Message from the Dean

Dear Graduate Student,

It’s become well recognized among the faculty that if you want to keep up with what is happening in the digital world, you should pay attention to your students and what they do. And that doesn’t just apply to social networking. The world of scholarship and publishing is in a rapid state of flux. A powerful movement has grown up around the goals of “open access” to scholarly publications; and it is no surprise that graduate students are heavily involved. Here at UCLA, our students have led the nation in creating high quality, specialized, on-line, open access journals that offer cutting edge scholars an opportunity to get their ideas out to their peers easily and inexpensively. This issue of the Quarterly highlights the graduate students who’ve taken the lead on this and offers some insights into what they are trying to do, and some well deserved recognition of how much they have already accomplished. An interview with Professor Christine Borgman of the Department of Information Studies puts it in a broader context and gives some idea of where the world of scholarly communication is heading. Read it and get an idea of how this movement will shape the careers of today’s graduate students.

With this issue dedicated to graduate student publications and the new technology used to disseminate them, it is timely to announce that the Graduate Quarterly itself is going electronic! This will be our last print issue in addition to saving trees and money, we hope that this new format will allow the Quarterly to be more widely-read and disseminated over the internet, and that the stories about UCLA graduate students will reach an even-broader audience. Look for the new Graduate Quarterly on the Graduate Division web site, and in your in-box this fall.

Of course, the Quarterly is brimming over with what UCLA’s graduate students are doing these past few months. Besides the “normal” publications; and support in embarking on mathematical careers.

20 UCLA’s Best TAs
Since 1977, the UCLA Academic Senate Committee on Teaching and the Office of Institutional Development have honored five graduate students each year for their distinguished performance as teaching assistants. 

28 Graduate Student Accomplishments
World Arts and Cultures changes its name.

25 UC A’s Best TAs
Graduate students each year for their distinguished performance as teaching assistants.
The philosophy that's driving many student-run publications at UCLA is the open access movement. Many journal editors are extremely passionate about the need to provide free and accessible research to the community. UCLA graduate students are embracing open access because they want the widest possible dissemination of their scholarship, and for their data to be available to other scholars. And, of course, they want to save trees. But internet publishing comes with its own challenges – both for the hundred-or-so journal editors across campus, and students publishing their work.

OPEN ACCESS - A NEW WAY OF THINKING

"Open Access is an enormously important philosophical and pragmatic issue for the university that has tremendous implications for how the academy relates to the world beyond the ivory tower." - Stacey Meeker, Graduate Student Association (GSA) Director of Publications and doctoral student in the Department of Information Studies

The Open Access movement is based on the principal that, in the interests of the common good, scholarly research should be free and accessible to everyone. The movement started in 2002, when a small group of scholars at the Open Society Institute conference created the now-famous Budapest Open Access Initiative. The first paragraph of the initiative eloquently describes the movement and the implications for humankind:

"An old tradition and a new technology have converged to make possible an unprecedented public good. The old tradition is the willingness of scientists and scholars to publish the fruits of their research in scholarly journals without payment, for the sake of inquiry and knowledge. The new technology is the internet. The public good they make possible is the world-wide electronic distribution of the peer-reviewed journal literature and completely free and unrestricted access to it by all scientists, scholars, teachers, students, and other curious minds. Removing access barriers to this literature will accelerate research, enrich education, share the learning of the rich with the poor and the poor with the rich, make this literature as useful as it can be, and lay the foundation for uniting humanity in a common intellectual conversation and quest for knowledge."

(www.soros.org/openaccess/read.shtml)

These ideals resonate with many graduate students at UCLA. Publishing on the internet isn't just the medium, it's the message. "For us, the open access feature coincides with a specific part of our mission, which is to provide a scholarly platform for critical discussions around issues relating to social justice." says Interactions editor and graduate student Andrew J. Lau. "In this sense, open access is both an ethical commitment, as well as an operative means by which we actualize our mission." The editors of ECHO: A Music-Centered Journal, want to eliminate the exclusivity of university research and the requirement of the ability to read music to understand the articles. ECHO’s mission is to "create a forum for discussion about music and culture which includes voices from diverse backgrounds," according to their web site. "To that end, we endeavor to make all work accessible to readers without formal musical training; the use of sound and film clips in our journal enables writers to discuss nuances of performance without relying solely on music notation."

GSA Publications is on the cutting edge of the open access movement. They were the first campus entity to indicate that they would participate in the First International Open Access Week. In addition to hosting a workshop with Laura Cernuts from UC Press and Elsevier...

by Mary Watkins

TIME FLIES! It’s been ten years since the Graduate Quarterly focused on UCLA’s exceptional student-run journals. In 2001, we could already see that the future of scholarly journals was online. But it was harder to predict the existence of the technology the journals employ today – and the global movement that fueled a new age of scholarship.

The philosophy that’s driving many student-run publications at UCLA is the open access movement. Many journal editors are extremely passionate about the need to provide free and accessible research to the community. UCLA graduate students are embracing open access because they want the widest possible dissemination of their scholarship, and for their data to be available to other scholars. And, of course, they want to save trees. But internet publishing comes with its own challenges — both for the hundred-or-so journal editors across campus, and students publishing their work.

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How to Start a Journal

In the Student Activities Office, Michelle Tu, Publications Assistant and undergraduate student in Design/Media Arts (designer of many of the journals in this article), and Stacey Meeker, Graduate Student Association Director of Publications and doctoral student in the Department of Information Studies

WHAT ABOUT PRINT?

Many scholarly journals are still printed. Critical Planning, for example, is an excellent print-only graduate student journal that still uses a subscription model. One of Anaximenes’ most popular features is a cartoon flip-book—something that wouldn’t work the same way online. The Journal of New Playwrights audience is largely composed of small theater owners, producers, directors, and authors who want the printed copy delivered to them. GSA Publications recently partially funded a new MFA exhibition catalogue, and in the art milieu, the high-quality offset print volume is still the standard.

Some scholars think that the printed copy brings with it a certain status, an importance that an online publication doesn’t have. Others argue that the format of the scholarly journal hasn’t changed much since the 1700’s and needs to evolve. “This ‘prestige of print’ business has gradually fallen by the wayside,” said Christine Borman, Presidential Chair and Professor of Information Studies, and a lead investigator for the Center for Embedded Networked Sensing (CENS). She points out that “the most prestigious journals in the world exist online. Science and Nature could not exist if the journals were printed only. Journals have made digital and online archives and subscriptions available to the public, and the electronic format is more convenient and user-friendly. Librarians are more confident about purchasing access to online journals than to print journals. The perceived value of online journals is increasing, and the widest possible dissemination of their research is achieved.”

But there is still a tension between the traditionalists, who prefer the tangibility of a printed copy, and a new generation of graduate students interested in the open access movement, sustainability, and the widest possible dissemination of their research. Traditional journals are often hesitant to stop producing a printed version. Some journals have resolved this problem by having both online and print versions of their journals, thus satisfying both parties and providing a safe transition for the journal to go online.

In the traditional printing process, large set-up costs made multiple print runs cost-prohibitive, and journals were printed only once, in a large batch. Many student journal editors were frustrated with the wastefulness of ordering large amounts of journals, and seeing many of them unread on the shelves. One solution to this is on-demand printing. On-demand printing is a technology that reduces publishing costs and waste. New printing presses that work from digital files allow for very small runs or even individual pieces to be printed as needed. This way if someone wants a hard copy, they can order one. If not, the information is available online. The most important contributions of GSA Publications to the “graduate student publications revolution” at UCLA has been the print-on-demand and distribution arrangement it sought out with UC Press. Stacey Meeker explains “We noticed that some editors were reluctant to go online because of concerns about losing their print audience and the implied credibility of print. I sought out this arrangement as soon as I noticed that UC Press was going to begin print-on-demand for their eScholarship monograph series. Catherine Mitchell of the California Digital Library and Laura Cerruti of UC Press were willing to do what was a successful test run with Carte Italiane, and our journals, both eScholarship and non-Scholarship, were instantly attracted to the model that makes journals readily available through vendor sites like Amazon and Barnes & Noble as well as the UC Press site, which is linked to corresponding eScholarship content for those dual-platform journals. Thanks to this arrangement in which GSA Publications is an umbrella publishing partner for our journals, we’ve substantially reduced production costs, and we’ve assured the fears of editors.
and breakout model. "We hope to increase our publication and much more environmentally friendly!" says editor Nolan Warden, editor of Pacific Review of Ethnomusicology, \( \text{PDF}\). "We think that both digital and paper access is a winning model," says Covadonga Llamas Prieto, editor in chief. "We hope to bring new readers to previous articles."

Digital host- by scholarship also provides editors and their programs with evidence that their articles are actually being read. Every month and authors receive an update about the number of times their work has been downloaded and where.

Other journals are completely online, like Pacific Review of Ethnomusicology. "Being 100% online is less expensive than print publication and much more environmentally friendly!" says editor Nolan Warden. "Carta Italiana is in the middle of their transition to hybrid online/print on demand model. We hope to increase our reach with this move yet still have the journal available in hard copy for those who prefer that medium," says Editor in Chief Cindy Stanphill. "We have archived all of our volumes and they are all now available for reading via scholarship.org."

Thanks in part to an initiative spearheaded by GSA Publications and facilitated by the UCLA Library, full runs of several major journals including the Journal of Language, History, and Culture, Historical Journal at UCLA, Issues in Applied Linguistics, Mississippi Quarterly, and Parole di Gasia were digitized for free by the Internet Archive (at a savings of many thousands of dollars). Many UCLA journals joined InterAction and UJabban in the use of the University of California’s eScholarship.org site, which provides a free, open access, searchable platform for journals to publish and archive their materials online. "Scholarship gives authors and editors complete control over their work, including the layout and look of the journal. Editors can also save time by using eScholarship to manage their peer review process online. The only disadvantage of publishing through eScholarship is the somewhat stagnant online PDF viewer, which doesn’t utilize any of the interactive elements that are possible with online publishing."

Digital. The disadvantage of that is the digital version has been overly long, so electronic journals are just PDFs of the page, and very static, "unsustaining similar to print," as one of my colleagues said. If you let go of the constraint of printed publications, you can take advantage of the digital medium. I think we will see more interactive features, and linking features will become more common."

It takes a shift in consciousness to break out of the printed page. Jennifer Porse, MaduScape editor, says "especially in a field like Cinema and Media Studies, where the object of our study is often the moving image, having the ability to make re-tread discussion and visualization available within a scholarly piece immensely enhances the work. It’s interesting because, too often, when we ask our authors to contribute video clips or hyperlinks, there is still a learning curve for them. Typically, the journal editors will supplement whatever the author has given us, and we regularly hear back from authors that the additional videos and links gave their work an additional depth and sense of active engagement. People just still aren’t used to seeing their work as an interactive and multimedia work, so it can be a challenge to get them to shift their perspectives in that way."

Jennifer also talks about the freedom of going online. "We also try to expand not only what we can do within our articles, but also expand the concept of what it means to ‘do scholarship.’ We have tried to encourage new forms of scholarship by publishing visual essays and other more experimental works that could not exist in traditional print publications. Hopefully, we can continue to push the boundaries of scholarship and expand the notion of what is possible."

THE NEW AGE BRINGS BOTH CHALLENGES AND OPPORTUNITIES

M ANY OF THE CHALLENGES THAT UCLA JOURNALS face are unique to student-run publications, and have remained unchanged whether the journal is in digital or print form. Student-run journals have a mostly unpaid and constantly changing staff, and rely on busy full-time graduate students. Nolan Warden, editor of Pacific Review of Ethnomusicology, said, "All graduate-run journals, it seems, face the hurdles of consistency and staff turnover. Especially in ethnomusicology, our research often places outside of the U.S., so students can’t serve on the editorial board during their entire time as grad students. Being 100% digital (including the review process) has helped tremendously, however. Some editorial board members have even been willing and able to review submissions while doing their fieldwork around the world."

Bring off campus also creates issues for MFA students. Vivian Lee, the editor of Animatris, "The other obstacle is the fact that we are only a three year program, with the third year taking place mostly off campus while the students finish their theses this fall - this basically means the editor changes every year."

Perhaps telling the truth about the graduate student journals is that student journals run a higher risk of gaps in production over the years. One student may have great enthusiasm and drive for working on the journal, but when they graduate, a new editor must be found. Things are consistent this program has managed this transition. Our editors and editors have worked on the journals and made efforts to reduce the pain of transitions by creating its own digital records about individual journals and developing workshops to help new editors. Bahybully Hardcore, editor in chief of Issues in Applied Linguistics, has also found a good solution to this problem: when an editor leaves, always take someone to take over our positions so that continuity and transitioning is smoother."

Finding a good faculty advisor is another way to keep the journal issues flowing. The faculty advisor and the department are the only constant from year to year, so their involvement is crucial."

Digitalizing the work flow has also helped graduate students more easily consult with certain facts. "We hope to take some of that away from the schools. Nolan Warden, editor of Pacific Review of Ethnomusicology, explains, "In the past, one of the biggest hurdles for PRE was dealing with the administrative tasks associated with a traditional printing press and the subscription model that accompanied it. Graduate students simply can’t afford that much time on a consistent basis."

It was a daunting job that contributed to problems in editorship turnover and training. Now, of many of those time drags have disappeared or become less central to the job of being an editor. On the other hand, it creates a new problem: competition. Starting an online publication is easier than print publication so many fields are seeing a proliferation of journals focused on increasingly specific topics. Thus, promoting and publicizing a journal is more important than it used to be when PRE was the only graduate student ethnomusicology journal and one of only a couple online."

Linking to online content has its drawbacks. As Jennifer Porse, editor of MaduScape, says "One challenge is that it is an ever-changing digital world, we will often embed videos from YouTube only to find that shortly thereafter they have been removed under threat from the copyright holder. The same goes for hyperlinks where we will link to a page, and at some point, the page disappears and we end up with a dead link. It’s not really practical to monitor all of our videos and links, but at the same time, we don’t want to have material up that isn’t functional.”

The idea of an ongoing archive on the internet is currently a hot topic with librarians and scholars. The phenomenon of dead links is known as "link rot."

Another challenge for student-run journals is the misconception that if a journal goes online, it doesn’t need as many resources. As Stacey Meeker, GSA Publications Director, says, "Moving online doesn’t mean there aren’t costs. Even in the short term if you reduce costs, you still have the expenses of hosting, digital archiving, designing, and technical assistance. It’s not free! Many journal editors are surprised at the astonishing amount of work it takes to create a site for their journal and keeping it updated. In addition to being writers, editors, managers, and cheerleaders, graduate student journal editors must now serve as IT staff and web masters!"

Perhaps telling the truth about the digital journals is that this is our work. Journals not only provide more opportunity for UCLA graduate students to get published, they also provide some scholarly benefits for the journal editors and graduate student staff. Through digital means, journals have made available the opportunity to practice editing and reviewing. And, they naturally improve their own writing. Covadonga Llamas Prieto, editor in chief of Mister says "It is an amazing experience because, as researchers-to-be, one of our most important challenges is understanding how the editorial process works. Being editor in chief provides you with an excellent perspective about the development of a journal, from the writing of the call for papers to the final selection of papers."

Jennifer Porse, editor of MaduScape, remembers "as a graduate student, the realm of academic publishing can seem like a daunting and mysterious realm of ego-crushing rejection. Understanding how journals work... demystified the process for me in a very empowering way."

The experience of working with peer reviewers from the journal’s perspective allowed me to not take personally the suggestions for revisions I received from other journals for my own work.

And, of course, there is the recognition that these excellent journals bring to their departments. Many, like Mest, sponsored by the UCLA Center for Medieval and Renaissance Studies, have been around for over thirty years, and developed international reputations for scholarship in their field. Others, like MaduScape, "UCLA’s Journal of Cinema and Media Studies," are known for being on the cutting edge, and have taken advantage of the op-
The interactive features of the Internet allow many journals to go beyond what a print publication can do. Many UCLA journals have gone multi-media, with videos, comments, and the ability to interact to social media. ECHO: A Music-Centered Journal, run by graduate students in the Musicology department, uses sound files, videos, and maps in its web-only format. Nolan Warden, editor of Pacific Review of Ethnomusicology (PRE), says, “At the end of the 1990s, PRE started including a CD along with the print journal. It was the only journal in the field ever to do that, which is surprising in a field that studies musical sound! Now, as an entirely online publication, we are able to have audio, video, and all sorts of multimedia. This affects the very way an author is able to make an argument and really changes the nature of academic publishing and the way people interact with it. We have also taken advantage of our field’s (and our students’) strong and diverse language skills, during our 25th anniversary (2009) we began accepting submissions in Spanish and Portuguese (in addition to English). So far, we have published two articles in Portuguese and have received our first Spanish submissions this year. This has become another unofficial part of our mission, to encourage and enhance international interaction in the field by linguistically diversifying our own publication practices.”

UCLA Librarians Angela Riggio and Marty Brennan write The UCLA Digital Library Program has digitized and made available a wealth of theses, dissertations, and secondary research resources included in our collections, in collaboration with academic departments and research units on campus. Along with scanning increasing numbers of print items such as manuscript pages, photographs, and sheet music, the program now digitizes audio and video; examples include: oral histories, music recordings, and silent animated films, accompanied by soundtracks and expert commentary.

One exciting new development in online publishing is the 3D PDF by Adobe. In the January, 2009 issue of Nature, Alyssa Goodman, an astronomy professor at Harvard (and a collaborator of Dr. Borman), published “A rule for self-gravity at multiple lengths scales in the process of star formation,” an article with a 3D visualization of an astronomical object (www.nature.com/len th scales in the process of star formation,” an article with a

The “Beyond the PDF” conference (http://www.archive.com/size/ beyondthe.pdf/home), held at UC San Diego last January, explored the idea of open source code format for scholarly publishing. They envisioned something far beyond the interactive elements we are used to on the internet. Their goal is to create a platform with “rich integrated content which grows and changes the more we learn. A system (content plus platform) from which a scholar can interact, and once evaluated shows improved understanding and interest.” Perhaps in the future, scholarly articles, and the data behind it, will not only be instantly accessible, but will be customized to the reader and adapt and evolve with the reader’s understanding or interest.

At the Center for Embedded Networked Sensing (CENS), Dr. Borman’s team, including graduate student Jillian Wells, Matthew S. Mayerkorn, and Albertie Perpe, (now at Harvard), study how information is collected and published. They migrated all the CENS publications into eScholarship, which makes it the second largest repository in the UC E-Scholarship repository. “One of the reasons we did that was part of a larger endeavor, which is to move between the publications and the data on which they are based,” says Dr. Borman. This would allow scholars to analyze the data themselves and make their own conclusions. Currently, the team is working on international standards for a data registry that is part of annual reporting to NSF (a must because understanding data are so different between fields). Investigators could register their data in the system, and link it to articles that use that data.

**TEAR DOWN THE WALL!**

The principal behind open access – making information available to large number of people – is the point of scholarship, argues Stacey Meeker. “There is a growing consensus unless there are special privacy and security concerns scholarly research and data should be widely available and not behind walls.” “It is a basic tenet of open science that sharing information produces the best research possible. Also, charging money for content makes it difficult for the public to access it. This is not consistent with idea of open science, where sharing results of research makes it possible to replicate research and validate its findings.” Universities are for the public good, she says, and if it is possible to make research available, they should do it. The public is insisting more and more that the results of publicly funded research be published.

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Special thanks to Stacey Meeker, GSA Publications Director, for her invaluable help, and for suggesting this story.
What should graduate students know in order to protect their own intellectual property and learn how to retain all possible rights upon publication?

In order to be successful scholars in this environment, graduate students must have a basic understanding of U.S. copyright law. Authors in the United States are granted by copyright law the exclusive right to copy, distribute, perform, display, and make derivatives of their work. As current and future academic authors, students must grasp the value of their own intellectual property and learn how to retain all possible rights upon publication.

Standard author agreements used by many academic publishers ask for a wholesale transfer of copyright. That means the author gives up all rights to re-use their own work without the permission of the publisher. This includes such uses as posting the work on a web site, sharing it with colleagues, using it in the classroom, or even in a professional presentation. Authors should remember that these agreements can be negotiated, and publishers may allow for a full retention of copyright, or may allow an author to retain some educational re-use rights. We offer instruction and individual consultation on these matters.

The use of another’s work without proper permission could violate their copyright. It is important to understand the exceptions written into the law, from fair use to the TEACH Act, that are relevant in the academic setting. The details are complex, so we encourage you to contact us with your questions.

Any advice for students who are publishing their work online, either on their own web site or through an electronic journal?

Whenever you choose to publish work online, whether it be on a personal web site or in an electronic journal, consider using a Creative Commons license (http://creativecommons.org/). These licenses provide an easy way to protect your copyright but to allow others to use your work with proper attribution. The Creative Commons license engine allows you to specify the details of the license, which can then be embedded into your work when you post it online. The license insures that your copyright is protected, and that others respect your copyright.

When you publish with an online journal, as you would with any journal, make sure that the journal is in scope with your subject area, and that the journal is reputable and offers peer review. Remember to read your author agreement very carefully, and do not hesitate to negotiate terms in the license with your publisher. Whenever possible, retain your copyright; this will allow you to control the long-term access and dissemination of your scholarship. Remember, we are here to help you with any questions you have regarding online publishing and copyright. Please stop by one of our “Lunch and Librarians” sessions this quarter, which take place every other Tuesday from 1:00 to 2:00 p.m., in the GSA Media Studio, 158 Kerckhoff. Feel free to contact us directly: Angela Riggio (angela@librair u.lclu.edu), Marty Brennan (martinbrennan@library.ucla.edu), or copyright@library.ucla.edu.

What is the most exciting, cutting-edge thing going on at UCLA in the field of e-publications or digital archiving?

The Young Research Library is currently undergoing a first floor renovation, which will feature a cultural heritage laboratory. That space will seed and nurture scholarly digital projects and initiatives envisioned by UCLA students and faculty. We are excited about the possibilities for cutting-edge innovation and forging strong partnerships with academic departments and units on campus.

Many of the UCLA Library’s digital projects and services are supported by the infrastructure developed by UC’s CDL, and on behalf of all UC campuses, the CDL is also involved with a number of national and global digital initiatives. These include the Haiti Trust, a partnership of international research institutions that are working to preserve and make available the cultural record. The Haiti Trust is archiving and preserving our files from the Google Book Project and the Internet Archive. Within the boundaries of copyright law, these files are made available to UCLA scholars and to the world.
Chicana/o Latina/o Law Review (CLLR)

http://www.law.ucla.edu/cllr/

Published since 1972
UCLA School of Law

Over the last 30 years, the Chicana/o Latina/o Law Review has provided an essential forum for the discussion of central issues affecting the Latino community that "mainstream" law journals continue to ignore. In publishing volume one, the Review introduced to the nation the first legal journal that recognized how common law, statutes, legislative policy, and politically popular propositions impact the Latino community. Since 1972, the Review has established a reputation for publishing strong scholarly work on affirmative action and education, Spanish and Mexican land grants, environmental justice, language rights, and immigration reform. The United States Court of Appeals for the Ninth Circuit, United States District Court for the Middle District of Pennsylvania, Nevada Supreme Court and New Jersey Superior Court have cited the Review as persuasive authority.

Critical Planning: UCLA Urban Planning Journal

http://www.gpa.ucla.edu/cpmj/

Published since 1991
Department of Urban Planning

Critical Planning is the graduate student-run journal of the UCLA Urban Planning Department, producing one volume annually. Since 1993, Critical Planning has served as a forum for the urban studies and planning communities to debate current issues, showcase emerging research, and propose new ideas concerning cities and regions. The journal accepts submissions from scholars, graduate students, and practitioners from across disciplinary boundaries and from around the world. Through their double-blind peer-review process, Critical Planning is committed to identifying and publishing insightful scholarly research with a critical approach. As one of the cores of intellectual life in the Urban Planning Department, the journal provides a convivial space for rigorous debate. Their public programs—including lectures, exhibitions, film screenings, and symposiums—extend this work to audiences in Los Angeles and beyond. Critical Planning reaches an international subscriber base of urban planning scholars, students, practitioners, libraries, bookstores, and enthusiasts.

Crossroads of Language, Interaction and Culture (Crossroads)

http://humnet.ucla.edu/humnet/crossroads/

Published since 1998
Center for Language Interaction and Culture

The Center for Language, Interaction, and Culture Graduate Student Association (CLIC GSA) is UCLA's student organization that promotes interdisciplinary work on the interactions of language, culture, and conversational activities. This year's members include graduate students from Anthropology, Applied Linguistics, East Asian Languages & Cultures, Education, and Sociology. Every other year they host a conference in conjunction with the UIC Santa Barbara Language, Interaction, and Social Organization (LSO) graduate student group (who hosts the conference on the alternate years). They have also been known to run a series of seminars and cross-disciplinary gatherings, during which graduate students are able to discuss their research and receive feedback from both colleagues and faculty members. The CLIC Journal was developed as an outlet for the proceedings of the annual CLIC-LSO GSA Conferences, which were previously published in the journal issues in Applied Linguistics (IAL). (scholarship, UC Press)

ECH0: A Music-Centered Journal

www.ech0journal.org

Published since 1999
Department of Musicology

ECH0: A Music-Centered Journal is an interdisciplinary, peer-reviewed journal created and edited by graduate students in the Department of Musicology. Since the first issue in Fall 1999, it has been published bi-annually and welcomes submissions and project proposals throughout the year. ECH0 is an entirely web-based journal, and can be accessed free of charge by any online visitor. ECH0's purpose is to create a forum for discussion about music and culture which includes voices from diverse backgrounds. To that end, they emphasize the importance of access to materials for all readers. ECH0 is entirely peer-reviewed, and can be accessed free of charge by any online visitor. ECH0's purpose is to create a forum for discussion about music and culture which includes voices from diverse backgrounds. To that end, they endeavor to make all work accessible to readers without formal musical training; the use of sound and film clips in the journal enables writers to discuss nuances of performance without relying solely on music notation. Articles address music in diverse social contexts, and are not confined to any geographically, historically, or methodologically bounded genre. ECH0's design philosophy presents articles accompanied by an attractive and visually stimulating layout that complements the ideas and subject matter discussed in the text. As reading text on a computer screen is a very different experience than reading on paper, ECH0 also creates full-text printer-friendly versions of all articles and review essays as Acrobat PDFs.

Extensions: The Online Journal of Embodiment and Technology

www.extensions-journal.org

Published since 2004
UCLA Center for Performance Studies

Extensions is an annual web journal produced by the graduate students of the UCLA Center for Performance Studies (www.performancesciences.ucla.edu); Extensions follows the Center's mission to "engage performance everywhere, to open and broaden the definition of performance and the texts that prompt them, to explore performance practices and the ground on which they rest." Extensions is further dedicated to interrogating performance according to new logics of embodiment and technology, opening those terms to methods and objects of contemporary scholarship and artistic inquiry.
The theme of the latest issue is "Anxieties of Overexposure: Enlargements, Constructions, & the Dark."

Historical Journal at UCLA

www.archives.org/uc/Archives/historical

Published since 2010
Department of History

The Historical Journal at UCLA is dedicated to promoting excellence in graduate student research and writing. The journal welcomes submissions from graduate students across the country in all fields of history and related disciplines. Instituted by UCLA history graduate students in 1980, the journal's objectives are two-fold: to allow graduate students the opportunity to publish their work in a scholarly journal, and to acquaint graduate students with writings and methodologies from various historical fields which might be relevant to their own interests and pursuits. After a publication hiatus, the journal has moved to a new home on scholarship, and will be distributing its first UC Press issue in the fall.

InterActions: UCLA Journal of Education and Information Studies

http://scholarship.ucla.edu/interactions

Published since 2004
UCLA Graduate School of Education and Information Studies

InterActions is a peer-reviewed online journal committed to the promotion of interdisciplinary and critical scholarship. The journal brings together senior and emerging scholars, activists, and professionals whose work covers a broad range of theory and practice intersections. InterActions is an open access journal hosted by the scholarship initiative of the California Digital Library.
Mester
www.eScholarship.org/ucla/vcu_mester
Published since 1970
Department of Spanish and Portuguese

Mester is now available free-of-charge online through the University of California Digital Library’s eScholarship publications and for purchase in print through ULC Press. Mester is the literary journal of the graduate students of the Department of Spanish and Portuguese at the University of California, Los Angeles. Mester is dedicated to publishing work that reflects the highest level of scholarship while pushing the limits of accepted views and conventional categories. Since 1970 Mester has built a reputation as one of the best student-run journals in North America, publishing articles by established scholars alongside the best work of graduate students. Mester publishes critical articles, interviews and book reviews in the fields of Spanish, Portuguese, Spanish-American, Brazilian, and Chicano literature and linguistics. Mester also welcomes articles in Comparative Literature, Critical Theory and Cultural Studies. Submissions may be written in Spanish, Portuguese or English. This journal is now published annually and it is indexed in the MLA International Bibliography of Books and Articles on the Modern Languages and Literatures. (eScholarship, Internet Archive, ULC Press)

Los Angeles Public Interest
Law Journal
www.lapilj.org
Published since 2007
School of Law

LAPILJ strives to support local social justice movements by hosting symposiums, publishing and disseminating scholarly literature that is helpful to the public interest practitioners and providing opportunities for discussion and collaboration among the diverse activities and advocates in the Southern California region. It is a collaboration of law students from Loyola, Pepperdine, Southwestern, UCLA, and USC, who seek to provide a local forum for law students, practitioners, and community members to share and generate ideas, strategies, and research that promote social justice.

Mediascape
www.uky.edu/mediascape
Published since 2005
School of Film, Television and Digital Media and the Moving Image Archive Program

Mediascape’s aim is to create a forum which takes an interdisciplinary approach to visual cultural studies. Conceptually, this journal focuses on the moving image and all its manifestations. It endeavors to offer an inter-disciplinary treatment of visual culture and will look for cross-disciplinary, cross-cultural, and cross-ethical perspectives of the field to make up the content of the journal. Mediascape’s staff comprises members of UCLA’s School of Film, Television and Digital Media and represents both the field of critical studies, as well as the moving image archive program. They are interested in the constantly changing face of their field and the places where it crosses over into other disciplines. Interdisciplinary scholarship brings the issue of vocabulary to the forefront and occurs in general. They are its intent that Mediascape be a place to explore the cross-pollination of perspectives, approaches, media, and culture that make up the ecology of their growing field.

New German Review
www.germanic.ucla.edu/ngr
Published since 1985
Department of Germanic Languages

New German Review provides a medium for graduate students, post-docs, and junior faculty to share original research with the academic community worldwide. It is a peer-reviewed journal edited by graduate students. Although the majority of articles focus on German literature, the journal strives to publish an interdisciplinary journal dealing with the broader field of German Studies. Authors are encouraged to submit original work that encompasses topics concerned with any aspect of German language (either historical or applied linguistics), German intellectual history and philosophy, as well as German cultural studies (art, film, literature, and theater) from the Middle Ages to the present. Book reviews, interviews, and translations also make up an important component of the journal. Contributions are listed in the MLA database. (eScholarship, Internet Archive, ULC Press)

New Playwrights at UCLA
www.tf.ucla.edu/journals
Published since 2008
School of Theater, Film and Television

New Playwrights at UCLA is not a scholarly or professional journal, but a collection of original works produced at UCLA by graduate playwrighting students. The lecture volume provides a short history of the journal: “On a sold, January morning of 2007, four playwrights in the MFA program in Playwriting at UCLA huddled in the Murphy Sculpture Garden discussing their desire to see new works read, staged and preserved for future production. They immediately started on producing a reading series and by the end of the year, they had published their first volume of dramatic work. The journal allows for the preservation of MFA Playwriting work developed at UCLA and a way to showcase the plays in literary format.”

Paroles Gelées
www.law.ucla.edu/jelp
Published since 2008
School of Law

The Journal of Environmental Law and Policy (JELP) is a peer-reviewed journal published by the UCLA School of Law’s Environmental Law Students Association, funded by the UCLA Graduate Students Association. JELP is published quarterly by the UCLA Law Emmert Center on Climate and the Environment. It is a forum for the analysis of environmental issues from a legal and policy perspective. The journal welcomes submissions on a wide range of topics, from a legal perspective, as well as articles on other disciplines such as political science, economics, business, natural science, public administration, health, and social justice. It also regularly publishes articles recognized with the Society for Ethnomusicology’s Southern California Chapter’s Ki Maide Hood prize. The latest volume provides a short history of the journal: “On a sold, January morning of 2007, four playwrights in the MFA program in Playwriting at UCLA huddled in the Murphy Sculpture Garden discussing their desire to see new works read, staged and preserved for future production. They immediately started on producing a reading series and by the end of the year, they had published their first volume of dramatic work. The journal allows for the preservation of MFA Playwriting work developed at UCLA and a way to showcase the plays in literary format.”

Pacific Review of Ethnomusicology
www.ethnomusicology.ucla.edu/pr
Published since 1984
Department of Ethnomusicology

Published electronically and accessible free of charge to any online reader, Pacific Review is dedicated to scholarly works by fellow graduate students and emerging scholars from throughout the world. As part of our commitment to emerging scholars, they also regularly publish articles recognized with the Society for Ethnomusicology’s Southern California Chapter’s Ki Maide Hood prize. Pacific Review welcomes submissions not only from colleagues in ethnomusicology and systematic musicology, but also from those in cognate disciplines such as musicology, anthropology, dance ethnology, cultural studies, folkloristics, sociology, law, and area studies. Contributions must be intellectually rigorous and address in some measure the social and cultural implications of musical practice.

Los Angeles Public Interest Law Journal
www.lapilj.org
Published since 2007
School of Law

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National Black Law Journal
http://nblj.law.ucla.edu/nblj/Pages
Published since 1970
School of Law

The UCLA-National Black Law Journal has been committed to scholarly discourse exploring the intersection of race and the law for thirty-five years. The NBJ was started in 1970 by five African-American law students at UCLA. The journal was the first of its kind in the country. Because of the drop in African-American students at the UCLA School of Law after the passage of Proposition 209, the journal was sent to Columbia where publication could be continued. One of the journal’s founding editors noted that it was important that there be a forum for providing a theoretical framework for practical daily application of Black legal ideas and concepts. The journal has aimed to build on that tradition by publishing articles that make a substantive contribution to curricular approaches, medicine, law and society studies.

Paraodos Gellés
http://scholarship.ucla.edu/lulu/french
Published since 1833
Department of French and Francophone Studies

Paraodos Gellés was established in 1833 by its founding editor, Kathryn Bailey. The journal is managed and edited by the French Graduate Students Association, fully funded by the UCLA Graduate Students Association, and published annually under the auspices of the UCLA Department of French and Francophone Studies. (eScholarship, Internet Archive, ULC Press)

Parófalo
http://e.gac.ucr.edu/services/publications/parofalo
Published since 2003
Department of Spanish and Portuguese

Parófalo publishes short articles and creative pieces written by both UCLA graduate students as well as distinguished academics and artists from the Hispanic and Lusophone world at large. Each issue addresses a unique topic that is explored both academically and creatively by their contributors and editorial staff. Past numbers have been dedicated to literature and politics, literature and violence, and literature and borders. In addition to quality texts by established and up-and-coming contributors, the editors of Parófalo also pay special attention to the design of each issue. Every number of Parófalo has a unique format that showcases the artwork and design of visual artists from the United States and Latin America. Parófalo is published annually (ULC Press)

UCLA Journal of Environmental Law and Policy (JELP)
www.law.ucla.edu/jelp
Published since 1980
School of Law

The UCLA Journal of Environmental Law and Policy (JELP) is a peer-reviewed scholarly journal published by the UCLA School of Law’s Environmental Law Students Association, funded by the UCLA Graduate Students Association. JELP is published quarterly by the UCLA Law Emmert Center on Climate and the Environment. It is a forum for the analysis of environmental issues from a legal and policy perspective. JELP is pleased to announce the imminent release of Volume 27, Issues 1 and 2. Please visit their publications page to learn more details about these two issues, which includes an exciting partnership with the UCLA School of Law Emmert Center on Climate and the Environment.
Women in Math Symposium
by Stacey Bergs
Assistant Director, Institute for Pure and Applied Mathematics

UCI’s Institute for Pure and Applied Mathematics (IPAM), a National Science Foundation Mathematical Sciences Institute, was proud to sponsor the Women in Mathematics Symposium in February of 2011. The symposium provided a forum for encouraging and supporting women preparing for and embarking on mathematical careers. The participants included 55 graduate students and recent math PhDs from schools across the country, and 18 distinguished speakers and panels representing academia, industry, and government. It was held in cooperation with the Association for Women in Mathematics.

The symposium featured three invited talks. Rhonda Hughes, professor at Bryn Mawr College and co-founder and co-director of the EDGE (Enhancing Diversity in Graduate Education) Program, shared the inspiring story of her career in mathematics. Zvezdica Mehta, founder and president of the Institute for Medical BioMathematics (IMBM), spoke about her efforts to develop mathematical models to guide decision-making in medicine. Kate Okikiolu, professor at UCSF, currently visiting Johns Hopkins University, gave an engaging lecture on a topic related to Fourier series. A series of panel discussions covered career opportunities in mathematics and professional development topics. The career panel featured mathematicians who work for National Security Agency, Los Alamos National Lab, The Aerospace Corporation, and MSCI. Other panel discussions addressed negotiation and self-promotion, interviewing skills, and grant writing. Former UCLA Vice Provost for Faculty Diversity and Development Rosina Becerra gave the audience advice on negotiating their first job, and UCLA math professor Andrea Bertozzi shared her considerable experience writing federal grant proposals. The program also included opportunities for networking and for graduate students and recent PhDs to present their research.

The inclusion of non-academic careers in the program was particularly enlightening for many graduate students and recent PhDs. One graduate student said, “I appreciated the opportunity to talk to established women in finance, business, industry AND academia, as I’m currently considering jobs in industry and it is a perspective I hear less frequently.” Some of them were inspired by the personal stories the speakers and panelists shared. “The most helpful part was hearing the stories of successful women in math and how they overcame failure.” As they start their post-graduate careers, the participants will benefit not only from the information presented at the Symposium, but also the connections they made with other women in mathematics.

Conference for African American Researchers in Mathematical Sciences
June 1-4, 2011
IPAM will host the 17th Annual Conference for African American Researchers in Mathematical Sciences on June 1-4, 2011. The conference will highlight current research by African American researchers and graduate students in mathematics, strengthen the mathematical sciences by encouraging increased participation of African Americans and members of other underrepresented groups, facilitate working relationships among them, and provide assistance to them in cultivating their careers. For more information, go to www.cosam.net.

UCLA Journal of International Law and Foreign Affairs
www.law.ucla.edu/jilfa
School of Law

The UCLA Journal of International Law and Foreign Affairs is an interdisciplinary publication promoting scholarship in international law and foreign relations. It publishes articles by leading scholars, practitioners, and other professionals from around the world as well as student comments. Some of JILFA’s issues are topical, focusing on immigration or international gender and race discrimination, and others offer more varied ranging from conflicting approaches to technological developments, to the international criminal court, to sovereign debt crises.

UCLA Journal of Islamic and Near Eastern Law
www.law.ucla.edu/jinel
Published since 2002
School of Law

The UCLA Journal of Islamic and Near Eastern Law (JINEL) is published twice a year. As the first law school journal in the West dealing with this topic, JINEL’s goal is to emphasize and critically analyze all legal issues—social, political, civil, historical, economic, and commercial—that are of particular relevance to Muslims and Near Easterners in both Muslim and non-Muslim societies.

UCLA MFA Catalogue of Exhibitions
Published since 2011
www.uclamfacatalog.com
Department of Arts and Architecture

The UCLA MFA Catalogue of Exhibitions catalogs the work of graduating art students. It accompanies and documents a series of art exhibitions organized by the department every spring. The journal includes images of visual art produced by the graduate students and written content in the form of academic criticism, interviews, and theoretical communication provided by students and professional colleagues alike. The publication provides an opportunity for further recognition and exposure of these students within the broader field of cultural production.

UCLA Pacific Basin Law Journal
http://pblj.wordpress.com
Published since 1994
School of Law

The UCLA Pacific Basin Law Journal publishes twice a year in diverse legal topics with focus on nations located along the Pacific Rim including Asian, Central, and South American countries. During the eighteen years of its existence, the journal has featured articles written by leading scholars and practitioners on international legal topics including human rights law, constitutional law, criminal law, international trade regulations, corporate governance, intellectual property law, and other areas of business law. The breadth and diversity of materials covered by the journal makes it one of the most exciting, informative, and authoritative student publications at the UCLA School of Law. In addition, PBLJ is considered to be the foremost journals in the world concentrating on Pacific Rim issues.

UCLA Women’s Law Journal
www.law.ucla.edu/wlj
Published since 1989
School of Law

The UCLA Women’s Law Journal is an academic legal journal that uses the power of language to educate people and make women’s voices heard. The journal seeks to do so by focusing not only on the common struggles of women, but also on diversity as a strength in feminist legal scholarship. Through diversity, the journal seeks to represent the reality of all women’s lives and experiences, without separating voices into exclusory categories.

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since 1975, the UCLA Academic Senate Committee on Teaching and the Office of Instructional Development have honored five graduate students each year for their distinguished performance as teaching assistants. The criteria for selection are: impact on students; scholarly approach to teaching; size, number, and diversity of classes; involvement in community-linked projects, and teacher ratings. Here are this year’s winners.

Ivett Guntersdorfer
Germanic Languages

“I also hope that, as a result of taking my courses, many became more confident about meeting challenges in their lives, more determined to pursue their dreams, and more engaged in the ongoing reflection about relating to other people.”

“...and as a result, the atmosphere in class becomes generally very lively,” Ivett says. “Students feel less intimidated as they have already thought about the material and developed their arguments.” To incorporate new media, Ivett had students develop an interactive map based on Vienna locales mentioned in their readings. Students were asked to find out what’s happening in those places today and find a connection of those events and the historical and fictional past.

The Google map project, inspired by Professor Todd Presner’s HyperCities project, grew into a proposal for a session at the American Council on the Teaching of Foreign Languages conference, “Teaching Freud and Schnitzler with Technology.” The undergraduate seminar itself grew out of Ivett’s dissertation project, examining the work of Arthur Schnitzler, a Freud contemporary who dealt with sexual themes and a deep angst in his novels and plays. Difficult subject matter is nothing new to Ivett, who also taught a Holocaust course. “I believe that we all learn through challenges,” she says, “so I would like to teach my students to discuss difficult topics of life, even if it makes us feel uncomfortable.”

Reading her dissertation proposal, her adviser, Wolfgang Nehring, says he admired how well she transformed her research into a seminar. “She is not satisfied with mere reading and writing at her desk but rather tries to make her ideas work in the classroom,” he says. “Her students learn from her that scholarship is not a dull hobby of elderly professors but rather a lively endeavor that can help you to understand and to change a life.” Indeed, making an impact on students’ lives is one of Ivett’s goals. “I know that many of my students feel more passionate now about exploring other cultures, learning new languages, and celebrating diversity,” she says. “I also hope that, as a result of taking my courses, many became more confident about facing challenges in their lives, more determined to pursue their dreams, and more engaged in the ongoing reflection about relating to other people.”

Ivett Guntersdorfer has used both coffee and the highly-sensitive topics of sexuality and anxiety to get students interested in the German language. The coffee is served at a weekly Kaffeeisch, where undergraduates get together and chat informally with each other and with teaching assistants in the language they’re trying to learn. Growing from a handful to nearly 20 students, the Kaffeeisch has inspired a possible breakfast, adding Muesli to the beverage on hand.

The topic of sexuality is part of the subject matter in an undergraduate course she developed for the Collegium of University Teaching Fellows. The discussion is set in the context of Sigmund Freud and contemporary thinkers and writers working in Vienna in 1900. Students must come to class with a research question based on their readings, and “as a result, the atmosphere in class becomes generally very lively,” Ivett says. “Students feel less intimidated as they have already thought about the material and developed their arguments.” To incorporate new media, Ivett had students develop an interactive map based on Vienna locales mentioned in their readings. Students were asked to find out what’s happening in those places today and find a connection of those events and the historical and fictional past.

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Jeffrey Helmreich
Philosophy

EFFREY HELMREICH CAME TO DOCTORAL STUDIES in philosophy after exploring other possible careers: as a journalist, he was among the last Americans to interview PLO chairman Yasir Arafat in Tunis, and after law studies at Georgetown University, he was clerk for a federal judge. But the taste of philosophy he got by “crashing” seminars in college continued to draw him, like “an enchanted event I had dreamed of but could never get close enough to see inside,” he says. As a doctoral student, “Suddenly I found myself enchanted with the question: ‘Could a tourist suddenly become a tour guide?’” And after the first year, he started work as a TA with the question: “Could a tourist suddenly become a tour guide?”

The answer, according to faculty, fellow TAs, and undergraduates, is a resounding yes. One of Jeff’s mentors likens him to Jimmy Stewart in Mr. Smith Goes to Washington: “Like Smith, Jeff is idealistic, meticulously honest, and a firm believer good faith can change the world.” This may sound impractical, he adds, but “when you see Jeff in action, you recall Mr. Smith on the senate floor, spellbinding with his unbounding directness—you immediately want to join him, to become a little bit better yourself.”

And not just to learn philosophy, but to do philosophy. Describing his approach to the TA role, Jeff says, “First I want to give them what they came for: knowledge of the material, enough to do well in the course. But I also want to share with them something they might not be seeking: the unique experience of working on a philosophical problem for its own sake.”

Doing philosophy requires uncovering the reasoning behind an argument and then submitting it to challenge and critique. “The reasoning in an argument is like the invisible line connecting a series of dots,” he says. “You can only see the line by mentally drawing it yourself, or at least trying to do so.” Jeff’s role is to “fill my discussion sections with dots, hoping to prod the line-drawing with leading questions.”

Beyond understanding the argument, doing philosophy means “struggling to understand difficult, fundamental features of the universe or our roles in it.” Jeff says, asking questions like, “how does promising create obligation?” To “get” a philosophical problem, students have to experience the pull of it, “to feel what it’s like to reason carefully about an important problem that has no immediate payoff.”

His hope is that, during critical times in their lives, students will “relive the pleasure, and even the agony, of doing philosophy,” he says, “not because such experiences helped me come back to the field but because of how valuable and important they would be if I had not.”

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Eli Carter
Spanish & Portuguese

By the end of Eli’s class, “I was committed to a Portuguese minor, and French had taken a back seat,” Kenneth says. He hopes to use both Portuguese and his native Spanish as a foreign service officer for the U.S. State Department, a job that could bring him into those key policy discussions his teacher envisions.

Eli would understand how, falling in love with Portuguese, Kenneth might change his plans. “From the time I was very young,” he says, “I always thought that I would be an attorney—that is until I visited Brazil for the first time.”

Teaching English as an inter-city volunteer in Sao Paulo, Eli became “enthralled with the culture and the language,” he says. “I decided that one of my goals in life would be to obtain a sufficient command of Portuguese to be able to read a Brazilian novel.”

He has achieved that goal and much more. As a graduate student in the Department of Spanish and Portuguese, Eli has focused on contemporary Brazilian literature, television, and film. Film and TV have developed independently in Brazil, his adviser, Teofilo Ruiz, explains, with television by far the stronger cultural influence. Eli’s dissertation analyzes the relationship of the two media. “His intellectual promise is great indeed,” Professor Ruiz says, “and he is a budding star in the field.”
**NATHANIEL ISAACSON TAUGHT MATHEMATICS and reading to street children in Cuernavaca, Mexico; English to Chinese students in Shijiazhuang, China; and—for the last five years—first- and second-year Mandarin, Chinese Civilization, and Introduction to South East Asian Studies to undergraduates at UCLA. Nathaniel is most certainly a scholar; he expects to complete his dissertation on colonial modernities and Chinese science fiction this spring. But while some doctoral students may go by the motto, “big scholars write big books,” he has adopted a different agenda, focused on teaching. Indeed, he came to UCLA because it was a state institution where he could pay for his own education by means of the profession he loves: teaching. Over the course of his work, Nathaniel has established six guidelines for teaching, one growing out of the pseudo-Daoist aphorism that the best way to teach is not to teach at all. Thus, he puts his energies into class preparation, one-on-one critiques, and coaching, helping the students themselves to take the lead in classroom discussion. Another guideline is that the ends of education go beyond the content of the course: “What I teach may be less significant than the skills acquired in learning it,” he says: research strategies, sound writing, fluent communications. While student evaluations suggest that he is accomplishing this task, his teaching also evokes personal change. With Nathaniel's encouragement, Daren Endy spent hours in the law and business libraries to gather background for an essay on the Chinese reconstruction period, and he found his teacher's writing tactics useful in staying on topic. In addition, Nathaniel's dedication to Chinese language and culture inspired Daren to explore his own Chinese heritage more fully and to make its music, its drama, its language, and even its architecture an integral part of his life. Nicholas R. Zabaly followed Nathaniel's guidance in preparing a group presentation and found that he might want to apply for a teaching position in Asia after graduation. Besides his teaching assignments and his own research, Nathaniel has been involved in both the Humanities Council and the Graduate Student Association Forum.**

**Forrest Stuart**

**Sociology**

**URING THE FIRST SESSION OF AN Introduction to Sociology course in fall of 2007, Forrest Stuart asked the typical ice-breaker question and got the typical first-day answer. What did they think sociology entailed, he asked his students. Their response was right out of the text: “Sociology is the study of group behavior.” At the second session, he projected onto the classroom walls photos of a middle-aged man in a wheelchair waiting at a soup kitchen, an immigrant woman and her daughter scrubbing floors at an upscale restaurant, African American youths exchanging money for small cellophane bags on a dark street corner. In that moment, he saw that the stock definition of sociology bore little relation to the lived experiences of actual communities. He made it his mission to bring the two together in his work as a teaching assistant at UCLA. About the same time, Forrest was selected as a teaching assistant for the influential sociologist Edna Bonacich, who wanted the course on Sociology of Race and Labor to include praxis. Together, they created a project in which students worked with community organizations and labor unions to design Los Angeles’ first African American Worker Center. Not only did the center become a reality, but students said the experience dramatically changed their perceptions of sociology. Professor Bonacich calls Forrest “a source of inspiration for those students who want to join in the development of an engaged Sociology.” In 2008, the sociology faculty asked Forrest to be instructor for an undergraduate course developed in conjunction with UCLA’s Center for Community Learning. Ethnography in the Los Angeles Community engages students in an intensive 10-week training in qualitative and ethnographic methodology, working in the community to develop research questions and gather data. Under his guidance, they have explored subjects that included an analysis of the verbal strategies used by callers to a domestic violence help line, an evaluation of a children’s rights group’s restructuring effort, and an examination of a homeless organization’s efforts to ensure citizenship rights for the homeless. Skid Row organizations are increasingly looking for involvement from his intern-researchers, he says. Another source of pride is that Forrest’s students are increasingly engaged in sociology, with some pursuing graduate degrees in the field. They nominated him for the department’s Peter Kollock Memorial Teaching Award, which he received in 2009. Forrest is now completing his dissertation on organizations that advocate for the homeless.**

**Nathaniel isaacson**

**Asian Languages & Cultures**

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**Forrest Stuart**  
Sociology  

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ANTHROPOLOGY


APPLIED LINGUISTICS

BIOMEDICAL ENGINEERING

CHEMISTRY & BIOCHEMISTRY

COMPUTER SCIENCE

EARTH & SPACE SCIENCES

ENVIRONMENTAL SCIENCE

ECOLOGY & EVOLUTIONARY BIOLOGY


CIVIL ENGINEERING

CLASSICS

ECONOMICS


Diego J. Ufría: Charles E. and Sue K. Graduate Student Award, March, 2011.

EDUCATION


School Attendance.” Association for Education

Journal of College Admission


Species (Teleostei: Gobiidae) Endemic to the Mudsucker, Gillichthys detrusus, a Valid Species (Teleostei: Gobiidae).” Presented at the Centro Internacional de Estudios de Pesca y Ecología, Sede 2011, pp. 93-102, March, 2011.

Published Articles.” Presented at the Annual

Conference, Department of Comparative

International de Estudos e Pesquisas em

Nonformal and informal adult education and training.” Presented at the University’s French Graduate Student Conference. Columbia University Department

American Poetry.” Published in Adaptation, February 2011.


LAW


LAW


This content is about the relationship between the U.S. government and higher education. The text discusses the impact of globalization on higher education in Southern California and the challenges faced by students in the region. The content highlights the importance of understanding the personal status code and the role it plays in shaping the educational experiences of students.

The text also mentions the publication of articles and presentations at various conferences and meetings, such as the National Association for School Attendance and the Asian Journal of Students Affairs Research. These publications and presentations contribute to the ongoing discourse on higher education and its role in society.

In conclusion, the text provides insight into the complexities of higher education in Southern California and the need for continued research and discussion on the topic. The content reflects the ongoing efforts to address the challenges faced by students in the region and to improve the educational experiences they receive.


Molecular, Cell & Developmental Biology

Zahra Tehrani (first author) “Antagonistic interactions of hedgehog, BMP and retinoic acid signal control adrenergic endocardium pancreas development.” Development 138(6): 611-620, February 2011. The paper was highlighted in Development. “In this issue” section, which is not our technical journalers and press organizations to alert them to upcoming content.

MOLECULAR TOXICOLOGY

Julie T. Castaneda: (First author) Protein Expression and Gene Regulation of CR2 in Human Immune Cells. Poster presented at Society on Neurotoxicology Pharmacology, Clearwater Beach, CA, April, 2011.

MUSIC


PHILOSOPHY


Zdenek Weng: (First author) “Renewal cannot account for how rates distinguish between explicit and ambiguous of a US in Parliavonian extraction.” Presented at the 18th International Conference on Computer Vision, Melbourne, FL, March, 2011.

PUBLIC HEALTH


SLAVIC LANGUAGES & LITERATURES


SPANISH & PORTUGUESE

The department of World Arts and Cultures will be adding “Dance” to its title this fall. This addition foregrounds the centrality of embodied performance to the wide range of interdisciplinary research and creative activity that WAC is already home to. Current WAC graduate students exploring research topics in dance recognize the myriad ways that dance practices and the body produce knowledge. It is this attention to interdisciplinarity, as well as WAC’s long-standing reputation as an important center for academic research on dance, that attracts a global roster of scholar artists to the MFA and MA/PhD degree programs. The field of dance studies increasingly serves the academic community by bringing corporeality to the forefront of research on cultural practices and the lived experience. The constellation of movement practices offered in dance technique, improvisation and composition provide necessary space for graduates to physically work through culture in dance. Dance practice produces bodily theories of how dance performs cultural work. The WAC community is proud of its integration of dance practice into an extraordinarily diverse community of researchers that value transcultural inquiries and explorations, whether scholarly or choreographic, that challenge disciplinary boundaries.