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.

With this issue, we also embark on a new era for the Graduate Quarterly. For years, the Quarterly has been a publication of the UCLA Graduate Division. With this issue, that “normal” format of publications and presentations, there has been a national women’s conference at the Institute of Pure and Applied Mathematics, and the announcement of the Best TA Awards for 2010-2011. Read all about it… and welcome to spring.

Michael S. Goldstein
Interim Vice Provost, Graduate Education
Interim Dean, Graduate Division
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.

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 principle 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 unifying 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
I nterested in starting your own journal? We talked to Stacey Meeker, Graduate Student Association Publications Director, about how to start a graduate student journal at UCLA.

1. Be an officially-registered UCLA student group. Go to the Center for Student Programming’s web site (www.studentactivities.asucla.ucla.edu) to learn how.

2. The journal should be identified with some sort of campus department or research center. Identify a faculty advisor who can help you through this process.

3. Apply for funding for your journal through the Graduate Students’ Association (http://gsaservices.asucla.ucla.edu). Applications are due in January, and there is only one chance per year to apply. Don’t turn your application in late for a better chance at receiving funds.

4. Identify three people who are willing to act as signatories for the journal. They will be authorized to receive funding and do business on behalf of the journal. All three people can be students.

And now the hard part...

5. Identify the purpose of the journal. Is it to present original research? Many people forget this important step! Is the journal for academics or for the general public? Are you trying to disseminate and popularize information, or is the information just for scholars in your field? Is the journal cross-disciplinary or is the scope very narrow?

6. Identify the audience. (Many people forget this important step!) Is the journal for academics or for the general public? Are your target readers researchers, other students, or the general public? Is the journal written for a general audience or is it scholarly?

7. Decide on the editorial structure of the journal. How will submissions be reviewed and accepted?

8. Decide what format the journal is going to be in. Think of the journal’s audience and the best way to reach them. Will it be a hybrid print journal, an online journal, or perhaps even a hybrid with printed copies available on demand? If the journal is online, where will it be hosted? (Here is where being sponsored by a reputable organization, in some cases, by for-profit publishers who publish ‘traditional’ print titles, comes in handy.) Many academic journals are hosted on a department’s web site. Will you use a content management system or will someone with technical skills need to update the web site? How will the journal be archived?

9. Use the resources at the Graduate Student Association! They have workshops on writing, the principles of editing, and how to prepare digital and print manuscripts. See their web site (http://gsaservices.asucla.ucla.edu) for details. Stacey Meeker is also available to answer questions and give expert advice (pubs@gsa.asucla.ucla.edu).

In the GSA Publications 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?

M ANY 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 Automatix’s 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 actors 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 ‘prerogative of print’ business has gradually fallen by the wayside,” said Christine Borgman, Presidential Chair and Professor of Information Studies, and a lead investigator for the Center for Embedded Networking Sensing (CENS). She points out that “the most prestigious journals in the world exist online. Science and Nature could not exist as print-only journals. They’ve added blogs and supplementary material that’s online only. I see a movement towards the print copy being a symbol of the true issue.”

Angela Riggio, Head of Digital Collections Services, and Marty Brennan, CCEL Copyright and Licensing Librarian, told the Graduate Quarterly in an e-mail interview, “Librarians have spent a good deal of time trying to debunk the myth that open access publishing models lack peer review and other services typically offered by traditional publishers. Some graduate students remain skeptical that publishing in an electronic format does not lessen the perceived integrity of their scholarly research. Most open access scholarly journals do include the peer-review process and are published by reputable organizations, in some cases, by for-profit publishers who publish ‘traditional’ print titles. The content of open access journals are made immediately available to a worldwide audience at absolutely no cost to the reader, which carries with it the potential for more citations and more value within the academic community.

We have found that graduate students are very supportive of open access and embrace the electronic format once they understand that being ‘open’ offers many advantages, and doesn’t sacrifice the research value of their work.”

Helping push the online migration is the serials crisis—journals charging more and more, in some cases enormous amounts, for subscriptions. Because they have limited funds, libraries are forced to choose between journals, and access to journals’ scholarly research becomes less and less available. The subscription cancellations hit the smaller journals hardest, particularly specialty journals, as the libraries often chose the most popular journal from each field. Surprisingly, most of these journals weren’t making money, or even covering costs. They didn’t even have enough individual subscribers to buy all the printed copies, and relied on the expensive library subscriptions to support the operation. Librarians alerted the scholarly community to this problem, and academia was forced to think about the distribution of scholarly information in a different way.

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 solved 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 on the web.

One of 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 instantly attracted to the model that makes journals readily available through vendors 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 assuaged the fears of editors.
and reluctant departments. I’ve been told by several journals that this has been a decisive factor in their journals’ ability to move forward. This model is even more attractive now that UC Press is offering ePUB as a format, which will allow for yet another way to experience our journals’ content.

Mester uses this model. They publish through UC Press on demand, and have also been online for two years. “We have pretty much everything using anything available,” says Covadonga Lamar Prietto, editor in chief. “We think that both digital and paper access increases the possible audience of Mester, and in fact this is true. Some of our past issues, such as the one on which there was an interview with Nobel Prize awardee Mario Vargas Llosa, were intensively consumed and discussed. And 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 Ponce, editor of New German Review, says “In the past, one of the biggest hurdles for PRE was dealing with the administrative tasks associated with a traditional printing press process 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 issues 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 a 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.”

Digitalizing the work has also helped graduate students more easily consult with each other, and take advantage of each other’s positions so that continuity and transitioning is smoother.”

Good finding a 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.

Digital contents work has also helped graduate students more easily consult with each other, and take advantage of each other’s positions so that continuity and transitioning is smoother.”

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When Jennifer Porst, editor of Carte Italiane, says “One challenge is that in 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 have to make a new link. It’s our really practical problem 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 permanent archiving on the internet is currently a hot topic with librarians and scholars. The phenomenon of dead links is known as “link rot.” We also have to be careful about permanent hosting and archiving.

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 bravely, UC Press has mastered this work. Journals not only provide more opportunity for UC graduate students to get published, they also provide some scholarly benefits for the journal editors and graduate student staff. Through numerous publications, UC Press has managed this transition in practice and editorial tuning.

And, naturally improve their own writing. Covadonga Lamar Prietto, editor in chief of Mester 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.”

And, of course, there is the recognition that these excellent journals bring to their departments. Many, like Comitatus, 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 Madoscape, “UCLAs Journal of Cinema and Media Studies,” are known for being on the cutting edge, and have taken advantage of the opportunities for exposure.

THE NEW AGE BRINGS BOTH CHALLENGES AND OPPORTUNITIES

Many 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 format. 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, says “All graduate-run journals, it seems, face the hurdles of consistency and staff turnover. Especially in ethnomusicology, our student staff turnover is high.”

Our other challenge is that in 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 have to make a new link. It’s our really practical problem 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.”

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INTERACTIVE MEDIA

The interactive features of the Internet allow many journals to go beyond what a print publication can do. Many UCLALJ journals have gone multi-media, with videos, comments, and the ability to interact to social media. "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. Borgman's team, including graduate student Jillian Wells, Matthew S. Mayermill, and Alberte Pepe, (now at Harvard), study how information is collected and published. They migrated all the CENS publications into iScholarship, which makes it the second largest repository in the UC Scholarly repository. "One of the reasons we did that was part of a larger endeavor, which is to make it easier for the publications and the data on which they are based," says Dr. Borgman. 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 for understanding because 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!

"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." - Stacey Meeker

The "Beyond the PDF" conference (http://www.nature.com/tear/ beyondthepdf/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.

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GSA Publications

One of the Best Resources on Campus
is One You May Have Not Heard Of

IT'S ABOUT GRADUATE STUDENTS HELPING GRADUATE STUDENTS...

The GSA Media Studio in the back of Kieft Hall is a welcoming comfortable place with caging green walls, comfortable artwork on the wall, a cozy couch, and a working space with special editing software and a conference room to spread out in and have meetings. Graduate students constantly drop by to hang out and receive editorial and design assistance from “publication goddesses” (as one student called her) Stacey Meeker, GSA Director of Publications and doctoral student in the Department of Informatics, Studies, GSA Publications is a very unique program, even among top-tier universities. Graduate students are institutionalizing a way to gain expertise in publishing, a fundamental scholarly activity that is not covered by the institutional curriculum, and in the process, developing their own version of scholarly communication.

Many graduate students on campus aren’t aware of the valuable resources GSA Publications has developed in the last three years, not just for journal editors, but for all graduate students publishing their work. GSA Publications not only provides funding for student journals, it acts as a network hub for information and services.

• Workshops, including the popular “Manuscript Editing and Production for Journals in the Digital Age,” organized by GSA Publications and the Graduate Writing Center; covering “the revise-and-resubmit letter” and “the etiquette of commenting,” “grammatical, punctuation, and style,” “common proofreading errors,” “creating navigable and durable PDFs,” and “preparing a journal for InDesign.”

• The “Lunch with Librarians” series, held twice monthly in the GSA Media Studio, is open to all graduate students with questions about the complex and often-confusing subjects of licensing, intellectual property, and copyright.

• GSA Publications works with the GSA Forum to modernize the definition of what constitutes a “publication” expense to include web design, archiving, and marketing.

• GSA Publications provides information about alternate publishing platforms like scholarship and UC Press, technologies, and techniques.

• They also spearheaded a digitization initiative with the UCLA Library to have the full runs of some of UCLA’s oldest print journals digitized by the Internet Archive at a savings of thousands of dollars.

• GSA Publications sought out and made an umbrella agreement for print-on-demand and distribution through LC Press that offers UCLA journals the possibility of reducing print costs and distribution through Amazon and Barnes and Noble, as well as UC Press.

• They help journals transition to these new platforms with information about publishing norms, group training sessions, individualized technical assistance, workshops and important tools like InDesign templates.

• GSA Publications provides each journal with a page on the GSA web site, providing a centralized public source of accurate and complete information about journals that GSA supports.

• They expanded the record-keeping about journals from a small box to a growing manuscript repository so that editors have somewhere to learn about their institutional history if their own record-keeping isn’t adequate. They also maintain an extensive e-mail contact database.

• They developed a regular and direct working relationship with the Center for Student Programming to ensure that journals are registered and earn sharing ways in which tools available to CSS can help journals do their work.

One of GSA Publications’ more socially-minded goals is to support “less commercially viable and socially progressive scholarship and other under-supported forms of scholarly communication.” Thus, journals in less popular or “tricky” fields find funding and resources through the university helping preserve the diversity of scholarship. For example, the goal of the Chicana/o-Latina/o Law Review is to “provide an essential forum for the discussion of critical issues affecting the Latino community that ‘mainstream’ law journals continue to ignore.” Since 1972, the Chicana/o-Latina/o Law Review has published articles on affirmative action and education, Spanish and Mexican land grants, environmental justice, language rights, and immigration reform. The Women’s Law Journal was one of the first journals in the country to address issues of gender race, and sexual orientation. Funding from GSA less graduate students publish about the issues that matter to them, not just what “sells.”
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 class 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, 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 questions. We hold a regular office hour in the Graduate Student Publications Office, where we can offer advice on open access, publishing options, and copyright.

We are available by appointment, and are happy to visit you in your department or with a group of friends! In fact, we would like to encourage all UCLA graduate students to contact us with their questions and concerns.

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 an in an electronic journal, consider using a Creative Commons license (http://creativecommons.org). These licenses allow you to 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 ensures 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” session, which take place every other Tuesday from 1:00 to 2:00 p.m., in the GSA Media Studio, 138 Kerckhoff. Feel free to contact us directly: Angela Riggio (angraggio@library.ucla.edu), Marty Brennan (martinjbrennan@library.ucla.edu), or cclecopyright@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 Haas Trust, a partnership of international research institutions that are working to preserve and make available the cultural record. The Haas 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.

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.

UCLA Librarians Angela Riggio, Head of Digital Collections Services, and Marty Brennan, CCLE Copyright and Licensing Librarian are always generous in sharing their expertise. They are specialists in the fields of licensing and intellectual property, publishing issues such as copyright, the University of California’s eScholarship initiative, UC’s web archiving service, and print publication alternatives.

How is open access movement beneficial to graduate students? Does it offer opportunities that past generations of scholars didn’t have?

Creative Commons has developed a set of licenses which allow students to use and re-use the work of others, but require proper attribution to the author and often stipulate that the new work must be licensed using a Creative Commons license (http://creativecommons.org). These licenses allow you to specify the terms of reuse, such as allowing 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 ensures 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” session, which take place every other Tuesday from 1:00 to 2:00 p.m., in the GSA Media Studio, 138 Kerckhoff. Feel free to contact us directly: Angela Riggio (angraggio@library.ucla.edu), Marty Brennan (martinjbrennan@library.ucla.edu), or cclecopyright@library.ucla.edu.

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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.

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 class 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, 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 questions. We hold a regular office hour in the Graduate Student Publications Office, where we can offer advice on open access, publishing options, and copyright.

We are available by appointment, and are happy to visit you in your department or with a group of friends! In fact, we would like to encourage all UCLA graduate students to contact us with their questions and concerns.

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 an in an electronic journal, consider using a Creative Commons license (http://creativecommons.org). These licenses allow you to 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 ensures 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” session, which take place every other Tuesday from 1:00 to 2:00 p.m., in the GSA Media Studio, 138 Kerckhoff. Feel free to contact us directly: Angela Riggio (angraggio@library.ucla.edu), Marty Brennan (martinjbrennan@library.ucla.edu), or cclecopyright@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 Haas Trust, a partnership of international research institutions that are working to preserve and make available the cultural record. The Haas 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
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. Vivian Lee, Editor-in-Chief, notes the need "to recognize 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 in persuasive authority."

Crossroads of Language, Interaction and Culture (Crossroads)
www.humnet.ucla.edu/humnet/xroads/
Published since 1998
Center for Language Interaction and Culture
The Center for Language, Interaction, and Culture Graduate Student Association (CLIC GSA) at UCLA is a student organization that promotes interdisciplinary work on the intersections 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 UCLA 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 speaker series and CLICshop 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)

Critical Planning: UCLA Urban Planning Journal
www.gpa.ucla.edu/critical/
Published since 1993
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 interdisciplinary life at the Urban Planning Department, the journal provides a convivial space for rigorous debate. Their public programs—including lectures, exhibitions, film screenings, and symposia—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.

Carto Italiane
http://citalian.ucr.edu/ctائر
Published since 1980
Department of Italian
Carto Italiane is dedicated to publishing the work of graduate students and international scholars in the field of Italian Cultural Studies. GSA Publications and Carto Italiane pioneered a breakthrough arrangement to reduce wasteful printing and increase visibility by bringing the first journals to UC Press’ print-on-demand program. As a result of this growing and popular program, GSA Publications titles are featured in the UC Press catalogues and are available for purchase from vendors such as Amazon. (GSA scholarship, Internet Archive, UC Press)

Comitatus
www.comitatus.org/publications/comitatus.html
Published since 1970
UCLA Center for Medieval and Renaissance Studies
Comitatus is a journal of Medieval and Renaissance Studies that was first published in 1970 under the auspices of the English Medieval Club at UCLA. It is a peer-reviewed, annual publication of the UCLA Center for Medieval and Renaissance Studies, under the supervision of the CMRS publications director. Its list of subscribers includes individuals and research libraries throughout the United States and abroad. The yearly subscription rate is $30 plus $3 shipping and handling within the US and $5 abroad. Comitatus publishes articles by graduate students and recent PhDs in any field of medieval and Renaissance studies. The journal maintains a tradition of gathering work from across disciplines, with a special interest in articles that have an interdisciplinary and cross-cultural scope. Legacy content can be found on Scholarship.

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 concentrated on 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 interactions. InterActions is an open access journal hosted by the scholarship initiative of the California Digital Library

Historical Journal at UCLA
www.ucla.edu/histjkl
Published since 1980
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.

Intersections: The Online Journal of Embodiment and Technology
www.ucpress.edu/journals/intersections
Published since 2004
UCLA Center for Performance Studies
Intersections is an annual web journal produced by the graduate students of the UCLA Center for Performance Studies. The journal’s mission is to engage performance at every form, to open and broaden the definition of performance and the seas that prompt them, to explore performance practices and test the ground on which they rest.” Intersections is further dedicated to interrogating performance according to new logics of embodiment and technology, opening those terms to methods and objects of contemporary scholarly and artistic inquiry. The theme of the latest issue is "Anxieties of Overresponsive Enlargements: Contagions, & the Dark.”

ECHO: A Music-Centered Journal
www.echo.ucla.edu
Published since 1999
Department of Musicology
ECHO: 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. ECHO is an entirely web-based journal, and can be accessed free of charge by any online visitor. ECHO’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. ECHO’s design philosophy preserves 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: ECHO also creates full-text printer-friendly versions of all articles and review essays as Acrobat PDFs.
Los Angeles Public Interest Law Journal

NBLJ was started in 1980 by the UCLA-National Black Law Students Association, and published annually under the auspices of the UCLA-Department of French and Francophone Studies. (eScholarship, Internet Archive, UC Press)

Los Angeles Public Interest Law Journal

NBLJ 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 Southland. The journal 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

Mediascape aims 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 underscores a non-exclusive treatment of visual culture and will look for cross-disciplinary, cross-cultural, and cross-cultural 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 it crosses over into other disciplines. Interdisciplinary scholarship brings the issue of vocabulary, terminology, and language in general to the fore. It is their 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.

Issues in Applied Linguistics (ial)

Issues in Applied Linguistics is a refereed journal, published twice yearly which has established international distribution and a solid reputation in the field of Applied Linguistics. The journal’s aim is to publish outstanding research from students, faculty, and independent researchers in the broad areas of discourse analysis, sociolinguistics, language acquisition, language analysis, language assessment, language education, language use, and research methodology. (eScholarship, Internet Archive, UC Press)

National Black Law Journal

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 and two African-American law professors. 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 this tradition by publishing articles that make a substantive contribution to current and policy issues.

New German Review

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 concerns 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. All contributions are listed in the MLA database. (eScholarship, Internet Archive, UC Press)

New Playwrights at UCLA

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 last volume provides a short history of the journal: “On a cold, January morning of 2007, four playwrights in the M.F.A. 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 Summer of the 2008, 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 form.”

Pacific Review 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 its commitment to emerging scholars, they also regularly publish articles recognized with the Society for Ethnomusicology Southern California Chapter’s Ku Mande 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, ethnology, dance ethnology, cultural studies, folklore, sociology, law, and area studies. Contributions must be intellectually rigorous and address in some measure the social and cultural implications of musical practice.

Párrafo

Párrafo is published by established and up-and-coming contributors, the editors of Párrafo also pay special attention to the design of each issue. Every number of Párrafo has a unique format that showcases the artwork and design of visual artists from the United States and Latin America. Párrafo is published annually (UC Press)

UCLA Journal of Environmental Law and Policy (JELP)

The UCLA Journal of Environmental Law and Policy (JELP) is a premier journal publishing timely scholarship on environmental and land use legal and policy issues. 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 Emerent Center on Climate and the Environment.

Paroles Gelées

Paroles Gelées was established in 1983 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, UC Press)

Paroles Gelées

Paroles Gelées is a refereed journal, published annually which has established international distribution and a solid reputation in the field of French and Frenchophone Studies. (eScholarship, Internet Archive, UC Press)

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The UCLA Journal of Domestic Violence is an interdisciplinary publication promoting scholarship in law and related fields. It publishes articles by leading scholars, practitioners, and others from around the world as well as student comments. Some of its issues are topical, focusing on immigration or gender and race discrimination, and others offer more variety ranging from conflicting approaches to technological developments, to the international criminal court, to sovereign debt crises.

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.

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 exclusionary categories.

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, MBLJ is considered to be the foremost journals in the world concentrating on Pacific Rim issues.

Women in Math Symposium
by Stacey Beggs
Assistant Director, Institute for Pure and Applied Mathematics

UCLA’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 panelists 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. Ziya Azga, founder and president of the Institute for Medical BioMathematics (IMBM), spoke about her efforts to develop mathematical methods to guide decision-making in medicine. Kate Okikiolu, professor at UCSD, 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 Riskmetrics. 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 for 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.

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.csresm.org.
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

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 Kaffetisch, 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 Kaffetisch 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.

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 advisor, 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 meeting challenges in their lives, more determined to pursue their dreams, and more engaged in the ongoing reflection about relating to other people.”
Jeffrey Helmreich  
Philosophy  

To ‘get’ a philosophical problem, students have “to feel what it’s like to reason carefully about an important problem that has no immediate payoff.”

Eli Carter  
Spanish & Portuguese  

“From the time I was very young I always thought that I would be an attorney—that is until I visited Brazil for the first time.”
Nathaniel Isaacson
Asian Languages & Cultures

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, focusing on teaching. Indeed, he came to UCLA because it was a state institution where he could pay for his own education by means of teaching 17 quarters including summers. He also designed course content for City," which focused on issues of love and romance in 20th-century Chinese literature and cinema. He has also been involved in both the Humanities Council and the Graduate Student Association Forum.

Forrest Stuart
Sociology

During 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 do you think sociology is all about?" 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. Students engage 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 secure citizenship rights for the homeless. Skid Row organizations are increasingly looking for involvement from his interns-researchers, he says.

Another source of pride is that Forrest's students are increasing 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.


CIVIL ENGINEERING
Mary Theresa M. Pendegast: (First author) "Quality of Supportive Care for Patients with Advanced Cancer in a VA Medical Center". Published in the Journal of Palliative Medicine, vol. 14, March, 2011.


COMMUNITY HEALTH SCIENCES


Mary Theresa M. Pendegast: (First author) "Quality of Supportive Care for Patients with Advanced Cancer in a VA Medical Center." Published in the Journal of Palliative Medicine, vol. 14, March, 2011.


COMMUNITY HEALTH SCIENCES


ECONOMICS


Diego J. Ulbär: Charlie E. and Sue K. Graduate Student Award, March, 2011.

EDUCATION

Jose M. Aguilar-Hernandez: [1] (Chair) “Emma Perez’ The Decolonial Imaginary: Student Award. March, 2011. Published in Education in the Netherlands, 2011. Published in the United States and Implications for Europe.”

ELECTRICAL ENGINEERING


ENGLISH


ETHNOMUSICOLOGY


FILM, TELEVISION, & DIGITAL MEDIA

Eric F. Martin: [1] (Director) “Fran’s Daughter.” SXSW Film Festival, Austin, TX, March, 2011. [2] (Director) “Fran’s Daughter.” Dallas International Film Festival, Dallas, TX, April, 2011.

FRENCH & FRANCOPHONE STUDIES


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.