

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

Department & Course Number _____

Course Title _____

Indicate if Seminar and/or Writing II course _____

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.

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

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 _____
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

Integrative Learning

Ethical Implications

Cultural Diversity

Critical Thinking

<input type="checkbox"/> Rhetorical Effectiveness	
<input type="checkbox"/> Problem-solving	
<input type="checkbox"/> Library & Information Literacy	

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

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

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

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

- 1. General Review & Preparation: _____ (hours)
- 2. Reading _____ (hours)
- 3. Group Projects: _____ (hours)
- 4. Preparation for Quizzes & Exams: _____ (hours)
- 5. Information Literacy Exercises: _____ (hours)
- 6. Written Assignments: _____ (hours)
- 7. Research Activity: _____ (hours)

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

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

CUTF, History 98 T
**From colonialism to the call for climate justice: Environmental histories of
Modern South Asia**

Instructor- Nivedita Nath (niveditanath@g.ucla.edu)

Day/Time/Location-

Course description:

International conferences about climate change, most recently the COP 21 at Paris, often reach an impasse on the issue of the unequal responsibilities and burdens faced by ‘developed’ and ‘developing’ countries. In the early 1990s, leaders from the Third World were already talking about the ‘climate debt’ owed to them by First World nations. Activists from South Asia described the ‘current global inequality in the use of the Earth’s environment and its resources’ as an ongoing form of ‘environmental colonialism’. This course will attempt to trace the historical circumstances undergirding such calls for climate justice. What allows countries like India to articulate the demand for climate justice? How did South Asia’s position within international networks of exchange change under British colonialism? What were the impacts of colonialism on the subcontinental environment? How can we make sense of South Asian conceptions of ‘nature’, and to what extent have these changed over the course of modernity? How does access to natural resources, and risk to ecological calamities, vary across differences of class, race, caste and gender? Can South Asian valuations of nature, and the projects of anti-colonial nationalism, furnish alternative environmental imaginaries for our future? These are some of the questions we will raise and think through together.

The Indian subcontinent is home to some of the world’s most biodiverse ecosystems ranging from the high mountains of the Himalayas and the rainforests of its North-Eastern hills, to the mangroves of the Ganga River Delta and the jungles of the Deccan Plateau. Studying the teeming array of plants, animals and cultures that coexist and conflict in the region can thus be complicated, but also immensely rewarding. Students unfamiliar with the region need not be intimidated. Each week we will focus on a specific theme, and every session will begin with a brief overview of the timelines and geographies involved.

*Weekly reading will be roughly 150 pages on average, along with **short primary source documents (PD)** that for some weeks take the form of art, songs, photo-essays, and journalistic writing.*

Learning Outcomes:

1. By the end of the course, students will be expected to have achieved a working definition of ‘colonialism’, ‘development’ and ‘environmental colonialism’/ ‘environmental racism’.
2. Students will be introduced to key concepts in the environmental humanities including environmental justice, slow violence, techno-utopianism, ‘Anthropocene’/ ‘Plantationocene’ and indigenous knowledge.
3. Students who have completed the course should be able to draw critical connections between the ‘First World’ and ‘Third World’ in the perpetration and perpetuation of ecological crises.
4. Students will be trained to critique the nature/culture binary, and consider complex entanglements between environmental issues and social issues of class, caste, race and gender.
5. Weekly primary source documents will expose students to different cultural imaginaries of nature.
6. The course will introduce students to the politics, aesthetics and ethics of diverse environmental movements from South Asia.

Course expectations and grading policy:

1. 20%- Discussion participation: Every week two to three students will lead the seminar discussion and present on the readings. Students will be expected to share their critical responses to the readings for that week in a **20-30-minute oral presentation**. Presentations should do more than summarize the text. Students are required to identify the arguments of secondary sources, read primary documents in terms of the secondary sources, and raise questions for discussion.

During the discussion session for **week 10** students are required to collaborate upon and share ideas for a ‘Manifesto for Environmental Justice: Past, Present and Future’. Ideas must display an understanding of the historical causes for environmental crises, and draw upon course readings to suggest alternatives/ solutions.

The participation grade will be determined by *overall* participation in weekly discussions, and not on the oral presentation alone.

2. 30%- Final paper draft and book review: The primary course requirement is a 12-15-page final paper (details are given below). By **week 3** students must submit a 1 page summary of their intended thesis for the final paper, including a list of sources they will be using for the paper. By **week 6** students are required to write a 1-2-page book review of their selected external source.

3. 50%- Final paper: Students are required to write a **12-15-page paper** due at the end of final’s week. Students are expected to critically and creatively respond to **any one** of the following prompts.

1. **How have scholars of South Asia understood the relationship between environmental justice and cultural constructions of ‘nature’?**
2. **To what extent did colonialism, as well as post-colonial development paradigms, shape South Asia’s vulnerabilities to environmental crises? Your answers must reference regionally specific case studies.**
3. **How have scholars traced environmental histories of South Asia through specific objects/ concepts? Discuss with respect to any one of the following- 1. Food, 2. Water, 3. Waste, 4. The ‘commons’, 5. Animals/ Forests, 6. ‘Growth’/ ‘Development’/ ‘Improvement’**

Responses must be rooted in **at least two of the required readings for the course**, in addition to **any one external book**. Students can consult the ‘optional readings’ section of the syllabus to select the external source, or select any other work of their choice (though this would have to be approved by the instructor). Papers should not simply summarize readings, but must critically evaluate readings to respond to the prompt. Papers should be well organized around a central thesis.

Students are encouraged, but not required, to visit office hours to discuss drafts of their final papers and make suggested revisions.

Late papers: Extensions will be granted only in cases of verified emergencies such as illness. Otherwise, the final paper grade will be reduced a ‘notch’ per day (for example, A to A-).

Campus wide resources:

If you are already registered with the Center for Accessible Education (CAE), please request your Letter of Accommodation on the Student Portal. If you are seeking registration with the CAE, please submit your request for accommodations via the CAE website. Please note that the CAE does not send accommodations letters to instructors--you must request that I view the letter in the online Faculty Portal. *Once you have requested your accommodations via the Student Portal, please notify me immediately so I can view your letter.*

Students with disabilities requiring academic accommodations should submit their request for accommodations as soon as possible, as it may take up to two weeks to review the request. For more information, please visit the CAE website (www.cae.ucla.edu), visit the CAE at A255 Murphy Hall, or contact us by phone at (310) 825-1501.

The [History Writing Center \(HWC\)](#) provides personal assistance for undergraduate students with all stages of the writing process. Visit their website to learn more and to schedule appointments: <https://history.ucla.edu/academics/undergraduate/history-writing-center>

Weekly meetings and required readings:

Week 1: South Asian cultures of nature

William Cronon, 'A Place for Stories: Nature, History, and Narrative,' *The Journal of American History* (March 1992): Pp. 1347- 1376.

Mahesh Rangarajan, 'Environmental Histories of India: Of States, Landscapes and Ecologies', in *The Environment and the World* (Los Angeles: UC Press, 2009): Pp. 229-254.

Primary Document (PD)- Selected paintings and writings from Venkat Raman Singh Shyam and S Anand, *Finding my Way*. New Delhi: Juggernaut Books, 2016.

Week 2: A case for 'environmental colonialism'?

Anil Agarwal and Sunita Narain, *Global Warming in an Unequal World: A Case of Environmental Colonialism* [1991] (New Delhi: Centre for Science and Environment, 2003) Pp. 1-23.

Amitav Ghosh, 'Histories' in *The Great Derangement* (Chicago: UC Press, 2016) Pp. 85-116.

Ebba Koch, 'Jahangir as Francis Bacon's Ideal of the King as an Observer and Investigator of Nature', *Journal of the Royal Asiatic Society* Vol. 19, No. 3 (2009) Pp. 293-338.

Kathleen Morrison and Mark Lycett, 'Constructing Nature: Socio-Natural Histories of an Indian Forest' in Morrison, Hecht and Padoch (Ed.) *The Social Lives of Forests: Past, Present, and Future of Woodland Resurgence* (Chicago: University of Chicago Press, 2013) Pp. 143-160.

PD- Speech by Fidel Castro at the UN Earth Summit in Rio, 1992
(<http://www.nnoc.info/speech-by-fidel-castro-at-rio-1992/>)

Speech by Indira Gandhi at the Stockholm Conference, 1972
(<http://lasulawsenvironmental.blogspot.com/2012/07/indira-gandhis-speech-at-stockholm.html>)

Week 3: 'Empire on a plate'

Raj Patel, 'Just a cry for bread' in *Stuffed and Starved: Markets, Power and the Hidden Battle for the World's Food System* (New York: Melville Publishing House, 2014) Pp. 83-106.

Mike Davis, 'Preface' and 'Victoria's Ghosts' in *Late Victorian Holocausts: El Nino Famines and the Making of the Third World* (New York: Verso, 2001) Pp. 1-61.

Edward D Melillo, 'Empire in a Cup: Imagining Colonial Geographies through British Tea Consumption' in Beattie, Melillo and O'Gorman (ed.) *Eco-Cultural Networks and the British Empire: New Views on Environmental History* (New York: Bloomsbury, 2015) Pp. 68-92.

Donna Haraway, 'Anthropocene, Capitolocene, Plantationocene, Chthulucene: Making Kin', *Environmental Humanities* Vol. 6 (2015): Pp. 159-165.

PD- How was tea sold to Indian consumers? Read this brief photo-essay by Philip Lutgendorf (<http://www.tasveergharindia.net/essay/chai-why-advertisements-consumption.html>)

And

Jotirao Phule, 'The condition of agriculture' in *The Cultivator's Whipchord* [*Shetkaryacha Asud*, trans. By Aniket Jaaware], 1883.

****Plan for Final Paper Due****

Week 4: 'Improvement', technology and displacement

Ashis Nandy, 'The Traditions of Technology', in *Traditions, Tyranny and Utopias* (Delhi: OUP): Pp. 77-94.

Sunil Amrith, 'The struggle for water' and 'Rivers divided, rivers dammed' in *Unruly Waters: How Rains, Rivers, Coasts and Seas Have Shaped Asia's History* (Penguin, 2018) Pp. 113-146, 175-228.

Malini Ranganthan, 'Rule by difference: Empire, liberalism, and the legacies of urban 'improvement'', *Economy and Space* (2018): Pp. 1-21.

Down To Earth, March 2018, 'Dying Wisdom: Rise and Fall of Traditional Water Harvesting Systems in India'

PD- M K Gandhi, *Hind Swaraj*, 1938 (https://www.mkgandhi.org/ebks/hind_swaraj.pdf) [Selected pages.]

Week 5: Forests, animals and the politics of conservation

Harriet Ritvo, 'The Thrill of the Chase' in *The Animal Estate: The English and Other Creatures in the Victorian Age* (Harvard: HUP, 1989) Pp. 243-288.

Ramachandra Guha, 'Radical American Environmentalism and Wilderness Preservation: A Third World Critique' in Guha and Martinez Alier (ed.) *Varieties of Environmentalism* (London: Earthscan, 1989) Pp. 92-108.

Raymond Bryant, 'The Fate of the Branded Forest: Science, Violence, and Seduction in the World of Teak' in Morrison, Hecht and Padoch (Ed.) *The Social Lives of Forests: Past, Present, and Future of Woodland Resurgence* (Chicago: University of Chicago Press, 2013) Pp. 220-230.

Nandini Sundar, Sumit Guha and Robin Jeffery, 'Introduction' and 'Historical Reflections on Joint Forest Management' in *A New Moral Economy for India's Forests?* (New Delhi: Sage, 1999): Pp. 15-70.

PD- Selected pages from F W Champion, *The Jungle in Sunlight and Shadow* (1933) and Govind Ballabh Pant, *The Forest Problem in Kumaun* (1922).

Week 6: 'Extractivism' and Indigenous Resistance

Vinita Damodaran, 'Environment, Ethnicity and History in Chotanagpur, India, 1850-1970', in *Environment and History* 3 (Oct 1997): pp. 273-98.

Annapurna Pandey, 'Kondh's resistance movement to save sacred Niyamgiri', in *Indigenous Perspectives on Sacred Natural Sites* (New York: Taylor and Francis, 2019): Pp. 61-89.

Dolly Kikon, 'Introduction' and 'Storytellers', in *Living with Oil and Coal: Resource Politics and Militarization in Northeast India* (Seattle: University of Washington Press, 2019)

PD- Speech by J S Munda at the Constituent Assembly, 1946

(https://cadindia.clpr.org.in/constitution_assembly_debates/volume/1/1946-12-19#1.9.66)

and

Protest song by Warli Adivasi Tribal Chieftain

(<https://www.youtube.com/watch?v=sYADNgIkelyY>)

****Book review due****

Week 7: Gender, caste and religious ecologies

Mukul Sharma, 'Introduction' and 'Dalit Memories and Water Rights' in *Caste and Nature: Dalits and Environmental Politics* (Delhi: OUP, 2017) Pp. xii-xxxvi, 161-211.

Eliza Kent, 'Introduction: Sacred Groves and Local Gods: Religious Environmentalism in South India' in *Sacred Groves and Local Gods: Religion and Environmentalism in South India* (Delhi: OUP, 2013) Pp. 1-17.

Bina Agarwal, 'The Gender and Environmental Debate: Lessons from India', *Feminist Studies* Vol. 18, No. 1 (Spring 1992): Pp. 119- 153.

Nausheen Anwar, Amiera Sawas, Daanish Mustafa, 'Without water, there is no life': Negotiating everyday risks and gendered insecurities in Karachi's informal settlements', *Urban Studies* (2019): Pp. 1-18.

PD- Sunderlal Bahuguna, 'What man does to mountain, and to man' and 'Tehri Dam: A Blueprint for Disaster' (1988), in *Fire in the Heart, Firewood on the Back* [Writings on and by Sunderlal Bahuguna]

Week 8: Environmental catastrophes

Chandana Mathur and Ward Morehouse, 'Twice Poisoned Bhopal: Notes on the Continuing aftermath of the World's Worst Industrial Disaster', *International Labor and Working Class History* No. 62 (Fall 2002), Pp. 69-75.

Sharae Deckard, "'Calligraphy of the Wave': Disaster Representation and the Indian Ocean Tsunami', *Moving Worlds: A Journal of Transcultural Writings* Vol. 14, No. 2 (2014) Pp. 1-20.

Rob Nixon, 'Introduction', in *Slow Violence: Environmentalism of the Poor* (2011): Pp. 1-44.

Emily Brownell, 'Negotiating the New Economic Order of Waste', *Environmental History* Vol. 16, No. 2 (2011): Pp. 262-289.

PD- Refer to these photographs of the Bhopal Gas Tragedy by Raghu Rai

(<https://pro.magnumphotos.com/C.aspx?VP3=SearchResult&ALID=2TYRYDZLBWN6>)

And

Rama Lakshmi and Shalini Sharma, 'Remembering Bhopal: Voices of Survivors' in *Social Justice* Vol. 41, No. ½ (2014), Pp. 28-37.

****Final Paper Drafts Recommended****

Week 9: Gains and losses of 'development'

Jeremy Seabrook, 'How the lifestyle of the rich became anthropogenic activity in the climate change debate', *Race and Class* (March 2016): Pp. 87-94.

Assa Dorin and Robin Jeffrey, 'Growth and Garbage' in *Waste of a Nation* (Harvard: HUP, 2018) Pp. 43-68.

Shiv Visvanathan, 'Environmental Values, Policy and Conflict in India,' transcript of lecture at Carnegie Council on Ethics and International Affairs. Pp. 1-22.

D R Nagaraj, 'Anxious Hindu and Angry Farmer: Notes on the Culture and Politics of Two Responses to Globalization in India' in *Listening to the Loom*. Pp. 284-307.

PD- Vandana Shiva, 'Science and Politics in the Green Revolution', in *The Violence of the Green Revolution: Third World Agriculture, Ecology and Politics* (London: Third World Network, 1991): Pp. 11-46.

Week 10: Historical imaginaries and the future

Elaine Kelly, 'A Rough Climate for Migration: Ethics, Climate Change and Forced Migration', *Australian Quarterly* (March 2016) Pp. 25-31.

Vinay Lal, 'Gandhi and the Ecological Vision of Life: Thinking beyond Deep Ecology', *Environmental Ethics* 22, no. 2 (Summer 2000) Pp. 149-68.

Silvia Federici, 'Re-enchanting the World: Technology, the Body, and the Construction of the Commons', in *Re-enchanting the World: Feminism and the Politics of the Commons* (Ontario: PM Press, 2019)

P. Sainath, 'Solar Panels and Solidarity' from *The Peoples Archive of Rural India*-
<https://ruralindiaonline.org/articles/solar-panels-solidarity>

PD- Watch any one of the following:

'Forest Man': A documentary on Jadav Payeng and his remarkable reforestation efforts:
<https://www.youtube.com/watch?v=HkZDSqyE1do>

or

'This country isn't just carbon neutral- it's carbon negative': A lecture by Tshering Tobgay on Bhutan:
https://www.youtube.com/watch?v=7Lc_dIVrg5M

****Final Paper due****

Optional readings:

Alier, Joan Martinez. *The Environmentalism of the Poor: A Study of Ecological Conflicts and Valuation*. Edward Elgar, 2002.

Arnold, David. *The Tropics and the Traveling Gaze: India, Landscape, and Science 1800- 1856*. Delhi: Permanent Black, 2005.

Buckley, Michael. *Meltdown in Tibet: China's Reckless Destruction of the Ecosystems from the Highlands of Tibet to the Deltas of Asia*. Palgrave Macmillan, 2014.

Carrigan, Anthony. "'Out of this great tragedy will come a world class tourism destination': Disaster, ecology, and post-tsunami tourism development in Sri Lanka'. In *Postcolonial Ecologies* ed. Elizabeth DeLoughrey and George Handley, 273-290. Oxford University Press, 2011.

Chakrabarty, Dipesh. 'The Climate of History: Four Thesis'. *Critical Inquiry* 35, No. 2 (2009): 197-222.

Crosby, Alfred. *Ecological Imperialism*. Cambridge University Press, 2015.

Doniger, Wendy. 'Zoomorphism in Ancient India: Humans More Bestial than the Beasts'. In *On Hinduism*, Edited by Wendy Doniger, 426-438. Oxford: Oxford University Press, 2014.

David Haberman, *River of Love in an Age of Pollution: The Yamuna River of Northern India*. Berkely: UC Press, 2011

Fleming, James Rodger. *Fixing the Sky: The Checkered History of Weather and Climate Control*. Columbia University Press, 2010.

Guha, Ramachandra. *The Unquiet Woods* (Los Angeles: OUP, 1989)

Griffiths, Tom and Libby Robins, eds. *Ecology and Empire: Environmental History of Settler Societies*. University of Washington Press, 1997.

K Sivaramakrishnan and Arun Agrawal (ed.). *Agrarian Environments: Resources, Representations, and Rule in India*. Durham: Duke University Press, 2000.

Klein, Naomi. *This Changes Everything: Capitalism vs. the Climate*. Simon and Schuster, 2014.

Nixon, Rob. *Slow Violence and the Environmentalism of the Poor*. Harvard University Press, 2011.

Oreskes, Naomi, and Erik M Conway. *The Collapse of Western Civilization: A View from the Future*. Columbia University Press, 2014.

Rangarajan, Mahesh (Ed.) *Environmental Issues in India: A Reader* (Delhi: Pearson Longman, 2007)

_____. *India's Wildlife History: An Introduction*. Delhi: Permanent Black, 2001.

Rodney, Walter. *How Europe Underdeveloped Africa*. London: Bogle-L'Ouverture, 1972.

Shobhita Jain, 'Women and People's Ecological Movement: A Case Study of Women's Role in the Chipko Movement in Uttar Pradesh', *Economic and Political Weekly* Vol. 19, No. 41 (Oct 1984) Pp. 1788-1794.

Sourish Jha, 'Radical Politics and Environmentalism against Taungya in Dooars', *Economic and Political Weekly* Vol. 47, No. 1 (Jan 2012) Pp. 112-118.

Taneja, Anand Vivek. 'Nature, History, and the Sacred in the Medieval Ruins of Delhi'. PhD diss., Columbia University, 2013.

Williams, Raymond. *Problems in Materialism and Culture*. Verso, 1980.



New Course Proposal

History 98T

From Colonialism to the Call for Climate Justice: Environmental Histories of Modern South Asia

Course Number History 98T

Title From Colonialism to the Call for Climate Justice: Environmental Histories of Modern South Asia

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. This course on environmental histories of modern South Asia focuses on the nineteenth and twentieth centuries. It examines entanglements between environmental issues and social issues of class, race, caste and gender. It explains key concepts such as colonialism and environmental justice.

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

Syllabus File [HIST 98T Nath Syllabus.docx](#) was previously uploaded. You may view the file by clicking on the file name.

Supplemental Information Instructor (Nivedita Nath) UID: 404395798

Professor Vinay Lal is the faculty mentor for this course. UID: 001469794

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

Grading Structure Discussion participation - 20%
Final paper draft and book review - 30%
Final paper - 50%

Effective Date Winter 2020

Discontinue Date Summer 1 2020

Instructor Name: Nivedita Nath Title: Teaching Fellow

Quarters Taught Fall Winter Spring Summer

Department History

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

Routing Help

ROUTING STATUS

History 98T

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 1:33:54 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 12:04:34 PM

Comments: Initiated a New Course Proposal

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