

· Weeding 101 at UCLA ·

The University Offers A Lesson On How It Weeds Out Students

Weeding 101: Introduction

[Background Document](#)

[Termination Documents](#)

[Faculty Documents](#)

[Advisor's Argument](#)

[Administration Documents](#)

[About](#)

[Contact](#)

[Site Map](#)



"Every institution is going to protect itself. And the way an institution protects itself is by weeding out people who might threaten [it]." *Noam Chomsky*

"[A]cademics can be activists as long as they do nothing to challenge the structure of the university, or anyone's power within it. If you want to make an issue of labor conditions in Soweto, great, you're a wonderful humanitarian; if you want to make an issue of labor conditions for the janitors who clean your office, that's an entirely different story." *David Graeber*

"[T]he basic institutional role and function of the schools, and why they're supported, is to provide an ideological service: there's a real selection for obedience and conformity. And I think that process starts in kindergarten, actually." *Noam Chomsky*

Introduction

In his 1977 Huizinga lecture, "***Intellectuals and the State***," Noam Chomsky begins with a caveat that will not surprise anyone familiar with experimental procedures and their purpose; namely, he will omit many important nuances and draw lines more sharply than the full range of complexity warrants, trying to isolate some 'ideal cases' that can serve to organize and facilitate our understanding of more complex phenomena, much as one does in the natural sciences, for example. Though such an effort carries risks, it is indispensable if we hope to proceed beyond a kind of 'natural history' to some understanding of what lies behind a confusing range of events, acts, and pronouncements.

In his Introduction to Chomsky's ***Language & Politics*** (1988), UCLA professor emeritus C.P. Otero reiterates Chomsky's caveat also to see it as an effort that can allow us to overcome "the difficulty of developing an insightful understanding of the facts and of discovering important truths about the real workings of power."

This [effort] requires the application of the principles of rational inquiry, much as researchers do in the

A Student Termination at UCLA An Ideal Case

On this website, I am offering documents on my expulsion from UCLA's Graduate School of Education. These documents will show how the university terminated me, and thereby help the public to understand how this public university operates in the public's name.

I will try to proceed here in the way described in the preceding quotes from Chomsky and Otero, so that my expulsion can be seen as an ideal case, that is, one which shows us that "the way an institution protects itself is by weeding out people who might threaten [it]" —i.e., "there's a real selection for obedience and conformity"—and one which allows us to overcome "the difficulty of developing an insightful understanding of the facts and of discovering important truths about the real workings of power."

To show that this case might approach this ideal, it's important to first look at how the university *says* it operates as a public educational institution. The university's *Standards of Ethical Conduct* ([SEC.pdf](#)) and its *Faculty Code of Conduct* ([FCC.pdf](#)) provide us with clearly written statements on how the university says it operates. In the *Standards of Ethical Conduct*, the university states that

"Members of the University community are expected to conduct themselves ethically, honestly and with

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