

The Irvine Division of the Academic Senate of the University of California
is pleased to present an evening of Distinguished Faculty Lectures

TUESDAY, NOVEMBER 27, 2007

7:00 p.m.

UCI University Club

TEACHING PHARMACEUTICAL SCIENCES

Mahtab Jafari

Professor of Pharmaceutical Sciences

2007-2008 Recipient of the Distinguished Assistant Professor Award for Teaching

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RIGHTS, WRONGS, AND POLITICS

Alison Brysk

Professor of Political Science

2007-2008 Recipient of the Distinguished Mid-Career Faculty Award for Research

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TRANSITIONS FROM TEACHER TO COACH

Michael B. Dennin

Professor of Physics and Astronomy

2007-2008 Recipient of the Distinguished Faculty Award for Teaching

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In addition, the following Senate Awards will be announced:

Kristen M. Day

Professor of Planning, Policy, & Design

2007-2008 Recipient of the Distinguished Mid-Career Faculty Award for Service

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Chancellor Michael V. Drake cordially invites you
to a reception immediately following the lectures.

2007-2008 Distinguished Assistant Professor Award for Teaching

Mahtab Jafari Professor of Pharmaceutical Sciences

I was born in Tehran, where my mother was a professor at the University of Tehran. Watching my mother's interaction with her students, and how much she enjoyed teaching, sparked an interest in teaching in me at a very young age. My family moved to France and I graduated from high school with a baccalaureate in biology from Lycee Masena in Nice, learning French along with the course material. I have always been fascinated with all fields of science, but after taking chemistry and reading about pharmaceuticals in high school, I decided to pursue a degree in pharmaceutical sciences with immediate applications to human health. I learned that this field is more properly called "Clinical Pharmacy".

So I moved to the United States with the dream of going to UCSF for my graduate studies. This time I had to learn English. I received my Pharm.D. from UCSF School of Pharmacy in 1994 and following my graduation, completed a residency program in clinical pharmacy. After my residency, I joined the faculty at UCSF School of Pharmacy as an Assistant Clinical Professor.

Two years later, I was offered a faculty position at the new College of Pharmacy at Western University of Health Sciences. During my years at Western University, I also had a joint clinical faculty position with the School of Medicine at UCI. I developed and directed the Cholesterol Clinic at the medical center and co-developed a Cardiovascular Risk Reduction Program at UCI. From 1997 to 2002, I was involved in the didactic and clinical teaching of medical students, residents, fellows and pharmacy students and residents.

In 2002, I joined Abbott Laboratories as a Research Scientist in the Neuroscience department. At Abbott Neuroscience, I lead studies on metabolic complications of CNS compounds and eventually became a Senior Research Scientist. My last position at Abbott was a management position where I was in charge of a team of 10 medical scientists in the Vitamin D analogue group. I enjoyed managing this talented group of individuals. With this new group, my field of research changed to the immunomodulation properties of Vitamin D analogues. During my tenure at Abbott, although at times challenging, I continued my academic affiliation with UCI.

So when did I become so passionate about teaching? Prior to one presentation, a colleague introduced me as a professor who has a passion for teaching encoded in her DNA! I guess he was right. I tutored during my undergraduate studies. My most challenging student was Sok, a student with cerebral palsy who was very determined to finish college. I helped him with his mathematics and physics courses. He in turn showed me that every student has the potential to succeed.

One of the main reasons that I left industry and accepted a faculty position at UCI was that I missed interacting with students and classroom teaching. My philosophy of teaching is simple and I can summarize it in a few points: 1) to motivate students to become lifelong learners; 2) to make sure that students understand the major concepts in the classroom; 3) to encourage students to participate in discussions and to ask questions; and 4) to make sure that students learn how to work in teams. I tell my students that they need to wake up every morning and be excited about going to work. I live this every day myself.

I joined pharmaceutical sciences at UCI in January 2005 and immediately developed the pharmaceutical sciences undergraduate major proposal which was approved by the UCI Senate in March 2006. So far, I have developed and taught two new courses. My current research interest is anti-aging pharmacology and I use *Drosophila* as my model system.

2007-2008 Distinguished Mid-Career Faculty Award for Research

Alison Brysk
Professor of Political Science

My interest in human rights began before I was born, when my father arrived in this country as a refugee in 1941. I grew up all over the United States, and my family's constant moves planted a comparative curiosity that served me well in the study of international affairs. That education began when I did my first overseas stint on a kibbutz in Israel before college, and continued as I studied abroad in Asia junior year, did dissertation research in Argentina in 1988, took my first sabbatical in Ecuador in 1995, and in 2006 combined three month-long research trips to Japan, the Netherlands, and South Africa. In a more formal sense, I studied political and moral philosophy at Pomona College (1977-1981). After several years working with social movements, I returned to graduate study at Stanford University, determined to understand how political power shaped the possibilities for liberation in the developing world. I received my Ph.D. in 1990, three weeks before the birth of my eldest daughter—and my research is ultimately inspired by the search for a better world for my children.

My dissertation and first book, *The Politics of Human Rights in Argentina (1994)*, explores how an unlikely human rights movement based on symbolic appeals—led by the Mothers of the Disappeared—transformed a dictatorship and led to the first human rights trials since Nuremberg. But as Latin America entered an era of democracy in the 1990's, many observers became concerned with the ways in which formal citizenship did not provide full rights for people(s) who were socially and culturally excluded, and with how globalization was reshaping the terrain of political struggle and identity politics. These concerns led to my second book project, *From Tribal Village to Global Village: Indian Rights and International Relations in Latin America (2000)*.

Since I joined U.C. Irvine in 1997, I have been involved in a series of collaborative projects mapping the influence of globalization on human rights (2002, 2004). We find that globalization simultaneously spreads universal rights standards and mechanisms, negatively empowers non-state violators, and positively generates new types of human rights movement campaigns. This project culminated in my own comparative study: *Human Rights and Private Wrongs (2005)*, which traces these dynamics through migration, corporate social responsibility, and health rights.

My current research, *Global Good Samaritans*, considers the contribution of principled foreign policy to the layers of global governance. The existence and persistence of scattered human rights promoters, from Sweden to Costa Rica, contradicts the conventional wisdom of political science, and allows us to examine how value-based transformations may be possible even among governments. States can learn a more enlightened form of long-term national interest that incorporates respect for human rights. It is in this spirit that I have recently completed a co-edited volume critiquing recent U.S. policy, by comparison to our peers, *National Insecurity and Human Rights: Democracies Debate Counter-Terror*.

2007-2008 Distinguished Faculty Award for Teaching

Michael B. Dennin Professor of Physics and Astronomy

I started my academic career deciding between three different majors: history, mathematics, and physics. Some interesting turning points were learning the number of pages involved in a history senior thesis and being told by a mathematics professor that the proof I turned in was done the way a physicist would do it. In the end, I earned my A.B. in Physics from Princeton University. While at Princeton, I had the opportunity to work on the largest and smallest scales of the physical world. I was an undergraduate researcher with the experimental particle physics group (the smallest), and I did my senior thesis on inflationary models of the early universe (the largest). After graduating in 1988, I went on to graduate school at U. C. Santa Barbara with the intent to study quantum gravity (the smallest and largest combined). During my first year at Santa Barbara, I was seduced into the lab of Guenter Ahlers and David Cannell, where I became enamored with the physics of things that fit on a tabletop. I have been doing “tabletop” physics ever since. After finishing at Santa Barbara, I began my southern trek through the UC system and did a postdoc at UCLA in physical chemistry. There my interest turned to foams and other “complex” fluids. Finally, I joined the faculty at U. C. Irvine in January of 1997.

Here at UCI, my research focuses on asking the question: what, if any, new physical principles emerge in complex systems? What does this mean? Consider foam, such as shaving cream. Foam is composed entirely of two fluids: a gas (the bubbles in the foam) and a liquid (the walls between the bubbles). Reductionism tells us that the foam is a fluid (because its smallest parts are). Therefore, it should flow freely and conform to the shape of any container in which it is placed. However, shaving cream can clearly hold its shape outside of a container. This rigidity is the result of the organizational structure of the bubbles; they press against each other. A different arrangement of the gas and liquid would flow freely. The rigidity of foams is not a violation of the “fundamental” laws of microscopic physics, but presumably there are additional new laws of physics that are not based on the molecular level interactions that can be used to describe this behavior. To try to better understand such phenomenon, my research focuses on a range of experiments, from studies of foam to studies of proteins interacting with lipid membranes.

Throughout my career I have had to write statements on my teaching philosophy. I always found this a challenge, not really knowing what my “philosophy” was! I just really liked teaching – especially the challenge of conveying my excitement for and understanding of physics to other people. Then, I started coaching my daughter’s soccer and softball teams. Once again, I was required to have a philosophy. This time I needed a philosophy of coaching. Once more, I was stumped, as it seemed my interest in coaching was an interest in conveying my excitement for and understanding of sports to kids. This led to the obvious revelation: my teaching and coaching philosophies were the same! In fact, when I probed the similarities even deeper, I realized that I approached both with the old-fashioned idea of mentoring. Teaching and coaching are fundamentally acts of modeling, guiding, and fading away.

2007-2008 Distinguished Mid-Career Faculty Award for Service

Kristen M. Day Professor of Planning, Policy, & Design

My research interests and values today were formed, in part, by growing up in a neighborhood that sat between tremendous wealth and grinding poverty. I was raised in white, middle class family, on the borders of the affluent city of Grosse Pointe, outside Detroit. We managed fine, but we were not well-to-do. My mother worked as a nurse and my father designed machines for the auto industry. My parents spent their money paying for Catholic elementary and high school, and then for college for the five of us children.

We lived on the margins of two diametrically different worlds. Just down the street was the white and wealthy city of Grosse Pointe, with its magnificent homes, high achieving schools, and privilege in many forms. Directly adjacent was the poor, mostly black city of Detroit, with its reputation for crime, failing economy, and extreme racial segregation. My family—sequestered in religious schools and an unremarkable neighborhood—inhabited a space outside of both of these worlds.

As a young person, our outsider status allowed me to see these two worlds more critically. I was instinctively ill at ease in the establishments of Grosse Pointe, where our address, dress, and cars marked us as imposters. And I wondered about Detroit and its residents. Why, in a city that is 80% black, did I know so few black people growing up? Why were our experiences of Detroit limited to closely-chaperoned trips downtown for “cultural” events? My understanding and concern about the disparities in our local landscape grew when I moved away for college, and learned to see the city from a sociological and political perspective.

My sense of being outside these two worlds changed over time, to an interest in making a difference in cities. I pursued a Ph.D. in Architecture at the University of Wisconsin-Milwaukee, in the field of Environment-Behavior Studies. This interdisciplinary, social science field examines the relationships between people and their physical environments. As a student and then a professor, my research focuses especially on questions of diversity and social justice, tied to the built environment. My research landed me a position at UC Irvine, which is an international leader in the field of Environment-Behavior Studies.

Here at UC Irvine, we are also surrounded by major disparities in income and opportunity. The disparities in Orange County are less visible than in Detroit, but their impacts are equally devastating. As the founder and Executive Director of UCI’s Community Outreach Partnership Center (COPC), I have worked to harness the resources of the university to help address these disparities. Our work involves faculty, staff, and students from across the campus, and is spear-headed by COPC’s Director, Mr. Victor Becerra. Together with our community partners, we have developed numerous programs that engage UCI faculty and students to address critical issues in local communities, tied to education, urban planning, and public policy. For example, through COPC’s Community Scholars program, graduate students receive stipends and training in community research, while they conduct research projects that serve local non-profit organizations. In another example, COPC works with partners in the Newport Mesa Unified School District to bring over 200 middle and high school students to UCI each year for the annual Latino Youth Conference, where youth learn to prepare for college. This work is consistent with a growing national movement of colleges and universities that are engaging more deeply in their local communities. I am privileged to be part of these activities at UCI.

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