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DEPARTMENT OF POLITICAL SCIENCE
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April 14, 2014

Professor Joseph Nagy, Chair
General Education Governance Committee
A265 Murphy Hall
157101
Attn: Myrna Dee F. Castillo

Dear Professor Nagy and GE Governance Committee,

It is with great pleasure that I submit a proposal and packet of course materials for **Political Science 60: "Diversity and Disagreement: How to succeed in politics without really trying,"** for consideration for GE Certification. The Department of Political Science approved the creation of PS 60 and its addition to the list of Lower Division courses that students may take as preparation for the major on March 20, 2014, and endorsed the application for GE certification.

PS 60 is designed as a hybrid course, combining weekly online active learning through game play, the assessment of the aggregate data from the game play, and weekly meetings with the instructor that discuss the data, the relevant academic literature, and real-world applications. Students will write weekly reports, crafted to suit the level and meet the needs of a General Education course, that integrate all of the above aspects of the hybrid course. Professor Susanne Lohmann will serve as the instructor.

PS 60 is a lower division adaptation of **PS 115D "Diversity and Democracy: Divided we stand,"** which was designed in collaboration with UC Online Education and the Innovative Learning Technology Initiative as well as Social Science Computing and the Office of Instructional Development at UCLA. The upper-division course has been rethought and modified to fit the needs and goals of a General Education course. The resulting lower-division course will share with the upper-division course a gaming platform, which hosts the library of game modules, and the class layout on the Moodle platform, which reflects a pedagogical vision common to both courses. PS 60 will employ modules developed for PS 115D along with modules newly to be developed for PS 60.

PS 60 is innovative in three respects: pedagogy, technology, and assessment.

Pedagogically, it employs game play to teach ethics and governance. Under the cloak of pen names, 50-student "villages" play games of cooperation, competition, coordination, and collaboration. Each student writes weekly reports explaining whether and how diversity, disagreement, and democracy influence the game play, and they relate the observed data patterns to theories and evidence presented in the posted readings. Students' final grades depend on their cumulative gaming points and their weekly reports. The pedagogy of "play games—view data—study literature—write report" encourages experiential and interactive learning; active and analytical learning; systems thinking and real world application.

Technologically, the course consists of a gaming platform that houses on the order of 100 interactive surveys, games, and simulations. The technology places students into a massively multiplayer game of life lasting 10 weeks, granting them week for week a frog's perspective, as the inhabitant of a 50-person village, and a bird's eye view, as the analyst of the data collectively produced by the village inhabitants. The gaming platform protects the students' identities even as it allows for their cumulative gaming points to feed into their final grades. It is flexible and modular. I myself can employ modules in other courses of mine, such as PS 60, and instructors other than myself can employ modules, "as is" or in modified form, to create courses of their own.

The upper-division course PS 115D has been run successfully, in fully online form, two times in a row and is currently being offered for the third time. PS 60 will include weekly face-to-face meetings with the instructor, but we are confident from the success of PS 115D that the online portion of the course is fully operational and effective.

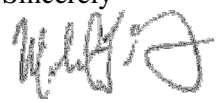
I imagine that PS 60 is quite different than most of the courses considered by your committee for GE certification. The use of online active learning is innovative, and it is the identity protection that online pseudonyms allow that frees students to play the games to their fullest, and learn about ethics and diversity and rationality without fear for their (real-world) social status. Their pen-names will develop reputations over the 10 weeks, but their real identities will be protected throughout. But identity protection won't encourage them to goof around and undermine the pedagogy. It eliminates the risk of self-censorship or social desirability bias, but the top-up value for their grades of the points earned in the games creates the necessary incentive to take the games seriously and figure out how to play them well.

To my mind, this course fits perfectly the GE education principles of General Knowledge, integrative learning, ethics, diversity, and problem-solving and critical thinking skills. The subject matter is foundational for all of the social sciences, and indeed for such fields as psychology and philosophy as well.

Our initial plan is to teach PS 60 twice per year to 50 students each time. But the course is simple to scale up in "villages" of 50, so the Department plans to provide the TA support necessary to increase the number of seats as demand for this and the Department's other GE courses dictates.

I commend PS 60 to your Committee very highly. We look forward to hearing from you, and hope that PS 60 can be offered next academic year as a certified General Education course.

Sincerely



Michael F. Thies (thies@polisci.ucla.edu)
Vice Chair for Undergraduate Studies and Associate Professor
Dep't of Political Science
University of California, Los Angeles

General Education Course Information Sheet

Please submit this sheet for each proposed course

Department & Course Number Political Science PS 60

Course Title Diversity and Disagreement

Indicate if Seminar and/or Writing II course Seminar

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.

Students will study cooperation, competition, coordination, and collaboration. They explore under what conditions diversity and disagreement feed productively or counterproductively into a group effort; gain self- and other-awareness; and develop troubleshooting and leadership skills.

3. "List faculty member(s) who will serve as instructor (give academic rank):
Susanne Lohmann, Professor of Political Science

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	X	Winter	X	Spring	X
	Enrollment	50	Enrollment	50	Enrollment	50
2015-2016	Fall	X	Winter	X	Spring	X
	Enrollment	50	Enrollment	50	Enrollment	50

5. GE Course Units

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

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

Present Number of Units: Proposed Number of Units: 5

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

❑ General Knowledge	Students will study cooperation, competition, coordination, and collaboration. They explore how diversity and disagreement feed productively or counterproductively into a group effort.
❑ Integrative Learning	This course is interdisciplinary. A given phenomenon is variously studied in light of agent-based modeling, evolutionary psychology, social psychology, cultural theory, political behavior, and game theory.
❑ Ethical Implications	Students develop self- and other-awareness, and a peculiar kind of tolerance, as in, "Homo sum, humani nihil a me alienum puto [I am a human being, nothing human is alien to me]" (Terence). Students experience a human group as an ecology of diverse moral types, as in, "de todo ha de haber en el mundo [it takes all sorts to make a world]" (Miguel de Cervantes).
❑ Cultural Diversity	Students experience different kinds of diversity (gender, race or ethnicity, class, religion) and disagreement (moral values, political orientation, party identification). They distinguish between individual diversity, group differences, and human universals.
❑ Critical Thinking	Students understand that an idealistic stance, if unchecked by criticism, will degenerate into a cult or a racket. They replicate social science experiments and discover for themselves that science is imperfect and thrives on criticism.
❑ Rhetorical Effectiveness	Students write weekly two-page reports. They organize their thoughts; write succintly with an audience in mind; and construct tables and graphs in such a way that a human being can visualize the patterns in the data.
❑ Problem-solving	Students experience how diversity and disagreement feed productively or counterproductively into group efforts; develop troubleshooting and leadership skills; and learn how social organization (networks, markets, democracy, bureaucracy) can promote or undercut social cognition and collective action.
❑ Library & Information Literacy	The course deliberately drowns students in data and literature, only to help them figure out for themselves how they might get on top of the information flood. It integrates data, literature, and real world application.

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

1.	Lecture:	**1**	(hours)
2.	Discussion Section:	**1**	(hours)
3.	Labs:		(hours)
4.	Experiential (service learning, internships, other):	**1**	(hours)
5.	Field Trips:		(hours)
(A) TOTAL Student Contact Per Week		**3**	**(HOURS)**

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

1.	General Review & Preparation:		(hours)
2.	Reading		(hours)

3.	Group Projects:	**5**	(hours)
4.	Preparation for Quizzes & Exams:		(hours)
5.	Information Literacy Exercises:		(hours)
6.	Written Assignments:	**5**	(hours)
7.	Research Activity:	**5**	(hours)
(B) TOTAL Out-of-class time per week		**15**	**(HOURS)**
GRAND TOTAL (A) + (B) must equal at least 15 hours/week		18	**(HOURS)**

Professor Susanne Lohmann
Department of Political Science
University of California, Los Angeles

☻☻diversity☻☻and☻disagreement☻☻☻ ☻

☻how☻to☻succeed☻in☻politics☻without☻really☻trying☻

PS 60 | Spring 2015 | online Mon-Wed, classroom Fri 9-10:50 am
https://moodle2.sscnet.ucla.edu/course/view/15S-PS60

[The first class session, Week 1 Monday-Wednesday, is online. Students encounter the following message:]

Is there a teacher in this class?

Welcome to PS 60 Diversity and Disagreement: How to succeed in politics without really trying! You are enrolled in a hybrid seminar I conceived under the auspices of UC Online Education and the Innovative Learning Technology Initiative in collaboration with Social Science Computing and the Office of Instructional Development at UCLA.

My name is Susanne Lohmann. I am a professor of political science and public policy at UCLA. My research covers collective action and political institutions; my teaching, ethics and governance.

I hold a Ph.D. degree in economics and political economy from Carnegie Mellon University. My alma mater is a leading light in applying the learning sciences to online education. The spirit by which research informs not only course content but also pedagogical design animates my teaching.

In the classroom, I mix Socratic dialogue with a game play pedagogy. Socratic dialogue doesn't travel well, but the game play pedagogy has the potential to work better online than it does in the classroom. In this hybrid seminar, you will experience the best of both worlds!

Over the course of 10 weeks, you'll be checking in once a week—Monday through Wednesday—on a day and at a time of your choice to play games. Under the cloak of a pen name, you'll be participating in a game-of-life simulation with several dozen similarly concealed fellow students.

In the second half of each week—every Friday morning—you and I will meet in the classroom. Together we'll view the game play data, engage the relevant literature, and relate the data and the literature to the real world. Then off you go and write a two-page report. Subsequently we'll discuss your reports and the reports of your fellow students.

Along the way, you'll learn more about rationality, morality, and collective action than you ever dreamed possible ... You'll find out how your player type fits into a moral ecology of player types. The dark sides of your type will be offset by the bright sides of other types, and conversely your type will save other types from ruin.

On top of getting college credit for having fun playing games, you will gain social networking skills consistent with cutting-edge social science as well as writing and data analysis skills in high demand by employers in business, government, and civil society.

I look forward to serving as your teacher this quarter. Actually … half the time I will be out of the picture. You and your fellow students will be teaching each other and learning from one another!

Course description

Can't we all just get along? To study this question, you will play games of cooperation, coordination, collaboration, and competition (4C). You will examine whether and how diversity, disagreement, and democracy (3D) influence the game play.

Learning goals include: understanding under what conditions diversity feeds productively or counterproductively into a group effort; developing self- and other-awareness of the emergent properties of disagreement; and appreciating how different kinds of social organization promote or undercut social cognition and collective action.

Such understanding can be taught top-down only up to a point; for the most part it needs to develop bottom-up, through experiential and interactive learning; active and analytical learning; systems thinking and real world application. You will play games, complete surveys, and explore simulations. Over and over again, you will experience a human complex system in action, first from a frog's perspective, as an inhabitant of the system, then with a bird's eye view, as the analyst of the system. The effect is to create a peculiar kind of tolerance, as in, *de todo ha de haber en el mundo* [it takes all sorts to make a world], including the intolerant sort.*

*The Spanish quote, which dates back to 1615, is drawn from the second volume of Miguel de Cervantes's *El ingenioso hidalgo Don Quijote de la Mancha* [The Ingenious Gentleman Don Quixote of La Mancha].

Grading scheme, part 1 (weekly reports)

Your final grade depends on your weekly reports (Grading Scheme, part 1 of 2) and your game play (Grading Scheme, part 2 of 2).

You must submit 10 two-page weekly reports, one per week, by Sunday midnight. Each of the 10 report grades counts 10% each towards your final grade. Your final grade may further increase by up to a full grade depending on your Cumulative Gaming Points, as noted further below.

Here are the three grading criteria for the weekly reports:

> WRITING (overall look, flow, organization, grammar, spelling)
> 3 points = excellent, 2 points = good, 1 point = fair, 0 points = poor
>
> ARGUMENT & EVIDENCE (hypotheses, data analysis, tables, tables)
> 3 points = excellent, 2 points = good, 1 point = fair, 0 points = poor
>
> INSIGHT (voice, originality, complexity, attention to detail)
> 3 points = excellent, 2 points = good, 1 point = fair, 0 points = poor

The point total for a given report can range from 0 to 9. Here's how your point total translates into a report grade: 9=A+, 8=A, 7=A-, 6=B+, 5=B, 4=B-, 3=C+, 2=C, 1=C-, 0=D.

To calculate your final grade, add up the point totals for your reports and divide the resulting sum by the number of reports. Here's how your point average translates into a final grade: 9=A+, 8=A, 7=A-, 6=B+, 5=B, 4=B-, 3=C+, 2=C, 1=C-, 0=D.

You are allowed to collaborate with other students in this class on your data analysis, but each of you must write up your own report from scratch.

Grading scheme, part 2 (game play)

Your final grade depends on your weekly reports (Grading Scheme, part 1 of 2) and your game play (Grading Scheme, part 2 of 2).

Every time you respond to a survey, play a game, or explore a simulation, you get points:

> GAMES
> The number of points you get for playing a game varies depending on your responses, other students' responses, and luck.
>
> SURVEYS
> You get a fixed number of points for responding to a survey: 10 points each for simple surveys, 100 points each for complex surveys.
>
> SIMULATIONS
> You get a fixed number of points for exploring a simulation: 10 points each for simple simulations, 100 points each for complex simulations.

Over the course of the quarter, your points will accumulate. At the end of the quarter, your Cumulative Gaming Points will feed into your final grade. They will increase your final grade not at all (+0) or by one third of grade (+1/3), two thirds of a grade (+2/3), or a full grade (+1).

Let's say your final grade, based on your Weekly Reports is a B+. Depending on your Cumulative Gaming Points, your final grade will stay put at B+ or increase to A-, A, or A+. Your game play can only improve your final grade; it cannot drag down your final grade.

The translation of Cumulative Gaming Points into final grade improvements is automated. Students are grouped into Bottom Third, Middle Third, and Top Third. The final grades of the Bottom Third will increase zero (+0); the Middle Third, by one third (+1/3); the Top Third, by two thirds (+2/3). Within the Top Third, the three students with the most points—the Top Three—will see their final grades improved by a full grade (+1).

Here's an example with made up Pen Names, Cumulative Gaming Points, and cutoff points. Don't get hung up on the specific cutoff points—they are made up purely for the sake of the example.

Let's say that by the time final grades are computed there are 47 students enrolled in the course. First off, a computer program sorts the pen names by Cumulative Gaming Points, as in, Pen Name #1 has the lowest number of points and Pen Name #47 has the highest number of points.

RANKING	PEN NAME	CUMULATIVE GAMING POINTS	GRADE IMPROVEMENT
Pen Name #1	JohnnyComeLately	440	+0
Pen Name #2	WattsUp	550	+0
- - -	- - -	- - -	- - -
Pen Name #15	VirtuousQueen	886	+0
Pen Name #16	ChickenSalad	1,112	+1/3
- - -	- - -	- - -	- - -
Pen Name #31	CocoChanel	5,326	+1/3
Pen Name #32	UntamedGorilla	6,333	+2/3
- - -	- - -	- - -	- - -
Pen Name #44	MissPetticoat	16.940	+2/3
Pen Name #45	Prez-in-2034	18,552	+1
Pen Name #46	Wonnerfull	26,091	+1
Pen Name #47	WanderingTortoise	53,927	+1

Next, so that I can calculate your final grade taking into account your Cumulative Gaming Points, the computer software generates four lists:

- 15 students with +0 grade improvements sorted alphabetically by real name,
- 16 students with +1/3 grade improvement sorted alphabetically by real name,
- 13 students with +2/3 grade improvements sorted alphabetically by real name,
- 3 students with +1 grade improvement sorted alphabetically by real name.

The translation of Cumulative Gaming Points into final grade improvements is automated in such a fashion that I cannot infer your identity (your real name) from your Pen Name.

Readings

The readings are distributed across the class sessions, where you can access and download them. All articles and book chapters are posted. For the books, you will need to seek out a library. *Remember, if you read everything carefully, you'll drown in the literature.* The goal is for you to skim each reading and extract the essence of what you need in light of the raw data you have before you and the real-world application you have mind. There is no exam in this class, and you won't be tested on your knowledge of the readings per se (whatever that means).

To fix ideas, here are the readings that go with the Happiness and Anger Surveys, the Income Games with Mean-Variance Tradeoff and Same Mean Different Variances, and the Manual and Automated Segregation Simulations:

Asians vs. Westerners and the fundamental attribution error

Ross, Lee, and Richard J. Nisbett. 1991. The Person and the Situation. Philadelphia, PA: Temple University Press.

Henrich, Joseph, et al. 2010. "The Weirdest People in the World." Behavioral and Brain Sciences 33(2-3): 61-83.

Nisbett, Richard J. 2004. The Geography of Thought: How Asians and Westerners Think Differently... and Why. New York: Free Press.

Nagourney, Eric. 2008. "East and West Part Ways in Test of Facial Expressions." New York Times. March 18.

Masuda, Takahiko, et al. 2008. "Placing the Face in Context: Cultural Differences in the Perception of Facial Emotion." Journal of Personality and Social Psychology 94(3): 365-381.

Catholics vs. Protestants and the fundamental attribution error

Li, Yexin Jessica, et al. 2012. "Fundamental(ist) Attribution Error: Protestants are Dispositionally Focused." Journal of Personality and Social Psychology 102 (2): 281-290.

Depressive realism

Gut, Emmy. 1989. Productive and Unproductive Depression: Success or Failure of a Vital Process. New York: Basic Books.

Alloy, Lauren B., and Lyn Y. Abramson. 1979. "Judgment of Contingency in Depressed and Nondepressed Students: Sadder but Wiser?" Journal of Experimental Psychology 108 (4): 441-485.

Andrews, Paul W., and J. Anderson Thomas. 2010. "The Bright Side of Being Blue: Depression as an Adaptation for Analyzing Complex Problems." Psychological Review 116 (2): 620-654.

Gender and risk preferences

Croson, Rachel, and Uri Gneezy. 2009. "Gender Differences in Preferences." Journal of Economic Literature 47(2): 1-27.

Rubin, Paul H., and Chris W. Paul II. 1979. "An Evolutionary Model of the Taste for Risk." Economic Inquiry 17: 585-596.

Birth order and risk preferences

Sulloway, Frank. 1996. Born to Rebel: Birth Order, Family Dynamics, and Creative Lives. New York: Pantheon.

Morgan, Erica M. 2009. The Heir and the Spare: Impact of Birth Order on Risk Attitudes, Discount Rates, and Behaviors. Dissertation. University of South Carolina.

Lampi, Elina, and Katarina Nordblom. 2012. "Risk-Taking Middle-Borns: A Study on Risk Preferences and Birth Order." In: Maison Dupont and Jean-Pierre Renaud. Siblings: Social Adjustments, Interactions, and Family Dynamics. Hauppaugge, NY: Nova.

Cameron, L., N. Erkal, L. Gangadharan, X. Meng. 2013. "Little Emperors: Behavioral Aspects of China's One-Child Policy." Science Magazine. January 10.

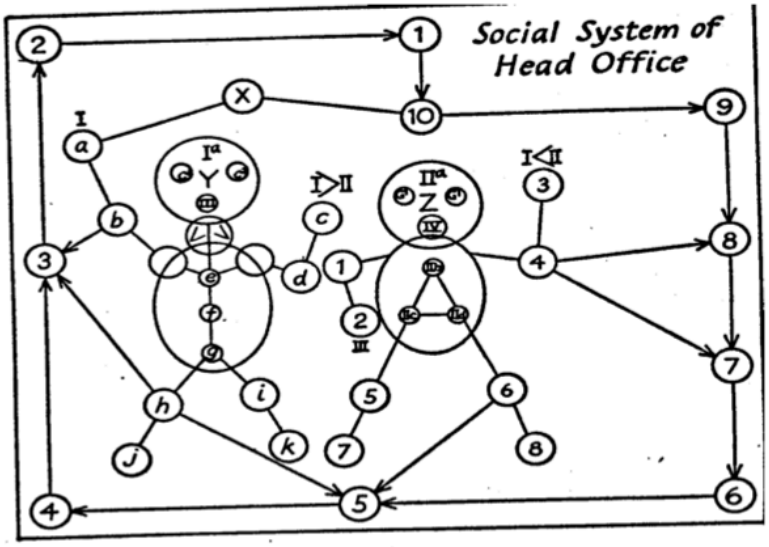
Race and segregation dynamics

Schelling, Thomas S. 1971. "Dynamic Models of Segregation." Journal of Mathematical Sociology 1(2): 143-186.

Political orientation and echo chambers

Bishop, Bill. 2008. The Big Sort: Why the Clustering of Like-Mind Americans is Tearing Us Apart. New York: Houghton Mifflin Harcourt.

Sunstein, Cass. 2009. Going to Extremes: How Like Minds Unite and Divide. New York: Oxford University Press.



List of Surveys, Games, and Simulations

SANDBOX
Trolley Survey

Week 1
Enter gaming platform
Create pen name
Presurvey
Pretest
Diversity Survey

INTRODUCTION
Happiness Survey
Anger Survey
Income Game with Mean-Variance Tradeoff
Income Game with Same Mean and Different Variances
Manual Segregation Simulation
Automated Segregation Simulation

Week 2
COOPERATION AND A LITTLE BIT OF COMPETITION
Hunger Survey (not to be confused with Hunger Games)
Basic Public Goods Game
Public Goods Game with Eyes of Honesty
Public Goods Game with Inspirational Dog
Public Goods Game with Awe-inspiring Experience
Public Goods Game with Golden Rule
Public Goods Game with Zeros, Fives, and Tens
Public Goods Game with Partner Selection

Week 3
Competitive Public Goods Game with Jets and Sharks
Competitive Public Goods Game with Democrats and Republicans
Public Goods Game with Bottom-up Punishment

Weeks 3 and 4
Dictator Game
Ultimatum Game
Trust Game
Trust Game with Race and Ethnicity
Salary Negotiation Game

Week 5
COORDINATION AND A LITTLE BIT OF COMPETITION
Coordination Game with n=2
Coordination Game with n=15
Coordination Game with Whole Class (approx. n=50)
Numbers Game with 3/4
Numbers Game with 4/3

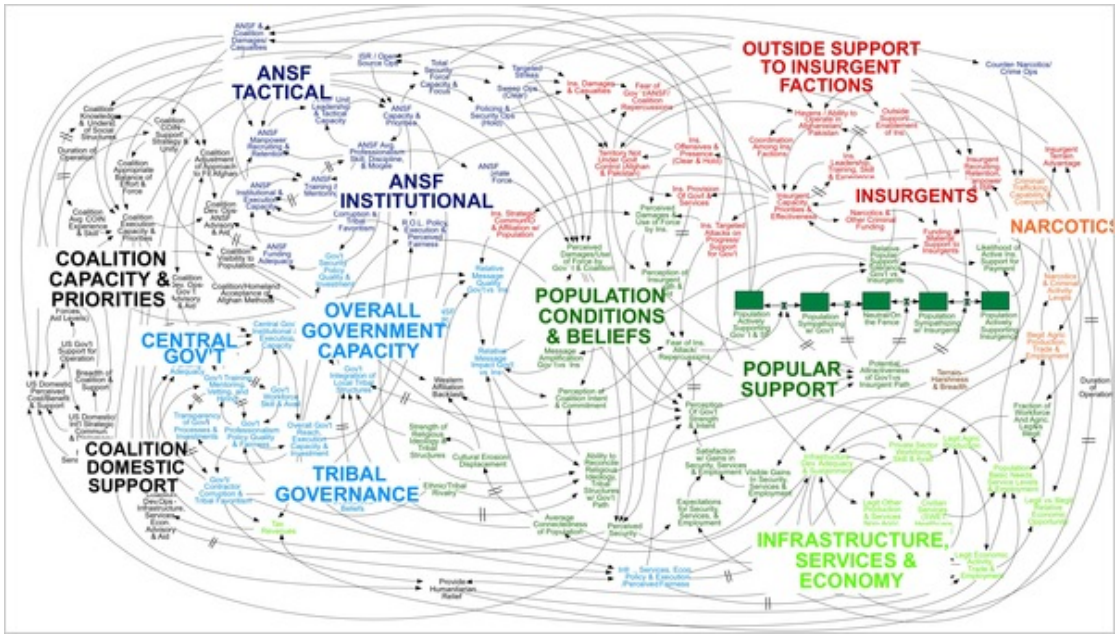
Week 6
Coordination Game with Leadership
Coordination Game with Random Top-down Punishment
Coordination Game with Sequential Top-down Punishment
Coin Tossing Game 1x
Coin Tossing Game 10x

Week 7
COLLABORATION AND A LITTLE BIT OF COMPETITION
Bureaucracy Game

Week 8
Speluncean Explorers Survey
Randomness of Death Penalty Simulation

Week 9
Rutgers Roommate Survey
Jury Selection Simulation
Hot Coffee Survey
Jury Selection Game

Week 10
CONCLUSION
Game of Life Simulation
Real World Application
Postsurvey
Posttest
Exit through the gift shop (just kidding)



UCLA Course Inventory Management System

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New Course Proposal

	Political Science 60 **Diversity and Disagreement: How to Succeed in Politics Without Really Trying**
Course Number	**Political Science 60**
Title	**Diversity and Disagreement: How to Succeed in Politics Without Really Trying**
Short Title	**DVRSTY & DISAGRMNT**
Units	Fixed: **5**
Grading Basis	**Letter grade or Passed/Not Passed**
Instructional Format	**Lecture - 3 hours per week** **Discussion - 1 hours per week**
TIE Code	**LECS - Lecture (Plus Supplementary Activity) [T]**
GE Requirement	**Yes**
Major or Minor Requirement	**Yes**
Requisites	**None**
Course Description	**Can't we all just get along? To study this question, you will play games of cooperation, coordination, collaboration, and competition (4C). You will examine whether and how diversity, disagreement, and democracy (3D) influence the game play. Learning goals include: understanding under what conditions diversity feeds productively or counterproductively into a group effort; developing self- and other-awareness of the emergent properties of disagreement; and appreciating how different kinds of social organization promote or undercut social cognition and collective action. Such understanding needs to develop bottom-up, through experiential and interactive learning; active and analytical learning; systems thinking and real world application. You will play games, complete surveys, and explore simulations. Over and over again, you will experience a human complex system in action, first from a frog's perspective, as an inhabitant of the system, then with a bird's eye view, as the analyst of the system.**
Justification	**The addition of this lower division course will give students more options in fulfilling the preparation requirements for the major.**
Syllabus	File *PS 60-lohmann-syllabus GEgovCM-smaller.pdf* was previously uploaded. You may view the file by clicking on the file name.
Supplemental Information	
Grading Structure	**10 two-page weekly reports: 10% each**
Effective Date	**Fall 2014**
Instructor	Name: **SUSANNE LOHMANN** — Title: **Professor**

Quarters Taught	☑ Fall ☑ Winter ☑ Spring ☐ Summer
Department	**Political Science**
Contact	Name: **JAMES BONDURANT** E-mail: **bonduran@polisci.ucla.edu**
Routing Help	

ROUTING STATUS

Role:	Dean College/School or Designee - Audish,Lisa Michelle (LAUDISH@COLLEGE.UCLA.EDU) - 47245
Status:	Pending Action

Role:	FEC School Coordinator - Castillo, Myrna Dee Figurac (MCASTILLO@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 4/14/2014 4:06:09 PM
Changes:	Grading Structure
Comments:	Routing to Lisa Audish for Dean Duranti's approval.

Role:	Department/School Coordinator - Bondurant, James S (BONDURAN@POLISCI.UCLA.EDU) - 51184
Status:	Returned for Additional Info on 4/14/2014 3:46:24 PM
Changes:	No Changes Made
Comments:	No Changes

Role:	Department Chair or Designee - Thies, Michael F. (THIES@POLISCI.UCLA.EDU) - 51976
Status:	Approved on 4/14/2014 3:44:52 PM
Changes:	No Changes Made
Comments:	No Comments

Role:	Initiator/Submitter - Bondurant, James S (BONDURAN@POLISCI.UCLA.EDU) - 51184
Status:	Submitted on 4/14/2014 3:35:31 PM
Comments:	Initiated a New Course Proposal

Back to Course List

Comments or questions? Contact the Registrar's Office at
cims@registrar.ucla.edu or (310) 206-7045