

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

Department & Course Number English 98T  
 Course Title Transpacific Networks: Stories of Infrastructure and the Built Environment  
 Indicate if Seminar and/or Writing II course Seminar

1 Check the recommended GE foundation area(s) and subgroup(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

**Foundations of Scientific Inquiry (IMPORTANT: If you are only proposing this course for FSI, please complete the [updated FSI information sheet](#). If you are proposing for FSI and another foundation, complete both information sheets)**

- 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 introduces students to the methodologies and tools that literary scholars use to interpret literature. In examining artistic and literary representations of infrastructure and the built environment, students will develop the critical thinking and analytical writing skills necessary to interpret the world around them and to succeed in their academic and professional pursuits. Specifically, by completing a series of oral and written assignments, students will learn how to analyze a range of literary, historical and theoretical texts and to develop complex arguments based on their interpretations. This course has been designed with a substantial writing component, requiring students to complete 15-20 pages of revised writing by the end of the quarter.

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

Gregory Toy, Teaching Fellow; Rachel Lee, faculty mentor

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

If yes, please indicate the number of TAs \_\_\_\_\_

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

2018-19	Fall Enrollment	_____	Winter Enrollment	_____	Spring Enrollment	_____
2019-20	Fall Enrollment	_____	Winter Enrollment	_____	Spring Enrollment	X (15)
2020-21	Fall Enrollment	_____	Winter Enrollment	_____	Spring Enrollment	_____

5. GE Course Units

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

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

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 is structured as an introductory literature course focused on infrastructure and the built environment. It will provide students with a basic understanding of literary methodologies (e.g. close reading) and an introduction to foundational concepts and theories related to the study of infrastructure and the built environment. In analyzing and discussing the assigned readings, students will become familiar with a range of topics, including globalization, militarism, and environmental racism.

■ Integrative Learning

Although students will be primarily focused on developing their close reading skills by analyzing an array of literary and cultural texts, they will also be exposed to different disciplinary methodologies and perspectives. Specifically, short secondary readings will allow students to envision the ways that scholars in anthropology, geography, science and technology studies, and urban studies approach infrastructure and the built environment, giving them the opportunity to compare interdisciplinary methodologies and approaches that may prove useful in their own academic work.

■ Ethical Implications

The assigned readings highlight ethical quandaries by showing the uneven effects of industrialization and urban development on different communities across the Pacific. In being exposed to these diverse perspectives, students will need to weigh the ethical implications of supplying different populations with resources, knowledge, or space.

■ Cultural Diversity

Because this course focuses on transnational circuits between Asia and North America, students will likely be exposed to experiences and perspectives that differ from their own lived experiences and needs. Students will engage with the work of artists, filmmakers, and writers from low-income communities and communities of color, exploring how issues of race, gender, sexuality, and class intersect with environmental concerns.

■ Critical Thinking

In completing a close reading essay, an infrastructure report, and a research project, students will be required to critically engage with primary material by formulating their own arguments about course topics and selecting appropriate evidence that supports their arguments. Other assignments, including oral presentations and discussion questions, are designed to encourage students to contemplate the assigned readings prior to class and consider their classmates' unique perspectives.

- Rhetorical Effectiveness      Students will be guided through the writing process by the instructor; in-class activities, writing workshops, and peer review sessions will allow students to receive feedback on the effectiveness of their writing. Additionally, students will have the opportunity to refine their oral presentation skills by delivering a short presentation to jumpstart class discussion and by participating in an in-class conference at the end of the quarter.
- Problem-solving      In completing a scaffolded research paper on a topic of their own choosing, students will have the opportunity to apply theories and concepts learned in class to different texts or case studies. Prior to this, students will have the chance to draw connections between their lived experiences and needs with course material by investigating an infrastructure of their own choosing for the course's infrastructure report and by formulating discussion questions on course material. Although students will be given samples and models for these assignments and activities, they will be responsible for figuring out the most effective way to present information.
- Library & Information Literacy      This course will feature a research workshop with a Powell librarian so that students are exposed to the resources (e.g. scholarly databases, research guides, and research librarians) available to them at UCLA. Students will be required to read one scholarly essay each week to familiarize themselves with existing scholarship and to practice evaluating the usefulness of secondary sources. As part of the final research paper, students will also be tasked with compiling a bibliography that demonstrates their ability to search, select, organize, and manage relevant information from a variety of sources.

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

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

## Transpacific Networks: Stories of Infrastructure and the Built Environment

Instructor: Gregory Toy

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

Class Time and Location: TBD

Office Hours: TBD

### Course Description

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The completion of the Three Gorges Dam on July 4, 2012 in China set a new benchmark in the hydroelectric industry for electrical capacity and size. Capable of producing a record-breaking 98.8 TWh of power, the dam was envisioned as both a symbol of China's economic might and a means of powering the nation's rapidly growing industrial sector. Yet, the world's largest concrete structure was not without drawbacks: it flooded archaeological and cultural sites, caused significant ecological damage to the region, and displaced existing communities along the shores of the Yangtze River. Infrastructures, like the Three Gorges Dam, are productive sites for scholarly inquiry in the humanities and social sciences given their material and metaphoric qualities: they are both technical objects with practical functions as well as aesthetic and semiotic vehicles imbued with forms of desire and fantasy. Indeed, these systems not only influence our perceptions of time and space and dictate how we engage with one another, but also reflect local, national, and transnational political aspirations. Despite its popular perception as a system of substrates on which society is structured – railroad tracks, electrical wires, and pipes – infrastructure also gestures towards relationships between commodities, information, and people.

In this course, we will examine the ways in which artists, filmmakers, and writers from low-income communities and communities of color across the Pacific situate infrastructure as the locus for narratives of cultural, political, and social conflict. To accomplish this, we will explore four interrelated types of infrastructure – water, transportation, waste/energy, and food – through the lens of key theoretical concepts that have proven formative in the nascent field of critical infrastructure studies. This field offers an alternative way of imagining the relationship between people and the built environment, taking into consideration the human and nonhuman entanglements that structure everyday life. As we navigate an array of literary, ethnographic, and multimedia texts, we will address the following questions: how can an attention to the materiality, politics, and temporality of infrastructure reframe conventional understandings of space, place, and the environment? How do core literary methodologies, including the practice of close reading, enrich and supplement the study of infrastructure, which has largely emerged in cultural anthropology? And, perhaps most importantly, how does infrastructure impact the way we approach and engage with the world at large?

### Course Objectives

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1. Students will become familiar with a range of genres, themes, questions, and arguments related to the study of infrastructure and the built environment.
2. Students will examine a range of research methodologies and writing styles across fields, including anthropology, environmental studies, literary studies, and urban public policy.

3. Students will improve critical reading and writing skills by formulating arguments rooted in the formal analysis of a range of literary, historical, and theoretical texts.
4. Students will learn to navigate the scholarly research process, including formulating research questions, finding secondary material, and integrating their findings into academic essays.
5. Students will bridge the divide between theory and practice by applying skills and concepts learned in class to their everyday lives.

## Course Materials

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### Fiction

Ruth Ozeki, *My Year of Meats* (1998)  
 Karen Tei Yamashita, *Tropic of Orange* (1997)

### Poetry

Lewis MacAdams, *The River: Book One, Two, and Three* (2007)  
 Luis J. Rodriguez, *The Concrete River* (1991)  
 Rita Wong, *forage* (2007)

### Graphic Memoir

Kazuto Tatsuta, *Ichi-F* (2017)

### Film

Yung Chang, *Up the Yangtze* (2008)

### Photography

Edward Burtynsky

### Case Studies

Ashley Carse, “Introduction: The Machete and the Freighter,” *Beyond the Big Ditch* (2014)  
 Robert Gottlieb and Michiko Azuma, “Re-Envisioning the Los Angeles River: An NGO and Academic Institute Influence the Policy Discourse” (2005)  
 Kath Weston, “The Unwanted Intimacy of Radiation Exposure in Japan,” *Animate Planet* (2017)

### Websites

[www.playthelariver.com](http://www.playthelariver.com)  
[www.kcet.org/category/la-river](http://www.kcet.org/category/la-river)

### Secondary / Scholarly

Hannah Appel, Nikhil Anand, and Akhil Gupta, “The Infrastructure Toolbox” (2015)  
 Julie Sze, “Boundaries and Border Wars: DES, Technology, and Environmental Justice” (2006)  
 Brian Larkin, “The Politics and Poetics of Infrastructure” (2013)  
 Rob Nixon, “Introduction,” *Slow Violence and the Environmentalism of the Poor* (2011)

## Course Requirements

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**Discussion Questions (5%):** You are required to submit a short reading response (100-150 words per submission) in which you situate and articulate a substantive discussion question **three** times over the course of the quarter. Effective discussion questions will move beyond plot-based concerns and engage with concepts, ideas, or themes emerging from the assigned readings for your chosen week. These mini-responses are intended to help guide your understanding of the assigned readings and prompt critical reflection prior to class discussion. Your responses should be posted to the discussion board on CCLE by 9PM the day before class and will be evaluated based on quality and timeliness using a ✓+/ ✓/ ✓- scale. *Note: You may not submit discussion questions for the week in which you are scheduled to present.*

**Presentation (15%):** You will be required to deliver a short presentation (15-20 minutes) in which you jumpstart discussion for your assigned week. You are welcome to be as creative as you like with the format, but you should ensure that your presentation accomplishes the following: 1) draws connections between assigned readings; 2) connects the readings to everyday life, perhaps by giving historical background on any infrastructures discussed in the readings; 3) incorporates a short interactive activity; and 4) raises two discussion questions that you would like your classmates to consider. Presentations will be evaluated using a component checklist that will be distributed during Week 1.

**Close Reading Essay (15%):** Close reading is an important skill for deciphering the hidden implications of the assigned readings and films. For this assignment, you will choose one primary source (i.e. anything that is not a scholarly source) from our class materials between Week 1 and Week 5. Then, you will develop a short analytical paper (12 pt. Times New Roman, 1-in. margins, 3-4 double-spaced pages) that uses close reading to articulate an original argument about your chosen text. You will have the opportunity to revise this essay so that you can incorporate instructor feedback. Specific assignment instructions and a grading rubric will be distributed in class.

**Infrastructure Report (15%):** To help you draw connections between course materials and the real world, you will write a creative report (1000-1250 words) in which you identify an infrastructure that impacts your everyday life, offer a description of your experience visiting or engaging with that infrastructure, and reflect upon its impact on neighboring communities. This piece may be written in any number of ways, as this is an opportunity to experiment with questions of genre and form. You are encouraged to incorporate visual media or sound clips into your report. These projects will be compiled and shared amongst the class in Week 10. Specific assignment instructions and a grading rubric will be distributed in class.

**Research Paper (35%):** For your final assignment, you will write an 8-10-page research paper on a topic related to the class. Specific assignment instructions and a grading rubric will be distributed in class. Failure to complete any of the preliminary steps of this assignment will lower your overall score for this assignment by 1/3 of a letter grade. You may focus on either (a) 1-2 primary work(s) from the syllabus or (b) a work of your own choosing with my approval. The timeline for this assignment is as follows:

- Week 6: Schedule meeting to discuss possible ideas for your paper topic.
- Week 7: Submit a project overview of 1-2 paragraphs with a preliminary bibliography.
- Week 9: Bring two copies of a partial rough draft to class for peer review.

- Week 10: Present an excerpt of your paper draft as part of an in-class conference.
- Finals Week: Submit the completed paper by Friday 5PM.

**Participation (15%):** To receive full credit for this aspect of the course, please attend class having completed the assigned readings, contribute questions and ideas that are on topic, and build on the conversation of classmates. Please be aware that you must bring a copy of the assigned reading to class in order to effectively participate. Any homework assignments or in-class activities will also be taken into consideration when calculating your overall participation grade. Excessive tardiness and unexcused absences affect your ability to participate, and will thus impact your participation grade.

## Policies

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**Late Assignments:** Papers will be marked down 1/3 of a letter grade for each 24-hour period they are late (including weekends). Any paper turned in more than one week after the due date will receive an automatic “F” per English department guidelines. Extensions must be requested before the paper deadline and will be considered on a case-by-case basis.

**Contact:** You can reach me by e-mail to set up an appointment or ask general questions about our class. I will usually respond to all e-mails within 24 hours Monday through Friday, but ask that you return the same courtesy if I contact you with questions or concerns.

**Technology:** Please refrain from using cellphones during class. Laptops, e-readers, and tablets are permitted in the classroom for reading purposes only. Please do your best to take notes with pen and paper.

**Plagiarism:** Plagiarism includes, but is not limited to, representing someone else’s work as the student’s original work; the omission of or failure to acknowledge the true source of the work; or representing an altered but identifiable work of another person or the student’s own previous work as if it were the student’s original or new work. Suspected cases of plagiarism will be reported to the Dean of Students. Please refer to the UCLA Student Guide to Academic Integrity (<http://www.deanofstudents.ucla.edu/Academic-Integrity>) for more information, or contact me with any questions.

## Resources

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### Course Accommodations

If you wish to request an accommodation due to a suspected or documented disability, please contact the Center for Accessible Education (CAE) A255 Murphy Hall.  
 Phone: (310) 825-1501 or (310) 206-6083 (telephone device for the deaf)  
 Website: [www.cae.ucla.edu](http://www.cae.ucla.edu)

### Writing Resources

The Undergraduate Writing Center offers UCLA undergraduates one-on-one sessions on their writing. The Center is staffed by peer learning facilitators (PLFs), undergraduates who are trained to help at any stage of the writing process and with writing assignments from across the curriculum. PLFs tailor appointments to the concerns of each writer. For more information, please call 310-206-1320, email [wcenter@ucla.edu](mailto:wcenter@ucla.edu), or visit [wp.ucla.edu/wc](http://wp.ucla.edu/wc).

The Academic Advancement Program (AAP) offers free peer tutoring to AAP students. Appointments are available through [my.ucla.edu](http://my.ucla.edu). To determine your AAP eligibility status, students may contact the AAP New Student Programs office at [aapnewstudents@college.ucla.edu](mailto:aapnewstudents@college.ucla.edu).

### Additional Campus Resources

- Counseling and Psychological Services (CAPS): [www.counseling.ucla.edu](http://www.counseling.ucla.edu)
- Student Affairs: [www.studentaffairs.ucla.edu](http://www.studentaffairs.ucla.edu)
- Title IX Office: [www.sexualharassment.ucla.edu](http://www.sexualharassment.ucla.edu)
- University Libraries: [www.library.ucla.edu](http://www.library.ucla.edu)
  - Research consultations with librarians are available at the Powell Inquiry Lab: <http://www.library.ucla.edu/powell/inqlab-1>

### Course Schedule

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#### Week 1: Introductions

Monday

##### In Class:

- Read and discuss Hannah Appel, Nikhil Anand, and Akhil Gupta, “The Infrastructure Toolbox”
- View selected Edward Burtynsky photographs

**Guiding Questions:** In preparation for the quarter, we will consider how infrastructure has been traditionally rendered in the cultural imagination. What comes to mind when you hear the word “infrastructure”? How do Appel, Anand, and Gupta broaden our understanding of infrastructure beyond the common definitions we identify together in class? What can an attention to infrastructure afford scholars in the humanities and social sciences?

#### Week 2: Politics of Water

Monday

##### Read:

- Luis J. Rodriguez, “The Concrete River” and “The Blast Furnace” from *The Concrete River*
- Lewis MacAdams, “Book One” from *The River*
- Robert Gottlieb and Michiko Azuma, “Re-Envisioning the Los Angeles River: An NGO and Academic Institute Influence the Policy Discourse”

##### Explore:

- [www.playthelriver.com](http://www.playthelriver.com)
- [www.kcet.org/category/la-river](http://www.kcet.org/category/la-river)

**Guiding Questions:** How do the assigned texts make legible the different ways we can imagine the Los Angeles River? What would it mean to envision the Los Angeles River as a space for play rather than a concrete flood control channel or site of gang violence?

**Week 3: Politics of Water**

Monday

**Read:**

- Ashley Carse, “Introduction: The Machete and the Freighter” (1-24)

**Watch:**

- Yung Chang, *Up the Yangtze* (93 minutes)

**In-Class:**

- Visit from Powell librarian to discuss research services

**Guiding Questions:** What individual and national aspirations are imbedded in the two massive engineering projects – the Panama Canal and the Three Gorges Dam – discussed in this week’s assigned reading and film? How do ethnography and film lend themselves to interrogating the uneven effects of infrastructure at different scales?

**Week 4: Traffic and Transit**

Monday

**Read:**

- Karen Tei Yamashita, *Tropic of Orange* (Monday-Wednesday)
- Brian Larkin, “The Politics and Poetics of Infrastructure” (327-343)

**Guiding Questions:** How does the form and genre of Yamashita’s novel challenge our pre-existing notions of transportation infrastructure? How does the novel’s depiction of Los Angeles’ diverse communities help us understand the way in which infrastructure produces populations? In what ways does the novel’s characterization of urban space reflect what Larkin calls the “poetics of infrastructure”?

**Week 5: Traffic and Transit**

Monday

**Read:**

- Karen Tei Yamashita, *Tropic of Orange* (Thursday-Sunday)

**In Class:**

- Campus tour with UCLA Facilities Management

**Guiding Questions:** What happens when infrastructure breaks down in Yamashita’s novel? How might Yamashita’s concept of “mapping layers” allow us to rethink our own engagement with the built environment of the UCLA campus, which is situated atop a network of tunnels and pipes?

Friday

**Close Reading Essay due by Friday 5PM**

**Week 6: Energy-From-Waste**

Monday

**Read:**

- Kazuto Tatsuta, *Ichi-F*
- Kath Weston, “The Unwanted Intimacy of Radiation Exposure in Japan” (71-104)

**Guiding Questions:** How does Tatsuta’s graphic memoir highlight the personal risk involved in cleaning up the ruins of the Fukushima Daiichi Nuclear Plant? Who, if anyone, is responsible for cleaning up the Tokyo Electric Power Company’s mess? Does Weston’s ethnography of radiation exposure in Japan offer an alternative way of understanding the ruination of the Japanese environment? How do both texts imagine and represent the effects of toxicity?

**Please schedule a meeting to discuss your preliminary topic for the final research paper**

**Week 7: Waste-To-Energy**

Monday

**Read:**

- Rita Wong, selections from *forage*
- Rob Nixon, “Introduction” to *Slow Violence and the Environmentalism of the Poor* (1-44)

**In Class:**

- Visit from UCLA Zero Waste Initiative representative

**Guiding Questions:** How does Wong’s poetry illuminate what Nixon calls “slow violence” by exposing the effects of waste and garbage? How does infrastructure participate in the project of obscuring the slow, unspectacular, and largely invisible violence that impacts low-income communities and communities of color? What do you consider waste in your everyday life?

Friday

**Project Proposal and Preliminary Bibliography due by Friday 5PM**

**Week 8: Industrial Agriculture**

Monday

**Read:**

- Ruth Ozeki, *My Year of Meats* (Prologue – Chapter 8)
- Julie Sze, “Boundaries and Border Wars: DES, Technology, and Environmental Justice” (791-814)

**Guiding Questions:** How does the form of Ozeki’s novel compare to other narrative forms we have considered thus far? What forms of infrastructure does the novel rely on to advance its global vision? How does Sze’s essay trouble conventional notions of the human body as distinct from the environment?

Friday

**Infrastructure Report due by 5PM**

**Week 9: Industrial Agriculture**

Monday

**Read:**

- Ruth Ozeki, *My Year of Meats* (Chapter 9 – Epilogue)

**In Class:**

- Peer Review (bring two copies of your partial rough draft)

**Guiding Questions:** According to Ozeki, who will tell and edit history if there are no children to carry on the tale in the aftermath of environmental degradation resulting in poisoned bodies? What are the implications of linking the U.S. agricultural industry to U.S. militarism?

**Week 10: Stories of Infrastructure and the Built Environment**

Monday

**In-Class**

- Research Paper Conference

**Guiding Questions:** How do your research projects expand and enrich the body of scholarship with which we have engaged this quarter? What links can we draw between your research projects?

**Finals Week**

Friday

**Final Research Paper due by Friday 5PM**



# New Course Proposal

## English 98TB

### Transpacific Networks: Stories of Infrastructure and the Built Environment

**Course Number** English 98TB

**Title** Transpacific Networks: Stories of Infrastructure and the Built Environment

**Short Title**

**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. Freshmen and sophomores preferred.

**Course Description** Seminar, three hours. Requisite: satisfaction of Entry-Level Writing requirement. Freshmen/sophomores preferred. Examination of how artists, filmmakers, and writers from low-income communities and communities of color situate infrastructure and the built environment as the locus for narratives of cultural, political, and social conflict.

**Justification** Part of the series of seminars offered through the Collegium of University Teaching Fellows

**Syllabus** File [ENGL 98TB\\_Toy\\_Syllabus.pdf](#) was previously uploaded. You may view the file by clicking on the file name.

**Supplemental Information** Instructor (Gregory Toy) UID: 704144058

Professor Rachel C. Lee is the faculty mentor for this course. UID: 900835100

Approved by the Collegium of University Teaching Fellows Faculty Advisory Committee on April 19, 2019

**Grading Structure**  
Discussion Questions - 5%  
Presentation - 15%  
Close Reading Essay - 15%  
Infrastructure Report - 15%  
Research paper - 35%  
Participation - 15%

**Effective Date** Spring 2020

**Discontinue Date** Summer 1 2020

**Instructor**  
Name: Gregory Toy  
Title: Teaching Fellow

**Quarters Taught**  Fall  Winter  Spring  Summer

**Department** English

**Contact**  
Name: MICHELLE CHEN  
E-mail: mchen@teaching.ucla.edu

**Routing Help**

## ROUTING STATUS

ENGLISH 98TB

**Role:** L&S FEC Coordinator - Ries, Mary (mries@college.ucla.edu) - 61225

**Status:** Pending Action

**Role:** CUTF Coordinator - Chen, Michelle L (mchen@teaching.ucla.edu) - 53042

**Status:** Approved on 8/14/2019 1:37:02 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@teaching.ucla.edu) - 53042

**Status:** Submitted on 8/12/2019 12:48:16 PM

**Comments:** Initiated a New Course Proposal

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