

## **Interdepartmental Program in East Asian Studies**

### **Self-Review**

**July 15, 2008**

#### **Introduction**

This self-review of UCLA's Interdepartmental Program in East Asian Studies (EAS) was prepared in consultation with members of the IDP's Faculty Advisory Committee (FAC) and students enrolled in the EAS M.A. program. The Chair of the IDP, Associate Professor David Schaberg of the Department of Asian Languages & Cultures, worked closely with faculty and students, with the IDP's Student Affairs Officer (SAO), Magda Yamamoto, and with the Academic Senate Executive Office to gather data and to confirm the accuracy and the comprehensiveness of the resulting report. The aim throughout the process was to provide a clear assessment of the program's strengths, weaknesses, and prospects for useful development in the coming years.

In addition to objective data provided by the Graduate Divisions, the main sources of information for the self-review were the personal experience of the Chair and the SAO in admitting students to the program and advising them on completion of degree requirements; a meeting with all M.A. students held on May 20, 2008, after their completion of the Graduate Council Survey; a meeting with several members of the FAC, held on June 4, 2008; and periodic informal meetings with individual faculty members, undergraduate majors, M.A. students, and alumni of both the undergraduate and graduate programs. The self-review was prepared by the Chair.

Members of the FAC reviewed and commented upon the self-review before submission. Six of nine committee members read and voted in favor of the self-review; others were unavailable at the time of voting and did not respond in time for their votes to be tallied.

#### **General Information**

The East Asian Studies IDP comprises an undergraduate program and an M.A. program, both housed in the International Institute. Besides EAS, there are eight other undergraduate IDPs in the Institute and three other graduate IDPs.

A word of clarification will prevent confusion about the institutional identify and location of the IDP, which is entirely distinct from other campus units involved in teaching and research on Asia. As of 2000, when the IDP was last reviewed, it was still housed within the Department of East Asian Languages & Cultures (now Asian Languages & Cultures) in the Division of the Humanities, in the College of Letters and Sciences. But with the renaming of the former International Studies and Overseas Programs as the present International Institute, the IDP was relocated within the new Institute, which for a time continued to be situated within the Division of Social Sciences. More recently, the International Institute has been established as a unit independent of the College, with its

the FAC, the chair is careful to maintain a balance of ranks, specializations, genders, and ethnic backgrounds.

Beyond the small number of faculty who have agreed to serve on the EAS FAC, the whole group of UCLA faculty involved in East Asia-related research is of course an enormous one. Some sense of the size and nature of this group, as well as of the specific research interests of individual faculty members, may be obtained by examining the websites of the three relevant Centers: the Center for Chinese Studies (26 affiliated faculty; <http://www.international.ucla.edu/china/people/>), the Center for Japanese Studies (19 affiliated faculty; <http://www.international.ucla.edu/japan/about/faculty.asp>), and the Center for Korean Studies (18 core and affiliated faculty; <http://www.international.ucla.edu/korea/people/>).

By way of a sample of faculty research on East Asia, the members of the FAC conduct research in the following primary areas: Japanese Buddhism (Bodiford); migration and regions in China (Fan); Chinese art (Hui-shu Lee); twentieth-century Korean history (Namhee Lee); modern Japanese history (Marotti); early Chinese literature and thought (Schaberg); contemporary Chinese and Sinophone literature and cultural studies (Shih); premodern Chinese myth, fiction, and drama (Strassberg); contemporary Chinese politics (Tong).

Several faculty members who do not sit on the FAC have shown an interest in topics that link separate parts of the region. John Duncan, a historian of Korea, has led efforts to introduce undergraduate and graduate courses on shared traditions and cultural phenomena in premodern East Asia. Lothar von Falkenhausen, an archaeologist and art historians working primarily on China, has also research on and taught about Korea. Hermann Ooms, in his recent research on early Japan, has necessarily touched on topics of northeast Asian archaeology and history. Donald McCallum's work on the history of Buddhist art has led him to a consideration of larger East Asian topics. Likewise, scholars of Buddhism Robert Buswell and Jonathan Silk approach East Asia as a regional setting rather than by way of any single country.

To repeat, EAS has almost no resources of its own. Whatever support faculty members receive for research on East Asia, they receive through their proper departmental affiliations, normally in connection with a specific national or thematic area of interest. Support thus comes only accidentally to research on East Asia as a regional entity. Likewise, any teaching that faculty members do on East Asia or East Asian topics, they do within their own departments, and any exposure EAS students get to transnational approaches, they get thanks to other departments' needs and arrangements.

Under the present circumstances, then, the IDP is entirely unable to guide faculty hiring or to affect course offerings in such a way as to benefit its students or further the study of East Asia as a region. The precedence of departmental over interdepartmental needs means that it can often be difficult for EAS students even to get into the courses they must take to complete their degree requirements. Should it become possible for the IDP to hire new faculty—or to offer courses within the major, taught by existing faculty from

other departments—the highest priority would be to make possible courses on East Asia as a region, open primarily to students within the IDP, and dedicated to an interdisciplinary approach.

EAS students make up a sizeable and diverse group. As of the time of this writing, there are 66 undergraduate majors in the IDP. The group includes both comparable numbers of men and women and a diverse mix of first-generation Chinese, Japanese, and Korean students, Asian Americans, and Anglo-Americans. The seven students currently in the M.A. program and the nine students who have expressed their intention to enter the program in fall quarter, 2008 represent a similar gender distribution and range of ethnic backgrounds. As in our invitations to faculty members to sit on the FAC, in the annual admissions process for the M.A. program we look for opportunities to admit the most qualified applicants of both genders and from a variety of ethnic and social backgrounds. In the course of admissions for academic year 2008-09, for example, we offered one applicant the opportunity to apply for additional funding through the Graduate Opportunity Fellowship, a fellowship designed to support students who have experienced significant social and financial obstacles on their way to post-graduate education.

As for the staffing of the IDP, the IDP is well served by its SAO, who divides her time between EAS and three other IDPs. Given the present number of students in the IDPs, this combination makes for a heavy but manageable work load. Responses to the Graduate Council survey of EAS M.A. students indicate that they are for the most part satisfied or very satisfied with the guidance they have received from the SAO.

The physical plant for the IDP is woefully inadequate. Besides the office of the SAO and the office of the Chair, neither of which is in any way exclusively connected with EAS, the IDP has no space of its own. A severe shortage of space in the International Institute makes it impossible for any of the IDPs to have their own spaces. EAS students thus have no place for themselves: no lounge in which to congregate, certainly, and not even a mailbox to call their own. This situation of homelessness has weakened morale, which as the survey indicates is rather low.

### **Bylaws**

Guidelines for self-reviews indicate that the program must have bylaws approved by the Committee on Rules and Jurisdiction, and that a copy of these bylaws must be included with the self-review. As far as the EAS Chair and SAO know, none of the IDPs housed in the International Institute has bylaws. Since the IDP has no resources for course buyouts, offers no courses, has no faculty (or faculty course loads), and does not handle personnel actions, it has no present need for bylaws.

### **Undergraduate Programs**

The undergraduate major in East Asian Studies is designed to expose students to the history, culture, and contemporary society of East Asian countries as seen from an interdisciplinary perspective; it further equips them with a deeper familiarity with a single

country in the region. Requirements ensure that students learn the basics of an East Asian language, take multiple humanities and social sciences courses on that country, and take further courses on other countries and traditions in the region.

As for the specifics of degree requirements, undergraduate majors take eight preparatory courses (six quarters of the language of their country of concentration, plus one introductory course each on its history and society), then thirteen courses once they have formally entered the major; of these thirteen, nine must be on their country of concentration, while four must be either on another East Asian country or on a transnational East Asian subject. A degree requirement worksheet maintained by the IDP staff specifies courses that fulfill requirements in each area and is updated regularly to reflect new course offerings in departments across the College (see Appendix A).

In number of courses required, in distribution of these courses, and in the inclusion of a language requirement, EAS is most comparable to other IDPs housed in the International Institute. Outside of the Institute, the IDP has a distant counterpart in the undergraduate degrees offered by the Department of Asian Languages & Cultures, including the Asian Humanities degree. These degrees, however, are focused on literature and cultures courses and do not allow students to take social sciences courses for credit. Outside of the university, the IDP finds counterparts in certain other universities that offer undergraduate degrees in East Asian Studies.

The biggest difference between UCLA's program and those offered by other universities is no doubt the absence of core courses in our program. Harvard's East Asian Studies program, for instance, is built around sophomore and junior tutorials that bring the students in the major together first as a whole and then in more specialized groups, exposing them both to each other and to common subjects of study. By contrast, UCLA's EAS majors are a strikingly scattered group. No single course ever brings them all together, events and dedicated office hours scheduled for them rarely attract more than a few of them at a time, and many of them confess that they have never met another of their kind.

The major does not include an honors program, and there are no special research opportunities or seminar series for undergraduates.

The single most urgent change that must be made in the major to better serve the needs of the students is the introduction of a required core course that would bring all students together during their first year in the major. This course would necessarily be designed to introduce multiple traditions and disciplines, and it would aim explicitly to establish an East Asian perspective, in contrast to the single-tradition orientations of humanities majors offered in Asian Languages & Cultures. It would likely be appropriate to offer this course as a series of guest lectures facilitated and tied together by a single lead faculty member. The chair of the IDP has repeatedly requested funding for such a course, but without success; until the Institute resolves issues surrounding the funding of IDPs, it is unlikely that resources can be committed even to a reform as important as this one.

A simpler change that will be introduced as soon as the future of the IDP is clearer is the reduction of the number of upper division language courses that can be counted toward degree requirements. At present, students can count as many as three quarters of language toward their nine courses in the country of their concentration. Especially for native speakers of the language, this can make for a slightly light-weight major.

A core course would begin to create an *esprit de corps* among undergraduates and to give them a common foundation in their subject. But in order to make the major a truly excellent and valuable one, worthy of UCLA and of the International Institute, further changes would be necessary. The aim must no longer be to offer students with an interest in East Asia a relatively easy way to bundle their coursework together as a degree. Instead, the major should systematically introduce students to the new and emergent East Asia as that entity is known through the research of UCLA's most productive and forward-looking researchers. Besides hearing these faculty members lecture in a core course, EAS students should be able to work them on individual research projects or in small tutorials later in their undergraduate careers, as students begin to see more clearly what their interests and career goals will be after graduation.

To offer a core course, to ensure the availability of tutorial-style guided research opportunities, and to ensure that EAS students can gain admission to the basic courses now required for the major, will require an infusion of resources and institutional commitment. The most common complaint among students—and perhaps the most time-consuming counseling issue they present—is their inability to get into courses that departments are increasingly reserving for their own undergraduate majors. If the present trend continues unchanged, it will no longer make sense to offer an IDP in any subject, as territoriality and competition for teaching resources will have made interdepartmentality a practical impossibility.

### **Graduate Programs**

The Master's program in East Asian studies, like the undergraduate degree, is designed to promote an interdisciplinary approach to East Asia as a region while also allowing the student to develop expertise in one of region's countries. Since M.A. students typically have a clearer idea of their career needs, the program also allows them a good deal of freedom to tailor their course selections. A number of students enter the program with the stated intention of preparing themselves for application to PhD programs, especially in the humanities, and focus their coursework accordingly. Others headed for professional schools or for non-academic careers relating to East Asia distribute their courses as seems most appropriate to them.

For the M.A., students are required to demonstrate a proficiency in the language of their country of concentration (proficiency being defined as the equivalent of three full years' study), then to take five graduate-level courses on their country of concentration, plus one upper division survey course on that country, plus three elective courses on another East Asian country or on a transnational East Asian subject; of these three elective courses

only one must be a graduate-level course. See Appendix B for the Master's degree worksheet.

The Master's program enjoys a healthy applicant pool comprising graduates of some of the best U.S. undergraduate institutions and many foreign universities. Between 2001-02 and 2006-07, the number of applications varied from a low of 9 (in 2001-02) and a high of 43 (in 2002-03), averaging 30 per year. We admitted an average of just under 14 per year and enrolled an average of just under 4.

The Chair reads all of the applications each year, choosing a second reader from among the members of the FAC and, where necessary, calling on other faculty members for their evaluations. The applicants who receive the highest average scores and the most positive comments, and whose areas of interest correspond most promisingly with courses offered at UCLA, are offered admission.

Only limited financial support is available to M.A. students. The Graduate Division provides an allocation, amounting to about \$15,000 each year for the past two years, which is to be offered to incoming or continuing M.A. students to use toward their tuition, fees, and/or stipend. Students who are U.S. citizens may also be recommended for and/or apply for the Foreign Language & Area Studies fellowship and the Graduate Opportunity Fellowship. When even money available for support of Ph.D. students is extremely tight at UCLA, it is optimistic to expect that the university will support Master's students very generously; on the other hand, because the program does attract a number of highly promising, qualified applicants each year, typically losing several of them to wealthier programs, it makes sense to lament missed opportunities. Further, many of the promising international students who are admitted to the program simply cannot come, given the immense expense imposed on them by Non-Resident Tuition and the cost of living in Los Angeles. Were more support available, the program could be as great as its greatest applicants.

Otherwise, the M.A. faces essentially the same challenges as the undergraduate major. Since the IDP offers no courses of its own, it is impossible to provide a proseminar for incoming graduate students, who therefore are never exposed to a single body of readings and lectures and never share the community-building experience of a single course. Both academically and personally, this has unpleasant consequences: students are hard pressed to feel any kind of group identity or pride and do not develop the kind of information-exchanging momentum that solid graduate cohorts develop in traditional departments. Worse still, the problems that undergraduates can experience as they try to get into the courses they need for their major are exacerbated for graduate students, who are sometimes blocked from basic graduate seminars offered in departments and sometimes find, when they are admitted to these seminars, that they are unable to perform on the level expected of them. There is a gap between the ideal of interdepartmental work and the accessibility of courses in the disciplinary departments. This gap grows more threatening as resources dwindle.

### **Report on Articulated, Concurrent, and Self-Supporting Programs**

A small number of students have entered the M.A. program as “departmental scholars,” that is, as students concurrently completing requirements for undergraduate majors (not necessarily in EAS) and for the Master’s in EAS. The rolling admissions process is handled relatively informally, with the chair giving special weight to letters of recommendation, which are written by UCLA colleagues. Because students are familiar with UCLA procedures and have already proven themselves in courses at UCLA, they typically do very well in the program.

### **Comparison to the Previous Review**

At the time of the previous review, East Asian Studies was still located in the Department of East Asian Languages & Cultures. Its self-review and the other elements of its review were therefore completed as part of that department’s review.

Despite the new address of the program, the problems identified in the last review remain unchanged today. The IDP needed a core course then, just as it does now; the previous self-review mentions that this need had been identified in the review before that as well. The IDP is underfunded and lives on the surpluses of other programs; nothing has changed there, either.

As far as we know, no attempt has been made to remedy these problems, beyond the chair’s repeated request for a core course. It is to be hoped that if the International Institute follows through with suggestions that it remake itself in the model of a school, the great untapped resources of the university’s faculty and student interest in East Asian studies will be recognized. A very limited investment in a core course and slightly more stringent requirements for undergraduates and graduates could quickly raise UCLA’s EAS programs high in national rankings.

### **Resources**

Much of the relevant information on resources and problems with resources has been introduced above. To reiterate, however, EAS is almost entirely dependent on the International Institute for its funding, and the university has provided the Institute very little in compensation for its support of EAS and the other IDPs. To develop successfully during the next five years, EAS most urgently needs a core course for undergraduates and a proseminar for M.A. students, especially as growing enrollments bring a larger and more diverse student group into the program.

Resources presently dedicated to the IDP include only the chair’s modest compensation, approximately one quarter of the time of a Student Affairs Officer (who is also responsible for three other graduate programs, two majors, and two minors). Graduate student support derives from Graduate Division allocations (approximately \$15,000 per year), Graduate Opportunity Fellowships (where applicable), and FLAS awards (where EAS students prove competitive). Only U.S. citizens are eligible for GOF and FLAS, and since a significant number of our M.A. students are international students, the

funding situation is quite difficult. The IDP would benefit greatly from having a TAship to offer at least one of its students each quarter.

Finally, beyond adding courses, the single most important addition to the program would be a lounge space to be used by EAS students, perhaps to be shared with students from other IDPs. This space could house mailboxes and occasionally serve as the site of lectures and mixers. It would immediately help to make the program a more effective and memorable educational experience for the students.

# Appendix A

# EAST ASIAN STUDIES MAJOR

Concentration in China, Japan, or Korea

*Preparation for the Major: 8 courses*

Select One Concentration:

|                            | <i>China Concentration</i>  | <i>Japan Concentration</i>  | <i>Korea Concentration</i>  |
|----------------------------|---|---|---|
| <b>Language Req*</b>       | Chinese 1, 2, 3, 4, 5, 6  | Japanese 1, 2, 3, 4, 5, 6   | Korean 1, 2, 3, 4, 5, 6   |
| <b>History Prep</b>        | <b>One of:</b><br>Chinese 50, History 11A, or<br>History 11B                  | <b>One of:</b><br>Japanese 50, or History 9C                                  | <b>One of:</b><br>Korean 50   |
| <b>Social Science Prep</b> | <b>One of:</b><br>Anthro 9, Econ 1, 2, Geog 3, 4, Pol<br>Sci 10, 20, or Soc 1 | <b>One of:</b><br>Anthro 9, Econ 1, 2, Geog 3, 4, Pol<br>Sci 10, 20, or Soc 1 | <b>One of:</b><br>Anthro 9, Econ 1, 2, Geog 3, 4, Pol<br>Sci 10, 20, or Soc 1 |

\*Equivalent courses may also be used, such as Chinese 6C or Korean 6A. The language requirement can also be fulfilled in part or in total via a language placement exam given through the **Asian Languages & Cultures Dept**, <http://www.alc.ucla.edu/>. If you have tested completely out of the requirement, please present a copy of the results to the East Asian Studies Academic Counselor.

All preparation courses for the major must be taken for a letter grade, and the GPA for all preps must be a minimum of 2.00.

To declare the East Asian Studies Major, please contact the East Asian Studies Academic Counselor, [undergrads@international.ucla.edu](mailto:undergrads@international.ucla.edu).

## *The Major: 13 Upper Division Courses*

### **Nine Courses Within Selected Concentration (China, Japan, or Korea)**

9 Upper Division courses **within** the selected concentration (see reverse for course list).

### **Four Courses Outside Selected Concentration**

4 Upper Division courses **outside** the selected concentration (see reverse for course lists). Select from the list of upper division courses from one or both of the other concentrations.

Please note the following restrictions:

- ❖ All courses used towards the major (including preparation for the major courses) must be taken for a letter grade and the GPA for all major courses must be at least 2.00.
- ❖ No more than 8 upper division classes out of the 13 total for the major (from inside & outside concentration combined) may be taken from a single department.
- ❖ Students must fulfill a minimum of 24 Upper Division units (6 courses) towards their major while at UCLA.
- ❖ No more than one Independent Study Course (199) is allowed for the major.
- ❖ A maximum of 3 upper division language classes may be counted within the major concentration.
- ❖ One Upper Division course from Asian American Studies, South Asian (offered through Asian Languages & Cultures Dept), or Southeast Asian Studies may be used in place of one course outside of the selected concentration.

## Upper Division Courses for the Major by Concentration

### CHINA

**Anthropology** 175Q, 175T<sup>†</sup>, 175Y • **Art History** C115B, C115D, C115E, C115F • **Asian** 120<sup>†</sup>, C138<sup>†</sup>, 151<sup>†</sup>, 162<sup>†</sup>, 163<sup>†</sup>, 191A<sup>†</sup> • **Communication Studies** 183<sup>†</sup>, 184<sup>†</sup> • **Chinese** 139, C150A, 150B, 151, 152, M153, 155, C160, C175, 180, 186, 187, 191A • **Economics** 120<sup>†</sup>, 121<sup>†</sup>, 122<sup>†</sup>, 199B<sup>†</sup> • **Ethnomusicology** C150<sup>†</sup>, C156A, 156B, 157, 158A, 158B, 158C, C159, 161D\* • **Film & Television** 106C<sup>†</sup>, 188G<sup>†</sup> • **Geography** 186 • **History** 169A, 169B, 170A, 170B, M170C, 170D • **Philosophy** 179<sup>†</sup> • **Political Science** 135, 159A, 159B • **Sociology** 179<sup>†</sup>, 181 • **Theater** 101A<sup>†</sup>, 101B<sup>†</sup>, 102E<sup>†</sup> • **World Arts & Cultures** 110B<sup>†</sup>

\*\*Upper division language courses: **Chinese** 100A, 100B, 100C, 101A, 101B, 110A, 110B, 110C, 120, 130A, 130B, 140A, 140B, 140C, 165, 170

### JAPAN

**Anthropology** M155, 175S, 175T<sup>†</sup> • **Art History** 114C, C115C • **Asian** 120<sup>†</sup>, C138<sup>†</sup>, 151<sup>†</sup>, 162<sup>†</sup>, 163<sup>†</sup>, 191A<sup>†</sup> • **Economics** 120<sup>†</sup>, 121<sup>†</sup>, 122<sup>†</sup>, 199B<sup>†</sup> • **Communication Studies** 183<sup>†</sup>, 184<sup>†</sup> • **Ethnomusicology** C150<sup>†</sup>, 160, 161G\* • **Film & Television** 106C<sup>†</sup>, 188G<sup>†</sup> • **History** 172A, 172B, 172C, 173A, M173B, 173C • **Japanese** C112, C150, 151, 154, 155, M156, 157, C160, 161, 175, C177, C182, C186, 191A, 191B, 191C • **Philosophy** 179<sup>†</sup> • **Political Science** 136, 160 • **Sociology** 179<sup>†</sup> • **Theater** 101A<sup>†</sup>, 101B<sup>†</sup>, 102A, 102E<sup>†</sup> • **World Arts & Cultures** 110B<sup>†</sup>

\*\*Upper division language courses: **Japanese** 100A, 100B, 100C, 101A, 101B, 110, M120, CM122, CM123, CM127, 130A, 130B, 130C, 140A, 140B, 140C, C149, 165, C171, C180

### KOREA

**Anthropology** 175T<sup>†</sup>, 175V • **Art History** 114E, C140A, C140B, C140C, C140D • **Asian** 120<sup>†</sup>, 151<sup>†</sup>, 162<sup>†</sup>, 163<sup>†</sup>, 191A<sup>†</sup> • **Communication Studies** 183<sup>†</sup>, 184<sup>†</sup> • **Economics** 120<sup>†</sup>, 121<sup>†</sup>, 122<sup>†</sup>, 199B<sup>†</sup> • **Ethnomusicology** C150<sup>†</sup>, 161J\* • **Film & Television** 106C<sup>†</sup>, 188G<sup>†</sup> • **Korean** 150, 151, 155, C160, 172, 175, 177, 180A, 180B, 180C, 181, 183, 187, 191A, 191B • **Philosophy** 179<sup>†</sup> • **Sociology** 179<sup>†</sup> • **Theater** 101A<sup>†</sup>, 101B<sup>†</sup>, 102E<sup>†</sup> • **World Arts & Cultures** 110B<sup>†</sup>

\*\*Upper division language courses: **Korean** 100A, 100B, 100C, 101A, 101B, 101C, 102A, 102B, 102C, C105A, C105B, C105C, CM120, CM127, 130A, 130B, 165, 176, 178

<sup>†</sup>These courses can apply across concentrations (e.g., Anthro 175T, Soc 179, etc.). Please specify if the course is to count within or outside your concentration. Courses cannot fulfill more than one requirement.

\*This 2-unit Ethnomusicology course must be taken twice in order to count as one 4-unit class.

\*\*A maximum of 3 upper division language classes may be counted within the major concentration.

Film & Television 188G is an 8.0 unit course, and may be used as two 4-unit courses.

Course descriptions are available at <http://www.registrar.ucla.edu/schedule/catsel.asp>

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UCLA International Institute IDPs  
Office of Academic Advising  
10373 Bunche Hall  
[undergrads@international.ucla.edu](mailto:undergrads@international.ucla.edu)

<http://international.ucla.edu/idps>

**UCLA** INTERNATIONAL INSTITUTE

Interdepartmental Programs

East Asian Studies

**East Asian Studies -- M.A. Program**

**Core Requirement**

**Language Requirement** (A minimum of 3 years or demonstrated equivalent language proficiency)

*(Indicate how language requirement has been fulfilled in the space above. A Blue Petition has to be filed with the Grad Division for official records.)*

**Courses used to meet the language requirements do not apply toward the total course requirements.**

**Area of Concentration** (6 courses)

\_\_\_\_\_ *(Identify concentration)*

**Survey Course**

*Students may choose from the following: Chinese 150A or 150B, 151, Japanese 150, 151, Korean 150, 151, 180A, 180B, 180C, History 182A, 182B, 183A, 183B, 184, 185A, 186, 187A, or 187B, or 187C, Sociology 188, 189, Political Science 135, 136.*

| Dept. & Course # | Title |
|------------------|-------|
| 1) _____         | _____ |

**Graduate Level Courses (200+)**

*These five courses must be at the graduate level and reflect the area of concentration.*

| Dept. & Course # | Title |
|------------------|-------|
| 1) _____         | _____ |
| 2) _____         | _____ |
| 3) _____         | _____ |
| 4) _____         | _____ |
| 5) _____         | _____ |

**Elective Courses** (3 courses)

**One Graduate Level or Undergrad Upper Division Course (100+)**

*This course should be in a national area in East Asia outside of your area of concentration.*

| Dept. & Course # | Title |
|------------------|-------|
| 1) _____         | _____ |

**Two East Asian Graduate Level or Undergrad Upper Division Courses (100+)**

*These courses may be either within the concentration or in another area of East Asian Studies.*

| Dept. & Course # | Title |
|------------------|-------|
| 1) _____         | _____ |
| 2) _____         | _____ |

**No more than two independent studies courses (either 596 or 299) may apply toward the nine courses and only one of these courses may be counted toward the minimum of five graduate courses required by the degree. (199 courses will not apply to the degree.)**

*(Please see back.)*

## **Graduate School Checklist**

*M.A. students must complete the following items. Also refer to "Standards and Procedures for Graduate Study at UCLA" <http://www.gdnet.ucla.edu/gasaa/library/spintro.htm>.*

### **Residency Petition (if applicable)**

*If an M.A. student is not currently a California resident and is planning on attending UCLA for more than one year, he/she may be able to qualify for California residency tuition for his/her second year. The residency petition is available at <http://www.registrar.ucla.edu/forms/>. Please read the qualifications, instructions and deadlines carefully!*

### **Language Requirement fulfilled**

*The requirement can be fulfilled in the following ways. All students, regardless of how they fulfill the requirement, need an approved petition from the program faculty advisor. A copy of the petition must be given to the student affairs advisor. The original goes to the Graduate Division, Murphy Hall 1255.*

- 1) Language course at UCLA (Three years of an East Asian language—at UCLA)
- 2) Language proficiency exam

### **Advancement to Candidacy**

*Advancement to candidacy forms must be filed no later than the second week of the quarter in which the student expects the award of the degree. Advancement to candidacy may not occur until the foreign language requirement has been filled. Forms are available from the student affairs advisor in Bunche 10373. The form must be signed by the program's faculty advisor. A copy must be returned to student affairs advisor and the original goes to the Graduate Division, Murphy Hall 1255.*

### **Comprehensive Examination Plan**

*M.A. students must complete the following steps. The comprehensive examination consists of the submission of three research papers (at least one seminar and two upper division papers) to the departmental chair. A form signed by the Chair listing the topics and professors is due no later than the second week of the quarter in which the student expects the award of the degree. The departmental chair will review the comments from the grading professors to determine satisfactory/unsatisfactory. The deadline for taking the exam is ten days before the degree date of the term in which you will complete the degree.*

#### **Completing the Comprehensive Examination Plan**

- a) Select three papers from the classes you have taken for the degree. Papers need to have faculty comments.
- b) Submit the selected three papers with faculty comments to the departmental chair.
- c) The departmental chair will review the papers and faculty comments to determine satisfactory/unsatisfactory completion of the comprehensive examination plan.

**Failure to complete any of the above, as stipulated may result in postponement of expected degree date.**

## Other Important Resources

### URSA (University Records System Access)—<http://www.ursa.ucla.edu>

*University Records System Access (URSA) gives UCLA students real-time access to their University academic records. URSA is accessed by logging on to <http://www.ursa.ucla.edu> and access is based on a nine-digit UCLA student I.D. and a four-digit security code that is assigned when you are admitted. For most students, URSA provides the easiest way to enroll in classes and to gain real-time access to academic, financial, and personal records. **Students must be enrolled by the end of the second week of classes.***

### UCLA Catalog—<http://www.registrar.ucla.edu/catalog>

*The UCLA catalog may be purchased at the UCLA store or viewed on-line. The **Schedule of Classes** is available on-line at <http://www.registrar.ucla.edu/schedule>.*

### UCLA Library—<http://www.library.ucla.edu>

*Students can go to this site to access all of the UCLA libraries and their offerings such as ORION 2, which is a catalog of all holdings at UCLA, article databases, and on-line journals.*

### UCLA Bruin Online-- <http://www.bol.ucla.edu/>

*Bruin OnLine (BOL) is a collection of services that provide UCLA students, faculty, and staff with remote dialup and on-campus access to the campus backbone network and the Internet.*

*In order to use Bruin OnLine services, you must have a BOL account which can be established at <http://www.bol.ucla.edu/services/accounts/>*

*The collection of services offered by BOL include:*

- *Dial-up Internet access within the 310 area code*
- *Email accounts*
- *Web page space*
- *Listserv mailing list service*
- *UCLA Usenet News Service*
- *Proxy Server*
- *Software for the above mentioned services*