

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

Department & Course Number Information Studies 10
 Course Title Information and Power
 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 _____
- Philosophic and Linguistic Analysis _____
- Visual and Performance Arts Analysis and Practice _____

Foundations of Society and Culture

- Historical Analysis _____
- Social Analysis X

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.

Society, culture, economics and politics today are increasingly “informationalized,” whether as personally-identifiable information (PII), “big data,” or the growing reliance on search engines, social network sites, information visualization, online education, and so on. The aim of this course is to demonstrate the foundational role of information in society and culture, and how it is manifested in relations, structures and practices of power.

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

Several IS ladder faculty have indicated their willingness to teach this course, including Jean-François Blanchette (Assoc Prof), Jonathan Furner (Assoc Prof), Anne Gilliland (Prof), Leah Lievrouw (Prof), Ramesh Srinivasan (Assoc Prof).
 Advanced doctoral students in IS may serve as teaching assistants for IS 10 under the supervision of the faculty instructor.

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	_____	Spring	_____
	Enrollment	_____	Enrollment	_____	Enrollment	_____
2014-2015	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>35-40</u>	Enrollment	_____
2015-2016	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>40-50</u>	Enrollment	_____

5. GE Course Units

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

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

Course title and content have been completely revised to focus the course on connections among information, IT, and social, cultural, economic and political power. Previously the course was narrowly conceived as a skills-driven course on information search and retrieval; due to lack of faculty and student interest it has not been taught in its previous form since 2006. The Registrar has recently approved the revised version of the course.

Present Number of Units: 5 Proposed Number of Units: 5

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

❑ General Knowledge	Students' lives are pervaded by information and information technology, but they may not readily perceive how these resources are designed or allocated, by whom, or in whose interest. This course provides the context and framing students need to navigate their everyday experience with information and technology.
❑ Integrative Learning	Students will be required to read/synthesize/analyze both scholarly and popular accounts and arguments in a range of disciplines in addition to information studies (e.g., history, policy studies, science studies, communication, museum studies, cultural and ethnic studies) and draw on those resources to make informed, cogent arguments about the forms and uses of information and IT as instruments or manifestations of power.
❑ Ethical Implications	Although topical knowledge is a major intermediate learning objective of IS 10, the ultimate goal is to help students form, justify and defend their own ethical positions with respect to information and power, especially in the areas of equitable access and social participation (see syllabus, topics 2 and 3), the exercise of state and institutional power (topics 2, 4, 5, 6), and creative expression and intellectual freedom (topics 7, 8, 9).
❑ Cultural Diversity	The differing capabilities and tools for accessing information afforded to various communities and cultural groups, and thus their differential capabilities to exercise influence in society, is a central focus of the course (see syllabus, topics 2 and 3)
❑ Critical Thinking	In this course, students must assess knowledge sources and arguments, and articulate and position their own views relative to prevailing debates among different entities with stakes and interests in information (e.g., industry, government, cultural and media institutions, financial institutions, etc.).
❑ Rhetorical Effectiveness	Throughout IS 10 students will be required to summarize and analyze course materials and arguments, and articulate their own views and practices in an informed and persuasive way in live and online discussion, written work, and small group exercises with other students.
❑ Problem-solving	In course exercises (see syllabus) students will be required to account for and reflect critically on their own information practices and beliefs, framing them relative to the institutional, economic, political, and state entities that shape those practices.
❑ Library & Information Literacy	Information literacy is in many ways the core competency of IS 10: both as an object of study (i.e., differences in effective information access and use across social groups, state actors, and institutions), and as a method for critical search and argument about the role of information in the exercise of power.

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

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:	<u>2 (in class)</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 **5** **(HOURS)**

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

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

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

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

17

(HOURS)

DRAFT (Revised November 2013)

Syllabus
IS 10: Information and Power
Dept. of Information Studies, UCLA

Instructor and Schedule TBA

Course Description

IS 10 draws on the research literature in information studies and related fields, and contemporary events and issues, to explore the connection between information and power. Taking a social justice perspective, the course investigates the political, economic, legal, technological and cultural structures and forces that shape the ways that information is created, used, made available, controlled, and discarded or destroyed. Topics include information and democratic institutions, legal and cultural perspectives on access, surveillance and privacy, censorship and leaks, the economics of information, and the politics of classification, categories and ontologies. This mixed lecture/discussion course is designed to combine live class meetings, web-based readings and media, and online exercises and workshops to focus on the core issues that arise at the intersection of information and power.

Course Objectives

As a result of instruction in this course, students should be able to:

- Describe how information and power have been defined and related in the research literature and popular discourse over time, and how these two concepts foster or discourage social justice.
- Critique popular and scholarly accounts of information and related concepts such as data, knowledge, or wisdom.
- Argue for and support a particular definition of information relevant to a particular issue or debate.
- Use specific cases or examples to construct, support and justify an argument about the mutual shaping of power and information.

Course Requirements and Grading

Students in IS 10 will be evaluated on the basis of their participation and performance in class and on other required assignments; the percentage of the final course grade for each activity is indicated in parentheses:

- Class preparation and participation (40%). All students are expected to read or review all required materials in advance of each week's class activities (required readings and additional

resources are listed under “Topics/Modules,” below). They should be prepared to summarize and comment on those materials, as well as ongoing issues raised in lectures and class discussions. Informed, active participation in all class meetings and discussions, both in the classroom and online, is required; therefore regular attendance is expected. Poor attendance and participation will negatively affect student performance and grades.

- Assignments / Exercises (10-15% each). Over the quarter, students will complete three or four exercises or assignments designed to illustrate key issues and principles presented in the course. Instructors will determine the activities each quarter, which may be designed as individual or group projects. For example, activities might include:
 - *Information Journal*. For a set period (e.g., one day), students track where and how they consume, experience and exchange information, and what factors influence their informational activities. Students discuss their experiences and conclusions in class and a short (500 words, 2 pages) reflection paper.
 - *Collecting and Classifying*. Pairs of students describe to their partners any sets of items they have systematically collected, for example music, clothes, books, hobby or fan interests, and so on. Each partner will formulate what they think is their partner’s rationale or organizational scheme for collecting, and discuss their conclusions with their partners and the whole class. Students will write a short paper or discussion wiki post to share with the class (400-500 words) that describes their own collection and organizational scheme, and how they relate to the principles of classification and ontology presented in class
 - *Setting the Agenda for Discussion*. Each student will be responsible for formulating three or four rich discussion questions for one or two topics in the course, and posting them to the class’s online discussion board in advance, along with any additional resources they may want to suggest that would help frame the discussion questions. All students will write brief responses (one paragraph) to the questions online, to set the agenda for discussion to be continued and expanded in class.
- Final Case Study Paper (30-40%). Students will prepare a case study of an incident or controversy and show how the case illustrates or exemplifies the connection between information and power (e.g., public response to government surveillance; the role of popular media and information services in elections; public education policy and curriculum; financial markets and trade; scientific controversies; etc.). Projects should include a detailed account of the case and a well-supported and well-argued discussion of how it demonstrates the relation between information and power, drawing on the concepts covered in the course (10 pages; 2500 words).

Topics / Modules

1: Definitions

"Data is not information, information is not knowledge, knowledge is not understanding, understanding is not wisdom."

--Clifford Stoll

"Education is not the piling on of learning, information, data, facts, skills, or abilities - that's training or instruction - but is rather making visible what is hidden as a seed."

--Thomas Moore

Bates, M.J. (2009). Information. In *Encyclopedia of Library and Information Sciences* (3rd ed.), pp. 2347-60. New York: Taylor & Francis. Available online through the UCLA Library catalog.

Power (social and political). Wikipedia entry:

[http://en.wikipedia.org/wiki/Power_\(social_and_political\)](http://en.wikipedia.org/wiki/Power_(social_and_political))

Perrolle, J.A. (1998). Information as power: Computers and social decisions. In *Computers and Social Change: Information, Property and Power* (web edition). Available:

<http://www.ccs.neu.edu/home/perrolle/book/chapter11.html>

Morrone, M. (2013). Information and power (blog post). *Library Juice*, January 3.

<http://libraryjuicepress.com/blog/?p=3831>

Mehra, B., Rioux, K.S., and Albright, K.S. (2009). Social justice in library and information science. In *Encyclopedia of Library and Information Sciences* (3rd ed.), pp. 4820-36. New York: Taylor & Francis. Available online through the UCLA Library catalog.

Additional resource:

New York Times (2012). Reading more but learning less? (Room for Debate series.) October 22.

Available: <http://www.nytimes.com/roomfordebate/2012/10/22/reading-more-but-learning-less>

2: Naming, Collecting, Classifying

"The things I want to know are in books; my best friend is the man who'll get me a book I ain't read."

-- Abraham Lincoln

This part of the course deals with the ways that the world is organized, defined and understood, including definitions of taxonomy, folksonomy, controlled vocabularies, ontologies, and classification; the power of naming and categorization; and the relationship of these practices to information access, identity, and community.

Weinberger, D. (2007). Order is in the eye of the tagger. *Wired*, May.

http://www.wired.com/science/planetearth/news/2007/05/miscellaneous_excerpt

Buckland, M.K. (2007) Naming in the library: Marks, meaning, and machines. In C. Todenhagen and W. Thiele (Eds.), *Nominalization, Nomination and Naming in Texts*, pp. 249-60. Tübingen: Stauffenburg Verlag. Available as preprint: <http://people.ischool.berkeley.edu/~buckland/naminglib.pdf>

Adler, M. (2009). Transcending library catalogs: A comparative study of controlled terms in Library of Congress Subject Headings and user-generated tags in LibraryThing for transgender books. *Journal of Web Librarianship*, 3(4), 309-31.

3: Information Access, Diversity, and Equity

This topic considers a wide range of individual and cultural influences on the equitable and effective information access and use. Key concepts include access (to what?), access vs. openness, the digital divide, access vs. control, and the limits of access.

Yu, L. (2006). Understanding information inequality: Making sense of the literature of the information and digital divides. *Journal of Librarianship & Information Science*, 38(4), 229-252.

Kinney, B. (2010). The Internet, public libraries, and the digital divide. *Public Library Quarterly*, 29(2), 104-61.

Friedland, L., Napoli, P., Ognyanova, K., Weil, C., and Wilson, E.J. III (2012). *Review of the Literature Regarding Critical Information Needs of the American Public*. Report to Federal Communications Commission by the University of Southern California Annenberg School for Communication & Journalism in collaboration with the University of Wisconsin - Madison on behalf of the Communication Policy Research Network (CPRN) (Volume I - Technical). July 16. Available: <http://www.fcc.gov/blog/review-literature-regarding-critical-information-needs-american-public>

The Economist (2013). Big data and hiring: Dehumanising human resources. ("Schumpeter" blog; video, 4 mins 16 sec.) April 10. Available online: <http://www.economist.com/blogs/schumpeter/2013/04/big-data-and-hiring>

Society of American Archivists. (n.d.) *Protocols for Native American Archive Materials*. Information and Resources Page. <http://www2.archivists.org/groups/native-american-archives-roundtable/protocols-for-native-american-archival-materials-information-and-resources-page>

4: Information Institutions and Power

"Much of what passes for quality on British television is no more than a reflection of the values of the narrow elite which controls it"

-- Rupert Murdoch, owner of Fox News

This module addresses the power of major cultural and educational institutions (including the media) to define, shape and determine the quality, relevance and availability of information.

Orange, J.E. (2012). Review of *Museums, Equality and Social Justice* (ed. R. Sandell and E. Nightingale. London and New York: Routledge, 2012). *Curator: The Museum Journal*, 55(3), July, 373-82. Available: <http://onlinelibrary.wiley.com/doi/10.1111/j.2151-6952.2012.00161.x/pdf>

American Civil Liberties Union. (2011). Don't filter me: Web content filtering in schools. <https://www.aclu.org/dont-filter-me-web-content-filtering-schools>

Kamiya, G. (2009). The death of the news. *Salon.com*, 17 February. Available: http://www.salon.com/2009/02/17/newspapers_2/

Benson, R., Blach-Ørsten, M., Powers, M., Willig, I., & Zambrano, S.V. (2012). Media systems online and off: Comparing the form of news in the United States, Denmark and France. *Journal of Communication*, 62(1), 21-38

5: Information and the State

This module addresses, on one hand, the role of government in democratic states to regulate and make information available, and its responsibility to make documents public and accessible; and on the other hand, its duty to protect citizens and national security, which are often used to justify surveillance and censorship. We also consider the extent to which the Internet may define, support, or undermine the nation-state.

Jaeger, P.T., and Bertot, J.C. (2010). Transparency and technological change: Ensuring equal and sustained public access to government information. *Government Information Quarterly*, 27(4), October, 371-6.

Frost, C. (2006). Internet galaxy meets postnational constellation: Prospects for political solidarity after the Internet. *The Information Society*, 22(1), 45-9.

Time (1971). Ellsberg: The battle over the right to know. July 5. Available: <http://www.time.com/time/magazine/article/0,9171,905293,00.html>

Hansen, E. (2010). Why WikiLeaks is good for America, *Wired.com*, December 6. Available: <http://www.wired.com/threatlevel/2010/12/wikileaks-editorial/>

Starr, J. (2004). Libraries and national security: An historical review. *First Monday*, 9(12) (online journal). Available: <http://pearl.accc.uic.edu/ojs/index.php/fm/article/viewArticle/1198>

Morozov, E. and Shirky, C. (2010). Digital power and its discontents: An Edge conversation. *Edge* (online publication), 11 May. Available: <http://edge.org/conversation/digital-power-and-its-discontentsan-edge-special-event> .

Additional resources:

Electronic Privacy Information Center. (2006). Open Government: Freedom of Information Resources. http://epic.org/open_gov/

U.S. Department of State. Freedom of Information Act (website). <http://www.state.gov/m/a/ips/>

U.S. Department of Justice. (2013). *DOJ Guide to the Freedom of Information Act* (website). <http://www.justice.gov/oip/foia-guide.html>

Electronic Privacy Information Center. (2005). The USA PATRIOT Act. <http://www.epic.org/privacy/terrorism/usapatriot/>

6: Information and Conflict

“They see information as a weapon. An official from one of those countries told me that Twitter is an American plot to destabilize foreign governments. That’s what they think.”

-- James Lewis, advisor to the U.N. Institute for Disarmament Research

Arquilla, J. and D. Ronfeld (Eds). (2001). *Networks and Netwars: the Future of Terror, Crime, and Militancy*. Santa Monica: RAND. Available online: http://www.rand.org/pubs/monograph_reports/MR1382/

Srinivasan, R. (2013). Bridges between cultural and digital worlds in revolutionary Egypt. *The Information Society*, 29(1), 49-60.

Economist. (2013). Masters of the cyber-universe. April 6, Available: <http://www.economist.com/news/special-report/21574636-chinas-state-sponsored-hackers-are-ubiquitousand-totally-unabashed-masters> .

boyd, d. (2012). The culture of fear + attention economy = ?!?! Talk at Webstock, Wellington, NZ, February 13-17. Available: <http://www.webstock.org.nz/talks/culture-fear-attention-economy/>

7: Information and Economics:**Copyright and the Public Domain, Media Ownership**

This segment of the course introduces students to the political economy of information, as bounded by the law and the technologies used to enforce or work around it.

Lethem, J. (2007). The ecstasy of influence: A plagiarism. *Harper’s*, February, 59-71.

Benkler, Y. (1999). Free as the air to common use: First Amendment constraints on enclosure of the public domain. *New York University Law Review*, 74(2), May, 354-446.

Boyle, J. (2003). The second enclosure movement and the construction of the public domain. *Law and Contemporary Problems*, 66, winter-spring, 33-74. Available online: <http://ssrn.com/abstract=470983> or <http://dx.doi.org/10.2139/ssrn.470983>.

Dahlgren, P. (2009). *Media and Political Engagement: Citizens, Communication, and Democracy*, pp. 149-202 (Chapters 7 & 8). Cambridge: Cambridge University Press.

Additional resources:

Electronic Frontier Foundation, <http://www.eff.org/>

The Public Domain Manifesto (2010). Communia, the European Thematic Network on the Public Domain. Available: <http://publicdomainmanifesto.org/>

8: Power Shifts in Knowledge Production: Open Access, Commons Knowledge, Citizen Science and Journalism

This segment of the course reviews the growth of citizen involvement and power in forms of knowledge production that historically have been managed by knowledge authorities. We look at case studies ranging from Wikipedia to citizen science and citizen journalism.

Suber, P. (2004). *A Very Brief Introduction to Open Access*. 29 December. Available: <http://legacy.earlham.edu/~peters/fos/brief.htm>

Lievrouw, L.A. (2011). Challenging the experts: Commons knowledge. In *Alternative and Activist New Media*, pp. 177-213. Cambridge: Polity.

Bruns, A. (2008). *Blogs, Wikipedia, Second Life, and Beyond: From Production to Producership*, pp. 69-100, 171-198. New York: Peter Lang.

Busch, A. (2013). Why I count glass eels. *New York Times*, March 31, p. SR5. Available: http://www.nytimes.com/2013/03/31/sunday-review/why-a-citizen-scientist-counts-glass-eels.html?pagewanted=all&_r=0.

Carr, N. (2011). Questioning Wikipedia. In G. Lovink and N. Tkacz (Eds.), *Critical Point of View: A Wikipedia Reader*, pp. 191-203. Amsterdam: Institute of Network Cultures.

Additional resource:

Indymedia.org (a global network of independent journalists and alternative media)

9: Intellectual Freedom

"If you want total security, go to prison. There you're fed, clothed, given medical care and so on. The only thing lacking... is freedom."

--Dwight D. Eisenhower

"I have sworn upon the altar of God, eternal hostility against every form of tyranny over the mind of man."

--Thomas Jefferson

This final segment of the course considers intellectual freedom as a key aspect of informational power, and the social, political, technological, economic and cultural conditions that make intellectual freedom – the ability of individuals and groups to inquire, read, speak, hear, learn and know without unwarranted restrictions or influence – possible.

Blanchette, J.-F. and Johnson, D.G. (2002). Data retention and the panoptic society: The social benefits of forgetfulness. *The Information Society*, 18(1), 33–45.

boyd, d., and Crawford, K. (2012). Critical questions for big data: Provocations for a cultural, technological, and scholarly phenomenon. *Information, Communication & Society*, 15(5), 662–679.

Gregory, L. (2013). Whistleblowers, intellectual freedom, and librarians (blog post). *Library Juice*, March 20. Available: <http://libraryjuicepress.com/blog/?cat=78>.

Becker, P., Byers, B, and Jipson, A. (2000). The contentious American debate: The First Amendment and Internet-based hate speech. *International Review of Law, Computers and Technology*, 14(1), 2333-41.

Priest, D., & Arkin, W. (2010). Monitoring America. *Washington Post* Special Report. Available: <http://projects.washingtonpost.com/top-secret-america/articles/monitoring-america/1/>

Žižek, S. (2011). Good manners in the age of Wikileaks. *London Review of Books*, 33(2), 20 January, 9-10. Available: <http://www.lrb.co.uk/v33/n02/slavoj-zizek/good-manners-in-the-age-of-wikileaks>

Background materials for review:

The Economist (2013). From SOPA to CISPA. April 17. Available: <http://www.economist.com/blogs/democracyinamerica/2013/04/cyber-security>

American Library Association Documents on the Patriot Act: <http://www.ala.org/Template.cfm?Section=ifissues&Template=/ContentManagement/ContentDisplay.cfm&ContentID=32307>

Anonymous Manifesto: <http://anonnews.org/press/item/199/>



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Course Revision Proposal

Information Studies 10 Information and Power

Requested revisions that apply:

Renumbering Title Format Requisites Units Grading Description

Multiple Listing: Add New Change Number Delete

Concurrent Listing: Add New Change Number Delete

CURRENT

PROPOSED

Course Number Information Studies 10

Information Studies 10

Title Fundamentals of Information Searching and Evaluation

Information and Power

Short Title INFO SEARCH&EVAL

INFORMATION&POWER

Units Fixed: 5

Fixed: 5

Grading Basis Letter grade only

Letter grade only

Instructional Format Primary Format
Lecture

Primary Format
Lecture - 5 hours per week

Secondary Format
Discussion

Secondary Format
None - 0 hours per week

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

LECN - Lecture (No Supplementary Activity) [T]

GE No

Yes

Requisites None

none

Description Lecture, one hour; discussion, one hour; laboratory, two hours. Designed for first-year undergraduate students. Introduction to bibliographic and information resources that encompass both general and specialized materials. Specifically designed to facilitate knowledgeable use of UCLA libraries and efficient retrieval of information. Letter grading.

Lecture, five hours. Designed for undergraduate students. Introduction to core concepts of information and power and relation between them in range of social, economic, political, cultural, technological, and institutional contexts. Topics include information markets and economies; power of cultural and media institutions; state interests in information; information, conflict, and warfare; information organization, classification, and access; power and information technology infrastructure; and intellectual freedom. Letter grading.

Justification

INF STD 10 has been fully redesigned to complement the department's two other high-

demand lower-division undergraduate courses, INF STD 20 (Introduction to Information Studies) and INF STD 30 (Internet and Society), both of which satisfy GE requirements. INF STD 10 will be open to all undergraduates. It provides a broad introduction to the relations between information and power, with an emphasis on current events and issues and students' own experiences with the creation, use and distribution of information and IT. The political/ethical dimensions of information in processes of democratization/oppression; concentration/distribution of authority, privilege, and wealth; and cultivation of social awareness, education, and participation are emphasized. INF STD 10 does not significantly overlap with related courses in other programs, e.g., COMM ST 101 (Freedom of Communication, on First Amendment issues), or COMM ST 180 (Politics of Censorship, on decency and political censorship in the media).

File [IS10 Syl Draft 11-30-13.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

[Syllabus](#)

[Supplemental Information](#)

[Effective Date](#) **Fall 2005**

[Department](#) **Information Studies**

[Contact](#)

Spring 2014

Information Studies

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[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 1/29/2014 2:39:20 PM

Changes: TIE Code, 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 1/17/2014 5:41:13 PM

Changes: TIE Code

Comments: No Comments

Role: Department/School Coordinator - Kalbers, Elizabeth O'connor (KALBERS@GSEIS.UCLA.EDU) - 3102069393

Status: Returned for Additional Info on 1/16/2014 10:12:30 AM

Changes: TIE Code

Comments: Routing to registrar

Role: Dean College/School or Designee - Suarez-Orozco, Marcelo M. (MMS-O@GSEIS.UCLA.EDU) - 58308

Status: Approved on 1/16/2014 10:09:29 AM

Changes: TIE Code

Comments: No Comments

Role: Department Chair or Designee - Kalbers, Elizabeth O'connor (KALBERS@GSEIS.UCLA.EDU) - 3102069393

Status: Approved on 1/10/2014 8:14:07 AM

Changes: Instructional Format, TIE Code

Comments: Approved on behalf of Information Studies Chair Greg Leazer.

Role: Registrar's Office - Hennig, Leann Jean (LHENNIG@REGISTRAR.UCLA.EDU) - 56704

Status: Returned for Additional Info on 1/7/2014 1:07:55 PM

Changes: TIE Code

Comments: Elizabeth, please route this form first to your chair -- ask him to return it to you after he signs off. Then you must send the form to the dean's office for that signature. They can either return it to you so you can then send it back to the Schedule Office or the dean's office can send it directly to the Schedule Office.

Role: Registrar's Scheduling Office - Bartholomew, Janet Gosser (JBARTHOLOMEW@REGISTRAR.UCLA.EDU) - 51441

Status: Added to SRS on 12/6/2013 2:53:44 PM

Changes: Short Title, TIE Code

Comments: Edited the short title.

Role: Department/School Coordinator - Kalbers, Elizabeth O'connor (KALBERS@GSEIS.UCLA.EDU) - 3102069393

Status: Returned for Additional Info on 12/4/2013 4:39:11 PM

Changes: TIE Code

Comments: Routed to the wrong person originally.

Role: Graduate Division Coordinator - De Stefano, April (ADESTEFANO@GRAD.UCLA.EDU) - 3108250636

Status: Returned for Additional Info on 12/4/2013 3:15:04 PM

Changes: TIE Code

Comments: Undergraduate courses do not route to the Graduate Division. Please work with Kimberly Mattheussens in GSEIS for appropriate routing.

Role: Initiator/Submitter - Kalbers, Elizabeth O'connor (KALBERS@GSEIS.UCLA.EDU) - 3102069393

Status: Submitted on 12/2/2013 3:35:11 PM

Comments: Initiated a Course Revision Proposal

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