

**General Education Course Information Sheet**  
*Please submit this sheet for each proposed course*

*Department & Course Number*      Law M98TC/Community Health Sciences M98TC  
*Course Title*      Public Health Law: Constitutionally Balancing Societal Interests with Individual Rights

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis \_\_\_\_\_
- Philosophic and Linguistic Analysis \_\_\_\_\_
- Visual and Performance Arts Analysis and Practice \_\_\_\_\_

**Foundations of Society and Culture**

- Historical Analysis \_\_\_\_\_
- Social Analysis ✓

**Foundations of Scientific Inquiry**

- Physical Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_
- Life Science \_\_\_\_\_  
*With Laboratory or Demonstration Component must be 5 units (or more)* \_\_\_\_\_

2. Briefly describe the rationale for assignment to foundation area(s) and subgroup(s) chosen.

This course will seek to analyze the societal benefits and individual harms that are associated with laws enacted to protect public health. We will do some study of both the field of public health and constitutional and ethical analysis of its policies.

3. List faculty member(s) and teaching fellow who will serve as instructor (give academic rank):

Amira Hasenbush, MPH conferred 12/11, JD candidate, 5/13

4. Indicate what quarter you plan to teach this course:

2012-2013      Winter ✓ \_\_\_\_\_      Spring \_\_\_\_\_

5. GE Course units      5

6. Please present concise arguments for the GE principles applicable to this course.

General Knowledge      Over the course of the quarter, students will gain general knowledge in constitutional rights and public health policy and how they affect everyday life.

Integrative Learning      This course inherently views the world through the integrative lens of

public health and law. Students will be forced to think multidimensionally in approaching the weekly topics and their final paper.

- ❑ Ethical Implications

We will address highly contentious topics from a social, political and ethical standpoint, including physician assisted suicide, medical marijuana, bioterrorism and abortion.
- ❑ Cultural Diversity

I have no doubt that students will bring a multitude of backgrounds and perspectives to contribute to weekly discussions of these hot-button topics. However, the class will focus exclusively on American law and policy.
- ❑ Critical Thinking

Students will need to integrate their own personal beliefs about individual rights and weigh it against the needs of society as a whole as well as their understanding of where political power should be granted.
- ❑ Rhetorical Effectiveness

Students will have weekly debates on these controversial issues and will be required to write a final paper in which they analyze both sides of a law before setting forth their own reasoned conclusion on the law’s import.
- ❑ Problem-solving

In their final paper, students will choose a public health law and complete their own research to learn how the law has come into effect and how it has played out in the real world.
- ❑ Library & Information Literacy

Students’ final paper will require a large amount of library research and synthesis. I may ask a law librarian to meet with students for an hour to help introduce them to legal research.

**(A) STUDENT CONTACT PER WEEK**

1. Seminar:	3	(hours)
<b>(A) TOTAL student contact per week</b>	<b>3</b>	<b>(HOURS)</b>

**(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)**

1. General Review & Preparation:	1	(hours)
2. Reading	5	(hours)
3. Group Projects:	0	(hours)
4. Preparation for Quizzes & Exams:	0	(hours)
5. Information Literacy Exercises:	0	(hours)
6. Written Assignments:	3	(hours)
7. Research Activity:	3	(hours)

**(B) TOTAL Out-of-class time per week** **12** **(HOURS)**

**GRAND TOTAL (A) + (B) must equal 15 hours/week** 15

# Law M98TC/Community Health Sciences M98TC

## Public Health Law: Constitutionally Balancing Societal Interests with Individual Rights

### Syllabus and Reading List

#### **Overview**

From helmet laws to medical marijuana to abortion access, public health touches on aspects of every American's life. And public health policies could not have the broad-based impact that they do without being enacted as laws that are enforced. This course seeks to explore the tension between the societal benefits of public health laws and the infringements upon individual rights that are a necessarily corollary of such laws. Throughout the quarter, we will face many controversial issues. It is a prerequisite that all students come to class with a respectful attitude. Please take this time to question your values and beliefs and to respectfully engage with those of others.

Through this course, we will gain an understanding of what public health is and how it is implemented in so many aspects of daily life. We will also learn the individual rights guaranteed to Americans through the United States Constitution. We will then engage the Constitutional analysis of a broad variety of public health laws that have been enacted and enforced, seeking to understand what power the government has to create such laws and what power individual citizens have to challenge them. The goal of this course is to give you a framework to consider the balance between governmental power and individual rights.

No prior knowledge of public health OR law is required for this course.

This course will NOT cover topics including medical malpractice, health insurance or healthcare reform.

**Course Objectives** - By the end of this course, students should be able to:

- Explain what public health is and distinguish it from the medical field
- Understand how the Constitution gives Congress and the states the right to enact laws
- Understand the Constitution's protection of individual rights
- Recognize the tensions and trade-offs between societal benefits and individual rights that are made in enacting public health laws and articulate their own views on to what extent one should be sacrificed for the other

#### **Assignments and Grading:**

Weekly readings and discussion questions, due 24 hours before class (25%)

Class participation (through being "on call" for Socratic Dialogue about the case under discussion for that week as well as every week through interaction with classmates on the weekly discussion questions and moot) (10%)

Paper topic and abstract (10%)

First draft of paper (20%)

Final paper (35%)

**Weekly Readings and Discussion Questions** - It is essential that students come to class prepared, as each class discussion will be based upon the reading materials. At the beginning of each class, we will grapple with the texts of the cases that we have read using the Socratic Method to understand the courts' rulings and to question their justifications and analyses. We will then

discuss the readings, using your submitted discussion questions as a guide to facilitate conversation.

Class Participation - everyone is expected to actively participate in class discussion. After going through our weekly cases and discussion questions, we will close out class with a debate, in which students will be expected to choose and defend opposing sides of each law. Students will be expected to participate in class every week, but specific students will be selected as "on call" discussion leaders each week who should come to class prepared to be the primary debaters for the week. If you are particularly concerned with verbal participation, please come see me in office hours.

Final Paper - each student will be expected to choose a public health law of their interest and to write a 15-18 page paper (double spaced, not including references) that will analyze the law including its origins and legal authority, the Constitutionality of the law and debates both for and against the law, recognizing the inherent tension between societal welfare and individual rights. Topics are due in class on week 3, rough drafts in week 6, and the final paper on the last day of class. Please bring paper copies to class and email the assignment to me before the beginning of class to avoid a grading penalty for lateness (each late assignment will be docked five percentage points for each day it is late). The first draft of the paper should be at least 9 pages (double spaced, not including references); I will read, critique and return rough drafts by the beginning of week 8.

### **Reading List**

The reading for each week will have been carefully reviewed and excerpted so as to provide the most information possible while being limited to 35 to 40 pages per week. All of the articles in their excerpted form will be available in the course reader, which will be required for the class. It is expected that all students take the time to complete all of the reading assigned each week, as it will be essential to class participation and discussion.

#### **Week 1: *Understanding Public Health and Constitutional Law***

What is the difference between medical health and public health? What parts of the Constitution grant the government the power to establish public health laws? What parts of the Constitution constrain the government from overreaching with laws? What kinds of individual rights that are protected by the Constitution may be affected by laws that deal with public health?

Readings:

- U.S. Const., Article 1, § 8 – 10.
- U.S. Const., amend. I - XV.
- Excerpts of: Epstein, R.A. (2002). In defense of the 'old' public health: The legal framework for the regulation of public health. *The Chicago Working Paper Series, 2*. Retrieved from <http://www.law.uchicago.edu/files/files/170-rae.old-public-health.pdf>
- Excerpts of: Gostin, L.O. & Bloche, M.G. (2003). The politics of public health: A response to Epstein. *Georgetown Law Faculty Publications and Other Works*. Paper 724. Retrieved from <http://scholarship.law.georgetown.edu/cgi/viewcontent.cgi?article=1723&context=facpub>

Assignments due 24 hours before class 1:

- 2-3 discussion questions on each reading assignment

#### **Week 2: *Police Powers vs. Individual Rights and Choice***

*Public Health Laws: Mandatory Vaccination and Seatbelt and Helmet Laws*

What kinds of rights do mandatory vaccinations infringe on? What kind of societal benefits do mandatory vaccinations provide? Can we just rely on people to get vaccinated voluntarily? What are some major reasons that people refuse to get vaccinated? Are those legitimate reasons? Look up the definition of “herd immunity.” If we grant exceptions to vaccination laws, how do we maintain herd immunity? If vaccination laws are justified by the impact they have on other people around us, how do we justify seatbelt and helmet laws? Do they affect anyone other than the person wearing the seatbelt or the helmet? Is the extent of the intrusion on individual rights different? Does that matter?

Readings - Excerpts from:

- Jacobson v. Commonwealth of Massachusetts, 197 U.S. 11 (1905).
- School Board of Nassau County, Florida v. Arline, 480 U.S. 273 (1987).
- Robotham v. State, 241 Neb. 379 (1993).
- Horowitz, B. (2011). A shot in the arm: What a modern approach to Jacobson v. Massachusetts means for mandatory vaccination during a public health emergency. *American University Law Review*, 60, 1715.
- Garde, K.J. (2010). This will only hurt forever: Compulsory vaccine laws, injured children, and no redress. *Phoenix Law Review*, 3, 509.

Optional:

- Excerpts from: Carpenter, C.S. & Stehr, M. (2011). Intended and unintended consequences of youth bicycle helmet laws. *Journal of Law and Economics*, 54, 305.

Assignments due 24 hours before class 2:

- 2-3 discussion questions on each reading assignment

**Week 3: Federalism - Spheres of the State vs. Spheres of the Fed***Public Health Law: Physician Assisted Suicide*

What does “federalism” mean? What areas of the law are generally legislated by the federal government and what areas are legislated by the states? What do you think should happen when state and federal laws conflict? Should “physician assisted suicide” be allowed? Should your beliefs on the subject be made into laws? Why or why not?

Readings - Excerpts from:

- Text excerpts on Federalism, TBD.
- The Oregon Death With Dignity Act, Oregon Revised Statutes, §127.800 to 127.897 (2009).
- Vacco v. Quill, 521 U.S. 793 (1997).
- Washington v. Glucksberg, 521 U.S. 702 (1997).
- People v. Kevorkian, 248 Mich.App. 373 (2001).
- The Federal Controlled Substances Act, 21 U.S.C. § 801 (1970).
- Gonzales v. Oregon, 546 U.S. 243 (2006).
- Haigh, C. (2012). Exploring the case for assisted dying in the UK. *Nursing Standard*, 26(18), 33.
- Foley, K. (1997). Competent care for the dying instead of physician-assisted suicide. *New England Journal of Medicine*, 336(1), 50.
- Benson, J.M. (2012). Physician-assisted suicide an ethical way out or an easy way out, retrieved from:

[http://works.bepress.com/cgi/viewcontent.cgi?article=1003&context=joshua\\_benson](http://works.bepress.com/cgi/viewcontent.cgi?article=1003&context=joshua_benson)

Optional

- Behuniak, S.B. (2011). Death with 'dignity': The wedge that divides the disability rights movement from the right to die movement. *Politics and the Life Sciences*, 30(1), 17.

Assignments due 24 hours before class 3:

- 2-3 discussion questions on each reading assignment
- Select topic for your paper and email a one paragraph description of the topic and intended scope of your paper. Also briefly explain why you chose your topic.

#### **Week 4: The Commerce Clause**

##### *Public Health Law: Medical Marijuana*

What is the Commerce Clause? Why do you think it was included in the Constitution? What is its role in enacting laws? How does growing marijuana for personal use have anything to do with interstate commerce? How should the federal government react to state laws that directly conflict with federal laws? Think about your own beliefs on medical marijuana. Is it possible that legalizing medical marijuana can have impacts on individuals beyond those who grow and consume it legally? What would those be?

##### Readings:

- U.S. Const., Article 1, § 8.
- Annas, G.J. (1997). Reefer madness — The federal response to California's medical-marijuana law. *New England Journal of Medicine*, 337, 6, 435-39.
- Excerpts of: Gonzalez v. Raich, 545 U.S. 1 (2005).
- Excerpts of: Jones, A.M. (2005). Gonzales v. Raich: How the medical marijuana debate invoked Commerce Clause confusion. *University of Hawaii Law Review*, 28, 261.

##### Optional:

- Peck, R.S. (2011). Understanding the Constitutional Challenges to Federal Health Care Reform. *American Bar Association Summer Brief*, 40, 28-31.
- Excerpts of: Hall, M.A. (2011). Commerce Clause Challenges To Health Care Reform. *University of Pennsylvania Law Review*, 159, 1825.

Assignments due 24 hours before class 4:

- 2-3 discussion questions on each reading assignment

#### **Week 5: The Takings Clause of the 5th Amendment and the Due Process Clause of the 14th Amendment**

##### *Public Health Law: Environmental Land Regulation and Zoning*

What does it mean for something to be a “taking” within the language of the Constitution? If something is a “taking,” does that mean that the government is barred from acting altogether? What type of balancing must occur? How is environmental protection a public health issue? What other interests do environmental regulations affect? Are those interests reconcilable with public health goals? What role should the government have in land regulation and zoning and why?

##### Readings:

- U.S. Const., amend. V.
- U.S. Const., amend. XIV, §1.
- Excerpts of: Lucas v. South Carolina Coastal Council, 505 U.S. 1003 (1992).
- Excerpts of: Tahoe-Sierra Preservation Council v. Tahoe Regional Planning Agency, 122 S.Ct. 1465 (2002).
- Excerpts of: Tennessee Valley Authority v. Hill, 98 S.Ct. 2279 (1978).
- Excerpts of: Sangi, E. (2011). The gap-filling role of nuisance in interstate air pollution. *Ecology Law Quarterly*, 38, 479.

Assignments due 24 hours before class 5:

- 2-3 discussion questions on each reading assignment

**Week 6: The First Amendment and Commercial Speech Doctrine***Public Health Law: Regulation of advertising for food and drugs*

What is the difference between political speech and commercial speech and the protections that each is afforded? Should the protections for commercial speech be any different from those for political speech? Should commercial speech be protected at all? When does the freedom NOT to speak become lying by omission?

Readings – Excerpts from:

- Central Hudson Gas & Electric Corp. v. Public Service Commission, 447 U.S. 557 (1980).
- International Dairy Foods Association v. Amestoy, 92 F.3d 67 (1996).
- Lorillard Tobacco Co v. Reilly, 533 U.S. 525 (2001).
- Vladeck, D., Weber, G. & Gostin, L.O. (2004). Commercial speech and the public's health: Regulating advertisements of tobacco, alcohol, high fat foods and other potentially hazardous products. *Journal of Law, Medicine and Ethics*, 32, 32.
- Parmet, W.E. & Smith, J.A. (2006). Free speech and public health: A population-based approach to the First Amendment. *Loyola Los Angeles Law Review*, 39, 363.
- Orentlicher, D. (2011). The commercial speech doctrine in health regulation: The clash between the public interest in a robust First Amendment and the public interest in effective protection from harm. *American Journal of Law and Medicine*, 37, 299.

Assignments due 24 hours before class 6:

- 2-3 discussion questions on each reading assignment
- Email in a rough draft of your paper before class (does not have to be 24 hours ahead of time, just before the start of class time). Should be at least 9 pages, double spaced, not including references.

**Week 7: Article I: the Power to Tax***Public Health Law: Sin Taxes – Alcohol, Tobacco and Food**Individual Responsibility v. Corporate Responsibility*

What is a sin tax? Do sin taxes penalize people for engaging in behavior that they should be allowed to moderate (or not) as they wish? Or do they require people who engage in behavior that is costly to society to pay for part of their share of the cost up front? Is there a feasible way to tax only those who will actually create costs down the line and exempt those who will not? If you think the tax is acceptable in the first place, could it go too far? How much should corporations be responsible for the outcomes of harmful products that they sell? How much should individuals be responsible for the outcomes of harmful consumption behaviors?

Readings:

- Excerpts of: R.J. Reynolds Tobacco Co. v. Durham County, N.C., 479 U.S. 130 (1986).
- Lynch, R. (2009). Should we tax the fat out of America? The trouble of selling the fat tax to the public. *Annals of Health Law Advance Directive*, 18, 172.
- Brownell, K.D. & Frieden, T.R. (2009). Ounces of prevention — The public policy case for taxes on sugared beverages. *New England Journal of Medicine*, 360(18), 1805-08.
- Excerpts of: Pelman v. McDonald's Corp. 2003 WL 22052778 (2003), 396 F.3d 508 (2005) & 396 F.Supp.2d 439 (2005).
- Excerpts of: Antler, A.B. (2009). The role of litigation in combating obesity among poor urban minority youth: A critical analysis of Pelman v. McDonald's Corp. *Cardozo Journal of Law & Gender*, 15, 275.
- Excerpts of: Hershberger, B. (2008). Supersized America: Are lawsuits the right remedy? *Journal of Food Law & Policy*, 4, 71.

Assignments due 24 hours before class 7:



- 2-3 discussion questions on each reading assignment

### **Week 8: The Equal Protection Clause**

#### *Public Health Law: Americans with Disabilities Act (ADA)*

What does the ADA do and why? Does the ADA limit too greatly the power of employers to hire the best person for a job? What does the ADA protect? Are its protections sufficient? Is it fair that people with disabilities may have to disclose what their disabilities are to their employer? Does the employer need to know? If not, what would be the proper balance between employer verification and employee privacy?

#### Readings:

- U.S. Const., amend. XIV, §1.
  - Excerpts of: The Americans with Disabilities Act of 1990. 42 U.S.C. §12101 – 12213 (1990).
  - Excerpts of: *City of Cleburne v. Cleburne Living Ctr.*, 473 U.S. 432 (1985).
  - Excerpts of: *Bragdon v. Abbott*, 118 S.Ct. 2196 (1998).
  - Excerpts of: *Sutton v. United Airlines*, 119 S.Ct. 2139 (1999).
  - Excerpts of: ADA Amendments Act of 2008, PL 110–325 (2008).
  - Excerpts of: Karger, H. & Rose, S.R. (2010). Revisiting the Americans with Disabilities Act after two decades. *Journal of Social Work in Disability & Rehabilitation*, 9, 73.
  - Melnick, D.E. (2011). Balancing responsibility to patients and responsibility to aspiring physicians with disabilities. *Academic Medicine*, 86(6), 674-76.
- Optional
- Coleman, D. (2010). Assisted suicide laws create discriminatory double standard for who gets suicide prevention and who gets suicide assistance: Not Dead Yet responds to *Autonomy, Inc.* *Disability and Health Journal*, 3, 39.

Assignments due 24 hours before class 8:

- 2-3 discussion questions on each reading assignment

### **Week 9: Health Privacy and the Fourth Amendment Right to be Free from Unreasonable Searches and Seizures**

#### *Public Health Law: Public Health Security and Bioterrorism Preparedness and Response Act of 2002 & the USA Patriot Act, Quarantine & HIPAA*

How do we balance protection from bioterrorism with respect for individual privacy? Could government infringements on privacy affect citizens' belief in government's legitimacy? Should privacy barriers prevent what the government can do to protect citizens from possible attack? Should current political climate and real world events affect how we enforce Constitutional protections? How do we enforce these laws effectively without subjecting certain minority groups to unreasonable surveillance and invasions of privacy?

#### Readings

- U.S. Const., amend. IV.
- Excerpts of: Public Health Security and Bioterrorism Preparedness and Response Act of 2002, 116 Stat. 594 (2002).
- Excerpts of: The USA PATRIOT Act of 2001, 115 Stat 272 (2001).
- Excerpts of: The Health Insurance Portability and Accountability Act of 1996, 110 Stat. 1936 (1996).
- Excerpts of: *Jew Ho v. Williamson*, 103 F. 10 (1900).
- Excerpts of: Goldman, J. (2005). Balancing in a crisis? Bioterrorism, public health and privacy. *Journal of Health Law*, 38(3), 481.
- Excerpts of: *Whalen v. Roe*, 429 U.S. 589 (1977).



- Nordin, J.D., Kasimow, S., Levitt, M.J. & Goodman, M.J. (2008). Bioterrorism surveillance and privacy: Intersection of HIPAA, the common rule, and public health law. *American Journal of Public Health, 98(5), 802*.
- Excerpts of: Gostin, L. (2002). Public health law in an age of terrorism: Rethinking individual rights and common goods. *Health Affairs, 21(6), 79*.

Assignments due before 24 hours before class 9:

- 2-3 discussion questions on each reading assignment

### **Week 10: *The Right to Privacy***

#### *Public Health Law: Abortion*

Using all of the concepts that we have learned thus far, contemplate the powers that the courts used in *Roe v. Wade*. Was judicial deference sufficient in its ruling or was the court acting like a legislature? Is abortion really a black and white scenario or are there shades of gray along a spectrum of procedures that can be implemented and circumstances that can arise? If there is more complexity to the issue, how do we legislate appropriately taking into consideration all of the variability?

Readings – Excerpts from:

- *Roe v. Wade*, 410 U.S. 113 (1973).
- *Planned Parenthood v. Casey*, 505 U.S. 833 (1992).
- *Gonzalez v. Carhart*, 550 U.S. 124 (2007).
- Wing, K. & Gilbert, B. (2007). *The law and the public's health, ch. 3*. Chicago: Health Administration Press.
- Perry, R. & Adar, Y. (2005). Wrongful abortion: A wrong in search of a remedy. *Yale Journal of Health Policy, Law & Ethics, 5, 507*.
- Stenger, R.L. (2006). Embryos, fetuses, and babies: Treated as persons and treated with respect. *Journal of Health & Biomedical Law, 2, 33*.
- Sanstad, N.C. (2008). Pregnant women and the Fourteenth Amendment: A feminist examination of the trend to eliminate women's rights during pregnancy. *Law & Inequality: A Journal of Theory and Practice, 26, 171*.

Assignments due 24 hours before class 10:

- 2-3 discussion questions on each reading assignment
- Final paper should be emailed before class (does not have to be 24 hours in advance, just before the beginning of class), and a hard copy brought to class



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## New Course Proposal

	Law Undergraduate M98TC Public Health Law: Constitutionally Balancing Societal Interests with Individual Rights				
<a href="#">Course Number</a>	Law Undergraduate M98TC				
<a href="#">Multiple Listed With</a>	Community Health Sciences M98TC				
<a href="#">Title</a>	Public Health Law: Constitutionally Balancing Societal Interests with Individual Rights				
<a href="#">Short Title</a>	PUBLIC HEALTH LAW				
<a href="#">Units</a>	Fixed: 5				
<a href="#">Grading Basis</a>	Letter grade only				
<a href="#">Instructional Format</a>	Seminar - 3 hours per week				
<a href="#">TIE Code</a>	SEMT - Seminar (Topical) [T]				
<a href="#">GE Requirement</a>	Yes				
<a href="#">Major or Minor Requirement</a>	No				
<a href="#">Requisites</a>	Satisfaction of entry-level Writing requirement. Freshman and sophomores preferred.				
<a href="#">Course Description</a>	(Same as Community Health Sciences M98TC.) Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. From mandatory vaccinations to medical marijuana to abortion, public health could not have broad impact without being enforced as law. Exploration of tension between societal benefits of public health laws and their resulting infringements on individual rights. Letter grading.				
<a href="#">Justification</a>	Part of the series of seminars offered through the Collegium of University Teaching Fellows				
<a href="#">Syllabus</a>	File <a href="#">Comm Health Sci M98Ta syllabus.docx</a> was previously uploaded. You may view the file by clicking on the file name.				
<a href="#">Supplemental Information</a>	Professor Allison Hoffman is the faculty mentor for this seminar.				
<a href="#">Grading Structure</a>	weekly readings & discussion questions - 25% class participation -10% paper topic and abstract - 10% first draft of paper - 20% final paper - 35%				
<a href="#">Effective Date</a>	Winter 2013				
<a href="#">Discontinue Date</a>	Summer 1 2013				
<a href="#">Instructor</a>	<table border="1"> <thead> <tr> <th>Name</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>Amira Hasenbush</td> <td>Teaching Fellow</td> </tr> </tbody> </table>	Name	Title	Amira Hasenbush	Teaching Fellow
Name	Title				
Amira Hasenbush	Teaching Fellow				
<a href="#">Quarters Taught</a>	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer				
<a href="#">Department</a>	Law				

<a href="#">Contact</a>	Name	E-mail
<a href="#">Routing Help</a>	CATHERINE GENTILE	cgentile@oid.ucla.edu

## ROUTING STATUS

Role:	Registrar's Office
Status:	Processing Completed
Role:	Registrar's Publications Office - Hennig, Leann Jean (lhennig@registrar.ucla.edu) - 56704
Status:	Added to SRS on 10/2/2012 10:19:12 AM
Changes:	Course Number, Description
Comments:	Edited course description into official version; corrected course number.
Role:	Registrar's Scheduling Office - Bartholomew, Janet Gosser (jbartholomew@registrar.ucla.edu) - 51441
Status:	Added to SRS on 9/13/2012 8:56:29 AM
Changes:	Title, Short Title
Comments:	Added a short title.  Capitalized 'I' in 'Interests' in the Course Title.
Role:	CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Approved on 8/6/2012 9:15:36 AM
Changes:	Subject Area, Course Number, Multiple List
Comments:	changes made to UG-Law M98TC per Leann in Registrar's Office. Pending the weekly breakdown from the teaching fellow as requested by Professor Kaufmann.
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 7/13/2012 3:52:33 PM
Changes:	No Changes Made
Comments:	Routing to Cathie Gentile. Please see FEC comments below.
Role:	FEC Chair or Designee - Kaufman, Eleanor K. (eleanork@ucla.edu) - 68155
Status:	Returned for Additional Info on 7/8/2012 12:10:56 AM
Changes:	No Changes Made
Comments:	excellent syllabus, but please indicate on weekly breakdown when assignments are due
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 6/11/2012 2:54:54 PM
Changes:	No Changes Made
Comments:	Routing to Eleanor Kaufman for FEC approval
Role:	CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Approved on 5/23/2012 11:24:11 AM

Changes:	No Changes Made
Comments:	on behalf of Professor Kathleen Komar, chair, CUTF Program
Role:	Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Submitted on 5/23/2012 11:23:20 AM
Comments:	Initiated a New Course Proposal

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Comments or questions? Contact the Registrar's Office at  
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