

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number

WOM STUDIES 98T

Course Title

Gender, Human Trafficking, and Social Justice

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 **x**
- 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.

This course fulfills the “Foundations of Society and Culture” area and the “Historical Analysis” and “Social Analysis” subgroups in that it expressly engages how divergent social actors across culture and historical periods define, structure, and manage the societal problem of human trafficking for the purposes of forced labor. Students will learn about how data on human trafficking is collected in an effort to highlight the historic and contemporaneous methodological challenges that confront scholars conducting research on irregular migrants in general and trafficked persons in particular. Students will also be encouraged to engage the key debates of human trafficking in order to conceptualize new understandings of the phenomenon and more effective scholarly, governmental and non-governmental interventions.

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

Jennifer Lynne Musto, Teaching Fellow; Christine Littleton, Professor of Law and Women’s Studies, Chair of Women’s Studies

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

2010-2011	Winter	Spring	
	2011	x	
	Enrollment	12 (3 openings on the waitlist)	Enrollment

5. GE Course Units

Proposed Number of Units: 5.0

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

x General Knowledge	Provides overview of economic, sociological, and gendered processes that facilitate and give rise to the forced movement of individuals between and across nation-state boundaries. This course will additionally expose students to interdisciplinary modes of inquiry, analysis, and research.
x Integrative Learning	This course will create an integrative learning environment by combining lecture materials and readings with active student participation. To facilitate this, students will be asked to complete <i>weekly issues papers</i> that will be posted to our course discussion board. Students will be asked to write an analytic reflection piece that synthesizes course readings and concepts and raises discussion questions. Each week, students will be asked to post their issues papers to the online course discussion board and required to read and prepare response questions to their classmates' posts before class. I will then integrate their responses and questions into multi-media lectures, weaving key course concepts and theories with media and web content.
x Ethical Implications	The ethical implications of human trafficking will be explored through a robust examination of the ways in which colonization, militarization, racism, neoliberalism, and gendered inequality have impacted trafficked persons and irregular migrants in the United States and transnationally. Students will also be asked make ethical queries about the kinds of institutional, professional, and governmental interventions that are necessary to effectively protect trafficked persons, sex workers, and irregular migrants.
x Cultural Diversity	This course will engage transnational theories of gender, race, ethnicity, nationality, and globalization, and demonstrate how intersecting social identities and geographic locations impact how and why persons are trafficked for the purposes of forced labor.
x Critical Thinking	The seminar will facilitate student understanding and critical reflection of solutions offered by multi-professional experts to address sex and labor trafficking. This course will also encourage students' critical media and information literacy skills, interactive learning, and reflexive consumption of anti-trafficking campaigns, visual rhetoric, and popular media representations of human trafficking.
x Rhetorical Effectiveness	Students will be asked to complete a 12-15 page research paper on a particular sub-theme of human trafficking. Through weekly issues papers and in-class presentations, they will also learn to theoretically engage and rhetorically respond to the key theoretical and methodological approaches to the study of human trafficking.
x Problem-solving	In addition to promoting student understanding and critical reflection of solutions offered by multi-professional experts to address sex and labor trafficking, students will be encouraged, through their written assignments and presentations, to offer alternative solutions to the problem.
x Library & Information Literacy	In order to help facilitate students' research, I will schedule a library tour and consultation with the UCLA Women's Studies librarian/area specialist. I will also ask students to write a research proposal and annotated bibliography prior to completing the research paper in an effort to offer them substantive written feedback and guidance.

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

- | | | |
|---------------------------------------------------------|------------|---------|
| 1. Lecture: | <u>3.0</u> | (hours) |
| 2. Discussion Section: | <u>n/a</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 **3.0** **(HOURS)**

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

- | | | |
|-------------------------------------|------------|---------|
| 1. General Review & Preparation: | <u>2.0</u> | (hours) |
| 2. Reading | <u>5.0</u> | (hours) |
| 3. Group Projects: | <u>n/a</u> | (hours) |
| 4. Preparation for Quizzes & Exams: | <u>n/a</u> | (hours) |
| 5. Information Literacy Exercises: | <u>n/a</u> | (hours) |
| 6. Written Assignments: | <u>3.0</u> | (hours) |
| 7. Research Activity: | <u>2.0</u> | (hours) |

(B) TOTAL Out-of-class time per week **12.0** **(HOURS)**

GRAND TOTAL (A) + (B) must equal at least 15 hours/week **15.0** **(HOURS)**

PROPOSED COURSE TITLE

Gender, Human Trafficking, and Social Justice

COURSE DESCRIPTION

Human trafficking, broadly defined as the forced movement of individuals within and between state boundaries for the purposes of labor exploitation, has garnered widespread international attention in recent years, and is conjoined with rapid economic globalization, the transnational movement of individuals, commodities, and ideas, the expansion and diversification of the commercial sex industries, and the commodification of the body. Just as scholarly interest in human trafficking has grown, so too has increased attention to the phenomenon generated a spate of new professions and niche expertises in the fields of law enforcement, social work, human rights and non-governmental advocacy. Here professionals from disparate institutional locations have emerged as experts of trafficking policy and gatekeepers of trafficked persons' protection and human rights. Yet despite the multiplicity of anti-trafficking interventions that have been staged in the United States and transnationally, questions abound regarding anti-trafficking experts' ability to prevent human trafficking in general and to challenge the structural inequalities that facilitate its emergence in particular.

Interdisciplinary in scope, this course traverses the intersections of policy, advocacy, activism, and law, and broadly explores production(s) of knowledge and professional interventions made on behalf of individuals who have been trafficked for the purposes of sexual and forced labor. Drawing upon feminist, legal, and human rights theories, we will examine professional and activist constructions of human trafficking, paying particular attention to how the recent professionalization of anti-trafficking work has circumvented opportunities to challenge anti-immigrant and anti-prostitution policies as well as histories of racism, colonization, and neoliberalism. Finally we will explore alternative, non-professionalized anti-trafficking interventions and models of justice.

COURSE REQUIREMENTS

- (1) Active Participation (15%)
- (2) Weekly Issues Paper/Discussion Board Posts (25%)
- (3) In-Class Presentation (15%)
- (4) Research Paper on topic of your choice (45%)
 - Research Proposal (5%)
 - Annotated Bibliography (10%)
 - Final Paper (30%)

- **Active Participation**

Active participation in seminar includes being on-time, completing all assigned readings before our seminar begins, bringing assigned readings with you to seminar, coming prepared with questions and comments, taking detailed notes, and engaging in discussions. We will begin each seminar with a lecture followed by student presentations and a larger group discussion. If you happen to be someone who has difficulties with public speaking and/or spontaneous dialogue, I encourage you to think of other ways to participate. You may, for example, post a list of additional questions to our course webpage before our class meets or share a current event with the group that is related to seminar readings and lecture.

- **Weekly Issues Papers/Discussion Board Posts**

You will be asked to write and post a total of ten discussion posts/issues papers addressing an analytic theme for the upcoming week's seminar. The discussion posts should be posted to the course webpage. These discussion posts are not summaries of the texts or journal entries per se, but rather your analytic

reactions to those concepts, themes, and ideas that seemed of particular interest to you. Please do not comment on all of the readings! Instead draw upon at least two assigned articles for the upcoming week and post at least three questions that you would like to explore further in seminar.

- **In-Class Presentations**

You will be asked to perform one in-class presentation on a designated week of your choice. As a presenter, will lead a 15-20 minute discussion based on your discussion post and reflections and questions raised in the readings. Your goals for the presentation should be (1) to present the perspectives and questions detailed in your discussion post for that week, (2) to involve the class in an interactive discussion, and (3) to relate your presentation to course readings and themes. Where relevant, you may also integrate outside readings, films, etc. into your presentation. While the presentation will focus on issue(s) raised in your discussion post, you must also go beyond the text in some way.

- **Final Paper**

You will be asked to write a final paper (12-15 pages in length) on a topic of your choice. You may write about any number of topics related to the course.

OTHER MATTERS OF INTEREST

- **Attendance**

Attending class is of utmost importance to your learning process in general and in helping you to meet the overarching course objectives in particular. You are expected to be present in mind and body for all course meetings and to be prepared to discuss the readings listed on the schedule for that week. In the event that some unforeseen event arises such as illness, a family death, car troubles, etc. be sure to communicate with me, so that we can make appropriate arrangements.

- **Academic Integrity and Citation of Sources**

Plagiarism and cheating are not only unethical but pose a grave threat to your career as a student. Plagiarism includes any and all instances in which you use someone else's words, ideas, and/or thoughts as if they were your own. Plagiarism also includes using materials from websites like Wikipedia, Encarta, etc. without citing the source (as a general rule, do not use these websites!). You must cite all sources that you use in your written work. Cheating is likewise strictly forbidden. For a useful description of what plagiarism includes, how to prevent it, and how to practice academic integrity more generally, see: <http://www.deanofstudents.ucla.edu/integrity.html>.

- **Suspension of Disbelief**

Concepts raised within the course may challenge some of your preexisting ideas and perceptions about violence, gender, race, class and sexuality and what constitutes "normal" and "natural" ways of being and existing within the world. While you may not agree with all of the ideas presented in this course, I ask that you remain open to engaging in a critical dialogue about them and that you practice intellectually respectful communication with any person whose ideas may deviate from your own.

- **Silence is Acquiescence**

If certain concepts seem unclear to you, feel free to ask any and all questions that arise, class time permitting. Please also take advantage of office hours! They are there to assist you in your learning process.

- **Practice Techno-Mindfulness**

Turn off your cell phones, i-pods, and all other electronic devices before entering class. I will allow computer note taking, though please refrain from checking and writing emails, instant messaging, tweeting, and/or using social media during our class meetings.

COURSE TOPICS AND PROPOSED WEEKLY READINGS

Week 1: Introduction

- United Nations. 2000. "Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organized Crime."
- Bales, Kevin. 2004. *Disposable People: New Slavery in the Global Economy*. Berkeley: University of California Press.
- Chapkis, Wendy. 2005. "Soft Glove, Punishing Fist: The Trafficking Victims Protection Act of 2000." In *Regulating Sex: The Politics of Intimacy and Identity*, edited by Elizabeth Bernstein and Laurie Schaffner. New York: Routledge, 51-65.

Week 2: Situating Human Trafficking Policy and Ideology

- Ditmore, Melissa. 2005. "Trafficking in Lives: How Ideology Shapes Policy." In *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work, and Human Rights*, edited by K. Kempadoo, J. Sanghera, and B. Pattanaik. Boulder, CO: Paradigm Publishers, 107-126.
- Chuang, Janie. 2005. "The United States as Global Sheriff: Using Unilateral Sanctions to Combat Human Trafficking." *Michigan Journal of International Law*. 27: 437-494.
- Gallagher, Anne. 2001. "Human Rights and the New UN Protocols on Trafficking and Migrant Smuggling: A Preliminary Analysis." *Human Rights Quarterly*, 23(4): 975-100.

Week 3: Methodological Contentions

- Brennan, Denise. 2005. "Methodological Challenges in Research with Trafficked Persons: Tales from the Field." *International Migration* 43(1/2): 35-54.
- Goodey, Jo. 2008. "Human Trafficking: Sketchy Data and Policy Responses." *Criminology and Criminal Justice*. 8(4): 421-444.
- Tyldum, Guri and Anette Brunovskis. 2005. "Describing the Unobserved: Methodological Challenges in Empirical Studies on Human Trafficking." *International Migration*. 43(1/2):17-34.
- Farrell, Amy. 2009. "State and Local Law Enforcement Responses to Human Trafficking: Explaining Why So Few Cases Are Identified in the United States." In *Immigration, Crime, and Justice*. Bingley, UK: Emerald Group Publishing Limited.
- Kelly, Liz. 2005. "'You Can Find Anything You Want': A Critical Reflection on Research on Trafficking in Persons Within and Into Europe." *International Migration* 43(1/2): 235-265.
- Scheper-Hughes, Nancy. 2004. "Parts Unknown: Undercover Ethnography of the Organs-Trafficking Underworld." *Ethnography*. 5(1): 29-73.

Week 4: Theorizing Human Trafficking, Human Rights, and Professionalization

- Jordan, Ann D. 2002. "Human Rights or Wrongs? The Struggle for a Rights-Based Response to Trafficking in Human Beings." *Gender and Development* 10(1):28-37.
- Spivak, Gayatri Chakravorty. 2008. *Other Asias*. Malden, MA: Blackwell Publishing.
- Merry, Sally Engle. 2006. *Human Rights & Gender Violence: Translating International Law into Local Justice*. Chicago: University of Chicago Press.
- Brown, Wendy. 2005. "At the Edge: The Future of Political Theory." In *Edgework: Critical Essays on Knowledge and Politics*. Princeton, NJ: Princeton University Press: 60-82.

- Douzinas, C. 2007. *Human Rights and Empire: The Political Philosophy of Cosmopolitanism*. New York: Routledge-Cavendish.

Week 5: Anti-Trafficking Advocacy and Pedagogies of Pity

- Tzvetkova, Marina. 2002. "NGO Responses to Trafficking in Women." *Gender and Development*. 10(1): 60-68.
- Andrijasvic, Rutvica. 2007. "Beautiful Dead Bodies: Gender, Migration and Representation in Anti-Trafficking Campaigns." *Feminist Review*. 86, 24-44.
- Kapur, R. 2002. "The Tragedy of Victimization Rhetoric: Resurrecting the 'Native' Subject in International/Post-Colonial Feminist Legal Politics." *Harvard Human Rights Journal*. Spring: 1-37.
- Littler, Jo. 2008. "I Feel Your Pain: Cosmopolitan Charity and the Public Fashioning of the Celebrity Soul." *Social Semiotics*. 18(2): 237-251.

Week 6: Security, Policing, and Human Trafficking

- Amar, Paul. 2009. "Operation Princess in Rio de Janeiro: Policing 'Sex Trafficking', Strengthening Worker Citizenship, and the Urban Geopolitics of Security in Brazil." *Security Dialogue*. 40(4-5): 513-541.
- Lindstrom, Nicole. 2007. "Transnational Responses to Human Trafficking: The Politics of Anti-Trafficking in the Balkans." In *Human Trafficking, Human Security, and the Balkans*. eds., H. Richard Friman and Simons Reich. Pittsburgh: University of Pittsburgh Press.
- Murray, Jennifer. 2003. "Who Will Police the Peace-Builders? The Failure to Establish Accountability for the Participation of United Nations Civilian Police in the Trafficking of Women in Post-Conflict Bosnia and Herzegovina." *Columbia Human Rights Law Review*. 34:475-527
- Enloe, Cynthia. 2000. *Maneuvers: The International Politics of Militarizing Women's Lives*. Berkeley: University of California Press.

Week 7: Prostitution, Sex Work, and Sex Worker Rights' Advocacy

- Bernstein, Elizabeth. 2007. *Temporarily Yours: Intimacy, Authenticity, and the Commerce of Sex*. Chicago: University of Chicago Press.
- Ticktin, Miriam. 2008. "Sexual Violence as the Language of Border Control: Where French Feminist and Anti-Immigrant Rhetoric Meet," *Signs* 33 (4): 863-889.
- Zaitch, Damian and Richard Staring. 2007. "Trends and Policies on Women Trafficking in the Netherlands." *Crime and Justice International*, November/December 2007: 15-22.
- Kempadoo, Kamala. 2005. "Sex Workers' Rights Organizations and Anti-Trafficking Campaigns." In *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work, and Human Rights*, edited by K. Kempadoo, J. Sanghera, and B. Pattanaik. Boulder, CO: Paradigm Publishers, 149-155.
- Ditmore, Melissa. 2009. "Kicking Down the Door: The Use of Raids to Fight Trafficking in Persons." Sex Workers Project, 6-15.

Week 8: Health and HIV/AIDS

- Beyrer, Chris and Julie Stachowiak. 2003. "Health Consequences of Trafficking of Women and Girls in Southeast Asia." *Brown Journal of World Affairs* 10(1):105-117.
- Kinney, C.M. 2006. "Appropriations for the Abolitionists: Undermining Effects of the U.S. Mandatory Anti-Prostitution Pledge in the Fight Against Human Trafficking and HIV/AIDS." *Berkeley Journal of Gender, Law and Justice*. 21: 158-194.
- Zimmerman, Cathy, Kate Hossain, Brenda Roche Yun, Linda Morison, and Charlotte Watts. 2006. *Stolen Smiles: The Physical and Psychological Health Consequences of Women and*

Adolescents Trafficked in Europe. The London School of Hygiene and Tropical Medicine, 5-8: 43-112.

Week 9: 'New Slavery,' Moral Panics, and Abolitionist Interventions

- Bernstein, Elizabeth. 2007. "The Sexual Politics of the 'New Abolitionism.'" *Differences: A Journal of Feminist Cultural Studies*. 18(3): 128-151.
- Doezema, Jo. 1998. "Forced to Choose: Beyond the Voluntary v. Forced Prostitution Dichotomy." In *Global Sex Workers: Rights, Resistance and Redefinition*. eds., Kamala Kempadoo and Jo Doezema. New York: Routledge.
- Agustín, Laura. 2007. "From Charity to Solidarity: In the Field With Helpers." In *Sex at the Margins: Migration, Labour, Markets and the Rescue Industry*. London: Zed Books. 152-190.
- Kempadoo, Kamala. 2005. "From Moral Panic To Global Justice: Changing Perspectives on Trafficking." In *Trafficking and Prostitution Reconsidered: New Perspectives on Migration, Sex Work, and Human Rights*, edited by K.Kempadoo, J. Sanghera, and B. Pattanaik. Boulder, CO: Paradigm Publishers, vii-xxii.
- Soderlund, Gretchen. 2005. "Running from the Rescuers: New U.S. Crusades Against Sex Trafficking and the Rhetoric of Abolition." *NWSA Journal*. 17(3): 64-87.

Week 10: Sustainability of Professional "Rescue"

- Brennan, Denise. 2007. "Ethnographic Research on Life after Forced Labor and Servitude in the United States." In *Ethnography and Policy: What Do We Know About Trafficking*, ed. Carole Vance. Santa Fe: School of American Research Press.
- Musto, Jennifer. 2010. "Carceral Protectionism and Multi-Professional Anti-Trafficking Human Rights Work in the Netherlands." Under Review, *International Feminist Journal of Politics*.
- Shigekane, Rachel. 2007. "Rehabilitation and Community Integration of Trafficking Survivors in the United States." *Human Rights Quarterly*. 29(1): 112-136.



New Course Proposal

	Women's Studies 98T			
	Gender, Human Trafficking, and Social Justice			
Course Number	Women's Studies 98T			
Title	Gender, Human Trafficking, and Social Justice			
Short Title				
Units	Fixed: 5			
Grading Basis	Letter grade only			
Instructional Format	Seminar - 3 hours per week			
TIE Code	SEMT - Seminar (Topical) [T]			
GE Requirement	Yes			
Major or Minor Requirement	No			
Requisites	Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.			
Course Description	Interdisciplinary in scope, this course traverses the intersections of policy, advocacy, activism, and law, and broadly explores production(s) of knowledge & professional interventions made on behalf of individuals who have been trafficked for the purposes of sexual and forced labor.			
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows			
Syllabus	File Women's Studies 98T syllabus.doc was previously uploaded. You may view the file by clicking on the file name.			
Supplemental Information	Professor Christine Littleton is the faculty mentor for this seminar.			
Grading Structure	(1) Active Participation (15%) (2) Weekly Issues Paper/Discussion Board Posts (25%) (3) In-Class Presentation (15%) (4) Research Paper on topic of your choice (45%) -Research Proposal (5%) -Annotated Bibliography (10%) -Final Paper (30%)			
Effective Date	Winter 2011			
Discontinue Date	Summer 1 2011			
Instructor	Name	Title		
	Jennifer Lynne Musto	Teaching Fellow		
Quarters Taught	Fall	Winter	Spring	Summer
Department	Women's Studies			
Contact	Name	E-mail		
	CATHERINE GENTILE	cgentile@oid.ucla.edu		
Routing Help				

ROUTING STATUS

Role:	Registrar's Scheduling Office
Status:	Pending Action
Role:	FEC School Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 9/17/2010 4:54:21 PM
Changes:	No Changes Made
Comments:	Routing to Registrar's Office
Role:	FEC Chair or Designee - McClendon, Muriel C (mcclendo@history.ucla.edu) - 53918
Status:	Approved on 9/17/2010 4:51:33 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 9/17/2010 4:05:46 PM
Changes:	No Changes Made
Comments:	Routing to Vice Chair Muriel McClendon for FEC approval
Role:	Dean College/School or Designee - Friedmann, Manuela Christin (mfriedmann@college.ucla.edu) - 47245
Status:	Approved on 9/17/2010 2:56:01 PM
Changes:	No Changes Made
Comments:	Approved on behalf of Dean of Social Sciences, Alessandro Duranti
Role:	L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 8/25/2010 10:55:35 AM
Changes:	No Changes Made
Comments:	Routing to Manuela Friedmann on behalf of Dean Duranti for approval
Role:	CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Approved on 6/15/2010 11:46:11 AM
Changes:	Title, Grading Structure
Comments:	replaced syllabus and changed course title.
Role:	L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 6/15/2010 10:36:17 AM
Changes:	No Changes Made
Comments:	Routing back to Cathie Gentile
Role:	CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Approved on 6/2/2010 10:50:31 AM
Changes:	Effective Date
Comments:	Cathie Gentile on behalf of Professor Kathleen Komar.
Role:	L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 6/2/2010 10:47:12 AM
Changes:	No Changes Made
Comments:	Routing back to Cathie Gentile
Role:	Department/School Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Approved on 5/26/2010 11:27:02 AM

Changes: Effective Date**Comments:** changed quarter to Spring from Winter.
Cathie Gentile on behalf of Professor Kathleen Komar**Role:** L&S FEC Coordinator - Soh, Michael Young (msoh@college.ucla.edu) - 45040**Status:** Returned for Additional Info on 5/26/2010 10:14:25 AM**Changes:** No Changes Made**Comments:** Routing back to Cathie Gentile**Role:** CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998**Status:** Approved on 5/14/2010 12:26:05 PM**Changes:** No Changes Made**Comments:** on behalf of Professor Kathleen L. Komar, chair, Collegium of University Teaching Fellows.**Role:** Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998**Status:** Submitted on 5/14/2010 12:24:15 PM**Comments:** Initiated a New Course Proposal[Back to Course List](#)

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