

UCLA Luskin School of Public Affairs

Department of Public Policy

Advancing Knowledge in the Public Interest

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April 6, 2018

Muriel Mc Clendon, Chair
General Education Governance Committee
Attn: Chelsea Hackett, Program Representative
A265 Murphy Hall
Mail Code: 157101

Dear Members of the GE Governance Committee:

The School of Public Affairs proposes a General Education class, Public Affairs 10 (PUB AFF 10), titled “Social Problems and Social Change.”

This course is an introductory, required lower-division course for the new Public Affairs major. The syllabus is based heavily on a course that the Public Policy department has offered in previous years for our Schoolwide Public Affairs minor (PUB PLC 10A), which carries GE credit in the Social Analysis subgroup under the Foundations of Society and Culture.

We request that this new course, Public Affairs 10 (PUB AFF 10): Social Problems and Social Change, also be considered for GE credit in the Social Analysis subgroup under the Foundations of Society and Culture. The course will be taught by Professor Michael A. Stoll, Lecturer SOE Kenya Covington, and Associate Professor Amy Ritterbusch. Their approach is interdisciplinary in nature, and draws heavily on economics, political science, and sociology, as well as ethnic and gender studies. The readings, assignments, and research methods take a social science approach.

The attached information sheet and syllabus for PUB AFF 10 address in greater detail the course’s content and justification/rationale for GE-compliance.

If you have any questions, please do not hesitate to contact me at 310-794-5475.

Sincerely,



Meredith Phillips
Chair, Undergraduate Program
Associate Professor of Public Policy and Sociology
UCLA Luskin School of Public Affairs

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

Department & Course Number Public Affairs 10
 Course Title Social Problems and Social Change
 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 _____
- 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.

This course covers major theoretical concepts in public affairs informed by theories from disciplines such as economics, political science, psychology, and sociology. The course explores a diverse range of contemporary, policy-relevant issues confronting local communities and the nation.

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

Michael Stoll, Professor; Kenya Covington, Lecturer SOE; Amy Ritterbusch, Associate Professor

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

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

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

5. GE Course Units

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

If yes, provide a brief explanation of what has changed. This course is based on a similar course

offered for the Public Affairs minor in '17-18 (PP10A), which was approved as a GE in this

foundation/subgroup area. For the Public Affairs major, the course has been revised and renamed.

Present Number of Units: 5 Proposed Number of Units: 5

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

□ General Knowledge

PA 10 provides general knowledge about: 1) how societal problems come to be defined as such, 2) how governmental institutions and markets work, and 3) how effective policy making and analysis solve societal problems. Students learn general theories, approaches, and methodologies from economics, political science, and other disciplines. They also learn how to apply the scientific method to problem solving, how research informs policymaking, and how to determine and conduct effective policy analysis and writing.

□ Integrative Learning

PA 10 employs an approach to learning and teaching that is fundamentally integrative. The course compares and contrasts competing theories of social and economic phenomena/problems, and it analyzes how different approaches have varying implications for policy making (in design, motivation, or kind) to solve such problems. This method of teaching attempts to make students conscious of the assumptions that they make and values they hold in addressing problems. Furthermore, it makes the decisions they make and the recommendations/courses of action that they choose to solve problems more apparent. This learning method therefore integrates theory with application.

□ Ethical Implications

PA 10 examines social problems and solutions through means that are typically considered “efficient” or “fair” (or both). It thus introduces students to normative analysis and theories of fairness. For example, the course surveys moral philosophy by considering theories of distributive justice, natural law, liberal theory and utilitarianism. Students determine through critical analysis whether and how these theories imply different meanings and consequences of what is “fair” and “just” for policy issues being considered.

□ Cultural Diversity

PA 10 engages students in cultural diversity through analysis of a range of issues such as racial inequality, immigration, and sexual orientation. Cultural diversity is central to the study of social problems and social change, and requires students to learn, for example, about demography (or about groups defined by race/ethnicity, immigrant status, etc.) as well as about theories and evidence of discrimination as they relate to race, gender, sexual orientation, etc. Moreover, students confront how to determine whether, why and how public policy is justified to intervene on issues and if there is intervention, how to observe changes in behaviors/outcomes and to evaluate the effectiveness of policies.

□ Critical Thinking

This course enhances students’ critical thinking and problem-solving skills

in a number of ways, which include independent research, critical analysis, data collection, and practical memo writing skills. By its very nature, policy analysis, a key component—and the action arm—of public affairs involves problem-solving skills. Students are therefore trained to identify societal issues using critical thinking and incorporating normative and consequential analysis. Furthermore, they must consider the causes of phenomena under investigation and use data to support claims and evidence of effective approaches. Students must also propose solutions which require independent analysis of policy goals and objectives; the determination of relevant criteria; the identification of alternative policies to address problems; the application of methods to evaluate and choose appropriate policy; and the evaluation of the effectiveness of selected policies.

- ❑ Rhetorical Effectiveness Students demonstrate their rhetorical effectiveness through memo writing, a skill and writing style that is meant to provide useful information to decision makers in a succinct, precise, and accessible manner.
- ❑ Problem-solving See “Critical Thinking” above.
- ❑ Library & Information Literacy The course addresses library and information literacy by teaching students to collect evidence through a variety of sources (and evaluate their legitimacy and validity) through a variety of outlets including the library, internet, government and private databases, etc.

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

1. Lecture:	<u>3</u>	(hours)
2. Discussion Section:*	<u>1</u>	(hours)
3. Labs:	_____	(hours)
4. Experiential (service learning, internships, other):	_____	(hours)
5. Field Trips:	_____	(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:	<u>2</u>	(hours)
2. Reading	<u>4</u>	(hours)
3. Group Projects:	_____	(hours)
4. Preparation for Quizzes & Exams:	<u>1</u>	(hours)
5. Information Literacy Exercises:	_____	(hours)
6. Written Assignments:	<u>2</u>	(hours)
7. Research Activity:	<u>2</u>	(hours)

(B) TOTAL Out-of-class time per week **11** **(HOURS)**

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

*Note that as one aspect of discussion section, the course includes workshops aimed at enhancing students' writing and analytic skills

UCLA Luskin School of Public Affairs

PA10: Social Problems and Social Change

Academic Year 2018-2019
Meeting Time: Forthcoming
PA2355

COURSE DESCRIPTION

Social problems initially present themselves as private concerns that warrant public attention. In our society various attempts are made to remedy social problems through legislative efforts, judicial rulings, community planning and by way of professionals and institutions that directly serve people. This course is designed to introduce undergraduate students to analytical tools for identifying social problems and consideration of responses that likely bring about positive social change. Students are exposed to key concepts in problem analysis and taught a range of analytical methods typically used in addressing a wide variety of public affairs concerns.

Ultimately, the material covered in this course addresses several questions:

1. How do private matters become social problems?
2. What determines whether a social problem is addressed?
3. When is social change likely to come about?
4. What are the various ways that social problems are solved?

These are key questions that form the 'field' of public policy. As is evident, public policy is about making decisions, usually tough ones at that where values, ideologies and politics come into play. Public policy analysts and policy makers are constantly making decisions. For example, they make decisions about the extraction and movement of fossil fuels, public incentives of renewable energies, whether to extend marital rights to gay couples, end affirmative action, about whether to tax firms that pollute, and about whether to have universal health care. Most often, these decisions are made in shifting and politically loaded environments. Decision-makers are constantly balancing morals, ethics, values and the like on the one hand with notions of 'science' (that is, dealing with uncertainties and complexities such as time constraints, economic constraints, incomplete information, exceptional situations in a rational way) on the other hand to decide how best to meet socially defined ends. This course introduces students to these challenges by providing students a general overview of the process, content and substance of public affairs and policy analysis.

Having only been recognized as a legitimate area of inquiry after 1950, policymaking is still a relatively young discipline. However, in this short time, today we can say that the business of making policy requires a rather diverse and comprehensive understanding of the problems that confront our society. Generally, policymaking is a multidisciplinary undertaking wherein a broad array of expertise is necessary to craft good public policy. In this course we consider the influence of knowledge and scientific evidence on policy making as well as the influence of a diverse set of constituent groups. Within this context, it is also important to highlight the potential for unintended consequences that may result after policy implementation.

Student Learning Outcomes

Overall, students will gain an understanding of social problem analysis, specifically they will:

1. Explain the process in which social problems are defined and are placed on an agenda;
2. Articulate when government intervention is appropriate to address social problems;
3. Provide an overview of important constituent groups;
4. Apply basic solution analysis to address societal problems.

REQUIRED TEXTS:

There are (2) required text for the course.

Public Policy: Perspectives and Choices by Charles L. Cochran and Eloise F. Malone (C & M).

Policy Analysis: Concepts and Practice by David Weimer and Aidan Vining.

*Excerpts from *A Practical Guide for Policy Analysis*, by Eugene Bardach, are required reading and will be provided in an electronic format. Also, other required readings will be provided in an electronic format (i.e., Kingdon, Lindblom, etc.).

COURSE REQUIREMENTS:

The course requirements include 1 opinion editorial (15%), a policy paper (25%), a cost benefit analysis homework assignment (15%), 2 exams (30%), and class participation (15%) is an important component of the course: 3 class work assignments, attendance at workshops and discussion sections, participation in the course evaluation is required and weekly participation in discussions.

Workshops: There will be **two face-to-face workshops**, made available to students. The first workshop is on writing an opinion editorial and memo writing; this workshop will cover topics regarding how to write and organize memos. This workshop is necessary for effective memo writing, and the grading of memos for the course will in part reflect the principles learned during the workshop. The second workshop provides an introduction to cost benefit analysis. The introduction to cost benefit analysis is essential for the completion of course assignments. These workshops are mandatory and will be held during the face-to-face sessions.

Opinion Editorial and Memo Writing Workshop – Module 2, PA 2355

Cost Benefit Analysis Workshop – Module 3, PA 2355

Opinion Editorial (15%): The opinion editorial will be a maximum of 500 words. The document should be double-spaced, in 11-12 point font with 1" inch margins on all sides. All policy opinion

editorials should focus on a set of public problems that are of local importance in the state of California. Please upload the assignment as specified in the syllabus. Only the instructor will excuse late memos. Late memos will be penalized by a letter grade per week.

** Students are required to produce electronic/hard copies of work upon instructor request.
PLEASE SAVE ALL OF YOUR WORK!

Due Module 4

Cost Benefit Analysis (15%): The assignment requires that each student choose from a set of selected policy alternatives. Ultimately, this CBA homework will be a draft of the CBA section that each student will include in the final policy paper. The homework assignment must be on the same topic as the policy paper.

The CBA homework provides students with an opportunity to receive feedback and comment on the CBA before including it in the final paper. Students should edit the CBA, make corrections and include it as the major analytical section of the policy paper.

The following steps should guide the write-up of the cost benefit analysis:

Cost Benefit Analysis Steps

- ▶ Objective of the Project and Examination of the Relevant Alternatives
- ▶ Identification and definition of Criteria used to evaluate alternatives
- ▶ Identification of Costs and Benefits – indirect vs. direct
- ▶ Measurement of Costs and Benefits
- ▶ Determine Net Benefits

*The CBA Workshop will provide a full overview of what is expected for this assignment.

Due Module 7

Policy Paper (25%): The assignment requires that each student choose a public problem that requires a governmental response. The public problems should be relatively new concerns, emerging policy problems where there remains a great deal to clarify. For example, marriage equality may require additional policy responses because previous policy action has not addressed all concerns. Same goes for renewable energy or emerging policy concerns with automobile automation and repeal of the American Affordable Care Act (ACA).

The policy paper shall be 12 pages, not including the references, tables, figures, or supporting documentation. The paper should be double-spaced, in 11-12 point font with 1" inch margins on all sides. Electronic copies of the paper will be uploaded by each student as indicated in the syllabus and online module. Only the instructor will excuse late papers. All late policy papers will be penalized by a letter grade.

** Students are required to produce hard copies or upload work electronically to the course website upon instructor request. PLEASE SAVE ALL OF YOUR WORK!

Papers must include: (See examples of good policy papers written by other students)

- A. Executive Summary (1p)
- B. Problem Statement (1p)
- C. Short Literature Review (2.5pp)
- D. Cost Benefit Analysis Section as a part of the Data Analysis (all papers must include a cost/benefit analysis) (3pp)
- E. Interpretation of Data (2pp)
- F. Policy Implications (2.5pp)

Exams (30%): There will be two exams in the course. Exams are administered on-line with a time allotment of 110 minutes. The exam is comprised of multiple choice, T/F, short answer and essay questions.

Students have the equivalent of a class period (110 minutes) to take the exam. Makeup exams will not be approved by the instructor. The flexibility of the on-line format accommodates most circumstances.

Mid-term Module 6,
Final Module 10, Exam week

Participation (15%) - Class Work Assignments and Discussion Posts, etc: Student engagement is critical to establishing an effective learning environment. Hence, discussion questions will be assigned and 3 class work assignments are required to ensure that students are able to apply theoretical concepts from the lecture and the text. Generally, class work aligns with weekly lecture lessons.

Class Work #1: Due, Module 3
Class Work #2: Due, Module 5
Class Work #3: Due, Module 7

SCHEDULE	
Module 1	Learning Objectives: <ul style="list-style-type: none"> ➤ Explain how private concerns become social problems and ascend on the agenda. ➤ Describe the circumstances under which government intervention is necessary.
<i>Course Introduction and the Policy Process</i> <ul style="list-style-type: none"> • Review the course syllabus <p style="text-align: center;">Course Introduction</p>	
<i>Required Readings</i> <ul style="list-style-type: none"> • Why Study Public Policy, C & M, Ch. 1, pp. 1-20 • <i>Introduction to Public Policy Analysis</i>; Reading: Weimer and Vining, pp1-47. 	

ACTION ITEMS

Course Discussion Module 1: Ethics in Public Policy - According to Chpt 1 of the course text, What are some of the main concerns with ethics and Public Policy? Identify an ethical dilemma that exists in government today?

Module 2**Learning Objectives:**

- Identify the foundational principles that shape social policy responses.

Public Policy Foundations and Tools

Readings, C & M, Ch. 2 Tools for Policy Analysis,
Weimer and Vining, Ch. 4-7, pp57-140, Conceptual Foundations for Problem Analysis

ACTION ITEMS

Course Discussion Module 2: The Problem of Scarcity. What is the main premise of scarcity? How does opportunity cost and principle of increasing costs help to explain the problem of scarcity?

Module 3**Learning Objectives:**

- Identify a social problem that warrant government intervention

Preparation for Memo Writing

Readings, Review Bardach, Policy Analysis, Pages 1-53 (provided on-line).
Weimer and Vining, Gathering Information..., Chpt 14

Memo Writing Workshop Public Affairs 2355

ACTION ITEMS

Memo Preparation: Identify your Op Ed topic and describe in 2 sentences the public problem that you will persuade the public to see your position.

Class Work #1: Agenda Setting and Problem Definition, Policy Formation: Problems, Agendas, and Formulation. Anderson, Chapter 3, pp 91-128.

Course Discussion Module 3: Reliability of Data Sources. Why is it important for professional policy analyst and others who produce documents and give advice about policy to use reliable sources? Give an example of what might occur if policy advice is based on analysis of unreliable sources.

Opinion Editorial Due

<p>Module 4 (Jan. 29 to Feb. 4)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ➤ Explain how rational public choice influences participation in the policy environment and affect social change
<p>Public Policy and Polarized Politics</p> <p>Readings, C & M, Ch. 3 Polarized Politics: The Policy Context (NEW EDITION) Ch. 3 Polarized Politics: The Policy Context (FORMER EDITION) online</p> <p>ACTION ITEMS</p> <p>Course Discussion Module 4: Describe why voter turnout would change in the most recent Senate Race in Alabama using rationale public choice explanations.</p>
<p>Module 5</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ➤ Describe political economy and why it is important to addressing social problems.
<p><i>Political Economy: The Basis of Public Policy;</i></p> <p>Reading, C & M, Ch. 4 Political Economy: The Basis of Public Policy,</p> <p>Face-to-Face Class Tutorial and Exercise on Cost Benefit Analysis, Public Affairs Rm 2355.</p> <p>Reading, Introduction to Cost Benefit Analysis Weimer and Vining, Chpt 17, CBA</p> <p>ACTION ITEMS</p> <p>Course Discussion Module 5: Identify two ways that Keynesian economic perspective has influenced public policy in the U.S.?</p> <p>Class Work #2: Cost Benefit Analysis Exercise</p> <p>Cost Benefit Analysis Assignment (This is a section of the final policy paper)</p>
<p>Module 6</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> ➤ Describe the importance of tax policy in policymaking
<p>Funding Public Policy</p> <p>Readings, C & M, Ch. 5 Funding Public Policy: From Theory to Practice</p> <p>ACTION ITEMS</p> <p>Course Discussion Module 6: Identify the most regressive and progressive taxes levied within the U.S. tax structure. Explain why these are regressive or progressive. Who are the interest groups that support and oppose progressive taxes.</p>

MIDTERM EXAM
Module 7 Learning Objectives: <ul style="list-style-type: none"> ➤ Understanding the formulation and the adoption stage of public policy. ➤ Identifying and analyzing solutions for social problems.
Required Reading Reading, Weimer and Vining, Ch. 10-12, pp.200-300, Conceptual Foundations for Solution Analysis Kingdon, Chpt 1: How does an Idea's Time Come? (1-20) and Chpt 8: The Policy Window and Joining the Streams (173-204). ACTION ITEMS Course Discussion Module 7: No Course Discussion Class Work #3, Policy Window: Reading, Kingdon, Chpt 1: How does an Idea's Time Come? (1-20) and Chpt 8: The Policy Window and Joining the Streams (173-204). (read the articles and upload the assignment) <i>(Juxtapose the selected topic areas. How is the problem defined? Who are the important interest groups? Describe the policy window, and triggering events.)</i> Cost Benefit Analysis Assignment (This is a section of the final paper) Due
Module 8 Learning Objective: <ul style="list-style-type: none"> ➤ Apply broad public policy concepts to topical public policy concerns.
Topics in Public Policy – Choose two topics Environment C & M, Ch. 11, The Environment: Issues on a Global Scale, pp329-365. ACTION ITEMS Course Discussion Module 8: Explain the rationale for government intervention on environmental policy issues. Policy Paper Due Guest Speaker TBA
Module 9 Learning Objective: <ul style="list-style-type: none"> ➤ Apply broad public policy concepts to topical public policy concerns.

Topics in Public Policy
<p>Housing C & M, Ch. 10 Housing: Public Policy and the “American Dream”, pp305-324.</p> <p style="text-align: center;">ACTION ITEMS</p> <p>Course Discussion Module 9: Explain the rationale for government intervention on housing policy issues.</p> <p style="text-align: center;">Policy Paper Due</p>
Module 10
<p>Learning Objective:</p> <ul style="list-style-type: none"> ➤ Apply broad public policy concepts to topical public policy concerns.
<p>Topics in Public Policy</p> <p>Crime C & M, Ch. 8 Criminal Justice: Responding to Evolving Concerns, pp219-256.</p> <p style="text-align: center;">ACTION ITEMS</p> <p>Course Discussion Module 10: Explain the rationale for government intervention in criminal justice matters.</p> <p style="text-align: center;">Guest Speaker TBA</p>
Final Exam Week
FINAL EXAM

ASSIGNMENT DUE DATES – all due dates are by midnight

Policy Opinion Editorial: Due Module 3

Cost Benefit Analysis: Due Module 6

Policy Paper: Due Module 9

EXAMS: On-line

Mid-term Exam: Module 6

Final Exam: Module 10

CLASS WORK:

Module 3 - Class Work #1: Agenda Setting and Problem Definition, Policy Formation: Problems, Agendas, and Formulation. Anderson, Chapter 3, pp 91-128.

Module 5 - Class Work #2: Cost Benefit Analysis Exercise

Module 7 - Class Work #3, Policy Window: Reading, Kingdon, Chpt 1: How does an Idea's Time Come? (1-20) and Chpt 8: The Policy Window and Joining the Streams (173-204). *(Juxtapose the selected topic areas. How is the problem defined? Who are the important interest groups? Describe the policy window, and triggering events.)*

COURSE DISCUSSION

All Discussion posts are due by Sunday, the last day of the module.

Course Discussion Module 1: Ethics in Public Policy - According to Chpt 1 of the course text. What are some of the main concerns with ethics and Public Policy? Identify an ethical dilemma that exists in government today?

Course Discussion Module 2: The Problem of Scarcity. What is the main premise of scarcity? How does opportunity cost and principle of increasing costs help to explain the problem of scarcity?

Course Discussion Module 3: Reliability of Data Sources. Why is it important for professional policy analyst and others who produce documents and give advice about policy to use reliable sources? Give an example of what might occur if policy advice is based on analysis of unreliable sources.

Course Discussion Module 4: Describe why voter turnout was higher than expected in the most recent Senate Race in Alabama using rationale public choice explanations.

Course Discussion Module 5: Identify two ways that Keynesian economic perspective has influenced public policy in the U.S.?

Course Discussion Module 6: Identify the most regressive and progressive taxes levied within the U.S. Tax structure. Explain why these are regressive or progressive. Who are the interest groups that support and oppose progressive taxes.

Course Discussion Module 7: No Course Discussion

Course Discussion Module 8: Explain the rationale for government intervention on environmental policy issues.

Course Discussion Module 9: Explain the rationale for government intervention on housing policy issues.

Course Discussion Module 10: Explain the rationale for government intervention in criminal justice matters.



New Course Proposal

Public Affairs 10 Social Problems and Social Change

Course Number Public Affairs 10

Title Social Problems and Social Change

Short Title SOCIAL PROBLMS&CHNG

Units Fixed: 5

Grading Basis Letter grade only

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 Introduction to social scientific approaches to study of social problems and their solutions. Using selected contemporary social problems as cases, and drawing on variety of sources (such as scholarly readings, video clips, and guest speakers), exploration of how social problems and their solutions come to be defined, roles that economic, political, educational, and cultural institutions play in perpetuating or solving social problems, and how individuals, social advocates, and communities can lead or impede social change.

Justification Required lower division/pre-major requirement for Public Affairs major.

Syllabus File [PUB AFF 10 Social Problems and Social Change Syllabus.docx](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information

Grading Structure Opinion editorial (15%)
Policy paper (25%)
Cost benefit analysis (15%)
Two exams (15% each, 30% total)
Class participation (15%)

Effective Date Fall 2018

Instructor	Name	Title
	MICHAEL STOLL	Professor
	KENYA COVINGTON	Lecturer SOE
	AMY RITTERBUSCH	Associate Professor

Quarters Taught Fall Winter Spring Summer

Department Public Affairs

Contact	Name	E-mail
	STACEY HIROSE	stacey@luskin.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 4/6/2018 12:15:22 PM

Changes: Short Title

Comments: No Comments

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

Status: Returned for Additional Info on 4/6/2018 9:14:31 AM

Changes: No Changes Made

Comments: Routing to scheduling. Undergraduate course does not need Graduate Division approval.

Role: FEC Chair or Designee - Loukaitou-Sideris, Anastasi (SIDERIS@UCLA.EDU) - 69679

Status: Approved on 4/5/2018 10:10:38 PM

Changes: Grading Structure

Comments: No Comments

Role: Department Chair or Designee - Hirose, Stacey Yukari (STACEY@LUSKIN.UCLA.EDU) - 45050

Status: Approved on 4/5/2018 4:54:43 PM

Changes: No Changes Made

Comments: Approved by Stacey Hirose, MSO, as designee for Meredith Phillips, Chair, Public Affairs Undergraduate Program.

Role: Initiator/Submitter - Hirose, Stacey Yukari (STACEY@LUSKIN.UCLA.EDU) - 45050

Status: Submitted on 4/5/2018 4:53:12 PM

Comments: Initiated a New Course Proposal

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