



DEPARTMENT OF AFRICAN AMERICAN STUDIES  
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August 7, 2017

Muriel McClendon, Chair  
General Education Governance Committee  
A265 Murphy Hall  
Los Angeles, CA 90095

Dear Prof. McClendon:

Enclosed please find all pertinent materials for General Education course, African American Studies 1, Introduction to Black Studies. This course is a unique opportunity to concretize and elaborate exactly what we mean by "Black Studies." The course will give students clear understanding of global and interconnected dimensions of the Black experience and a foundational knowledge of the discipline that will prepare students for more advanced courses in the field as well as in the humanities and social sciences. African American Studies 1 was specifically designed as a hybrid general education course to be offered both online and in the classroom. This course will be accessible to not only UCLA students but to undergraduate students UC wide.

As the department did not previously have an introductory course, this course was specifically designed to prepare our students for the rigors of interdisciplinary scholarship in African American Studies. As we are one of the newest departments at UCLA, African American Studies 1 will also be used to expose the broadest population of undergraduates to our field. It is important to utilize this course as a way to increase our majors and introduce the discipline to a larger number of our colleagues and student body.

It is our objective to introduce students to the history of the field, as well as the method, theories, conceptual framework, and key debates. This course will also equip students with key foundational theoretical constructs and approaches that are important throughout the social sciences and humanities. Therefore, they will also develop a keener grasp of how social science and humanities research is conducted and gain valuable transferrable skills.

Thank you for your attention to this matter. If you have any questions, please do not hesitate to contact me.

Yours truly,

Marcus Anthony Hunter, Professor and Chair  
Department of African American Studies

**General Education Course Information Sheet**

*Please submit this sheet for each proposed course*

Department & Course Number African American Studies 1  
 Course Title Introduction to Black Studies  
 Indicate if Seminar and/or Writing II course \_\_\_\_\_

1 Check the recommended GE foundation area(s) and subgroups(s) for this course

**Foundations of the Arts and Humanities**

- Literary and Cultural Analysis X
- 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.

As an inter- and trans-disciplinary project, the field of Black Studies draws on historical, social, cultural, and literary modes of analysis to examine racialization, the construction of “Blackness”, and the experiences of Black people in the modern world.

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

Prof. Robin D.G. Kelley, Assoc. Prof. Jemima Pierre, Assoc. Prof. Sarah Haley, Assoc. Prof. Gaye Johnson, Assoc. Prof. Marcus Hunter, Assoc. Prof. Shana Redmond, Prof Cheryl I. Harris, Assoc. Prof. Uri. McMillan, Assist. Prof. Peter J. Hudson

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

If yes, please indicate the number of TAs 3

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

2017-18	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>100</u>	Enrollment	_____
2018-19	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>120</u>	Enrollment	_____
2019-20	Fall	_____	Winter	<u>X</u>	Spring	_____
	Enrollment	_____	Enrollment	<u>160</u>	Enrollment	_____

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. \_\_\_\_\_

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Present Number of Units: \_\_\_\_\_

Proposed Number of Units: \_\_\_\_\_

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

- ❑ General Knowledge

This course provides an introduction to methods, theories, conceptual frameworks and key debates in black studies.
  
- ❑ Integrative Learning

Course materials and lectures link key disciplines across social science, humanities, and technology sciences (history, sociology, literature, political theory, anthropology, philosophy, ethnomusicology, visual culture, etc.)
  
- ❑ Ethical Implications

Black Studies was created in response to formidable ethical challenges—the persistence of historical and ongoing structural racism. Racism not only reproduces inequality but premature death, spatial segregation, environmental catastrophes for particular communities, mass incarceration, Eurocentrism, etc. How Black movements and intellectuals address structural racism raise important, generative ethical challenges around questions of violence, separatism, gender equity, democracy, etc.
  
- ❑ Cultural Diversity

This course will explain 1) how was race structures notions of identity and the meaning of Blackness in relation to class, gender, and sexuality; 2) the essential role of African people in the development of modernity *around the world*; 3) and what the various disciplinary lenses and epistemologies tell us about Black experiences, inherently and comparatively.
  
- ❑ Critical Thinking

Course introduces students to key debates within Black Studies—e.g., disagreements over cultural unity vs. hybridity; challenges from Black feminism, Marxism, Critical Race Studies, Afro-Pessimism, etc. Students will critically assess various methods for understanding the histories and conditions of Black people.
  
- ❑ Rhetorical Effectiveness

Students will participate in discussion sections, online forums, and writing assignments in which they will dissect and debate information presented in lectures.
  
- ❑ Problem-solving

The problems described above under “ethical implications” will be tackled as a class, in group work, and individually.
  
- ❑ Library & Information Literacy

Students will be provided with a wealth of library, media, and online resources to complement the lectures.

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

- 1. Lecture: 3 (hours)
- 2. Discussion Section: 1 (hours)
- 3. Labs: na (hours)
- 4. Experiential (service learning, internships, other): na (hours)
- 5. Field Trips: na (hours)

**(A) TOTAL Student Contact Per Week** 4 (HOURS)

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

- 1. General Review & Preparation: 2 (hours)
- 2. Reading: 3 (hours)
- 3. Group Projects: \_\_\_\_\_ (hours)

- |                                     |          |         |
|-------------------------------------|----------|---------|
| 4. Preparation for Quizzes & Exams: | <b>3</b> | (hours) |
| 5. Information Literacy Exercises:  |          | (hours) |
| 6. Written Assignments:             | <b>4</b> | (hours) |
| 7. Research Activity:               |          | (hours) |

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

**GRAND TOTAL (A) + (B) must equal at least 15 hours/week** 16 **(HOURS)**

**AFRICAN AMERICAN STUDIES 1****Introduction to Black Studies****[draft syllabus - on-line course]**

The late political theorist Cedric J. Robinson described Black Studies as “a critique of Western Civilization.” By that he meant interrogating the construction of racial categories, the production of difference, and the persistence of inequality; understanding how the very category of “Negro,” “Black” or “African” came into being as a central feature of Western thought; examining how the enslavement of human beings from Africa served as a fulcrum for the emergence of modernity, profoundly shaping political and moral philosophy with its most fundamental dilemma; and documenting how people of African descent tried to remake and re-envision the world through ideas, art, and social movements. In other words, the object of Black Studies has always been Black lives, the structures that produce premature death, the ideologies that render Black people less than human, and the struggle to secure a radically different future. When the movement for Black Studies at the university began nearly half a century ago, it occurred during an era of social upheaval, urban rebellions, antiwar and feminist movements, Third world nationalism and militant opposition to anti-Black violence. The demand for Black Studies came largely from students who cut their teeth in movements to democratize, revolutionize, and decolonize the United States and the Third World.

This course will introduce students to that history, as well as the methods, theories, conceptual frameworks, and key debates in Black Studies. Lectures and readings will interrogate, among other things: 1) how race structures notions of identity and the meaning of Blackness in relation to class, gender, and sexuality; 2) the essential role of African people in the development of capitalism, liberalism, and democracy; 3) what various disciplinary lenses and epistemologies (history, literature, sociology, geography, cultural studies, political theory and philosophy, etc.) reveal about the experiences of Black people in the modern world. As a discipline constitutive of many different areas of inquiry and methodology, this course will highlight key thinkers and ideas from across the humanities and social sciences.

As the course progresses, students will develop a working vocabulary around keywords such as “culture,” “diaspora,” “nation,” “empire,” “colonialism,” “community,” “state,” “capital,” “modernity,” “black feminism,” “political economy,” and will understand why analytical categories such as race, sexuality, gender, class, and space must be understood as historically produced and contingent rather than fixed, trans-historical constructs. Though primarily focused on the U.S., lectures and readings will extend beyond this country’s borders to explore the development, over time, of African American life, community, and culture against persistent anti-Black racism, economic and political exploitation, and gender oppression. By the end of the course, students should clearly understand the global and interconnected dimensions of the Black experience and a foundational knowledge of the discipline that will prepare students for more advanced courses in the field as well as in the humanities and social sciences, more generally.

**How Class Works**

Students can watch lectures via mobile device or desktop browser. Reading assignments accompany all lectures and are posted on the course website. Two essays (5 – 7 pages each), discussion board posts, and participation determine the final grade.

## Course Requirements and Grading

Students are responsible for keeping up with the reading assignments, viewing all lectures, and posting responses to weekly questions, keywords and comments on the class website. In lieu of traditional midterm and final exams, students must write two short papers, between 5-7 pages in length, in response to prompts that require an engagement with the assigned readings and lectures. Students will be evaluated according to the following categories:

Participation: 15%  
 Weekly posts: 25%  
 Midterm Essay: 30%  
 Final Essay: 30%

## Academic Integrity

Any written assignment must be solely the work of the student who turns it in. Compiling a written assignment by pasting together extracts from websites is unacceptable and is a form of plagiarism. DO NOT USE WEB BASED MATERIAL.

UCLA's policies on academic integrity and student conduct may be found at  
<http://www.deanofstudents.ucla.edu/integrity.html>  
<http://www.deanofstudents.ucla.edu/conduct.html>

## *LECTURES AND READING ASSIGNMENTS*

### Lecture 1: What is Black Studies? [Panel discussion or Jemima Pierre]

Manning Marable, "Black Studies and the Racial Mountain," in Marable, ed., *Dispatches from the Ebony Tower: Intellectuals Confront the African American Experience* (2000)  
 "Forging New Ground: A Critical Reassessment," *Souls* 2, No. 4 (Fall, 2000), pp. 61-68.  
 Alex Weheliye, "Black Studies and Black Life," *Black Scholar* 44, no. 2 (2014), 5-10  
 Barbara Ransby, "Afrocentrism, Cultural Nationalism, and the Problem With Essentialist Definitions of Race, Gender, and Sexuality," in Marable, ed., *Dispatches From the Ebony Tower* (216-223)

**FILM:** "The Difference Between Us," Episode 1 of "Race: The Power of an Illusion"

### Lecture 2: Diaspora, Racialization, and Blackness [Jemima Pierre]

St. Clair Drake, "Anthropology and the Black Experience." *Anthropology and Education Quarterly* 9 (2) (1978): 85-109  
 Paul Taylor, "What Race-Thinking Is?" in *Race: A Philosophical Introduction* (2013)  
 Stuart Hall, "Subjects in History: Making Diasporic Identities," in Wahneema Lubiano (ed.), *The House That Race Built* (New York: Vintage Books, 1998) (289-300)  
 Jemima Pierre, "Beyond Heritage Tourism: Race and the Politics of African-Diasporic Interactions," *Social Text* 27, No. 1 (Spring 2009)

**Lecture 3: Slavery and the Making of the Black Atlantic [Robin D. G. Kelley]**

- Paul Gilroy, "The Black Atlantic as a Counterculture of Modernity" in *The Black Atlantic: Modernity and Double Consciousness* (Cambridge, MA: Harvard University Press, 1993), 1-40.
- Sowande' Mustakeem, "'She Must Go Overboard & Shall Go Overboard': Diseased Bodies and the Spectacle of Murder at Sea," *Atlantic Studies* 8, no. 3 (2011), 301-316
- Stephanie M. H. Camp, "Pleasures of Resistance: Enslaved Women and Body Politics in the Plantation South, 1830-1861," *Journal of Southern History* 68, No. 3 (Aug., 2002), pp. 533-572

**Lecture 4: Abolition, Revolution, Reconstruction [Robin D. G. Kelley]**

- C. L. R. James, from *The Black Jacobins*, 83-144
- Laurent DuBois, "Atlantic Freedoms," <https://aeon.co/essays/why-haiti-should-be-at-the-centre-of-the-age-of-revolution>
- W. E. B. Du Bois, "The General Strike," *Black Reconstruction in America*
- Cedric Robinson, "The Civil War and its Aftermath," from *Black Movements in America* (1997)

**Lecture 5: Jim Crow Nation: Empire and the Color Line [Sarah Haley]**

- Desmond King and Stephen Tuck. 2007. "De-Centering the South: America's Nationwide White Supremacist Order after Reconstruction," *Past & Present* 194 (Feb.): 213-253
- W. E. B. Du Bois, "The Color Line Belts the World," *Colliers* (1906)
- Ida B. Wells Barnett, "Lynch Law in America," in Beverly Guy-Sheftall, ed., *Words of Fire*, 69-77.
- Sarah Haley, "'Like I Was a Man': Chain Gangs, Gender, and the Domestic Carceral Sphere in Jim Crow Georgia," *Signs*, 39 (Autumn 2013), 53-77.
- E. Frances White, "The Dark Continent of Our Bodies: Constructing Science, Race, and Womanhood in the Nineteenth Century," in *Dark Continent of Our Bodies: Black Feminism and the Politics of Respectability*

**Lecture 6: Long Black Freedom Movement [Gaye Theresa Johnson]**

- Martin Luther King, Jr., "Letter from Birmingham Jail" (1963)
- March on Washington Program and Demands, August 28, 1963
- Listen to speech by Mrs. Fannie Lou Hamer, Mississippi Freedom Democratic Party, before the Democratic National Convention Credential Committee (1964) <http://americanradioworks.publicradio.org/features/sayitplain/flhamer.html>
- Barbara Ransby, "A Freirian Teacher, a Gramscian Intellectual, and a Radical Humanist: Ella Baker's Legacy" in *Ella Baker & the Black Freedom Movement: A Radical Democratic Vision* (Chapel Hill: University of North Carolina Press, 2003), Chapter 12 (357-374)



**Lecture 7: Black Power and Third World Internationalism [Gaye Theresa Johnson]**

Frances M. Beal, "Black Women's Manifesto; Double Jeopardy: To Be Black and Female" (1969)  
 James Boggs, "The American Revolution" (1963)  
 Malcolm X, "Message to the Grassroots" (1963)  
 The 12-Point Program of the Revolutionary Action Movement (1964)  
 Martin Luther King Jr., "Beyond Vietnam" (1967)  
 Robert F. Williams, "Speech in Beijing" (1966)  
 The Combahee River Collective Statement (1977)

**Film:** "¡Palante, Siempre Palante!" (documentary on The Young Lords)

**Lecture 8: Black Studies and the Sociology of Race [Marcus Hunter]**

Aldon Morris, "Introduction: Race and the Birth of American Sociology," in *Black Scholar Denied* (2015)  
 Eduardo Bonilla-Silva, "The Essential Social Fact of Race," *American Sociological Review* 64, No. 6 (Dec., 1999), pp. 899-906

**Lecture 9: The Sociology of Urban Black America II [Marcus Hunter]**

Marcus Anthony Hunter and Zandria F. Robinson, "The Sociology of Urban Black America," *Annual Review of Sociology* (2016)

**Lecture 10: Black Feminist Theories [Sarah Haley]**

Angela Y. Davis. "Reflections on the Black Woman's Role in the Community of Slaves," *Massachusetts Review* 13 (1972): 81-100. [reprint from *The Black Scholar*, 1971]  
 Barbara Smith, "Toward a Black Feminist Criticism," *Radical Teacher* 7 (March, 1978), 20-27  
 Audre Lorde, "Age, Race, Class, and Sex: Women Redefining Difference" from *Sister Outsider: Essays and Speeches* (1984)  
 Kimberlé Crenshaw. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics." *University of Chicago Legal Forum* 140 (1989): 139-167.  
 Jennifer C. Nash, "Practicing Love: Black Feminism, Love-Politics, and Post-Intersectionality." *Meridians* 11 (2013): 1-24.

**Lecture 11: Critical Race Studies [Cheryl Harris]**

Cheryl Harris, "Whiteness as Property," *Harvard Law Review* 106 no. 8 (June 1993), 1707- 1791.  
 Devon Carbado, "Colorblind Intersectionality," *Signs* 38 (Summer 2013): 811-845.

**Lecture 12: Black Cultural Studies: New Negro/New Arts [Shana Redmond]**

- Alain Locke, "The New Negro" in Ed. Alain Locke, *The New Negro*, 3-16
- Arthur A. Schomburg, "The Negro Digs Up His Past" in Alain Locke (ed.), *The New Negro*, 231-37
- James Weldon Johnson, "Harlem: The Culture Capital" in Alain Locke (ed.), *The New Negro*, 301-311
- Mamie Smith, "Crazy Blues" (1920) [music]
- William Grant Still, Movements 1 & 3 of "The Afro American Symphony" (1930) [music]

### **Lecture 13: Black Cultural Studies: Hip Hop Futures [Shana Redmond]**

- Cornel West, "Nihilism in Black America" in *Race Matters* (Boston: Beacon, 2001), Chapter 1 (15-32)
- Cornel West, *Sketches of My Culture* (Artemis, 2001), one song of your selection (on class website)
- Mos Def, *Black on Both Sides* (Priority, 1999), tracks 1, 9, 10, 16 (on class website)

### **Lecture 14: Black Visual Culture: Visualizing Racial Selves [Uri McMillan]**

- Angela Davis, "Afro-Images: Politics, Fashion, and Nostalgia," *Critical Inquiry*, Vol. 21, No. 1 (1994): 37-45.
- Michelle Wallace, "Why Are There No Great Black Artists?: The Problem of Visuality in African American Culture" in *Dark Designs and Visual Culture*, 184-194.
- Nicole Fleetwood, *On Racial Icons*, Ch. 1 " 'I am Trayvon Martin:' The Boy Who Became an Icon"

### **Lecture 15: Black Performance, Black Performance Theory [Uri McMillan]**

- Zora Neale Hurston, "Characteristics of Negro Expression" (1934)
- Coco Fusco, "'The Bodies That Were Not Ours:' Black Performers, Black Performance," *Nka: Journal of Contemporary African Art* (Fall/Winter, 1996): 28-33.
- E. Patrick Johnson, "Black Performance Studies; Genealogies, Politics, Futures" in *The Sage Handbook of Performance Studies*, 446-63.
- Thomas DeFrantz and Anita Gonzales, "Introduction: From 'Negro Expression' to 'Black Performance' " in *Black Performance Theory*, 1-18.

### **Lecture 16: Political Economy: Black Studies, Colonialism, and Imperialism [Peter Hudson]**

- Frantz Fanon, "Concerning Violence," *The Wretched of the Earth*
- From Ngũgĩ wa-Thiong'o, *Decolonizing the Mind*
- Peter James Hudson, "Financial Occupations," in *Bankers and Empire: How Wall Street Colonized the Caribbean* (Chicago, 2017)

**Lecture 17: Political Economy: Race and Neoliberalism [Peter Hudson]**

Faye Harrison, "The Gendered Politics and Violence of Structural Adjustment: A View from Jamaica." In *Situated Lives: Gender and Culture in Everyday Life*  
 From George Beckford and Michael Witter, *Small Garden, Bitter Weed* (Zed, 1980)

**Film:** "Life and Debt," Dir. Stephanie Black Director

**Lecture 18: Race and Technology I [Safiya Noble]**

Pacey, A. (1983). Chapter 1. *The Culture of Technology*. Cambridge, MA: MIT Press.

Sinclair, B. (2004). *Integrating the Histories of Race and Technology*. In *Technology and the African American Experience: Needs and Opportunities for Study* (pp. 1-17). Cambridge, MA: MIT Press.

Fouche, R. "Say It Loud, I'm Black and I'm Proud: African Americans, American Artifactual Culture, and Black Vernacular Technological Creativity," *American Quarterly* (2006), 639-661.

Taja-Nia Y. Henderson, "Property, Penalty, and (Racial) Profiling,"

<http://journals.law.stanford.edu/stanford-journal-civil-rights-and-civil-liberties-sjcrcl/print/volume-xii-2016/issue-1/property-penalty-and-racial-profiling#sthash.PPEZXYnf.dpuf>

**Lecture 19: Race and Technology II [Safiya Noble]**

Hobson, J. (2008). "Digital Whiteness, Primitive Blackness," *Feminist Media Studies*, 8, 111-126.

Daniels, J. (2009). Chapter 1. *Cyber Racism: White Supremacy Online and the New Attack on Civil Rights*. Lanham, MD: Rowman & Littlefield Publishers.

Senft, T. and Noble, S. (2013). "Race and Social Media," In *The Routledge Handbook of Social Media*. Eds. Senft, Theresa M., & Hunsinger, Jeremy. Routledge: NY.

Gandy, O. H. (2011). "Consumer Protection in Cyberspace." *Triple C: Cognition, Communication, Co-operation*, (9)2, Retrieved October 1, 2010 from <http://www.triple-c.at/index.php/tripleC/article/view/267>

**Lecture 20: Final Session: Roundtable on Black Studies in the Present Crisis and the Future**

## UCLA Course Inventory Management System

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## New Course Proposal

**African American Studies 1  
Introduction to Black Studies****Course Number** African American Studies 1**Title** Introduction to Black Studies**Short Title** INTRO-BLACK STUDIES**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** Lecture, three hours; discussion, one hour. Introduction of methods, theories, conceptual frameworks, and key debates in black studies. Interrogation of how race structures notions of identity and meaning of blackness in relation to class, gender, and sexuality; essential role of African people in development of capitalism, liberalism, and democracy; what various disciplinary lenses and epistemologies (history, literature, sociology, geography, cultural studies, political theory, philosophy, etc.) reveal about experiences of black people in modern world. Key thinkers and ideas from across humanities and social sciences are highlighted. P/NP or letter grading.**Justification** We need an introductory course designed to prepare our majors for the rigors of interdisciplinary scholarship in African American Studies and to expose the broadest population of undergraduates to our field. We want to increase our majors and see this course as a vehicle to introduce a large number of our colleagues to the student body. We see the course as a unique opportunity to concretize and elaborate exactly what we mean by "Black Studies." Our objective is to introduce students to the history of the field, as well as the methods, theories, conceptual frameworks, and key debates. The lectures and readings interrogate, among other things: 1) how race structures notions of identity and the meaning of Blackness in relation to class, gender, and sexuality; 2) the essential role of African people in the development of modernity; 3) and what the various disciplinary lenses and epistemologies (history, literature, sociology, geography, cultural studies, political theory and philosophy, etc.) tell us about Black experiences.**Syllabus** File [Black Studies on-line mock syllabus.docx](#) was previously uploaded. You may view the file by clicking on the file name.**Supplemental Information** Will petition for diversity requirement. This course will also be offered online.**Grading Structure** Participation: 15%  
Weekly posts: 25%  
Midterm Essay: 30%  
Final Essay: 30%**Effective Date** Summer 1 2017**Instructor** Name

Robin D.G. Kelley

Title

Professor

**Quarters Taught**  Fall  Winter  Spring  Summer

**Department** African American Studies

**Contact** Name

EBONI SHAW

E-mail

eshaw@afam.ucla.edu

[Routing Help](#)

## ROUTING STATUS

**Role:** Registrar's Office

**Status:** Processing Completed

**Role:** Registrar's Publications Office - Livesay, Blake Cary (BLIVESAY@REGISTRAR.UCLA.EDU) - 61590

**Status:** Added to SRS on 3/30/2017 3:12:08 PM

**Changes:** Description

**Comments:** Course description edited into official version.

**Role:** Registrar's Scheduling Office - Lin, Jessica (JLIN@REGISTRAR.UCLA.EDU) - 58253

**Status:** Added to SRS on 3/29/2017 3:59:41 PM

**Changes:** Short Title

**Comments:** No Comments

**Role:** FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

**Status:** Approved on 3/27/2017 10:01:18 AM

**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 3/23/2017 8:16:21 PM

**Changes:** No Changes Made

**Comments:** No Comments

**Role:** FEC School Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

**Status:** Returned for Additional Info on 3/7/2017 2:48:52 PM

**Changes:** No Changes Made

**Comments:** Routing to Joe Bristow for FEC approval.

**Role:** Dean College/School or Designee - Mcalpin, Amanda D (AMCALPIN@COLLEGE.UCLA.EDU) - 3107947245

**Status:** Approved on 3/7/2017 2:12:25 PM

**Changes:** No Changes Made

**Comments:** No Comments

**Role:** L&S FEC Coordinator - Kikuchi, Myrna Dee Castillo (MKIKUCHI@COLLEGE.UCLA.EDU) - 45040

**Status:** Returned for Additional Info on 2/23/2017 9:16:13 PM

**Changes:** No Changes Made

**Comments:** Routing to Amanda for Social Sci approval.

**Role:** Department Chair or Designee - Shaw, Eboni M (ESHAW@AFAM.UCLA.EDU) - 53269

**Status:** Approved on 2/21/2017 11:15:27 AM

**Changes:** No Changes Made

**Comments:** Acting as designee for Robin D.G. Kelley, Chair African American Studies Department

**Role:** Initiator/Submitter - Shaw, Eboni M (ESHAW@AFAM.UCLA.EDU) - 53269

**Status:** Submitted on 2/21/2017 11:10:55 AM

**Comments:** Initiated a New Course Proposal