

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

Department & Course Number Near Eastern Languages and Cultures 98T  
 Course Title Mixed Messages: Identity in the Hellenistic World

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 \_\_\_\_\_

**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 is based in a study of the Hellenistic world and students will be required to investigate original material from that period. They will do so using the methods of the study of social identity. In particular, we will focus on ideas of multiculturalism and early examples of globalization. With these two approaches, this course fits into the society and culture area and both subgroups.

3. List faculty member(s) and teaching fellow who will serve as instructor (give academic rank):  
Prof. Jacco Dieleman is the faculty mentor, and Emily Cole is the teaching fellow

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

2012-2013      Winter X                      Spring \_\_\_\_\_

5. GE Course units    5

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

General Knowledge Students will be given short weekly lectures which will provide a summary of the history and culture of the Hellenistic world. They will gain a basic understanding of the events which took place in the Greek world, while the readings and discussion will focus more on the sociology of identity.

Integrative Learning The course is fundamental interdisciplinary as the students will be exploring several

different aspects of the Hellenistic world which each have their own history of scholarship. Furthermore, the historical study will be guided by the use of sociological theory in order to come to a better understanding an early example of globalization.

- Ethical Implications

One of the goals of the course will be the continuous comparison of Hellenistic to modern issues of multiculturalism and how identity is expressed in the present day. By studying ancient societies, students will become more aware of modern problems arising from cultural interactions and will consider how such concerns might be addressed.
- Cultural Diversity

Without a doubt, there will be lengthy discussions about how shifts in population, changes in attitude and social interaction occurred in the Hellenistic world. By observing how people of the past expressed ethnic or cultural affiliation through identity, students will be able to draw out the similarities and observe how modern society has adapted.
- Critical Thinking

Students will be required to submit response papers to the readings. Along with the discussion, these papers will force them to consider the arguments of the authors, challenge their assumptions and formulate their own opinions. They will be working with primary and secondary material and so will be able to consider how authors use the ancient evidence first hand.
- Rhetorical Effectiveness

Each student will be required to participate in the weekly discussion and so improve their communication skills among peers. They will also have the opportunity to lead a discussion which will involve listening and responding to what others contribute. With an open dialogue, students will learn to express their opinions clearly to others.
- Problem-solving

Students will be required to read a number of ancient texts and work with ancient monuments and artifacts. Their final paper will then be based on that material, and will require that they choose their sources carefully to construct a strong central thesis.
- Library & Information Literacy

The final requirement of this course is a research paper. The students will be guided through the research process and given information about the sources and material needed to complete it. They will need to familiarize themselves with online catalogs, then acquire the required materials and use proper form to complete this assignment.

**(A) STUDENT CONTACT PER WEEK**

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

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

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

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

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

## Sample Syllabus and Reading List – CUTF 2012

### Identity in the Hellenistic World

Winter Quarter 2013

**Instructor:** Emily Cole, Near Eastern Languages and Cultures, UCLA

E-mail: [emilycole@ucla.edu](mailto:emilycole@ucla.edu)

Office: TBA

Office hours: TBA

**Time:** TBA

#### Course Goals:

- To investigate the sociological notion of identity
- To acquire a basic knowledge of the peoples and cultures of the Hellenistic world
- To learn how to apply an interdisciplinary approach to historical studies
- To improve time management, research and writing skills by means of a term-long assignment
- To foster listening and response abilities in a group through the direction of meaningful discussion
- To develop the ability to reflect critically and concisely on scholarly articles in writing

#### Course Description:

The campaigns of Alexander the Great in the late 4<sup>th</sup> century BCE dramatically altered the world of the Eastern Mediterranean. During the three hundred years that followed, Greece, Asia Minor, the Levant and Egypt were all subject to cultural interaction and change the like of which had not been seen before. Traditional societies were forced to assess their well-established beliefs and adjust to the new multicultural environment.

The main goal of this seminar is to investigate how people deal with issues of identity (formation, display, crisis, etc.) through the use of written documents and archaeological material from the Hellenistic world. The lectures will provide students with a basic familiarity with the history and cultures of the Hellenistic kingdoms and discussions will encourage them to engage with the primary historical sources. A large portion of this seminar will be devoted to applying those ideas to a series of case studies from different times and places in the Hellenistic world. Through a comparison to an early multicultural society, students will be stimulated to see how similar issues are dealt with in present day social situations.

This seminar will also be an opportunity for students to adopt an interdisciplinary approach to the study of the ancient world. In combining aspects of Classics with Ancient Near Eastern Studies, and textual analysis with anthropological theory, students will be forced to consider the world created by Alexander the Great from new perspectives.

#### Required Materials:

The main text for the class will be Bugh, G. (ed.) 2006. *The Cambridge Companion to the Hellenistic World*. Cambridge: Cambridge University Press. This book contains a good range of articles and an extensive bibliography that will prove useful for the paper as well as

discussions. To supplement the textbook, a course reader will be prepared and available from the UCLA store. For the primary sources, weekly sets of texts and images will be posted to the course website.

### **Participation:**

The purpose of the class meetings is to create meaningful discussion and therefore participation from all members of the seminar is absolutely necessary. Students should examine what kind of information the primary material can provide to scholars and how it can be interpreted. At the same time they should think critically about the secondary sources and examine what kind of evidence the author uses to make his/her point.

Students should contribute to the weekly dialogue. Careful reading of the texts and the response papers will help the class engage with the material and answer the questions raised for each meeting. There will very often not be a right or wrong answer, and so everyone is encouraged to provide an opinion. This will also be a forum in which students can ask questions on material they were uncertain about or solicit further information on a topic. Students will be graded on how prepared they are for class, the nature of their contributions and how coherently they can express their ideas.

### **Assignments:**

One of the main goals of this class is to improve critical reading and assessment of secondary scholarship. To this end, students will be required to submit a written response of 1-2 pages each week, providing an overview of the readings, their main arguments, biases, problems, etc. Each response will be graded out of 20 on the content, style and discussion provided. The grade received for this work will not be cumulative but instead will be assigned on the basis of the degree to which the student improved throughout the quarter. Such a grading scheme will help students learn how to incorporate productive criticism of their work and improve without being penalized for their earlier papers.

In addition, each week two students will be responsible for helping to lead the class discussion. For the student, this will involve preparing the primary and secondary materials, raising some of the interesting points and questions which the readings presented, and directing the flow of the discussion. The students responsible for leading discussion will be required to submit an extra 1-2 page document after they have led the class detailing the topics of discussion, peoples' opinions and their overall assessment of the material as it was covered. Students will thus be assisted in creating a meaningful dialogue and learning how to direct and evaluate a discussion of scholarly work.

### **Paper:**

Students will be responsible for preparing a 15-18 page research paper to be turned in during exam week. The paper will be written in several steps with a strong focus on the research process and applying identity theory to historical material of the Hellenistic Period. Students may choose to focus on a particular set of primary material or region, or investigate a similar theme across several of the Hellenistic kingdoms. Comparative topics addressing modern examples are also permitted.

Students will be required to submit a short description of their topic in Week 3 that demonstrates that they have completed preliminary readings in encyclopedias or other reference works and found a topic which will be feasible for the quarter. It will also be necessary that week for students to come to office hours to confirm their topic and go over the direction of their paper. They will then have until Week 5 to create a rough paper outline

and provide a bibliography including several primary and secondary sources that they will use for their paper. In Week 8 they will turn in a draft and the draft will be redistributed to another student for peer review the following Week 9. The final paper will be due on Turn-it-in and in paper form during Exam Week.

**Grading:**

Participation		20%
Prepared class discussion		10%
Responses		20%
Research Paper		
- topic	5%	
- outline and bibliography	15%	50%
- draft	20%	
- final paper	60%	

**Course Policies:**

If you are ill or unable to make it to class for any reason, please email as far in advance as possible. For reasonable absences, response papers are still due and discussion will have to be made up outside of class time at office hours. Late responses will receive a zero and will affect the final grade. Late submissions on all portions of the paper will lose 5% of the grade per day up to a week late, at which point the grade will be a zero. Cheating and plagiarism will result in an “F” grade; plagiarism will be reported to the Office of the Dean of Students for disciplinary action.

## Schedule of Lectures and Readings

*(All times given are approximate)*

### Week 1: What is the Hellenistic world?

How do scholars study the Hellenistic world? What are the similarities that unify the Hellenistic kingdoms? What kinds of sources are available to them and how have they been used? Why is the Hellenistic world relevant today and to issues of identity? We will begin by exploring the time during and following the expansion of Alexander the Great and examining how the Hellenistic world can help us understand issues surrounding cultural and ethnic identity. We will also try to define what is meant by the terms 'Hellenism,' 'Hellenistic' and 'Hellenization' in antiquity and modern times.

- Introductory lecture to the geography, history of scholarship and sources of Hellenistic studies (1 hour)
- Discussion of "Hellenism" – modern and ancient definitions, and the delineation of an ancient cultural group (1½ hours)
- Assignment of prepared class discussion leaders

#### Readings:

- Bosworth, A. 2006. "1: Alexander the Great and the Creation of the Hellenistic Age," in G. Bugh (ed.) *The Cambridge Companion to the Hellenistic World*. Cambridge: Cambridge University Press, 9-27.
- Green, P. 1993. "Introduction: New Approaches to the Hellenistic World," in P. Green (ed.) *Hellenistic History and Culture*. Berkeley: UC Press, 1-12.
- Shipley, G. 2000. "1. Approaches and sources," in *The Greek World After Alexander (323-30 BC)*. New York: Routledge, 1-32.

### Week 2: Projecting Identity

What is identity? Who or what creates identity? How can we determine identity from the historical record? We will first examine these questions from a theoretical point of view, in reference to modern examples. We will then use material from the Hellenistic world to investigate how identity is displayed in the ancient record, and to what extent identity can be recovered.

- Lecture overview of the major theoretical contribution on identity (30 mins)
- Analysis of primary source material and discussion about the creation of identity and how it can be applied to the Hellenistic world (2 hours)
- Brief introduction to the paper and what is expected

#### Readings:

- Adams, W. 2006. "2: The Hellenistic Kingdoms," in G. Bugh (ed.) *The Cambridge Companion to the Hellenistic World*. Cambridge: Cambridge University Press, 28-51.
- Barth, F. 1969. "Introduction" in *Ethnic Groups and Boundaries: The Social Organization of Culture Difference*. Long Grove, IL: Waveland Press Inc., 9-37.
- Jones, S. 1997. "1. Introduction" and "2. The archaeological identification of peoples and cultures" in *The Archaeology of Ethnicity: constructing identities in the past and present*. New York: Routledge, 1-28.

- Meskell, L. 2001. "Archaeologies of identity," in T. Insoll (ed.) *The Archaeology of Identities: a reader*. New York: Routledge, 23-43.

### Week 3: Protecting Identity

How does identity change? How do cultural groups clash or adapt to cultural change? What sort of agency exists in individuals and/or groups to influence identity? Identity is by no means a stable entity and we will examine how identity evolves during periods of significant cultural upheaval. We will look at how the different cultures of the Eastern Mediterranean responded to changes and threats to their traditional culture by 'Hellenism'.

- Lecture overview of identity in conflict (30 mins)
- Analysis of primary source material and discussion of the creation of hybrid identity and cultural assimilation (2¼ hours)
- Paper topic due in class, set up meeting times to discuss in office hours

#### Readings:

- Dornan, J. 2002. "Agency and Archaeology: Past, present, and future directions," in *Journal of Archaeological Method and Theory* 9.4: 303-329.
- Green, P. 1993. "19. The Spread of Hellenism: Exploration, Assimilation, Colonization; or, the Dog that Barked in the Night," in *Alexander to Actium: the historical evolution of the Hellenistic age*. Berkeley: UC Press, 312-335.
- Mairs, R. 2010. "An 'Identity Crisis'? Identity and its Discontents in Hellenistic Studies," in M. Dalla Riva (eds.) *Meetings between Cultures in the Ancient Mediterranean. Proceedings of the 17<sup>th</sup> International Congress of Classical Archaeology, Rome 22-26 Sept. 2008*. Rome, 1-8.
- Young, R. 1995. "Hybridity and Diaspora," in *Colonial Desire: Hybridity in theory, culture and race*. New York: Routledge, 1-26.

### Week 4: Macedonia and Greece

What did it mean to be Greek after the expansion of Alexander the Great? How did the two cultures differ, and how did they view these differences? What prejudices existed within each society? We will begin our case studies by looking at the origin of the Hellenistic empire itself and examine how Greek culture was interpreted and spread by the Macedonians.

- Lecture overview of Greek Hellenistic Period (45 hour)
- Analysis of primary source material and discussion of how to view the similarities and differences between Greek and Macedonian identities (2 hours)

#### Readings:

- Green, P. 1993. "From Cynoscephalae to Pydna: The Decline and Fall of Macedonia, 196-168," in *Alexander to Actium: the historical evolution of the Hellenistic age*. Berkeley: UC Press, 414-432.
- Hammond, N. 1993. "The Macedonian Imprint on the Hellenistic World," in P. Green (ed.) *Hellenistic History and Culture*. Berkeley: UC Press, 12-37.
- Walbank, F. 1981. "Macedonia and Greece," in *The Hellenistic World*. Cambridge: Harvard University Press, 79-99.

### Week 5: Seleucid Empire reconsidered

What is the Seleucid Empire? How has it been considered in the past? Can we establish identity with limited native textual material? For a long time, the Seleucid Empire was viewed as an exotic 'Oriental' culture in contrast with the Occidental 'civilized' Greek world. These modern biases have been questioned and we will compare older scholarship to recent material that places the Seleucids back on equal footing with the other Hellenistic kingdoms.

- Lecture overview of the history of Seleucid scholarship (45 mins)
- Analysis of primary source material and discussion of the role of modern scholarship in creating ancient identity (2 hours)
- Paper outlines and bibliographies are due in class

#### Readings:

- Bevan, E. 1902. *The House of Seleucus*. London, 1-20.
- Kuhrt, A. and S. Sherwin-White. 1994. "The transition from Achaemenid to Seleucid rule in Babylonia: Revolution and evolution," in A. Kuhrt, H. Sancisi-Weerdenburg and M. Cool Root (eds.) *Continuity and Change. Proceedings of the 8<sup>th</sup> Achaemenid History Workshop, April 6-8, 1990, Ann Arbor, Michigan*. Leiden: Brill, 311-327.
- Mairs, R. 2008. "Greek Identity and the Settler Community in Hellenistic Bactria and Arachosia," in *Migrations and Identities 1*: 19-43.
- Mairs, R. 2010. "The Places in Between: Model and metaphor in the archaeology of Hellenistic Arachosia," in S. Chandrasekaran, A. Kouremenos, and R. Rossi (eds.) *From Pella to Gandhara: Hybridisation and Identity in the Art and Architecture of the Hellenistic East*. Oxford: BAR, 177-187.

### Week 6: Alexandria and urbanism

What status did cities have in the Hellenistic world? What does it mean to be part of one of these urban centers? What unique aspects of identity are created by the urban environment and the architecture of these places? We will focus mainly on Alexandria, but also examine urbanization in general, to look at the use of the city by the rulers of the Hellenistic kingdoms. We will also deal with the specific issues that are raised by the close quarters and segregation of these large cities.

- Lecture overview of Hellenistic architecture and archaeological sites (1 hour)
- Analysis of primary source material and discussion of how a close urban milieu lends itself to cultural interactions and shifts in identity (1¾ hours)
- Paper bibliography due in class

#### Readings:

- Bernard, P. 1982. "An ancient Greek city in Central Asia," in *Scientific American* **246**: 126-135.
- Green, P. 1993. "The New Urban Culture: Alexandria, Antioch, Pergamon," in *Alexander to Actium: the historical evolution of the Hellenistic age*. Berkeley: UC Press, 155-170.

- McKenzie, J. 2007. "Reconstructing the Plan of Ancient Alexandria: the Archaeological Evidence," in *The Architecture of Alexandria and Egypt c.300 BC to AD 700*. New Haven: Yale University Press, 19-30.
- Shipley, G. and M. Hansen. 2006. "3: The *Polis* and Federalism," in G. Bugh (ed.) *The Cambridge Companion to the Hellenistic World*. Cambridge: Cambridge University Press, 52-72.

### **Week 7: Jewish Identity in the Hellenistic World**

What evidence exists for the populations of Jews in the Levant and Egypt? How were the Jewish language and religious texts used to uphold Jewish identity? What role do language maintenance and translation play in ancient and modern cultures? We will examine particularly the role of language and identity through the example of the Jewish translation of the Hebrew bible. We will consider what it meant to translate sacred text and how the Jews living abroad might have used foreign languages to maintain their own culture.

- Lecture overview of the presence of Jewish culture in the Hellenistic world (45 mins)
- Analysis of primary source material and discussion of the use of language in the creation of identity (2 hours)
- Paper draft

#### Readings:

- Gruen, E. 1998. "Kings and Jews," in *Heritage and Hellenism: The Reinvention of Jewish Tradition*. Berkeley: UC Press, 189-245.
- Leoussi, A. and D. Abernach. 2002. "Hellenism and Jewish nationalism: ambivalence and its ancient roots," in *Ethnic and Racial Studies* **25.5**: 755-777.
- Petersen, A. 2009. "Alexandrian Judaism: Rethinking a Problematic Cultural Category," in G. Hinge and J. Krasilnikoff (eds.) *Alexandria: A Cultural and Religious Melting Pot*. Aarhus: Aarhus University Press, 115-143.
- Rajak, T. 2009. "Introduction," in *Translation and Survival: the Greek Bible in the Ancient Jewish Diaspora*. Oxford: Oxford University Press, 1-14.

### **Week 8: Ptolemies and the adoption/adaptation (?) of Egyptian culture**

How did the Ptolemaic dynasty establish their hybrid Egyptian-Hellenistic identity in Egypt? What aspects of Egyptian kingship were adopted by the Ptolemies? How did the two cultures interact in Egypt? We will determine ways in which hybrid identity can be created through the example of the Ptolemaic kings. We will look at what Egyptian institutions were affected and whether they worked together or in opposition with one another.

- Lecture overview of how the Ptolemaic kingship used and changed the traditional role of the Egyptian pharaoh (45 mins)
- Analysis of primary source material and discussion of the creation of hybrid identity and cultural assimilation (2 hours)
- Paper drafts due in class and assigned for peer review

#### Readings:

- Samuel, A. 1993. "The Ptolemies and the Ideology of Kingship," in P. Green (ed.) *Hellenistic History and Culture*. Berkeley: UC Press, 168-210.
- La'da, C. 2003. "Encounters with Ancient Egypt: The Hellenistic Greek Experience," in R. Matthews and C. Roemer (eds.) *Ancient Perspectives on Egypt*. London: UCL Press, 157-170.
- Bingen, J. 2007. "Graeco-Roman Egypt and the question of cultural interactions," in *Hellenistic Egypt: Monarchy, Society, Economy, Culture*. Berkeley: UC Press, 240-255.

### **Week 9: Exporting identity through material culture in the Hellenistic World**

What developed out of the cultural encounters of the Hellenistic world? What kind of exchange existed between the different kingdoms of the 4<sup>th</sup> to 1<sup>st</sup> centuries BCE? How did the exchange of material objects influence the creation of hybrid identities in the multicultural Eastern Mediterranean? Dr. Waraksa will give a guest lecture on her new work on Ptolemaic *oinochoai*, or so-called "Queens' Vases" which include Greek, Egyptian and Persian decorative elements. They were created in Alexandria but were exported to spread the Ptolemaic identity throughout the Mediterranean world. We will also have a chance to discuss with Dr. Waraksa both about her work and about how to carry out research on Hellenistic identity using material culture.

- Guest lecture from Dr. Elizabeth Waraksa on the exchange of material culture in the Hellenistic world (40 mins)
- Question period and brief discussion with Dr. Waraksa (30 mins)
- Paper peer review sessions (1¾ hours)

#### Readings:

- Kozloff, A. 1996. "Is there an Alexandrian style – what is Egyptian about it?" in M. True and K. Hamma (eds.) *Alexandria and Alexandrianism*. Malibu: Getty Trust Publications, 247-260.
- Rotroff, S. 2006. "7: Material Culture," in G. Bugh (ed.) *The Cambridge Companion to the Hellenistic World*. Cambridge: Cambridge University Press, 136-157.
- Wobst, H. 2000. "Agency in (spite of) material culture," in M.-A. Dobres and J. Robb (eds.) *Agency in Archaeology*. New York: Routledge, 40-50.

### **Week 10: Roman Empire – Conclusion and Assessment**

What was the result of all of this extensive cultural reorganization? How successful was the Roman Empire at incorporating the different Hellenistic kingdoms into its own vast empire? How lasting was the influence of the Hellenistic world? We will conclude this seminar by looking briefly at the aftermath of the Hellenistic conquest and the affect that Alexander had on the Eastern Mediterranean world. We will also take this time to look at how our study of identity can be applied to other areas of research.

- Lecture overview of the end of the Hellenistic world and the aftermath (45 mins)
- Analysis of primary source material and discussion of the contents of the course with a particular focus on how the ancient interactions are similar/different from modern experiences (1¾ hours)

#### Readings:

- Green, P. “37. Caesar, Pompey and the last of the Ptolemies,” in *Alexander to Actium: the historical evolution of the Hellenistic age*. Berkeley: UC Press, 647-682.
- Gruen, E. 2006. “14: Greeks and Non-Greeks,” in G. Bugh (ed.) *The Cambridge Companion to the Hellenistic World*. Cambridge: Cambridge University Press, 295-314.
- Woolf, G. 2010. “Afterward: the local and the global in the Graeco-Roman east,” in T. Whitmarsh (ed.) *Local Knowledge and Microidentities in the Imperial Greek World*. Cambridge: Cambridge University Press, 189-200.

**Exam Week: Paper Due, Date TBA**



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## New Course Proposal

	Near Eastern Languages 98T Mixed Messages: Identity in Hellenistic World	
<a href="#">Course Number</a>	Near Eastern Languages 98T	
<a href="#">Title</a>	Mixed Messages: Identity in Hellenistic World	
<a href="#">Short Title</a>	HELLENISTIC WORLD	
<a href="#">Units</a>	Fixed: 5	
<a href="#">Grading Basis</a>	Letter grade only	
<a href="#">Instructional Format</a>	Seminar - 3 hours per week	
<a href="#">TIE Code</a>	SEMT - Seminar (Topical) [T]	
<a href="#">GE Requirement</a>	Yes	
<a href="#">Requisites</a>	Satisfaction of entry-level Writing requirement. Freshmen and sophomores preferred.	
<a href="#">Course Description</a>	Seminar, three hours. Enforced requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Exploration of aspects of cultural and ethnic identity through investigation of texts and archaeological material from kingdoms of Hellenistic world, circa 332 to 30 B.C.E. Letter grading.	
<a href="#">Justification</a>	Part of the series of seminars offered through the Collegium of University Teaching Fellows	
<a href="#">Syllabus</a>	File <a href="#">NELC 98T syllabus.pdf</a> was previously uploaded. You may view the file by clicking on the file name.	
<a href="#">Supplemental Information</a>	Professor Jacco Dieleman is the faculty mentor for this seminar	
<a href="#">Grading Structure</a>	Participation 20% Prepared class discussion 10% Responses 20% Research Paper 50%	
<a href="#">Effective Date</a>	Winter 2013	
<a href="#">Discontinue Date</a>	Summer 1 2013	
<a href="#">Instructor</a>	Name	Title
	Emily Cole	Teaching Fellow
<a href="#">Quarters Taught</a>	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input type="checkbox"/> Spring <input type="checkbox"/> Summer	
<a href="#">Department</a>	Near Eastern Languages & Cultures	
<a href="#">Contact</a>	Name	E-mail
	CATHERINE GENTILE	cgentile@oid.ucla.edu
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### 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 7/24/2012 11:36:17 AM
Changes:	Title, Description
Comments:	Edited course description into official version; corrected title.
Role:	Registrar's Scheduling Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441
Status:	Added to SRS on 7/16/2012 12:20:41 PM
Changes:	No Changes Made
Comments:	No Comments
Role:	Registrar's Office - Thomson, Douglas N (dthomson@registrar.ucla.edu) - 51441
Status:	Returned for Additional Info on 7/16/2012 12:19:14 PM
Changes:	Title
Comments:	No Comments
Role:	Registrar's Scheduling Office - Bartholomew, Janet Gosser (jbartholomew@registrar.ucla.edu) - 51441
Status:	Added to SRS on 7/16/2012 11:04:47 AM
Changes:	Short Title
Comments:	Added a short title.
Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 7/13/2012 3:54:23 PM
Changes:	No Changes Made
Comments:	Routing to Doug Thomson in the Registrar's Office
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671
Status:	Approved on 6/26/2012 10:42:20 AM
Changes:	No Changes Made
Comments:	No Comments
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 6/13/2012 4:38:19 PM
Changes:	No Changes Made
Comments:	Routing to Michael Meranze for FEC approval
Role:	Department/School Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Approved on 6/12/2012 3:37:46 PM
Changes:	Title
Comments:	course title changed per teaching fellow's request

Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 6/12/2012 3:02:56 PM
Changes:	No Changes Made
Comments:	Routing back to Cathie Gentile, per request.
Role:	FEC Chair or Designee - Meranze, Michael (meranze@history.ucla.edu) - 52671
Status:	Returned for Additional Info on 6/12/2012 2:27:57 PM
Changes:	No Changes Made
Comments:	because you told me to.
Role:	L&S FEC Coordinator - Castillo, Myrna Dee Figurac (mcastillo@college.ucla.edu) - 45040
Status:	Returned for Additional Info on 6/11/2012 2:55:40 PM
Changes:	No Changes Made
Comments:	Routing to Michael Meranze for FEC approval
Role:	CUTF Coordinator - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Approved on 6/11/2012 2:40:40 PM
Changes:	No Changes Made
Comments:	on behalf of Professor Kathleen Komar, chair, CUTF Program
Role:	Initiator/Submitter - Gentile, Catherine (cgentile@oid.ucla.edu) - 68998
Status:	Submitted on 6/11/2012 2:39:56 PM
Comments:	Initiated a New Course Proposal

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