

# Students and Spirituality



***HELEN S. ASTIN WILL DISCUSS HER  
NEW BOOK, CULTIVATING THE SPIRIT:  
HOW COLLEGE CAN ENHANCE STUDENTS'  
INNER LIVES, AT SENIOR FACULTY  
FEMINIST SEMINAR ON DECEMBER 8***

# november 2010

# CSWupdate



**Students and Spirituality:**  
HELEN S. ASTIN'S SENIOR  
FACULTY FEMINIST SEMINAR

**Studying Maya  
Adolescents in a New  
High School in  
in Zinacantán, Mexico**  
BY ADRIANA MANAGO

*“with social  
change comes great  
responsibility”*  
BY SABRINA TINSAY

**Interview Success!**  
BY REBEKAH PARK AND  
KRISTINA YARRIS

**Keep it Green!**

**Staff**

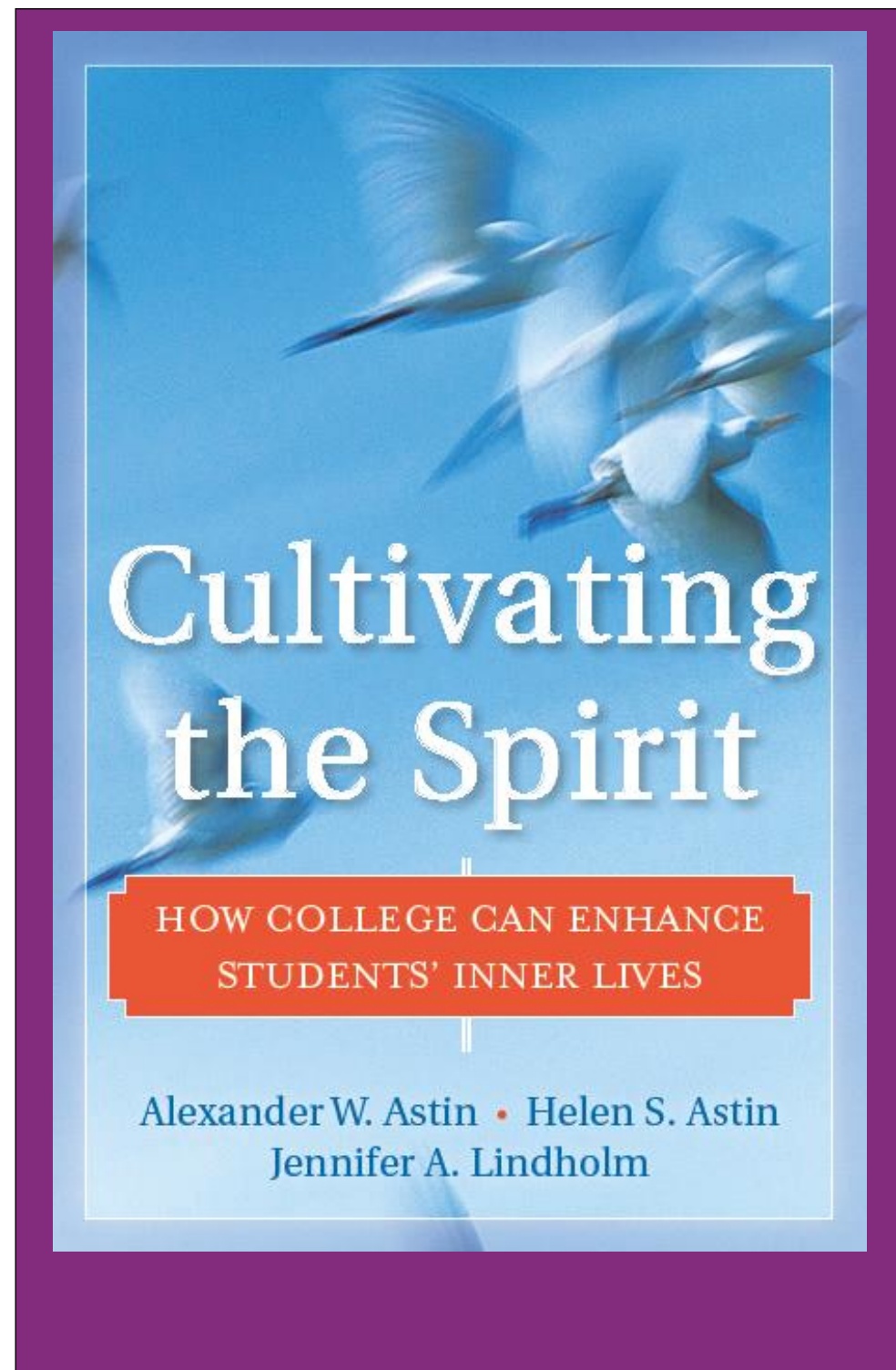
# Students and Spirituality

**HELEN S. ASTIN WILL DISCUSS  
HER NEW BOOK, *CULTIVATING  
THE SPIRIT: HOW COLLEGE  
CAN ENHANCE STUDENTS'  
INNER LIVES*, AT A CSW SENIOR  
FACULTY FEMINIST SEMINAR  
ON DECEMBER 8**

Very little empirical research has been done on the college students' spiritual development, yet spirituality is fundamental to students' lives. The "big questions" that preoccupy students are essentially spiritual questions: Who am I? What are my deeply felt values? Do I have a mission or purpose in my life? Why am I in college? What kind of person do I want to become? What sort of world do I want to help create?

In a Senior Faculty Feminist Seminar organized by the UCLA Center for the Study of Women, Professor Emeritus Helen S. Astin will present her recently published research on students' "spiritual quest" to answer such questions. Christine Littleton, Vice Provost for Diversity and Faculty Development, will be the respondent.

Her new book, *Cultivating the Spirit: How College Can Enhance Students' Inner Lives*, co-authored with Alexander W. Astin and Jennifer A. Lindholm, presents the results of a seven-year



...while students' degree of religious engagement declines somewhat during college, their spirituality shows substantial growth. Students become more caring, more tolerant, more connected with others and more actively engaged in a spiritual quest...

study, "Spirituality in Higher Education: Students' Search for Meaning and Purpose." The study examined the role that college plays in facilitating the development of students' spiritual qualities. Findings are organized around ten spiritual and religious measures: equanimity, spiritual quest, ethic of caring, charitable involvement, ecumenical worldview, religious commitment, religious engagement, religious/social conservatism, religious skepticism, and religious struggle.

Identifying an ignored crisis in higher education, the authors advocate for more attention on developing students' inner as well as professional development: "While higher education continues to put a lot of emphasis on test scores, grades, credits, and degrees, it has increasingly come to neglect its students' 'inner' development—the sphere of values and beliefs, emotional maturity, moral development, spirituality, and of self-understanding. For us, how students define their spirituality, or what particular meaning they make of their lives is not at issue. Rather, our concern is that the relative amount of attention that colleges and universities devote to the 'inner' and 'outer' aspects of our students' lives has gotten way out of balance."

At the seminar from 4 to 6 pm on December 8 in Royce 314, Professor Astin will present a overview of the book and some of the study's results. Vice Provost Christine Littleton will share her response.

The event will end with discussion and questions from the audience.

Astin is distinguished Professor Emeritus of Higher Education and Senior Scholar of the Higher Education Research Institute at UCLA. She was a co-founder (with Karen Rowe) of the Center for the Study of Women and served as Acting Director in 1991–92. She has published numerous articles and eleven books, including *Women of Influence*, *Women of Vision: A Cross-Generational Study of Leaders and Social Change* (1991) and *The Woman Doctorate in America* (1969). A professor of law and women's studies, Littleton is Vice Provost for Diversity and Faculty Development. Her primary research field is feminist legal theory, and she has led courses in employment discrimination, critical race theory, disability rights and sexual orientation. She has served on the faculty advisory committees for the Women's Law Journal and for UCLA's Critical Race Studies program and Williams Institute on Sexual Orientation and Law.

—  
***Students and Spirituality*, a Senior Faculty Feminist Seminar, will be held on Wednesday, December 8, 4 to 6 pm, in Royce 314.**

**For information on the study and the book, visit <http://spirituality.ucla.edu/>**

**STUDYING  
MAYA  
ADOLESCENTS  
IN A NEW  
HIGH  
SCHOOL IN  
ZINACANTÁN,  
MEXICO**

**BY ADRIANA MANAGO**





**CSW/GRAD DIVISION IRVING & JEAN STONE DISSERTATION YEAR FELLOWSHIP RECIPIENT SHARES HER RESEARCH PROJECT ON “GENDER AND IDENTITY DEVELOPMENT IN THE CONTEXT OF SOCIAL CHANGE IN A MAYA COMMUNITY”**

# **STUDYING MAYA ADOLESCENTS IN A NEW HIGH SCHOOL IN ZINACANTÁN, MEXICO**

**BY ADRIANA MANAGO**

**C**ómo se dice “te amo”? “I love you,” I tell the high school boys crowded around me on my first day back as the English teacher at the new high school in this Maya community called Zinacantán, located in the highlands of Chiapas in southern Mexico. It’s my third year here at the school and my dissertation field site, and every year on the first day of class, the boldest of the students want to know how to profess their love in English. What I want to know is how this high school, now ten years old, brings adolescent boys and girls together socially in ways unprecedented in their community, and how, in the process, it creates new socialization pathways toward adulthood that shift this generation’s values for gender and family.

My journey to this project began with my initial interest in the ways gender stereotypes, that is, men as agentic (tough, assertive and independent) and women as communal (sensitive, nurturing and dependent), influence how we form impressions of men and women in positions of power. While completing a thesis on this topic a master’s program in experimental psychology at San Jose State, I began to wonder how we form beliefs about gender in the first place. This led me to explore the disciplines of anthropology



***To understand their perceptions of the psychological impact of urbanization and higher education, I interviewed these 4 women and 14 first-generation indigenous university students who had moved to San Cristobal for school...The interviews provided background for the development of materials used to measure value change associated with a new high school in the Maya community of Zinacantán.***

and developmental psychology as avenues for conducting fieldwork to understand how psychological beliefs and concepts are produced from socialization experiences in particular cultural environments.

It was then that I discovered Patricia Greenfield and the Culture, Brain and Development program in the Department of Psychology at UCLA. Professor Greenfield was developing her theory on social change and human development from her research spanning nearly 40 years in the Maya hamlet of Zinacantán. Her theory outlines how sociocultural change—from a rural, agrarian environment to an increasingly urban, commercial environment with higher levels of formal education and technology, a movement from a *Gemeinschaft* (community) to a *Gesellschaft* (society) social ecology (Tönnies, 1887/1957)—shifts the “deep structure” of culture in the direction of increasing individualism. Her research examined the dynamics of these changes in the ways that girls in Nabenchauk learn to weave, a central task in the socialization of girls in this culture. Greenfield’s work, linking sociocultural change to psychological change struck me as a useful way to illuminate how gender is socially constructed, because through this process, one can see the shifts in meanings for gender that are connected to particular kinds of ecological affordances. Because adolescence is a sensitive period for sexual development and preparation for adult



gender roles, I have applied Greenfield's theory to adolescent identity and gender role development to understand how, in the process of making sense of behaviors evoked from factors changing within the social ecological environment, adolescents form the values and beliefs to guide their future behaviors and transition to adulthood.

Greenfield's conceptualizations of "deep structure" culture shifts, from familism, where the needs of the family are priori-

tized over the individual, to the reverse, individualism, coheres a variety of changes in adolescent development I have observed in my fieldwork in Zinacantán. All cultures must deal with the nature of the individual's relation to the social group, and gender roles are a central part of the social structure created in determining the parameters of this issue. Anthropologists in Zinacantán in the 1960s described adolescents' transition to adulthood in terms of an assumption of prescribed gender roles

demonstrated by mothers and fathers: women raised children and made tortillas from the corn that men provided through farming (Vogt, 1969). Gender roles were conceptualized in terms of everyone's contribution to the family unit. Adolescent social life revolved around the family and adulthood was achieved through protracted marriage rituals symbolizing the alliance of families (Fishburne, 1962). Today, the new high school in Zinacantán and a new Intercultural University in the nearby



city of San Cristobal encourage some Maya adolescents to postpone marriage to attend school and prepare for individually chosen roles in a more commercial economy where men and women can potentially do the same kinds of jobs. They are also increasingly involved in social activities with peers outside the family and choosing their own romantic partners.

In developing my dissertation research project, I volunteered for a Maya community organization called Fortaleza de la Mujer Maya (FOMMA) in the colonial city of San Cristobal in Chiapas in 2007 as a first step. The group was led by 4 Maya women positioned at the forefront of social change as some of the first professional indigenous women in Chiapas immigrating to an urban center. To understand their perceptions of the psychological impact of urbanization and higher education, I interviewed these 4 women and 14 first-generation indigenous university students who had moved to San Cristobal for school (Manago & Greenfield, in press; Manago & Greenfield, under revision). The interviews provided background for the development of materials used to measure value change associated with a new high school in the Maya community of Zinacantán.

Returning to Chiapas in 2008 and 2009, I continued as an English teacher at the high school. Living with a Maya family, I conducted ethnographic research, focusing particularly the peer culture in the new

high school. Out of my ethnography and from previous interviews, I created 8 moral dilemmas capturing the tensions in social change that I observed. These dilemmas, expressed in the Tzotzil language, are part of an interview instrument that also assesses contact with Gesellschaft factors and present two points of view regarding issues of family and gender. One actor represents a Gemeinschaft-adapted perspective; the other represents a Gesellschaft-adapted perspective. I presented these dilemmas to 18 female adolescents, their mothers, and grandmothers, to 42 high-school students, and to 40 adolescents who discontinued their schooling after primary school. Participants select the actor with which they agree and give reasons for their decision. Overall, data analysis shows that high-school adolescents provided the most individualistic/Gesellschaft-adapted responses, followed by non-high-school adolescents and mothers, and then grandmothers, who provided the most familistic/Gemeinschaft-adapted responses.

Patterns of responses across generations demonstrate how adolescents who are experiencing new social norms at the high school reformulate cultural meanings that depart from meanings constructed in previous generations. This example presents a grandmother, mother, and daughter in high school responding to a dilemma about new social interactions occurring between adolescent boys and girls in Zinacantán:

**Grandmother:** *It's bad they walk and talk together.... Now we can't say anything because it is already like this, people have changed, already it's better that there are friends, it seems ok to me, but now it's up to them [youth] to decide if they think it [the relationship] is something more.*

**Mother:** *Who knows, it's good and bad, before you couldn't talk to him.... Now it doesn't matter, they walk together, it would seem that he is her boyfriend/fiancé but she says that he is her friend, it's already like this now; so, we can't say anything.*

**Daughter:** *It's good because we are all people, it's the same if I were talking to a girl or a relative....before they scolded girls, I don't like that... after, they realized that there are girls talking to boy; so, now they don't say anything to me.*

The mother and grandmother make meaning out of changing norms surrounding male-female relations focusing on the loss of their role as elders in the family to provide moral guidance to youth (“now we can’t say anything”). Their responses (for example, “now it’s up to them to decide”) also suggest that the older generations are concerned about new responsibilities placed on youth to negotiate these delicate gender relations on their own, without help from their families. On the other hand, the daughter utilizes a framework that emphasizes the individual as she makes sense of the changing norms in gender relations

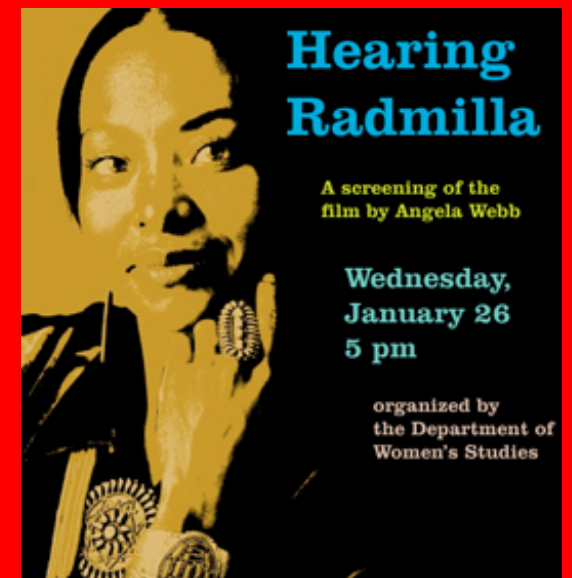
that she is experiencing firsthand during adolescent development, a sensitive period for identity and gender role construction. When she says, “we are all people”, she emphasizes, not the role of the individual to contribute to the goals of the family, but rather, the agency of individuals to interact with whomever they please.

Because psychologists tend to ignore perspectives from cultures outside the United States (Henrich, et al., 2010) and anthropologists tend to ignore children and development processes (Hirschfeld, 2002), my dissertation can contribute important insights to both fields by showing how adolescents acquire, shape and transform cultural meanings as they accomplish developmental tasks during the transition to adulthood. In doing so, I hope to continue in the venerable footsteps of Margaret Mead (1928/1978) who led the way in envisioning the critical role adolescents play in cultural evolution.

**Adriana Manago is a doctoral student in the Department of Psychology. She received a 2010-2011 CSW Irving & Jean Stone Dissertation Year Fellowship. Her project is titled “Gender and Identity Development in the Context of Social Change in a Maya Community.”**

## Works Cited

- Fishburne, J. (1962). Courtship and Marriage in Zinacantán. Senior Thesis, Radcliff College, Cambridge.
- Greenfield, P.M. (2009). Linking Social Change and Developmental Change: Shifting Pathways of Human Development. *Developmental Psychology*, 45 (2), 401-408.
- Henrich, J., Heine, S.J., & Norenzayan, A. (2010). Most people are not WEIRD. *Nature*, 466, 29.
- Hirschfeld, L.A. (2002). Why don't anthropologists like children? *American Anthropologist*, 104 (2), 611-627.
- Manago, A.M. & Greenfield, P.M. (in press). The construction of independent values among Maya women at the forefront of social change: Four case studies. *Ethos*.
- Manago, A.M. & Greenfield, P.M. (under revision). The new emerging adult in Chiapas, Mexico: Perceptions of traditional values, gender roles and value change among first generation Maya university students.
- Tonnies, F. (1957). *Community and Society*. (C. P. Loomis, Ed. and Trans.). East Lansing, MI: Michigan State University Press. (Original work published in German in 1887; later English edition published in 1988 by Transaction Books, New Brunswick, NJ).
- Vogt, E. Z. (1969). *Zinacantán: A Maya Community in the Highlands of Chiapas*. Cambridge: Belknap Press of Harvard University Press.





*CSW Constance Coiner Award recipient  
Sabrina Tinsay with Virginia Coiner Classick  
at the CSW Awards Luncheon  
in June of 2010*

# *“with social change comes great responsibility...”*

## **2010 CONSTANCE COINER AWARD RECIPIENT WORKS TO ADVANCE HUMAN RIGHTS**

**BY SABRINA TINSAY**

I am an AB540 undergraduate student majoring in International Development Studies with minors in Political Science and Cultural Anthropology at UCLA. My personal goal is to find ways to empower our community and future generations through human rights activism and international development. My mantra for everyday life is “with social change comes great responsibility.”

In my lifetime, I have moved from the Philippines, to Chicago, to Orange county, to Garden Grove, to Tustin, to Nevada, to Cypress, and finally to Los Angeles. We were poor and life was a struggle. During my early years, I had difficulty learning to read and write. My

mom took notice and we took the jeepney to see a children’s doctor at Makati where I was diagnosed with dyslexia. During this time, my parents were also experiencing multiple failures in their marriage and finances, and I became ill with stomach ulcers from stress. As I witnessed their arguments experiencec abuse, I often wished that my life would get better and hoped to find a way to serve the world. My mom was finally able to escape an abusive relationship and saved up enough money for one-way tickets to the U.S., where she, my siblings, and I could start a new life. I celebrated my eleventh birthday in the airport terminal on the journey from the Philippines to Hong Kong to Chicago. “America

is where freedom is,” my mom assured me and my siblings.

In Chicago, I was an underprivileged student with little knowledge of English. To assimilate into American culture, I tuned into talk radio, watched Oprah, and listened to my mom as she read aloud. The most influential person in my life is my mother because she inspired me to promote women’s rights from an early age. My passion for human rights evolved as I began to gain awareness of the abusive relationship my mom had experienced and as I compared the poverty of my home in the Philippines with the wealth of the U.S.

During my first two years in the U.S., I volunteered as an assistant in a Sunday

school for a low-income community, where many of the children had family members who belonged to Asian and Latino gangs. I felt that I needed to help empower other young girls who were marginalized by their community; many of these girls had been raped, abandoned, or abused.

Although we lived in garages and in run-down apartments in various communities, our finances improved. My mom was able to get enough work that we were able to afford a small apartment at Cypress, California, where I attended Cypress College. While there, I became involved in community issues and served the school as a liaison for the North Orange County Community College District, where I stood for equal opportunity education for all. Later, the district gave me the opportunity to go to Sacramento to rally against fee hikes along with my fellow Student Trustees from other community colleges.

In Fall 2007, I became a part of an international organization called Invisible Children, whose “Displace Me Movement” advocates for international development, children’s rights, and women’s rights. More than 68,000 students across the United States of America raised awareness about displacement and violence in Northern Uganda and Sudan by fasting and camping out for 24 hours in camps set up in Los Angeles, San Francisco, Seattle, Washington DC, New York, Chicago, Nashville, Phoenix, Denver, Austin, Kansas City,

Atlanta, Pittsburgh, and New Orleans. As a student organizer, I was responsible for coordinating the “Displace Me Movement” programs, corresponding with college students across the nation, and serving as a human rights activist on duty 24 hours a day, 7 days a week. Through such grassroots activism, we can promote equality and the transformative power of compassion in our community.

Transferring to UCLA in the Fall of 2008, I joined a student organization called Nourish International, which develops international ventures to eradicate poverty and to empower communities in developing countries. As a marketing director, it is my responsibility to promote Nourish International’s “Summer Bolivia Project,” which is building a sustainable farm in Bolivia and advocating for health education and agricultural disease prevention.

At UCLA, I also developed friendships with a network of AB540 students through IDEAS, a group promoting the DREAM (Development, Relief and Education for Alien Minors) Act and human rights for immigrants. Our hope is that a path to citizenship can be found for undocumented college students.

I have also become involved with the Academic Advancement Program (AAP) at UCLA, where underprivileged students at the university collaborate through academic workshops, tutoring, and community service in the greater Los Angeles area.

*“During my first year at UCLA, I experienced a few misfortunes. I became homeless when my job ended at a convalescent hospital due to the economic collapse, as well as my ineligibility for financial aid as an AB540 student.”*

During my first year at UCLA, I experienced a few misfortunes. I became homeless when my job ended at a convalescent hospital due to the economic collapse and my scholarships ran out. As an AB540 student, I am not ineligible for financial aid. I moved from couch to couch because I no longer had the money for food, rent, school supplies, and tuition. During Spring 2009, I participated in a community event as a student guest speaker for BruinTent, where I spoke about my experiences as a female homeless college student and about how the homeless population is stigmatized. With help from the Daily Bruin, UCLA Community Programs Office, UCLA Center for the Study of Women, the University Religious Conference, UCLA professors, and the Los Angeles community, I was able to continue at UCLA.

As a human rights activist, it is my passion to empower our global community. In Fall 2009, I began an internship as a student activist at Earth Rights Institute, a nonprofit organization advocating for sustainable development. As a student activist I was able to apply my knowledge of international development from my studies at UCLA. I worked closely with Annie Goeke, the founder of Earth Rights Institute and Safe Water Today, to create awareness about preventing the spread of waterborne diseases in Haiti through use of the Tulip Siphon Water Filter. I also promoted Earth Rights Institute's cause at UCLA's Global

Health Fair and Public Health Department Event by teaming up with World Care and United African Congress to mobilize resources to assist the Fondwa community in Haiti in the aftermath of the recent earthquake.

In Winter of 2009, I participated in the Tour Rider Program of Global Inheritance, in their attempts to combat traffic congestion and the resulting environmental pollution. We worked to build a network of college students nationwide to implement the Tour Rider Program, which promotes creative solutions to environmental degradation. For example, we promoted the use of public transportation by rewarding concert goers who used public transportation to attend an Eagles concert at the Hollywood Bowl.

I am also a founder of the nonprofit organization called Hope to Children in the Philippines Institute, which aims to promote an early childhood development programs in the Philippines, which provide health, nutrition, and education services. My goal is to promote human rights and implement campaigns for global cooperation to address extreme poverty, overpopulation, climate change, and sustainable development. Implementation of environmental policy will help minimize pollution in the Philippines and thereby help reduce cancer, malaria, and other diseases. My hope is to build affordable housing in developing countries, such as the Philippines

and to promote the well-being of women and children, as well as the health of future generations.

Indeed, my journey at UCLA is one that has been both challenging and fruitful. I now hope to attend graduate school in international studies. I believe that I can make a difference in our community as an activist for women's rights, children's rights, and human rights.

**GRAD STUDENTS!**

*Going on the*  
**JOB MARKET?**

GET TIPS FOR

**INTERVIEW  
SUCCESS!**

# Interview Success!

## CSW WORKSHOP PROVIDES INVALUABLE ADVICE FOR GRADUATE STUDENTS ON JOB MARKET

BY REBEKAH PARK AND KRISTIN YARRIS

On November 2, a full house of about 30 graduate students from various academic departments gathered for an informative session on preparing for academic interviews and other aspects of the academic job search. Sponsored by the Center for the Study of Women and moderated by CSW Director Kathleen McHugh, the event featured two recently-hired UCLA professors, Allyson Field, Assistant Professor in the Department of Film, TV and Digital Media, and Aisha Finch, Assistant Professor in Women's Studies and African American Studies.

Professor Field opened the session by providing some highly useful tips about how to successfully prepare for campus visits, job talks, and other aspects of the academic interview process. First, she

suggested that students “play detective” prior to a campus visit, finding out as much information as possible about the department, faculty, what they are looking for in a new hire, and what they want in a colleague. Additionally, it is important to ask logistical questions such as: the length of the job talk, what will the room set up be, who will be in the audience, how many copies of teaching and other dossier materials to bring. Second, Professor Field emphasized the importance of crafting a clear, coherent, and well-rehearsed job talk. Part of this process is preparing to handle the Q&A session by anticipating the types of questions faculty might ask and practicing responses to those questions. The Q&A session can also be used as an opportunity to highlight your teaching experience using illustrative anecdotes. Professor Field

*“This session has made me think about reassessing my dissertation in order to come up with convincing ways to explain my research during the interview process. I’m actually excited to do a job talk and present myself as an authority in my field.”*

—Brian Hu,  
Department of  
Cinema and Media Studies



*“The two speakers were exemplary examples of how forward planning and a lot of preparation can ease the stress of the being on the market.*

*I found the handouts to be incredibly instructive for planning for a campus visit. I’m writing answers to the questions, and it’s been very helpful in writing a cover letter as well as teaching and research statement.*

*The point about being your own advocate and owning your authority to be so true when it comes to representing yourself as the best candidate for the position.*

—Anita H. Yuan,  
Department of Sociology

said it’s crucial to think of the job talk as a well-rehearsed performance; she said, “Treat the job talk like a script that you know by heart”. Professor Field’s message was that throughout the campus visit and job talk process, candidates should feel confident and convince others of their authority by carrying themselves with confidence and comfort. Finally, Professor Field mentioned the importance of self-care throughout this process, staying as physically and mentally healthy as possible.

Professor Finch’s message focused on thinking about the academic interview as a holistic process with a variety of components. For example, during a campus visit, a candidate might have several informal sessions over meals, meetings with students, and other forums that are all important parts of the interview and evaluation process. Professor Field stressed the importance of being prepared to be constantly “on” during the campus visit in order to present oneself in a clear and confident manner when there is no “down time”. Professor Finch also gave very useful advice about how to frame one’s research interests; she suggested scripting two versions describing research interests, first, a set of two to three key phrases that serve as flashpoints to situate your central arguments within debates and issues in your field, and second, a more extended narrative about your research that fleshes out the depth of your work,

*“The workshop was an invaluable resource. I feel now that I have a road map for going on the market. The workshop gave concrete, precise suggestions while allowing for the differences between disciplines. I feel much more confident about what to expect and what I should do to prepare for job interviews.”*

—Patrick Keilty,  
Department of Information Studies

# *Tips for Succeeding in the Job Market*

by Allyson Field, Department of Cinema and Media Studies

## **CHOOSING YOUR JOB TALK**

- The job talk should NOT be the same as writing sample but can come from same work (that is, dissertation) if significantly different.
- Be a detective: Find out what the department wants and tailor your talk to highlight your strengths accordingly.
- Don't be afraid to ask the chair or admin for precise details about the talk: room style, mic, power point, length of talk, length of Q&A session.
- Anticipate questions.
- Practice the job talk as well as the Q&A. Recruit colleagues and professors to listen and ask questions.
- Before your talk, listen to what people are saying about issues in the department and weave in examples from your experience (that is, tell about UCLA).

## **DELIVERING YOUR JOB TALK**

- Have prepared answers to anticipated questions and signal willingness to “expand” during talk.
- Have scripted “asides.”
- Know it by heart.
- During the Q&A, take your time. Look up, not down, when thinking. Ask for clarification (to buy time). Have go-to texts you know well. Don't assume they know more! Own your authority!
- Use Q&A to talk about your teaching and tell stories.
- If don't know an answer, walk through how you'd find out.

## **VISITING THE CAMPUS**

- Be the best “you” you can be.
- Prepare a list of take-aways and repeatedly reinforce them.
- Bring extra stockings, shoes, suit, shirt, bars, water, printed talk, C.V., and materials.
- Wear comfortable clothes! Bring options.
- Do your homework about the campus and its issues by researching and talking to people ahead of time.
- “Fit” is key. At this point in the process, they're looking for a colleague. General advice
- Have a plan B. It helps alleviate desperation.
- Be assertive!
- Use connections!
- Ask questions at all steps: knowledge is power!
- Stay healthy. Figure out a technique for destressing that works for you and use it (yoga, baths, movies, or pharmaceuticals).

*“I feel much more prepared going into the interview process at academic conferences.”*

—Heather Lloyd,  
Department of Anthropology

*“Professors Field and Finch offered excellent strategies for a successful job interview. I found tips about preparing research and teaching ‘sound bites’ with take-away messages for the hosting campus and treating the job talk paper as a script to be particularly helpful suggestions.”*

—Erin Hogan,  
Department of  
Spanish & Portuguese

the broader implications of your research, and the intellectual contributions you are making, in other words, the “so what” of your project. Like Professor Field, Professor Finch emphasized the importance of practicing these narrative versions of your research, preparing to present them comfortably and confidently in the various aspects of the campus visit and interview. Both speakers also stressed the importance of gathering background information on schools and programs prior to campus visits in order to be as prepared as possible to answer potential questions and also to ask appropriate questions during the interview process. Finally, Professor Finch recommended preparing a “class narrative” similar to the research narrative, highlighting teaching prospectus, courses you have taught and can teach, the scope and trajectory of these classes and your overall pedagogical approach.

Toward the end of the workshop both professors described conference interviews as a condensed version of the campus visit. Both recommended bring a portfolio of your CV and teaching related materials in case search committees want a copy on hand. Professor Field advised not answering calls, and instead listening to the message while back in the hotel room to calm down and prepare before arranging an interview time. Conference interviews take place in conference hotel rooms, and depending on a school’s bud-

get, can be conducted near an unmade bed. Still, dress professionally, and be ready to speak about your dissertation and teaching in a few sentences, because there is less time to flush out your ideas, as interviews can last between 30 minutes to 1 hour.

Overall the workshop left students feeling more confident about the process, learning what to generally expect during campus visits and how to prepare before stepping on campus. Many students asked about handling inappropriate questions, and both professors avoided giving a definitive answer because there is no one right way to deal with these situations, but both emphasized: “Be professional.” Both also told students to simply be honest and redirect the conversation toward research and teaching. Finally, both Professor Field and Professor Finch reminded students that the goal of interviews should be to convey oneself as honest as possible, and not necessarily to score the job.

**Rebekah Park and Kristin Yarris are doctoral students in the Department of Anthropology.**

# *Keep it Green!*

SUSTAINABILITY TIPS AND TECHNIQUES



# Keep it Green!

## SUSTAINABILITY TIPS AND TECHNIQUES

### Carry a Cup!



*Get in the habit of carrying a thermos cup or mug with a lid that can be sealed. Carry it everywhere you go. Then when you want a cup of coffee, a drink of water, tea, or any beverage, you will be able to drink up without using a plastic cup or styrofoam mug and without contributing to environmental monstrosities like the Pacific Ocean Trash vortex, a mass of plastic bags, mugs, cups, bottles, and other non-biodegradable junk floating in the Pacific Ocean that is now more than twice the size of Texas. If you don't believe me, look it up ([http://en.wikipedia.org/wiki/Great\\_Pacific\\_Garbage\\_Patch](http://en.wikipedia.org/wiki/Great_Pacific_Garbage_Patch))!*

– Kathleen McHugh

# ucla center for the study of women



<b>DIRECTOR</b>	<i>Kathleen McHugh</i> PROFESSOR, ENGLISH AND CINEMA AND MEDIA STUDIES
<b>ASSISTANT DIRECTOR</b>	<i>Julie K. Childers, Ph.D.</i>
<b>MANAGING EDITOR</b>	<i>Brenda Johnson-Grau</i>
<b>ADMINISTRATIVE SPECIALIST</b>	<i>Erma Acebo</i>
<b>ADMINISTRATIVE ASSISTANT</b>	<i>Emily Walker</i>
<b>STUDENT ASSISTANTS</b>	<i>Palash Agrawal, Hao Dieu, Andrey Gordienko, Maryssa Hall, Jackie Hunt, Margaret Kosoyan, Angelica Lai, Susan McKibben, Lindsey McLean, Cathy Son, and Dayo Spencer-Walters</i>

*CSW Update is the newsletter of the UCLA Center for the Study of Women. It is published monthly during the academic year. UCLA faculty, staff, and students are welcome to submit articles for inclusion. If you have questions, please email the publications staff at [cswpubs@women.ucla.edu](mailto:cswpubs@women.ucla.edu)*

**EDITOR/DESIGNER:** *Brenda Johnson-Grau*

**EDITORIAL ASSISTANTS:** *Palash Agrawal, Heather Collette-VanDeraa, Hao Dieu, Maryssa Hall, and Lindsey McLean*



**UCLA CENTER FOR THE STUDY OF WOMEN**  
1500 PUBLIC AFFAIRS BUILDING/BOX 957222  
LOS ANGELES, CA 90095-7222  
  
CAMPUS MAILCODE: 722203  
  
310 825 0590 / 310 825 0456 (FAX)