

General Education Course Information Sheet

Please submit this sheet for each proposed course

<i>Department & Course Number</i>	Asian Languages and Cultures - Korea98T
<i>Course Title</i>	Understanding North Korean Thought: Historical and Comparative Perspectives
<i>Indicate if Seminar and/or Writing II course</i>	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 _____ X
- 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.

Philosophic and Linguistic Analysis: Students will be tasked to think critically about the history of North Korean philosophy, ideology, culture, and society, culminating in a significant research paper. The course will draw on comparative perspectives from intellectual traditions around the world, as well as within Korean history, in order to reach a better, more nuanced understanding of North Korean thought. For example, students will explore the philosophy of Marx, the Marxism-Leninism of Stalin, the thought of Mao Zedong, and ethical/philosophical framework of Neo-Confucianism. The course also investigates the relationship between North Korean thought and society/politics/economy.

Historical Analysis: The course chiefly focuses on the history of North Korean thought, concurrently drawing on comparative historical perspectives. Students will explore the historical origins and transformation of North Korean thought, in addition to methods we can use to think about such transformation (the transformation of thought). The course attempts to find answers as to how and why North Korean thought changed the way it did, when it did. Students will thus be confronted with an array of contradictory scholarly arguments on and historical approaches to the topic, being tasked to evaluate these arguments and approaches against primary source materials on North Korean philosophy and ideology, as well as archival documents from former socialist states. As a result, the course deals a lot with the various methods scholars employed when reading these documents and how these methods led to various interpretations. The course also contains a substantial writing component.

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

Thomas Stock, Teaching Fellow; Namhee Lee, Professor

Do you intend to use graduate student instructors (TAs) in this course? Yes _____ No X

If yes, please indicate the number of TAs _____

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** **(HOURS)**

(B) OUT-OF-CLASS HOURS PER WEEK (if not applicable write N/A)
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1. General Review & Preparation:	<u> 1 </u>	(hours)
2. Reading	<u> 4 </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> 5 </u>	(hours)
7. Research Activity:	<u> 2 </u>	(hours)

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

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

Understanding North Korean Thought: Historical and Comparative Perspectives

Instructor: Thomas Stock
Email: thostock@ucla.edu
Office Hours: TBA

Course Description:

What is North Korean thought? Where are its origins? How did it change over time and why? Has it affected North Korean politics, economy, or society? These are questions you typically will not find in media portrayals of North Korea. Indeed, the topic of North Korea excites us, because the country *seems* so different from our own. Its defiance of the US only adds to this. Every time North Korea launches a missile, conducts a nuclear test, or one of its leaders dies, Americans are inundated with media reports. While people are clearly intrigued, these reports usually do not step beyond the superficial and tend to reinforce preconceived notions about the country. Yet there is more to North Korea than simply its security threat. It is a nation with a history, particularly in the realm of thought. Thus, in order to better understand North Korea today, it behooves us to investigate the history of North Korean thought and establish comparative perspectives. In so doing, we should not limit us to the discipline of history, however. To the contrary, we must give due consideration to disciplines such as philosophy, political science, and anthropology, especially in a multidisciplinary field like North Korea.

Over the duration of this course, you will be exposed to a plethora of primary and secondary source material, especially translated primary sources. They were carefully selected to enable you to critically think about North Korean thought and its history. While you will be introduced to a variety of scholarly views on the topic, you will also be taught how to evaluate primary sources against these views. Ultimately, you are supposed to arrive at your own educated understanding of North Korean thought, being able to weigh various primary source material against secondary sources from a variety of disciplines. To accomplish this, you will also be tasked to write a research paper, lead class discussion, and articulate as well as defend positions based on your reading of the materials. Even once you have successfully completed this course, you will possess the ability to conduct independent research on North Korea.

Course Objectives:

At the conclusion of this course, students should be able to:

- Understand the history of North Korean thought and draw educated comparisons
- Employ a variety of disciplinary methods to understand North Korean thought and its impact on the North Korean political system, economy, and society
- Weigh primary source material against secondary source material
- Formulate a research project, conduct preliminary research, compose a literature review, write a paper draft, revise a draft, and create a polished research paper that has undergone a multilateral review process

- Engage in educated debate on the topic of North Korea, being able to take a position, defend it, and revise it
- Conduct independent research on North Korea beyond the end of this course, having gained a general knowledge about the availability and location of primary source materials

Course Requirements and Grading:

- Leading and Participating in Discussion: 40%
 - { Leading Discussion = 20%
 - Participating in Discussion = 20% }

Every week a small group of students will be assigned the role of discussion leaders. At least 24 hours prior to the beginning of class, these students shall post a critical analysis of the assigned readings due for that day (ca. 500 words). Below the analysis, which should take a definite stance on issues that arise in the course of reading, these students shall pose a series of questions that can be debated in class. Thus, critical analyses are not summaries. Do not summarize the readings! Instead, you should create the preconditions for a fruitful discussion in which the entire class evaluates potential problems in authors' arguments, the evidence they employ, counterevidence you have found, and how primary source materials weigh against these arguments. During class, discussion leaders are expected to continuously carry the discussion forward and engage with other students' responses. As such, you are welcome to critically engage with the other discussion leaders' analyses. Students not leading the discussion that week must have read the analyses and questions posted on the course website prior to coming to class, thought about them, and prepared their own responses for class discussion. Hence, students' attendance and preparation is a necessity.

- Research Paper: 60%
 - { Research Proposal = 5%
 - Literature Review = 5%
 - First Draft = 10%
 - Peer Review = 10%
 - Final Draft = 30% }

Your research topic must be submitted to the instructor in Week 3. You are advised to consult with the instructor during office hours before making a submission. In Week 5 you will submit your official research proposal, in which you have formulated a research question and a thesis on your topic. Your proposal should also include a part on your preliminary findings, proving the viability of your project. Together with your official proposal, you will also submit a literature review, which should be directly relevant to your own research question and thesis, clearly positioning yourself within the literature. A first draft is due in Week 7. Your first draft, while by no means perfect, should clearly pursue an argument and attempt to use primary source evidence to support that argument, concurrently positioning itself in the literature. Your instructor will read your draft and provide you with feedback the following week. In Weeks 8 to 10 peer review will take place. Each week another student will be assigned to read your paper and give critical feedback—evaluating whether you are consistently pursuing an argument, if the evidence you employ is strong enough—and provide miscellaneous suggestions. Your review of another student's draft is to be written in a separate document. Please provide two hardcopies,

one for the respective student and one for the instructor. Your review should be very specific and thorough. Do not be afraid to cite specific passages, voice disagreement, or point out style issues. Anything is fair game. Throughout the writing process, students are encouraged to meet with the instructor during office hours. The final draft (10-15 pages, double-spaced, Chicago Manual of Style) is due during finals week.

Readings:

When reading the materials due for each week, pay particular attention to the main argument/thesis the author is pursuing (it is a good idea to highlight the thesis). During the seminar, you should be able to present the author's main argument (in your own words) if asked to do so. Try to evaluate the strength of the author's argument, how he or she pursues it, and what evidence is used. Additionally, try to find connections/disagreements/contradictions between the various secondary sources you are reading, even if they are from another week. The primary sources are important too, as you should weigh them against the various authors' positions you read about in that week.

Academic Dishonesty:

As stated on the Dean of Students' website:

"UCLA is a community of scholars. In this community, all members including faculty, staff and students alike are responsible for maintaining standards of academic honesty. As a student and member of the University community, you are here to get an education and are, therefore, expected to demonstrate integrity in your academic endeavors. You are evaluated on your own merits. Cheating, plagiarism, collaborative work, multiple submissions without the permission of the professor, or other kinds of academic dishonesty are considered unacceptable behavior and will result in formal disciplinary proceedings usually resulting in suspension or dismissal."

I therefore recommend you carefully read the UCLA Student Code of Conduct, especially regarding plagiarism. Any suspected plagiarism will be reported to the Dean of Students.

OSD Statement and Special Educational Needs:

"Students needing an academic accommodation based on a disability should contact the Office for Students with Disabilities (OSD) located at (310) 825-1501 or A255 Murphy Hall. When possible, students should contact the OSD within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.osd.ucla.edu."

Please let your instructor know as soon as possible if you have a document disability requiring accommodation.

Course Structure:

Part I: North Korean Thought in Recent Years

Week 1: The Juche Idea

Secondary Sources:

- David-West, Alzo. “‘Man Is the Master of Everything and Decides Everything’: De-Constructing the North Korean Juche Axiom.” *Essays in the Philosophy of Humanism* 17, no. 2 (2009): 67–84.
- Hale, Christopher. “Multifunctional Juche: A Study of the Changing Dynamic between Juche and the State Constitution in North Korea.” *Korea Journal* 42, no. 3 (2002).
- Myers, Brian. “Ideology as Smokescreen: North Korea’s Juche Thought.” *ACTA KOREANA* 11, no. 3 (2008): 161–82.
- Park, Han Shik. “North Korea’s Juche: Its Premises, Promises, and Problems.” *Korea and World Affairs* 6, no. 4 (n.d.): 546–64.
- Robinson, Michael Edson. 2009. *Korea's Twentieth-Century Odyssey: A Short History*. Honolulu: University of Hawai'i Press, 146-166.

Primary Sources:

- Kim Jong Il. 1982. *On the Juche Idea: Treatise Sent to the National Seminar on the Juche Idea Held to Mark the 70th Birthday of the Great leader Comrade Kim Il Sung, March 31, 1982*. Pyongyang, Korea: Foreign Languages Pub. House.

Week 2: Leadership and Succession

Secondary Sources:

- Armstrong, Charles. 2014. *The Koreas*. New York: Routledge, Taylor & Francis Group, 52-55.
- Kwon, Heonik and Chung Byung-Ho. *North Korea: Beyond Charismatic Politics*. Lanham, Md.: Rowman & Littlefield Publishers, 2012, 9-42, 71-100.
- Lim, Jae-Cheon. 2012. “North Korea's Hereditary Succession: Comparing Two Key Transitions in the DPRK”. *Asian Survey* 52 (3). University of California Press, 550–70.
- Monday, Chris. 2011. “Family Rule as the Highest Stage of Communism”. *Asian Survey* 51 (5). University of California Press, 812–43.
- Ryang, Sonia. *Reading North Korea: An Ethnological Inquiry*. Cambridge, Mass.: Harvard University Asia Center : Distributed by Harvard University Press, 2012, 40-84.

Primary Sources:

- “Notice to All Party Members, Servicepersons and People,” KCNA, December 19, 2011.
- “We Are under Respected Kim Jong Un,” KCNA, December 19, 2011.
- “Korean People Fully Determined to Win Final Victory under Leadership of Kim Jong Un,” KCNA, December 19, 2011.

Week 3: Theater, Art, and Propaganda

Due: Research Topic (Submit to the Instructor via Email)

Secondary Sources:

- Armstrong, Charles K. "The Origins of North Korean Cinema: Art and Propaganda in the Democratic People's Republic." *Acta Koreana* 5:1 (January 2002): 1-19.
- Frank, Rüdiger. "The Arirang Mass Games of North Korea." *The Asia-Pacific Journal* 11, no. 46 (2013).
- Kim, Suk-Young. 2010. *Illusive Utopia: Theater, Film, and Everyday Performance in North Korea*. Ann Arbor: University of Michigan Press, 205-259.
- Roubal, Petr. "Politics of Gymnastics: Mass Gymnastic Displays under Communism in Central and Eastern Europe." *Body & Society* 9, no. 2 (2003), 1-25.

Primary Sources:

Please watch the following before coming to class:

A Schoolgirl's Diary (2007)

https://www.youtube.com/watch?v=i_F2epbt2E

The Arirang Mass Games (2012)

<https://www.youtube.com/watch?v=67T9-43hb5I>

The 5th Gymnastics and Sports Festival of the German Democratic Republic (1969)

https://www.youtube.com/watch?v=q0IF_AiZ-Hg

Part II: What Are the Historical Origins of North Korean Thought?

Week 4: Confucianism?

Secondary Sources:

- Chung, Young-Soon. "The Resurrection of Confucianism in North Korea." *The Review of Korean Studies* 13, no. 3 (2010): 65–85.
- Cumings, Bruce. 2005. *Korea's Place in the Sun: A Modern History*. New York: W. W. Norton, 404-447.
- David-West, Alzo. "Between Confucianism and Marxism-Leninism: Juche and the Case of Chong Tasan." *Korean Studies* 35, no. 1 (2011): 93–121.
- Myers, Brian. *The Cleanest Race: How North Koreans See Themselves and Why It Matters*. Brooklyn, N.Y.: Melville House, 2010, 95-112.

Primary Sources:

- Kim Jong Il. 1988. *On Establishing the Juche Outlook on the Revolution: Talk to the Senior Officials of the Central Committee of the Workers' Party of Korea, October 10, 1987*. Pyongyang, Korea: Foreign Languages Pub. House.
- Chŏng, Yag-yong. 2010. *Admonitions on Governing the People: Manual for All Administrators*. Berkeley: University of California Press, Excerpts.

Week 5: The Colonial Legacy and Decolonization? The Case of Nationalism

Due: Research Proposal and Literature Review (Submit as Hardcopy)

Secondary Sources:

- Han, Hongkoo. "Wounded Nationalism: The Minsaengdan Incident and Kim Il Sung in Eastern Manchuria," 1999, 1-29.
- Kim, Elli Sua. "Rituals of Decolonization: The Role of Inner-Migrant Intellectuals in North Korea, 1948-1967," *PhD Dissertation*. UCLA (2014), 111-141.
- Shin, Gi-Wook. 2006. *Ethnic Nationalism in Korea: Genealogy, Politics, and Legacy*. Stanford, Calif: Stanford University Press, 41-57, 79-95.
- Suh, Dae-Sook. 1988. *Kim Il Sung: The North Korean Leader*. New York: Columbia University Press, 301-313.

Primary Sources:

- Sea of Blood: The Novel*. 1982. Pyongyang, Korea: Foreign Languages Pub. House, Excerpts.
- The Benevolent Sun*. 1982. Pyongyang, Korea: Foreign Languages Publishing House, Excerpts.
- Günther, Friedrich, and J. A. Arbatow. 1960. *Grundlagen des Marxismus-Leninismus: Lehrbuch [The Foundations of Marxism-Leninism: A Textbook]*. Berlin: Dietz, 120-135.

Week 6: Marxism?

Secondary Sources:

- Burns, Tony. "Joseph Dietzgen and the History of Marxism." *Science & Society* 66, no. 2 (2002), 202-227.
- Kline, George L. "The Myth of Marx' Materialism." *Philosophical Sovietology* 50 (1987), 158-203.
- Park, Han Shik. "The Nature and Evolution of Juche Ideology." In *North Korea: Ideology, Politics, Economy*, edited by Han S. Park. Englewood Cliffs, N.J.: Prentice Hall, 1996.

Primary Sources:

- Dietzgen, Joseph, Max Beer, F. A. Rotshtein, Eugen Dietzgen, Ernest Untermann, and Joseph Dietzgen. 1906. *Some of the Philosophical Essays on Socialism and Science, Religion, Ethics, Critique-of-Reason and the World-at-Large*. Chicago: Charles H. Kerr & Company, 291-313.
- Marx, Karl. "Preface to a Contribution to the Critique of Political Economy." (1859), <https://www.marxists.org/archive/marx/works/1859/critique-pol-economy/preface.htm>
- Marx, Karl. *The German Ideology*, Parts A and B
<https://www.marxists.org/archive/marx/works/1845/german-ideology/ch01a.htm>
<https://www.marxists.org/archive/marx/works/1845/german-ideology/ch01b.htm>
- Kim Jong Il. "On Some Problems of Education in the Juche Idea." University of Oregon Libraries (1995), <http://libweb.uoregon.edu/ec/e-asia/read/3020.pdf>.

Week 7: Leninism, Marxism-Leninism, Stalinism, Maoism?

Due: First Draft (You need two hardcopies, one for the instructor and another for the student assigned to review your draft)

Secondary Sources:

Armstrong, Charles. *The North Korean Revolution, 1945-1950*. Ithaca: Cornell University Press, 2003, 1-12, 53-70.

Dirlik, Arif. "The Predicament of Marxist Revolutionary Consciousness: Mao Zedong, Antonio Gramsci, and the Reformulation of Marxist Revolutionary Theory." *Modern China* 9, no. 2 (1983), 182-211.

Kołakowski, Leszek, and P. S. Falla. 1978. *Main Currents of Marxism: Its Rise, Growth, and Dissolution*. Oxford: Clarendon Press, 661-686, 741-753, 772-778, 789-823.

Scalapino, Robert A., and Chong-Sik Lee. *Communism in Korea*. Berkeley: University of California Press, 1972, 847-873.

Primary Sources:

Stalin, J.V. "The National Question and Leninism,"

<https://www.marxists.org/reference/archive/stalin/works/1929/03/18.htm>

Excerpts from the 3rd Party Congress of the Socialist Unity Party of Germany (July 1950), translated by Thomas Stock.

Part III: North Korean Thought vis-à-vis Global Politics, Economy, and Society

Week 8: De-Stalinization, the Sino-Soviet Split, and the Cold War

Due: Peer Review 1 (Provide two hardcopies, one for the student and one for the instructor)

Note: After having received your review, you should make changes to your draft over the course of this week. Do not submit the exact same draft in Peer Review 2.

Secondary Sources:

Armstrong, Charles. *Tyranny of the Weak: North Korea and the World, 1950-1992*. Ithaca: Cornell University Press, 2013, 168-207.

Lankov, Andrei. *Crisis in North Korea: The Failure of De-Stalinization, 1956*. Honolulu, Hawai'i: University of Hawai'i Press, 2007, 26-59.

Szalontai, Balázs. *Kim Il Sung in the Khrushchev Era: Soviet-DPRK Relations and the Roots of North Korean Despotism, 1953-1964*. Washington, D.C.; Stanford, Calif.: Woodrow Wilson Center Press ; Stanford University Press, 2005, 85-112.

Primary Sources:

Excerpts from the East German SED and Staasi Archives, translated by Thomas Stock

Week 9: Economic Development and North Korean Thought

Due: Submit a revised copy of your paper draft (provide only one hardcopy for the student assigned to review your draft)

Secondary Sources:

- Chung, Young Chul. "North Korean Reform and Opening: Dual Strategy and 'Silli (Practical) Socialism.'" *Pacific Affairs* 77:2 (2004), 283-304.
- Frank, Rüdiger. "Researching Socialist Transformation in North Korea: Obstacles, Opportunities, Concepts." In *Driving Forces of Socialist Transformation*, edited by Rüdiger Frank and Sabine Burghart. Praesens Verlag: Vienna, 2009, 28-60.
- Kluver, Alan R. 1996. *Legitimizing the Chinese Economic Reforms: A Rhetoric of Myth and Orthodoxy*. Albany: State Univ. of New York Press, 40-70.
- Oh, Kong Dan, and Ralph C. Hassig. *North Korea through the Looking Glass*. Washington, D.C.: Brookings Institution Press, 2000, 41-80.

Primary Sources:

- "Increased Economic Independence Called For," KCNA, July 6, 2008.
- "Rodong Sinmun on Independent Economy," KCNA, April 23, 2011.
- "Self-Reliance Leads to Independence and Prosperity: Rodong Sinmun," KCNA, November 23, 2012.

Week 10: What is the Impact of North Korean Ideology on Social Life, Regime Stability, and Access to Information?

Due: Peer Review 2 (Provide two hardcopies, one for the student and one for the instructor)

Secondary Sources:

- Lankov, Andrei. 2013. *Life and Politics in the Failed Stalinist Utopia*. New York: Oxford University Press, 99-120, 221-230, 244-258.
- Lee, Dongbae. 2013. "The Influence of North Korean Political Ideologies on the Integration of North Korean Defectors in South Korea." *Studia Orientalia Electronica*, 1, 1-20.
- Lim, Soon-Hee. 2007. *Value Changes of the North Korean New Generation and Prospects*. Korea Institute for National Unification, 1-52.

Primary Sources:

- "Second Encounter" (A North Korean Short Story):
<http://www.wordswithoutborders.org/article/second-encounter#ixzz301T1NaAc>
- "East German Staasi Evaluation of North Korean Society," 1988, translated by Thomas Stock.
- "East German Evaluation of the 13th World Festival of Students and Youth in Pyongyang", 1989, translated by Thomas Stock.



New Course Proposal

Korean 98T	
Understanding North Korean Thought: Historical and Comparative Perspectives	
Course Number	Korean 98T
Title	Understanding North Korean Thought: Historical and Comparative Perspectives
Short Title	NORTH KOREAN THGHT
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	Enforced: Satisfaction of entry-level Writing requirement. Freshman and sophomores preferred.
Course Description	Critical examination of North Korean thought's origins, historical evolution, and impact, employing comparative perspectives. Designed to engage students in educated discussion about and research on North Korean philosophy, ideology, culture, etc. Substantial writing component.
Justification	Part of the series of seminars offered through the Collegium of University Teaching Fellows
Syllabus	File Korea 98T Syllabus.pdf was previously uploaded. You may view the file by clicking on the file name.
Supplemental Information	Professor Namhee Lee is the faculty mentor for this course.
Grading Structure	40% participation; 60% research paper
Effective Date	Spring 2017
Discontinue Date	Summer 1 2017
Instructor	Name: Thomas Stock Title: Teaching Fellow
Quarters Taught	<input type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
Department	Asian Languages and Cultures
Contact	Name: MICHELLE CHEN E-mail: mchen@oid.ucla.edu
Routing Help	

ROUTING STATUS

Role: Registrar's Publications Office

Status: Pending Action

Role: Registrar's Scheduling Office - Thomson, Douglas N (DTHOMSON@REGISTRAR.UCLA.EDU) - 51441

Status: Added to SRS on 8/12/2016 12:43:31 PM

Changes: Short Title

Comments: No Comments

Role:	FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040
Status:	Approved on 8/11/2016 3:57:18 PM
Changes:	No Changes Made
Comments:	Routing to Doug Thomson in the Registrar's Office.

Role:	FEC Chair or Designee - Bristow, Joseph E (JBRISTOW@HUMNET.UCLA.EDU) - 54173
Status:	Approved on 7/28/2016 9:34:19 AM
Changes:	No Changes Made
Comments:	No Comments

Role:	FEC Chair or Designee - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040
Status:	Returned for Additional Info on 7/27/2016 4:09:07 PM
Changes:	No Changes Made
Comments:	Routing to Joe Bristow for FEC approval.

Role:	CUTF Coordinator - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042
Status:	Approved on 7/13/2016 4:05:38 PM
Changes:	No Changes Made
Comments:	on behalf of Professor Kathleen L. Komar, Chair, CUTF Faculty Advisory Committee

Role:	Initiator/Submitter - Chen, Michelle L. (MCHEN@OID.UCLA.EDU) - 53042
Status:	Submitted on 7/13/2016 3:45:02 PM
Comments:	Initiated a New Course Proposal

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