, simplified it.

Now she's taking it to a whole new level.

The audio software she devised, which she calls Vibration Lab, will simulate the sounds you can make on any existing percussive instrument — not surprising, if you've ever taken an electronic keyboard for a spin at the mall — but then comes the value-added part. Bruyns has made her program into a scientific tool that may soon be used to invent brand-new instruments as well as make new kinds of music.



Justin Maxwell photo

The auteur: Cynthia Bruyns, foreground. Behind her, on-screen, is her versatile software, Vibration Lab, depicting a playable three-dimensional metal instrument shaped like a "G."

Says Bruyns (which is pronounced like more than one UCLA mascot), "Every object's sound comes from the way it's vibrating, and every object vibrates differently depending on its shape and material."

Using modal analysis to break vibrations into their component parts, such as frequency and damping, the program can mimic real-world materials like wood or brass, adding the properties of mass and stiffness, interior and exterior pressure. Then, using an interface with three-dimensional graphics, you can use mouse or keyboard keys to

"strike" the resulting object with a virtual stick and hear the sounds it makes. (Which is far easier than manipulating controls on several oscillators, the other, slower, way of going about such simulations.)

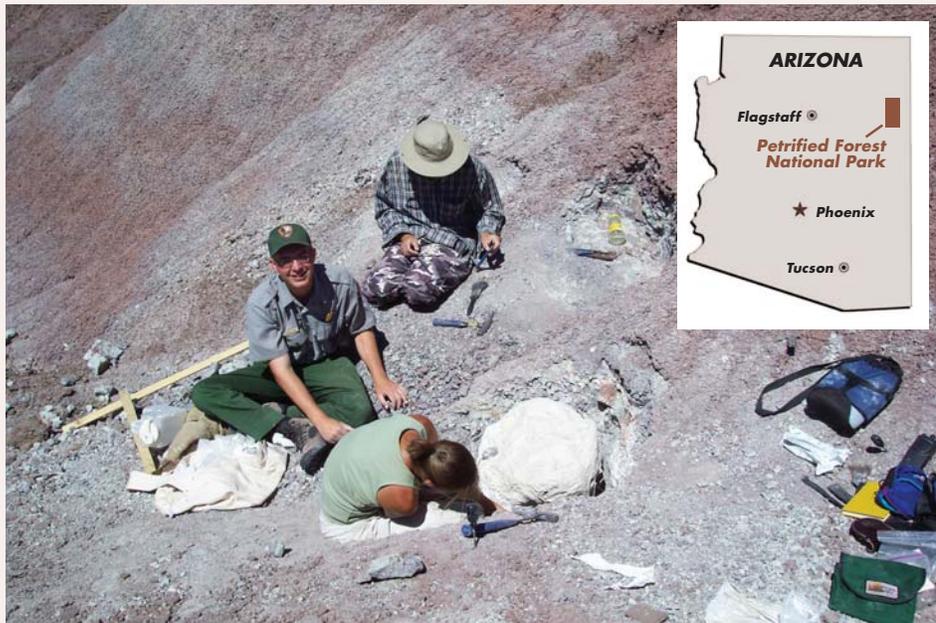
You might then be able to construct your imaginary instrument with real materials. But you don't need to if you don't want to. Your cyber-device is fully playable.

Movie folks have shown interest in using Vibration Lab to automate sounds for animation (which would have made *Toy Story*, for instance, much easier), but Bruyns is more interested, to date, in its possibilities for music and art. She's been a DJ and now helps produce records, under a record label she runs with her electronic-musician boyfriend, releasing them in Europe. She is enhancing the program to model sounds of instruments like the kettledrum, whose sound depends on air, and is thinking about adding, down the road, the capabilities of wind instruments like clarinets and flutes. She hopes Vibration Lab — the research for which forms the core of her Ph.D. dissertation — will become a tool that visual artists can use to make sophisticated sound sculptures. Commercial possibilities are certainly tempting, but she also values Berkeley's pioneering open-source tradition, by which software is freely available.

Before entering the doctoral program here (from Rensselaer Polytechnic Institute and Stanford), Bruyns worked for the Biological Visualization, Imaging, and Simulation Laboratory at NASA Ames Research Center. She now works part-time with Apple Computer's Interactive Media group and also tells prospective students (some very young) about what it's like to be a woman studying and working in science.

Further information about Vibration Lab and an online preview are available through Bruyns' website (<http://www.eecs.berkeley.edu/~cbruyns>). — *Dick Cortén*

Fossil rocks dinosaur tree. Herbivorous crocodile? Maybe.



Exhuming the evidence: Randall Irmis (in baseball cap) with colleagues at the *Revueltosaurus* quarry excavation in sunny Arizona, June 2004.

Whatever else it ate, it may have consumed a whole school of thought about where and how dinosaurs evolved, say Berkeley integrative biology Ph.D. student **Randall Irmis** and co-researchers of their find in Arizona's Petrified Forest National Park.

Irmis and three others from separate institutions excavated a complete skeleton of a yard-long relative of modern crocodiles — with park paleontologist William Parker, who found the first fossil fragments of the creature on a promising outcrop in a previously unscoured area of the park. They measured, compared, and thought about the specimen, then published their conclusions in the journal *Proceedings of the Royal Society, Biological Sciences*. And thereby rearranged the dinosaur family tree.

Their critter, *Revueltosaurus callenderi*, has a Berkeley pedigree of sorts (which we'll get back to) and was long thought to be a small dinosaur — an ancestor of larger plant-eaters like *Triceratops* and *Stegosaurus* of the dino-dominant Jurassic and Cretaceous periods.

Like many of the herbivores, *Revueltosaurus* had been identified first by its teeth. But with the rest of the beast in hand, it became clear to Irmis and company that the teeth were misleading. They were of a plant-eater, all right, but the other body parts had no dinosaur characteristics.

Scratch the dino connection. Not an ancestor to those guys. Merely a branch on the line to crocodylians, one that died out a long time ago.

But as a presumed dinosaur, *Revueltosaurus* had been a vital link on the direct line of evolution to the later big herbivores. Without that link, the ancestry of many high-profile dinosaurs, and quite a few of their lesser-known predecessors, is suddenly a big question mark.

Because the teeth of *Revueltosaurus* “look like those we know from herbivorous dinosaurs,” says Irmis, “people assigned them to the dinosaurs. We think we've shown that you can't rely on the dentition to determine what is an early

dinosaur, which casts doubt on all the ornithischians from the Triassic of North America.”

This means the big meat-eaters, like *Tyrannosaurus rex*, which belong to the other major group of dinosaurs, the saurischians, didn't evolve essentially side by side with the “bird-hipped” ornithischians, but rather had a large part of the world more or less to themselves for 25 million years longer than most people thought, until the beginning of the Jurassic, when the ornithischians finally began to catch up, diversifying and getting big.

During that time, the carnivores might have dined on *Revueltosaurus* and its relatives. As riveting as their caloric value might have been back then, there are very different aspects of interest now. In addition to not being dinosaurs, they're a “totally unrecognized group of possibly herbivorous crocodylians,” says fossil-finder Parker. He, Irmis, and their team unearthed a second relatively complete skeleton and bones from a dozen or more other individuals over two digging seasons at the same site.

Revueltosaurus's other ties to Berkeley go back to the 1930s, when paleontology professor Charles Camp found teeth from the creatures before they had been identified. The species was named in 1989, when Adrian Hunt, now director of the New Mexico Museum of Natural History and Science found teeth in Revuelto Creek in that state. The following year, Kevin Padian, a professor of integrative biology here, found and identified *Revueltosaurus* teeth from Petrified Forest National Park, a dozen years before Randall Irmis started working the terrain as an undergrad at Northern Arizona University.

Padian's fossils, and the teeth that Camp found earlier, are housed in the

UC Museum of Paleontology on this campus. The specimens that Irmis and crew excavated are now part of the Petrified Forest National Park collections.

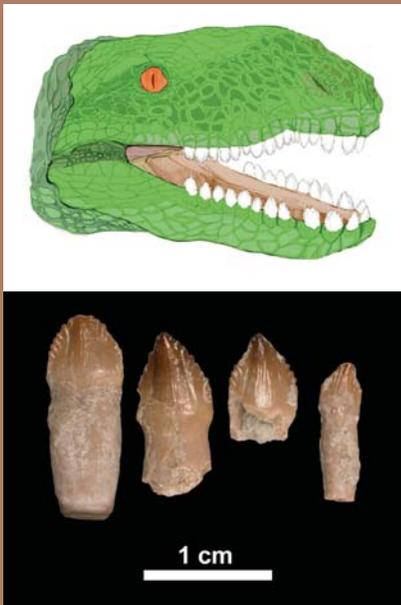
This summer, Irmis will be off to a new dig, this one in northern New Mexico, in an area he expects will yield “several early dinosaur species — probably new — as well as many other vertebrates.” Which will fit just fine with the focus of his dissertation: the early evolution of dinosaurs.

His site is near to, and several million years older than, the *Coelophysis* quarry of Ghost Ranch, one of the better-known landmarks in paleontology. Dinosaur bones turned up there in the 1880s, (during the great race to name species, dubbed the Bone Wars), and in 1947 hundreds of fossilized skeletons of the small carnivorous late Triassic bipedal dinosaur *Ceolophysis* were found in one astonishing natural graveyard. Ghost Ranch is more widely famed as the longtime home of the late Georgia O’Keeffe, who often painted the nearby landscape and was fond of including bones in her work. Earlier this year, coincidentally, a

new crocodylian relative was found lingering anonymously in storage at New York’s American Museum of Natural History. Museum curator Mark Norell and Columbia University graduate student Sterling Nesbitt were looking for *Coelophysis* fossils in the collection, excavated in the late 1940s from Ghost Ranch. A plaster casing contained a previously unknown archosaur, which Norell and Nesbitt named *Effigia okeeffeae*, honoring Ghost Ranch, the fossil’s years hidden away, and Georgia O’Keeffe.

Sterling Nesbitt, before heading off to Columbia, was an undergrad majoring in integrative biology and minoring in geology — at Berkeley. His faculty mentor was Kevin Padian. And what is Nesbitt doing this summer? Excavating. At Ghost Ranch. With Randall Irmis.

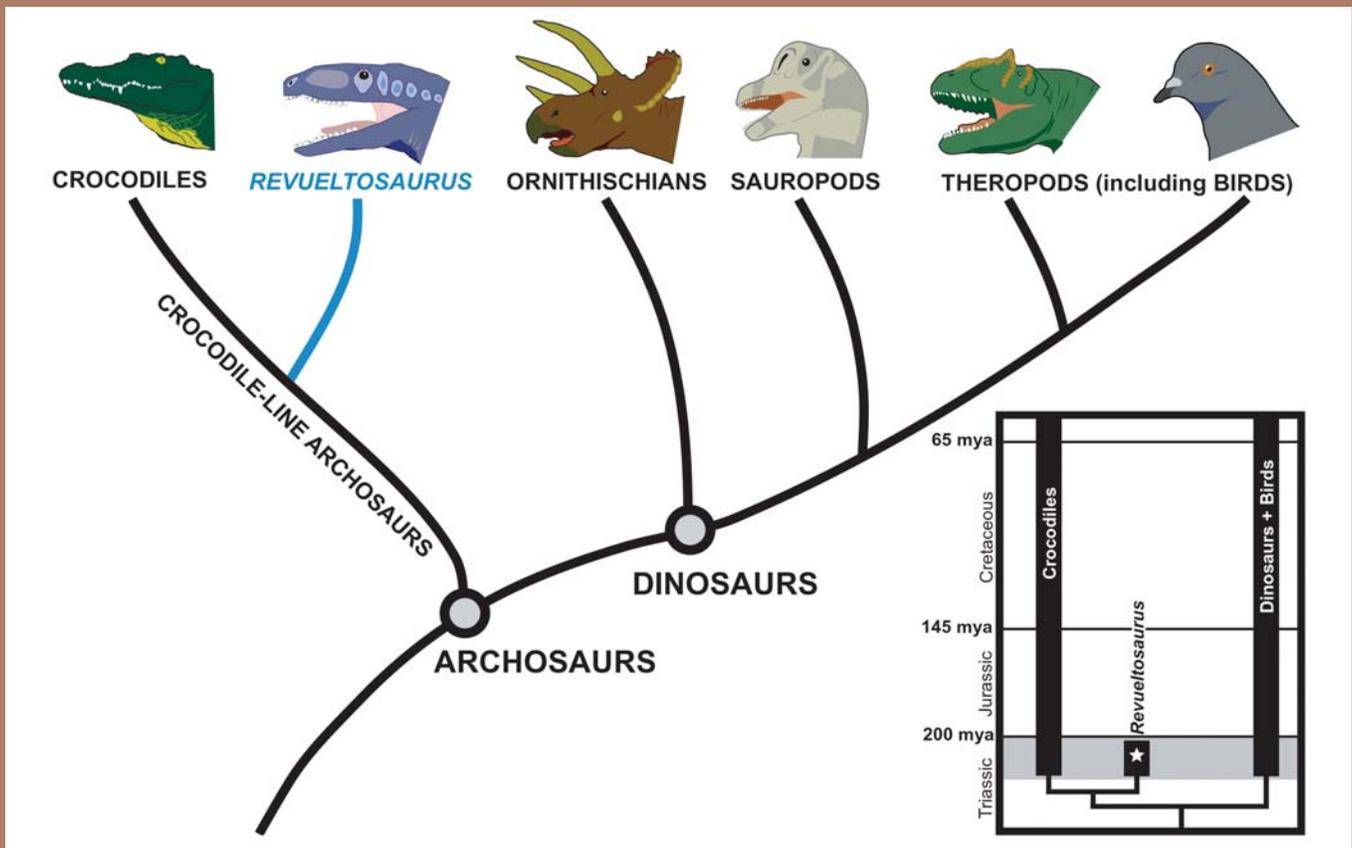
Few stories these days are without multiple Berkeley connections. — Dick Cortén



Gautam Rangan drawing

Randall Irmis/NPS photo

Top: Just the salad, thanks: reconstruction of the head of *Revueltosaurus callenderi*.
Bottom: Nonthreatening dentition: the herbivorous teeth of *Revueltosaurus*.



Randall Irmis/Andrew Lee/ Nick Pyenson graphic

Rearranged pedigree: the evolutionary tree of dinosaurs and crocodiles, showing that *Revueltosaurus* is not a “bird-hipped” dinosaur, as people had assumed from its plant-munching teeth, but a dead-end offshoot of the line leading to crocodiles.

Almost gone, but not forgotten



Postcard showing San Pablo Avenue Chinatown scene, circa 1877. Photo courtesy of California Historical Society, Online Archive of California.

Berkeley's neighbor to the south, Oakland, has a Chinatown that's well known to city residents and others who go there to shop, dine, and renew cultural ties. What most don't know is that a previous Chinatown existed "uptown" in Oakland, farther north and west of the present site, until the 1870s, when most occupants were forced to vacate.

Clues to their life there still existed in 2003, though, and to then Berkeley graduate student **Anna Naruta**, an urban archaeologist, the chase was on.

The problem was, much of the area the early Chinatown covered was slated for redevelopment, which meant traces of the old settlement would be torn apart by bulldozer and backhoe. According to early census records, the people who lived there were fishermen, woodcutters, tinkers, farmhands, laundry workers, cooks, waiters, barbers, nurses, and storekeepers. Evidence of how they lived could well have been contained in covered-over cisterns, wells, refuse pits, even latrines.

To help the current Chinese community connect with the historic one, Naruta became an "information clearinghouse" for UptownChinatown.org and webmaster for its online presence (<http://home.earthlink.net/~uptownchinatown/>), which contains items from historical documents, maps, redevelopment projects, links to community resources, government agencies, and oral histories. "This gave people interested in writing letters and showing up at city council meetings the tools they needed," says Naruta.

The venerable wedge of land beneath the early Chinatown was also the focus of two private redevelopment projects that involve public funding. (The wedge sits on an acute triangle of land bordered by Telegraph and San Pablo avenues. Coincidentally, the sharp end of this triangle points almost directly to the site of the old College of California, where this university was born — before

it moved to Berkeley and grew nine more campuses — and even more directly at the current headquarters of the UC system in downtown Oakland.)

The two projects are designed to augment the area by adding hundreds of residential units and off-street parking spaces, a park, and thousands of square feet of retail space.

In her junior year at Cal, anthropology major Kelly Fong received critical training in research by working (with Anna Naruta as her mentor) in archives and libraries, combing through maps, tax rolls, directories, and oral histories. Her goal was to prove the archaeological value of one storefront site in the old Chinatown, which might have persuaded the City of Oakland to nominate it for the National Register of Historic Places.

Fong went on to write a groundbreaking honors thesis on the experience of Asian Americans in Oakland and was a finalist for the 2005 University Medal. (She is now pursuing a Ph.D. in historical archaeology at UCLA.)

One of the sources that influenced Fong and Naruta was the 1974 dissertation of a Berkeley geography grad student, Willard T. Chow, which quoted a Chinese minister whose family was part of the post-earthquake influx to Oakland from San Francisco. Says Naruta, "They had to have a European-American friend buy their house. That was the law then."

Despite its various, and somewhat involuntary, locations, Oakland's Chinatown, with a century and a half under its belt, is one of North America's oldest. Its citizens, faced at the start with racial hatred and segregation, nonetheless built a cohesive culture, adapting, blending, yet retaining traditions. Banned for many years from owning land or entering the middle-class work force, they worked as laborers (building,



San Francisco Chronicle/Michael Maloney photo

The recent past: Anna Neruta and Kelly Fong check documents near a storefront remnant of Oakland's early Chinatown a few months before the structure was demolished.

among other things, dams that supplied water for the East Bay), gardeners, cooks, vegetable peddlers, on farms, in explosive factories, cotton mills, and canneries.

The physical evidence that's been found of what life was like for those who lived in the transitional "uptown Chinatown" is scant. The few remaining buildings have been demolished and whatever remained underground has been uprooted and trucked off to dumps. The objects found before that are in the hands of two archaeological consulting groups, hired by the developers of the two projects, for scholarly examination. (Both groups are headed, in another coincidence, by consultants with Berkeley anthropology Ph.D.s.)

The last-ditch grassroots effort to save what was left, though it failed to halt the bulldozers, nonetheless unearthed and organized at least some vestiges of bygone days, traces in print and people's memories, that were scattered and might have vanished. The effort itself facilitated an increased sense of community among descendants of the original denizens of the historic section of town and those in the surrounding area who value continuity as well as progress.

To Naruta, the battle lost was still worth the battle fought. "There's an increased recognition that Chinese Californians were in Oakland from its beginning and have always played important roles. As others point out, while

they're frequently portrayed as outsiders, Chinese Americans are as American as anyone else."

Similar episodes have happened of late with Chinese-American sites in Los Angeles and in Deadwood, South Dakota. But, Naruta says, "there are success stories, too. In Alameda, community action saved the last remaining building — the city's oldest commercial structure — in the otherwise-gone Chinatown there. And the redevelopment of San Jose's Japantown, which is built on a previous Chinatown site, will include considered, community-driven archaeological study."

"Overall," says Naruta,

"I see people galvanizing around the losses, educating themselves about historic preservation laws, and looking to act and study what might be long-forgotten resources in their communities *before* it comes down to the threat of demolition."

In 2004, Naruta's website, UptownChinatown.org, was honored with a "Partners in Preservation" award from the Oakland Heritage Alliance. Naruta received her Ph.D. in 2005. She has since been elected second vice president of the San Francisco-based Chinese Historical Society of America, for which she is also doing contract work in developing and managing the society's archival collections.

Naruta's interest in the past was piqued when she was a kid in Port Huron, Michigan. "Some archaeologists from Wayne State University came up to my home town to excavate the site of an old French fort and then the boyhood home of Thomas Edison. Before he went east to make his fame and fortune, he was busy getting kicked out of our school system. A newspaper story on the archaeologists said they were looking for volunteers. They were a little surprised when a grammar school kid showed up, but they let me stay for a couple of hours, and then for four summers. It was cool to learn all this forgotten stuff about our local history, and enticing to find things like pieces of printer's type in the ruins of the Edison family basement."

— Dick Cortén

With a little help from his friends

Mentors and colleagues support a grad student in sickness and in health



Lisa Harrington photo

Survivor: Patrick Anderson sits outside the Durham Studio Theatre in August 2005, a year after his last surgery, months after filing his dissertation, and a few weeks shy of moving to UC San Diego, where he is an assistant professor in the Department of Communication.

By Lisa Harrington

A friend dropped by for lunch one day and found Patrick Anderson slumped on the edge of the couch, pale as a ghost, and barely breathing. Alarmed by his condition, she called the Tang Center, where the advice nurse asked to speak to Anderson directly. Hearing how he was struggling to breathe, she said to get to the Tang Center immediately or, if that wasn't possible, call 911.

It was November of 2003, and Anderson, a doctoral student in performance studies, had been working on his dissertation, writing about hunger striking, anorexia, and performance that involves self-starvation — none of which he had been practicing. He was planning to file in spring of 2004. Engrossed in the research, he knew he had been coming down with something. "I felt loopy and light headed and was sweating and feeling more thirsty than usual," he recalls.

Anderson's friend drove him to the Tang Center, where a number of diagnostic tests were run, one of which revealed Type 1 diabetes. Often called juvenile or insulin-dependent diabetes, Type 1 is a chronic (lifelong) disease and occurs when the pancreas isn't able to produce enough insulin to regulate blood sugar levels. Its symptoms appear suddenly (usually before the age of 30) and

"One of the things that my mother has given me is this kind of resilient calm in times of crisis. So we both slip into professional mode when everything starts falling apart around us."

— Patrick Anderson, Ph.D. 2005

include increasing thirst, unexplained weight loss, nausea, and fatigue, conditions that, in hindsight, Anderson recognized. The normal range for blood sugar levels is from 60 to 140 milligrams per deciliter, depending on your recent physical activity and meals. Levels below or above the norm can lead to serious complications, including unconsciousness, or even death. Anderson's blood sugar on that day was around 1,000.

Hospital story

Wasting no time, the Tang Center rushed him to Alta Bates Hospital, in Berkeley, where doctors would be better equipped to help him. "The last thing I really remember is being in the emergency room and having all of these people circling around me," he says. Because it was all so sudden and surreal, Anderson quipped, "Well, if you're going to go all 'ER' on me, you could at least bring in Noah Wyle." However, the doctor on call was in no mood for jokes. Recalls Anderson, "He said, 'Patrick, you're in a very serious predicament, and we don't know that you're going to make it through the night, so we need you to just be quiet.'" Reflecting on his doctor's frankness, Anderson says, "I'm glad he said that because it snapped me out of my jokester mode."

After that, Anderson slipped in and out of a coma, experiencing wild hallucinations, over the next week or so. His condition was so precarious and unpredictable that the doctors began to prepare his family for the worst. "I found out later that the doctors had said something about

preparing a memorial service and contacting people,” says Anderson. “Fortunately, one of the things that my mother has given me is this kind of resilient calm in times of crisis. So we both slip into professional mode when things start falling apart around us.”

Anderson became very calm as a marathon of tests began, “pretty much every form of imaging that they can do on the human body,” notes Anderson. The doctors were looking for something other than diabetes.

And then, they found it — a secondary infection now believed to have been caused by a spider bite that had become infected several months earlier. Though Anderson saw a doctor at the time he was bitten and took antibiotics, the infection had spread and become a highly-resistant form of staph called Methicillin-resistant Staphylococcus aureus (MSRA).

Staphylococcus (staph) bacteria are found on the skin and in the nose and, in most cases, are harmless. Staph infections are treated with antibiotics, usually with good results. However, MSRA is more dangerous and sometimes referred to as a “superbug.” Primarily associated with clinics and hospitals, MSRA also occurs in the general community, with outbreaks increasing worldwide.

“It had gotten into my system and because of the onset of diabetes and my escalating blood sugars I had no defenses against it,” says Anderson. The infection spread rapidly and in a matter of a very few days it had taken over all of Anderson’s organs with the exception of his heart and brain.

“It was just entering around the back of my heart when Alta Bates did a culture and realized that this was MSRA,” adds Anderson.

“In performance studies, there’s the relational nature of self. We are nothing without others. We are ensembles, and our collective efforts to help Patrick brought us to a new realization. We need him, he needs us.”

— Shannon Jackson, Professor,
Departments of Performance Studies and Rhetoric

An aggressive treatment plan began. By that time the infection had entered Anderson’s eyes. “It created abscesses on my retinal surfaces, and once the antibiotic began to work, the abscesses became scars,” says Anderson, who became blind. To restore his vision, he underwent several eye surgeries.

“They had to do the surgeries with me awake which was very uncomfortable,” says Anderson. “And then they had to do various other invasive procedures to figure out where the staph was rooted, where its home base was. They eventually found it in some of my bone marrow, which became a triple threat because then the production of white blood cells was being hampered so there was no immune system to speak of.”

The medical team at Alta Bates wouldn’t give up and tried to get at the root of the problem through further tests and surgery. “The

tests were pretty horrific,” says Anderson. “I was so weak that they couldn’t sedate me in order to do the tests because they weren’t sure I would come out of the sedated state,” he explains. Eventually, under their care, he took a turn for the better.

Around three months after Anderson’s medical ordeal began, he was discharged from the hospital. End of story? If only.



Photo courtesy of Shannon Jackson

Mentor and colleague: Shannon Jackson, Professor of Performance Studies, was caring and compassionate during Anderson’s hospitalization and recovery, engaging him intellectually and encouraging him to return to his writing and research, all of which, he believes, helped him recover.

Unfortunately, the infection reappeared, so over the next six to eight months, he underwent a series of surgeries on his eyes and hip to fully debride all the areas that were infected. It’s not surprising, then, that there were times when Anderson felt like giving up.

Life support

What kept him going were folks who provided the emotional support he needed.

“When I got ill, I realized that it was Berkeley people who were surrounding me,” says Anderson. Graduate students coordinated food delivery, transportation, and all kinds of practical support. The chair of his department, Bill Worthen, stepped in and helped navigate some of the bureaucratic details. But above all, Anderson credits Shannon Jackson and Kaja Silverman for going above and beyond their responsibilities as his faculty advisers.

“Professor Jackson spent a great deal of time with me in my various hospital rooms, and helped me arrange for funding for 2004–2005 so

that I could take the time needed to heal,” says Anderson. “She provided social support for my visiting family and negotiated fellowship deadlines and job market contacts on my behalf.”

“As I slowly became more able to work, Jackson stayed in regular contact, helping me as I eased myself back into a work mode dramatically changed by my altered physical state,” says Anderson. “She was caring and compassionate, all the while providing the encouragement I needed to believe that I could finally finish my dissertation and find post-doctoral employment.”

“I was just doing the normal, human thing,” says Jackson. As she recalls the first time she saw him after his hospitalization, the emotions of that day resurface vividly, and Jackson pauses before continuing.

“The model career track through academia is to be a high functioning person. If something like this happens, we all face what a limited model it is to be human,” says Jackson.

“This experience was both humiliating and humbling, and the ways in which it was humbling were mostly related to my realizing that what I needed to survive this ordeal was what I love to do most in the world. As I was convalescing . . . I found myself wanting to read more and more, wanting to write my dissertation, wanting to return to my program.”

— Patrick Anderson

“In performance studies, there’s the relational nature of self,” says Jackson. “We are nothing without others. We are ensembles, and our collective efforts to help Patrick brought us to a new realization. We need him, he needs us.”

Despite setbacks that included blindness and limited mobility, Jackson wanted him to know that he would have a social network and an intellectual life at the end of the day. That he could “trust-fall” and count on his colleagues to catch him.

Jackson and Silverman kept Anderson engaged intellectually, which he feels was critical to his recovery. Says Anderson, “It was one of those magical experiences where you find that you and your mentors and the people you respect most professionally and personally in the world — you’re actually working on similar things and your lives intersect just as your work intersects.”

Both professors read countless drafts of Anderson’s dissertation chapters, “far more, I believe, than average committee members,” says Anderson.

“I’ve been incredibly fortunate to have them as mentors. I’m certain that I wouldn’t have been able to finish my doctorate without their support and even more certain that I’m a better person because of their presence in my life. Indeed, whatever success I may have had in the last year is little more than a testament to the rigor of their involvement with students and colleagues.”

Anderson also found an amazing supply of family support. His mother was by his side throughout his initial hospitalization and returned to Berkeley whenever another surgery was scheduled. “She was away from her husband, her job, her life for that period of time, which is really exceptional,” says Anderson.

“His mom was the true rock,” says Jackson.

Looking back, Anderson says, “This experience was both humiliating and humbling, and the ways in which it was humbling were mostly related to my realizing that what I needed to survive this ordeal was what I love to do most in the world. As I was convalescing at home and in the hospital I found myself wanting to read more and more, wanting to write my dissertation, wanting to return to my program.”

The intellectual energy of the program in performance studies was what had attracted Anderson to Berkeley in the first place. Anderson received his undergraduate degree from Northwestern University, where he majored in performance studies and anthropology. After doing research in Sri Lanka on a Fulbright, he earned a master’s degree in communication studies and cultural studies at the University of North Carolina, Chapel Hill. In spring 2005, Anderson received his Ph.D. from UC Berkeley in performance studies, with a designated emphasis in women, gender, and sexuality.

Last fall, he joined the faculty in the Department of Communication at UC San Diego as an assistant professor. “I am so happy to be working in this state and to be part of UC,” says Anderson, who is creating a new curriculum for performance studies there, while continuing his research and writing. The fall 2005 issue of *The Drama Review* featured an article by Anderson, titled “On Feeding Tubes,” in which he explores many issues surrounding life support, framed by the media coverage of Terry Shiavo’s life and death, and citing the work of Kaja Silverman.

His connections with this campus run deep.

“Berkeley is not a perfect place, but there are things about Berkeley that are absolutely unique and that I think I would not have found had I gone elsewhere. The support that I had here was really exceptional and I can’t help but think that it has something to do with the culture — the intellectual culture and the more interpersonal culture that provides the backdrop for this kind of interaction.” ■

The legacy of Barbara T. Christian



Peg Skorpinski photo

Mentor and mentee see eye-to-eye: Suzette Spencer Ph.D. '02 (right) with the newly-unveiled bust of the late Barbara Christian.

By Dick Cortén

Last fall, a quiet ceremony took place in a corner room on the fifth floor of Barrows Hall. A colorful square of fabric was lifted and the likeness of a no-nonsense woman challenged and warmed the assembled group, many of whom had known the original, who was Barbara T. Christian.

This was not a memorial service — Christian died in June 2000 at the age of 56 — but a continuation of her lasting influence.

The bronze bust was a tangible, physical reminder, a witness to all that took place in 554 Barrows, the Ethnic Studies Conference Room, which was renamed in Christian's honor. What occurred there that day was a lecture, the substance of which and the speaker of which were very much part of Christian's world.

Christian had a long string of firsts at the University of California. Among them, she was the first African American woman to be granted tenure on this campus, the first to receive Berkeley's Distinguished Teaching Award, and the first to be promoted to full professor —

this not just at Berkeley, but in the entire UC system.

The lecturer that day was Barbara Christian's last doctoral student, Suzette A. Spencer, who now teaches English and African American studies at the University of Connecticut. Her topic was "Vexing National Memories: Rape, History, and Slavery's Bonds of Affection." Spencer received her African diaspora studies Ph.D. here in 2002. She was one of a long list of students who admired Christian's remarkable talent as a teacher and benefited from her empathy and advice as a mentor.

Spencer was the second in a new continuum that began last year, the Barbara T. Christian Distinguished Alumni Lecture Series. The first alumni lecturer, in spring, was Dian Million, professor of American Indian studies at the University of Washington, Seattle, who earned her ethnic studies M.A.

and Ph.D. at Berkeley in 1998 and 2004, respectively. Last fall, Leticia Marquez-Magaña, professor of biology at San Francisco State University and a 1991 Berkeley Ph.D. in biochemistry, spoke on both her experience as a minority student and on her laboratory studies of the germs that control the bacterial response to environmental stress. The most recent, in February, was Horacio N. Roque Ramirez, whose Berkeley Ph.D. in 2001 was in ethnic studies, with a designated emphasis in women, gender, and sexuality.

In addition to talking about current research in their respective fields, each speaker participated in a forum for graduate students where they spoke about their experiences in grad school here and the pleasures and challenges of their own academic lives. These strategy sessions are designed to provide realistic insights and encouragement to students, particularly currently enrolled students from underrepresented groups, to pursue academic careers.

The lecture series was established by the Graduate Diversity Program, in conjunction with the Graduate Assembly and the Graduate Affirmative Action Advisory Committee. It was the brainchild of Elaine Kim, a professor of ethnic studies, while she was serving as associate dean of the Graduate Division.

Christian began her long Berkeley career in 1971, initially in the English department, then moved to the emerging Department of Afro-American Studies, which, according to a colleague, she helped build "brick by brick." She chaired that department from 1978 to 1983. She is credited with being the spark and guiding force behind establishing Berkeley's doctoral program in ethnic studies, which she chaired from 1969 to 1989.

Christian was a path-breaking scholar, particularly in areas where race, class, and gender intersect. Her best known book, *Black Women Novelists: The Development of a Tradition, 1892–1976*, and her many articles stimulated the embryonic field of African American feminist literary criticism. In keeping with her academic life, a fellowship was established in her name for graduate students of African American literature at Berkeley.

In April 2000, just a few months before her death from lung cancer, Barbara Christian was given the Berkeley Citation, the highest honor bestowed by the campus. ■



Peg Skorpinski photo

Sculpture by Ahmad Said

A work in progress

Graduate student mental health at Berkeley

By Dick Cortén

Just as there are many paths to enlightenment, there are many ways back from the brink — and the pit of despair.

Temina Madon found a return trail, and widened it into a highway.

Navigating back was not, initially, anything she did for others. It was survival. But the result has changed the health sector of the mental map of the Berkeley campus.

As a fourth-year grad student in 2002, Madon showed signs of serious depression, and she needed help. She just didn't know it yet.

"During a routine women's health exam at the Tang Center," she says, "a nurse practitioner asked me how I was feeling. I started to cry."

Nearly 25 percent of the graduate students in our sample were unaware of the mental health services available on campus through Counseling and Psychological Services (CPS), a unit of the University Health Services.

—The Berkeley Graduate Student Mental Health Survey

Madon's partner, with whom she had been living, had just moved out of their apartment. The nurse practitioner was obviously worried. "She wanted me to visit a counselor at CPS. That was the first time I'd heard about mental health services on campus. She was so gentle, and genuinely concerned, that I decided to follow up."

Had she discussed the breakup with any of her friends? "No. No one I knew was in therapy. I'd met all my friends in graduate school in a professional setting, and it somehow seemed inappropriate to share any of the concerns I had with my relationship."

While initially "useful," this first round of therapy didn't last. Madon came to see it as "more of a luxury, an enrichment activity, than anything else. I missed my partner terribly after he left, and instead of coping on my own (as I thought I should), I had the privilege of chatting with someone more experienced and wise. After a few months, I no longer found the therapy useful and discontinued."

Unfortunately, there was worse to come.



Peg Skorpinski photo

Temina Madon, Ph.D. '04, after a long road: "I'm really thrilled Berkeley is making so much progress."

Catalyst

Madon's partner, who had left school and moved to the Midwest, had a "nervous breakdown," returned to graduate school in early 2003, and within a month took his own life.

Madon, devastated, returned to therapy, which she now saw in a different light. (She herself, until events cruelly stepped in, held a bias against seeing depression as a biochemical imbalance that you could use medicine to correct, and used to make fun of counseling as "a huge waste of time.") "In my mind, mental health care had suddenly ceased to be frivolous or unnecessary. I saw that mental health problems can become lethal if you don't get them treated properly. And in this country, on the Berkeley campus, there's no reason not to get the best care possible.

There's no reason to die a preventable death."

Temina Madon's very specific pains are not really our business, but she chose to tell a few people on campus about some of them. She hurt enough and was desperate enough to seek help from people who do that for a living, at the Counseling and Psychological Services office on Bancroft Way in the Tang Center. Later, she would tell more.

The therapy started working. Going forward meant continuing on with her academic work in visual neuroscience. There were, of course, good days and bad days.

The good days were tied in with her treatment — working with a therapist and taking medication — and, increasingly, trying to close what she saw since her partner's death as a vast gap in the campus awareness of depression and its warning signs

At this point, therapy and crusade blended in the Madon odyssey, and she made some key alliances on campus and did the kinds of things you have to do to Get Things Done.

The ball got rolling

Jeff Prince remembers. "Temina was a powerhouse," he says. Prince directs the Tang Center's Counseling and Psychological Services.

"She helped us get this issue in the news and in people's faces. She recognized that, particularly on this campus, if you want to get someone's attention, particularly around issues, you need to have some data to back it up. It isn't enough to say 'trends seem to indicate' or 'so-and-so says it's a problem.'"

Madon's impression was that the problem was especially acute among graduate students — the pressures, the symptoms, the lack of awareness of where to find help. Once she learned the mere absence of data was a stumbling block to action, she got together with some like-minded graduate students in health-related disciplines and the Graduate Assembly (where she had become academic affairs vice president). Together they worked out a plan of attack — to bring wider focus to the issue of campus mental health — that included a very direct way to get data: ask the graduate students themselves.

That fall, 2003, was when the ball really got rolling. Madon, in therapy, was also in meetings, at the keyboard, and on the phone. In October, she and fellow students in the Graduate Assembly Mental Health Task Force, the ASUC Mental Health Task Force, and the Graduate Assembly Office of Academic Affairs released a report called "Prioritiz-

ing Mental Health: A Campus Imperative," which assessed the situation here at the time, and proposed that the Academic Senate form a standing subcommittee addressing student mental health. Also that month, the University Health Services convened the first meeting of its new Graduate Student Mental Health Advisory Committee, which has assembled monthly ever since. Madon was a founding member. Its current membership consists of six graduate students (Erin Becker, Nicole Bellows, Deborah Michiko Aruguete, Jenni Buckley, Moira Smith, and Tiffany Lewis), CPS

THE NATIONAL CONTEXT

Downside — In 2004, the American College Health Association found that almost half of all students on U.S. campuses were at least occasionally so depressed that they had trouble functioning, about 15 percent severely enough to meet the criteria for clinical depression. A decade's worth of data suggest, according to the *Journal of the American Medical Association*, "that the prevalence of depression among college students is growing, and that it eclipses the rate in the general public." More than four-fifths of college counseling centers nationwide have experienced an increase in the numbers of students they see with psychological problems. Suicide is the second leading cause of death for Americans 25 to 35 years of age and third leading cause of death for Americans 18 to 24 years of age.

Upside — Depression, the principal underlying cause of suicide, is now more treatable than ever before, and suicide is more preventable. These days, 80 percent of people who seek help for depression report an improvement in their symptoms. As medical science advances and human genetics become better understood, even greater success rates are probable.

A LOCAL STATISTIC

Forty-three percent of the students seen by Counseling and Psychological Services at Berkeley are graduate students, who comprise 30 percent of the campus student population.

Director Jeff Prince, Susan Bell, CPS's outreach coordinator (the committee's chair), and two administrators who work closely with grad students (the Graduate Division's Diane Hill, director of academic affairs, and Linda von Hoene, director of the Graduate Student Instructor GSI Teaching and Resource Center, both with Berkeley Ph.D.s, and both of whom Madon credits as early adopters of the seriousness of the mental health issue).

Very personal questions

One of the Graduate Assembly Mental Health Task Force's early self-appointed jobs was to plan a survey to capture the previously-lacking data on graduate students. Jenny Hyun and Brian Quinn, both doctoral students in the Health Sciences and Policy Analysis Program in the School of Public Health, became intrigued by the academic possibilities — for a course they were taking in survey design — and ended up as committed advocates for improving

graduate student mental health. They drafted what the task force minutes described as “a really excellent set of survey questions” which, with significant input from UHS and funding from the Graduate Assembly, went live for the month of April, 2004 — while 3,121 students in graduate and professional programs (out of about 9,200 enrolled at the time) willingly chose to answer, online, with anonymity guaranteed, some very personal questions.

A wake-up call

When Hyun and Quinn analyzed what the participants said numerically, jaws began to drop. “Out of those 3,000-plus respondents,” says Jeff Prince, “there were 18 students who responded that they had attempted suicide in the previous year. That’s a wake-up call.” He shakes his head. “They didn’t die. But in the fact that they would admit on a survey that during the last year they attempted suicide, that many is frightening. And you have to think that ten times that many have come close, have thought about it, but haven’t tried it. That’s huge. It’s compelling when you see in

the survey that 50 percent of our graduate students said that they were so depressed in the last year that it interfered with their academic functioning. Fifty percent. It shows you some serious stress among grad students that needs to be attended to. And that isn’t unique to Berkeley.”

“People tend to focus on the number who commit suicide instead of the number of people who *attempt* suicide, or think about it, or are so depressed that they can’t function,” Prince says. “The number who’ve completed suicide is small and relatively stable, but it’s the visible tip of the large iceberg underneath, where the real problem is.”

Emotional pressures have long been one of the hidden costs of graduate education, along the lines of sleep-deprivation among medical interns. As Prince points out, what Berkeley grad students revealed in the survey is by no means unique to this campus. What is local so far is that a survey of graduate student mental health was done at all. Nationally, reams of paper and terabytes of hard drive space are devoted to how *undergraduates* are coping. Scant attention has been paid to the somewhat older, traditionally more serious population that at most universities quietly shoulders a hefty share of the teaching and research that underpins many a high national ranking. At Berkeley, grad students are a third of the student population.

Getting organized

Long before any formal publication about the survey, the data mined from it were being taken with urgent seriousness by people in the right places on campus. The task force’s recommendation for a standing committee was adopted by the Academic Senate and the Chancellor. That group, the Chancellor’s Advisory Committee on Student Mental Health, will meet beginning this semester to “take the temperature” of undergraduate and graduate student mental health concerns and report and recommend on a regular basis to both the Academic Senate and the Chancellor. The committee, says Jeff Prince, “will bring about much higher visibility for student needs in this area.” Graduate Division Dean Mary Ann Mason is one of its co-chairs, and Heino Nitsche, who heads the Academic Senate’s Committee on Student Affairs, is the other co-chair. Another prime member is Associate Vice Chancellor Steve Lustig, who helped put the committee together and persuade the administration to back it. The group is sizeable. It has student reps, one from the ASUC, one from the Graduate Assembly, and two at-large members.

BY THE NUMBERS

Grad students responded about the 12 months preceding the Berkeley Graduate Mental Health Survey (the first of its kind ever done at this campus).

What did they say?

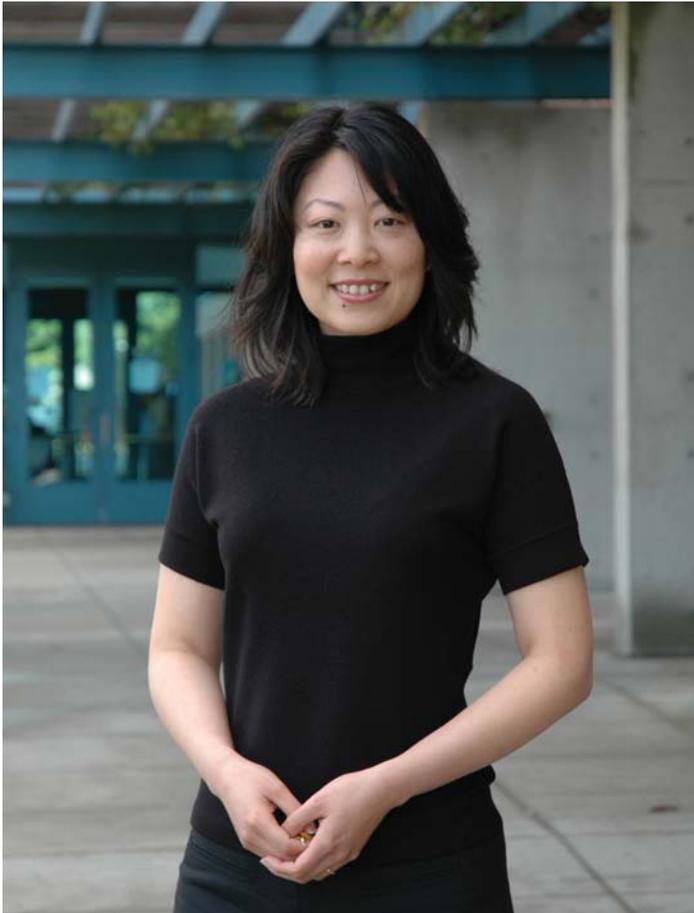
- 45 percent experienced emotional or stress-related problems that significantly affected their wellbeing or academic performance. (Even more than that — nearly 58 percent — knew a fellow grad student with a similar problem.)
- To discuss an emotional or stress-related problem, over half (51.2 percent) would first choose a spouse or partner, then a friend (almost one-third), then a family member. Very few students said they would contact a mental health provider or a faculty member first or even second.
- 50 percent had considered getting counseling, but only 31 percent actually did.
- Nearly three-quarters were aware of counseling services on campus, and over 30 percent had utilized some form of mental health service while in grad school.
- The most notable gender difference came in reporting emotions. Female graduate students were more likely to say they felt overwhelmed (60 percent) and exhausted (50 percent) than males (35 percent and 30 percent).

Who responded?

- 68 percent of the respondents were doctoral students, 22 percent were working on master’s degrees, and professional-degree seekers added up to about 9 percent.
- Science and engineering students made up the largest block, 40 percent.
- 44 percent of the total said they were single. Roughly a quarter said they had a partner and another quarter said they were married.
- A statistical majority was between 25 and 29 years old, but nearly a third of respondents were 30 or older.

There are four other Academic Senate members, three from key committees and one at large, and four more administrators (including the Graduate Division's Diane Hill and CPS's Jeff Prince), plus a community mental health expert, psychotherapist Nadine Tang, who in addition to her qualifications in the field is a Berkeley alumna (M.S.W. '75) with deep ties to the campus.

University Health Services, as mentioned, established its own graduate student mental health advisory group as



Arnold Yip photo

Peggy Yang, director of the Tang Center's suicide prevention program: reaching deep enough to connect with students who work alone or for other reasons feel isolated.

an ongoing channel for input from the graduate community (including students and Graduate Division staff), and last spring carried out a campus-wide campaign to fight depression, which included free screenings.

Congress sends money

In early 2005, Congress allocated modest funding to the 2004 Garrett Lee Smith Act to combat youth suicide, including \$1.3 million to enhance mental health services on a number of college campuses.

In that dangled carrot, the CPS saw an opportunity to extend the success of its depression program, concentrating specifically on suicide, (as the grant guidelines required) and borrowed Madon's passion. "Temina helped us write a grant proposal," says Jeff Prince, "and she was invaluable. It

was a very strong proposal, taking a different tack, in that it focused on graduate students. Twenty grants were awarded in the United States, and we received one of them (UC Irvine also got one). It's \$75,000 a year, renewable annually for up to three years. With matching UC funds, that has allowed us to hire a psychologist — Peggy Yang, who is directing the Suicide Prevention Project — so we can carry out a program that can make an impact here, that we can also share with other UC campuses."

The project is arriving when the need is very high. The national average for suicides among college-age Americans is at its highest-ever recorded level, and Berkeley's rate has grown higher yet. The demand for visits at CPS has risen nearly a third in recent years.

"We're taking a community-based approach, trying to educate campus administrators, staff, faculty, and students so they're more able to help students who are suffering from depression and interpersonal relationship issues that can have profound effects on their ability to cope."

— Peggy Yang, Director, Suicide Prevention Project, the Tang Center

Says Yang, who previously worked as a counseling psychologist at CPS, the project's purpose is right there in its name — to prevent more student suicides. "We're taking a community-based approach, trying to educate campus administrators, staff, faculty, and students so they're more able to help students who are suffering from depression and interpersonal relationship issues that can have profound effects on their ability to cope. And we're hoping to reach deep enough so we connect, one way or another, with students in small departments or who work alone in labs or conduct other kinds of solitary research, and international students, who often feel isolated for cultural reasons, and women and underrepresented minorities who have similar pressures but fewer peers to talk to."

Fortunately, says Prince, "the stigma of seeking help for depression has generally lessened over the last 10 or 15 years. But there are quite a few people for whom personal, family, or cultural factors still make it hard, and talking about problems would seem weak while keeping them private, bottled up, might seem strong. Because Berkeley's selection process is so rigorous, many of our students have always been at the top of their class until they get here. At Berkeley, they encounter real competition, as well as some

LOOK FOR THE SIGNS

Over 30,000 people in the U.S. kill themselves every year. Suicide is the second-leading cause of death among college students, after accidents. It is an issue that needs to be of concern to everyone in the University community. Although not all depressed people are suicidal, most suicidal people are depressed. Over 60 percent of all people who commit suicide suffer from depression, and 70 percent of people who commit suicide tell someone in advance. Here are some suggestions on how to identify students who might be suicidal and what to do:

Know what to look for

A person might be suicidal if he or she:

- Talks or jokes about committing suicide
- Engages in self-destructive or risky behavior
- Makes statements that seem hopeless
- Has difficulty eating or sleeping
- Gives away prized possessions
- Loses interest in family, friends, and/or activities
- Is preoccupied with death and dying
- Has recently experienced the death of a loved one
- Loses interest in his or her personal appearance
- Increases alcohol or other drug use
- Makes a will or other final arrangements
- Has attempted suicide before

Ways to be helpful if you think someone is considering suicide

- Do take it seriously.
- Voice your concern. Ask what is troubling the person.
- Be willing to listen.
- Be direct about the issue — ask if the person has considered killing him/herself and if s/he has a specific plan. Ask how far s/he has gone in carrying it out.
- Help the person find professional assistance immediately. If the person is suicidal, bring him/her to CPS for urgent services, or to the local hospital emergency room when CPS is closed. Your friend will be more likely to seek help if you accompany him/her.
- Take action by removing means for committing suicide, such as guns or pills.
- Do not leave the person alone if s/he is in imminent danger. Call 911.

What not to do

- Don't be sworn to secrecy — never keep a plan a secret. Seek support. Consult with others; call CPS. Don't assume the situation will take care of itself.
- Don't leave the person alone.
- Don't act surprised or shocked at what the person says.
- Never call the person's bluff — don't challenge or dare.
- Don't challenge or debate moral issues.

From the UHS website

(<http://www.uhs.berkeley.edu/lookforthesigns/>).

of their own limitations, for the first time in their lives. This can be a considerable blow to the ego. But it's mostly something to get through, not the end of the world — as bad as it might seem initially.”

How do you change a climate?

The focus of the Suicide Prevention Project, in this first year, is the graduate level, reaching faculty who deal with graduate students, and GSIs, who often have more of a one-on-one connection with undergraduates than faculty might. “Both groups might already be picking up on the more noticeable signs,” Prince says. “Students may stop coming to class, look disheveled, write essays that are sort of dark. There are more subtle clues, and the project will help GSIs and faculty more easily tell who's at risk and know more about how to help.”

“Peggy's getting momentum going with graduate students, starting with the GSIs,” says Prince. “The focus on GSIs is twofold: how do you educate GSIs about prevention so they can help the undergrads in their classes, but also so they can help each other and their other colleagues? So even when you reach grad students, you also reach undergrads. In year two, we'll focus more on advisers and the front-line staff who encounter students, and in the third year we'll focus on undergraduates specifically.”

To date, GSIs in ten different departments (who are teaching approximately 800 undergraduates this semester) have taken part in suicide-prevention training sessions. More will follow, as will a panel presentation by grad students speaking about their own struggles and successes, a media campaign, and a Berkeley-centric web-based module on depression and suicide.

“What we're confronting here, all told,” Prince says, “is how you change a climate. You do it in pieces. And Peggy's wonderful, very receptive to ideas. Since this is all a work in progress, any thoughts, ideas, and feedback are highly welcome.”

Working on this issue: the ultimate self-help

Madon counts the latter part of 2004 as the turnaround time for her, when she really started feeling better. This was more than a year and a half since her partner died. “By then, I had my grief under control, along with my depression. I also felt some hope that things could change at Berkeley, that we might be able to spare people from going through what my partner had experienced — and what his friends and family experienced after his death.”

“I think my passion for expanding access to mental health services was driven by the loss of my partner. He was — and is — such a positive influence on me. He was driven, thoughtful, brilliant, and outgoing. He got things done. He started all sorts of projects on campus, so I decided to keep that part of

him alive, inside me. Perhaps it sounds sentimental or mawkish, but I do think that he continues to live in the people he touched.”

Madon received her visual neuroscience Ph.D. in 2004 and is now in Washington, D.C. on a postdoctoral Congressional science and technology fellowship from the American Association for the Advancement of Science. “I work for Senator [Edward] Kennedy. At 74 years old, he could certainly retire from politics — he’s made his contribution and upheld the Kennedy ‘legacy’— yet he continues to work long hours, weekends, and I believe it’s because some part of the family members he lost continues to live through him.”

In retrospect, Madon is sure that she was depressed well before she was actually diagnosed with that condition, even when she was a graduate student researcher. “Not only was I anxious and under-confident in my abilities, but I also feared going into the lab sometimes — not a positive trait for a researcher. Gradually, all that declined, and I became better equipped for teaching and research. But the depressive episode lost me some time.”

“Perhaps the transition from help-seeker to actor is less who I’ve always been than it is a composite of my partner and myself. But I can’t underestimate the role of adequate mental health treatment in enabling me to initiate and carry out projects, in the lab or through work groups and policy committees outside the lab. Having the right medication and psychological support has enabled me to participate in society and fulfill my expectations of myself.”

In Madon’s view, “The voice given to graduate students through the Graduate Assembly — particularly in terms of access to high-level university administrators — was essential in moving this project forward. In addition the GA’s small ‘seed’ funding, that

allowed the grad mental health research project to advance, was key. The administration — stretched so thin with budget cuts, and so on — probably would have taken years to undertake such a study, so graduate student initiative was required.”

When word first got around about the state of grad students’ mental health, the Graduate Division took it seriously from the start, and, says Madon, “became involved simultaneously in two ways. One was through the UHS advisory committee, finding ways to reach GSIs to increase their sensitivity to undergraduates’

“Not only was I anxious and under-confident in my abilities, but I also feared going into the lab sometimes — not a positive trait for a researcher. Gradually, all that declined, and I became better equipped for teaching and research.”

— Temina Madon

problems and know how to find help for their students in need, and also reaching advisers at their annual conference, where Diane Hill emphasized that mental health is an academic concern. The other way was with the Graduate Assembly. Dean Mason met regularly with us and helped us and the UHS get the attention of the academic side of campus, via individual faculty members and appearances before Academic Senate committees, which she helped arrange.”

As rough as much of it was, Madon found lasting value in her time here. “My experiences at Cal — particularly those related to mental health research and advocacy — have taught me that the university is a microcosm, showing the same behaviors and symptoms as villages, states, and nations elsewhere. The approaches we take at Cal (including the work of graduate students and faculty who participate in governance of the university) parallel approaches used successfully in the corporate world, in big government, and in multinational groups like the World Health Organization and the UN. So the ‘big picture’ I’ve gotten is that participation in the civic and advisory processes on campus can be extremely valuable — teaching you how to collect and distribute resources, how to participate in human systems, how to create and analyze policy, etc. And ultimately, the skills that make you a successful researcher — critical thinking, careful review of the literature, innovative problem-solving, dealing with the unexpected — are all useful in the bigger world, even if you choose to leave academia.” ■

HELP

Resources on depression, suicide, and how to help:

<http://www.uhs.berkeley.edu/lookforthesigns/index.shtml>

If you need help for yourself or someone you know:

Go to the Counseling and Psychological Services (CPS) appointment desk, room 3300 in the Tang Center, 2222 Bancroft Way, or call 642-9494. Make a full 45-minute appointment with a counselor, or for urgent concerns, emergency counseling is available on a drop-in basis between 10 a.m. – noon and 1– 4:30 p.m., Monday – Friday.

CPS website: <http://uhs.berkeley.edu/students/counseling/cps.shtml#8>

How to help an anxious student:

<http://www.uhs.berkeley.edu/home/healthtopics/distressedstudents.shtml>

THE GRADUATE DIVISION

Guiding student success

The Dean's List: (from left to right) Associate Dean Carlos Fernandez-Pello, Dean Mary Ann Mason, Associate Dean Andrew Szeri, and Associate Dean Joseph J. Duggan, with Sather Gate in the background.

Nearly 30 percent of the students at UC Berkeley are here to earn graduate degrees. In classrooms, labs, and the community, they bring fresh insight and enthusiasm. The same can be said of the graduate deans who endeavor to help them succeed.

Dean Mary Ann Mason, associate deans Carlos Fernandez-Pello, Andrew Szeri, and Joseph J. Duggan, and the Graduate Division staff guide the progress of over 10,000 students enrolled in more than 100 different graduate programs on campus. Together, they implement policies established by the Graduate Council of the Academic Senate, often initiating new programs and services to improve the graduate experience for students at Berkeley.

As Dean since August 2000, Mason has led the crusade to increase graduate student support. During her tenure, she has provided new programs for fellowships and awards, secured new graduate student housing, established academic services and a Summer Institute for Preparing Future Faculty, developed resources for student families, and worked closely with departments to increase diversity on campus.

A professor of law and social welfare in the Graduate School of Social Welfare, Mason has studied and written extensively on family law and policy, children's rights, and stepfamilies. Her books include *All Our Families* (1998), *The Custody Wars* (1999), *Childhood in America* (2000), and *The Equality Trap* (2001).

Her newest work, a major research study with Marc Goulden, looks at women in academia. Called "Do Babies Matter?" it examines the effects of childbearing on women seeking tenure track and other faculty positions. The mother of two, Mason earned her B.A. at Vassar, a Ph.D. in American History from the University of Rochester, and a law degree from the University of San Francisco.

Mason is a principal investigator for The UC Faculty Family Friendly Edge, an initiative funded by the Sloan Foundation and designed to develop innovative work-family policies for ladder-rank faculty in the UC system. In 2005, the project collaborated with the Berkeley Parents Network to produce *UC Families*, a newsletter for faculty, staff, and students at UC campuses who are balancing academic goals or careers with family life (<http://parents.berkeley.edu/ucfamilies/>). Around 10 percent of the graduate students at Berkeley are parents.

Dean Mason is assisted by three associate deans.

Associate dean since 1987, Joseph J. Duggan oversees graduate admissions, graduate degrees, graduate appointments, and the GSI Teaching and Resource Center. In a typical year Berkeley will receive around 22,000 applications for graduate admission and admit around 20 percent. Berkeley grants around 750 doctorates and 1,800 master's degrees each year, often the largest number of doctorates granted by any American university. During their graduate careers, most graduate students at Berkeley will have a research or teaching appointment. On average, around 2,100 students hold Graduate Student Researcher positions, about 1,800 are Graduate Student Instructors, and around 300 are employed as Readers or Tutors each semester.

Dean Duggan is a professor of comparative literature and a professor of French. His research focuses on the medieval — French and Spanish epics, romance, lyric poetry, and texts. His most recent books include *La Chanson de Roland; the Song of Roland: The French Corpus* (2005) and *The Romances of Chrétien de Troyes* (2001). Duggan received his B.A. from Fordham University and his Ph.D. in Romance Languages from Ohio State University.

Andrew Szeri was appointed associate dean last July. Well-acquainted with graduate procedures, Szeri served as chair of the Graduate Council of the Academic Senate from 2003 to 2005. As associate dean, he is responsible for the information

Peg Storpinski photo

systems that collect, analyze, and disseminate data about graduate programs — and oversees new policies and procedures to ensure the security and protection of student data. Szeri also coordinates Berkeley's response to the National Research Council (NRC) assessment of research doctoral programs. In the last NRC survey, conducted in 1995, Berkeley's graduate programs were ranked first in the nation.

A professor of mechanical engineering and widely published, Szeri says he went into engineering because, "I have always been interested in explanations of things I observe. I like things that move and I like thinking in three dimensions." Szeri's research interests include fluid dynamics and applied mathematics, applications to ultrasound in medicine, sonoluminescence, sonochemistry, shock wave lithotripsy, anti-HIV microbicides, dynamical neuroscience, and ion traps. He and his graduate students are currently involved in collaborative research projects worldwide, including biomedical research that could lead to new ways of treating epilepsy, detecting dementia, preventing AIDS, and destroying kidney stones without surgery.

Carlos Fernandez-Pello has been acting associate dean more than once over the past three years, and has learned a great deal about the role of the Graduate Division. No longer interim, he is currently responsible for the Graduate Diversity Program, the American Indian Graduate Program, academic services, graduate fellowships, publications, and websites. "As a professor, I only thought of the Graduate Division as a citadel, where rules were enforced," says Fernandez-Pello. "Now I see it as more service-oriented, with a very talented staff."

A professor of mechanical engineering, Fernandez-Pello conducts research projects on heat and mass transfer processes in combustion, microgravity combustion, micro and meso-scale combustion, ignition and flame propagation, smoldering and transition to flaming. His work is sponsored primarily by NASA and is intended to help develop new protocols for the materials chosen for spacecraft, to hopefully prevent fires from occurring during future space missions. His academic degrees include an Eng. and Dr. Eng. in Aeronautical Engineering from Polytechnic University of Madrid, Spain, and an M.S. and Ph.D. in Applied Mechanics and Engineering Science from UC San Diego.

"As deans, we understand the hurdles of getting a graduate degree, and we try to do a lot to help students succeed," says Fernandez-Pello. "We are not a passive group. We commit a large amount of resources to helping students." — *Lisa Harrington*

Making a difference today *and* tomorrow

This spring the Graduate Division introduced The Named Fund Initiative, a special giving opportunity for current and retired UC Berkeley faculty. The initiative invites them to establish a graduate student support fund in their own name and offers



each faculty or emeriti donor \$10,000 in matching funds from the Graduate Division.

Leading the way, Graduate Division Dean Mary Ann Mason created a fund for doctoral students in social welfare who are studying issues relating to families and child welfare.

"In my years as Dean, I have become acutely aware of our need to support the best graduate students," says Mason. "Teaching and research of the highest caliber depend on the

presence of outstanding graduate students, and fellowships are a vital tool for attracting them."

The Berkeley faculty makes a tremendous contribution to the University through scholarship, teaching, and service. They know that graduate students — and funding for them — are a campus priority.

Professor Emeritus Calvin C. Moore established The Calvin and Doris Moore Graduate Student Fund in Mathematics to make it possible for the mathematics department to offer competitive awards and attract the most promising students.

Graduate Division associate dean and mechanical engineering professor Andrew Szeri decided to support international students because of the special financial challenges they face. The Andrew J. Szeri Graduate Student Support Fund will provide travel grants for international students pursuing a Ph.D. at UC Berkeley.

The Carlos Fernandez-Pello Graduate Student Support Fund will benefit doctoral students in mechanical engineering. Professor Fernandez-Pello, who also serves as an associate dean in the Graduate Division, sees this initiative as "an opportunity to give back to this great institution."

For more information on The Named Fund Initiative and other ways to support graduate education at UC Berkeley, contact Erika Kreger, Development Officer, UC Berkeley Graduate Division, 325 Sproul Hall #5900, Berkeley, CA 94720-5900; phone (510) 642-8614; or email kreger@berkeley.edu.

A room with a view — back through time

THE DEATH, in April of 1919, of a portly, bewhiskered 62-year-old gentleman indirectly brought about a clean, well-lighted place for graduate students to read, think, study, write, and meet — in April of 2006.

The man was Henry Morse Stephens, a historian who came to teach at Berkeley when the 20th century had just dawned and the University of California had been a functioning reality for a little over 30 years. Of somewhat less than average height, Stephens was such a prodigious scholar and popular teacher that he became a towering figure in the minds of generations of students and the history of this campus, all in under two decades.

He was so well loved that the Associated Students, in the large dollars of the time, committed \$175,000, and still more¹ came from



Dick Cortén photo

former students and others, to build Berkeley's first student union building, which was named Henry Morse Stephens Memorial Union in his memory. Designed by John Galen Howard, the concrete Stephens Union was completed in 1923. When the more modern student union that now bears Martin Luther King Junior's name was built in the 1960s, the old union near Faculty Glade was renamed Stephens Hall and housed mainly academic units in the

social sciences instead of the ASUC offices, store, eating establishment, and similar services.

Near the top of the vaguely Moorish Collegiate Gothic structure, one space still remained for student purposes: room 440. For those who knew of its existence, it ranked as a best-kept secret, a quiet, underpopulated reading room,² perfect for a quick doze or a stint of frantic cramming. The disadvantage of being somewhat forgotten became apparent recently, as the Graduate Division (under whose aegis the room had come) and the Graduate Assembly scouted it for slightly wider purposes and noted that it had fallen into, if not disrepair, at least mild decay.

But it had great possibilities. So the room closed down briefly while a modest investment of funds from the Graduate Division and a considerable amount of "sweat equity" from members of the Graduate Assembly transformed the place with brooms, rags, replacement furniture, carpets, drapes, and lighting, and a few new rules.

On April 13, three days before the 87th anniversary of when Stephens died³ the room reopened, with a low-key ceremony, as the Graduate Student Lounge.

A short PowerPoint presentation gave before-and-after photos, times the room will be open (9 a.m. to 7 p.m., Monday through Friday), and the email address and phone number⁴ through which it can be reserved for occasional meetings. Graduate Dean Mary Ann Mason sketched the history of Stephens Hall. Graduate Assembly



Dick Cortén photo

President Lola Odusanya thanked the volunteers for bringing the room back from the moribund. Carol Soc, a longtime Graduate Division staff member told of the origin in the mid-1960s of the Graduate Assembly, with the encouragement of then-Graduate Dean Sanford Elberg, and of his assistance in procuring the former Pelican Building as the Graduate Assembly's headquarters, known today as Anthony Hall. (Ellberg, now 93, lives in retirement in Ukiah, California.)

The Graduate Student Lounge does not have state-of-the-art computer connections, nor does it aspire to, but wi-fi works fine for laptops so equipped, and if you like tall windows and a very high ceiling with subtle decorations on its beams, this is the room for you.

Henry Morse Stephens observes all that takes place there. His oil portrait hangs as it has for years, in the place of honor on the west wall, over a baronial fireplace.

Campus lore includes a sighting of a ghost some believe to have been that of Stephens, but that apparition was in another room — 219 in the Faculty Club, formerly the Tower Room, which Stephens reportedly moved into the year he died — and that's another story. — *Dick Cortén*

¹ \$225,000

² modeled after an Oxford commons room

³ on a cable car in San Francisco on the way to catch a transbay ferry back to Berkeley following the funeral of another Berkeley icon, the great benefactress Phoebe Apperson Hearst

⁴ email: calendar_stephens@berkeley.edu (phone: 642-5472)

Pulling all-nighters, buying pizza, dressing up as Darwin . . .

It's all in a day's teaching for the campus's GSI "heroes"

By Bonnie Azab Powell

Editor's note: Undergraduates who completed the 2005 UC Undergraduate Experience Survey conducted by the campus Office of Student Research were asked to name someone — staffer, administrator, or teacher — who had gone "above and beyond" the call of duty during their undergraduate experience. Several thousand of them did so, and the resulting long list of names constitutes a roster of "everyday heroes" on the Berkeley campus — a cohort that the Berkeleyan and the online NewsCenter are acknowledging and celebrating into 2006. This story highlights graduate student instructors (GSIs) whose labors on their behalf won them recognition from hundreds of undergraduates surveyed.

As a GSI for Finance (BA 103) and Managerial Accounting (BA 102B), William "Willy" Wong, MBA '05, would offer "numerous review sessions and have 12-hour-long office-hour visits," wrote one of the 37 student who nominated him for heroic status. Another singled out the "large packets of material [he prepared] to help us learn the subject matter, which must have taken him many hours each time" — packets that "if compiled fully, will rival the class textbooks," said another admirer. When one student was having trouble obtaining internships, Wong gave him advice, then offered to look over his résumé, as he did for several others. And his 24/7 help was nondiscriminating: roughly half of the 37 survey respondents admitted that they were not even enrolled in one of his sections.

Now working as a senior investment analyst for a money-management firm in New York City, Wong explains in a lengthy, humble e-mail that he considers all students — whether officially his charges or not — his "friends." He was always available to them because he did not have a computer of his own, thus necessitating a lot of time in the campus computer lab. "I was there pretty much the whole time, and if you have a question,



James Stazicker photo

"When I got the letter from the Chancellor, I was standing in the mailroom going, "Don't cry, don't cry." I really care about teaching, but just because you care about it doesn't

necessarily mean you're good at it, that you've helped someone. This means so much to me."

— **Kristina Gehrman**

Fourth-year philosophy Ph.D. candidate

why not ask me right away?" he writes, claiming such interruptions were his study breaks.

His philosophy of teaching, which he prefers to call "sharing," is also quite unusual: He told students that he wouldn't take attendance, even if it was required, or penalize them for not attending his discussions.

"Though it seemed like my class was an unrestricted world," says Wong, "it turned out that the audience would in turn behave how they were supposed to — a fully attended class, polite behavior, and lastly, the true and honest respect you get because you have given them the respect that they need."

The night shift

Wong wasn't the only GSI cited for his constant dedication and availability. Several students commended Meghdad "Amin" Hajimorad, an electrical-engineering teaching assistant, who "devoted countless hours in the labs to help students," according to one respondent. "He pulled all-nighters to help students, and sacrificed his own work and sleep to make sure that we understood the material."

John Tran, a molecular-and cell-biology GSI, "held review weeks rather than review sessions," making handouts and lesson plans and, as one student wrote, sitting "with us night after night to painstakingly cover the details of the material that we were responsible for. At the end, he even bought everyone pizza for dinner."



"I made over 500 friends in three semesters, and I can recall more undergraduate names than I could ever imagine. I am proud and very happy to have been able to help our own people, Cal students."

— **William Wong**

Haas MBA '05

When a student asked Mark Bandstra, a physics teaching assistant, if she could see her final exam from the previous semester, he “went through the trouble of obtaining and e-mailing the final exam questions, the histogram, and the final-exam solutions to me, as well as getting my blue book for me.” Since the student couldn’t take away the blue book, Bandstra met with her for nearly three hours — on a Friday evening, no less — and painstakingly went through each of the questions and her answers ... even though Bandstra was no longer the GSI for the class. And then, because it was dark, he walked her back across campus to her dorm.

Another undergraduate nominated Lianne Beltran, a graduate student in the College of Chemistry who provided copious amounts of counseling, both academic and personal. “Her heart is golden,” wrote the student. “If she [saw] me working late in the lab, staying even overnight, she would buy me breakfast.”

All-around all-stars

Many of the survey respondents were grateful for specific academic support they received from their GSI heroes. Kristina Gehrman, a philosophy GSI, helped one of her undergraduates immensely by allowing the student to rewrite a paper “because she realized I understood the material but did not know how to write a philosophy paper. She took the time and effort to help me improve my logical-writing skills, which will still be helpful in the future after I graduate....Kristina is one of those GSIs who actually take to heart the burden of having the responsibility to guide and assess the success of students.”



“To me, the most striking thing about teaching is how much you learn. There’s something about trying to explain complicated concepts to people that you don’t capture when you’re just receiving the information.”

– **Hal Haggard**
Second-year physics Ph.D. candidate

It’s not only students in need who commend their GSIs. Walter Roberts, a GSI in the classics department, praised a paper an undergraduate had written and encouraged the student to expand it into a 20-page research paper. Roberts then met with the student weekly, sometimes for two hours or more, helping make outlines and suggesting additional research. “He is an outstanding GSI for recognizing individual strengths and passions and channeling those into a truly meaningful academic experience,” wrote the grateful student.

Other GSIs rivaled Wong in their willingness to help students with tasks that fell outside their job descriptions. Physics grad student Hal Haggard, the GSI for an electronics-lab class, overheard undergraduates bemoaning how difficult it was to prepare



“You can’t force people to learn at a particular rate. Some of my students really wanted to understand what they were doing, not just follow the instructions for the lab as fast as they could. If they wanted to stay late on Friday night, what was I going to say: “Sorry, I have to go”? Of course not.”

– **Natalia Caporale**
Fourth-year neuroscience Ph.D. candidate

for the GRE subject test in physics. “After hearing us mention it, without a second thought Hal offered to run a night workshop for the GRE,” wrote the student. “He even offered to help us edit our graduate-school application essays — far above and beyond the content of an electronics-lab class!”

Haggard confirms that he spent one night per week and several weekends helping the students get ready. “The GRE is a miserable experience; it didn’t need to be any more miserable than it was,” he shrugs.

A little of that human touch

Mostly, it’s the small things that count. Many undergraduates seemed amazed that GSIs would give out their home phone numbers and instant-messaging handles, and take the trouble to learn the names of the students in their sections.

Matt Medeiros, a biology GSI, “actually went as far as to physically discipline himself [figuratively, we hope — Ed.] if he forgot one of our names. I never knew any other GSIs who knew all the names of the students in class.” The student also lauded Medeiros for risking ridicule and his health to make learning fun: He “once even had the guts to dress up as Darwin to teach us about evolution ... [and took] our lab group to Tilden Park during the semester, on a nature hike, which he led with great enthusiasm, twice, even on cold and rainy days.”

Another respondent praised Natalia Caporale, a graduate student in the neuroscience program who regularly stayed late on Friday nights to help students finish a lab, for being someone who “genuinely cares about her students’ experience in the class, understanding of the material, and academic performance.... Natalia’s enthusiasm and effort show me that there really exist instructors, even in such a large college environment, who sincerely care about

their students; it is not just a job for them that begins and ends on the hour scheduled.”

Benjamin Young, a rhetoric GSI, was singled out for offering to help one student improve deficient writing skills. After the respondent had missed classes for more than two weeks, Young contacted the student to ask if everything was all right, and spent a lot of time “trying to understand what [was] going on in my life....He’s the first person to go OUT OF HIS WAY in my four years of college

experience to show he cares,” wrote the student.

Young may have been the first person to go out of his way for that particular student. But as these testimonials show, he has plenty of heroic company scattered across this campus’s departments. ■

— Bonnie Azab Powell is a writer for the Public Affairs Office at Berkeley. Photos, except as noted, courtesy of the Public Affairs Office at Berkeley. This article appeared first in the December 8, 2005, issue of the *Berkeleyan*.

Heroes among UC Berkeley’s graduate student instructors

Below is a complete list of all GSIs who received letters from the Chancellor after students cited them for everyday heroism.

Mont Allen, History of Art

Carlo Arreglo, English

Stephanie Ballenger, History

Mark Bandstra, Physics

Khalilah Beal, Mathematics

Lianne Beltran, Chemistry

Joseph Brooks, Psychology

Santiago Canez, Mathematics

Natalia Caporale, Molecular & Cell Biology

Edward Carter, Mathematics

David Chao, Chemistry

Ruprekha Chowdhury, South and Southeast Asian Studies

Shelley Claridge, Chemistry

Joel Corbo, Physics

Elise Couper, Economics

Travis Freed, Environmental Science, Policy, & Management

Matt Gagliardi, Mathematics

Susan Gaylard, Italian Studies

Kristina Gehrman, Philosophy

Liza Grandia, Anthropology

Hal Haggard, Physics

Meghdad Hajimorad, Electrical Engineering & Computer Sciences

Christine Hong, English

Zachary Judson, Mathematics

Nathan Kramer, Public Health

Laura Levin, Theatre, Dance, and Performance Studies

Claudio Martonffy, Architecture

Alexander Mastroianni, Chemistry

Matthew Medeiros, Integrative Biology

Robert Myers, Mathematics

Zachary Nagel, Chemistry

Rajesh Nishtala, Computer Sciences

Bruce Ou, Education

Elizabeth Page-Gould, Psychology

Thavin Pak, South & Southeast Asian Studies

Walter Roberts, Classics

Jay Rynek, Sociology

Jeffrey Saret, Economics

Joyce Scales, Public Policy

Michael Schihl, Economics

Dan Schmidt, Geography

Mark Sithi-Amnuai, Business Administration

Monica Stuft, Theater, Dance, and Performance Studies

John Tannaci, Chemistry

Ben Tran, Comparative Literature

John Tran, Molecular & Cell Biology

Ian Tullis, Environmental Science, Policy, & Management

Vance Vredenburg, Integrative Biology

William Wong, Business Administration

Benjamin Young, Rhetoric

David Zywina, Mathematics

Strangers in a strange land master the phone and the air kiss

A collaboratively developed class on U.S. habits and practices is designed to help foreign-born scholars, their family members, and campus service workers accommodate themselves to America



Cathy Cockrell photo

America 101 students living at University Village compare notes on culture shock, with Sam Castañeda (front), director of the Visiting Scholar and Postdoc Affairs program, listening in.

By Cathy Cockrell

Buffalo wings don't come from buffalos. It's impolite to ask a new acquaintance how much money she makes. And "I'll *walk* you to the station" means I don't want to bring my car, while "I'll walk you *to* the station" means I'm not willing to bring you back.

All this is patently obvious to U.S.-born native English speakers. But to grok how such "simple" matters read to the uninitiated, visit the campus's global village near the intersection of Marin and San Pablo avenues. There, at a community center appropriately named "Crossroads," visiting scholars and postdocs from six continents, their sometimes-stunned spouses, and immigrant custodial workers are being schooled in the exotic peculiarities of U.S. culture and American English.

Titled America 101: Life in the U.S.A., the new class is a collaboration among three campus entities — University Village's Family Housing program, the Visiting Scholar and Postdoc Affairs (VSPA) program in the Office of the Vice Chancellor for Research, and Human Resource's CALS Project — that share an interest in helping campus newcomers acclimate culturally. The numbers explain the need: Among campus service workers, 70 percent speak English as a second language. Of Berkeley's 2,200 postdocs and visiting scholars, 60 percent

come from other countries; many of them live with their families at University Village, population 2,500, side-by-side with neighbors from more than 60 nations.

As residents and staff at University Village can attest, life in a mini-United Nations provides fodder for exciting cultural exchanges, but also for misunderstandings between residents and estrangement from the surrounding dominant culture. Periodically, stresses under the surface become painfully evident. Over the past eight years, three residents have committed suicide; the most recent, last spring, was a teenager whose family was about to return home to Korea.

That tragedy "put a fire under us," says Dawn Martin-Rugo, director of University Village's Recreational Program. "We've been talking for years about how to better serve residents with respect to cultural training."

A committee led by Martin-Rugo, VSPA director Sam Castañeda, and CALS Project manager Jarralynne Agee created a 10-week course designed to improve language and life skills, provide information on campus and community support resources, and ease feelings of isolation and alienation. With support from an Innovation Fund Award from the Office of the Vice Chancellor of Undergraduate Affairs, the collaborators publicized the new class (a single printed notice quickly yielded seven campus service workers and more than 40 University Village residents) and hired experienced teachers from



Collaborators Dawn Martin-Rugo, director of University Village’s Recreational Program; Sam Castañeda, director of Visiting Scholars and Postdoc Affairs; and CALS Project manager Jarralynne Agee shared work and resources to create the America 101 course now in progress.

the English Studies Institute (ESI), a former UC Berkeley Extension program that is now privately run out of the Martin Luther King Jr. Student Union building.

“The entire America 101 effort was fueled by an enthusiastic committee who were willing to share resources,” Agee notes. University Village set up a concurrent program for participants’ preschool-age children, with instruction to help the children make headway with their own cultural literacy. A social-work intern and CALS Project volunteers assist lower-level English speakers in the adult class.

Week one of America 101 focuses on “Meeting People in the U.S.” (local customs regarding hugs, kisses, and handshakes, “personal” questions, how to decline an invitation). Later sessions cover such themes as “Food in America” (restaurant protocol, nutrition information, and gastronomic idioms from “pig out” to “grab a bite”), telephone communication (how to handle promotional calls or navigate a complex voicemail system), and career-related skills (understanding a job description and appropriate behavior in a job interview).

At last Thursday’s class, teacher Bonu Ghosh led a young Indonesian mother in headscarf, a Finnish chemist, an Iranian chemical engineer, a German-born philosopher from France, and others through a language exercise — on how English speakers pronounce key words longer, stronger, and louder to communicate meaning. She then segued into a lively discussion of culture shock.

“Culture shock does not mean, when you’re entering the country, there’s a person standing there with a electrical gun,” she said, to laughter. Instead it’s a not-uncommon condition experienced, she said, by those who find themselves in an alien culture, and can include “unexplained feelings of sadness.” Class participants provided other words associated with culture shock: suffering, scary, wonderful, frustrating, homesick, depressing, angry,

confused, “loss of identity.”

A young Filipina said it’s when you “don’t know where to go or what to do.” The feeling was clearly personal. “Why are you crying?” she recalled a University Village neighbor asking her.

For Gerard, “things very simple at home” in France — like finding a good loaf of bread at a neighborhood boulangerie — “are complicated here.”

The new program is designed to serve as an antidote to such feelings. America 101 sessions, which include small-group discussions facilitated by campus staffers and community volunteers, end just in time for a lively group lunch.

“They all drag in their kids,” Castañeda says. “It’s really loud and exciting.” ■

Members of the campus community interested in volunteering in America 101 and/or other cultural events are invited to visit the Web (calsproject.berkeley.edu/volunteer) for details or to email calsproj@berkeley.edu.

— Cathy Cockrell is a writer for the Public Affairs Office at Berkeley. Photos courtesy of the Public Affairs Office at Berkeley. This article appeared first in the April 6, 2006, issue of the *Berkeleyan*.

UC BERKELEY CALS PROJECT

Organization Contact Information

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MISSION STATEMENT

CALS Project: A Basic Skills Tutoring Program for Staff
The CALS Project is a confidential, one-to-one and small group tutoring program for UC Berkeley employees who want to improve their writing, speaking/pronunciation, reading, or basic math skills.

DESCRIPTION

Why was the CALS Project created?

Research demonstrates that the level of basic skills needed in the workplace will continue to rise. In the current economy, UC Berkeley is beginning to extend new decision-making authority to staff. Staff members need stronger basic skills to meet these challenges and to allow them more flexibility within a leaner workforce.

Who can receive tutoring?

All UC Berkeley employees qualify for the program. Tutoring is available to both native-born English speakers and those for whom English is a second language.

How much time is involved?

Tutor/learner pairs meet once or twice a week for one hour. All those involved are asked to commit at least six months to the program.

How much does tutoring cost?

The CALS Project is free to all participants.

In the last issue, we presented a group of Berkeley alumni who shared at least two characteristics: 1) they had earned one or more graduate degrees at this campus, and 2) they each had won a Nobel Prize.

On these pages, you'll find another cluster, again with graduate work at Berkeley in common, plus at least one other factor: all have been honored for their good works by the California Alumni Association, the "umbrella" group for everyone who affiliates with this campus, undergraduate or graduate, in any field.

Notable alumni with graduate degrees, all honored by the California Alumni Association

Alumnus or Alumna of the Year Award

1948 Glenn T. Seaborg Ph.D. '37

Discoverer of transuranium elements, Nobel Prize winner, chemistry professor, Berkeley's second Chancellor, chair of the U.S. Atomic Energy Commission, director of the Lawrence Hall of Science

1945 Earl Warren '14, J.D. '14

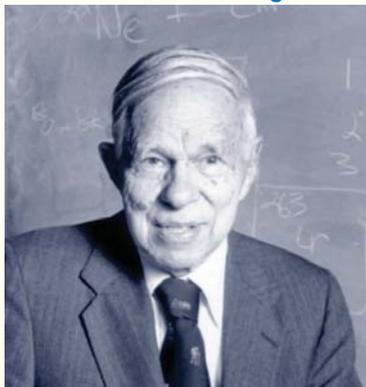
U.S. Supreme Court chief justice 1954–1970 and three-time governor of California

Mimi Silbert



Photo courtesy of Delancey Street Foundation

Glenn T. Seaborg



Peg Skorpinski photo

Karl Pister



Peg Skorpinski photo

T.Y. Lin



Photo courtesy of T.Y. Lin

Lee Brown



Jim Block photo

1950 Kenneth Pitzer Ph.D. '37

A Berkeley chemistry professor before and after his years as president of Stanford and Rice universities

1955 Walter A. Gordon '18, J.D. '22

First African-American to graduate from Boalt Hall School of Law; governor of the U.S. Virgin Islands; federal district judge

1965 John W. Gardner Ph.D. '38

U.S. Secretary of Health, Education, and Welfare; founder of the influential national groups Common Cause and Independent Sector

1969 Emil M. Mrak '26, M.S.'28, Ph.D. '36

One of the world's foremost authorities on the preservation of food; chancellor of the Davis campus for 10 years

1973 Roger J. Traynor '23, M.A. '24, Ph.D. '26, J.D. '27

23rd chief justice of the California Supreme Court

1981 Clark Kerr Ph.D. '39

12th president of the University of California; Berkeley's first chancellor, "architect" of California's Master Plan for Higher Education

1982 Philip C. Habib Ph.D. '52

Diplomatic trouble-shooter for the United States, as deputy assistant, assistant secretary, and undersecretary of state for political affairs, ambassador, special advisor, and special envoy

1985 John Kenneth Galbraith M.A. '32, Ph.D. '34

One of the most influential American economists of the 20th century writer, ambassador; in World War II served as "price czar" for the entire U.S.; longtime Harvard professor (now emeritus)

1987 Yuan T. Lee Ph.D. '65

Recipient of the Nobel Prize in Chemistry, 1986; Berkeley chemistry professor 1974–1991; head of the Republic of China's Academia Sinica

1988 David Pierpont Gardner M.A. '59, Ph.D. '66

15th president of the University of California; president of the University of Utah, 1973–1983

1989 Robert D. Raven L.L.B. '52

Attorney; American Bar Association president; advocate for law with social conscience who practiced what he preached

1990 Mimi Silbert M.A. '65, D.Crim. '68

Founder of Delancey Street, an organization which helps substance abusers gain control and lead productive lives

1992 Allen Broussard '50, J.D. '53

California Supreme Court Associate Justice, 1981–1991

1993 Walter E. Hoadley '38, M.A. '40, Ph.D. '46

"Dean" of business economists; Federal Reserve economist; executive and chief economist, Bank of America, 1966–1981; consummate volunteer

1994 Tung-Yen Lin M.S. '33

Longtime Berkeley professor of civil engineering and visionary whose pioneering work in prestressed concrete had a profound influence on structural design

1995 Marian C. Diamond '48, M.S. '49, Ph.D. '53

One of the world's foremost neuroanatomists; longtime Berkeley professor; director of the Lawrence Hall of Science

1998 Adrian Kragen '31, J.D. '34

Attorney (entertainment and tax law); longtime Boalt professor, vice chancellor at Berkeley 1960–1964; deputy attorney general of California (1940–1944)

2000 Maxine Hong Kingston '62, C.Ed. '65

Writer (*The Woman Warrior, China Men, Tripmaster Monkey: His Fake Book*), UC Berkeley senior lecturer in English (emeritus)

2002 William T. Bagley '49, J.D. '52

Attorney; California assemblyman; chairman of the California Transportation Commission, member of the California Public Utilities Commission; UC Regent (1989–2002)

2004 Lee P. Brown M.A. '68, D.Crim. '70

First African-American to complete a doctorate in criminal justice; headed the police departments of Atlanta, Houston, and New York; U.S. "drug czar" in the Clinton administration; two-term mayor of Houston

2006 Karl S. Pister '45, M.S. '48

UC Berkeley professor of civil engineering, emeritus; dean of the College of Engineering for ten years; chancellor of UC Santa Cruz for six years

Excellence in Achievement Award

1995 Sadako Ogata Ph.D. '63

Co-chair, Commission on Human Security; United Nations high commissioner for refugees, 1991–2000

1996 Larry W. Sonsini '63, J.D. '66

"The most sought-after lawyer in Silicon Valley," chairman of Wilson, Sonsini, Goodrich & Rosati; adviser to firms such as Apple, Netscape, and Sun

1999 Judith Heumann M.P.H. '75

Pioneer for disability rights; first advisor on disability for the World Bank; Assistant U.S. Secretary of Education (1993–2000); cofounder of the World Institute on Disability; deputy director of the Center for Independent Living (1975–1982)

2000 Samuel H. Smith '61, Ph.D. '65

President of Washington State University from 1985 to 2000, faculty member and dean at Pennsylvania State University for 16 years, prior to which he was a faculty member at Berkeley

2001 Maria Echaveste JD '80

Assistant to the President and deputy chief of staff in the White House 1998–2001

2001 James Schamus '82, M.A. '87, Ph.D. 2003 (English)

Film producer (*Brokeback Mountain; Hulk; Crouching Tiger, Hidden Dragon; Wonderland; Sense and Sensibility; The Brothers McMullen; Eat Drink Man Woman*, and others) screenwriter, published film historian, and academic (holds a faculty position at Columbia University)

2003 David B. Goldstein B.S. '72, Ph.D. '78 (physics)

Energy efficiency expert and advocate whose work has helped the environment and saved consumers billions of dollars in the last two decades

2003 Barbara Lee M.S.W. '75

U.S. Congresswoman from the Ninth District. Uses her training as a social worker to help provide Americans with health care, housing, education, jobs, and liveable communities

2003 Ronald Takaki M.A. '67, Ph.D. '67 (history)

Longtime UC Berkeley professor, renowned author, co-founder of Berkeley's pioneering doctoral program in ethnic studies.

2004 Julie Gerberding M.P.H. '90

Director, Centers for Disease Control and Prevention

2004 Oren Jacob '92, M.S. '95 (mechanical engineering)

Pixar's special effects supervisor (on *Toy Story 2*) and supervising technical director (on *Finding Nemo*)

2004 Arabella Martinez '59, M.S.W. '66

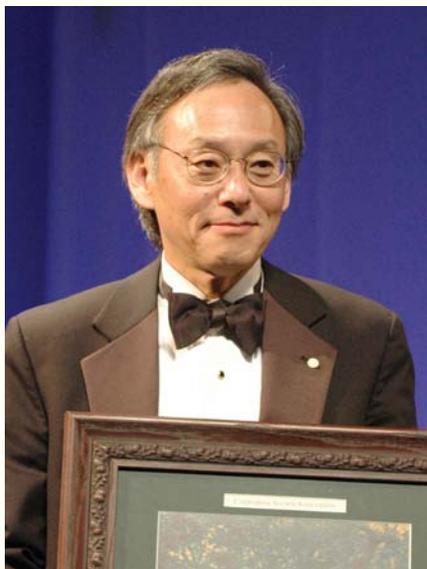
CEO, The Unity Council, Oakland; first executive director of the Spanish Speaking Unity Council; assistant secretary of Health, Education, and Welfare during the Carter administration

2006 Steven Chu Ph.D. '76

Received the Nobel Prize in physics, 1997, for research in cooling and trapping atoms using laser light; current director, Lawrence Berkeley National Laboratory, and professor of physics at Berkeley

Note: complete lists of recipients of these awards, including alumni of Berkeley's undergraduate programs (such as Joan Didion, Norman Mineta, Kevin Johnson, Gregory Peck, Beverly Cleary, and Alice Waters), may be found on the California Alumni Association's website (<http://www.alumni.berkeley.edu/>). The Association gives several other awards as well, and graduate alumni have shared in these.

Steven Chu



Peg Skorpinski photo

Marian Diamond



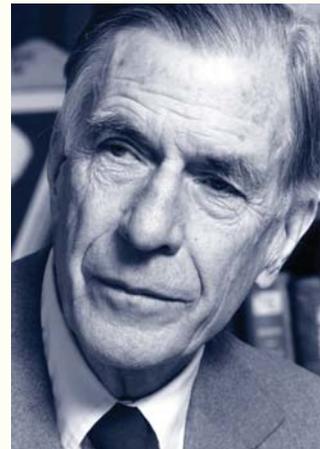
Peg Skorpinski photo

Julie Gerberding



Photo courtesy of CDC

John Kenneth Galbraith



Jane Reed photo/Harvard News Office © 1987

Barbara Lee



Peg Skorpinski photo

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Graduate Division

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Berkeley, CA 94720-5900



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The Bancroft Library at 100: A Celebration, 1906–2006 Through December 3, 2006

Featuring rare and precious manuscripts, paintings, photographs, and other objects, many of which have seldom been on public view, The Bancroft Library at 100 both celebrates UC Berkeley's distinguished past and envisions its future. The centennial of the core collections' arrival on the campus provides an occasion to showcase the variety, richness, scope, and depth of the Bancroft collections, and to share them with the wider community.

ABOVE: G. H. Jones: *Sam*: portrait of Samuel Clemens as a youth holding a printer's composing stick with letters SAM; daguerreotype; sixth plate, visible image 2 3/4 x 2 1/4 in.; cased images in the Mark Twain Papers collection, The Bancroft Library, University of California, Berkeley.