

Whose work is this? Untangling the mystery of assessments in the GenAI Era

By **Tricia Bertram Gallant**

*Director, Academic Integrity
Office & Triton Testing Center*

The “blank page” syndrome.

I faced it when attempting to write this piece.

The “blank page syndrome” occurs when “your mind is buzzing with thoughts and ideas...[but] actually getting them all down in words...seem[s] utterly overwhelming. So, you end up unable to think about anything else, but equally unable to get started.”

You have likely experienced this syndrome at some point, as well as its side effects: the mental anguish, time-suck, and damage to self-esteem. Instead of writing, you cycle through negative self-talk like, “I’m not good enough, I’m not smart enough, or I’m not a good writer.”

Our students are no different. They face this phenomenon when trying to complete an essay, research project, coding assignment, homework assignment, or exam.

As an experienced person, though, you understand that the blank page syndrome is less about your skills and knowledge, and more a normal outcome of “barriers like perfectionism, procrastination and unrealistic expectations.” So, the remedy for that is simple: just commit to writing fifteen minutes a day and you’ll make progress.

That strategy may also work for some of our undergraduates. But what about those who might not have the



Tricia Bertram Gallant

knowledge and skills necessary to fill that blank page? And, even for those that do, filling that blank page it is still hard. Our student has to think critically, struggle to organize thoughts, and translate those thoughts into the English, disciplinary, or coding language and get them on “paper.”

What’s a student supposed to do?

We tell students to seek help from their professors, teaching assistants, librarians, the writing hub, tutors, or whatever other resource we can think of. But that advice only works Monday-Friday, and generally between 8 am – 8 pm. What about after 8 pm or on weekends? To whom, or what, are our students supposed to turn?

Just one year ago, they turned to the internet to find material already written about the topic, maybe on Wikipedia. They could find pre-written essays and pre-completed assignments on sites like

Coursehero, or they could turn to “24/7 homework help” sites like Chegg or stackflowexchange for answers to their problems. Alternatively, the Discord channel set up by a classmate could offer 24/7 access to their peers who could provide them with answers. Students who wanted to submit something “original” could contract with a cheating business: “Give us your assignment specs and we’ll produce the assignment for you.” There was no shortage of 24/7 “help” for students. The problem was that outsourcing the blank page to someone else was likely to get detected and reported. It was plagiarism, certainly, but even contract cheating by another human was often detected and reported.

Enter the superhero of 2022 – Generative Artificial Intelligence (GenAI): Defender of students’ time, reliever of students’ anguish, and generator of regurgitated knowledge.

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AI, cont. from pg 1.

Do you struggle with writing assignments for college? Do you wish you had a smart and creative assistant who could help you generate ideas, content, and feedback? If so, you need GenAI, the ultimate generative AI tool for students.

GenAI is a powerful and easy-to-use platform that lets you create anything you want with just a few words. Whether you need to write an essay, a poem, a story, or even a song, GenAI can help you get started and finish faster. GenAI uses advanced machine learning algorithms to learn from existing data and produce new, original data that reflects your style and preferences. You can interact with GenAI using natural language commands, no coding required.

GenAI: The best way to write your way to success.

This pithy GenAI advertisement was written by [Bing Chat](#) in its “creative mode.” My original prompt to the app was: “Can you write me a pithy advertising piece directed at students to convince them to use GenAI to relieve the blank page syndrome?” Bing produced five paragraphs (which was too long) and a tag line that wasn’t quite right. I followed up with “Not a bad start. I need it to be shorter, say only two paragraphs. And the tag line should be related to GenAI and completing academic work for college,” which led to the ad above. I love the tag line because it is akin to what contract cheating and “homework help” sites tout; they pretend to help students be successful, even though they enable students to offload their cognitive effort.

So, what is different about GenAI? I’ll first describe what GenAI is, and then I’ll explain the differences between it and other ways in which students could outsource their academic work.

GenAI is a catch-all phrase for tools that have been trained to generate an output (using words, images, or code, for example) at the request of a user. Large Language Models (LLMs) are one form of GenAI, and as you might expect from the name, focus on generating text. They were trained to do so by programmers saying “Look at all of this data, and then based on what you’ve learned, predict the next best word in the sentence.” LLMs were not trained to tell the truth, discern fact from fiction, or put human values ahead of all other goals, which is known as the “alignment problem.” They don’t think, reason, or under-

stand, although they have been trained to appear as if they do. They have been *trained* to appear human. And that is part of what makes them so attractive. They’re not human, but we can interact with them as if they are. They are comfortable to use. Also, these tools are more accessible and capable than the human-run services. They are usually cheaper, more readily available, and can do many more things than one human or one site powered by humans could do. Previously, a student might have gone to Chegg for help in their STEM classes, Coursehero for help in their humani-

Large Language Models (LLMs) were not trained to tell the truth, discern fact from fiction, or put human values ahead of all other goals, which is known as the “alignment problem.” They don’t think, reason, or understand, although they have been trained to appear as if they do. They have been *trained* to appear human.

ties and social science classes, [stack overflow](#) for help with coding, and a contract cheating service for writing an original research report. Now, one free (or almost free) GenAI tool like [ChatGPT](#) can do it all. ChatGPT can write, code, translate languages, produce graphs, create data, analyse data, and provide references (and yes, real references with hyperlinks). This makes it much scarier for many faculty because any assignment can be completed by one GenAI tool.

The ethicality of using GenAI tools is more nuanced than using Chegg or contract cheating sites. The tools can be used for cheating just like older sites, where a student can completely offload their entire assignment to GenAI. Picture the student who is tasked for conducting a research project, requiring ten hours of observations of human behaviors, collecting data from those observations, and then writing a research report. That student could use any of the number of available tools, like Bing Chat, ChatGPT, or [Google Bard](#), to generate and analyze a fake data set, create

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results graphs, and write the corresponding report. On the other hand, that student could also conduct their own observations and collect their data, and then use [Elicit](#) to find related research articles, ask ChatGPT to help them analyze their data and suggest the right graphs to visually represent the results, and then have [Grammarly](#) improve their writing. This makes it more challenging for faculty to identify what GenAI tools are acceptable and also more difficult for faculty to distinguish when it would be cheating to use them. Students are also struggling with if and how they can use GenAI in completing their academic work.

So, what should faculty do?

Play with the Tools

Yes, this presents yet another learning curve for our faculty. My suggestion: Open at least one of these tools (Bing Chat, Google Bard, and ChatGPT-3.5 are all free) and play with them. Enter your assignment prompts and test questions and see if (and how accurately) the tool can answer them. Ask it to revise the prompt to make it more “GenAI-proof.” Ask it to rewrite your course learning objectives so that they fall higher on [Bloom’s Taxonomy of Learning](#), and then ask it to suggest assessments that would enable you to determine student’s ability to meet those objectives. Ask it to rewrite your syllabus in a more student-friendly way and for input on how you could improve the syllabus

to enhance students’ intrinsic motivations to learn the material. Ask the tool for ideas for in-class activities that could facilitate student learning and mastery. To best

prompt the GenAI tool to do any of those things, I recommend using [Dan Fitzpatrick’s PREP model](#):

You can [see an example of a PREP prompt and its ChatGPT4 output here](#). Of course, the output needs to be interrogated by someone with actual expertise. Luckily, Dan Fitzpatrick provides the EDIT model for that as well.

Reconsider Learning Objectives

Before faculty can decide whether and when to allow students to use GenAI tools, they need to ensure that their learning objectives are still relevant. For example, faculty no longer include spelling, grammar, or reference formatting as learning objectives or assessment criteria because these skills are now cognitively offloaded to machines. To update learning objectives, faculty can ask:

- Is this learning objective still relevant?
- Is the achievement of this learning objective easily faked with the use of GenAI?
- Can this learning objective move up [Bloom’s Taxonomy](#) to applying, analyzing, evaluating or creating?

Redesign Learning Assessments

Whether faculty keep their learning objectives or update them, they’ll need to consider whether their as-

essments remain relevant. For example, Steven Adler (editor of this newsletter and professor emeritus of theatre) and I consulted on his three musical theatre history course assessments: two to be completed during the quarter and one as a final. Each of the assessment prompts were easy for GenAI to complete because they asked about

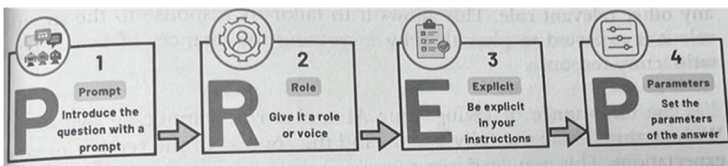


content that is well documented. For example, one prompt read: “What makes source material ripe for adaptation into a musical? Can any material serve as the basis for a musical? What material might *not* work as a musical, and why?”

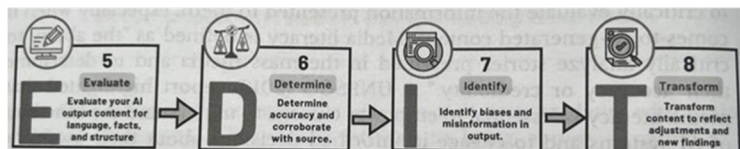
To update this assessment for the era of GenAI, Steven could revise the question. If the learning objective was “Analyze the ways in which musicals are powerful conveyers of the human experience,” Steven could assign this prompt: “Choose a powerful event from your own life that you’re comfortable sharing. Summarize and analyze that event as good source material for a musical, given the principles of adaptation that we discussed in class. Explain which parts of the event would work well as spoken dialogue versus as a song or a dance, and why.” In this revised question, the assessment has moved students up a taxonomy of learning from remembering and understanding to analyzing and creating. This not only makes it more difficult for GenAI to complete this assessment, but it also is a more meaningful assessment that may intrinsically motivate the student to complete it themselves. To further update the assessment, Steven could offer students options for their artifact: writing a traditional essay, creating a video or in-person presentation, generating a poster, or performing their analysis as a song!

There are two other ways to update assessments. First, decide which are assessments *for* learning and which are *of* learning. If they are meant only to *facilitate* learning,

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to enhance students’ intrinsic motivations to learn the material. Ask the tool for ideas for in-class activities that could facilitate student learning and mastery. To best



simply reduce or remove any associated grades. Provide students with feedback to help them learn, but don't worry about whether they are secure (i.e., completed in an inviolated session). Second, scaffold them. So, instead of three separate assignments, Steven could have one final project that is multi-layered and complex, with each prior assessment providing a stepping stone to the final. For those assessments that are meant to *measure* learning, they will need to be secured.

Of course, Steven's class provides us with just one example in a specific discipline. Regardless of the discipline, we can reduce students' dependency on outside sources to complete their work for them by providing students with choice and control, enhancing their intrinsic motivation for learning by making the assessment authentic or meaningful, and building in accountability by making the demonstration of learning more public. And for those assessments that can't be adapted in these ways, then faculty need to focus on securing them.

Consider a More Engaging Learning Environment

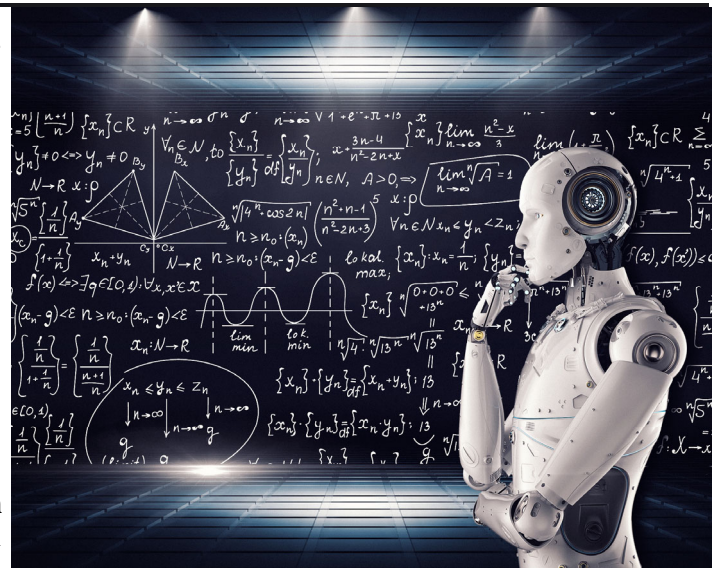
Students no longer need to come to university for knowledge and information (and they haven't for a long time). So, we can't expect them to want to come to class if the sole purpose is to listen to a lecture, and if they do attend, we can't expect them to engage sufficiently to actually learn anything. Students need universities for the human experience: to connect with other humans, to exchange ideas and collaborate, to learn empathy and interpersonal skills, to practice critical thinking, human reasoning, dialogue, and to debate. Any faculty member who is still teaching classes of passive students should redesign the class experience to be more active and engaged. This can involve flipping the class, where students watch lectures outside of class and come to class to engage in activities with their peers. Or, it can mean utilizing more peer

instruction, problem solving, and discussion within the lecture. Course redesign is the hardest thing to do of everything else listed in this article. But it's critical that the university help faculty develop skills to do this, and provide them with the time and compensation, if we want to remain relevant in the 21st century.

Clearly communicate a GenAI and Academic Integrity Policy

Students should learn how to use GenAI tools, and most *want* to do so ethically, but the rules are unclear. A student told me that they are using ChatGPT to help them do research and explain concepts they didn't understand but they don't have it do their work for them. Does this student understand, however, what is the work they're supposed to do?

So, no matter if faculty update their learning objectives, redesign their assessments or redesign their classes, they must communicate with students about GenAI and academic integrity. I recommend three methods: 1) talk to students about the learning objectives and their corresponding assessments; 2) discuss with the students the fundamental values of integrity (honesty, respect, responsibility, fairness and trustworthiness) and how those values can be upheld with or without GenAI assistance on assessments; and, 3) debate when GenAI can be used on a particular assessment and for what purpose. For example, Steven's students could use it to improve their assessment write-up, but they have to provide the transcript from ChatGPT to show the writing they gave it and the output it produced. Perhaps students



can use GenAI to do the background research on musicals, but they need to acknowledge how they used the tool and what they learned from it, and provide the generated output.

These discussions with the students can form the basis of an agreed upon GenAI and Academic Integrity Policy. Faculty and students should revisit this policy at every assessment time and check in mid-quarter to see if the policy is working as intended (and if not, change it).

Summary

GenAI is one of the latest education disruptors, but it likely won't be the last. We can use this disruptor as an impetus to make improvements to teaching, learning, and assessment that are necessary and timely, or we can bury our heads and hope that it all just goes away. The latter is unrealistic and unlikely to prove effective. However, it's not easy to change. The university needs to do more to support, train, and reward faculty for redesigning their pedagogy and assessments. With that support and intentional focus, we can continue to provide students with a quality ethical education that works with, rather than fights against, Generative Artificial Intelligence.

Learn more: [UCSD Academic Integrity office](#)



2023 Dickson Professorships to Attiyeh and Cowhey

The University of California has honored two distinguished UCSD emeriti colleagues as recipients of the 2023 Edwin A. Dickson Professorship. This award is bestowed annually by each UC campus to faculty members who have made significant contributions after retirement. The award is funded by an endowment established in 1955 by long-serving UC Regent **Edward A. Dickson** “for the support and maintenance of special annual professorships in the University of California to which shall be appointed by the President, with approval of the Regents, persons of academic rank who have been retired after service in the University of California...” Service, research, and teaching are essential criteria for the award, and this year’s recipients have excelled in all arenas. This year’s deserving honorees are **Richard Attiyeh** and **Peter Cowhey**.

RICHARD ATTIYEH, earned his BA from Williams College, his PhD from Yale, and joined the UCSD Department of Economics in 1967 after teaching at Stanford and Yale. He had served as a staff economist on **President Kennedy’s** Council of Economic Advisers. While at UCSD, he served as chair of the Department of Economics in the mid-1970s, and in 1982 was appointed as Dean of Graduate Studies and Research. When that office grew and split into two separate units, he served as Vice Chancellor for Research and Dean of Graduate Studies for twelve years until his retirement in 2006. His service to the campus and the community beyond included chairing both the UCSD and the UC committees on planning and budget, serving as Interim Senior Vice Chancellor for Academic Affairs, chairing the GRE Board, chairing the Board of Directors of the Council of Graduate Schools, and leadership roles on the California Biomedical Research Association Board of Directors and the California Society for Biomedical Research. He has shown remarkable dedication to both the campus and



*Richard (Dick) Attiyeh
Professor Emeritus, Economics and
Vice Chancellor for Research and
Dean of Graduate Studies Emeritus*

systemwide Emeriti Associations, having served as Vice President and President of UCSD’s Emeriti Association and Chair of the Council of University of California Emeriti Associations

PETER COWHEY has been a prominent figure on local, national, and international political science stages for many years, and his contributions have had a significant impact on UCSD. Peter received his BSFS degree at Georgetown and his MA and PhD from Berkeley. He joined the UCSD faculty in 1976 and was appointed the Qualcomm Endowed Chair in Communications and Technology Policy in 2003. He served as Dean of the School of Global Policy and Strategy (formerly IRPS) from 2002-21, and he held many critical roles in national policy-making organizations, including serving as Senior Counselor to the Office of the U.S. Trade Representative and Chief of the International Bureau of the Federal Communications Commission. He was director of the UC system’s Institute on Global Conflict and Cooperation and he co-chaired **President Obama’s** transi-



*Peter Cowhey
Professor Emeritus
and Dean Emeritus, School of
Global Policy and Strategy (GPS)*

tion team for trade policy. His service ranges from membership on La Jolla Playhouse’s Board to chairing the Board for the California Council on Science and Technology. As former UCSD faculty member and current Peter Wertheim Professor in Urban Policy at **Harvard Gordon Hanson** wrote, “Through his career as a scholar, campus leader, and government policy expert, Peter Cowhey built insights and institutions that put UC San Diego at the center of global efforts to bring rigorous science and technology into the design of sound public policy. As an emeritus faculty member, he continues this mission with equal gusto. Peter would make an out-standing recipient of the Dickson Award.”



See the list of all past Dickson Award Recipients (2008—2023), along with details of the criteria and procedure for nominations here:
<https://emeriti.ucsd.edu/awards/index.html>

Literary Streets - Part II

By **Henry C. Powell**, Professor Emeritus, Pathology

This is the second part of Henry Powell's delightful stroll through the author-named streets of Loma Portal:

One block west of Homer we reach **Henrik Ibsen** (1828-1906). After failing the entrance exam to study medicine, he chose poetry and theatre, and the world is lucky for his shift in careers. He is the author of many plays that form the cornerstone of modern European drama, ranging from the romantic-symbolist epic *Peer Gynt* to groundbreaking works of realism, such as *A Doll House* and *An Enemy of the People*. Ibsen is one of Norway's cultural icons. He also influenced composer **Edvard Grieg**, whose incidental music for the production of *Peer Gynt* is widely acknowledged as a classic of romantic composition. Ibsen's final words were "au contraire."

Henry James (1843-1916), was an American-born Anglophile who eventually took British citizenship but experienced a stroke soon after and died only months later. As a student, he tried law but didn't find it interesting. He next attempted to write poetry and plays; his plays fared poorly and he had some humiliating experiences as audiences reacted negatively. He turned to fiction and developed a writing style that, while florid, was effective in describing character. One of his novels (which was serialized), *The Portrait of a Lady*, remains extremely popular. His ability to describe "old-world Europe" and contrast it with the American new world is one of his enduring attractions for contemporary readers.

Charles Kingsley (1819-1875) was a British clergyman and public figure who was fiercely progressive in pursuit of causes such as clean water. He was a champion of "muscular Christianity," which embraced **Darwin's** work as part of a

"divine plan." He was personal chaplain to **Queen Victoria** and **Prince Albert**. His most successful book, *The Water Babies*, was a story about chimney sweeps who escape the horrors of their jobs and find an imaginary world.

The next street lies at the busiest intersection in Loma Portal, where **Edward Bulwer-Lytton's** (1803-1873) name appears on the Loma Portal side. The street flows into Barnett Avenue on the Liberty Station side. Bulwer-Lytton is now best remembered for the opening sentence to his 1830 novel *Paul Clifford*: "It was a dark and stormy night; the rain fell in torrents," a line that will be remembered as long as people keep reading "Peanuts" cartoons. His work continues to receive considerable attention, as there is an annual tongue-in-cheek literary contest in his name "to compose the opening sentence to the worst of all possible novels." His wife (**Rosina Doyle Wheeler**) wrote a biography that depicts Bulwer-Lytton as an abusive husband.

The street names of Loma Portal include many distinguished Victorians, none more famous than **Thomas Babington Macaulay** (1800-1859). As an eight-year-old child, he wrote a long narrative poem celebrating English history. He is admired for his poem *Horatius*, long memorized by school children; his most famous work was *The History of England from the Accession of James the Second*. He believed that Britain was a civilizing force and he focused on education in India, which he modeled on his own English education. He wrote about history from the perspective of personal advocacy.

Robert Henry Newell (1836-1901) was born and raised in New York City, where he learned his craft in journalism. He preferred to write under the pseudonym "**Orpheus C. Kerr**" (a play on "Office Seeker"). He chose to write in a humorous style, which allowed him to make light of many weighty issues, especially during and after the US Civil War, and his work was enjoyed by **Abraham Lincoln**.

Margaret Oliphant (1828-1897) was a prolific Scottish novelist, historian, literary critic, and travel writer with more than 120 works to her credit. Her long friendship with the publisher **William Blackwood** helped promote her success, and her robust output helped to ensure her popularity. Sadly, her personal life was clouded by sickness; she lost several children and her husband to disease.

Laurence Sterne (1713-1768) was born in Ireland; his father had been a career soldier in the British army. Sterne attended Cambridge and became a clergyman. A satirist, he published *A Political Romance*, which was critical of the Anglican Church and was subsequently burned. Public burning of a book was a highly-ritualized "punishment" entrusted to the public executioner and was widely considered an incentive to move abroad. Over the remaining years of his life Sterne lived in France and Italy, where he wrote *The Life and Opinions of Tristram Shandy* and *A Sentimental Journey Through France and Italy*. During this time, he struggled with pulmonary tuberculosis, the likely cause of his lung hemorrhages. After his death, Sterne's body was exhumed by grave robbers and sold to an anatomy school. Someone recognized his face and he was quietly returned to his former resting place and reinterred.

Alfred Lord Tennyson (1809-1892) was the fourth of twelve children in a troubled family in which opiate addiction and alcoholism afflicted his father and one of his brothers. He is famous for poems such as "The Charge of the Light Brigade," "Maud," and "Idylls of the King," about King Arthur and the Round Table. One of his most touching works, "Crossing the Bar," was written in minutes of his learning of his beloved son's death. He is buried in Poet's Corner of Westminster Abbey *cont. on page 7* →

near the graves of **Robert Browning** and **Geoffrey Chaucer**.

Nicholas Udall (1504-1556) was an English schoolteacher who translated the work of classical-era poets such as **Terence**. A graduate of Oxford, Udall was invited to write poetry for the coronation of **Anne Boleyn** as queen of England. His translations of works by **Erasmus** were important contributions to the scholarship of his day, and his popular comic play, *Ralph Roister Doister*, is still studied today. He was also headmaster of one of England's most famous schools, Eton College. He became notorious as a strict disciplinarian and eventually lost his job as a teacher.

One of the busiest streets in Ocean Beach and Point Loma is **Voltaire**, the pseudonym of **Francois-Marie Arouet** (1694-1778). A natural rebel, he challenged both church and state in his political and satirical writing, which resulted in imprisonment in the Bastille. A renowned wit and author of plays, poetry, histories, novels, and essays, Voltaire was known for his criticism of the Roman Catholic church (as well as his negative views of Judaism and Islam). He is famous for bon mots like "Common sense is not so common," and is most widely known for the picaresque novel *Candide*, which became an operetta in 1956 by **Leonard Bernstein**. On his deathbed, he was challenged by a priest to "renounce Satan and all his works and all his pomps." His reply: "Alas, Father, it is too late for me to make a new enemy."


John Greenleaf Whittier (1807-1892) was the son of Quaker farmer parents in a family of abolitionists. Whittier lived in poor health and withdrew into the world of books, poetry, and a lifelong passion for social justice. His sister secretly sent his poem "The Deity" (written when he was 18) to the Newburyport Free Press. The editor—and famous abolitionist—**William Lloyd Garrison** (whose name also appears on a street sign in Loma Portal), offered him a job. From that time forward

Whittier earned his living as a writer and shaper of public opinion. He ran for Congress at the age of 25, but was beaten and withdrew from electoral politics. He continued to write editorials and opinion pieces that drew national attention and co-founded the American Anti-Slavery Society. His most renowned work is the narrative poem "Snow-Bound" (1866). The success of this and other works allowed him to devote himself to humanitarian causes. Whittier is remembered as the "Quaker Poet," and Whittier College and the city of Whittier, CA are named after him.

Xenophon (430-354 BCE) was a soldier, cavalry officer, philosopher, and historian. He grew up in Athens and was part of a circle that included Socrates, with whom Xenophon studied and whose teachings would form the basis of Xenophon's *Memorabilia*. He was a famous military leader and a figure of controversy; he was exiled due to his associations with Sparta, the long-time enemy of Athens. As an experienced cavalry man, he not only developed complex military strategy, he also admired and advocated the humane management of horses. He is credited with saying "A horse is a thing of beauty...None will tire of looking at him as long as he displays himself (in all) his splendor."

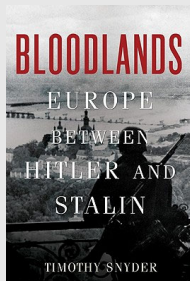
Charlotte Yonge (1823-1901) was born in Hampshire, England, and spent her life there. She is credited as the author of more than two hundred and fifty works, mostly novels. She was a staunch defender of High Anglican Church practice and was associated with the Oxford Movement, which advocated for the inclusion of many older Christian (Catholic) traditions in the Anglican liturgy. Her particular strength as a writer was her shrewd descriptions of character; she has often been compared to **Jane Austen**. Admirers of her work included prime minister **William Gladstone** and authors **George Eliot**, **Lewis Carroll**, **Christina Rossetti**, and **Anthony Trollope**. She wrote at a time when women were entering the teaching profession in large numbers and she became a role model.

Emile Zola (1840-1902) was born in Paris and is recognized as France's most famous journalist and a prolific and an enormously successful novelist and playwright. A schoolboy friendship with **Paul Cezanne** led Zola to become a passionate advocate for Impressionist artists. Zola became the champion of a young French army officer, **Alfred Dreyfus**, who was framed by the French army in a spy scandal that gained international notoriety. Captain Dreyfus was innocent, but the French army tried to move public opinion against the scapegoated Jewish officer. With his fierce open letter, "J'Accuse," published in the newspaper *L'Aurore*, Zola shined a light on governmental antisemitism and aided in the fight to free Dreyfus from imprisonment on Devil's Island and rehabilitate his military career. Zola's prodigious literary output, which embraced naturalism, included *Nana*, *Thérèse Raquin*, and the twenty-volume "Rougon-Macquart" series of novels that included *Germinal* and *La Débâcle*. Zola died mysteriously when a chimney in his apartment became blocked; he appears to have died by carbon monoxide poisoning. His reputation as both writer and a force for free speech remains undimmed.

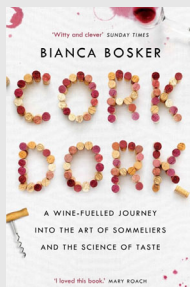
The practice of naming streets after authors is not limited to Loma Portal. Nearby Ocean Beach has a series of streets called "**Abbott, Bacon, Cable, Defoe, Ebers, Froude, and Guizot**," all of which are named after writers. The attachment to well-loved authors remains robust. A book, *Reading Between the Lampposts: The Literary Giants of Loma Portal*, was compiled through a neighborhood project by the families of Loma Portal. A newspaper article by **Katherine Hon** appeared in the *Peninsula Beacon* in 2020. My drive home from campus is something of a memory game as I try to remember the works of each author, and that is fun. 

**UCSD Emeriti Association
Book Club**

All EA Book Club Meetings held via Zoom.
11:45 AM - 1:30 PM



Monday, September 18th
Bloodlands
Europe Between Hitler and Stalin
by Timothy Snyder



Monday, October 23
Cork Dork
by Bianca Bosker

Chronicles

Newsletter of the UCSD Emeriti Association



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*Forward queries, changes in mailing/email address to:
Vania Bailon, Director, UCSD Retirement Resource Center,
UCSD, 9500 Gilman Drive, #0020, La Jolla, CA 92093-0020.*



Mark your calendar for Fall 2023 events!

Fall Emeriti Association Meetings

RSVP [here](#) to receive the Zoom event link



Wednesday, September 13, 2023

3:45 PM—5:00 PM

Via Zoom

“Achieving Beneficial Artificial Intelligence”

Presented by **David Danks**

Professor of Data Science and Philosophy



Wednesday, October 11, 2023

3:45 PM—5:00 PM

Via Zoom

"Are we PREPARED for the next Pandemic?"

Presented by **David “Davey” Smith, MD, MAS**

Director of UCSD PREPARE Institute