

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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SANTA BARBARA · SANTA CRUZ

DEPARTMENT OF ASIAN LANGUAGES & CULTURES
 290 ROYCE HALL
 Box 951540
 LOS ANGELES, CA 90095-1540

Date: January 13, 2014

To: Joseph Nagy, Chair,
 General Education Governance Committee
 A265 Murphy Hall
 CAMPUS 157101

Attention: Myrna Dee F. Castillo, Program Representative

From: William M. Bodiford, Chair, 
 Department of Asian Languages and Cultures

Re: SEASIAN70, "Modern Southeast Asian Literature"

Dear Professor Nagy:

The Department of Asian Languages and Cultures proposes a newly developed course to be designated as meeting the criteria as a General Education offering. The course in question, "Modern Southeast Asian Literature" (SEASIAN70), will complement existing offerings on the literatures of Asia taught in ALC. It will serve students in the Asian Humanities major, and as a comparative course for those majoring in one of the East Asian area majors. The course reflects growing interest in the literatures of Southeast Asia, which are increasingly becoming available in English translation.

This revised syllabus has been developed in response to suggestions from the committee. First, the syllabus has been more fully articulated to include specific readings, not only in terms of literature but also in terms of historical and literary background. The syllabus now also includes an introductory lecture on literature as a field of inquiry and of various modes of literary analysis. The emphasis is upon historicism and cultural studies as the primary relevant modes of analysis, and lecture and assigned readings will explain these approaches and the ways in which they can be applied to the interpretation of Southeast Asian literature. This theme of how to interpret and assess literature will be sustained through the course to ensure that upon completion students have not only a background in modern Southeast Asian literature, but also an understanding of differing modes of literary analysis that could be deployed for other literatures and literary contexts. To support this, the syllabus now

also features concrete background readings that include not only historical background for each period, but also background readings that address elements of literary change and approaches to understanding these literatures.

As indicated in our earlier submission, the course is designed to explore literatures across the diverse region of Southeast Asia, drawing on novels and short stories from both the island and mainland parts of Southeast Asia. As a regional, rather than a country-focused literature course, it is inherently comparative. Students will be able to grapple with the ways in which different peoples and literary cultures of the region engaged with and responded to the shared experience of European colonialism. They will also examine the significance of language change in multiple settings, as “national languages” were created, new script systems were adopted or rejected, and new literary genres took root. The course will allow students to read literary selections from the late nineteenth to the early twentieth centuries, and enable them to think about how this literature corresponds to and comments on the tremendous changes the region has endured. The course will situate the literature in the rich history of the region, including colonization, decolonization, the impacts of the Cold War, and the flows of “globalization” in the past several decades. It will illustrate the ways in which authors, both men and women, used their works to understand the times in which they lived and the changing societies all around them. The course will give students a deep appreciation of a major world region via its literatures, and they will learn about the interactions between literature and history in a powerfully comparative fashion. Finally, upon completing the course students will have range of tools for interpreting and critiquing literature, understanding it in relationship to political and cultural structures as well as discourses of colonialism, postcolonialism and diasporic identity. Given its structure, focus, and content, this course would seem a very good fit for the General Education designation, and it is our hope that it will, in its now revised state, be accepted for the program.

Thank you for your consideration of this proposal.

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

Department & Course Number Asian Languages and Cultures, SEASIAN70
 Course Title Modern Southeast Asian Literature
 Indicate if Seminar and/or Writing II course _____

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

Foundations of the Arts and Humanities

- Literary and Cultural Analysis X
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis X
- 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.

Course combines broad introduction to modern Southeast Asian literatures (hence Lit. and Cult. Analysis), and (since I am a historian) this will be framed within a close examination of the historical context in which these literatures are produced and how the literature serves as commentary and reflection on this historical context.

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

George Dutton, Associate Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes X No _____

If yes, please indicate the number of TAs 1

4. Indicate when do you anticipate teaching this course over the next three years:

2013-2014	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>75</u>	Enrollment	_____
2014-2015	Fall	<u>X</u>	Winter	_____	Spring	_____
	Enrollment	<u>75</u>	Enrollment	_____	Enrollment	_____
2015-2016	Fall	_____	Winter	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____

5. GE Course Units

Is this an **existing** course that has been modified for inclusion in the new GE? Yes ___ No X

If yes, provide a brief explanation of what has changed. _____

Present Number of Units: _____

Proposed Number of Units: _____

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

- | | |
|----------------------------------|--|
| □ General Knowledge | Course exposes students to wide range of literatures from across Southeast Asia; focus on critical reading of texts; consideration of historical and social context; consideration of various analytical approaches to study of literature in Asian context. |
| □ Integrative Learning | Study of literatures in historical context allows students to think about production of literature, and literature as commentary on political, cultural and social change. |
| □ Ethical Implications | SEA literatures in 20 th century often grappled with colonialism and its ethical ramifications; post-independence literatures offer critiques of authoritarian regimes, of social inequities, and political corruption. |
| □ Cultural Diversity | SEA is immensely diverse region; students will be exposed to numerous cultural and social patterns and literatures that reflect these. Course offers numerous opportunities for comparison of different societies and historical experiences. |
| □ Critical Thinking | Student essays will require critical examination of literary works, argument in support of their interpretation, and need to use context to write persuasive analyses of particular writings. |
| □ Rhetorical Effectiveness | Student writing assignments, critical response essays, and examinations will require demonstration of effective use of language and vocabulary to articulate interpretations of literatures. |
| □ Problem-solving | Student papers and section discussions will require students to solve interpretive problems, to present cogent arguments, and to support their arguments with examples. |
| □ Library & Information Literacy | Students will be expected to use library to identify additional literary selections, and to find reviews of literary works to aid in their reading of these materials. |

(A) STUDENT CONTACT PER WEEK (if not applicable write N/A)

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>1</u>	(hours)
3. Labs:	<u>N/A</u>	(hours)
4. Experiential (service learning, internships, other):	<u>N/A</u>	(hours)
5. Field Trips:	<u>N/A</u>	(hours)

(A) TOTAL Student Contact Per Week **4** **(HOURS)**

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

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

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

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

16

(HOURS)

SEASIAN 70
Modern Southeast Asian Literature

Prof. George Dutton

Class Time: TBD

Class Location: TBD

Office: Royce 248A

Office Hours: TBD

E-mail: dutton@humnet.ucla.edu

This course is an introduction to the modern literatures of Southeast Asia. It is designed to expose students to the range of literatures – predominantly novels and short stories – that were written across this region in response to dramatic changes caused by colonialism and its aftermath. At the same time, the course also introduces modes of literary analysis, offering approaches to interpreting and contextualizing these literary works. The literatures of this period, written in a range of rapidly changing local languages, reflect social upheaval, economic transformation, political possibilities, and the impacts of war and revolution. This survey spans the period from the late nineteenth century to the early twenty-first, and takes a chronological trajectory. The course uses literature to understand historical change, and considers the ways in which literature has been a mirror of change and a participant in this change. Particular attention is given to some key themes including changing gender roles, shifting social structures, and transformed senses of personal identity. The course examines these literary works for their content, but also seeks to understand them against the larger backdrop of modern Southeast Asian societies. The literary selections will be read in translation, and will be selected from countries across the region, and include both colonial-era and post-colonial works.

Course Structure:

This is a lecture course with weekly section meetings. Lectures will provide background to the literary traditions and developments in the various countries, and will examine approaches to interpreting and assessing these literatures, ranging from social realism to postmodernism. These lectures will also introduce students to some of the significant literary figures and some of the major literary works of different parts of Southeast Asia. Students will be expected to do the background reading, and then read the relevant literary selections for discussion in section in each week. While an effort is made to include readings from across the region, the availability of novels in English translation means that there are relatively more works from Vietnam and Indonesia, which to some extent offer useful comparative historical trajectories of colonialism and its aftermath, and illustrate two significant Southeast Asian cultural/literary traditions.

Grading:

Letter or P/NP

Note: Grading in this course will reward improvement, and so the various assignments can be reweighted in your favor if your work improves over the course of the quarter.

Short responses (4)	40%
Extended comparative book review	20%
Discussion sections	20%
Final Exam	20%

Readings: Each week will feature a combination of literary selections and background readings. The literary work will be either a short novel, a portion of a longer novel or a series of short stories. Background readings will include scholarly works that focus on aspects of literature for that period, suggesting ways to interpret these texts and their significance. They will also include brief historical background to situate the literature in its context in Southeast Asia. This combination of readings will provide students the necessary literary and historical apparatus to interpret the reflect on the literary selections for that week.

Short Novels: Most will be read in their entirety, but a few will be excerpted. Dates listed are the original publication date.

Kwee Tek Hoay, *The Rose of Cikembang* (1927) [Indonesia]

Vu Trung Phong, *Dumb Luck* (1937) [Vietnam]

Ma May Lay, *Not out of Hate* (1953) [Burma]

Sri Daoruang, *Married to the Demon King* (1984) [Thailand]

Philip Jeyaretnam, *Raffles Place Ragtime* (1988) [Singapore]

Excerpted portions of longer novels

Jose Rizal, *Noli Me Tangere* (1887) [The Philippines]

M.J. Soetan Hasoendoetan, *Sitti Djaerah: A Novel of Colonial Indonesia* (1915) [Sumatra, Indonesia]

Mochtar Lubis, *Twilight in Djakarta* (1967) [Indonesia]

Botan, *Letters from Thailand* (1969) [Thailand]

Duong Thu Huong, *Paradise of the Blind* (1988) [Vietnam]

Bao Ninh, *The Sorrow of War* (1996) [Vietnam]

Outhine Bounyavong, *Mother's Beloved: Stories from Laos* (1999) [Laos]

Pramoedya Ananta Toer, *The Girl from the Coast* (2002) [Indonesia]

Short Stories collections:

Isabelle Thuy Pelaud, et al, eds. *Troubling Borders: An Anthology of Art and Literature by Southeast Asian Women in the Diaspora* (University of Washington, 2013)

Teri Shaffer Yamada, *Virtual Lotus: Modern Fiction of Southeast Asia* (2002).

Selected Short Stories of Thein Pe Myint. Trans. Patricia M. Milne. (Ithaca: Cornell University Southeast Asia Program, 1973).

General Literary Background:

Patricia Herbert and Anthony Milner, eds. *Southeast Asia: Languages and Literature, a Select Guide* (UH Press, 1989).

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Week One: What is literature and how do we read it? What is Southeast Asian literature?

We begin by considering questions of literature itself, reflecting on what we mean by the term. What kinds of writings are considered “literature” and how do particular genres belong to are get excluded from the “literary.” We also examine the issue of the particular category addressed in this course “Southeast Asian literature.” There are numerous ways to understand it, to include or exclude authors from it, and we go through these. We also look at the process of literary canon formation – who decides what belongs into a canon of “national literature” – and what are the political considerations that underlie this process? Debates about literary canons are useful mechanisms for thinking about the ways in which modern literature came into focus for scholars and citizens in the region.

George Dutton, “Introduction,” *Voices of Southeast Asia: Essential Readings from Antiquity to the Present* (Sharpe, 2014).

Terry Eagleton, “What is Literature?” *Literary Theory: An Introduction* (1983)

David Damrosch, “Introduction: Goethe Coins a Phrase,” in *What is World Literature* (Princeton, 2003), pp. 1-37.

Milton Osborne, Chapter One, “What is Southeast Asia?” in *Southeast Asia: An Introductory History* (Allen Unwin, 2000), pp. 1-15.

Week Two: Premodern and early colonial Southeast Asian Literatures

This week will provide an overview of the premodern literary traditions and styles of the region. It will introduce genres such as epic poetry, historical chronicles, religious literature, and tales of the strange. It will introduce common themes and distinctive features of various literary cultural

traditions reflecting the influences of external cultural flows. It will look at the impact of the Indic, Sinic, and Arabic traditions upon the region, and how this shaped literary traditions and script choices in Southeast Asia. The second lecture this week will look at the ways in which colonialism introduced and shaped new forms of literature in Southeast Asia. It brought with it new genres, but also new elements of language, and of course transformative impacts that became fodder for Southeast Asian writers. We will look at how these various elements intersect, how new genres became modes for expressing reactions to colonialism, and the ways in which language changes became integrated into new literary forms of this period.

Background Reading:

Herbert and Milner, "Indonesia" and "Vietnam," (pp. 77-88, 123-140).

Cao Thi Nhu Quynh and John C. Schafer, "From Verse Narrative to Novel: The Development of Prose Fiction in Vietnam," *Journal of Asian Studies* 47, no. 4 (Nov. 1988), pp. 756-777.

Literary Selection: Discussion of *Noli Me Tangere* (excerpts); brief discussion *Sitti Djaoerah* (excerpts)

Week Three: Colonial Ambivalences: Changing Societies and Cultures

This week will continue the exploration of the impacts of colonialism by looking more directly at literature as a mechanism by which to critique colonialism and its transformation of local societies. We will look at different forms of critique from social realism to parody and assess their effectiveness as mirrors of society or weapons against colonialism. We will also consider who the targets of these critiques are, and the ambivalences that colonialism introduced to Southeast Asian societies. The social landscapes had shifted and economic and political elites of the colonial period were often far removed from those of earlier times.

- Novels that explore urbanization and social transformations
- The changing vernacular; new vocabularies, and hybrid forms of language
- New gender roles and expectations reflected in modern literature

Background Reading:

Elleke Boehmer, "Colonialist Concerns," in *Colonial and Postcolonial Literature* (Oxford, 2005), pp. 58-93.

Milton Osborne, "The Years of Illusion," in *Southeast Asia: An Introductory History* (Allen Unwin, 2000), pp. 113-133.

Truong Buu Lam, "The Vietnamese Perception of Colonialism," in *Colonialism Experienced* (Michigan, 2000), pp. 39-61.

Literary Selections: Kwee Tek Hoay, *The Rose of Cikembang* (1927; English translation, Lontar Foundation, 2013) (Indonesia).

Week Four: The Newspaper, the novel, and the short story

This week we turn to journalism and its role in expanding and disseminating literature in the colonial period. Newspapers became important forums for wide-ranging discussions involving writers and readers, and represented new mediums for conveying literature. We will look at the short story and the serialized novel and how readers engaged with these forms, and how to understand them in the larger context of periodicals. We will consider how to read and assess short stories as a literary form, and the ways in which they would have been received by Southeast Asian readers of the colonial era.

- Southeast Asian literature and the newspaper
- The short story emerges as a literary form
- Overlapping worlds of the writer and the journalist

Background Reading:

George Dutton, "Advertising, Modernity and Consumer Culture in Colonial Vietnam," in Van Nguyen-Marshall, et al, *The Reinvention of Distinction: Modernity and the Middle Class in Urban Vietnam* (Springer, 2011), pp. 21-41.

Anna Allott, "The Short Story in Burma: With Special Reference to Its Social and Political Significance," in J.H.C.S. Davidson and H. Cordell, eds. *The Short Story in South East Asia* (London: SOAS, 1982), pp. 101-138.

Literary Selections: Discussion of *Dumb Luck*; selected Burmese and Indonesian short stories.

Selected Short Stories of Thein Pe Myint. Trans. Patricia M. Milne. (Ithaca: Cornell University Southeast Asia Program, 1973).

Week Five: Coming into shape of the Nation

We turn here to the interplay between new literatures and new national identities. The colonial period saw the transformation of nations and of the people who inhabited newly-imagined places. We consider the ways in which literature reflected changing thinking about political and cultural identity, and also how these literatures themselves shaped these identities. We consider Benedict Anderson's "Imagined Community" model and how it pertains to the Southeast Asian case. The role of "national languages" and their impact on how people conceptualized their identity and political relationship to those around them will also be considered.

- The novel and the nation: Reflections on new national identities
- Novels and challenges to the nation: other ways of thinking
- Novels of revolution and nationalism
- New "imagined communities"

Background Reading:

Elleke Boehmer, "The Stirrings of New Nationalism," in *Colonial and*

Postcolonial Literature (Oxford, 2005), pp. 94-131.

Noriaki Oshikawa, "Patjar Merah Indonesia and Tan Malaka: A Popular Novel and a Revolutionary Legend," in *Reading Southeast Asia* (Cornell SEAP, 1990), pp. 9-40.

Benedict Anderson, "Introduction," and "Origins of National Consciousness," in *Imagined Communities* (Verso, 1983).

Literary Selections: Discussion of Ma Ma Lay, *Not out of Hate* (Burma, 1950s);

Week Six: Life After Independence: Indonesia and Its Struggles

This week we begin the first of a pair of case studies to consider the literature of the post-independence period in two prominent countries, Indonesia and Vietnam. We begin with Indonesia and consider its revolution against the Dutch between 1945 and 1949. Through discussion of some short stories, and then reading of a longer novel set in Jakarta in the late 1950s we examine the difficult transition to independence. For many Southeast Asian writers this was a period of disillusionment, and this is reflected in the novel by Mochtar Lubis, *Twilight in Djakarta*.

Background Reading:

Elleke Boehmer, "Independence," in *Colonial and Postcolonial Literature* (Oxford, 2005), pp. 172-213.

Jean Gelman Taylor, "Majapahit Visions: Sukarno and Suharto in Indonesian Histories," in *Indonesia: Peoples and Histories* (Yale, 2004), pp. 340-386.

Literary Selection: Mochtar Lubis, *Twilight in Djakarta* (Hutchinson, 1963) (Indonesia)

Week Seven: Life After Independence: Revolution and War in Vietnam

In the second of our two post-independence studies we examine Vietnam and its turmoils. The end of colonialism, wrought through a bloody revolution against the French brought only temporary peace. It was followed by an even deadlier conflict involving the United States. Vietnamese writers reflected upon the destruction, both personal and social, of the war in short stories and novels. We read a post-war reflection on the war's toll on Vietnamese society in Bao Ninh's acclaimed *The Sorrow of War*, which reflects on the costs of war and its seeming futility.

Background Reading:

Mark Bradley, "Coming of the American War," and "Experiencing War," in *Vietnam at War* (Oxford, 2009), pp. 77-130.

Literary Selection: Bao Ninh, *The Sorrow of War* (1996) [Vietnam]

Week Eight: Literature and the Modern Urban Experience

This week we look at the ways in which literature has commented on changing urbanization in the post-war period. The growth of cities profoundly shaped Southeast Asian societies and people's experiences. Cities became sites of hardship and possibility, and literature reflected the tensions between these two realities. Literature also allows us to consider the social transformations that urban living provoke. We will read selections from two urban centers – Bangkok and Singapore – to reflect on the complex dynamics of urban life, considering ethnic diversity and the difficult adjustments that people in large cities face.

- The phenomenon of urbanization
- Literary comment on the disillusionment of the urban experience

Background Reading:

Shirley Geok-Lin Lim, "Regionalism, English Narrative, and Singapore as Home and Global City," in Ryan Bishop, et al, *Postcolonial Urbanism: Southeast Asian Cities and Global Processes* (Routledge, 2003), pp. 205-226.

Jon Goss, "Urbanization," in *Southeast Asia: Diversity and Development*, Leinbach and Ulack, eds. (Prentice Hall, 2000), pp. 110-132.

Literary Selection: Botan, *Letters from Thailand* (DK Books, 1969) [Bangkok, Thailand] (excerpts); Philip Jeyaretnam, *Raffles Place Ragtime* (Times Books, 1988) [Singapore];

Week Nine: Postcolonial and rural worlds and beyond

This week's focus is on how literature reflects Southeast Asia's transformation in the past two decades. We reflect on the impact of "globalization" for the region in terms of economic transformations, religious changes, resurgent urbanizations. We also look at short stories that explore the changes in the countryside as people leave for cities, but also as the city (via economic forces) pushes into the countryside and how this has changed rural lives. Readings from recent short stories also reflect on new urban realities, corruption, shifting gender roles, and new social expectations.

- Southeast Asia in a shrinking world
- Literature as reflection on rural change.
- Transformation and change in the countryside

Background Reading:

C.L. Innes, "Citizens of the World: Reading Postcolonial Literature," in *The Cambridge Introduction to Postcolonial Literature* (Cambridge, 2007), pp. 197-208.

Victor King, "Conclusions: Modernity, Globalization and the Future," in *The Sociology of Southeast Asia* (University of Hawaii Press, 2007), pp. 246-255.

Literary Selections: Outhine Bounyavong, *Mother's Beloved: Stories from Laos* (1999); selected stories from Teri Shaffer Yamada, *Virtual Lotus: Modern Fiction of Southeast Asia* (2002); Sri Daoruang, *Married to the Demon King* (1984; Thailand)

Week Ten: Literature and the Southeast Asian diaspora

The emergence of new Southeast Asian diasporic communities in the second half of the twentieth century had significant literary effects. This week we discuss the emergence of these communities and the ways in which they and the Southeast Asia they left behind continue to interact. While we focus on literatures of the region, we look at the interplay between the region and these peoples in the now globalizing Southeast Asian community. We consider ways to read diasporic literature as emblematic of individuals and communities who transcend borders and national experiences. We will also consider how diasporic literature is related to postcolonial literatures, and the degree to which each represents a distinctive form of expression.

- Reflections on transnational societies
- Literature as commentary on Southeast Asia's links to the larger world

Background Reading:

Mariam Lam, et al. "Introduction" to *Troubling Borders*

Literary Selection: Duong Thu Huong, *Paradise of the Blind* (1988) (excerpts); Isabelle Thuy Pelaud, et al, eds. *Troubling Borders: An Anthology of Art and Literature by Southeast Asian Women in the Diaspora* (University of Washington, 2013), (excerpts).



UCLA Course Inventory Management System

Main Menu Inventory Reports Help Exit

New Course Proposal

**Southeast Asian 70
Modern Southeast Asian Literature**

Course Number Southeast Asian 70

Title Modern Southeast Asian Literature

Short Title MODERN SE ASIAN LIT

Units Fixed: 5

Grading Basis Letter grade or Passed/Not Passed

Instructional Format Lecture - 3 hours per week
Discussion - 1 hours per week

TIE Code LECS - Lecture (Plus Supplementary Activity) [T]

GE Requirement Yes

Major or Minor Requirement Yes

Requisites NA

Course Description Lecture, three hours; discussion, one hour. Introduction to modern literatures of Southeast Asia. Designed to expose students to range of literatures, predominantly novels and short stories, that were written across this region in response to dramatic changes caused by colonialism and its aftermath. P/NP or letter grading.

Justification The proposed course will fill gap in ALC's offerings, which currently feature no courses covering Southeast Asian literature.

Syllabus File *SEASIAN 70 (SEA Novel) Draft Syllabus.docx* was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure Short Responses: 40%
Extended comparative book review: 20%
Discussion Sections: 20%
Final Exam: 20%

Effective Date Fall 2013

Instructor	Name	Title
	George Dutton	Professor

Quarters Taught Fall Winter Spring Summer

Department Asian Languages and Cultures

Contact	Name	E-mail
	LINDSAY DOUNG	ldoung@humnet.ucla.edu

Routing Help

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 6/15/2013 12:32:03 PM

Changes: Description

Comments: Edited course description into official version.

Role: Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441

Status: Added to SRS on 6/13/2013 1:36:26 PM

Changes: Short Title

Comments: No Comments