General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number	Society and Genetics 5
Course Title	Integrative Approaches to Human Biology and Society
Indicate if Seminar and/or Writing II course	lecture (3hrs/wk) ; discussion (1hr/wk)

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 — XXXXX

Foundations of Scientific Inquiry

- Physical Science
  With Laboratory or Demonstration Component must be 5 units (or more)
- Life Science — XXXXX
  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.

The Center for Society and Genetics employs a robustly interdisciplinary approach to the study of the life sciences and social sciences – addressing especially their points of intersection. At such points, we find the life and social sciences to be highly and inherently interrelated, requiring an interdisciplinary approach.

This course offers an introduction to concepts, content and methods of studying and integrating the life sciences and social sciences. It does so through a problem-based exploration of significant contemporary issues (such as antibiotic resistance; endocrine disruptors; and evolution and human health).

At the conclusion of this course, students will not only have learned how to distinguish between, critique and compare life science and social science methods of inquiry, but they will also have a basic awareness of five important thematic areas of intersection between the life and social sciences, which the Center wants to emphasize as core concentration areas of undergraduate study toward our proposed major program (Human Biology and Society, B.A. and B.S.), specifically: (1) bioethics and public science policy; (2) evolutionary biology, culture, and behavior; (3) historical and social studies of life sciences; (4) medical genetics and public health; and (5) population genetics and history.

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

Prof. Hannah Landecker (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 2

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

2010-2011	Fall		Winter		Spring	XXXXX
	Enrollment		Enrollment		Enrollment	120
2011-2012	Fall		Winter		Spring	XXXXX
	Enrollment		Enrollment		Enrollment	120
2012-2013	Fall		Winter		Spring	XXXXX
	Enrollment		Enrollment		Enrollment	120

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.

Yes, an existing course, but not previously taught. Syllabus has been enhanced to include additional emphasis on description and comparison of methods of life and social sciences.

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	Introductory course. Broad consideration of basic concepts, facts and methods in biological and social sciences, contextualized by case studies in which the life and social sciences intersect and raise questions for: (1) bioethics and public science policy; (2) evolutionary biology, culture, and behavior; (3) historical and social studies of life sciences; (4) medical genetics and public health; and (5) population genetics and history. Course is designed to explain "how we know what we know," by way of (1) exposing students to current research in microbiology, cancer research, chronic disease etiology, developmental biology, science and technology studies, history of science, and medical anthropology, and (2) introducing students to life and social science methods of laboratory experiment and data gathering / analysis / archiving. Discussion of commensurability and gaps between these different modes of science and humanistic inquiry.
❑ Integrative Learning	See course title – "Integrative Approaches to Human Biology and Society." We are a "center for interdisciplinary instruction" at UCLA. Our pedagogical approach is highly integrative and interdisciplinary. We explore intersections of the life and social sciences in all our course offerings, and this one is particularly integrative in both title and substance.
❑ Ethical Implications	"Bioethics and Public Science Policy" is the first of five concentration areas of study introduced by this course. The question of ethics and public policy regarding scientific research will at various points necessarily enter discussion by way of our case studies – i.e., antibiotic resistance, endocrine disruptors, and evolution and human health. We attempt to show how scientific research and social practice do not exist in isolation of one another, but in fact, shape each other – i.e., co-evolve.
❑ Cultural Diversity	The social structure of behavior, ethnography, population genetics, social

	epidemiology, cross-cultural genetic comparisons – all these concepts will be address in lecture and are identified on weekly lecture plan (see syllabus). In addition, and more generally, students will be introduced to these thematic areas of intersection between the life and social sciences, which have specific relevance to cultural diversity issues: "Population Genetics and Human History" and "Evolutionary Biology, Culture and Behavior".
❑ Critical Thinking	Complex problems at the intersection of life and social sciences are addressed using case study method of analysis. Students must think about and articulate these problems in lecture, examination and discussion section. Students will address the commensurability and gaps between different methods of science and humanistic inquiry. For example, examinations will present a hypothetical situation and ask student to suggest the best scientific and social science methods for assessing and addressing the problem.
❑ Rhetorical Effectiveness	Discussion section (1hr/week) designed to assist students in development of oral and written communication skills, including library and electronic resource utilization. Grading structure stresses a diversity of methods for promoting rhetorical effectiveness: long essay, 3 unit examinations, oral participation, and final exam.
❑ Problem-solving	Case study method used in lecture and discussion. Discussion sections will provide hands-on practice with problem sets using specific diseases and conditions as examples that mirror modern research techniques.
❑ Library & Information Literacy	Reading list is structured so that students are exposed to a diversity of source materials – from peer-reviewed articles in the life and social sciences, to argumentative essays, and public media representations of scientific research. Lectures and discussion sections help students learn how to evaluate and properly use such diverse source materials. For example, a concluding project of the course has each student juxtapose a scientific article and a newspaper account and make critical observations in doing so.

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

1.	Lecture:	**3**	(hours)
2.	Discussion Section:	**1**	(hours)
3.	Labs:	**N/A**	(hours)
4.	Experiential (service learning, internships, other):	**N/A**	(hours)
5.	Field Trips:	**N/A**	(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:	**1.5**	(hours)
2.	Reading	**5**	(hours)
3.	Group Projects:	**N/A**	(hours)
4.	Preparation for Quizzes & Exams:	**2.5**	(hours)
5.	Information Literacy Exercises:	**0.5**	(hours)
6.	Written Assignments:	**1**	(hours)
7.	Research Activity:	**0.5**	(hours)

(B) TOTAL Out-of-class time per week **11** **(HOURS)**

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

Spring 2011

Society and Genetics 5

Integrative Approaches to Human Biology and Society

(lecture/discussion, 5 units)

***Catalog copy*:**

Lecture, three hours; discussion, one hour. Introduction to concept of problem-based approaches to study of biology and society and areas of concentration, such as bioethics and public science policy, evolutionary biology, culture, and behavior, historical and social studies of life sciences, medical genetics and public health, and population genetics and history, and central thematic issues shared across concentrations, such as commercialization of life and public understanding of science. Letter grading.

***Course description*:**

This lower-division class is an introduction to the content, concept, and interdisciplinary learning style of coursework within the 'human biology and society' major. Through a series of exemplary problem areas – such as antibiotic resistance, endocrine disruptors, and evolution and human health – students will study real-world issues that require research and analysis from the perspective of multiple disciplines. And as they engage with scientific research on social problems – and social research on scientific problems – students will be exposed to five interdisciplinary concentration areas important to further 'human biology and society' studies: (1) bioethics and public science policy; (2) evolutionary biology, culture, and behavior; (3) historical and social studies of life sciences; (4) medical genetics and public health; and (5) population genetics and history. Thematic issues joining these concentration areas will be stressed, including the role of information technology (which can be seen everywhere at the interface of biology and society, from the sophisticated sequencing and software tools being applied in medical genetics and human population genetics to the new social formations in patient advocacy and identity enabled by the internet); commercialization in life science; and public understanding of science.

Course Goals:

A central aim of this course is to teach students ***how we know what we know*** in relation to real-world problems. Students will ***engage with current research*** in microbiology,

cancer research, chronic disease etiology, developmental biology, science and technology studies, history of science, and medical anthropology, focused through the lens of particular problems facing society today. Students will be exposed to ***experimental methods*** of laboratory biology, the ***data-gathering methods*** of studying large sets of humans in epidemiology, population biology, and sociology, and the ***archival methods*** of history, and challenged to ***think through the commensurability and gaps between these different modes of science and humanistic inquiry***.

Course Requirements:

This course will emphasize critical reading and writing skills. Assessment will be by both examination and essay assignments. ***Exams*** will be "mixed media" to reflect the subject material: some basic factual multiple choice or short answer to test basic understanding, some more interpretative analytical questions. In many cases students will be presented with a hypothetical situation and asked to suggest methods for assessing and addressing a problem, drawing on the range of scientific and social scientific methods discussed in the previous section. The ***essay*** will be 8-10 pages in length, and require close analysis of at least two sets of data and findings from two different disciplinary analyses of "the same" phenomenon; students will compare and contrast the hypotheses, methods, findings and implications of the two approaches to underscore the class theme of commensurability and integrative work across disciplines focused on human biology and society. ***Participation*** in section discussion and debate will also be central to the grading scheme. Discussion sections will allow students to participate in focused analyses of real world issues related to lecture topics. Discussion sections will also provide hands-on practice with problem sets using specific diseases and conditions as examples that mirror modern research techniques. These will enhance students' internalization of the ideas presented in lecture and increase students' critical thinking skills.

Grading structure:

Three unit exams: 30%
Essay assignment: 20%
Participation: 20%
Final exam: 30%

Texts:

A reader will be prepared for the course, composed of the readings listed below by week. The reader will also offer a compilation of media coverage of the issues discussed throughout the quarter for critical analysis.

If you wish to request an accommodation due to a suspected or documented disability, please inform your instructor and contact the Office for Students with Disabilities as soon as possible at A255 Murphy Hall, (310) 825-1501, (310) 206-6083(telephone device for the deaf). Website: www.osd.ucla.edu

***Extended Course Narrative*:**

In the textbook *Ecological Developmental Biology,* by Scott Gilbert and David Epel (2009), we read that the relationship between organisms and their environments can be thought about in three time scales, the short time scale in which organisms respond immediately to stimuli or adverse conditions, the medium time scale that works through embryogenesis and development, and the long term of evolutionary change:

> "First, physiological homeostatic mechanisms can immediately circumvent adverse conditions. On a longer timescale, developmental plasticity can result in adaptive changes in the organism by enabling the emergence of a phenotype appropriate for the environment it is expected to encounter. And, on the longest timescale, as changes in phenotypes interact with the environment, the genetic composition of populations can change as a result of natural selection." (p. 245)

What this course strives to do is to understand both the scientific bases for investigating short, medium and long term biological change, and to apply equally rigorous social scientific methods to short, medium and long term social change, since both are entwined in the course of human life. The three areas human biology and society that we will be focusing on here mirror these three time scales, in order to expose students to examples of large scale social changes, such as those accompanying industrialization, interact with biological change. After a brief introduction to the subject as a whole, students will focus on three areas corresponding to immediate, intermediate and longterm change in society and human biology: antibiotic resistance, endocrine disruptors, and diabetes, followed by a brief survey of integrative approaches to biology and society.

Introduction: Studying Human Biology and Society

<u>Unit One: Antibiotic Resistance: Where Science, Medicine, History, and Social Science Meet</u>

This unit will introduce students to the idea that human actions in industry and medicine, as well as individual choices regarding antibiotics interact with the biology of microbes to generate a biological and social problem known as antibiotic resistance. The aim of this unit is to communicate some basic biological points of microbiology and microbial evolution, how we know in the laboratory that a microbe is resistant to something, why antibiotics are used in medicine and agriculture. Students should gain a historical understanding of this change in biological conditions, arising as they did in the mid-twentieth century. We will in concert study the social scientific methods for assessing human social and economic structures and behaviors that contribute to the phenomenon. What kinds of solutions are suggested at the intersection of biological and social forms of knowledge about this problem area? Is the knowledge generated by different modes of investigation *commensurable*?

Unit 2. Endocrine Disruptors: Where Endocrinology, Genetics and Environmental Policy Meet

This unit will introduce ideas of how social and environmental events that affect prenatal and child development can have consequences much later in human life, and perhaps become biologically "embedded" through affecting gene regulation and the incidence of chronic diseases. The aim is to have students understand the basics of gene regulation, how we study chemicals for their biological effects in the laboratory, in epidemiology, and how statistical correlations are connected to molecular mechanisms in making claims for a environmental chemical "cause" of biological change. In addition, we will assess social scientific and historical studies of the industrial sources of these chemicals, the politics of their regulation, and the lived experience of individuals affected by exposure. Students will come to appreciate how experimental science becomes involved in social governance by looking at the toxicological and regulatory debates around Bisphenol-A, for example.

Unit 3: Diabetes: Genetics, Evolution, and Social Determinants of Health

Here the understanding of how human biology reflects long-term evolutionary histories will be turned to the specific and problematic question of the relative contributions of biological, social and environmental factors to differences in disease incidence and mortality among different population subgroups, with a particular focus on diabetes genetics and incidence. Students will understand the basics of large-scale genetic studies, the principles behind linking gene variation to human disease, and competing hypotheses about poverty and social stress as causal agents in producing apparently ethnically-distinct patterns of disease susceptibility. What are the ethical and political implications of studying human disease from these different biological and social perspectives? Where do these perspectives overlap, and where are the gaps between them?

Integrative approaches

The principles of biological and cultural co-evolution, and the implications of social learning and cultural traditions for re-considering the patterns and forces driving evolutionary processes in social animals, will be considered as a source of integration of different methods and perspectives from biological and social sciences. The role and diversity of human cultural practices will be considered in conjunction with examples of culture in other animal species. We will use the example of co-evolution of dairy farming, lactose intolerance, and patrilineal kinship practices in humans to put across the idea of co-evolution and its study.

In the second lecture in this section, students will turn to the idea of "co-production" of science and society. They will be asked to think about the overlaps between sociologists and anthropologists who study the practice of science, and biologists who study social things and behaviors as biologically active determinants of gene expression and longterm health.

Conclusion: Public Understanding of Science

In the final week, students will consider the media coverage of many of the issues covered in preceding weeks, as well as being introduced to the quantitative and qualitative study of public understanding of science. Students will reflect on how to read and look at these textual and visual representations of science critically, and will be asked to bring the material learned in previous weeks to bear on their reading of these media accounts.

Lecture Plan:

Lecture	Title	Concepts	Texts
1	Introduction to problem-based learning: Syllabus Review	Problem-based learning	
2	Ways of knowing: On commensurability	Paradigm normal science empiricism quantitative methods qualitative methods	1
3	Antimicrobial Resistance: The Problem	Bacteria Resistance/selection Mutation Molecular typing; mode of spread Outbreak surveillance	2,3
4	Antibiotics in Animal Husbandry and Human Medicine	Growth promotion Multidrug resistance Incentives for use/misuse	4, 5
5	Socioeconomic Perspectives on Antimicrobial Resistance	Compliance Social structuring of behavior Ethnography	6, 7
6	Solutions at the intersection of science, human behavior, economics and policy	Global health policy New antimicrobial agents Community-based intervention	8, 9, 10
7	**UNIT EXAM**		
8	Endocrine disruptors: The problem	Hormone biology: Receptors, mimics, assays Life-course analysis Toxicology DES, BPA, DDT	11, 12
9	Historical Analysis: the rise of man-made environments and their regulation	Archival methods History of regulation Industrialization Risk society	13
10	Endocrine disruptors and Epigenetics: where gene regulation meets social regulation	Gene regulation Epigenetics, development Methylation Dose-response Social environments as molecular signals	14
11	Solutions and the Social Role of Scientific Evidence	Precautionary principle Risk remediation	15, 16, 17

		Body burden	
12	**UNIT EXAM**		
13	Diabetes: Genetics and Social Determinants of Health	Genomic medicine Thrifty genotype Genome Wide Association Studies Population genetics Disease and evolution	18, 19, 20
14	Health Disparities, Race and Class	Social epidemiology Multi-level analysis Political economy of health Stress	21, 22, 23
15	Genetics And/Or Social Causes: areas of conflict and agreement between approaches	Cross-cultural comparison Gene ecology Food security Food history	24, 25, 26
16	**UNIT EXAM**		
17	Integration: Evolutionary Biology, Culture and Biology	Lactose intolerance Co-evolution Biology of traditions	27, 28
18	Integration: Molecular Biology of Social Behavior meets Historical and Social Study of Molecular Biology	Genes X Environment Heritability estimates Cross-fostering Laboratory ethnography	29, 30
19	Integration: Public Understanding of Science and Scientific Understanding of Publics	Deficit model of public understanding Co-production of science and society	31, 32
20	Conclusion		
finals week	**FINAL EXAM**		

1. Kuhn, T. (1962) *The Structure of Scientific Revolutions*, excerpts on paradigms, normal science, and commensurability.

2. Antibiotic Resistance in the Environment, With Particular Reference to MRSA, Gaze, O'Neill, Wellington and Hawkey, 249-280 in Advances in Applied Microbiology, Volume 63, Academic Press, 2008.

3. Microbiology: An Evolving Science by Slonczewski and Foster, 2008, WW. Norton & Company, Chapter 27: Antimicrobial Chemotherapy and Resistance (You can buy single chapters for $2 each online at: http://nortonebooks.com/disciplines/Discipline.asp?DiscId=4)

4. Eggleston, K, Zhang, R. and Zeckhauser, R. (2010), The Global Challenge of Antimicrobial Resistance: Insights from Economic Analysis, *Int. J. Environ. Res. Public Health 7*, 3141-3149.

5. Levy, S. B., (1998). The challenge of antibiotic resistance *Scientific American* **278** (3), 46.

6. Rita Mangione Smith et. al, (2004) Racial/Ethnic Variation in Parent Expectations for Antibiotics: Implications for Public Health Campaigns, Pediatrics 113 No. 5 May 2004, pp. e385-e394.

7. Paul Farmer, *"*Social Scientists and the New Tuberculosis," Social Science and Medicine 44(3):347-358, 1997.

8. Mitnick, C., J. Bayona, et al. (2003). "Community-Based Therapy for Multidrug Resistant Tuberculosis in Lima, Peru." New England Journal of Medicine 348(2): 119-128.

9. Gupta et. al., (2001). "Responding to Market Failures in Tuberculosis Control," Science 293:1049-1051.

10. Kim et. al., (2005) "Limited Good and Limited Vision: multidrug resistant tuberculosis and global health policy," Social Science and Medicine 61: 847-859.

11. Gilbert & Epel, (2009), *Ecological Developmental Biology,* Chapter 6: Endocrine Disruptors.

12. Liza Gross, (2007)"The Toxic Origins of Disease," PLOS Biology 5:e193 doi: 10.1371/journal.pbio.0050193

13. Nancy Langston, (2010) *Toxic Bodies: Hormone Disruptors and the Legacy of DES*, chapters 4 and 5: "Bigger, Stronger Babies with Diethylstilbestrol," and " Modern Meat: Hormones in Livestock," Yale University Press.

14. Gilbert & Epel, (2009), *Ecological Developmental Biology,* Chapter 7: "Integrating Epigenetics, Medicine and Evolution."

15. Vogel, S. (2009). "The Politics of Plastics: The Making and Unmaking of Bisphenol A" Safety"." American Journal of Public Health **99**(S3): S559.

16. President's Cancer Panel: Reducing Environmental Cancer Risk: What We Can Do Now, 2008-2009 Annual Report (excerpts)

17. Vandenberg, L., M. Maffini, et al. (2009). "Bisphenol-A and the great divide: a review of controversies in the field of endocrine disruption." Endocrine Reviews **30**(1): 75.

18. McCabe and McCabe, "Large Population Assessments: The Foundation of Genomic Medicine," from *DNA, Promise and Peril* (2008).

19. Neel, J. (1962) "Diabetes Mellitus: A 'Thrifty Genotype' Rendered Detrimental by 'Progress'?" American Journal of Human Genetics 14: 353-362.

20. Pollard, TM. (2008). *Western Diseases: An Evolutionary Perspective,* chapters 2,3 and 4: "An Evolutionary History of Human Disease," "Obesity, Type 2 Diabetes, and Cardiovascular

Disease,”

21. Krieger, N., (2001) “A Glossary for Social Epidemiology,” *J Epidemiol Community Health;55: 693-700.*

22. Cohen, D.A.,T.A. Farley and K. Mason. Why is poverty unhealthy? Social and physical mediators,
Social Science and Medicine 2003; 57:1631-1641

23. Kawachi, I., N. Daniels, and D.E. Robinson. Health Disparities by Race and Class: Why Both Matters,
Health Affairs 2005, 24(2): 343-352

24. Pollard (2008) “The thrifty genotype versus thrifty phenotype debate: Efforts to explain between population variation in rates of type 2 diabetes and cardiovascular disease,” Cambridge University Press.

25. Benyshek, D. and J. Watson (2006). "Exploring the thrifty genotype's food-shortage assumptions: a cross-cultural comparison of ethnographic accounts of food security among foraging and agricultural societies." American journal of physical anthropology 131(1): 120-126.

26. Benyshek, D., J. Martin, et al. (2001). "A reconsideration of the origins of the type 2 diabetes epidemic among Native Americans and the implications for intervention policy." Medical Anthropology 20(1): 25-64.

27. Doree Fragaszy and Susan Perry (eds.) Biology of Traditions: Models and Evidence, Cambridge University Press, excerpts.

28. *The Evolution of Cultural Diversity* (eds. Mace, Holden and Shennan), excerpt on the co-evolution of dairy farming, lactose intolerance, and patrilineal kinship practices in humans.

29. Szyf, M., P. McGowan, et al. (2008). "The social environment and the epigenome." Environmental and Molecular Mutagenesis 49(1): 46-60.

30. Lock, M., J. Freeman, et al. (2007). "Susceptibility genes and the question of embodied identity." Medical Anthropology Quarterly 21(3): 256-276.

31. Kerr, A., S. Cunningham-Burley, et al. (1998). "Drawing the line: an analysis of lay people's discussions about the new genetics." Public Understanding of Science **7**(2): 113-133.

32. Juxtaposition of a scientific article and a newspaper account of its findings.

New Course Proposal

	Society and Genetics 5 **Integrative Approaches to Human Biology and Society**
Course Number	**Society and Genetics 5**
Title	**Integrative Approaches to Human Biology and Society**
Short Title	**HUMAN BIOL&SOCIETY**
Units	Fixed: **5**
Grading Basis	**Letter grade only**
Instructional Format	**Lecture - 3 hours per week** **Discussion - 1 hours per week**
TIE Code	**LECS - Lecture (Plus Supplementary Activity) [T]**
GE Requirement	**No**
Major or Minor Requirement	**No**
Requisites	**none**
Course Description	**Lecture, three hours; discussion, one hour. Introduction to concept of problem-based approaches to study of biology and society and areas of concentration, such as bioethics and public science policy, evolutionary biology, culture, and behavior, historical and social studies of life sciences, medical genetics and public health, and population genetics and history, and central thematic issues shared across concentrations, such as commercialization of life and public understanding of science. Letter grading.**
Justification	**This lower division course serves as an introduction to the Human Biology and Society major.**
Syllabus	File *CIMS-Society and Genetics 5.doc* was previously uploaded. You may view the file by clicking on the file name.
Supplemental Information	
Grading Structure	**Short Assignments (weekly reading response): 30%** **Final Research Paper: 40%** **Participation (including in-class presentations): 30%**
Effective Date	**Fall 2010**
Instructor	Name: **Jessica Lynch Alfaro** — Title: **Academic Administrator**
Quarters Taught	☑ Fall ☑ Winter ☑ Spring ☐ Summer
Department	**Society and Genetics**
Contact Routing Help	Name: **Richard Moushegian** — E-mail: **rmousheg@socgen.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 7/2/2010 11:07:34 AM
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 6/4/2010 5:41:01 PM
Changes:	Short Title
Comments:	No Comments

Role:	FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 6/4/2010 5:20:55 PM
Changes:	No Changes Made
Comments:	Routing to Registrar's Office

Role:	FEC Chair or Designee - Knapp, Raymond L (knapp@humnet.ucla.edu) - 62278
Status:	Approved on 6/3/2010 12:33:05 PM
Changes:	No Changes Made
Comments:	No Comments

Role:	L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 6/3/2010 10:52:09 AM
Changes:	No Changes Made
Comments:	Routing to FEC Chair Ray Knapp for approval

Role:	Dean College/School or Designee - Skrupa, Julie A. (jskrupa@college.ulca.edu)
Status:	Approved on 6/2/2010 8:25:28 AM
Changes:	No Changes Made
Comments:	This course has been approved with no changes to be made. Julie Skrupa for Victoria Sork.

Role:	L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 1/11/2010 12:15:19 PM
Changes:	No Changes Made
Comments:	Re-routing to Julie Skrupa on behalf of Dean Sork for approval.

Role:	L&S FEC Coordinator - Weintraub, Dayna Staci Bake (N/A)
Status:	Returned for Additional Info on 1/5/2010 1:44:54 PM
Changes:	No Changes Made
Comments:	Routing to M. Soh

Role:	Department Chair or Designee - Lynch Alfaro, Jessica W (jlynchalfaro@socgen.ucla.edu) - 61889
Status:	Approved on 12/4/2009 2:51:09 PM
Changes:	Description, Grading Structure
Comments:	No Comments

Role:	Initiator/Submitter - Moushegian, Richard Andrew, Jr (rmousheg@socgen.ucla.edu) - 61890
Status:	Submitted on 12/4/2009 12:39:40 PM
Comments:	Initiated a New Course Proposal

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