REGULAR MEETING OF THE RIVERSIDE DIVISION

TUESDAY, FEBRUARY 27, 2024
Zoom Videoconference
1:00 p.m.

ORDER OF BUSINESS

1 Minutes
   Regular Meeting of December 5, 2023 ................................................................. 4
   Action Requested: Approval of the Minutes

2 Announcements by the President
   President Michael V. Drake is unable to attend

3 Announcements by the Chancellor at Riverside
   Chancellor Kim A. Wilcox will address the Division

4 Announcements by Vice Chancellors
   None

5 Announcements by the Deans or other Executive Officers
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6 Announcements by the Chair

7 Special Orders
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      ii) Approval of Curricula Changes
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         b) BCOE – Robotics Major ........................................................................... 12
         c) CNAS – Chemistry Major ......................................................................... 14

   Action Requested: Approval of the Consent Calendar

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   C. Annual reports of committees, received and placed on file†
      i) Executive Council ......................................................................................... 28

* Approval of all items on the Consent Calendar requires a single unanimous vote called for as the first order of business under Special Orders. At the request of any member of the Division, any such item must be withdrawn and considered in its regular order on the agenda [bylaw 4.1.2].

†Reports received and placed on file "are received as presented and require no further action" [bylaw 4.1.3]. Only the reporting committee can change or withdraw these reports; however, at the request of any member of the Division, a report will be moved into its regular order on the agenda (Item 10. Reports of Standing Committees and Faculties) where it may be discussed, and motions relating to the report may be offered.
D. Regular Reports of Standing Committees and Faculties, received and placed on file†
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   J. Executive Committee of the College of Humanities, Arts and Social Sciences Proposal for a Combined Bachelor of Arts Degree Program in Religious Studies and Administrative Studies Major .................................. 892
   K. Executive Council proposed changes to Bylaws 8.5.1, 8.5.2 and 8.5.3............. 930

Action Requested: Individual approval of each proposed change

11 Petitions of Students
   None
Unfinished Business
None

University and Faculty Welfare
None

New Business
None

February 20, 2024

S. Axelrod, Secretary-Parliamentarian
Riverside Division of the Academic Senate
MEETING:
The Riverside Division of the Academic Senate met on Tuesday December 5, 2023, at 1:03pm in Genomics Building, Room 1102A. Chair Sang-Hee Lee presided. The meeting was attended by 68 members of the Riverside Division of the Academic Senate.

MINUTES:
The Minutes of the Regular Meeting of May 23, 2023, were approved as presented.

ANNOUNCEMENTS BY THE PRESIDENT:
There were no announcements by the President as he was unable to attend.

ANNOUNCEMENTS BY THE CHANCELLOR AT RIVERSIDE:
There were no announcements by the Chancellor as he was unable to attend.

ANNOUNCEMENTS BY THE VICE CHANCELLORS:
Provost and Executive Vice Chancellor (PEVC) Elizabeth Watkins addressed the Division.

PEVC Watkins acknowledged the Academic Senate and its role in management of the various committees both during and post pandemic. The PEVC also acknowledged the faculty and staff that were in attendance. Provost Watkins restated the news from summer that UCR is a member of the Association of American Universities (AAU).

As an AAU member institution, UCR has been tasked with the multiple challenges of investment in research enterprise and infrastructure to support and maintain our standing and rise to the next level. Under the infrastructure component, the establishment of a centrally supported Interdisciplinary Research Center has been a top priority for Chancellor Wilcox and is included as an explicit initiative under Strategic Goal #3 in UCR’s Strategic Plan, UCR 2030.

A Request for Proposals will be circulated for evaluation in an open competition. The selection committee will be composed of deans and Senate faculty. PEVC Watkins discussed the requirement and qualification criteria for contenders. The Interdisciplinary Research Center (IDC) will be housed in the Office of Research and Economic Development (RED), with support from staff in that unit (in addition to new staff explicitly hired to serve the research center). In addition to central funding, IDC, similar to the structure of departments within a college, will flow to RED as the college and the center as the department, for additional support. PEVC Watkins also noted an intention to name the director of the Interdisciplinary Research Center to an available Presidential Chair that has not recently been utilized. The resources from that endowment will flow to the center. With that, Provost Watkins concluded her remarks.

There were no questions or comments from the floor.
ANNOUNCEMENTS BY THE DEANS OR OTHER EXECUTIVE OFFICERS:

Chair Lee called upon the Secretary Parliamentarian, Steven Axelrod, to provide the report on the election results. Secretary Parliamentarian Axelrod informed the Division that the results of the 2023-2024 recent elections for the Division, Colleges, and Schools could be found on page 7 of the meeting agenda.

There were several positions that have no more nominees than vacancies, and there were no nominations received from the floor. The Division authorized the Secretary Parliamentarian to cast a single ballot for all open positions. The newly appointed members to serve a 2-year term are Keith Miyake (CHASS), Barry K. Mishra (SOB), and Katherine Meltzoff (SOE).

ANNOUNCEMENTS BY THE CHAIR:
Chair Lee recognized previous Senate Chair Jason Stajich’s attendance and service to the Division. Chair Lee discussed the call for nominations for the Distinguished Teaching, Distinguished Campus Service, Chancellor’s Award for Excellence, and the Faculty Research Lecturer awards and asked all Senate members to take the time to review the award requirements and nominate potential awardees (colleagues and/or students). All nominations are due by January 8, 2024.

There were no questions or comments from the floor.

SPECIAL ORDER:
The curricula changes for the School of Business Undergraduate Business Administration major was withdrawn from the Consent calendar and added to the regular order of business under item 10: Reports on Standing Committees and Faculties. Due to the withdrawal, there was no Consent calendar to be voted on for approval.

The annual reports of standing committees, annual reports of the faculties, degree reports, and regular reports of standing committees and faculties were received and placed on file.

REPORTS OF THE REPRESENTATIVE TO THE ASSEMBLY:
Riverside Assembly Representative Professor David Biggs provided the Division with a written report from the Assembly meeting on June 8, 2023. This report can be found on page 107 of the full agenda. There were no questions from the Division.

REPORTS OF SPECIAL COMMITTEES:
There were no reports of Special Committees.

REPORTS OF STANDING COMMITTEES AND FACULTIES:
Professor James Flegal, Chair of the Committee on Courses, introduced and moved for adoption of the proposed changes to the Charge of the Committee Bylaw 08.10.01, found on page 109 of the full agenda. The motion was approved unanimously.

Professor Victoria Reyes, Vice Chair of the College of Humanities, Arts, and Social Sciences Faculty Executive Committee, introduced and moved for adoption of the proposed changes to the Charge of the Committee Bylaw HS 04.01.01.03, found on page 111 of the full agenda. The motion was approved unanimously.

Professor Marcus Kaul, Chair of the School of Medicine Faculty Executive Committee, introduced and moved for adoption of the second round of proposed changes to Bylaw ME
05.03-Medical Education Committee, found on page 112 of the full agenda. The motion was approved unanimously.

Professor Thomas Kramer, School of Business Associate Dean of Undergraduate Business Programs, moved for the adoption of proposed changes to the Undergraduate Business Administration major (BSAD) found on page 8 of the full agenda. The floor was open for discussion as this was an item removed from the Consent calendar for further discussion.

There were several members that discussed concerns regarding the change and its impact on CHASS’s students and budget. It was mentioned that many members of CHASS were not aware of the proposed change, and therefore a request was made for additional time to review the change prior to the Division vote. A member addressed concerns about the timeline of review for the proposed change and how this precedent of delay will affect committees in the future regarding similar situations. If the motion is to be tabled, a member asked what the timeline for Divisional consideration would then be. Chair Lee responded that all approvals must be made at Division meetings which are held three times a year (quarterly), with the next meeting taking place on February 27, 2024 via Zoom. A motion was made to Call the Question. The motion was approved, and therefore the vote took place to adopt the proposed change to the Undergraduate Business Administration major. The motion to adopt the change was defeated.

**PETITIONS OF STUDENTS:**
There were no student petitions.

**UNFINISHED BUSINESS:**
There was no unfinished business.

**UNIVERSITY AND FACULTY WELFARE:**
There were no issues related to University and Faculty Welfare.

**NEW BUSINESS:**
There being no further business, the meeting was adjourned at 2:05 pm.

**ATTEST:**
S. Axelrod, Secretary-Parliamentarian
Riverside Division of the Academic Senate

Aneesah Kelley-Henry
Recording Secretary
2023-2024 RESULTS FROM THE CALL FOR NOMINATIONS

To be received and placed on file:

1. **SCHOOL OF EDUCATION**

A call for Nominations was issued for the following position:

   **One member, SOE Executive Committee**
   
   To be chosen from the area of Education Policy, Analysis, and Leadership.
   
   2-year term beginning immediately, ending August 31, 2025.

One valid nomination received:

   - Raquel Rall

The results from the Call for Nominations and Elections have been posted on the Academic Senate website.
In Memoriam

Robert Minoru Endo
Professor Emeritus of Plant Pathology
UC Riverside
1961-1989

Robert Minoru Endo, a Professor Emeritus of Plant Pathology at UC Riverside, passed away on October 28, 2010, at the age of 85.

Robert was born March 30, 1925, in Mountain View, California to Edward and Dorothy Takeshita. He grew up on vegetable farms operated by his father in the Bay Area. He attended primary school and 2 1/2 years of high school in Los Altos. When World War II broke out and many other Japanese Americans were sent to internment camps, Robert and his mother were given the option of moving to Philadelphia. There he was awarded a scholarship to Friends Central High School where he graduated as salutatorian in 1942. Upon graduation, he received a four-year scholarship to Temple University.

Rather than accepting the scholarship, he joined the army. He served in the 442nd Regimental Combat Team during WWII, first in a rifle platoon as an infantryman, and later as a Surgical Technician. He assisted medical officers in the care and treatment of wounded, sick or injured soldiers. For his service, he received a WWII Victory Ribbon, a Distinguished Unit Badge with one Oak Leaf Cluster and an Expert Rifleman Medal.

After the war, Robert earned a BS degree from Rutgers University in 1950, followed by an M. S. in 1952 and a Ph. D. in plant pathology from the University of Illinois. After graduation in 1954, he worked at the ARS-USDA in Illinois as a research plant pathologist, focusing on virus diseases of cereals. In 1959, Dr. Endo returned to California as an assistant professor of plant pathology at UCLA. When agriculture programs were transferred to UCR in 1961, Dr. Endo and his family moved to Riverside. He was Professor of Plant Pathology at UCR until his retirement in 1989.
His career at UCR focused on both basic and applied research on fungal diseases and their management on vegetables and turf grass, which received wide support from California commodity groups. He taught courses on mycology and supervised 15 graduate students on their M. S. and Ph. D. degrees. After 28 years of service at UCR, Robert retired in 1989.

As was the case for many Japanese Americans, Robert Endo and his family faced discrimination. However, he was never bitter nor deterred from his goals; rather, he was a quiet, hardworking, unassuming scholar who influenced many with his kindness and generosity.

Dr. Endo was survived by his wife of 60 years, Aiko Endo; one daughter, Jean Stoutenborough; two sons, Robert Endo and Kenneth Endo, and four grandchildren.

Prepared from material on the internet by Dallas Rabenstein
EXECUTIVE COMMITTEE
COLLEGE OF ENGINEERING
REPORT TO THE RIVERSIDE DIVISION

February 27, 2024

Proposed Changes to Materials Science and Engineering

PRESENT:
From catalog listing of Major Requirements

Major Requirements

1. Lower-division requirements (75 units)
   a. CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC
   b. CS 009A or CS 010A
   c. EE 005
   d. MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   e. ME 010
   f. MSE 001, MSE 002L, MSE 003L, MSE 004L
   g. PHYS 040A, PHYS 040B, PHYS 040C
   h. CHEM 008A, CHEM 08LA

2. Upper-Division requirements (76 units)
   a. BIEN 140A/CEE 140A
   b. CHE 100
   c. EE 138
   d. ENGR 180W
   e. ME 110, ME 114, ME 156
   f. MSE 134, MSE 135, MSE 160, MSE 161, MSE 175A, MSE 175B
   g. STAT 155
   h. Technical Electives (20 units):
      i. Four (4) units of required technical electives, MSE 143
      ii. Sixteen (16) units chosen from BIEN/MSE 136,
          BIEN 140B/CEE 140B, CHE 105, CHE 161, EE 133, EE 136, EE 137, EE 139, EE 162, ME 153, MSE 142, MSE 148, MSE 155, MSE 156, MSE 19

PROPOSED:
From catalog listing of Major Requirements

Major Requirements

1. Lower-division requirements (84 units)
   a. CHEM 001A, CHEM 01LA, CHEM 001B, CHEM 01LB, CHEM 001C, CHEM 01LC
   b. CS 009A or CS 010A
   c. EE 005
   d. MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   e. ME 009, ME 010
   f. MSE 001, MSE 002L, MSE 003L, MSE 004L
   g. PHYS 040A, PHYS 040B, PHYS 040C
   h. CHEM 008A, CHEM 08LA
   i. STAT 010

2. Upper-Division requirements (68 units)
   a. CHE 100
   b. EE 138
   c. ENGR 180W
   d. ME 110, ME 114, ME 156
   e. MSE 134, MSE 135, MSE 160, MSE 161, MSE 175A, MSE 175B
   f. Technical Electives (20 units):
      i. Four (4) units of required technical electives, MSE 143
      ii. Sixteen (16) units chosen from BIEN/MSE 136,
          BIEN 140A/CEE 140A, BIEN 140B/CEE 140B, CHE 105, CHE 161, EE 133, EE 136, EE 137, EE 139, EE 162, ME 153, MSE 142, MSE 148, MSE 155, MSE 156, MSE 197
Justification:

ME 009 Engineering Graphics and Design is added to the lower-division requirements. This is based on the suggestions by the MSE Program Advisory Board and the feedback from students to provide them with proper training on computer-aided design. The course will prepare MSE students better in the engineering design process. The change has minimal impacts on current MSE students. ME department has been consulted and agreed to provide access to the course.

STAT 155 Probability and Statistics for Science and Engineering in the upper-division requirements will be replaced by STAT 010 Introduction to Statistics in the lower-division requirement. This will allow introducing the statistic tools to MSE earlier (2nd year instead of 4th year) and prepare them better for the course work. This is suggested by the MSE Program Advisory Board and alumina. The change has minimal impacts on current MSE students. STAT department has been consulted and agreed to provide access to the course.

BIEN 140A/CEE 140A Biomaterials will be moved from the upper division requirements to Technical Electives. This will free up the units needed for core focus of the MSE program without compromising the breadth of the course offered. The change has minimal impacts on current MSE students.

Approvals:

Approved by the faculty of the Department of Materials Science and Engineering: October 20, 2023
Approved by the Executive Committee of the College of Engineering: October 26, 2023
Approved by the Committee on Educational Policy: January 24, 2024
To be adopted: Adding requirements for transferring into the Robotics program

**PRESENT:**

**College Requirements**
For details on breath requirements, see the Colleges and Programs section of this catalog. Students are encouraged to consult their advisor regarding requirements.

**PROPOSED:**

[no change]

**Transfer Admission Criteria**

**REQUIRED:**

1. Computer Science 10A (Intro to Computer Science for Science, Math, and Engineering I)

2. Computer Science 10B (Intro to Computer Science for Science, Math, and Engineering II)

3. Math 9A (First-Year Calculus), Math 9B (First-Year Calculus), Math 9C (First-Year Calculus)

4. Physics 40A (General Physics)

**REQUIRED THREE COURSES FROM:**

1. Computer Science 10C (Intro to Data Structures and Algorithms)

2. Computer Science 61 (Machine Organization and Assembly Language)

3. Electrical Engineering 5 (Circuits and Electronics)

4. Mechanical Engineering 9 (Engineering Graphics and Design)

5. Physics 40B (General Physics)

6. Physics 40C (General Physics)

7. Math 31/EE20B (Applied Linear Algebra)

8. Math 46/EE20A (Intro to Ordinary Differential Equations)
**Justification:**
We are reducing the number of courses in the optional part (second set below) from 4 to 3. All other programs have either 2 or 3; Robotics was the only one with 4. The closely aligned programs like CS, CE, DS, EE, and ME all have 3. The number of units in the Robotics program is similar to the others and reducing to 3 will not affect students any differently than these other programs, and will provide uniformity with across programs. It will also allow more community college students to access the program.

Physics 40A and 40C were included, but not 40B, so this is being added. This was likely an oversight in the past.

ME10 is being replaced with ME9. We have the beginning courses from ECE and CSE, so it makes sense to have ME9, which is the beginning ME course in the Robotics program. Also, ME is planning to provide a robot manipulation course which will be more suitable for Robotics students, rather than the Statics course. The course approval is going through the Senate currently; getting this change done now will ensure that we do not have to revisit this issue again in a few months.

EE20B and MATH31 are equivalent, as are EE20A and MATH46, hence we need to add both to the list.

**Approvals:**
Approved by the Robotics Program: May 24, 2023
Approved by the Executive Committee of the College of Engineering: October 26, 2023
Approved by the Committee on Educational Policy: January 24, 2024
To be adopted:

Proposed Changes to Chemistry Major

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
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<tbody>
<tr>
<td>Change of Major Criteria</td>
<td>Change of Major Criteria</td>
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<tr>
<td>General Requirement:</td>
<td>General Requirement:</td>
</tr>
<tr>
<td>1. Students must be in good academic standing with 2.0 cumulative GPA and 2.0 upper-division chemistry major GPA.</td>
<td>1. No Change</td>
</tr>
<tr>
<td>2. Grades for all chemistry core and required lower-division math and physics courses must be “C-” or better.</td>
<td>2. No Change</td>
</tr>
<tr>
<td>3. A grade of “C-” or better in each of the courses used to satisfy the 20-unit CNAS Natural Science and Mathematics breadth requirement.</td>
<td>3. No Change</td>
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<tr>
<td>4. AP credit is not accepted for lower-division chemistry courses.</td>
<td>4. No Change</td>
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Specific Requirement
If student has completed less than 45 units (first year students), then

- Completion of CHEM 001A or CHEM 002A or CHEM 01HA, CHEM 01LA or CHEM 02LA or CHEM 01HLA, MATH 009A

If student has completed between 45 and 90 units (second year students), then

- Completion of MATH 009A, MATH 009B, MATH 009C

- Completion of MATH 009A or MATH 005A, MATH 009B or MATH 005B, MATH 009C or MATH 005C
• Completion of CHEM 001A or CHEM 002A or CHEM 01HA, CHEM 001B or CHEM 002B or CHEM 01HB, CHEM 001C or CHEM 002C or CHEM 01HC, CHEM 01LA or CHEM 02LA or CHEM 01HLA, CHEM 01LB or CHEM 02LB or CHEM 01HLB, CHEM 01LC or CHEM 02LC or CHEM 01HLC and PHYS 040A or PHYS 002A and PHYS 02LA (PHYS 002A & PHYS 02LA can be used for B.A. program only)

No Change

If student has completed between 90 and 135 units (third year students), then

• Completion of all lower-division math requirements (MATH 009A, MATH 009B, MATH 009C, MATH 010A for B.A. program; and MATH 009A, MATH 009B, MATH 009C, MATH 010A, and two out of the following: MATH 010B, MATH 031, MATH 046 for B.S. program).

Completion of all lower-division math requirements (MATH 009A or MATH 005A, MATH 009B or MATH 005B, MATH 009C or MATH 005C, MATH 010A for B.A. program; and MATH 009A or MATH 005A, MATH 009B or MATH 005B, MATH 009C or MATH 005C, MATH 010A, and two out of the following: MATH 010B, MATH 031, MATH 046 for B.S. program).

• Completion of the following chemistry courses (CHEM 001A or CHEM 002A, CHEM 001B or CHEM 002B, CHEM 001C or CHEM 002C, CHEM 01LA or CHEM 02LA, CHEM 01LB or CHEM 02LB, CHEM 01LC or CHEM 02LC, CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLC, CHEM 08HC and CHEM 08HLC).

No Change

• Completion of all lower-division physics requirements (PHYS 040A, PHYS 040B, PHYS 040C or PHYS 002A, PHYS 002B, PHYS 002C and PHYS 02LA, PHYS 02LB, PHYS 02LC) (Phys 002A, PHYS 002B, PHYS 002C and PHYS 02LA, PHYS 02LB, PHYS 02LC, can be used for B.A. program only)

No Change
If student has completed more than 135 units (fourth year students), then

- Completion of all lower-division math

No Change

- Completion of all lower-division math requirements (MATH 009A or MATH 005A, MATH 009B or MATH 005B, MATH 009C or MATH 005C, MATH 010A for B.A. program; and MATH 009A or MATH 005A, MATH 009B or MATH 005B, MATH 009C or MATH 005C, MATH 010A, and two out of the following: MATH 010B, MATH 031, MATH 046 for B.S. program).

No Change

- Completion of all lower-division chemistry courses (CHEM 001A or CHEM 002A, CHEM 001B or CHEM 002B, CHEM 001C or CHEM 002C, CHEM 01LA or CHEM 02LA, CHEM 01LB or CHEM 02LB, CHEM 01LC or CHEM 02LC, CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLC).)

No Change

- Completion of all lower-division physics requirements (PHYS 040A, PHYS 040B, PHYS 040C or PHYS 002A, PHYS 002B, PHYS 002C and PHYS 02LA, PHYS 02LB, PHYS 02LC) (PHYS 002A, PHYS 002B, PHYS 002C and PHYS 02LA, PHYS 02LB, PHYS 02LC can be used for B.A. program only)

No Change

- Completion of upper-division chemistry courses (CHEM 125W and CHEM 150A)

University Requirements

See Undergraduate Section

No Change

College Requirements

See College of Natural and Agricultural Sciences, Colleges and Programs section.

No Change

Some of the following requirements for the major may also fulfill some of the college’s breadth requirements. Consult with a professional academic advisor at the CNAS Advising Center.
1223 Pierce Hall.

Major Requirements
The major requirements for the B.A. and the B.S. degree in Chemistry are as follows:

Bachelor of Arts
1. Lower-division requirements (63 units)
   a) CHEM 001A or CHEM 002A, CHEM 001B or CHEM 002B, CHEM 001C or CHEM 002C, CHEM 01LA or CHEM 02LA, CHEM 01LB or CHEM 02LB, CHEM 01LC or CHEM 02LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC), CHEM 005, CHEM 008A and CHEM 008B and CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLB, CHEM 08HC and CHEM 08HLC)
   b) MATH 009A, MATH 009B, MATH 009C, MATH 010A
   c) PHYS 040A, PHYS 040B, PHYS 040C (or PHYS 002A, PHYS 002B, PHYS 002C, PHYS 02LA, PHYS 02LB, PHYS 02LC)

2. Upper-division requirements (36 units) A minimum grade of “C-” for any upper division course used to fulfill the requirements for the B.A. degree.
   a) CHEM 110A, CHEM 110B, CHEM 113, CHEM 125W, CHEM 150A, CHEM 191, and either CHEM 111 or CHEM 140 or CHEM 155 or CHEM 166
   b) Ten (10) additional upper-division units

Chemistry with Education Focus Option
Students must consult with their Chemistry advisor before electing this option.

Bachelor of Arts
1. Lower-division requirements (63 units)
   a) CHEM 001A or CHEM 002A, CHEM 001B or CHEM 002B, CHEM 001C or CHEM 002C, CHEM 01LA or CHEM 02LA, CHEM 01LB or CHEM 02LB, CHEM 01LC or CHEM 02LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC), CHEM 005, CHEM 008A and CHEM 008B and CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLB, CHEM 08HC and CHEM 08HLC)
   b) MATH 009A or MATH 005A, MATH 009B or MATH 005B, MATH 009C or MATH 005C, MATH 010A
   c) No Change

2. No Change

Chemistry with Education Focus Option
No Change
1. **Lower Division Requirements (66 units)**
   
a) CHEM 001A or CHEM 002A, CHEM 001B or CHEM 002B, CHEM 001C or CHEM 002C, CHEM 01LA or CHEM 02LA, CHEM 01LB or CHEM 02LB, CHEM 01LC or CHEM 02LC (or CHEM 01HA, CHEM 01HB, CHEM 01HC and CHEM 1HLA, CHEM 1HLC), CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLB, CHEM 08HC and CHEM 08HLC)

b) MATH 009A or MATH 007A, MATH 009B or MATH 007B, MATH 009C, MATH 010A

c) PHYS 040A, PHYS 040B, PHYS 040C (or PHYS 002A and PHYS 02LA, PHYS 002B and PHYS 02LB, PHYS 002C and PHYS 02LC)

d) EDUC 003

b) MATH 009A or MATH 007A or MATH 005A, MATH 009B or MATH 007B or MATH 005B, MATH 009C or MATH 005C, MATH 010A

c) No Change

d) No Change

2. **Upper Division Requirements (41 or 42 units)** A minimum grade of “C-” for any upper-division course used to fulfill the requirements for Chemistry with Education Focus option.

a) CHEM 110A, CHEM 110B, CHEM 113, CHEM 125W, CHEM 150A, CHEM 191, CHEM 111 or CHEM 140 or CHEM 155 or CHEM 166, CHEM 143 or BCH 100 or BCH 110A

b) EDUC 105, EDUC 162, and one course from EDUC 132 or EDUC 147

b) CHEM 110A, CHEM 110B, CHEM 113, CHEM 125, CHEM 150A, CHEM 191, and either CHEM 111 or CHEM 140 or CHEM 155 or CHEM 166

c) CHEM 143 or BCH 100 or BCH 110A

c) No Change

d) No Change

**Bachelor of Science**
1. **Lower-Division Requirements (71-72 units)**
   a) CHEM 001A or CHEM 002A, CHEM 001B or CHEM 002B, CHEM 001C or CHEM 002C, CHEM 01LA or CHEM 02LA, CHEM 01LB or CHEM 02LB, CHEM 01LC or CHEM 02LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC), CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 008HA and CHEM 08HLA, CHEM 008HB and CHEM 08HLB, CHEM 008HC and CHEM 08HLC)
   b) MATH 009A, MATH 009B, MATH 009C, MATH 010A, and two out of the following: MATH 010B, MATH 031, MATH 046
   c) PHYS 040A, PHYS 040B, PHYS 040C

2. **Upper-division requirements (41-43 units)**
   A minimum grade of “C-” for any upper division course used to fulfill the requirements for the B.S. degree.
   a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 113, CHEM 125W, CHEM 150A, CHEM 191
   b) Two laboratory courses from CHEM 114 or CHEM 140, CHEM 155, CHEM 166, BCH 162
   c) One course from BCH 100, BCH 110A, CHEM 143
   d) One 4-unit course from CHEM 135/ENSC 135/ENTX 135, CHEM 136/ENSC 136/ENTX 136/SWSC 136, CHEM 150B, CHEM 197, CHEM 199. CHEM 197 and CHEM 199 must be taken for a grade and a written report submitted.

1. **Lower-Division Requirements (71-72 units)**
   a) CHEM 001A or CHEM 002A, CHEM 001B or CHEM 002B, CHEM 001C or CHEM 002C, CHEM 01LA or CHEM 02LA, CHEM 01LB or CHEM 02LB, CHEM 01LC or CHEM 02LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLB, CHEM 01HC and CHEM 1HLC), CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 008HA and CHEM 08HLA, CHEM 008HB and CHEM 08HLB, CHEM 008HC and CHEM 08HLC)
   b) MATH 009A or MATH 005A, MATH 009B or MATH 005B, MATH 009C or MATH 005C, MATH 010A, and two out of the following: MATH 010B, MATH 031, MATH 046
   b) No Change

2. **Upper-division requirements (41-43 units)**
   No Change
   a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 113, CHEM 125, CHEM 150A, CHEM 191
   b) Two laboratory courses from CHEM 114, CHEM 140, CHEM 155, CHEM 166, BCH 162
   c) No Change
   d) One 4-unit course from CHEM 135/ENSC 135/ENTX 135, CHEM 136/ENSC 136/ENTX 136/SWSC 136, CHEM 150B, CHEM 197, CHEM 199. CHEM 197 and CHEM 199 must be taken for a grade and a written report submitted.
Chemical Physics Option
Students must consult with their Chemistry advisor before electing this option.

1. Lower-division requirements (74-75 units)
   a) CHEM 001A or CHEM 002A, CHEM 001B or CHEM 002B, CHEM 001C or CHEM 002C, CHEM 01LA or CHEM 02LA, CHEM 01LB or CHEM 02LB, CHEM 01LC or CHEM 02LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 01HLB, CHEM 01HC and CHEM 1HLC), CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLB, CHEM 08HC and CHEM 08HLC)
   b) MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   c) PHYS 041A, PHYS 041B, PHYS 41C or PHYS 040A, PHYS 040B, PHYS 040C, and PHYS 041C

2. Upper-division requirements (45 units) A minimum grade of “C-” for any upper-division course used to fulfill the requirements for the Chemical Physics option.
   a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 113, CHEM 150A, CHEM 191
   b) Twenty (20) units of upper-division course work in Mathematics or Physics (110 or above excluding 190 series)
   c) CHEM 197 or CHEM 199, with an emphasis on physical chemistry research (4 units). 4 additional units of CHEM 197 or 199 can be used to replace 4 units of the 20 units of MATH/PHYS requirement, subject to advisor approval.

Chemical Physics Option
No Change

1. Lower-division requirements (74-75 units)
   a) No Change

b) MATH 009A or MATH 005A, MATH 009B or MATH 005B, MATH 009C or MATH 005C, MATH 010A, and two of the following: MATH 010B, MATH 031, MATH 046
   c) No Change

2. Upper-division requirements (45 units)
   No Change
   a) No Change
   b) No Change
   c) No Change
Environmental Chemistry Option

Students must consult with their Chemistry advisor before electing this option.

1. Lower-division requirements (71 units)
   a) CHEM 001A or CHEM 002A, CHEM 001B or CHEM 002B, CHEM 001C or CHEM 002C, CHEM 01LA or CHEM 02LA, CHEM 01LB or CHEM 02LB, CHEM 01LC or CHEM 02LC (or CHEM 01HA and CHEM 1HLA, CHEM 01HB and CHEM 1HLC), CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM, CHEM 08HB and CHEM 08HLB, CHEM 08HC and CHEM 08HLC)
   b) MATH 009A, MATH 009B, MATH 009C, MATH 010A, MATH 010B, MATH 046
   c) PHYS 040A, PHYS 040B, PHYS 040C
   d) BIOL 005A, BIOL 05LA or BIOL 020, BIOL 005B, BIOL 005C.

2. Upper-division requirements (49-50 units) A minimum grade of “C-” for any upper division course used to fulfill the requirements for the Environmental Chemistry option.
   a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 125W, CHEM 135/ENSC 135/ENTX 135, CHEM 136/ENSC 136/SWSC 136, CHEM 114 or CHEM 140, CHEM 150A, CHEM 191
   b) One course from ENSC 104/SWSC 104 or GEO 137
   c) One course from BCH 100, BCH 110A or CHEM 143
   d) Two additional courses from CHEM 113, CHEM 150B, CHEM 155, CHEM 166, CHEM 197, CHEM 199, ENSC 100, ENSC 101, ENSC 102, ENSC 140/SWSC 140, ENSC 163, ENTX 101, ENSC 135/ENSC 135/ENTX 135, ENSC 100 or ENSC 104, ENSC 101 or CHEM 136/ENSC 136; ENTX 101 or ENSC 140.

Environmental Chemistry Option

No Change.

1. Lower-division requirements (71-72 units)
   a) No Change
Chemistry with Education Focus Option
Students must consult with their Chemistry advisor before electing this option

1. Lower Division Requirements (74–75 units)

a) CHEM 001A or CHEM 002A, CHEM 001B or CHEM 002B, CHEM 001C or CHEM 002C, CHEM 01LA or CHEM 02LA, CHEM 01LB or CHEM 02LB, CHEM 01LC or CHEM 02LC (or CHEM 01HA, CHEM 01HB, CHEM 01HC and CHEM 1HLA, CHEM 1HLC, CHEM 005, CHEM 008A and CHEM 08LA, CHEM 008B and CHEM 08LB, CHEM 008C and CHEM 08LC (or CHEM 08HA and CHEM 08HLA, CHEM 08HB and CHEM 08HLB, CHEM 08HC and CHEM 08HLC)

b) MATH 009A, MATH 009B, MATH 009C, MATH 010A, and two of the following: MATH 010B, MATH 031, MATH 046

c) PHYS 040A, PHYS 040B, PHYS 040C

d) EDUC 003

2. Upper Division Requirements (53–55 units)
A minimum grade of “C-“ for any upper-division course used to fulfill the requirements for the Chemistry with Education Focus option.

a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 113, CHEM 150A, CHEM 125W, CHEM 191

b) EDUC 105, EDUC 162 and one course from EDUC 132 or EDUC 147

c) Two laboratory courses from CHEM 114 or CHEM 140, CHEM 166 or CHEM 155, BCH 162

Chemistry with Education Focus Option
No Change

1. Lower Division Requirements (74–75 units)

a) No Change

2. Upper Division Requirements (52-54 units)
No Change

a) CHEM 110A, CHEM 110B, CHEM 111, CHEM 113, CHEM 150A, CHEM 125W, CHEM 191

b) EDUC 105, CHEM 141, and one course from EDUC 147 or EDUC 162

c) Two laboratory courses from CHEM 114, CHEM 140, CHEM 166, CHEM 155, BCH 162
d) One course from BCH 100, BCH 110A, CHEM 143

e) One course from CHEM 135, CHEM 136, CHEM 150B, CHEM 197, or CHEM 199 (4 units total allowed)

Undergraduate Research is strongly encouraged for students with the requisite ability. Students wishing to participate in this activity should consult Chemistry faculty, their Chemistry advisor, or check: ugr.ucr.edu.

Sample Program
Student programs are planned on an individual basis with their advisors, and there is considerable flexibility in the sequence in which courses required for the major are taken. For example, PHYS 040A, PHYS 040B, PHYS 040C can be started equally well during either the freshman or sophomore year. The sample program is typical for a well-prepared entering freshman who seeks the B.S. degree.

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**Justification:**
These changes are being proposed to correct errors in the catalog, remove course options that no longer exist, add the newly approved Chem 141 class to the BA/BS with Education Focus degrees, and fix the Chemistry BS with Environmental Chemistry Focus degree option.
Specifically:
1) Typos and errors have been fixed: for example, SWSC 135 no longer exists, so has been removed.
2) Chem 125W had been previously approved to change to Chem 125, these changes have been made for all degrees.
3) Math requirements have been made consistent across all Chemistry degrees: the BS in Chemistry had previously allowed "two classes from Math 10B, 31, 46", but other BS degree plans only allow Math 10B/46. This has been made consistent.
4) Addition of Chem 141 for the Chemistry with Education focus majors, and removal of one class in Education which did not align with the degree priorities.
5) Changes to BS with Environmental Chemistry Options - courses that don't exist anymore have been removed, and errors have been fixed (we'd previously removed the lower div Bio requirement in 2019, but somehow it made its way back into the catalog in a later draft). Also, we have reorganized the requirements for the degree to allow simpler signup for students. CHEM/ENSC 135/136 are required classes for this major, but are taught in the Environmental Sciences department, where they are electives for the ENSC major. ENSC are currently not offering those classes, so the BS with Environmental Chemistry degree is inaccessible. The new plan requires some ENSC/ENTX classes (not just CHEM), but allows flexibility so that students can actually take the major.
6) The addition of the MATH 005 Series is designed to be an alternative to the MATH 009 series. This will give students more flexibility on which Mathematics course series to choose.

**Approvals:**
Approved by the faculty of the Program in Chemistry: October 23, 2023
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: November 21, 2023
Approved by the Committee on Educational Policy: February 6, 2024
To be received and placed on file:

Reports of Degrees Awarded – Summer 2023

Bourns College of Engineering
Bachelor of Science: .......................................................... 71

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Bachelor of Science: .......................................................... 261

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School of Public Policy
Bachelor of Arts: ............................................................. 21

Report of Degrees Awarded – Fall 2023

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Master of Education: ........................................................ 5
Master of Finance: ............................................................ 17
Master of Fine Arts: .......................................................... 14
Master of Professional Accountancy: ......................... 13
Master of Public Policy: .................................................... 1
Master of Science: ........................................................... 178
Doctor of Philosophy: ...................................................... 54

The names of the candidates are filed in the official records of the Office of the Registrar.

S. Axelrod, Secretary-Parliamentarian
Riverside Division of the Academic Senate
To be received and placed on file.

This Executive Council report lists items reviewed and actions taken in meetings held from September 2022 through August 2023.

Each Executive Council meeting included a report from Chair Sang-Hee Lee on issues reviewed at Academic Council meetings, Chancellor’s meetings, Provost’s meetings, and other critical issues raised by the faculty or the administration. Chair Lee also gave regular updates on the various subcommittees on which she serves in her capacity as the Chair of the Riverside Division of the Academic Senate. Meeting minutes are provided on the Academic Senate website.

Throughout the year, both internally and with the Administration, Executive Council discussed and deliberated on campus and systemwide issues provided below. The first meeting of the year was immediately preceded by the annual committee chairs’ orientation. During this first meeting of the year, Executive Council reviewed and approved its conflict-of-interest statement. Council noted as “Received” the conflict-of-interest statements from Senate Standing Committees and Faculty Executive Committees at remaining meetings as they were submitted.

Issues considered and/or actions taken by the Executive Council include the following:

**Legislative (Bylaw, Regulation & Guideline) Items**
Proposal: 2nd Round - Changes to UCR Appendix Sections 6.3 (Types of Academic Misconduct) and 6.5 (Graduate Students)

4th Round-Proposed Changes-School of Medicine Bylaws ME05.04, ME 05.04.01 (Admissions Committee)
Proposed Changes School of Medicine Bylaw ME 05.02.05.04 (Medical Education Committee)
Bylaw Change - School of Education Bylaws 01-06.01
2nd Round-Proposed Changes to School of Medicine Bylaw ME 05.02.05.04 (Medical Education Committee)
Bylaw Change - 2nd Round-School of Education Bylaws 01 – 06.01
Bylaw Change - School of Medicine Bylaw ME 05.03 – Medical Education Committee

**Campus Level Review and Other Discussion Items**
Proposal for UCR 2030 Strategic Plan
Campus Naming Committee Request received August 1, 2022 in the Student Success Building
Campus Guideline Proposal: 3rd Round-Proposed New Guidelines for Courses and Instruction
Consultation: Site Analysis - Undergraduate Teaching and Learning Facility (UTLF)
Consultation: Senate Faculty Retention Processes
Department Name Change: Department of Religious Studies to the Department for the Study of Religion
Proposed Degree Program: 2nd Round - Online Master of Business Administration (OMBASSGPDP)
Department Proposal: Department of Society, Environment, and Health Equity (SEHE) - formerly known as the Department of Environment, Sustainability, and Health Equity (ESHE)
Proposed Degree Program: 2nd Round - Master of Public Health (MPH)
Department Proposal: Department of Society, Environment, and Health Equity (SEHE) - formerly known as the Department of Environment, Sustainability, and Health Equity (ESHE)

Endowed Chair Proposal: John E. and Elizabeth S. Leonard Chair in Biochemistry (CNAS)

Consultation: Proposed Policy Changes Related to Space

Proposed Degree Program: 3rd Round - Online Master of Business Administration (OMBA-SSGPDP)

Update and request for feedback on work products from Joint Senate-Administrative Teaching Evaluation Implementation Committee (TEIC)

Proposal: New Undergraduate Minor in Planetary Sciences

Proposed Draft Guideline/Policy on Research Labs

Proposed UCR Information Technology Governance Model Structure

Revised Catalog Entry for the Microbiology BS+MS Degree Program

Proposed Revised R’Courses Policy

Proposed New Undergraduate Major in Religious Studies/Administrative Studies

**Systemwide Review Items**

- Proposed Policy: 2nd Round Review - Draft Presidential Policy -- Abusive Conduct in the Workplace
- Second Systemwide Review: Draft Revised APM - 025 and APM – 671
- Proposed Senate Regulation 479 (Cal-GETC)
- Proposed Amendment to Senate Regulation 630
- Entry Level Writing Requirement Task Force Report and Recommendations
- Proposed Presidential Policy – University of California – Policy on Vaccination Programs
- Proposed Revisions to Presidential Policy on Sustainable Practices
- Revisions to the Presidential Policy on Developing and Maintaining Presidential Policies
- Proposed Policy: Extension of Systemwide Review of Presidential Policy – Policy on Vaccination Programs
- Regulation Change: Systemwide Senate Review of Proposed Conforming Amendments to Senate Regulation on Admission
- Proposed Presidential Policy – Anti-Discrimination
- Proposed Revisions to Presidential Policy BFB BUS-43 Purchases of Goods and Services; Supply Chain Management
- Proposed Presidential Policy re: Immigration Enforcement Issues Involving Patients in UC Health Facilities
- Proposed Presidential Policy – Clery Act Policy
- Proposed Revisions to Presidential Policy on Inventions, Patents, and Innovation Transfer

The following guests were received by Executive Council:

Ken Baerenklau, Associate Provost

Gerry Bomotti, Vice Chancellor for Planning, Budget, and Administration
Mary Droser, Professor and On-Campus Liaison and STEM Education Center Advisory Board Co-Chair
Emily D. Engelschall, Associate Vice Chancellor for Enrollment Services
Matthew Gunkel, Associate Vice Chancellor and Chief Information Officer
Josh Hoerger, Project Manager
Yingbo Hua, Professor and Co-Chair of Teaching Evaluation Implementation Committee
Dan Jeske, Vice Provost for Academic Personnel
Erika Leon, President, UCR Staff Assembly
Aerika Loyd, Chair, Committee on Courses
Bobbi McCracken, Associate Vice Chancellor for BFS and Controller
S. Alex Najera, Associate Vice Chancellor & Chief Human Resources Officer
Katina Napper, Assistant Vice Provost for Academic Personnel
Agam Patel, Immediate Past President, UCR Staff Assembly
Louie Rodriguez, Vice Provost and Dean for Undergraduate Education
Omar Safie, Director of Evaluation & Assessment
Esperanza Steward, Director of Academic Personnel Policy & Employee Relations
Elizabeth Watkins, Provost and Executive Vice Chancellor
Kim Wilcox, Chancellor
George Williams, Director of Employee & Labor Relations
Annie Ditta, Professor and member of the Teaching Evaluation Implementation Committee
Goldberry Long, Professor and member of the Teaching Evaluation Implementation Committee

**2022-2023 Executive Council Membership**
Sang-Hee Lee, Division Chair
Declan McCole, Division Vice Chair
Steven Axelrod, Secretary/Parliamentarian
David Biggs, Assembly Representative
Peter Chung, Assembly Representative
Christiane Weirauch, Chair of the Graduate Council
Jang-Ting Guo, Chair of the Committee on Academic Personnel
Katherine Stavropoulos, Chair of the Committee on Diversity, Equity, and Inclusion
Linda Walling, Chair of the Committee on Physical Resources Planning
Lorenzo Mangolini, Chair of the Committee on Educational Policy
Peter Atkinson, Chair of the Committee on Planning and Budget
Peter Sadler, Chair of the Committee on Undergraduate Admissions
Po-Ning Chen, Chair of the Committee on Preparatory Education
Sheldon Tan, Chair of the Committee on Information Technology
Victor Ortego-Marti, Chair of the Committee on Committees
Weixin Yao, Chair of the Committee on Research
Yawen Jiao, Chair of the Committee on Faculty Welfare
Bahram Mobasher, Chair of the Faculty Executive Committee - College of Natural and Agricultural Sciences
Barry Mishra, Chair of the Faculty Executive Committee - School of Business
John Kim, Chair of the Faculty Executive Committee - College of Humanities, Arts, and Social Sciences
Marcus Kaul, Chair of the Faculty Executive Committee - School of Medicine
Raquel Rall, Chair of the Faculty Executive Committee - School of Education
Richard Carpiano, Chair of the Faculty Executive Committee - School of Public Policy
Victor Rodgers, Chair of the Faculty Executive Committee - College of Engineering

Respectfully submitted on behalf of Senate Division Chair Sang-Hee Lee by Cherysa Cortez, Executive Director
To be received and placed on file.

The Committee on Courses has approved the following courses.

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</tr>
<tr>
<td>New ENGL 034</td>
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<td>MODERN AND CONTEMPORARY LGBTQI ARTS AND MEDIA</td>
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<tr>
<td>New ENGL 035</td>
<td></td>
<td>INTRODUCTORY TOPICS IN VISUAL, SCREEN, AND PERFORMANCE STUDIES</td>
<td>4 Units</td>
</tr>
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</table>
### Graduate Courses:

- **Change BMSC 222E** | THEMES IN HUMAN BIOLOGY AND DISEASE | 3 Units
- **Change BMSC 222F** | THEMES IN HUMAN BIOLOGY AND DISEASE | 3 Units
- **Change BMSC 222G** | THEMES IN HUMAN BIOLOGY AND DISEASE | 3 Units
- **Change BMSC 222H** | THEMES IN HUMAN BIOLOGY AND DISEASE | 3 Units
- **Change BMSC 223A** | THEORIES OF TRANSLATIONAL RESEARCH | 8 Units
- **Change BMSC 231** | FOUNDATIONS OF MEDICINE I | 7.5 Units
- **Change BMSC 232** | CARDIOVASCULAR, NEURAL, AND RESPIRATORY SCIENCES I | 12 Units
- **Change BMSC 233** | GASTROINTESTINAL, ENDOCRINE, AND REPRODUCTIVE HEALTH I | 10 Units
- **Change ECON 285 (E-Z)** | ADVANCED ECONOMETRIC | 4 Units
- **Change EDUC 245** | REVIEW OF RESEARCH LITERATURE IN EDUCATION | 4 Units
- **Change EDUC 246** | HIGHER EDUCATION SCHOLARSHIP AND LITERATURE REVIEW | 4 Units
- **Change EDUC 248** | HIGHER EDUCATION | 4 Units
- **Change CS 222** | NATURAL LANGUAGE PROCESSING | 4 Units
- **Change EDUC 280M** | FOUNDATIONS IN EDUCATION | 4 Units
- **Change PBPL 250** | PUBLIC BUDGETING AND FINANCE | 4 Units
- **Change PHYS 206** | COMPUTATIONAL ASTROPHYSICS | 4 Units
- **Change BPSC 235** | PLANT CELL AND DEVELOPMENTAL BIOLOGY | 4 Units
- **Change EDUC 221A** | INTRODUCTION TO QUALITATIVE METHODS | 4 Units
- **Change EDUC 221B** | INTERMEDIATE QUALITATIVE RESEARCH METHODOLOGIES IN EDUCATION | 5 Units
- **Change EDUC 221C** | ADVANCED QUALITATIVE RESEARCH METHODOLOGIES IN EDUCATION | 5 Units
- **Change EDUC 265A** | BEGINNING PRACTICUM IN SCHOOL PSYCHOLOGY: LEVEL 1 | 1 Unit
- **Change EDUC 265B** | BEGINNING PRACTICUM IN SCHOOL PSYCHOLOGY: LEVEL 2 | 1 Unit
- **Change EDUC 265C** | BEGINNING PRACTICUM IN SCHOOL PSYCHOLOGY: LEVEL 3 | 1 Unit
- **Change EDUC 282A** | CURRICULUM THEORY AND INSTRUCTIONAL PROCESSES: SOCIAL STUDIES, VISUAL AND PERFORMING ARTS, AND PHYSI | 4 Units
- **Change ETST 224** | RACE AND STATE VIOLENCE | 4 Units
- **Change MATH 216** | COMBINATORIAL THEORY | 4 Units
- **Change PBPL 202** | POLICY INSTITUTIONS AND PROCESSES | 4 Units
- **Change PBPL 210** | QUANTITATIVE METHODS FOR PUBLIC POLICY I | 4 Units
- **Change PBPL 220** | QUANTITATIVE METHODS FOR PUBLIC POLICY II | 4 Units
- **Change PBPL 222** | ETHICS, PROFESSIONALISM, AND THE NORMATIVE BASES OF PUBLIC POLICIES | 4 Units
- **Change PHIL 281** | PHILOSOPHICAL TEXTS | 4 Units
### Cross-listed Courses

<table>
<thead>
<tr>
<th>Action</th>
<th>Course</th>
<th>Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>Change</td>
<td>POSC 267</td>
<td>ETHICS AND INTERNATIONAL POLITICS</td>
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<tr>
<td>Discontinue</td>
<td>EDUC 241A</td>
<td>INQUIRY AND RESEARCH METHODS</td>
<td>4</td>
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<tr>
<td>Discontinue</td>
<td>MATH 202</td>
<td>NUMERICAL LINEAR ALGEBRA</td>
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</tr>
<tr>
<td>Discontinue</td>
<td>MATH 215B</td>
<td>COMBINATORIAL THEORY</td>
<td>4</td>
</tr>
<tr>
<td>Discontinue</td>
<td>MATH 217</td>
<td>TOPICS OF PROBABILITY THEORY</td>
<td>4</td>
</tr>
<tr>
<td>Discontinue</td>
<td>MATH 222</td>
<td>ALGEBRAIC GROUPS</td>
<td>4</td>
</tr>
<tr>
<td>Discontinue</td>
<td>MATH 233</td>
<td>COMPARISON GEOMETRY</td>
<td>4</td>
</tr>
<tr>
<td>Discontinue</td>
<td>MUS 251</td>
<td>MUSIC IN COMPUTER GAMING</td>
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</tr>
<tr>
<td>Discontinue</td>
<td>MUS 264</td>
<td>MUSIC IN FANTASY AND SCIENCE FICTION</td>
<td>4</td>
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<td>Discontinue</td>
<td>PBPL 241</td>
<td>CLIMATE CHANGE POLICY</td>
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<tr>
<td>New</td>
<td>ENTM 259</td>
<td>SEMINAR IN COOPERATION AND SOCIALITY</td>
<td>2</td>
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<tr>
<td>New</td>
<td>ENTM 260</td>
<td>CIBER SEMINAR: RECENT ADVANCES IN HONEY BEE HEALTH RESEARCH</td>
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<tr>
<td>New</td>
<td>ETST 232</td>
<td>RACE, ENVIRONMENT, RESISTANCE</td>
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<tr>
<td>New</td>
<td>ME 234</td>
<td>DATA DRIVEN MODELING AND CONTROL</td>
<td>4</td>
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<tr>
<td>New</td>
<td>PBHL 200</td>
<td>FOUNDATIONS OF PUBLIC HEALTH</td>
<td>3</td>
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<td>New</td>
<td>PBHL 201</td>
<td>RESEARCH METHODS FOR PUBLIC HEALTH</td>
<td>4</td>
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<td>New</td>
<td>PBHL 202A</td>
<td>COMMUNITY HEALTH THEORY AND PRACTICE 1</td>
<td>4</td>
</tr>
<tr>
<td>New</td>
<td>PBHL 202B</td>
<td>COMMUNITY HEALTH THEORY AND PRACTICE 2</td>
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<td>ETHICS IN PUBLIC HEALTH</td>
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<tr>
<td>New</td>
<td>PBHL 204</td>
<td>EPIDEMIOLOGY</td>
<td>4</td>
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<td>New</td>
<td>PBHL 205</td>
<td>ENVIRONMENTAL HEALTH</td>
<td>4</td>
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<tr>
<td>New</td>
<td>PBHL 206</td>
<td>HEALTH POLICY AND ADMINISTRATION</td>
<td>4</td>
</tr>
<tr>
<td>New</td>
<td>PBHL 207</td>
<td>PROGRAM PLANNING AND EVALUATION FOR PUBLIC HEALTH</td>
<td>4</td>
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<tr>
<td>New</td>
<td>PBHL 298I</td>
<td>APPLIED PUBLIC HEALTH PRACTICE EXPERIENCE (PRACTICUM)</td>
<td>1 to 12 Units</td>
</tr>
<tr>
<td>New</td>
<td>PBPL 205</td>
<td>RESEARCH DESIGN AND STATISTICS FOR PUBLIC POLICY</td>
<td>4</td>
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<tr>
<td>New</td>
<td>POSC 253</td>
<td>MASS POLITICAL BEHAVIOR</td>
<td>4</td>
</tr>
<tr>
<td>New</td>
<td>STAT 233A</td>
<td>STATISTICS FOR PUBLIC HEALTH – 1</td>
<td>4</td>
</tr>
<tr>
<td>New</td>
<td>STAT 233B</td>
<td>STATISTICS FOR PUBLIC HEALTH – 2</td>
<td>4</td>
</tr>
</tbody>
</table>

### Extension Courses

- **Instructor**: DNCE XR007
  - Dance, Cultures, and Contexts, Maiko LeLay, Ph.D.
  - Developmentally Appropriate Curriculum in Early Childhood Education, Magda Franco, M.B.A.

- **Instructor**: EDUC X85.C
  - An Introduction to Early Childhood Studies: Child Growth and Development, Monica Lopez-Castillo, M.A.

- **Instructor**: EDUC X85.A
  - An Introduction to Early Childhood Studies: Child Growth and Development, Magda Franco, M.B.A.

- **Instructor**: EDUC X85.B
  - The Role of Home, School and Community in Early Childhood Education, Magda Franco, M.B.A.

- **Instructor**: EDUC X85.D
  - M.B.A.

- **Instructor**: EDUC X85.H
  - M.A.
To be received and placed on file:

The Committee on Courses has approved requests to allow the following instructors to teach upper division courses as indicated:

<table>
<thead>
<tr>
<th>INSTRUCTOR</th>
<th>DEPARTMENT/SCHOOL</th>
<th>LIMITS OF AUTHORIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jackson, J.</td>
<td>Comparative Literature and Languages</td>
<td>CPAC 134/HIST 110</td>
</tr>
<tr>
<td>Goulding, J.</td>
<td>Computer Science</td>
<td>CS 130</td>
</tr>
<tr>
<td>Rivas, S.</td>
<td>Education</td>
<td>EDUC 296I</td>
</tr>
<tr>
<td>Barbour, L.</td>
<td>English</td>
<td>ENGL 122</td>
</tr>
<tr>
<td>Hernandez-Bachman, C.</td>
<td>English</td>
<td>ENGL 102W</td>
</tr>
<tr>
<td>Vincent, P.</td>
<td>English</td>
<td>ENGL 134</td>
</tr>
<tr>
<td>Vincent, P.</td>
<td>English</td>
<td>ENGL 120T</td>
</tr>
<tr>
<td>Basualto, G.</td>
<td>Hispanic Studies</td>
<td>SPN 120C</td>
</tr>
<tr>
<td>Diaz-Letelier, G.</td>
<td>Hispanic Studies</td>
<td>SPN 101B</td>
</tr>
<tr>
<td>Hansen, K.</td>
<td>Hispanic Studies</td>
<td>SPN 109B</td>
</tr>
<tr>
<td>Naranjo Garcia, N.</td>
<td>Hispanic Studies</td>
<td>SPN 109B</td>
</tr>
<tr>
<td>Rivera-Montoya, A.</td>
<td>Hispanic Studies</td>
<td>SPN 101A</td>
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<tr>
<td>Cebeci, E.</td>
<td>Political Science</td>
<td>POSC 132S</td>
</tr>
<tr>
<td>Marquez Duarte, F.</td>
<td>Political Science</td>
<td>POSC 112</td>
</tr>
<tr>
<td>Ross, A.</td>
<td>Political Science</td>
<td>POSC 186</td>
</tr>
<tr>
<td>Brady, S.</td>
<td>Psychology</td>
<td>PSYC 160</td>
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<tr>
<td>Gabriella, I.</td>
<td>Psychology</td>
<td>PSYC 152</td>
</tr>
<tr>
<td>Hawes, J.</td>
<td>Psychology</td>
<td>PSYC 140</td>
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<tr>
<td>Jonnalagadda, P.</td>
<td>Psychology</td>
<td>PSYC 150</td>
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<tr>
<td>Radosic, N.</td>
<td>Psychology</td>
<td>PSYC 142</td>
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<td>Cohen, T.</td>
<td>Sociology</td>
<td>SOC 124</td>
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<tr>
<td>Fields, B.</td>
<td>Sociology</td>
<td>SOC 142</td>
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</table>

COMMITTEE ON COURSES
REPORT TO THE RIVERSIDE DIVISION
FEBRUARY 27, 2024
To be received and placed on file:

The Committee on Courses has approved the following course proposals for deletion, which have been listed in the General Catalog, but for at least four years, have not been offered, been offered with zero enrollment, or have been offered but canceled for deletion with the concurrence of the departments involved.

*The following lists courses that were deleted and identified in the 2023-2024 Academic Year as part of the courses not offered for four or more year’s process.*

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>AHS 159</td>
<td>MCS 103</td>
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<tr>
<td>AHS 168</td>
<td>MCS 138</td>
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<td>AHS 169</td>
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<tr>
<td>AHS 185</td>
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Courses scheduled to be approved for deletion:

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<tr>
<th>Course Code</th>
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<tr>
<td>AHS 117</td>
<td>MCS 021</td>
<td>SOC 002F</td>
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<tr>
<td>AHS 145</td>
<td>MCS 043</td>
<td>SOC 003H</td>
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<td>MCS 113</td>
<td>SOC 123</td>
<td>GEO 205</td>
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<tr>
<td>MCS 114</td>
<td>SOC 125</td>
<td>GEO 221</td>
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<td>MCS 128</td>
<td>SOC 131H</td>
<td>GEO 224</td>
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<td>MCS 142</td>
<td>SOC 132</td>
<td>GEO 225A</td>
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<tr>
<td>MCS 165</td>
<td>SOC 156</td>
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<td>MCS 169</td>
<td>SOC 186G</td>
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<td></td>
<td>SOC 186E</td>
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<tr>
<td></td>
<td>SOC 186F</td>
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</table>

*The following lists courses that were deleted and identified in the 2022-2023 Academic Year as part of the courses not offered for four or more year’s process.*

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CPLT 144</td>
<td>MUS 251</td>
<td>POSC 135</td>
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<td>MUS 264</td>
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<td>MATH 216B</td>
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<td>MATH 202</td>
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<td></td>
<td>MATH 202</td>
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<td></td>
<td>MATH 217</td>
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<td>MATH 222</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MATH 233</td>
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</table>

Courses scheduled to be approved for deletion:

MATH 211B

Courses previously approved for deletion:

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<th>Course Code</th>
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<tr>
<td>ARLC 158</td>
<td>CPLT 158</td>
<td>FREN 109A</td>
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<td>CHN 025</td>
<td>CPLT 178</td>
<td>FREN 109C</td>
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<td>CHN 105</td>
<td>CPLT 219</td>
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<td>CHN 108</td>
<td>CPLT 272</td>
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<td>CLA 165</td>
<td>CPLT 273</td>
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<td>CPLT 015</td>
<td>CPLT 275</td>
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<td>CPLT 018</td>
<td>CPLT 276</td>
<td>JPN 010A</td>
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<td>JPN 010B</td>
<td>PHIL 251</td>
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<td>117/JPN 117</td>
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<td>189/SEAS</td>
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*The following lists courses that were deleted and identified in the 2021-2022 Academic Year as*
Courses scheduled to be approved for deletion:
EDUC 335B  URST 178
EDUC 335C  URST 182
URST 184

Courses previously approved for deletion:
CHEM 092  CHEM 202  EDUC 230A  EDUC 258R  URST 172
CHEM 13HA  CHEM 264  EDUC 230B  EDUC 274
CHEM 281  EDUC 242C  EDUC 289
EDUC 247  EDUC 295A
EDUC 249
To be received and placed on file:

Report on the Entry-Level Writing Requirement: 2022-2023

In the fall of 2022, 61% of UCR’s entering freshmen had satisfied the Entry-Level Writing Requirement before registering as full-time students. Many students passed the AWPE or the AP English exam, or took summer school. A large number of freshmen (30% in Fall 2022) came to UCR with AP credits that placed them in English 1B or 1C. Another 19% of the entering freshmen satisfied the ELWR by passing the Analytical Writing Placement Exam. The remaining 12% of entering freshmen satisfied the ELWR by way of the SAT (3%), the ACT (<1%), an International Baccalaureate English exam (1%), earning transferable credit for English 1A from another institution (6%), or passing English 4 during the Highlander Early Start Academy (1%).

The remaining 39% placed in Entry-Level Writing courses. The great majority made good progress once they arrived at UCR.

<table>
<thead>
<tr>
<th>Colleges</th>
<th>English 1PA</th>
<th>English 4</th>
<th>Basic Writing 1 &amp; 3 (ELL)</th>
<th>Total ELWR Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCOE</td>
<td>49</td>
<td>179</td>
<td>53</td>
<td>281</td>
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<tr>
<td>CNAS</td>
<td>63</td>
<td>365</td>
<td>94</td>
<td>522</td>
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<tr>
<td>CHASS</td>
<td>77</td>
<td>895</td>
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<td>1224</td>
</tr>
<tr>
<td>SOE</td>
<td>2</td>
<td>35</td>
<td>15</td>
<td>52</td>
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<tr>
<td>SPP</td>
<td>0</td>
<td>19</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>BU</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>SS</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>191</td>
<td>1497</td>
<td>417</td>
<td>2105</td>
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</table>

Of the 1497 students who placed into English Writing 4 in the fall, 1282 satisfied the ELWR by the end of the spring quarter. Of the remaining 215 students initially placed in English 4 who did not satisfy the ELWR by the spring 2023 quarter, 69 students withdrew voluntarily from the university, were academically dismissed, or left the university due to impending dismissal because of their overall academic records. 39 students satisfied the ELWR during the summer 2023 quarter. Continuing to respond to extenuating circumstances for students due to the global pandemic, the associate deans in several colleges granted petitions for additional time to satisfy the ELWR. Ninety-eight students have time remaining in the ELWR time-limit because of the time limit extension. Nine students were required to leave UCR at the end of the year for failure to satisfy the requirement. Only four of those students were in good standing upon their lapse from the university.

In addition to these students, there were 191 students initially placed into English Writing 4 who
were invited (on the basis of their high school records) to participate in English 1PA (Beginning Composition: Intensive) instead. Of this group, 127 students chose to enroll in 01PA and passed, satisfying both the ELWR and the ENGL001A requirement in the fall quarter. The remaining students declined the invitation and enrolled in English 4. Fifty-seven in that group satisfied the ELWR by passing English 4. One student has time remaining in the time limit to satisfy the ELWR by passing English 4. The remaining 6 students left the university before completing the ELWR.

A total of 417 entering freshmen initially placed in ELL classes. Since, by Senate rule, they were “off the clock” for up to their first three quarters of residence, no students among those placed in ELL classes in the fall of 2022 were required to leave UCR solely for failure to satisfy the ELWR. 143 ELL students satisfied the ELWR during their first year of residence. Of the remaining 274 ELL students, 10 satisfied the requirement during the summer of 2023. Thirty-seven students were academically dismissed or left the university due to impending dismissal because of their overall academic records. Twenty-seven students withdrew voluntarily from the university. The remaining 200 students continue to make progress in satisfying the ELWR. (These students will have up to two years to satisfy the ELWR.)

**Update on Fall 2021 Basic Writing 1 and 3 Students**

We have a more complete picture of BW 1 and BW3 students’ progress when we look at the two-year records of students who placed in an ELL course when they entered UCR in the fall of 2021. Of the 262 entering freshmen who were placed in ELL classes that year, 111 students satisfied the ELWR during their first year of residence. 73 students satisfied the ELWR during their second year of residence. Seven students satisfied during the summer 2023 quarter. Of the remaining 71 ELL students, 36 students were academically dismissed or left the university due to impending dismissal on the basis of their overall records. 20 students withdrew from the university. One student in the ELL group that started in Fall 2021 was eventually required to leave UCR solely for failure to satisfy the ELWR. Fourteen students have time remaining in the ELWR time-limit because of the time limit extension.

In previous years, almost half of the ELWR-lapsed students were able to complete the requirement through UCRX and be re-admitted to UCR. We expect a similar result for any students who eventually are lapsed for failure to satisfy the ELWR within the allotted time limit.

**2021 Basic Writing 1 & 3 (ELL) Admits Not Satisfying ELWR (listed according to initial placement)**

<table>
<thead>
<tr>
<th>Colleges</th>
<th>Total Basic Writing 1 &amp; 3 (ELL) Students</th>
<th>Total BSWT 1 &amp; 3 (ELL) Students; ELWR not satisfied</th>
<th>Academically Dismissed or Withdrawn in poor standing</th>
<th>Withdrew (in good standing)</th>
<th>ELWR Lapse</th>
<th>ELWR Lapse - Readmitted</th>
<th>Time Remains</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCOE</td>
<td>25</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
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<tr>
<td>CNAS</td>
<td>61</td>
<td>18</td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>3</td>
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<tr>
<td>CHASS</td>
<td>161</td>
<td>47</td>
<td>21</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>SOE</td>
<td>14</td>
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</tr>
<tr>
<td>TOTAL</td>
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<td>36</td>
<td>20</td>
<td>1</td>
<td>0</td>
<td>14</td>
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40
2022 Admits Not Satisfying ELWR by end of Spring 2023 (listed according to initial placement):

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<th>English 4; ELWR not satisfied</th>
<th>BSWT 1 &amp; 3 (ELL); ELWR not satisfied</th>
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<th>Time Remains</th>
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### F1 Visa

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### ELWR Status by College

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**Type of Approval Key:**
- **X** - Certificate or Diploma Program
- **C** - Course Proposal
- **I** - Instructor Proposal for Previously Approved Instructor at UCR
- **I*** - Instructor Proposal for First Time Instructor at UCR
To be received and placed on file:

The Executive Council reports the following items that were approved in lieu of the Division, as per Senate Bylaw 8.5.3

Approved by the 2022-2023 Executive Council:

Curriculum change - Combined B.S. + M.S. Five-Year Program in Microbiology
EXECUTIVE COMMITTEE
COLLEGE OF NATURAL AND AGRICULTURAL SCIENCES
REPORT TO THE RIVERSIDE DIVISION

To be adopted:

New Combined B.S. + M.S. Five-Year Program in Microbiology

APPROVED (at May 25, 2021 Div meeting):

Combined B.S. + M.S. Five-Year Program Requirements
The Microbiology and Plant Pathology Department offers a combined B.S.+M.S. program in Microbiology designed to lead to a Bachelor of Science degree as well as a Master of Science degree in five years.

Applicants for this program must intend to enroll in the UCR Microbiology M.S. program, have a high school GPA above 3.6 (when applying to enroll as a freshman or during their freshman year), a 3.5 GPA in major (upper division classes only, minimum of 11 units to be completed by the end of junior year, and a 3.2 GPA overall in their undergraduate program. Interested students who intend to enter the program in their junior year should check with their academic advisor for information on eligibility, admission requirements, and other details.

Students in the B.S. + M.S. program are allowed to count up to 12 units of approved upper division undergraduate courses in Microbiology taken as UCR undergraduates toward the 36-unit requirements of the M.S. degree.

During the M.S. portion of this program, students must maintain a grade-point average (both in the major and overall) of at least 3.0 for all course work, both cumulatively and for each quarter of enrollment. If the student's GPA falls

PROPOSED:

Combined B.S. + M.S. Five-Year Program Requirements
The Undergraduate and Graduate Programs in Microbiology offers a combined B.S.+M.S. program in Microbiology designed to lead to a Bachelor of Science degree as well as a Master of Science degree in five years.

Applicants for this program must intend to enroll in the UCR Microbiology M.S. program, have a high school GPA above 3.6 (when applying to enroll as a freshman or during their freshman year), a 3.5 GPA in major (upper division classes only, minimum of 11 units to be completed by the end of junior year, and a 3.2 GPA overall in their undergraduate program. Interested students who intend to enter the program in their junior year should check with their academic advisor for information on eligibility, admission requirements, and other details.

During the M.S. portion of this program, students must maintain a grade-point average (both in the major and overall) of at least 3.0 for all course work, both cumulatively and for each quarter of enrollment. If the student's GPA falls
below 3.0 (for either the major or overall), the student may be dropped from the program.

Master of Science
The Department of Microbiology and Plant Pathology offers the M.S. degree in Microbiology.

General university requirements are listed in the Graduate Studies section of this catalog. Students may obtain an M.S. degree in Microbiology through either Plan I (Thesis) or Plan II (Comprehensive Examination).

Professional Development
All M.S. students participate in the departmental seminar (MCBL 250) every quarter of the master’s year when offered, and they are also required to take a professional development course (PLPA 265).

PLAN I (THESIS)

Overall Requirements
Students must complete 36 units of approved graduate work in Microbiology. At least 24 of these 36 units must be graduate level courses (200-level), of these a maximum of 12 may be in graduate research (courses numbered MCBL 297 or 299). A maximum of 12 units of upper division (100-level) MCBL courses can be applied toward the 36-unit requirement. Seminar units (MCBL 250) and are not counted towards the 36-unit requirement.

Course Requirements
- Microbiology Graduate Core Courses (MCBL 202, 211, 221)
- Professional Development Course (PLPA 265)
- 12 units of upper division (100-level) MCBL courses maximum

Master of Science
The Graduate Program in Microbiology offers the M.S. degree in Microbiology.

General university requirements are listed in the Graduate Studies section of this catalog. Students may obtain an M.S. degree in Microbiology through the Plan II (Comprehensive Examination).

Professional Development
All M.S. students participate in the program’s seminar (MCBL 250) each quarter of the master’s year when offered, and they are also encouraged to take the program’s professional development course (PLPA 265).
- 12 units of research (MCBL 297/299) maximum
- 12 units graduate level MCBL courses (200-level) minimum
- Additional 200 and 100 level courses to complete the 36 units

**Thesis and Final Oral Examination**
Following completion of research, students submit a written thesis in accordance with general requirements of the University and conclude their studies with an oral public thesis defense. Students must meet with their committee prior to and throughout the M.S. year to discuss project progress. The written thesis must be submitted to the M.S. Thesis Committee by week 7 of the student’s sixth quarter. Any deviation from this plan, such as a disruption in enrollment for one or more quarters, may cause the student to be dismissed from the program.

**Normative Time to Degree**
15 quarters (B.S. + M.S.)
3 quarters (M.S.)

**PLAN II (COMPREHENSIVE EXAMINATION)**

**Overall Requirements**
Students must complete 36 units of approved graduate work in Microbiology. At least 24 of these 36 units must be graduate level courses; of these a maximum of 12 may be in graduate research (MCBL 297).

**Course Requirements**
- Microbiology Graduate Core Courses (MCBL 202, 211, 221)
- 12 units graduate level MCBL courses (200-level) minimum
- 12 units of upper division (100-level) MCBL courses maximum
- 24 units graduate level MCBL courses (200-level) minimum
- Additional 200 and 100 level courses to complete the 36 units
• 12 units of research (MCBL 297) maximum
• Additional 200 and 100 level courses to complete the 36 units

Written Comprehensive Exam
Students take the exam upon completion of the MCBL graduate core courses. The exam consists of material from these courses. Failure to take the first exam offered is considered a failed exam, unless excused in advance in writing by either the graduate advisor, program director, or department chair. Students must take each sequential offering of the exam and no student will be given more than two attempts within one year following completion of the relevant coursework to achieve a satisfactory grade on the written comprehensive examination.

Normative Time to Degree
15 quarters (B.S.+M.S.)
3 quarters (M.S.)

Written Comprehensive Exam
Students take a comprehensive exam created from relevant material from at least 3 of the 200-level microbiology courses, usually the microbiology core courses. Failure to pass the comprehensive examinations after two opportunities constitutes grounds for dismissal from the program.

Normative Time to Degree
15 quarters (B.S.+M.S.)
3 quarters (M.S.)

Justification:
CCGA told us that allowing 12 units to be "double-counted" was unacceptable because it lacks academic rigor, so we removed this component.

CCGA told us our Plan 1 MS in the 4+1 program should require 24 units of 200 level coursework. This does not make sense for many reasons including our current MS and PhD programs do not have this requirement. To deal with this we removed the Plan 1 MS option.

While we will encourage our 4+1 students to take our professional development course, we do not want to make this a requirement because these students will have enough activities, and this is not a requirement in our standalone MS program.

The course requirements for the Plan 2 MS in the 4+1 program were changed to align them with the standalone MS program.

We simplified and clarified the language for the comprehensive exam section.
**Approvals:**
Approved by the Department of Microbiology and Plant Pathology: June 2, 2023
Approved by the Executive Committee of the College of Natural and Agricultural Sciences: May 30, 2023
Approved by the Committee on Educational Policy: May 30, 2023
Approved by the Graduate Council: May 11, 2023
Approved by Executive Council in Lieu of the Division: June 12, 2023
Assembly of the Academic Senate  
Thursday Dec 7, 2023 10am-1pm

Announcements from Chair Jason Steinstrager (abbreviated):

Possibility of increase in faculty contributions to pension depending on how markets perform.

Total Remuneration study coming up. This will be conducted by an outside firm. The Senate is pressing for Comp 8 set of comparators.

Concern regarding new guidelines for political statements on dept websites (with discussion: pros and cons): https://senate.universityofcalifornia.edu/_files/reports/rh-senate-divs-recs-for-dept-statements.pdf

A new fund of $2 million for supporting “neutral history of Middle East” (this comes from UC president). Available via application.

Student transfer pipeline: Ongoing conversation continued from last meeting. Concern for equity especially—that transfers into the UC are better distributed from among community colleagues throughout California including rural areas. This was also raised by President Drake.

New Contracts and UAW
The Office of Academic Personnel and Programs is working with the Senate to establish a clear distinction between graduate student activities related to employment and their academic work. Mentorship of graduate students (i.e. in labs) must be conducted separately from their employee assessment. Grad student course 299 will now be issued (for example over the summer).

Announcements from President Drake (abbreviated):

Deaths in the Middle East and concern to ensure that “campus protests are safe”

Creation of a system wide office of civil rights (“support and monitor civil rights activities on campuses”). A place for sharing best practices and that “we are doing everything to protect civil rights”. Recruitment of director now underway.

$3 million for additional resources for mental health. Individual support for students, faculty, staff and to support programs. Divided over all campuses. Still working on how to distribute.

$2 million for improving conversation on middle east (extracurricular activities outside the classroom) on improving conversation. Entirely voluntary. “viewpoint neutral…not advocacy for one or another position”.

Fully online undergraduate degrees (planning in progress):
*What does UC quality online education look like? What are the resources necessary?
* Reengagement programs (online programs for students who did not finish).
* Report in preparation for end of summer 2024.

Graduate student mentorship being formalized.

Questions addressed to President Drake:

Increase in Health Care Costs:
Representatives challenged the significant increases to health care costs to faculty without advance communication (criticized as a loss of shared governance). Drake responded that delays in communication were due to negotiations (unspecified—with insurers?) and hikes due to increases to real costs ("external forces"). Attributes rise in costs (for example) to a significant increase in the high number of colonoscopies (!). A representative from UCLA asked if the new UAW contracts were related to the increases in medical costs. Drake replied in the affirmative.

Other comments:
  Representative: “Jewish faculty feeling threatened and unsafe”.
  Representative: “Oracle is a disaster (especially for faculty running labs)”.
  Representative: Concern about “gun violence and campus safety”.


Hiring of outside consultant Jenny Faust to provide recommendations on the future of academic labor in the UC. Preparing for contract renegotiations in 2025.

Question from Representative: Area C workgroup for A-G requirements—UC making unilateral changes in math requirements without consulting Cal State: [https://senate.universityofcalifornia.edu/_files/committees/boars/area-c-workgroup-charge-and-members.pdf](https://senate.universityofcalifornia.edu/_files/committees/boars/area-c-workgroup-charge-and-members.pdf)

Question from Representative: Unspecified/vague reference to potential for conflict of interest in UC admissions.

Notes by Jennifer Scheper Hughes
January 2024
COMMITTEE ON EDUCATIONAL POLICY

December 5, 2023

To: Sang-Hee Lee, Chair
   Riverside Division

From: Ward Beyermann, Chair
      Committee on Educational Policy

Re: Proposed Change to CEP Bylaw (08.12.01)

The Committee on Educational Policy (CEP) reviewed the comments from the Senate review of the Committee’s proposed change to bylaw 08.12.01 at their December 1, 2023 meeting. The Committee opted to proceed with the submission of the bylaw change as originally submitted for Divisional Review.

Attachment: Proposed Change to CEP Bylaw (08.12.01)
COMMITTEE ON EDUCATIONAL POLICY
REPORT TO THE RIVERSIDE DIVISION

February 27, 2024

To Be Adopted:
Proposed Changes to Charge of the Committee on Educational Policy (Bylaw 08.12.01)

PRESENT:

08.12.01
This committee consists of fifteen members including a Chair, a vice Chair, and a member of the Committee on Courses designated by the Committee on Committees. The membership shall include a representative from each of the Colleges. The Committee on Committees will make every attempt also to include representation from each of the Professional Schools. One member of the committee shall serve on the University Committee on Educational Policy. (Am 22 May 86)(Am 10 Jun 91)(Am 30 May 06)(Am 26 Nov 13)(Am 24 May 16)

PROPOSED:

08.12.01
This committee consists of fifteen members including a Chair and a vice Chair. The membership shall include a representative from each of the Colleges. The Committee on Committees will make every attempt also to include representation from each of the Professional Schools. A member from the Committee on Courses designated by the Committee on Committees will serve as an ex officio member. One member of the committee shall serve on the University Committee on Educational Policy. (Am 22 May 86)(Am 10 Jun 91)(Am 30 May 06)(Am 26 Nov 13)(Am 24 May 16)

Statement of Purpose and Effect:
The Committee recognizes the significant workload of the Committee on Courses and thus recommends that the Committee on Courses members serve as an ex officio member rather than full member of the Committee to provide consultation and guidance on matters of courses and instructions. Additionally, this change will follow practice by other Senate standing committees that include representatives from other standing committees as ex officio members.

Approvals:
Approved by the Committee on Educational Policy: October 6, 2023

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: December 8, 2023

Received by Executive Council: January 8, 2024
COMMITTEE ON EDUCATIONAL POLICY
REPORT TO THE RIVERSIDE DIVISION

To Be Adopted:
Proosed Changes to Charge of the Committee on Educational Policy (Bylaw 08.12.01)

PRESENT:

08.12.01
This committee consists of fifteen members including a Chair; a Vice Chair, and a member of the Committee on Courses designated by the Committee on Committees. The membership shall include a representative from each of the Colleges. The Committee on Committees will make every attempt also to include representation from each of the Professional Schools. One member of the committee shall serve on the University Committee on Educational Policy.

(Am 22 May 86)(Am 10 Jun 91)(Am 30 May 06)(Am 26 Nov 13)(Am 24 May 16)

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(Am 22 May 86)(Am 10 Jun 91)(Am 30 May 06)(Am 26 Nov 13)(Am 24 May 16)

Statement of Purpose and Effect:
The Committee recognizes the significant workload of the Committee on Courses and thus recommends that the Committee on Courses members serve as an ex officio member rather than full member of the Committee to provide consultation and guidance on matters of courses and instructions. Additionally, this change will follow practice by other Senate standing committees that include representatives from other standing committees as ex officio members.

Approvals:
Approved by the Committee on Educational Policy: October 6, 2023
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate:
Received by Executive Council:
Executive Council

November 21, 2023

To: Ward Beyermann, Chair  
   Committee on Educational Policy

From: Sang-Hee Lee, Chair  
      Executive Council

Re: Proposed Changes to Charge of the Committee on Educational Policy (Bylaw 08.12.01)

Executive Council included the subject proposal as part of their November 20, 2023 agenda. Council had no comments to add to those provided by the committees on Courses, Committees, and Rules & Jurisdiction.

I have attached comments from the committees for your consideration in a revised proposal.

Cc: Beth Beatty, Senate Analyst
To: Sang-Hee Lee, Chair
   Riverside Division

From: Kathleen Montgomery
   Chair, Committee on Rules and Jurisdiction

Re: [Campus Review] Bylaw Change: Proposed Changes to Charge of the Committee on Educational Policy (Bylaw 08.12.01)

The Committee on Rules and Jurisdiction has carefully considered the proposed changes to the charge of the Committee on Educational Policy. The Committee appreciates that the proposed changes are to recommend a member from Committee on Courses to serve as an ex officio member of Committee on Educational Policy and intends to mitigate the workload of the member through this role, while following the practice of other standing committees.

The Standard Code of Parliamentary Procedure (4th Ed.) states:

“Unless other provisions are adopted, an ex-officio member is a regular working member of a committee, and is counted in determining the quorum, and has all the rights and responsibilities of any other member including the right to vote.” (178).

With this, R&J believes this modification to be reasonable; however, the Committee believes the proposed change would require specification as to whether or not the ex officio member from Committee on Courses would be a voting member of the Committee on Educational Policy.
COMMITTEE ON COMMITTEES

October 26, 2023

To: Sang-Hee Lee, Chair
   Riverside Division

From: Michalis Faloutsos, Chair
   Committee on Committees

Re: [Campus Review] (Bylaw Change) Proposed Changes to Charge of the Committee on Educational Policy (Bylaw 08.12.01)

The Committee on Committees reviewed the Proposed Changes to the Charge of the Committee on Educational Policy at their October 26, 2023 meeting and had no concerns.
COMMITTEE ON COURSES

November 2, 2023

To: Sang-Hee Lee, Chair
    Riverside Division

From: James Flegal, Chair
      Committee on Courses

Re: Proposed Change to Committee on Educational Policy Bylaw 08.12.01

The Committee on Courses reviewed the proposed change to Committee on Educational Policy Bylaw 08.12.01 at their October 25, 2023 meeting and are supportive of the proposed change.
COMMITTEE ON PHYSICAL RESOURCES PLANNING

REPORT TO THE RIVERSIDE DIVISION
February 27, 2024

To Be Adopted

Proposed Changes To Charge Of The Committee On Physical Resources Planning

Bylaw 08.17.02

PRESENT:

08.17
Physical Resources Planning

08.17.01
The committee will consist of seven members. One committee member shall be appointed from the agricultural sciences departments and programs of the College of Natural and Agricultural Sciences; one member from the natural sciences departments and programs of that college. One member shall be appointed from the social sciences departments and programs in the College of Humanities, Arts and Social Sciences; one member from the humanities departments and programs of that college. One member shall be appointed from the professional colleges/schools. Two members shall be appointed from the Divisional membership at-large who possess technical or academic expertise in the areas of architecture, design, landscape architecture, and the design and placing of public art. (Am 11 Feb 93)(Am 25 May 95)(Am 30 May 96)

PROPOSED:

08.17
Physical Resources Planning

08.17.01
The committee will consist of eight members. One committee member shall be appointed from the agricultural sciences departments and programs of the College of Natural and Agricultural Sciences; one member from the natural sciences departments and programs of that college. One member shall be appointed from the social sciences departments and programs in the College of Humanities, Arts and Social Sciences; one member from the humanities departments and programs of that college. One member will be from a department in the Bourns College of Engineering. One member shall be appointed from the professional colleges/schools. Two members shall be appointed from the Divisional membership at-large who possess technical or academic expertise in the areas of architecture, design, landscape architecture, and the design and placing of public art. (Am 11 Feb 93)(Am 25 May 95)(Am 30 May 96)

08.17.02
The committee shall provide advice to the Chancellor and represent the Division on matters concerning the use of campus lands and buildings, the design and placement of new buildings, and policies guiding University relations with industry and other enterprises. It shall consider, provide advice, and report on the use of physical resources and

08.17.02
No change
University industry relations which may be referred to it by the Academic Council, University committees, the Chancellor, the vice Chancellors, the Division, or by any committee of the Division.

Statement of Purpose and Effect:

The Physical Resources Planning (PRP) Committee is charged with providing advice “on matters concerning the use of campus lands and buildings, the design and placement of new buildings, and policies guiding University relations with industry and other enterprises”. The bylaws that dictate PRP membership and its charge have not been revised since 1996 (Table 1). In the past 27 years, our campus has grown and changed profoundly. As the complexity of the UCR campus has increased, the demands on the PRP Committee have increased to ensure a Senate voice in building projects.

PRP evaluated the PRP bylaws on May 30, 2023. The charge to the PRP (by law 08.17.02) accurately describes the nature but not the complexity of our work.

In contrast, the membership (by law 08.17.01) does not match the current complexity of our campus. For these reasons, PRP would like the membership of the PRP Committee to be better aligned with its workload and the complexity of our campus. PRP proposes that the PRP committee should be increased to eight members by adding one Marlan and Rosemary Bournes College of Engineering faculty member to the committee.

The rationale for this request is that the size and organization of the UCR campus has changed since the membership of PRP was last revised in 1996. PRP thinks that the membership of the PRP Committee should more accurately reflect current faculty numbers in colleges and schools. Current committee membership, that is dictated by bylaw 08.17.01, is shown in Table 2. Both CNAS and CHASS have two representatives, professional schools have one representative, and two representatives from the divisional membership at large (often from CHASS) bring critical technical or academic expertise in architecture or design to the committee. Very noticeably, BCOE has grown in size since its inception in 1989 and does not have current representation on the PRP.

<table>
<thead>
<tr>
<th>Date of Approval</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993 Winter Division Meeting</td>
<td>Committee changed from 5 to 7 members. Two members would be appointed from the divisional membership at large.</td>
</tr>
<tr>
<td>1995 Winter Division Meeting</td>
<td>adjustment made from “professional schools” to “professional colleges/schools”</td>
</tr>
<tr>
<td>1996 Spring Division Meeting</td>
<td>Stipulations added. The two members from the divisional membership should include those “who possess technical or academic expertise in the areas of architecture, design, landscape architecture, and the design and placing of public art”.</td>
</tr>
</tbody>
</table>
When the numbers of faculty in UCR colleges and schools are considered (Figure 1), it is clear that BCOE should have voice in the PRP. Based on the size of BCOE relative to CHASS and CNAS, we propose that one faculty member from BCOE should be appointed to PRP. Given the sizes of the professional schools, a single faculty member from one of the remaining professional schools should be retained. We suggest the professional school member be rotated across the schools over time. With the professional school appointment, it may be valuable to consider if a professional school has an active building project or a project that will be initiated in the near future.

Table 2. Current and Proposed PRP Membership

<table>
<thead>
<tr>
<th>College/School</th>
<th>Department or Program</th>
<th>Current PRP membership</th>
<th>Proposed future PRP membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNAS</td>
<td>Agricultural science</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CNAS</td>
<td>Natural sciences</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CHASS</td>
<td>Social sciences</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>CHASS</td>
<td>Humanities</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>BCOE</td>
<td></td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Professional Schools</td>
<td>Education, Business, Medicine, Public Policy</td>
<td>1 (Business)</td>
<td>1</td>
</tr>
<tr>
<td>Any college/school</td>
<td>Faculty possess technical or academic expertise in the areas of architecture, design, landscape architecture, and the design and placing of public art</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Number of members</td>
<td>7</td>
<td>8</td>
</tr>
</tbody>
</table>

UCR is undergoing a massive transformation with several buildings being constructed (e.g., SOM II and SOB) and renovations underway in several of our older buildings. In addition, buildings that impact student life, teaching and research are in the planning stages (e.g., North Campus expansion, Undergraduate Teaching and Learning Facility, and the OASIS building).
Furthermore, there Engineering III and a Life/Natural Sciences research buildings are currently in the capital planning queue. Building projects are long-term endeavors that can span five years from the inception of planning to building completion. Senate representation on building working groups and subsequent committees is critical to assure that faculty perspectives are heard early and continually throughout the building and planning process. Appointing a Senate member to a building working group and committees associated with the building planning and design is critically important, but it is a long-term and, at times, significant time commitment. These Senate members should be from the PRP committee and be acknowledged for their commitment to the campus. Currently, the PRP is relying on ad hoc members to the building committees to serve in these roles, as the majority of PRP members are associate or assistant professors.

We hope that the changes to the PRP Committee membership (Bylaw 08.17.02) will be approved.

Approved by the Committee on Physical Resources Planning: October 19, 2023

Or

Submitted by __________(individual name): (Insert date of submittal)

Section below is for Senate use only

Approved by the Committee on Committees: November 30, 2023

Approved by the BCOE Faculty Executive Committee: December 21, 2023

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: December 8, 2023

Received by Executive Council: January 8, 2023
December 21, 2023

TO: Sang-Hee Lee, Chair
    Riverside Division of the Academic Senate

FROM: Victor G. J. Rodgers, Chair
       BCOE Executive Committee

RE: Proposed Change to the Charge for the Committee on Physical Resource Planning

On December 20, 2023, the BCOE Executive Committee reviewed the proposed change to the Charge for the Committee on Physical Resource. A discussion took place where the committee members showed appreciation for the inclusion of the Bourns College of Engineering on the Physical Resources Planning Committee. The committee voted unanimously in favor of this program.
COMMITTEE ON COMMITTEES

November 30, 2023

To: Sang-Hee Lee, Chair
Riverside Division

From: Michalis Faloutsos, Chair
Committee on Committees

Re: [Campus Review] (Bylaw Change) Proposed Changes To Charge Of The Committee On Physical Resources Planning (Bylaw 08.17.02 - Membership)

The Committee on Committees reviewed the Proposed Changes to the Charge of the Committee on Physical Resources Planning at their November 30, 2023 meeting and was supportive of the changes.
December 19, 2023

To: Sang-Hee Lee, Chair
   Riverside Division

From: Peter Sadler, Chair
   Committee on Undergraduate Admissions

Re: Proposed changes to the Guidelines for Admission by Exception (AxE)

The Committee on Undergraduate Admissions reviewed the feedback received from Senate Committees with regards to the proposed changes to the Guidelines for Admission by Exception (AxE) at their December 15, 2023, meeting.

The committee would like to note in response to the comments regarding Studio Arts – currently Art (Studio) -- that the major is the only area that has specified an additional review for all their applicants which was submitted in the State Audit. The document has been edited to provide additional clarification on this.

International students will not be affected by any of the changes in the process. Undergraduate Admissions will continue to move forward with reviewing all non-resident students in the same manner as before. The AxE policy is in reference to California residence only.

Conflict of Interest for the Special Review Committee: At the start of each academic cycle the members of the committee will be required to sign the Conflict-of-Interest Disclosure which provides additional clarification and guidance on conflict of interest and the reporting process.

CC: Emily Engelschall, Associate Vice Chancellor for Enrollment Services
    Veronica Zendejas, Director of Undergraduate Admissions
    Cherysa Cortez, Executive Director of the Academic Senate
UNIVERSITY OF CALIFORNIA, RIVERSIDE
GUIDELINES FOR ADMISSION BY EXCEPTION
SUPPLEMENTAL CRITERIA
(Rev December 7, 2023)

Admission by Exception (AxE) is an offer of admission reserved for applicants who do not meet current campus admission requirements, but meet a set of minimum academic requirements (as specified in Section I below) and

1. Have a special talent or are defined as “other students” (see criteria outlined in Section II below), or
2. Have attained academic achievement despite coming from disadvantaged circumstances, including but not limited to low-income students, first generation college students, and those from low-API schools (see criteria outlined in Section II below)

Effective Fall 2006, Undergraduate Admissions may admit the number of AxE applicants required to yield up to 6% of total first-year enrollment and up to 6% of total transfer enrollment for a specific admission term.

Up to 2% of AxE enrollments may be reserved for applicants outlined in number #1 above.

Up to a total of 4%, may be reserved for applicants outlined in #2 above.

The admission by exception percentages is reviewed on an annual basis and reported to the Undergraduate Admissions Senate Committee by the Director of Undergraduate Admissions.

1. The Director of Undergraduate Admissions will monitor these limits using an established report following the third week of each new fall and winter term.
2. The Director of Undergraduate Admissions in consultation with the Undergraduate Admissions Senate Committee will review the percentage of special talent applicants and applicants demonstrating academic promise and/or major disadvantage to determine if AxE percentages have met the established criteria, ensure that special talent applicants are not allocated an excessive number of slots, and whether an adjustment to the AxE percentage allocation is needed for a future term.

All applicants admitted by exception must be approved by three senior campus leaders. All decisions on admission by exception will be approved by the admission director, another member of senior leadership in admissions, and an administrator external to the admission office such as the Academic Senate member or the Associate Vice Chancellor of Enrollment Services prior to the students’ enrollment.

The following criteria have been developed and approved by the Undergraduate Admissions Committee of the UC Riverside Academic Senate.
I. Minimum Academic Requirements

Applicants must meet the following minimum academic criteria in order to be considered for AxE.

Freshman Applicant
1. GPA – 2.8 minimum in A-G subjects.
2. A-G Course Omissions - 3 courses or less (no Math or English omissions/deficiencies are allowed).
3. Transferrable coursework taken after the summer following high school graduation – up to 30 units of transferrable coursework can be considered for first-year admission for international students in the Admission Preparation Program and other circumstances as warranted.

Transfer Applicant
1. GPA - 2.00 minimum allowed in transferable courses.
2. Units - A minimum of 24 transferable quarter units.
3. Subject Requirements – At least one transferable English Composition course, one transferable math course (has intermediate algebra as a prerequisite), and one appropriate third course from the required 7-course pattern.

All applicants who meet the above academic criteria may compete equally for AxE consideration. Declining academic performance is a factor used to defer applicants even though they may meet the criteria described above. Exceptions to the above criteria are rare. Applicants who do not meet these criteria must demonstrate acceptable alternative academic achievement (see below: IV. Special Committee Review).

II. Definitions of Applicants to be Considered for AxE

The mere presence of one or more of the below factors does not justify review for AxE since such factors exist to some degree for many applicants. Review is justified only in situations where the student’s overall achievement, academic promise in a specific area, and/or disadvantage, is truly distinctive. Such situations are expected to be rare.

1. Special Talent or “Other” Applicants – Applicants satisfying the above-stated minimum academic requirements and give evidence (outlined in Appendix B) of possessing special talent for university programs requiring such special talent, may be considered for AxE. Students defined as “other” may be considered for AxE if one or more of the following factors have been demonstrated at an exceptional level:

   - outstanding achievement in a specific subject area;
   - self-motivation and initiative;
   - leadership;
   - public or community service;
   - completion of significant special projects;
   - special endorsement of academic promise from their school;
   - demonstration of academic promise by achievement in specific areas of study; and/or
• marked improvement in academic performance as demonstrated by academic grade point average and/or enrollment in accelerated, challenging course work (e.g., honors, Advanced Placement, International Baccalaureate, and transferable college courses).

2. Applicants from disadvantaged circumstances, including but not limited to low-income students, first generation college students, and those from low API schools

Students satisfying the above-stated minimum academic requirements may be considered for AxE if they have demonstrated academic achievement in the presence of major disadvantages compared to typical student applicants. Disadvantages may include geographical, physical, psychological, financial, or personal and may include, but are not limited to:

• **Low Income**: Family income and household size will be used to determine if an applicant is financially disadvantaged. The family income cutoff will be directly linked to the size of the family. A scale is used to assign variable points. The actual income cutoffs would be based upon annually published federal standards. The University of California Office of the President will provide the Undergraduate Admissions office applicable standards on an annual basis.

• **First-Generation College Attendee**: Parents/Guardians of applicants have not completed an undergraduate degree.

• **Disability (Learning, Physical, and/or Psychological)**: Applicant will require further review by Student Special Services for recommendation.

• **English as a Second Language**: Applicant’s native language is other than English.

• **Veteran**: Applicant is veteran of U.S. military.

• **Re-entry**: Applicant is 24 years of age or older by term of entry and has been out of school for two years or more.

• **Unusual Life Circumstances/Personal Hardship Indicators**: Applicant is or has one or more of the following: ward of the court; recent or chronic illness/injury; lives in foster home; comes from single parent family; single parent; runaway; death in the immediate family (parent, guardian, sibling); homeless; emancipated minor; incarcerated parent; a current/former inmate of a correctional facility; parolee; and/or a victim of physical/sexual abuse.

• **Location of Residence and/or Limited Educational Opportunity Indicators**: Applicant lives in or around one or more of the following: inner city dwelling/school or rural dwelling/school community with a high crime rate, high unemployment rate, and/or low education level.

• **Applicant Attends High School Where the Following Occurs**: Applicant is bussed to school (therefore, cannot participate in extracurricular/enriching activities); high school does not offer AP/Honors curriculum or high school does not send many applicants to UC; and/or high school has low college-going rate, low high school graduation rate, and low high school test scores (mean average less than 500 on SAT I-Math and Verbal).

• **Job**: Applicant is working during the school year to supplement family income, save for college, or fulfill other basic needs.
• **Recent Immigrant Status**: Applicant has moved within last six years from non-English-speaking country.

• **Applicant from Another Country**: Applicant attended high school or higher-level education in another country and is unable to meet traditional UC admission requirements.

******************************************************************************

**III. Review Process**

Applicants who qualify for AxE may be identified by the Undergraduate Admissions office in its regular review of applications, by Art (Studio) Arts academic departments, or by the Athletics Department. Applicants identified through any of the aforementioned offices will be processed as follows:

1. **Undergraduate Admissions Office**: Applicants identified by the Undergraduate Admissions office will be forwarded to the Associate Director of Recruitment and Evaluation in Undergraduate Admissions for consideration.

2. **ART (Studio) Arts**: The Studio Arts department in collaboration with Undergraduate Admissions will identify applicants and submit the Department Recommendation Form to Undergraduate Admissions for a final decision.

3. **Academic Departments**: Academic departments, which independently identify applicants, will submit the Special Talent and AxE Recommendation Form and forward it to the Undergraduate Admissions office for a final decision. The application file will be reviewed by the Associate Director of Recruitment and Evaluation in Undergraduate Admissions, who will consult with the Director of Admissions to determine if an AxE offer will be made. If the recommendation for admission is made primarily on the basis of special talent, the recommending department must follow the procedures outlined in Appendix B.

4. **Athletics Department**: The Athletics Department will submit the Athletic Release Authorization Form and the Request for Admission by Athletics Form to Undergraduate Admissions.

Upon review and in consultation with the Director of Admissions, a decision will be made to determine if an AxE offer will be made. If the recommendation for admission is made primarily based on special talent, the recommending department must follow the procedures outlined in Appendix B.

******************************************************************************

**IV. Special Review Committee**

Applicants who do not qualify for AxE and are supported by a UCR Art (studio) arts faculty member, admissions staff, or athletics department may be reviewed by a Special Review Committee (See Appendix A.)
Special Review Committee (SRC)

Charge:
Applicants who do not qualify for Admission by Exception and are supported by a UCR art (studio) faculty, admissions staff, or athletics department may be reviewed by a Special Review Committee comprised of UCR faculty, with faculty or staff from the appropriate UCR unit, staff from the Academic Resource Center, and the Director of Undergraduate Admissions as Ex-Officio members. The Special Review Committee will make final admissions decisions for such applicants based on its assessment of the likelihood of their academic success at UCR, which in turn is based on:

1. Academic history as reported on the Application for Undergraduate Admissions and Scholarships;
2. An academic evaluation by the Undergraduate Admissions office of all requested official transcripts and completed test scores;
3. The Personal Insight Questions; and other relevant materials provided to the Special Review Committee for consideration;
4. Additional requested materials.

As a condition of admission, the Special Review Committee may require the applicant to:

1. Meet specific goals at the Academic Resource Center; and/or
2. Meet specific goals from the Athletics Department’s required Study Table; and/or
3. Meet other conditions as deemed appropriate.

There will be about 3-4 meetings each year, most occurring during the winter and spring quarters. Meetings may occur during the summer only when necessary.

Appeal Process
For an appeal to be considered by the Special Review Committee, new and compelling information must have come to light for the student that was not presented to the Special Review Committee when the student was originally considered for admission. This information must clearly show the student to be significantly stronger overall than had been earlier evidenced.

Items that must be included in the appeal:

1. A letter written by the original supporting department (including the student's full legal name and UCR student ID) requesting that the Special Review Committee reconsider its decision. The letter must explain why the new and compelling information was not presented to the Special Review Committee.
2. New documentation that supports the appeal such as a transcript or a revised test score report.

Appeal documents must be received in Undergraduate Admissions no later than 14 calendar days from the date the Special Review Committee's decision was communicated to the original supporting department.

Decisions made by the Special Review Committee as a result of an appeal are final.
Membership:
The Special Review Committee is comprised of at least four Academic Senate faculty members and up to five non-voting University faculty or staff members in Ex-Officio status. Membership is as follows:

**Senate Faculty Members**
Undergraduate Admissions Committee Representative, Chair  
- Appointed by the Committee on Undergraduate Admissions
Faculty Representative from CHASS  
- Appointed by the Committee on Committees
Faculty Representative from CNAS  
- Appointed by the Committee on Committees
Faculty Representative from BCOE  
- Appointed by the Committee on Committees
Faculty Representative  
- Appointed by the Committee on Committees

**Ex-Officio Members**
ACE Program Coordinator, The Academic Resource Center
Director of Undergraduate Admissions
Admissions Counselor
Faculty Athletic Representative to NCAA when appropriate
Chair, Committee on International Education when appropriate
Other pertinent individuals as deemed appropriate by the Chair

Voting members must recuse themselves from any case file for which they serve as the faculty advocate. Further the SRC shall be considered a senate committee for the purpose of executing an annual COI.

All members are required to sign the Undergraduate Admissions Annual Confidentiality Agreement and Conflict of Interest Disclosure. As outlined in the disclosure, voting members must recuse themselves from any case file for which there is a conflict of interest.
Definition of Special Talent Admissions
Special talent admission is inclusive of any circumstance in which an applicant is considered for admission to the University of California, Riverside primarily on the basis of their special talent. Special talent refers to a non-academic talent, typically presented by Athletics or areas encompassing the visual and performing arts.

Minimum requirements for documented verification of special talent:
A minimum of two verifiable pieces of information from the options listed below must be obtained for any student being recommended for admission solely on the basis of the special talent. Two of the same type of verifiable pieces of information will not be allowed except for letters of recommendation. Information submitted for verification of special talent must be retained and attached to the official student record. The recommending department is responsible for verifying all documentation submitted on behalf of the applicant is official (e.g., team roster is on letterhead or includes an official team logo, etc.)

Types of information and trusted sources that can be used to confirm qualifications or credentials for a specific sport or talent:

1. Athletic Talent
   a. Video of athlete competing where the student is clearly identifiable
   b. Team roster with athlete listed as competing team member
   c. Documentation of talent from third party website to include achievement levels by sport*
   d. Two letters of recommendation by current and/or recent club or high school coach
      i. Verified internet search to confirm person writing the letter has a confirmed association as a coach for the club or high school team
   e. Verified internet search of athlete to confirm recent participation in the sport and recognition received

2. Visual and Performing Arts Talent
   a. Video or portfolio of student’s musical, theatrical, artistic, dance, or other visual and performing art talent
   b. Program from visual and performing art performance, showcase, or competition listing the student
   c. Two letters of recommendation from visual and performing arts professionals familiar with the student’s work
      i. Verified internet search to confirm person writing the letter has a confirmed association as a visual and performing arts professional in the noted area
   d. Verified internet search of student to confirm recent visual and performing arts performances and recognition received

3. Other Special Talent
   a. Video or portfolio of student’s special talent
   b. Documentation of talent from third party website to include achievement or award in a particular field
c. Two letters of recommendation from professionals familiar with the student’s work
   i. Verified internet search to confirm person writing the letter has a confirmed association as a professional in the noted area
   d. Verified internet search of student to confirm recent recognition in particular field received

*Third party websites include, but are not limited to, the following:
  3. Track and Field: https://www.usatf.org/resources/statistics
  5. https://www.youtube.com/channel/UC0A5W66_0K-_HnZEQecYGSw

Special Talent Verification Process:
A two-step verification process is required for any applicant recommended for admission primarily based on special talent that includes the following:

1. *The initiator of the recommendation must document and attest, under penalty of disciplinary action that they have performed an assessment and determined that the level of special talent warrants a recommendation for admission.

2. An individual in a supervisory capacity to the initiator must approve the recommendation being put forward. Individuals designated in a supervisory capacity must minimally be at the Director or Associate Dean level.

*For applicants recommended by Athletics it is required that the Athletics Compliance Office verify the qualifications of the recommended applicant.

Approval from a senior leadership member from an office external to the recommending department is required for applicants recommended for admission primarily based on special talent. The person serving in this capacity can be either the Director of Undergraduate Admissions or the Associate Vice Chancellor of Enrollment Services.
February 12, 2024

To: Riverside Division

From: Executive Council

Re: Proposed Changes to the Guidelines for Admission by Exception (AxE) - 2nd Round

Executive Council reviewed the subject proposal and related committee comments during their February 12, 2024 meeting and supports the proposal’s inclusion on the Winter 2024 Division meeting agenda.

Council notes that some members echoed critiques listed in memos from tasked committees including the need for Appendix A of the proposal to include faculty representatives from all schools and colleges at UCR.
February 3, 2024

TO: Sang-Hee Lee, Chair
Riverside Division of the Academic Senate

FROM: Victor G. J. Rodgers, Chair
BCOE Executive Committee

RE: Campus Review: Proposed Changes to Guidelines for Admission by Exception

On January 31, 2024 the BCOE Executive Committee reviewed the proposed changes to Guidelines for Admission by Exception. After considerable discussion the consensus was that it is not clear why the removal of review of special talent, particularly by the department, was necessary. The removal of review of special talent could negatively impact enrollment of talented STEM students that may provide a unique or diverse contribution to many departments. This change removes this flexibility.
January 10, 2024

To: Senate

From: School of Business Executive Committee

Re: Change to Campus Guidelines: 2nd Round-Proposed Changes to the Guidelines for Admission by Exception (AxE)

The School of Business Executive Committee discussed this proposal and would like to recommend that the Special Review Committee described in Appendix A of the proposal include as Senate Faculty Members not only faculty representatives from CHASS, CNAS and BCOE, but faculty representatives from all colleges (or at least all schools/colleges that have an undergraduate program).
COMMITTEE ON EDUCATIONAL POLICY

January 12, 2024

To: Sang-Hee Lee, Chair
    Riverside Division

From: Ward Beyermann, Chair
      Committee on Educational Policy

Re: Revised Proposed Changes to Guidelines for Admission by Exception

The Committee on Educational Policy (CEP) reviewed and voted to support the revised proposed changes to the Guidelines for Admission by Exception at their January 12, 2024 meeting.
The CHASS Executive Committee reviewed Change to Campus Guidelines: 2nd Round-Proposed Changes to the Guidelines for Admission by Exception (AxE). The committee appreciates the clarification of previous concerns and has no additional comments.
To: Sang-Hee Lee, Chair
    Riverside Division

From: David Weisbart, Chair
      International Education

Re: 2nd Round-Proposed changes to the Guidelines for Admission by Exception (AxE)

The Committee on International Education reviewed the 2nd round-proposed changes to the Guidelines for Admission by Exception (AxE) at their January 18, 2024, meeting. Although generally supportive of the proposal, the CIE has two serious concerns.

(1) The Committee on Undergraduate Admissions response letter states:

“International students will not be affected by any of the changes in the process. Undergraduate Admissions will continue to move forward with reviewing all non-resident students in the same manner as before. The AxE policy is in reference to California residence only.”

This is not apparent in the AxE policy and requires clarification. It seems from the policy that the changes do affect international students.

(2) Whether or not the changes affect international or non-resident students, we find it unacceptable that the Athletic Department and Art Studio may identify applicants who qualify for AxE, but that academic departments may not. What is the justification for devaluing specialized academic talents?
January 25, 2024

TO: Sang-Hee Lee, Ph.D., Chair, Academic Senate, UCR Division

FROM: Bahram Mobasher, Ph.D., Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

SUBJECT: Response to [Campus Review] Change to Campus Guidelines: 2nd Round—Proposed Changes to the Guidelines for Admission by Exception (AxE)

Dear Sang-Hee,

The CNAS Faculty Executive Committee reviewed the Proposed Campus Review change at their January 23, 2024, meeting and has no suggestions for changes or additional comments.

Sincerely,

B. Mobasher

Bahram Mobasher, Ph.D
Chair, Faculty Executive Committee College of Natural and Agricultural Sciences
COMMITTEE ON PREPARATORY EDUCATION

February 5, 2024

To: Sang-Hee Lee, Chair
    Riverside Division

From: Jianzhong Wu, Chair
      Preparatory Education

Re: Proposed changes to the 2nd round Guidelines for Admission by Exception (AxE)

The Committee on Preparatory Education reviewed the proposed changes to the Guidelines for Admission by Exception (AxE) and are supportive of the proposal.

One member opposed the proposed changes and believes it will be problematic for admitting talented STEM students who may have special talents in math, computing, science and engineering. The revisions seem to only consider art and athletics as special talents. The revisions also removed the possibility of any other department or colleges to recommend special talents in relevance to different disciplines. This may lead to undesirable outcomes for admissions and students, such as unintended exclusion of STEM talents.
February 2, 2024

TO: Sang-Hee Lee, Ph.D., Chair, Academic Senate, UCR Division
FROM: Marcus Kaul, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine
SUBJECT: Response to [Campus Review] Change to Campus Guidelines: 2nd Round-Proposed Changes to the Guidelines for Admission by Exception (AxE)

Dear Sang-Hee,

The SOM Faculty Executive Committee has reviewed the Change to Campus Guidelines: 2nd Round, Proposed Changes to the Guidelines for Admission by Exception (AxE).

We noted the importance of the program and were in favor of the changes for improving and clarifying the guidelines. We spent time reviewing Section II, part 2, where the list and descriptions of those who qualify for admission by exception were detailed and were pleased to see that disadvantaged students and veterans were included.

We approve of the proposed guidelines changes and have no additional comments.

Yours sincerely,

Marcus Kaul, Ph.D.
Chair, Faculty Executive Committee School of Medicine
COMMITTEE ON UNDERGRADUATE ADMISSIONS

August 16, 2023

To: Sang-Hee Lee, Chair
    Riverside Division

From: Peter Sadler, Chair
      Committee on Undergraduate Admissions

Re: Proposed changes to the Guidelines for Admission by Exception (AxE)

The Committee on Undergraduate Admissions reviewed the Guidelines for Admission by Exception (AxE) at their June 16, 2023, meeting and propose the attached changes requested by the state auditor.

The main change to the document is removal of the language regarding the department’s ability to recommend AxE which was the main request from the State Audit, to ensure we properly protect all admissions activity against improper influence from campus partners. Applicants who qualify for AxE may be identified by the Undergraduate Admissions office in its regular review of applications, by Studio Arts, or by the Athletics Department.

CC: Emily Engelschall, Associate Vice Chancellor for Enrollment Services
    Veronica Zendejas, Director of Undergraduate Admissions
    Cherysa Cortez, Executive Director of the Academic Senate
Admission by Exception (AxE) is an offer of admission reserved for applicants who do not meet current campus admission requirements, but meet a set of minimum academic requirements (as specified in Section I below) and

1. Have a special talent or are defined as “other students” (see criteria outlined in Section II below), or
2. Have attained academic achievement despite coming from disadvantaged circumstances, including but not limited to low-income students, first generation college students, and those from low-API schools (see criteria outlined in Section II below)

Effective Fall 2006, Undergraduate Admissions may admit the number of AxE applicants required to yield up to 6% of total first-year enrollment and up to 6% of total transfer enrollment for a specific admission term.

Up to 2% of AxE enrollments may be reserved for applicants outlined in number #1 above.

Up to a total of 4%, may be reserved for applicants outlined in #2 above.

The admission by exception percentages is reviewed on a bi-annual basis and reported to the Undergraduate Admissions Senate Committee by the Director of Undergraduate Admissions.

1. The Director of Undergraduate Admissions will monitor these limits using an established report following the third week of each new fall and winter term.
2. The Director of Undergraduate Admissions in consultation with the Undergraduate Admissions Senate Committee will review the percentage of special talent applicants and applicants demonstrating academic promise and/or major disadvantage to determine if AxE percentages have met the established criteria, ensure that special talent applicants are not allocated an excessive number of slots, and whether an adjustment to the AxE percentage allocation is needed for a future term.

All applicants admitted by exception must be approved by three senior campus leaders. In the event that two senior leaders within Undergraduate Admissions or Enrollment Services are not available to approve AxE admits one approver may be replaced with a second approver from the Academic Senate.

The following criteria have been developed and approved by the Undergraduate Admissions Committee of the UC Riverside Academic Senate.
I. Minimum Academic Requirements

Applicants must meet the following minimum academic criteria in order to be considered for AxE.

Freshman Applicant
1. GPA – 2.8 minimum in A-G subjects.
2. A-G Course Omissions - 3 courses or less (no Math or English omissions/deficiencies are allowed).
3. Transferrable coursework taken after the summer following high school graduation – up to 30 units of transferrable coursework can be considered for first-year admission for international students in the Admission Preparation Program and other circumstances as warranted.

Transfer Applicant
1. GPA - 2.00 minimum allowed in transferable courses.
2. Units - A minimum of 24 transferable quarter units.
3. Subject Requirements – At least one transferable English Composition course, one transferable math course (has intermediate algebra as a prerequisite), and one appropriate third course from the required 7-course pattern.

All applicants who meet the above academic criteria may compete equally for AxE consideration. Declining academic performance is a factor used to defer applicants even though they may meet the criteria described above. Exceptions to the above criteria are rare. Applicants who do not meet these criteria must demonstrate acceptable alternative academic achievement (see below: IV. Special Committee Review).

II. Definitions of Applicants to be Considered for AxE

The mere presence of one or more of the below factors does not justify review for AxE since such factors exist to some degree for many applicants. Review is justified only in situations where the student’s overall achievement, academic promise in a specific area, and/or disadvantage, is truly distinctive. Such situations are expected to be rare.

1. Special Talent or “Other” Applicants – Applicants satisfying the above-stated minimum academic requirements and give evidence (outlined in Appendix B) of possessing special talent for university programs requiring such special talent, may be considered for AxE. Students defined as “other” may be considered for AxE if one or more of the following factors have been demonstrated at an exceptional level:

   • outstanding achievement in a specific subject area;
   • self-motivation and initiative;
   • leadership;
   • public or community service;
   • completion of significant special projects;
   • special endorsement of academic promise from their school;
   • demonstration of academic promise by achievement in specific areas of study; and/or
• marked improvement in academic performance as demonstrated by academic grade point average and/or enrollment in accelerated, challenging course work (e.g., honors, Advanced Placement, International Baccalaureate, and transferable college courses).

2. **Applicants from disadvantaged circumstances, including but not limited to low-income students, first generation college students, and those from low API schools**

Students satisfying the above-stated minimum academic requirements may be considered for AxE if they have demonstrated academic achievement in the presence of major disadvantages compared to typical student applicants. Disadvantages may include geographical, physical, psychological, financial, or personal and may include, but are not limited to:

- **Low Income**: Family income and household size will be used to determine if an applicant is financially disadvantaged. The family income cutoff will be directly linked to the size of the family. A scale is used to assign variable points. The actual income cutoffs would be based upon annually published federal standards. The University of California Office of the President will provide the Undergraduate Admissions office applicable standards on an annual basis.

- **First-Generation College Attendee**: Parents/Guardians of applicants have not completed an undergraduate degree.

- **Disability (Learning, Physical, and/or Psychological)**: Applicant will require further review by Student Special Services for recommendation.

- **English as a Second Language**: Applicant’s native language is other than English.

- **Veteran**: Applicant is veteran of U.S. military.

- **Re-entry**: Applicant is 24 years of age or older by term of entry and has been out of school for two years or more.

- **Unusual Life Circumstances/Personal Hardship Indicators**: Applicant is or has one or more of the following: ward of the court; recent or chronic illness/injury; lives in foster home; comes from single parent family; single parent; runaway; death in the immediate family (parent, guardian, sibling); homeless; emancipated minor; incarcerated parent; a current/former inmate of a correctional facility; parolee; and/or a victim of physical/sexual abuse.

- **Location of Residence and/or Limited Educational Opportunity Indicators**: Applicant lives in or around one or more of the following: inner city dwelling/school or rural dwelling/school community with a high crime rate, high unemployment rate, and/or low education level.

- **Applicant Attends High School Where the Following Occurs**: Applicant is bussed to school (therefore, cannot participate in extracurricular/enriching activities); high school does not offer AP/Honors curriculum or high school does not send many applicants to UC; and/or high school has low college-going rate, low high school graduation rate, and low high school test scores (mean average less than 500 on SAT I: Math and Verbal).

- **Job**: Applicant is working during the school year to supplement family income, save for college, or fulfill other basic needs.
• **Recent Immigrant Status:** Applicant has moved within last six years from non-English-speaking country.

• ** Applicant from Another Country:** Applicant attended high school or higher-level education in another country and is unable to meet traditional UC admission requirements.

********************************************************************************************

**III. Review Process**

Applicants who qualify for AxE may be identified by the Undergraduate Admissions office in its regular review of applications, by Studio Arts academic departments, or by the Athletics Department. Applicants identified through any of the aforementioned offices will be processed as follows:

1. **Undergraduate Admissions Office:** Applicants identified by the Undergraduate Admissions office will be forwarded to the Associate Director of Recruitment and Evaluation in Undergraduate Admissions for consideration.

2. **Studio Arts: The Studio Arts department in collaboration with Undergraduate Admissions will identify applicants and submit the Department Recommendation Form to Undergraduate Admissions for a final decision.

3. **Academic Departments:** Academic departments, which independently identify applicants, will submit the Special Talent and AxE Recommendation Form and forward it to the Undergraduate Admissions office for a final decision. The application file will be reviewed by the Associate Director of Recruitment and Evaluation in Undergraduate Admissions, who will consult with the Director of Admissions to determine if an AxE offer will be made. If the recommendation for admission is made primarily on the basis of special talent, the recommending department must follow the procedures outlined in Appendix B.

4. **Athletics Department:** The Athletics Department will submit the Athletic Release Authorization Form and the Request for Admission by Athletics Form to Undergraduate Admissions.

Upon review and in consultation with the Director of Admissions, a decision will be made to determine if an AxE offer will be made. If the recommendation for admission is made primarily based on special talent, the recommending department must follow the procedures outlined in Appendix B.

********************************************************************************************

**IV. Special Review Committee**

Applicants who do not qualify for AxE and are supported by a UCR studio arts faculty member, admissions staff, or athletics department may be reviewed by a Special Review Committee (See Appendix A.)
Appendix A

Special Review Committee (SRC)

Charge:
Applicants who do not qualify for Admission by Exception and are supported by a UCR art
studio faculty, admissions staff, or athletics department may be reviewed by a Special Review
Committee comprised of UCR faculty, with faculty or staff from the appropriate UCR unit, staff
from the Academic Resource Center, and the Director of Undergraduate Admissions as Ex-
Officio members. The Special Review Committee will make final admissions decisions for such
applicants based on its assessment of the likelihood of their academic success at UCR, which
in turn is based on:
1. Academic history as reported on the Application for Undergraduate
Admissions and Scholarships;
2. An academic evaluation by the Undergraduate Admissions office of all
requested official transcripts and completed test scores;
3. The Personal Insight Questions; and other relevant materials provided to the Special
Review Committee for consideration;
4. Additional requested materials.

As a condition of admission, the Special Review Committee may require the applicant to:
1. Meet specific goals at the Academic Resource Center; and/or
2. Meet specific goals from the Athletics Department’s required Study Table; and/or
3. Meet other conditions as deemed appropriate.

There will be about 3-4 meetings each year, most occurring during the winter and spring
quarters. Meetings may occur during the summer only when necessary.

Appeal Process
For an appeal to be considered by the Special Review Committee, new and compelling
information must have come to light for the student that was not presented to the Special
Review Committee when the student was originally considered for admission. This information
must clearly show the student to be significantly stronger overall than had been earlier
evidenced.

Items that must be included in the appeal:
1. A letter written by the original supporting department (including the student's full legal
name and UCR student ID) requesting that the Special Review Committee reconsider its
decision. The letter must explain why the new and compelling information was not
presented to the Special Review Committee.
2. New documentation that supports the appeal such as a transcript or a revised test score
report.

Appeal documents must be received in Undergraduate Admissions no later than 14 calendar
days from the date the Special Review Committee’s decision was communicated to the original
supporting department.

Decisions made by the Special Review Committee as a result of an appeal are final.
Membership:
The Special Review Committee is comprised of at least four Academic Senate faculty members and up to five non-voting University faculty or staff members in Ex-Officio status. Membership is as follows:

Senate Faculty Members
Undergraduate Admissions Committee Representative, Chair
- Appointed by the Committee on Undergraduate Admissions
Faculty Representative from CHASS
- Appointed by the Committee on Committees
Faculty Representative from CNAS
- Appointed by the Committee on Committees
Faculty Representative from BCOE
- Appointed by the Committee on Committees
Faculty Representative
- Appointed by the Committee on Committees

Ex-Officio Members
ACE Program Coordinator, The Academic Resource Center
Director of Undergraduate Admissions
Admissions Counselor
Faculty Athletic Representative to NCAA when appropriate
Chair, Committee on International Education when appropriate
Other pertinent individuals as deemed appropriate by the Chair

Voting members must recuse themselves from any case file for which there is a conflict of interest they serve as the faculty advocate. Further the SRC shall be considered a senate committee for the purpose of executing an annual COI.
Appendix B

Special Talent Admissions

Definition of Special Talent Admissions
Special talent admission is inclusive of any circumstance in which an applicant is considered for admission to the University of California, Riverside primarily on the basis of their special talent. Special talent refers to a non-academic talent, typically presented by Athletics or areas encompassing the visual and performing arts.

Minimum requirements for documented verification of special talent:
A minimum of two verifiable pieces of information from the options listed below must be obtained for any student being recommended for admission solely on the basis of the special talent. Two of the same type of verifiable pieces of information will not be allowed except for letters of recommendation. Information submitted for verification of special talent must be retained and attached to the official student record. The recommending department is responsible for verifying all documentation submitted on behalf of the applicant is official (e.g., team roster is on letterhead or includes an official team logo, etc.)

Types of information and trusted sources that can be used to confirm qualifications or credentials for a specific sport or talent:

1. Athletic Talent
   a. Video of athlete competing where the student is clearly identifiable
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   c. Documentation of talent from third party website to include achievement levels by sport*
   d. Two letters of recommendation by current and/or recent club or high school coach
      i. Verified internet search to confirm person writing the letter has a confirmed association as a coach for the club or high school team
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2. Visual and Performing Arts Talent
   a. Video or portfolio of student’s musical, theatrical, artistic, dance, or other visual and performing art talent
   b. Program from visual and performing art performance, showcase, or competition listing the student
   c. Two letters of recommendation from visual and performing arts professionals familiar with the student’s work
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3. Other Special Talent
   a. Video or portfolio of student’s special talent
   b. Documentation of talent from third party website to include achievement or award in a particular field
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*Third party websites include, but are not limited to, the following:
3. Track and Field: https://www.usatf.org/resources/statistics
5. https://www.youtube.com/channel/UC0A5W66_0K-_HnZEQecYGSw

Special Talent Verification Process:
A two-step verification process is required for any applicant recommended for admission primarily based on special talent that includes the following:

1. *The initiator of the recommendation must document and attest, under penalty of disciplinary action that they have performed an assessment and determined that the level of special talent warrants a recommendation for admission.
2. An individual in a supervisory capacity to the initiator must approve the recommendation being put forward. Individuals designated in a supervisory capacity must minimally be at the Director or Associate Dean level.

*For applicants recommended by Athletics it is required that the Athletics Compliance Office verify the qualifications of the recommended applicant.

Approval from a senior leadership member from an office external to the recommending department is required for applicants recommended for admission primarily based on special talent. The person serving in this capacity can be either the Director of Undergraduate Admissions or the Associate Vice Chancellor of Enrollment Services.
November 21, 2023

To: Peter Sadler, Chair
    Committee on Undergraduate Education

From: Sang-Hee Lee, Chair
    Executive Council

Re: Proposed changes to the Guidelines for Admission by Exception (AxE)

Executive Council included the subject proposal as part of their November 20, 2023 agenda.

Members discussed the proposed changes to the guidelines and agreed that clarification and answers to feedback from Senate committees is needed as the language in the proposal is vague and a definition of Studio Arts would be helpful.

I have also attached comments from the committees on Educational Policy, International Education, Preparatory Education; and the CHASS and SOE Faculty Executive Committees for your consideration in a revised proposal.

Cc: Emily Engelschall, Associate Vice Chancellor of Enrollment Services
    Veronica Zendejas, Undergraduate Admissions Director
    Leondra Jacobs, Academic Senate Analyst
COMMITTEE ON EDUCATIONAL POLICY

November 6, 2023

To: Sang-Hee Lee, Chair
Riverside Division

From: Ward Beyermann, Chair
Committee on Educational Policy

Re: Proposed Changes to Guidelines for Admission by Exception

The Committee on Educational Policy (CEP) reviewed and voted to support the proposed changes to the Guidelines for Admission by Exception at their November 3, 2023 meeting.

The Committee recommends that the mention of Studio Arts be more specific by identifying in this category the eligible disciplines such as Music, Dance, Art, and Theatre.
November 14, 2023

TO: Sang-Hee Lee, Chair
Riverside Division of the Academic Senate

FROM: Wesley Leonard, Chair
CHASS Executive Committee

RE: Proposed changes to the Guidelines for Admission by Exception (AxE)

The CHASS Executive Committee acknowledges the new policy on admission by exception (AxE), which was changed to comply with a request from the State Audit to ensure there is no improper influence on the admissions process by campus partners. While we agree with the overall changes, we have two comments/concerns:

1. With the removal of the departments’ ability to recommend AxE, we are concerned how this policy change will affect international students (and, to a lesser degree, out-of-state students) who have gone through different systems of secondary schooling and do not have the same credentials as students from California. We encourage the addition of guidelines that outline AxE procedures for international students.

2. The document outlines a recusal process for voting members on special review committees in case of a conflict of interest, but does not define what that would comprise. Some clarification on this point would be welcome.
COMMITTEE ON INTERNATIONAL EDUCATION

November 7, 2023

To:   Sang-Hee Lee, Chair
       Riverside Division

From:      David Weisbart, Chair
           International Education

Re:      Proposed changes to the Guidelines for Admission by Exception (AxE)

The Committee on International Education reviewed the proposed changes to the Guidelines for Admission by Exception (AxE) at their November 2, 2023 meeting, is supportive of the proposal, and has no further comments as it relates to the committee’s charge.
COMMITTEE ON PREPARATORY EDUCATION

October 31, 2023

To: Sang-Hee Lee, Chair
    Riverside Division

From: Jianzhong Wu, Chair
      Preparatory Education

Re: Proposed changes to the Guidelines for Admission by Exception (AxE)

The Committee on Preparatory Education reviewed the proposed changes to the Guidelines for Admission by Exception (AxE) at their October 30, 2023, meeting and is supportive of the proposal.
To: Sang-Hee Lee, Division Chair of the UCR Division of the Academic Senate and Cherysa Cortez, Executive Director of the UCR Academic Senate

From: Katherine Meltzoff, Ph.D., Faculty Chair of the School of Education Executive Committee

Subject: (Change to Campus Guidelines) Proposed changes to the Guidelines for Admission by Exception (AxE)

The SOE Executive Committee reviewed the proposed changes to the guidelines for admission by exception, Comments/feedback were solicited at our executive committee meeting and via email.

We did not have any comments or feedback.

Thank you for the opportunity to provide feedback.

Sincerely,

Katherine Meltzoff
Faculty Executive Committee Chair
School of Education
University of California, Riverside
DIVISION OF UNDERGRADUATE EDUCATION

Proposed Division of Undergraduate Education Bylaws

REPORT TO THE RIVERSIDE DIVISION
February 27, 2024

To Be Adopted

Proposed Bylaws for the Division of Undergraduate Education (DUE)

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<td>Faculty members must have at least a 25% appointment in the DUE to be considered DUE members and/or serve as a Senate Faculty member affiliated with a DUE program. DUE continuing lecturers, who are non-Senate Faculty, are eligible for appointment to relevant committees within the DUE.</td>
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|          | 02        |
|          | Officers  |
|          | Sections 02 and 03 of the DUE’s Bylaws will be held in abeyance pending the DUE’s growth to include at least five Senate Faculty |
(a four-member Executive Committee [EC] and a Chair of the Faculty.)

02.01
The Officers of the Faculty consist of a Chair, a Vice Chair and a Secretary-Parliamentarian.

02.01.01
The Chair of the Faculty is elected for a 3-year term and is not eligible for a successive term. The election is conducted as provided in Section 7 of the Bylaws of the Division and in accordance with the procedure prescribed in these Bylaws. If the Chair is unable to complete the term of office, the Secretary-Parliamentarian of the Riverside Division of the Academic Senate shall within two months conduct an election in accordance with the procedure prescribed in these Bylaws for the unexpired term provided that the unexpired term is longer than six months. In the interim or in the event the vacated term is less than six months, the Vice Chair will serve as Chair.

02.01.02
The Vice Chair is chosen by the DUE EC from among its membership. The term of office is three years.

02.01.03
The Secretary-Parliamentarian of the DUE Faculty is chosen by the EC from among its membership. The term of office is one year.

02.01.04
The Chair assumes office on the first day of September following a regular election for Chair or immediately upon completion of the ballot count at a special election. The Vice Chair takes office immediately upon appointment.

03
Meetings
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>03.01</td>
<td>Faculty meetings are called by the Chair or by the EC. There must be at least one Faculty meeting each academic year. At the written request of 25% of the voting members of the DUE Faculty, the Chair must call a meeting. The Chair or the Vice Chair may serve as the meeting chair.</td>
</tr>
<tr>
<td>03.01.01</td>
<td>A quorum consists of 50% of the members of the DUE Senate Faculty.</td>
</tr>
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<td>03.01.02</td>
<td>A motion to submit a measure to email or secret ballot has precedence over a motion for an open vote in a meeting.</td>
</tr>
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<td>03.01.03</td>
<td>Prior to a DUE Faculty meeting, the Chair will send copies of the call for the meeting and will make all pertinent documents available to each member of the DUE Faculty. The Faculty shall not change curricular requirements of DUE unless notice is previously given to all Faculty in a call for the meeting.</td>
</tr>
<tr>
<td>03.01.04</td>
<td>These Bylaws constitute primary rules of order for meetings of the Faculty and of the committees of the Faculty. The order of business is that prescribed in Section 4 of the Bylaws of the Riverside Division of the Academic Senate. Questions of order not covered by these Bylaws or those of the Division are covered by Sturgis' Standard Code of Parliamentary Procedure.</td>
</tr>
<tr>
<td>03.01.05</td>
<td>The minutes of every Faculty meeting shall be sent to every member of the DUE Faculty before the next Faculty meeting. For personnel matters, Faculty may consider the departmental letter in lieu of minutes. Opportunities for review of and/or comment on the departmental letter in personnel cases are as prescribed in the APM.</td>
</tr>
</tbody>
</table>
Committees

04.01
There shall be an EC of at least four members consisting of Senate Faculty members who are engaged in one or more of DUE’s programs, and shall include one or more DUE Senate Faculty members from the University Writing Program. The Vice Provost and Dean of the DUE will serve as an ex officio, voting member of this committee.

04.01.01
The term of office of members of the EC is three years.

04.01.02
The election of DUE Faculty members to the EC is as provided in Section 7 of the Bylaws of the Riverside Division of the Academic Senate. For purposes of these elections, members of the EC are considered officers of the Faculty of the DUE. Members of the EC take office on September first of the academic year following their election at a regular election or immediately upon completion of the ballot count at a special election.

04.01.03
Whenever the EC determines that a vacancy exists in its membership, the Secretary-Parliamentarian of the Riverside Division of the Academic Senate conducts an election in accordance with the prescribed procedure provided the vacancy is to last more than six months. A vacancy shall be declared to exist and the committee member considered to have resigned if the member anticipates an absence from the committee of more than six months. Vacancies of six months or less are filled temporarily by appointment by the Chair of the Faculty with the advice and consent of the EC.
04.01.04
The EC has the following functions:

04.01.05.01
The EC has the general oversight of the academic welfare and discipline of students in the DUE and has the power to bring before the Faculty any matters that the EC deems advisable.

04.01.05.02
The EC appoints and designates the Chairs of all other standing committees and all special committees of the Faculty unless otherwise directed at a meeting of the Faculty.

04.01.05.03
Should the DUE or a unit in the DUE win Senate approval to offer a degree program, the EC acts finally for the Faculty (a) in the awarding of all degrees to students of the DUE in all cases which do not involve the suspension of regulations or that involve only minor adjustments in the curricula and (b) in the awarding of honors at graduation. The EC is likewise empowered to act on petitions of students for graduation under suspension of the regulations. The EC will report all degrees approved to the Riverside Division of the Academic Senate.

04.01.05.03
The EC makes recommendations to the Faculty in the establishment, modification, and discontinuation of all divisional instructional programs and curricula.

04.01.05.04
The EC acts for the Faculty in making recommendations to the Riverside Division of the Academic Senate regarding courses.

05
Election and Balloting
05.01
Elections are conducted as specified in 02.01.01, 04.01.02.

05.01.01
Balloting on measures referred to the whole Faculty of the DUE by action of a meeting of the Faculty are conducted by the Secretary-Parliamentarian of the DUE following the provisions of Section 7 of the Bylaws of the Riverside Division of the Academic Senate.

06

06
Amendments and Suspensions of Bylaws and Regulations

06.01
These Bylaws can be amended or suspended only as provided in Section 6 of the Bylaws of the Riverside Division of the Academic Senate and in 03.01.03.

Statement of Purpose and Effect:

This is the 2\textsuperscript{nd} round for the proposed DUE Bylaws. All edits have been made per the recommendations of the Committee on Rules and Jurisdiction.

The DUE looks forward to any additional feedback and next steps.

Approved by the Committee on Bylaws Advisory Committee within the DUE: 6/30/23
Or
Submitted by Louie F. Rodriguez, Vice Provost & Dean, DUE: 12/14/23

Section below is for Senate use only

(if applicable)Approved by the Committee on____________: (Insert date of committee approval)

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: January 22, 2024
Received by Executive Council: February 12, 2024
December 15, 2023

To: Sang-Hee Lee, Chair, Riverside Division

From: Louie Rodriguez, Vice Provost and Dean, Division of Undergraduate Education

Re: Updated Division of Undergraduate Education (DUE) Bylaws (2nd round)

The DUE has reviewed the feedback from the Committee on Rules and Jurisdiction and made the recommended edits. Each edit is described below.

- All references to the Division of the Undergraduate Education have been changed to DUE
- All references to Faculty are now capitalized
- All references to Chapters were changed to Sections
- All references to Executive Committee were changed to EC

Re: 01.02: all specific DUE programs were eliminated the recommendation

Re: 02.02.01: Riverside added

Re: 02.01.03: added DUE

02.01.04: language added

03.01: DUE added

03.01.02: strikethrough omitted

03.01.03: strikethrough omitted. Also, paragraph edited per the recommendation and reference to making Bylaw changes removed per the recommendation.

03.01.05: reworded per recommendation

04.01: reference to sufficient size removed per the recommendation. Also, yes, the Vice Provost and Dean of the Division of Undergraduate Education is the same person and the title will not change. The ex-officio VPDUE will be a voting member.

04.01.02: revisions included per the recommendation

04.01.03: edit included per the recommendation.

05.01 and 06.01: any reference to “PP” next to the numbers were removed. This was a typo.
November 28, 2023

To: Louie Rodriguez
   Vice Provost and Dean for Undergraduate Education

From: Sang-Hee Lee
   Chair, Riverside Division

RE: Proposed Bylaws for the Division of Undergraduate Education

On November 6, 2023, the Executive Council discussed the subject proposal and noted that the proposal mentions that divisional status is still being sought and wishes to remind to the Division of Undergraduate Education that establishment was effective after the positive vote at the May 2022 Academic Senate Division meeting.

I have attached important comments from the Committee on Rules & Jurisdiction for consideration in a revised proposal.

Yours,

Sang-Hee Lee

Cc: Mona Nelson, Executive Manager and Assistant to the Vice Provost and Dean of Undergraduate Education

Academic Senate
October 24, 2023

To: Sang-Hee Lee, Chair
    Riverside Division

From: Kathleen Montgomery
    Chair, Committee on Rules and Jurisdiction

Re: [Campus Review] (Proposal) Division of Undergraduate Education Bylaws

The Committee on Rules and Jurisdiction has carefully considered the proposed draft of the Division of Undergraduate Education Bylaws. The Committee appreciates that the proposed bylaws are to follow up on the first action item of the Division: producing bylaws for Academic Senate Review and are intended to further the efforts of the Division in seeking academic divisional status.

Nevertheless, R&J believes the proposed Bylaws would benefit from increased clarity and consistency. The Committee on Rules and Jurisdiction offers the following to assist in the above and to ensure the overall bylaws are consistent:

General:
Please make suggested changes throughout. Note: suggested modifications are shown in bold, but need not appear in bold in the actual proposal
- For clarity and to avoid confusion between Division of Undergraduate Education and the Riverside Division of the Academic Senate, suggest that first reference to the Division of Undergraduate Education appear as such: Division of Undergraduate Education (DUE), and thereafter simply as DUE.
- For consistency, please capitalize all references to Faculty.
- For consistency, please capitalize all references to Bylaws. Also, please refer to sections of the Bylaws as Sections rather than Chapters.
- For clarity and brevity suggest referring to Executive Committee (EC) on first reference and thereafter as EC.

01.02:
Suggest rewording as such: Faculty members must have at least a 25% appointment in DUE to be considered DUE members and/or serve as a Senate Faculty member affiliated with a DUE program (i.e., University Honors, University Writing Program, and the Academy of Distinguished Teaching.) DUE continuing lecturers who are non-Senate Faculty are eligible for appointment to relevant committees within DUE.
- Note: use full name of University Honors
- Question: Are there only three programs under DUE, or will there be additional ones? If the latter, perhaps find a way to indicate this possibility or omit the list to avoid the need for future Bylaw revision.

02.01.01:
3rd sentence: Suggest reword to: ...the Secretary-Parliamentarian of the Riverside Division of the Academic Senate

02.01.03:
1st sentence: To avoid confusion with the S-P of the Riverside Division, suggest clarifying the Secretary-Parliamentarian of the DUE Faculty

02.01.04:
1st sentence: To employ thoughtful wording that avoids the use of pronouns, suggest rewording: The Chair assumes office on the first day of September following a regular election for Chair…

03.01:
Suggest rewording for clarity and consistency: Faculty meetings are called by the Chair or by the Executive Committee (EC). There must be at least one Faculty meeting each academic year. At the written request of 25% of the voting members of the DUE Faculty, the Chair must call a meeting. The Chair or the Vice Chair may serve as meeting chair.

03.01.02:
Omit the strikethrough above the period at the end of the paragraph.

03.01.03:
Omit the strikethrough above the period at the end of the paragraph.

Suggest rewording for clarity: Prior to a Faculty meeting, the Chair will send copies of the call for the meeting and will make all pertinent documents available to each member of the DUE Faculty. The Faculty shall not change curricular requirements of DUE unless notice is previously given to all Faculty in a call for the meeting.
- Note: Because Faculty cannot change Bylaws without approval by Senate committees, perhaps reword or omit reference to making Bylaw changes.

03.01.05:
Suggest rewording for clarity: The minutes of every Faculty meeting shall be sent to every member of the DUE Faculty before the next Faculty meeting. For personnel matters, Faculty may consider the departmental letter in lieu of minutes. Opportunities for review of and/or comment on the departmental letter in personnel cases are as prescribed in the APM.
04.01:
Please use the DUE reference in this section, for consistency with the rest of this document. Please make suitable change to how programs are listed (if at all), as requested in 01.02 above. Please specify: What is the ‘sufficient size’ needed for the DUE Senate cohort to include the Chair of the Faculty in the Executive Committee?

Note: This preceding sentence in 04.01 could be eliminated, as it causes too much confusion.

Please clarify: Is the Vice Provost and Dean of the DUE the same person? Is the title of this person expected to change once DUE become established? Does this person have voting rights on the EC?

Question: Will there be other ex officio members of the EC (voting or non-voting)?

04.01.02
Please make revisions as noted above for consistency.

04.01.03
2nd sentence: please rephrase to avoid pronouns: A vacancy shall be declared to exist and the committee member considered to have resigned if the member anticipates…

05.01 and 06.01
Please clarify what is being referred to by PP2.1.1, PP4.1.3, and PP3.1.3
DIVISION OF UNDERGRADUATE EDUCATION

Proposed Division of Undergraduate Education Bylaws

REPORT TO THE RIVERSIDE DIVISION
December 5, 2023

To Be Adopted

Proposed Bylaws for the Division of Undergraduate Education

<table>
<thead>
<tr>
<th>PRESENT:</th>
<th>PROPOSED:</th>
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<tbody>
<tr>
<td>01</td>
<td>01</td>
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<tr>
<td>01.01</td>
<td>Membership</td>
</tr>
<tr>
<td>01.01</td>
<td>The Faculty of the Division of Undergraduate Education at the University of California, Riverside consists of (a) the President of the University; (b) the Chancellor; (c) the Executive Vice Chancellor; (d) the Vice Provost and Dean of the Division of Undergraduate Education; (e) all members of the Academic Senate who are members of the Division of Undergraduate Education; (f) other Senate members as may be specified by the bylaws of the Riverside Division of the Academic Senate.</td>
</tr>
<tr>
<td>01.02</td>
<td>Faculty members must have at least a 25% appointment in the Division to be considered members and/or a Senate Faculty member affiliated with one of the Division of Undergraduate Education programs (i.e., Honors, University Writing Program, Academy of Distinguished Teaching). UE continuing lecturers, who are non-Senate faculty, are eligible for appointment to relevant committees within the Division.</td>
</tr>
<tr>
<td>02</td>
<td>Officers</td>
</tr>
</tbody>
</table>
Sections 02 and 03 of the Division Bylaws will be held in abeyance pending the Division’s growth to include at least five Senate faculty (a four-member Executive Committee and a Chair of the Faculty.)

02.01
The Officers of the Faculty consist of a Chair, a Vice Chair and a Secretary-Parliamentarian.

02.01.01
The Chair of the Faculty is elected for a 3-year term and is not eligible for a successive term. The election is conducted as provided in chapter 7 of the bylaws of the Division and in accordance with the procedure prescribed in these bylaws. If the Chair is unable to complete the term of office, the Secretary-Parliamentarian of the Division of the Academic Senate shall within two months conduct an election in accordance with the procedure prescribed in these bylaws for the unexpired term provided that the unexpired term is longer than six months. In the interim or in the event the vacated term is less than six months, the Vice Chair will serve as Chair.

02.01.02
The Vice Chair is chosen by the Executive Committee from among its membership. The term of office is three years.

02.01.03
The Secretary-Parliamentarian of the Faculty is chosen by the Executive Committee from among its membership. The term of office is one year.

02.01.04
The Chair assumes office on the first day of September following their election in a regular election or immediately upon completion of the ballot count at a special election. The Vice Chair takes office immediately upon appointment.
Meetings

03.01
Meetings are called by the Chair of the Faculty or by the Executive Committee. At the written request of 25 percent of the voting members of the faculty, the Chair must call a meeting. They must call at least one meeting each academic year. The faculty meeting may be chaired by the Chair of the Faculty or by the Vice Chair.

03.01.01
A quorum consists of 50% of the members of the Senate Faculty.

03.01.02
A motion to submit a measure to email or secret ballot has precedence over a motion for an open vote in a meeting.

03.01.03
The Chair of the Faculty will send, prior to the faculty meeting, copies of the call for the meeting and will make all pertinent documents available to each member of the Faculty. The Faculty shall not change curricular requirements of the Division or change these bylaws at the meetings at which such proposals for change are first made unless notice is previously given to all members of the Faculty in a call to the meeting.

03.01.04
These bylaws constitute primary rules of order for meetings of the Faculty and of the committees of the Faculty. The order of business is that prescribed in Chapter 4 of the Bylaws of the Riverside Division of the Academic Senate. Questions of order not covered by these bylaws or those of the Division are covered by Sturgis’ Standard Code of Parliamentary Procedure.
03.01.05  The minutes of every meeting of the Faculty shall be sent before the next faculty meeting to every member of the Faculty. For personnel matters, faculty may consider the departmental letter in lieu of minutes for these minutes. Opportunities for review and/or comment of the departmental letter are as prescribed in the APM.

04  Committees

04.01  There shall be an Executive Committee of at least four members consisting of Senate faculty members who are engaged in one or more of the Division’s programs (i.e., Honors, the University Writing Program, the Academy of Distinguished Teaching), and shall include one or more Senate faculty members from the University Writing Program. It shall include the Chair of the Faculty once the UE Division’s Senate cohort reaches sufficient size. The Vice Provost and Dean of the Division of Undergraduate Education will serve as an ex officio member of this committee.

04.01.01  The term of office of members of the Executive Committee is three years.

04.01.02  The election of Faculty members to the Executive Committee is as provided in chapter 7 of the Bylaws of the Riverside Division of the Academic Senate. For purposes of these elections, members of the Executive Committee are considered officers of the Faculty of the Division. Members of the Executive Committee take office on September first of the academic year following their election at a regular election or immediately upon completion of the ballot count at a special election.
04.01.03
Whenever the Executive Committee determines that a vacancy exists in its membership, the Secretary-Parliamentarian of the Division of the Academic Senate conducts an election in accordance with the prescribed procedure provided the vacancy is to last more than six months. A vacancy shall be declared to exist and the committee member considered to have resigned if they anticipate an absence from the committee of more than six months. Vacancies of six months or less are filled temporarily by appointment by the Chair of the Faculty with the advice and consent of the Executive Committee.

04.01.04
The Executive Committee has the following functions:

04.01.05.01
The Executive Committee has the general oversight of the academic welfare and discipline of students in the Division and has the power to bring before the Faculty any matters that the Committee deems advisable.

04.01.05.02
The Executive Committee appoints and designates the Chairs of all other standing committees and all special committees of the Faculty unless otherwise directed at a meeting of the Faculty.

04.01.05.03
Should the Division or a unit in the Division win Senate approval to offer a degree program, the Executive Committee acts finally for the Faculty (a) in the awarding of all degrees to students of the Division in all cases which do not involve the suspension of regulations or that involve only minor adjustments in the curricula and (b) in the awarding of honors at graduation. The Committee is likewise empowered to act on petitions of students for graduation under suspension of the regulations. The
Committee will report all degrees approved to the Riverside Division of the Academic Senate.

04.01.05.03
The Executive Committee makes recommendations to the Faculty in the establishment, modification, and discontinuation of all divisional instructional programs and curricula.

04.01.05.04
The Executive Committee acts for the Faculty in making recommendations to the Riverside Division of the Academic Senate regarding courses.

05

05
Election and Balloting

05.01
Elections are conducted as specified in PP2.1.1, PP4.1.3.

05.01.01
Balloting on measures referred to the whole Faculty of the Division by action of a meeting of the Faculty are conducted by the Secretary-Parliamentarian of the Division of the Academic Senate following the provisions of chapter 7 of the bylaws of the Riverside Division of the Academic Senate.

06

06
Amendments and Suspensions of Bylaws and Regulations

06.01
These bylaws can be amended or suspended only as provided in chapter 6 of the bylaws of the Riverside Division of the Academic Senate and in PP3.1.3.
Statement of Purpose and Effect:

Per Academic Senate Chair Lee’s memo to Interim VPDUE Baerenklau on February 16, 2023, I am following up to the first action item which is to draft the Division of Undergraduate Education Bylaws for Academic Senate review.

Attached is the first draft of the DUE Bylaws. The Bylaws draft was completed by a Bylaws Advisory Committee that I assembled comprised of four UCR Senate faculty members: Xochitl Chavez from Music, Kelechi Kalu from Political Science, Stephanie Dingwall from Biochemistry, and Paul Beehler from the University Writing Program. These faculty members were selected because of their current or previous involvement in the various DUE programs and initiatives. I served as the Bylaws Advisory Committee convener.

Since DUE is seeking academic divisional status, we assembled a draft of the DUE Bylaws by considering the SPP Bylaws as a template. The Bylaws Advisory Committee then engaged in a series of steps to review, edit, discuss, and refine the Bylaws draft over the months of May and June 2023. The Bylaws Advisory Committee arrived at the attached draft.

I realize that we are at the end of June and the relevant Academic Senate committees will not review this document until the Fall 2023. I wanted to get this on the review queue as early as possible.

The goal of finalizing academic status for DUE remains one of the most significant priorities for the unit. I look forward to the feedback from the Academic Senate, and our future collaboration to help the campus meet its collective goals.

Approved by the Committee on Bylaws Advisory Committee within the Division of Undergraduate Education: 6/30/23

Or

Submitted by Louie F. Rodriguez, Vice Provost & Dean, Division of Undergraduate Education: 7/13/23

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: January 22, 2024

Received or Reviewed by Executive Council: February 12, 2024
January 17, 2024

TO: Sang-Hee Lee, Chair  
Riverside Division of the Academic Senate

FROM: Victor G. J. Rodgers, Chair  
BCOE Executive Committee

RE: Proposed Changes to Bourns College of Engineering Regulation 02.03.02 and new Regulation 02.03.06

Dr. Lee,

We appreciate the thoughtful comments raised by the Committee on Rules and Jurisdiction, the Committee on Courses and the Committee on Educational Policy. All of their comments have now addressed in the revised proposal. Please see attached.
To Be Adopted

Proposed Changes to Bourns College of Engineering Regulation 02.03.02 and new Regulation 02.03.06 - Enrollment Regulations

**PRESENT:**

| 02.03.02 | Students on Probation or Subject to Dismissal status are required to consult with an academic advisor prior to the third week of each quarter in which they are in academic difficulty. A student on Probation or Subject to Dismissal may not enroll in more than 13 units without the approval of the Associate Dean of the college. (En 21 Nov 02) |

**PROPOSED:**

| 02.03.02 | Students with term or cumulative grade point averages below 2.0 may not enroll in more than 16 units without approval of the Associate Dean of the college. In addition, students with term or cumulative grade point averages below 2.0 are required to meet with their academic advisor during the term immediately following the term in which the term or cumulative grade point average fell below 2.0. |

| 02.03.06 | Students with a term grade point average greater than or equal to 2.0 may enroll in up to 20 units. Enrollment in more than 20 units requires approval from the Associate Dean of the college. |

**Statement of Purpose and Effect:** The changes will bring BCOE at par with campus-wide college/school regulations on maximum allowable units for students placed on academic probation, and create a maximum unit regulation for students in good standing (presently one does not exist). The changes will grant BCOE undergraduate students the opportunity to enroll in more units comparable to non-BCOE students across campus. The changes may also have a positive impact on average unit load completed by BCOE students each term.

Approved by the BCOE Faculty Executive Committee on: March 9, 2023 Submitted by
Victor Rodgers, Chair, BCOE Faculty Executive Committee March 28, 2023

Section below is for Senate use only
(if applicable)Approved by the Committee on____n/a_____: (Insert date of committee approval)

The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: February 5, 2024

Received by Executive Council: February 12, 2024
TO: Sang-Hee Lee, Chair  
    Riverside Division of the Academic Senate

FROM: Victor G. J. Rodgers, Chair  
    BCOE Executive Committee

RE: BCOE Regulation Changes 02.03.02 and 02.03.06

Dr. Lee,

Please find attached the BCOE Regulation changes to 02.03.02 and the new Regulation 02.03.06. The justification relaxes the more restrictive load limitation for BCOE students. The regulation change will bring BCOE in alignment with the norm for the campus and hopefully contribute positively to improving the opportunity for BCOE students to enroll in more units.
COLLEGE OF ENGINEERING FACULTY EXECUTIVE COMMITTEE

REPORT TO THE RIVERSIDE DIVISION

May 23, 2023

To Be Adopted

Proposed Changes to Bourns College of Engineering Regulation 02.03.02 and new Regulation 02.03.06

PRESENT:

02.03.02
Students on Probation or Subject to Dismissal status are required to consult with an academic advisor prior to the third week of each quarter in which they are in academic difficulty. A student on Probation or Subject to Dismissal may not enroll in more than 13 units without the approval of the Associate Dean of the college. (En 21 Nov 02)

02.03.06
Students with term and cumulative grade point average below 2.0 may not enroll in more than 16 units without approval of the Associate Dean of the college. The courses selected by the student must support timely degree progress. Students are required to meet with their academic advisor during the term.

PROPOSED:

02.03.02
Students with term and/or cumulative grade point average below 2.0 may not enroll in more than 16 units without approval of the Associate Dean of the college. The courses selected by the student must support timely degree progress. Students are required to meet with their academic advisor during the term.

02.03.06
Students with term and cumulative grade point averages greater than or equal to 2.0 may enroll in up to 20 units. The courses selected must support timely degree progress. Enrollment in more than 20 units requires approval from the Associate Dean of the college.

Statement of Purpose and Effect: The changes will bring BCOE at par with campus-wide college/school regulations on maximum allowable units for students placed on academic probation, and create a maximum unit regulation for students in good standing (presently one does not exist). The changes will grant BCOE undergraduate students the opportunity to enroll in more units comparable to non-BCOE students across campus. The changes may also have a positive impact on average unit load completed by BCOE students each term.

Approved by the BCOE Faculty Executive Committee on: March 9, 2023
Submitted by Victor Rodgers, Chair, BCOE Faculty Executive Committee March 28, 2023

The Committee on Rules and Jurisdiction finds the
wording to be consistent with the code of the
Academic Senate: (leave blank)
Received by Executive Council: (leave blank)
November 22, 2023

To: Victor Rodgers, Chair
Bourns College of Engineering, Faculty Executive Committee

From: Sang-Hee Lee, Chair
Executive Council

Re: Proposed Changes to Bourns College of Engineering Regulation 02.03.02 and New Regulation 02.03.06

Executive Council included the subject proposal as part of their November 20, 2023 agenda. Council had no comments to add to those provided by the committees on Courses, Educational Policy, and Rules & Jurisdiction.

I have attached comments from the committees for your consideration in a revised proposal.

Cc: Roderick Smith, Manager, Student Affairs, BCOE
Date: November 6, 2023

To: Sang-Hee Lee, Chair
Riverside Division

From: Kathleen Montgomery
Chair, Committee on Rules and Jurisdiction

Re: [Campus Review] Proposed Regulation Change: Changes to Bourns College of Engineering Regulation 02.03.02 and new Regulation 02.03.06

The Committee on Rules and Jurisdiction has carefully considered the proposed regulation changes to the Bourns College of Engineering Regulation 02.03.02 and new Regulation 02.03.06. The Committee appreciates that the proposed regulation changes are meant to relax the more restrictive load limitation for BCOE students and are intended to bring BCOE into alignment with campus norms and positively contribute to student enrollment in additional units.

Nevertheless, R&J believes the proposed regulations would benefit from modest modifications to increase clarity and consistency before final approval. The Committee on Rules and Jurisdiction offers the following to assist in the above and to ensure overall document consistency:

1. The two sections are written inconsistently, for reasons that are not apparent. That is, 02.03.02 states “Students with term and/or cumulative grade point average…” While 02.03.06 states “Students with term and cumulative grade point averages…”

- For clarity, perhaps both sections could apply to a specific "term grade point average", rather than combining “term and/or cumulative” in one case and “term and cumulative” in the second case.
- If the cumulative GPA is also factored in, this could become quite complicated in how it is calculated (e.g., cumulative coursework outside the major?).

2. Section 02.03.02, last sentence: Please clarify which term the students are required to meet with their academic advisor - the current term immediately following the subpar grade point average?

3. Section 02.03.06, second sentence: Please add the words by the student, as “The courses selected by the student…”

4. Section 02.03.06, second sentence: Please clarify the term “timely degree progress.”
COMMITTEE ON EDUCATIONAL POLICY

November 6, 2023

To: Sang-Hee Lee, Chair
    Riverside Division

From: Ward Beyermann, Chair
      Committee on Educational Policy

Re: Proposed Changes to BCoE Regulations 02.03.02 and 02.03.06

The Committee on Educational Policy (CEP) reviewed and voted to support the proposed changes to BCoE Regulations 02.03.02 and 02.03.06 at their November 3, 2023 meeting.
COMMITTEE ON COURSES

November 2, 2023

To: Sang-Hee Lee, Chair
   Riverside Division

From: James Flegal, Chair
      Committee on Courses

Re: Proposed Changes to BCoE Regulations 02.03.02 and 02.03.06

The Committee on Courses reviewed the proposed changes to BCoE Regulations 02.03.02 and 02.03.06 at their October 25, 2023 meeting and had no concerns related to the Committee’s charge of courses and instruction.
January 12, 2024

TO: Chair Sang-Hee Lee
RE: Proposed Bachelor of Arts Degree Program in Environmental Studies (B.A. in Environmental Studies [ENST])
cc: Wesley Leonard (Chair, CHASS FEC), Daryle Williams (CHASS Dean), Gloria González-Rivera (CHASS Associate Dean)

Dear Chair Lee;

We are very grateful for the close attention that multiple Senate committees have devoted to our undergraduate program proposals, and even more for your considered and specific suggestions to improve the curricula. Following past Senate practice, we enclose the Executive Council and committee memos below, with the requested responses inserted beneath each committee’s comments.

We contain our responses within the bounds of the issue currently under Senate review, namely the content of our proposed undergraduate degree programs. As you know, the Academic Senate approved the Department of Society, Environment and Health Equity (SEHE) by a 77% majority vote in February 2023. The department was approved by UCR administration and registered with UCOP, and SEHE now exists as an academic unit in CHASS with dedicated faculty FTE.

It follows from this prior approval that the SEHE department will offer one or more undergraduate degree programs. The SEHE department proposal, approved by a Senate Divisional vote, contained detailed descriptions of our major and minor curricula. The majors and minors in that proposal were thoroughly discussed by Senate committees and were voted on by the Division as part of the department proposal. We understand the current review process, therefore, to be specifically focused on the content of the proposed degree programs, rather than their existence per se. We would hope that the Senate agenda communicates the specific scope of the issue under consideration to Senate faculty at the Winter Divisional meeting.

With this in mind, please find our responses below. In addition, we are attaching a revised proposal containing the Senate committees’ recommended changes alongside some minor updates to the list of requirements and SEHE course numbering.

Once again, please accept our sincere thanks for the Senate’s work to review and improve our proposed degree programs.
Sincerely,

Dana Simmons, Acting Chair, Department of Society, Environment and Health Equity
EXECUTIVE COUNCIL

Though Executive Council supports inclusion of the proposal on the Winter Division agenda, strong clarification regarding how this degree program is different from the undergraduate program in the Department of Environmental Sciences is necessary.

There is no curricular overlap with the ENSC undergraduate program. The proposed Environmental Studies B.A. requires three lower-division CNAS courses from a list that includes ENSC 001, 002, 003, 004 and 006 among more than a dozen others. The ENSC department has approved the use of these courses in SEHE’s Environmental Studies curriculum. All other courses in SEHE’s proposed Environmental Studies degree programs are social science and humanities courses that do not overlap with ENSC.

Further, Council recommends a program name that reflects the humanities aspect of the major.

Environmental Studies is a well established field of study that clearly signals a humanities and social science oriented approach. Over one hundred universities in the U.S., including UCLA, UCSC, UCSB, and UCSD, offer Baccalaureate Environmental Studies (humanities and social science) programs. Environmental Studies BA degrees exist in many of these institutions alongside distinct and complementary BS degree programs in Environmental Sciences. Environmental Studies is a standard name for humanistic and social scientific study of humans and the environment. A useful reference for understanding the scope and demand for Environmental Studies may be found in this media release from Rice University: “Student demand for environmental studies surges” describes Rice’s Environmental Studies courses, taught by instructors in Design, English, Anthropology, Religion and History. Rice, like UCR, offers a separate major in Environmental Sciences within its School of Natural Sciences.

Three UC campuses currently offer a BA in Environmental Studies in addition to a BS in Environmental Science. At two UC campuses (as would be the case at UCR), these two degree programs are located in separate Colleges or Divisions: the BA is offered in a College or Division of Social Sciences, and the BS in a College or Division of Natural Sciences. (UCSB does not have separate colleges for arts and natural sciences; therefore, the BA and BS degrees are more closely aligned within a single academic unit.)

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Table 1: Environmental Studies in the UC System

We encourage colleagues to examine our proposed catalog description for Environmental Studies, which clearly situates the program within the humanities and social sciences:

Through humanities and social sciences education, this program equips students with knowledge, theory, and skills that advance their contribution to a world in which environmental degradation has become an increasingly significant societal subject of concern. In order to gain a deeper understanding of the complex interactions between the workings of human societies and ecological changes, the major engages a range of environmental challenges including climate change, air and water pollution, biodiversity loss, energy demands, toxic accumulations, waste management, deforestation and desertification, food security, and water scarcity as social phenomena and examines how they intersect with broader societal issues such as environmental justice, policy and governance, history of colonialism, global capitalism, hunger and poverty, structural racism, gender inequality, health inequity, and community resilience. The major also introduces humanities approaches such as critical theory, environmental philosophy, regional history, storytelling, and other creative expressions to enrich students' intellectual relationships with nature and non-human elements. The interdisciplinary education will prepare students to make career choices that involve: promoting sustainable practices in various capacities as employees in public services, education, healthcare, or the private sector; joining nonprofit organizations with a focus on issues pertaining to environmental sustainability or social justice; and continuing their career development by pursuing professional and graduate education in various fields, such as sustainability, public policy, social sciences, urban and regional planning, business, law, and public health.

COMMITTEE ON EDUCATIONAL POLICY

December 5, 2023
To: Sang-Hee Lee, Chair  
Riverside Division  

From: Ward Beyermann, Chair  
Committee on Educational Policy  

Re: Proposed B.A. in Environmental Studies  

The Committee on Educational Policy (CEP) reviewed the proposed B.A. in Environmental Studies at their December 1, 2023 meeting and voted to support the proposal. The Committee does request that the program correct the number of total units on page 19 from 48 to 52.  

We thank the committee for your review and your correction.  

CNAS FACULTY EXECUTIVE COMMITTEE  

FROM: Bahram Mobasher, Ph.D., Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences  

SUBJECT: Response to Proposed Degree Programs in ENST and GCH  

Departments  
Dear Sang-Hee,  

The CNAS Faculty Executive Committee wants to address several concerns regarding the recent Major and Minor proposals in Environmental Studies and Global and Community Health. It has come to our attention that significant issues require consideration and resolution:  

Regrettably, our concerns have not been adequately addressed during the processes underway, and the results are the development of a department that could potentially divert and confuse our students.  

It has also come to our attention that there is a proposed change in the department's name from "Sustainability Studies" to "Environmental Sciences." Changing the name from "Sustainability" to "Environmental" may confuse current and future students. Therefore, it is recommended that we act or voice objections against this alteration. It seems reasonable to request reconsideration of the name change. We must collectively ensure that the department's name accurately represents its goals and scope.  

While we appreciate the CNAS FEC's attention and comments, we will leave aside discussion of the department name, as this lies outside of the issue under review and the
Department of Society, Environment and Health Equity already was approved by Senate Divisional vote in February 2023. (N.B. We actually removed the word ‘sustainability’ from our proposed department name in 2022 in response to requests by multiple CNAS faculty, department chairs and Divisional Dean of Agricultural and Natural Resources. We worked hard to integrate and accommodate CNAS suggestions and preferences; there seems to have been a difference of opinion within CNAS on this question, which we are not able to resolve. We have never proposed to name either our department or our degree program Environmental Sciences.)

COMMITTEE ON COURSES

December 6, 2023

To: Sang-Hee Lee, Chair

From: James Flegal, Chair
Committee on Courses

Re: Proposed B.A. in Environmental Studies

The Committee on Courses reviewed the proposed B.A. in Environmental Studies at their November 29, 2023 meeting and made the following recommendations for the proposed curriculum for the major:

• Include a “Sample Program” section similar to the one published for the Neuroscience undergraduate major in the academic catalog that clearly outlines the courses for students enrolled in the major to take by quarter and year;

The following suggested course sequencing is inserted into the course catalog:

Suggested course sequencing for four-year students:
First and second year: Complete SEHE 001 and lower-division major requirements (1.a, 1.b, and 1.c) in addition to the university and college requirements. Third year: SEHE 101, SEHE 105 or SEHE 106, two courses for requirement 2.c, and one for requirement 2.d. Fourth year: Two remaining courses requirements 2.c, one for 2.e., and a capstone course.

Suggested course sequencing for transfer students and students changing majors:
First year: SEHE 001 (must be completed before enrolling in SEHE 101), SEHE 101, SEHE 105 or 106, two courses for requirement 2.c.,. Second year: Two remaining courses for requirement 2.c., one for 2.d., one for 2.e., and a capstone course. Lower-division CNAS courses (requirements 1.b and 1.c) can be spread between the first and second year.

• Ensure that course proposals for the following courses proposed to be included in the major’s curriculum are entered into CRS in a timely manner as all courses listed in the proposed curriculum do need to receive final approval by the
Committee on Courses before the curriculum can be published in the catalog:

Proposals for these courses and cross-listings have been submitted to the enrollment manager for the committee's consideration in the upcoming course proposal review cycle. Four course proposals (SEHE 135, SEHE 144/HISA 119, SEHE 193 and SEHE 198G) will be submitted off-cycle with an extension request.

• Consider adding the cross listed course for MCS 159, URST 159 to the proposed curriculum;
• Consider adding the cross listed course for ETST 113, HISA 134 to the proposed curriculum;
• Remove the proposed course MCS 146F/ENGL 146F from the proposed curriculum as it has been discontinued.

We are grateful to the Committee for your close reading and your excellent suggestions. We are attaching an updated degree curriculum including the changes for which we have the necessary approvals, alongside a few minor changes to the course list and course numbering.

We are very grateful for the suggestions regarding relevant courses, and we are happy to report that both ETST 113 and MCS 159 are already included in the list of courses to fulfill major requirements. We have deleted MCS 146F from the proposal.

PLANNING AND BUDGET

RE: [Campus Review] Proposed Degree Program: Bachelor of Arts Degree Program in Environmental Studies

At our meeting on October 10, 2023, the Committee on Planning and Budget (CPB) discussed the proposed Bachelor of Arts degree program in Environmental Studies. CPB supports the proposed degree program.

Additionally, CPB asks: will the BA in Environmental Studies program provide opportunities for cross-exchanges and collaborations with the Environmental Sciences program in CNAS and the Environmental Engineering program in BCOE?
Yes! We are very grateful that two faculty members in the Environmental Sciences department have joined SEHE as faculty affiliates. As we mention in our proposal, we remain committed to working toward campus-wide teaching and research collaborations. We are continuing discussions with CNAS and BCOE colleagues (and others as desired) about a UCR-wide Sustainability umbrella program, which might lead students into environmental and other related majors across various schools, colleges and departments at UCR.

TO: Sang-Hee Lee, Chair
Riverside Division

FR: Richard M. Carpiano, Chair
Executive Committee, School of Public Policy

RE: [Campus Review] Proposed Degree Program: Bachelor of Arts Degree Program in Environmental Studies (B.A. in Environmental Studies [ENST])

Date: November 22, 2023

The Faculty Executive Committee of the School of Public Policy reviewed the document “[Campus Review] Proposed Degree Program: Bachelor of Arts Degree Program in Environmental Studies (B.A. in Environmental Studies [ENST]).”

In the course of our review and discussion, the following issues arose about the proposed curriculum:

1. Given the stated learning objectives that indicate the importance of students understanding ecological issues locally, nationally, and globally, it is crucial for students to have a thorough grounding in environmental science to comprehend the interplay between the natural world and human societies. A significant concern raised with the current curriculum proposal is its apparent lack of foundational science. Without a robust understanding of environmental science, discussing environmental governance and the scientific underpinnings of environmental inequities becomes challenging.

   It is noteworthy that this degree program lacks upper-level or advanced courses in environmental science. The present focus seems to be predominantly on the human aspects of environmental issues, without sufficient emphasis on the scientific aspects.
This imbalance could lead to a skewed perspective among students. Overall, the curriculum could be more effectively designed to integrate both natural sciences and social sciences, providing a comprehensive educational experience in this field. Currently, it seems that the curriculum is shaped more by disciplinary convenience rather than a commitment to interdisciplinary learning. This approach risks limiting the depth and breadth of education students receive, thereby hindering their ability to fully understand and address complex environmental issues that humanity faces, particularly in this concerning era of science denialism and less than ideal data literacy.

Lower-division science courses are, by definition, foundational. Lower Division requirements for the Environmental Studies major consist of one introductory course in SEHE and three courses in natural, earth, and environmental sciences (one of which must be a laboratory course). Options include four Environmental Science courses (ENSC 001, 002, 004, and 006), ten courses in Earth and Planetary Sciences, as well as courses in Botany and Physics. We believe that only one other major in CHASS requires this level of natural science background: the Psychology B.A. similarly requires three Lower Division natural science courses. While we strongly encourage Environmental Studies students to take Upper Division science courses, the heavy prerequisites for these courses render them impractical to include as major requirements. We are unsure what the SPP FEC means by “disciplinary convenience” in this context. We designed the major with increasing disciplinary specialization; as with all majors, as students continue to advanced Upper Division level courses, the material becomes more focused and specialized.

2. Page 8: Regarding the lower-division requirement “an additional science course with a lab,” the phrasing of “an additional” suggests there is more than one, but this seems to be the only lower-division science course with a lab in the curriculum.

The third science course with a lab is in addition to two required courses in earth, environmental, and natural sciences (most of which will have a lab component; therefore, the third would be additional). We have added a data science requirement (STAT 004, STAT 005 or equivalent) comparable to the data science requirement for the Global and Community Health B.A.

3. The Global and Community Health B.A. curriculum contains a requirement for one lower-division course in data analysis. Why does this requirement not exist for the Environmental Studies degree given that the two degrees are detailed in the document as having considerable focal overlap, sharing some courses like the required methods course?

As noted above, we have added STAT 004 and STAT 005 as one of the options students can choose from as scientific methods.

4. Page 11: Under “Affiliated faculty,” Ariel Dinar is retired from UCR. Hence, it is unclear how up-to-date this list is.
The duration of Senate review (we are now in our third year of review) sometimes leads to the expiration of some information. Since retirement, Ariel Dinar has been an emeritus faculty affiliate; we will list his emeritus status in our revised proposal. All faculty affiliates listed on the attached proposal have confirmed their affiliation since August 2023.

5. Page 15: Under the section header “Chairs’ approval to include their courses in the new curriculum (in 2021 or 2023),” SPP Associate Dean Bruce Babcock is listed. The phrasing of this header can be read in more than one way, so, just to be certain, this approval only pertains to the PBPL courses cross-listed with other units that are listed in this proposed curriculum document (i.e. ENGR 171/PBPL 171) and not any other PBPL courses. This specificity is indicated in the email exchange between SEHE representative Ellen Reese and SPP Associate Dean Bruce Babcock included in the appendix of this document (p. 66).

Indeed, no SPP courses besides those cross-listed with other units are listed in our degree requirements. While we regret that our students will not enroll in other SPP courses, we are fortunate to be able to provide SEHE students abundant course offerings from other schools and colleges with both breadth and depth. Already, several SPP faculty are affiliated with the SEHE Department and we look forward to collaborating further with SPP at some point in the future.
Proposal for a

Bachelor of Arts Degree Program in

Environmental Studies

August 30, 2023
Updated V2 September 28, 2023
Updated V3 January 12, 2023

Submitted by the Department of Society, Environment, and Health Equity
1. Name of the academic program and the department(s) or unit(s) that will administer the program.

Name of the academic program: **B.A. in Environmental Studies (ENST)**

Department that will administer the program: Society, Environment, and Health Equity

2. A thorough justification, including the motivation for the creation of the program in terms of student interest and professional or academic importance.

The Bachelor of Arts program in Environmental Studies is one of two undergraduate majors to be offered by the Department of Society, Environment, and Health Equity, which was approved by a 77% majority vote by the Academic Senate in February 2023. A proposal for the second major, Global and Community Health (GCH) B.A. is being submitted to CEP simultaneously.

The goal of the Environmental Studies B.A. program is to utilize **humanities and social sciences approaches** to equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation occupies an increasingly important place in society as it intersects with health and well-being, economics, politics, ethics, and human values. Historically, ecological degradations have been closely tied to colonialism, racial discrimination, dispossession from native lands, and most significantly to global capitalism. Recently, the U.S. government has announced a more aggressive plan to counter climate change while acknowledging the importance of incorporating social and environmental justice into its ongoing policy and planning. The Environmental Studies major exposes students to the complex relations between broader issues such as economic growth and globalization, planning and governance, hunger and poverty, structural racism and gender inequality, health equity, community organizing and resilience, and human/non-human coexistence and a range of environmental challenges, including climate change and extreme weather events, air and water pollution, toxic contamination, energy demands, deforestation and desertification, conservation of biodiversity and food and water security. Graduates can apply their knowledge and skills to developing, organizing, communicating, and overseeing socially conscious and culturally sensitive projects aimed at improving environmental conditions in various occupations, including public service, urban and environmental planning, policy advocacy, health care, green industry and B-corporations, outdoor recreation, environmental conservation, international development, higher education, and non-profit organizations.

The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. Student demand in sustainability studies has already been demonstrated by the Sustainability Studies B.S. (SUST) administered by the Department of Gender and Sexuality Studies, which the proposed major will replace. The Sustainability
Studies major grew from 12 majors in 2015 to consistently enrolling 100+ majors by 2020-2021. While students appreciate the major’s emphasis on race, class, gender, and other aspects of social and environmental justice, they have increasingly expressed interest in access to a greater breadth of course offerings than has been possible to provide from the Gender and Sexuality Studies Department. Thus, despite the popularity and growth of the Sustainability Studies major, GSST faculty agreed in 2020 that it no longer fit within the department’s future plans; future Sustainability Studies majors will therefore need to find a new home or the program will be eliminated. Though recent SUST enrollments have slightly declined, due in part to Covid-19 pandemic contingencies, we expect the renewed and robust course curriculum housed in the Department of Society, Environment, and Health Equity to draw more students to the proposed Environmental Studies major.

UCR will join five UC campuses that offer an Environmental Studies BA degree: Berkeley, Irvine, LA, Santa Barbara and Santa Cruz. (see Table 1 below). The UCR major is distinguished by its integration of health and humanist approaches. The intersection of environmental studies and health humanities is rapidly gaining attention at local, national and global levels where “climate and health” is taking center stage in local hazards assessments, federal offices (e.g., Office of Climate and Health Equity and Centers for Disease Control’s [CDC’s] “Climate and Health Program”) and global initiatives (e.g., World Health Organization’s [WHO’s] programmatic emphasis on climate change and global health).

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<td>Earth System Science Ecology &amp; Evolutionary Biology (School of Biological Sciences)</td>
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<td>Environmental Studies (Division of Social Science)</td>
<td>Environmental Science (Division of Physical &amp; Biological Sciences:</td>
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Unique to UCR, our ENST majors will benefit from the SEHE Department’s focus on the intersections of health and the environment. The two SEHE majors are innovative in joining environmental studies with health through the arts, humanities and social sciences. The SEHE Department’s two majors are interwoven; they share a research methods course and capstone course, as well as common Lower Division and Upper Division courses that address the environment, climate change and health. This intersection is rapidly gaining attention at the global, national and local levels. The U.S. federal government’s Department of Health and Human Services recently established an Office of Climate and Health Equity to “address the impact of climate change on the health of the American people.” Training and education are central to the Office’s mission. UC recently established a multicampus Center for Climate, Health and Equity; a SEHE faculty affiliate, Jade Sasser, is among the Center’s leadership.

Learning Objectives

The ENST program offers students an opportunity to focus their learning on environmental issues that deeply matter to them in theoretically grounded scholarship that transcends disciplinary boundaries. Students will develop innovative global and community-based approaches that will equip them with the knowledge and skills needed to confront the most pressing concerns of the 21st century. Majors will learn to situate global and local environmental inequities in historical, social, and political contexts, incorporate the basic sciences of environmental change into their approaches, and conduct research or participate in projects that engage specific communities. Students may take courses in all, or pursue a focused interest in one or two, of the five core areas of climate studies, environmental justice, environmental governance, environmental humanities, and special topics including community design. Learning objectives for the ENST major were developed in consultation with community partners, students and faculty.

Key learning objectives include:

A. **Identify connections between ecological issues, climate change and health inequities**, and how they operate globally and locally.

B. **Recognize and analyze multiple dimensions of power and inequities and employ intersectional approaches.**

C. **Recognize and use different disciplinary methods**: sociology, ethnography, cultural and political ecology, history, literary and film analysis/critical reading, Science and Technology Studies, statistical analysis, scientific approaches, feminist and critical race theories, creative arts, communication and storytelling.
D. **Gain locally grounded knowledge and global perspectives**; analyze relationships between the local, national and global scales.

E. **Articulate community and global experiences and needs regarding environmental change**.

F. Gain relevant **skills for work and postgraduate study in building social resilience against climate change and addressing environmental injustices**.

### Potential student demand

Results from a survey study conducted for this proposal demonstrate student demand. In March-April 2021, 505 UCR students completed the Qualtrics survey distributed by UCR faculty. Sixty-two percent of the students were from CHASS, 25% were from CNAS, 10% were from Engineering, 2% were from Public Policy, and 1% were from Business.

- 93% reported that they thought UCR should have an undergraduate major in Environmental Studies in CHASS.
- 56% reported that they would consider majoring in Environmental Studies.

### Employment and postgraduate opportunities for ENST majors

There is an increased demand across the country from undergraduate students for courses that support their understanding of the environmental challenges we face in the 21st century. (see for example: *Student Demand for Environmental Studies Surges* (Rice University News and Media)) Student demand for an arts, humanities, and social sciences major in environment and sustainability at UCR is already demonstrable: the number of majors for the Sustainability Studies in the Gender and Sexuality Studies Department has increased since 2015 from 12 to more than 100 majors in five years. Once the major transfers over to SEHE and the course offerings are broadened, we expect the enrollment to grow apace. SEHE faculty are collaborating with Riverside City College (RCC) in their effort to create an associate degree in Sustainability, Economics, and Society, which will function as a feeder program for SEHE’s Environmental Studies major. (RCC’s associate degree program will receive some of its students from the J.W. North High School Pathway Program in Sustainability). More generally, SEHE will be actively involved in recruiting students to the program through the community colleges and local high schools, collaborating with the UCR OASIS project for streamlining K-PhD sustainability education.

**UCR Sustainability Studies Alumni Survey:**
SEHE faculty searched the website LinkedIn during September 2022 and found 97 UCR Sustainability Studies alums with information on their paths after graduation (2017–2021). One in five have advanced to a master’s degree to apply themselves to a specific area of sustainability or another profession. The majority of alumni work in
positions that are related to environmental sustainability or social justice. The survey results strongly suggest that Environmental Studies graduates will find various career paths for developing their professional ambitions. The cross-disciplinary training the program provides will be an attractive foundation for many graduate programs and workplaces.

Here is a summary of the findings from the UCR Sustainability Studies Alum Survey:

21 alum pursued or are pursuing a Master’s Degree:
UCR Master of Public Policy (6), UCR MBA, USC Master of City Planning, University of Wisconsin MS in Sustainable Management, UC Davis MS in Environmental Policy and Management, San Diego State University MA in City Planning, UCI MA in Urban and Regional Planning, Johns Hopkins University MS in Environmental Science and Policy, University of Redlands Master of Education, Keck Graduate Institute Master of Business Science, Brandon University Master of Business Administration, Cal Baptist University MS in Psychology, University of Redlands MA in Organizational Leadership, Arizona State University Master of Technology in Information Technology, Madonna University MS in Human Leadership, University of Arizona Masters in Public Health (One alum is in the Ph.D. program in Ecology at UC Davis)

Several others have pursued other forms of continuing education, for example, LEED Certifications, Data Analytics, Speech Pathology, Aquarium Science, Insurance License, CompTIA+, and GIS.

The majority of the Sustainability Studies alum, whose information we were able to recover from LinkedIn, are working in fields or positions that are related to environmental sustainability (38) or social justice (14). Most have been involved in sustainability or social justice work or volunteering before and after graduation in one way or another, including Green Campus Action Plan, Office of Sustainability, and California Agriculture and Food Enterprise at UCR. This information was not recorded for this report.

Current Employment of UCR Sustainability Studies Class of 2017–2021:

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</tr>
<tr>
<td>Other</td>
<td>10 (Attending school or volunteering)</td>
</tr>
<tr>
<td>Total</td>
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Job placement examples of UCR Sustainability Studies Alum:

Non-profit organizations:
California Conservation Corps Foundation, Water Education for Latino Leaders, Japanese Community Youth Council (sustainability content producer), The Sustainability Institute, Climate Resolve, One Cool Earth, Pathways Mgmt Group (education project manager), Leadership Council for Justice and Accountability (policy advocate), OC API Community Alliance (policy intern), National Community Renaissance (Affordable Housing), Southern California Mountains Foundation, Center for Community Action and Environmental Justice

Government:
San Francisco Recreation & Park Department (environmental educator), US Forest Service, Inland Empire Utilities (composting assistant), US EPA (environmental protection trainee), City of El Cajon (Administrative/Planning Intern), Hawaii State Energy Office (community engagement specialist), EPA Regional WaterBoard, Riverside County (recycling specialist), California State Assembly (field representative), CivicSpark/Americorp (regional coordinator)

Education:
UCR CNAS BEES (contracts and grants analyst), ICEF Public Schools (science teacher), UC Cooperative Extension (volunteer service coordinator), USC Dept. Population & Pub H (Research Project Specialist), Woodbury University (Community Outreach), UCR (Academic Advisor for Biology)

Health:
Southern Arizona AIDS Foundation (prevention navigator), AIDS Healthcare Foundation (HIV testing counselor), IECP (Behavioral Therapist),

For-profit:
Mark Thomas (Urban planning consultant), Avocado Green Brands (sustainable evolution team), Confluence Environmental Field Services (sampling technician), Triumvirate Waste Management (environmental specialist), Fireclay Tile (environmental health and safety specialist), Brimstone (associate chief of staff, LEED holder), Babcock Laboratories, VCA Green (Project administrator, LEED holder)

3. Relationship of the new program to existing programs.

The B.A. in Environmental Studies (ENST) will replace the B.S. in Sustainability Studies (SUST) currently administered by the Department of Gender and Sexuality Studies. The three GSST faculty who have been administering the SUST program will move 100% FTE to the Department of Society, Environment, and Health Equity (SEHE) and will be joined by other faculty transferring FTEs to SEHE. Affiliate faculty in other CHASS departments teach cross-listed courses that fulfill ENST requirements.
Transition Plan for SUST to SEHE

The Chairs of SEHE and GSST established an MOU to guide the transition from the Sustainability Studies major in GSST to the Environmental Studies major in SEHE:

- GSST is submitting a request to the Academic Senate for a moratorium on the SUST major, concurrent with this program proposal. While the moratorium is being considered, the Senate has granted a temporary pause on admissions. Therefore there will be no new SUST majors entering UCR in Fall 2024.
- Once the new Environmental Studies major is in the catalog, all SUST majors will be invited to transfer to SEHE.
- Some SUST majors may choose to remain in GSST. For this reason, SEHE and GSST have agreed to cross-list required courses for SUST. SEHE faculty have committed to keep teaching those courses at least until the last SUST major has graduated.
- GSST and SEHE will work with the CHASS undergraduate advisors to ensure continuity for SUST students transferring to SEHE, and for SUST students remaining in GSST.
- When the last SUST major has graduated, GSST will remove itself from the cross-listings. The transition will be complete.

4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross-listings should be listed, unit total considerations should be taken into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

The Environmental Studies B.A. requirement consists of 52 units (13 courses). The lower-division requirements (4 courses, 16~17 units) consist of (1-a) a course taught by SEHE core faculty that introduces students to the social dimensions of environmental change and three CNAS courses. Students must take an additional science course with a lab (1-b) to gain a better understanding of the scientific method. Two additional courses chosen from a list of CNAS courses related to sustainability and the environment (1-c) are designed to acquaint students with the scientific approaches to environmental topics. 1-b and 1-c have been successful as requirements for the Sustainability Studies. ENST also considers basic scientific literacy a vital component of the student’s knowledge base.

The upper-division requirements (9 courses, 36 units) are designed to cover a breadth of environmental topics and approaches in social sciences and humanities (2-c). An emphasis is placed on understanding social structures that create environmental disparities and the needs of disadvantaged communities (2-a, 2-b, 2-d). One elective (2-e) provides an opportunity for students to take an additional SEHE course or an upper-division course from another college or school related to the environment, sustainability, or climate change (Courses are subject to approval by the SEHE curriculum advisor. Students are responsible for fulfilling the prerequisites). Students are
given a few options to complete the 4 unit capstone requirement.

The catalog description of the major and requirements are presented in section #13.

The **Environmental Studies B.A. major** requirements total 52 units.

1. **Lower-division** requirements (4 courses, 16 units):
   a) SEHE 001/001S: Society, Culture, and the Environment
   b) two courses for building scientific literacy chosen from a list of in natural, earth, and environmental sciences (cannot double count with the CHASS 20 unit science and math requirement)
      - BPSC 011: Plants and Human Affairs
      - BPSC 021: California’s Cornucopia: Food From the Field to Your Table
      - ENSC 001 Introduction to Environmental Science
      - ENSC 002 Introduction to Environmental Science: Environmental Quality
      - ENSC 003 Contemporary Issues in the Environmental Sciences
      - ENSC 004 Climate Change in California
      - ENSC 006/ECON 006 Introduction to Environmental Economics
      - GEO 002 Earth’s Climate Through Time
      - GEO 003 Headlines in the History of Life
      - GEO 004 Natural Hazards and Disasters
      - GEO 005 Geoscience in Movies
      - GEO 007 Minerals and Human Health
      - GEO 008 Earthquake Country
      - GEO 009/009H Oceanography
      - GEO 010 Earth Resources and Sustainability
      - GEO 011/011H Global Climate Change
      - GEO 012 At Home in the Universe
      - PHYS 018 Energy and the Environment
   c) one additional science course with a lab or STAT 004, STAT 005 or equivalent (cannot double count with the CHASS 20 unit science and math requirement)

2. **Upper-division** requirements (9 courses, 36 units):
   a) SEHE 101/101S: Community Research and Anti-Oppressive Methods
   b) One of the following
      - SEHE 105/105S: Environmental Health and Social Justice
      - SEHE 106/106S: Movements and Advocacy for Social Change in Environmental Justice and Health Equity
   c) Four courses from the list i--v
i. Climate Studies

- NAHS171/ENGR171/PBPL171
- SEHE 116: Intersectionality, Climate Emotions, and Mental Health
- SEHE 131: Climate Change Politics and Policy
- SEHE 132: Community Resilience to Climate Change
- SEHE 141: Gender and Climate Change

ii. Environmental Justice

- ETST 179: Race and the Environment: Nature, Colonialism, and Justice
- SEHE 110: Environmental Health in Southern California
- SEHE 129: Food Justice
- SEHE 135: Environmental War Crimes
- SEHE 137/POSC 137 Environmental Justice and Human Rights

iii Environmental Governance

- ANTH 132: Cultural Ecology
- MCS 122: Sustainability as the Future of Democracy
- MCS 159: Race, Space, and Identity
- SEHE 130: Environmental Planning
- SEHE 136/POSC 106: Environmental Political Thought
- SEHE 127/POSC 127: Global Environmental Politics
- SEHE 127S/POSC 127S: Global Environmental Politics
- SEHE 139/POSC 139: Environment, Sustainability & Society
- SEHE 139S/POSC 139S: Environment, Sustainability & Society
- SEHE 140/GSST 131: Sustainability, Gender, and Development in the Global South

iv. Environmental Humanities

- ENGL 120A: Native American Literature to 1900
- AST 180/JPN 180/MCS 180 Japanese Documentary
- ENGL 120T Studies in Native American Literature
- SEHE 123/GSST 161 Gender and Science
- SEHE 142/GSST 181 Feminisms and Environmentalisms
- SEHE 143/MCS 175/SPN 175 Human and Non-Human: Decolonial and Audiovisual Perspectives on Life on a Diminished Planet
- MCS 108 Electric Earth: Media Ecology Theory Culture
- MCS 117 Posthuman Bodies in Media, Science, and Culture
- MCS 170 Senior Seminar On the Anthropocene

v. Special Topics

- SEHE 115/GBST 115 Ethnography: Collaborative/Activist Interdisciplinary Research
- SEHE 145 / GSST 145 Intersectionality, Ecology, and Community Design
- SEHE 148/ GSST 148 Intersectionality, Ecology, and Design Science
- SEHE 159 Special Topics in Environmental Studies

d) One course in Gender, Race, and Structural Inequity

- ANTH 127/127S Political Anthropology
- ETST 102 Political Economy of Race and Class
- ETST 111 Ethnic Politics: Practicum in Political Change
- ETST 113 Black Feminist Theory and Activism
- ETST163E Introduction to Queer Studies
- GSST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives
- GSST 109 Women, Politics, and Social Movements: Global Perspective
- GSST 113 Queer Theory
- GSST 176 Gender, Human Rights, and Transnationalism
- MCS 109 Algorithms and Everyday
- MCS 160 Race, State Violence, and Incarceration in the U.S.
- MCS 189 Political Culture of Race and Policing
- SOC 161 Immigration and Society

e) One additional SEHE course or an upper-division course from a college or school other than CHASS related to the environment, sustainability, or climate change (Subject to approval)

f) One capstone Course

- SEHE 193 Senior Capstone in Environmental Studies
- SEHE 198I Independent Internship (at least 4 units)
- SEHE 198G/LABR 198G Group Internship (at least 4 units)
- SEHE 195H Senior Honors Thesis (at least 4 units)

This proposal is being submitted simultaneously with course proposals for SEHE courses and proposals for cross-listing courses in other departments, with the approval of the Senate Analyst for the Committee on Educational Policy.

5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

**SEHE Faculty**

Juliann Allison, Associate Professor, SEHE and Director of Global Studies
Ellen Reese, Professor and Acting Vice-Chair, SEHE and Director of Labor Studies
Dana Simmons, Associate Professor and Acting Chair, SEHE
Chikako Takeshita, Associate Professor, SEHE
Cassia Roth, Associate Professor (Starting on July 1, 2024)

The core faculty will administer the program and teach the majority of the required and elective courses for the ENST major. Advising will be done in coordination with the undergraduate advisors in the assigned unit.

**Affiliated faculty**

Courses taught by affiliated faculty are included in the major requirements. We will coordinate with them to have their courses taught as regularly as their home department allows.

Matthew Barth, Yeager Families Professor of Engineering, Director of Center for Environmental Research and Technology (CE-CERT) (ENGR 171/PBPL 171)

Derick Fay, Associate Professor, ANTH (ANTH 132)

Analisa Flores, Assistant Professor of Teaching, STAT (STAT 005)

Farah Godrej, Professor, POSC (SEHE 136/POSC 106)

Francesca Hopkins, Associate Professor, ENSC (ENSC 004)

Tabassum Ruhi Khan, Associate Professor, MCS (MCS 122)

Gloria Chan Sook Kim, Assistant Professor, MCS (MCS 108, MCS 117, MCS 118)

Bronwyn Leebaw, Associate Professor, POSC (SEHE 136/POSC 106, SEHE 137/POSC 137)

Anne McKnight, Associate Professor, CMPL (AST 180/JPN 180/ MCS 180)

Keith Miyake, Assistant Professor, ETST (ETST 179)

Patricia Morton, Associate Professor, MCS (MCS 159)

Michelle Raheja, Professor, ENGL (ENGL 120A, ENGL 120T)

Judith Rodenbeck, Associate Professor, MCS (MCS 170)

Jade Sasser, Associate Professor, GSST (SEHE 116, SEHE 140/GSST 131, SEHE 141/GSST173, )

Freya Schiwy, Professor, MCS (SEHE 143/MCS 175/SPN 175)
6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

   This program will be administered by the Department of Society, Environment, and Health Equity.

7. Projected enrollment in the program.

   We anticipate the first-year enrollment to be about 60 and then increase to at least 200 within the first five years based on our experience with Sustainability Studies and enrollment numbers for Environmental Studies at UCSB and UCSC (1,118 and 288,
respectively for 2022-2023).

8. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches a steady state.

B.A. in Environmental Studies

Anticipated number of degrees to be granted when the program reaches a steady state in 5 years: 60 per year.

9. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.

Lower-division requirements include CNAS courses mainly taken by non-science majors, many of whom are CHASS students. Students have a wide range of fulfilling this requirement, so it is unlikely that any course will be significantly impacted.

Affiliate faculty in other departments will offer some of the core courses that students can choose from to fulfill the major requirements. Students have a wide range of fulfilling the requirements, so it is unlikely that any course will be significantly impacted.

10. A full listing of resources required for start-up and for operations. In cases where no additional resources will be needed, this must be explicitly stated. This listing may include: personnel (faculty FTE or temporary positions, Teaching Assistants or Readers, administrative staff, technical support); support services including computer facilities and library resources; space requirements. A plan indicating how the resources will be obtained would also be helpful to the committee in reviewing the proposal. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

A. Faculty

Start-up of the new program will not require additional faculty other than the four core faculty who transferred 100% of their lines to the new Department of Society, Environment, and Health Equity. In addition, SEHE is in the process of hiring a tenured faculty member (supported by a UCOP Advancing Faculty Diversity grant) with expertise in Black Diaspora and Health.

Five additional faculty who were involved in proposing the new Department expressed their commitment to transfer partial or full FTE. We anticipate that growth in the number of faculty will be in sync with the growth of the major.

We have also enlisted affiliate faculty willing to teach courses in their own departments
that will count towards fulfilling the ENST requirement.

Combined, we have secured enough teaching resources to start up and maintain the
ENST major.

B. Two TA positions per year are desired.

We hope to offer the introductory course, SEHE 001S: Culture, Society, and the
Environment twice a year with 75 students with discussion sections. We will request two
TAs from the CHASS Dean’s Office. If the TAs are unavailable, we will offer SEHE
001 without discussion sections with a lower cap.

C. Staff

A dedicated or shared academic advisor will be necessary.

D. Computers

No additional computer facilities are required for the new curriculum

E. Library

Tiffany Moxham, Associate University Librarian has been consulted. The UCR library
maintains an extensive database, e-journal, and textbook collection that will support the
ESST major. This includes diverse subjects in journals from major publishers and
societies and specialized databases such as GreenFILE and AGRICOLA. All subject
areas also have options to choose monographs that reflect their specific topics through
Patron Driven acquisitions and have access to fast interlibrary loan services for unique
journal content. As such, the additional costs to the library will be minimal and in line
with existing majors needs i.e. supplementing current collections.

F. Space

ENST major does not require any additional or specialized space for teaching.

G. Plans for obtaining resources

SEHE faculty have obtained $35,000 from the National Endowment for the Humanities
(NEH) Humanities Connections Planning Grant, which will be utilized to cultivate
community partners for teaching and learning. We plan to apply for the NEH
Humanities Connections Implementation Grant once we complete the Planning grant.

If and when endowed, we will be able to provide awards to exceptional Environmental
Studies undergraduate students from our late colleague Margie Waller’s Memorial Fund.
About $1000 per year will be available to grant as scholarships to our undergraduate
majors.
We will work with the UCR Foundation to develop a departmental fund into which donations can be made over time by alumni of the program as well as by other donors interested in supporting the department, its students, and faculty.

We will receive 52% of the income from Summer ENST offerings.

Utilizing university resources such as the Academic Senate and Office of Research and Academic Development, and CHASS grants support, the department faculty will pursue internal and external funding to support their research. They will also encourage students to avail themselves of internal and external funding opportunities (e.g., Chancellor’s Research Fellowship, National Institutes of Health Undergraduate Research Grant) to support their academic work.

11. Both internal and external letters of support should be provided with the proposal. Internal letters of support are often from UCR department chairs and faculty of related programs. The external letters should be from other UC campuses or other peer institutions. Letters from off-campus help to establish the quality of the program and its fit within the context of related programs at other universities. Upon consultation with the CEP the demand for external letters may be waived.

   **Internal letters:** CHASS Faculty Executive Committee, CHASS Dean Daryle Williams, Jeanette Kohl and Dylan Rodriguez (co-directors of the Center for Ideas and Society), Lisa R. Fortuna (School of Medicine, Professor and Chair of Psychiatry and Neurosciences), Brandon Andrew Robinson (Chair, Department of Gender and Sexuality Studies), Gordon Love (Chair, Department of Earth & Planetary Sciences), Judith Rodenbeck (Chair, Department of Media and Cultural Studies), Juliann Emmons Allison (Chair, Global Studies), Jennifer Syvertsen (Chair, Department of Anthropology)

   **External letters:** Sarah Jaquette Ray (Humboldt Polytechnic, Chair, Environmental Studies Department), Steffanie Strathdee (UC San Diego, Harold Simon Distinguished Professor and Associate Dean of Global Health Sciences), Danielle Celermajer (Deputy Director of the Sydney Environment Institute), Tracey Osbourne (UC Merced, Associate Professor and Presidential Chair, Department of Management of Complex Systems; Founding Director, UC Center for Climate Justice), Tonya M. Huff (Riverside City College, Department of Life Sciences), Ronnie D. Lipschutz (UCSC, Professor Emeritus of Politics and President, Sustainable Systems Research Foundation)

12. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.

   **Approvals:**

   a. Program faculty
The following SEHE faculty and faculty affiliates approved this proposal by email vote on 8/4/23:

Juliann Emmons Allison, Associate Professor, SEHE
Ann Cheney, Associate Professor, Department of Social Medicine, Population and Public Health
Allison Hedge Coke, Professor, Creative Writing
Kim Yi Dionne, Associate Professor, Political Science
Derick Fay, Associate Professor, Anthropology
Farah Godrej, Associate Professor, Political Science
Catherine Gudis, Associate Professor, History
Gloria Kim, Assistant Professor, Media and Cultural Studies
Bronwyn Leebaw, Associate Professor, Political Science
Philipp Lehmann, Assistant Professor, History
Keith Miyake, Assistant Professor, Ethnic Studies
Pat Morton, Associate Professor, Media and Cultural Studies
Tanya Nieri, Associate Professor, Sociology
Ellen Reese, Professor and Acting Vice Chair, SEHE
Jade Sasser, Associate Professor, Gender and Sexuality Studies
Freya Schwiy, Professor, Media and Cultural Studies
Dana Simmons, Associate Professor and Acting Chair, SEHE
Jennifer Syvertsen, Associate Professor and Chair, Anthropology
Chikako Takeshita, Associate Professor, SEHE

b. Chairs’ approval to include their courses in the new curriculum

Bruce Babcock, Chair, Public Policy (Cross-listed courses only)
Kenneth Barish, Chair, Physics
Gordon Love, Chair, Earth and Planetary Sciences
Michael McKibben, Chair, Earth and Planetary Sciences
David Lloyd, Chair, English
John Medearis and Jennifer Merolla, Chairs, Political Science
Brandon Robinson, Chair, Gender and Sexuality Studies
Judith Rodnbeck, Chair, Media and Cultural Studies
Joel Sachs, Chair, Biology
Michele Salzman, Chair, History
Patricia Springer, Chair, Botany and Plant Science
David Volz, Chair, Environmental Science
Alessandro Fornazzari, Chair, Hispanic Studies
Yehua Li, Chair, Statistics
Deborah Wong, Chair, Ethnic Studies
Matthew Barth, Associate Dean, BCOPE
Matthew King, Director, Asian Studies
Jennifer Syvertsen, Chair, Anthropology

c. Executive Committee
13. Proposed Curriculum

EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES

REPORT TO THE RIVERSIDE DIVISION
(insert date)

To be adopted:

Proposed Changes to Environmental Studies

PRESENT: PROPOSED:

Program Description
Through humanities and social sciences education, this program equips students with knowledge, theory, and skills that advance their contribution to a world in which environmental degradation has become an increasingly significant societal subject of concern. In order to gain a deeper understanding of the complex interactions between the workings of human societies and ecological changes, the major engages a range of environmental challenges including climate change, air and water pollution, biodiversity loss, energy demands, toxic accumulations, waste management, deforestation and desertification, food security, and water scarcity as social phenomena and examines how they intersect with broader societal issues such as environmental justice, policy and governance, history of colonialism, global capitalism, hunger and poverty, structural racism, gender inequality, health inequity, and community resilience. The major also introduces humanities approaches such as critical theory, environmental philosophy, regional history, storytelling, and other creative expressions to enrich students’ intellectual relationships with nature and non-human elements. The major also emphasizes community engagement as a necessary step in finding solutions for environmental challenges. The interdisciplinary education will prepare students to make career choices that involve: promoting sustainable practices in various capacities as
employees in public services, education, healthcare, or the private sector; joining nonprofit organizations with a focus on issues pertaining to environmental sustainability or social justice; and continuing their career development by pursuing professional and graduate education in sustainability, public policy, urban and regional planning, business, law, and public health.

The degree consists of 52 units and focuses on humanist and social science studies of the environment and sustainability, supplemented by related lower-division CNAS courses that support the development of scientific literacy and understanding of STEM approaches to sustainability.

The program also offers a 20-unit Minor with 1 lower-division and 4 upper-division core courses. The minor is designed to accommodate CHASS majors as well as UCR students pursuing majors in all colleges and schools who are motivated to complement their STEM, Public Policy, or Business and Finance training with studies of the natural environment and sustainability from humanist and/or social science perspectives.

**Major Requirements (B.A)**
The major requirements for the general B.A. degree in Environmental Studies are as follows (52 units total):

1) Lower-Division Requirement (4 courses, 16 ~17 units)
   a) SEHE 001 or SEHE 001S
   
   b) Two courses from the following list of courses in natural, earth, and environmental Sciences. (Cannot double count with the CHASS math and science 20 unit requirement): BPSC 011, BPSC 021, ENSC 001, ENSC 002, ENSC 003, ENSC 004, ENSC 006/ECON 006, GEO 002, GEO 003, GEO 004, GEO 005, GEO 007, GEO 008, GEO 009 or GEO 009H, GEO 010, GEO 011 or GEO 011H, GEO 012, PHYS 018
   
   c) one additional science course with a lab or STAT 004, STAT 005 or equivalent (cannot double count with the CHASS 20 unit science and math requirement)
2) Upper-Division Requirements (9 courses, 36 units)

a) SEHE 101 or SEHE 101S

b) One of the following: SEHE 105, SEHE 105S, SEHE 106, SEHE 106S

c) Four courses from the following list (i–v)

i) Climate Studies; GSST 173/SEHE 141, NAHS171/ENGR171/PBPL171, SEHE 116, SEHE 131, SEHE 132

ii) Environmental Justice; ETST 179, SEHE 110, SEHE 120, SEHE 135, POSC 137/SEHE 137 or POSC 137S/SEHE 137S

iii) Environmental Governance; ANTH 132, MCS 122, MCS 159, SEHE 130, POSC 106/SEHE 136 or POSC 106S/SEHE 136S, POSC 127/SEHE 127 or POSC 127S/SEHE 127S, POSC 139/SEHE 139 or POSC139S/SEHE 139S, GSST 131/SEHE 140

iv) Environmental Humanities; AST 180/JPN 180/MCS 180, ENGL 120A, ENGL 120T, GSST 161/SEHE123, GSST 181/SEHE 142, MCS 108, MCS 117, MCS 170, MCS 175/SEHE 143

v) Special Topics in Environmental Studies: GSST 145/SEHE 145, GSST 148/SEHE 148, SEHE 159

d) One course from: ANTH 127 or ANTH 127S, ETST 102, ETST 111, ETST 113, ETST 163E, GSST 107, GSST 109, GSST 113, GSST 176, MCS 109, MCS 160, MCS 189, SOC 161
e) One additional SEHE course or an upper-division course from a college or school other than CHASS related to the environment, sustainability, or climate change

f) SEHE 193 or at least four credits of SEHE 195H, SEHE 198-I or SEHE 198-G.

**Suggested course sequencing for four-year students:**
First and second year: Complete SEHE 001 and lower-division major requirements (1.a, 1.b, and
1.c) in addition to the university and college requirements. Third year: SEHE 101, SEHE 105 or SEHE 106, two courses for requirement 2.c, and one for requirement 2.d. Fourth year: Two remaining courses requirements 2.c, one for 2.e., and a capstone course.

**Suggested course sequencing for transfer students and students changing majors:**
First year: SEHE 001 (must be completed before enrolling in SEHE 101), SEHE 101, SEHE 105 or 106, two courses for requirement 2.c. Second year: Two remaining courses for requirement 2.c., one for 2.d., one for 2.e., and a capstone course. Lower-division CNAS courses (requirements 1.b and 1.c) can be spread between the first and second year.

Justification:

Include justifications for **EVERY change/addition/deletion** that is made.

**Approvals:**

Approved by the faculty and faculty affiliates of the Department of Society, Environment and Health Equity: August 4, 2023
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: August 28, 2023
Approved by the Dean of CHASS: August 23, 2023
Approved by the Committee on Educational Policy:
Course Descriptions for ENST Curriculum

1a)
SEHE 001: Society, Culture, and the Environment 4 Lecture, 3 hours; discussion, 1 hour; individual work 2 hours. Explores the relationship between human society and the natural environment; case studies focus on economic development, population, energy, resource use and management, technology, and environmental social movements. Course also introduces the roles of race, class, and gender in shaping environmental burdens, benefits, and activism.

1c)
BPSC 011 Plants and Human Affairs 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction for non-science and nonBotany majors to the importance of plants and plant products in the shaping of human affairs and civilization. Covers the origin and practice of agriculture; the utilization of plant products; the latest agricultural advances, including genetic engineering; and the current agricultural and social issues. Plants and plant products are examined during class demonstrations and exercises.

BPSC 021 California’s Cornucopia: Food From the Field to Your Table 5 Lecture, 3 hours; discussion, 1 hour; outside activities, 30 hours per quarter. Prerequisite(s): none Examines California’s diverse agricultural products. Addresses related contemporary issues such as crop improvement by biotechnology, climate change, pollution, resource use, and nutrition. Also examines how the interplay of geography, history, and culture shapes the cuisine of a region.

ENSC 001 Introduction to Environmental Science: Natural Resources 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to environmental science, focusing on natural resource description, management, and conservation. Covers ecosystem characteristics and function; material and energy flows; population dynamics and influence of population on the environment; energy resources and conservation; and mineral and soil resources and their management.

ENSC 002 Introduction to Environmental Science: Environmental Quality 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to environmental science, focusing on the impact of human development and technology on the quality of natural resources and living organisms. Topics include soil, water, and air pollution; water, land, and food resources; wildlife management and species endangerment; toxicology and risk management; and solid and hazardous waste management.

ENSC 003 Contemporary Issues in the Environmental Sciences 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An issue-oriented approach to understanding the scientific principles behind environmental issues. Case studies of environmental issues appearing in the mass media provide the context for assessing the status of scientific knowledge and its role in human decision making.

ENSC 004 Climate Change in California 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Introduction to the science of contemporary climate change including the drivers and impacts of change to date and into the future focusing on inland Southern California. Addresses individuals facing the climate crisis as well as explores possible solutions to the causes and consequences of climate change.

ENSC 006 Introduction to Environmental Economics 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to the basic principles of economics and their application to problems of environmental quality and natural resource utilization. Emphasis is on the failure of markets as a cause of environmental degradation and the role of government in resolving problems of resource scarcity. Does not satisfy the Natural Science breadth requirement for the College of Humanities, Arts, and Social Sciences. Crosslisted with ECON 006.
GEO 002 Earth’s Climate Through Time 4 Lecture, 3 hours; laboratory, 3 hours; one 2-day field trip. Prerequisite(s): none. An introduction to the history of Earth’s changing climate and its relationship to the evolution of life on human to geologic time scales. Topics include the interrelationships among short- and long-term carbon cycling; plate tectonics; ocean and atmosphere circulation; and greenhouse gases through time.

GEO 003 Headlines in the History of Life 4 Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): none. Evolution of life beginning with precellular life. Topics include the origin of sex, multicellularity, vertebrate classes, morphological specializations, adaptive radiations, extinction dynamics, and the biology of dinosaurs. Cross-listed with BIOL 010.

GEO 004 Natural Hazards and Disasters 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ENGL 001A or equivalent (may be taken concurrently). Application of basic principles of climate and geology to recognition of natural hazards and their mitigation. Topics include fires, freezes, floods, winds, landslides, volcanic eruptions, earthquakes and tsunamis. Emphasis is on confronting hazards of concern to home-buyers, planners, and conservationists in the western United States, especially southern California.

GEO 005 Geoscience in Movies 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Introduction to Earth, Atmospheric and Planetary Sciences using movies as support for visual learning. Topics include: Earth structure and tectonic processes, climate change, impact craters and space exploration. Lectures: Earth science concepts and their portrayal in movies. Weekly assignments: reading from the class textbook, scientific magazines and journals; viewing films.

GEO 007 Minerals and Human Health 4 Lecture, 2 hours; discussion, 2 hours. Prerequisite(s): none. Overview of the role of minerals in human life and industrial activities. Topics include the impact of minerals on human health, the role of minerals in modern technologies, asbestos and silica problems, occupational diseases caused by inhalation of mineral dust, and environmental protection in California. May include a field trip.

GEO 008 Earthquake Country 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to the study of earthquakes and the problems of living in earthquake country. Why earthquakes occur, how they are recorded, and what the effects are on man and his structures. The scientific and social consequences of earthquake prediction.

GEO 009 Oceanography 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. A general introduction to the geological, physical, chemical, and biological processes related to the characteristics and evolution of the ocean system. Explores the role oceans play in regulating climate and the cycling of elements on the Earth’s surface. Illustrates how the ocean system has been, and continues to be, one of the most important influences on life. Credit is awarded for only one of GEO 009 or GEO 009H.

GEO 010 Earth Resources and Sustainability 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to the occurrence, availability, marketing, and usage of metals, minerals, fossil fuels, nuclear fuels and other geologic resources, including both historic and recent trends. Addresses conflicts between modern society’s need for increasingly scarce resources and mounting environmental problems. Also covers achieving sustainability through conservation, recycling, and substitution.

GEO 011 Global Climate Change 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Provides an understanding of Earth’s feedback systems that regulate the climate over long- and short-term time scales. Includes oceanic and atmospheric circulation patterns, the major reservoirs and global carbon cycle, and the influence and origin of greenhouse gases. Investigates sustainability, climate change policies, adaptation, and mitigation. Credit is awarded for only one of GEO 011 or GEO 011H.

GEO 012 At Home in the Universe 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Considers the place of humans in space and time and the means by which this is discerned. Presents a synopsis of the history...
of the cosmos, Earth, life, and humanity from a science-based perspective. Discuss the implications of such knowledge for how responsible individuals choose to conduct themselves.

PHYS 018 Energy and the Environment 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Covers the physics of energy (thermal, kinetic, potential, chemical, nuclear), its storage and use, primary sources of energy (fossil fuel, nuclear, wind, solar) and their relative effects on the environment. Particular emphasis on determining individual carbon footprints, physical models of global climate change and identifying pathways toward a sustainable infrastructure

2a)

SEHE 101 Community Research and Anti-Oppressive Methods 4 Lecture, 3 hours; Individual Study, 3 hours. Prerequisites: SEHE 001 or SEHE 002. Addresses research design, research ethics, data collection and management, and public engagement. Reviews and practices disciplinary methods (social science, ethnography, history, critical reading, Science and Technology Studies, statistical analysis, feminist and critical race theories, creative arts, storytelling, community-based and community-engaged research). Employs intersectional approaches to analyze power and inequities.

SEHE 101S Community Research and Anti-Oppressive Methods 5 Lecture, 3 hours; Discussion 1 hour; Individual Study, 3 hours. Prerequisites: SEHE 001 or SEHE 002. Addresses research design, research ethics, data collection and management, and public engagement. Reviews and practices disciplinary methods (social science, ethnography, history, critical reading, Science and Technology Studies, statistical analysis, feminist and critical race theories, creative arts, storytelling, community-based and community-engaged research). Employs intersectional approaches to analyze power and inequities.

2b)

SEHE 105 Environmental Health and Social Justice 4 Lecture, 3 hours; activity 3 hours. Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe, invisible environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change. Cross-listed with GSST 171.

SEHE 105S Environmental Health and Social Justice 5 Lecture, 3 hours; Discussion, 1 hour; Activity 3 hours. Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe, invisible environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change. Cross-listed with GSST 171.

SEHE 106 Movements & Advocacy in Environmental Justice & Health Equity 4 Lecture 3 hours; Individual work, 3 hours. Overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, health equity, sustainability, and environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines movement and advocacy outcomes, challenges, and opportunities for promoting Health equity and Environmental Justice.
SEHE 106S Movements & Advocacy in Environmental Justice & Health Equity 5 Lecture 3 hours; Discussion, 1 hour; Individual work, 3 hours. Overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, health equity, sustainability, and environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines movement and advocacy outcomes, challenges, and opportunities for promoting Health equity and Environmental Justice.

2c)

2c-i) Climate Studies

ENGR 171 Globalization 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): junior standing. Covers technological drivers of globalization. Includes social, economic, and political consequences. Explores the cultural aspects of globalization, including barriers and drivers for economic and cultural interdependence and integration, as well as virtual global organizations. Cross-listed with PBPL 171.

SEHE 116 Intersectionality, Climate Emotions and Mental Health 4 Lecture, 3 hours; extra reading, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces emotional responses to climate change. Identifies the relationships between emotions and mental health outcomes. Explores the roles of race, gender, age, and social marginalization.

SEHE 132 Community Resilience to Climate Change 4 Lecture, 3 hours; Discussion, 1 hour; Research, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Considers climate resilience in theory and practice introducing research on climate resilience around the globe. Examines strategies for urban climate resilience building and evaluates climate resilience in communities of interest. Explores socially just climate resilience practices.

SEHE 131 Global Climate Politics and Policy 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper-division standing or consent of the instructor. Examination of relationship between climate politics and policy to stabilize the climate and reduce impacts on human societies. Topics include: climate science and politics; United Nations Framework Convention on Climate Change (UNFCCC); critique of neoliberal climate policies; politics of climate justice; low carbon challenges and opportunities.

SEHE 141 Gender and Climate Change 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Examines the global social impacts of climate change that are magnified based on existing inequalities. Focuses on the disparity between men and women in their vulnerability and ability to cope with the global phenomenon. Investigates both women as “victims” of global warming and their positive roles in climate change mitigation. Cross-listed with GSST 173

2c-ii) Environmental Justice

ETST 179 Race and the Environment: Nature, Colonialism, and Justice 4 Lecture 3 hours; extra reading 1 hours; term paper 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the interdependent relationships between race and environment through law, policy, culture, geography, (settler) colonialism, and (racial) capitalism, focused on the US. Topics include environmental and climate justice, decolonial and abolitionist thought, urban political ecology, and the social constructions of human, nonhuman, and "nature".
SEHE 110 Environmental Health in Southern California 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Interdisciplinary cross-examination of environmental challenges, social inequities, and human health consequences in the Southern California region. Topics include the logistics industry and air pollution, toxic dust and groundwater contamination from agriculture and military bases, history of oil refineries and waste facilities around marginalized communities, and disparate impacts of extreme heat.

SEHE 129 Food Justice 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour
Explores relations of power, love, desire, hunger and taste through food and food systems. Considers how food is found, grown, made, bought, sold, shared and consumed. Covers food apartheid and carceral food systems; metabolic disease; nutrition and nourishment; the right to food; and movements to decolonize food systems.

SEHE 135 Environmental War Crimes 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour
Examines causes and consequences of wartime environmental destruction in local and global context. Surveys legal frameworks designed for limiting environmental harms associated with war, with attention to climate change, food justice, reproductive justice, and Indigenous self-determination. Focuses on frontline communities in exposing and mitigating threats of environmental legacies of war.

SEHE 137 Environmental Justice and Human Rights 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines how notions of justice and human rights have been brought to bear on environmental and sustainability debates. Also examines the theoretical and historical basis of the environmental justice and human rights movements. Topics include local concerns (including “food deserts”) and air pollution, as well as global problems. Cross-listed with POSC 137. Credit is awarded for only one of POSC 137 or POSC 137S.

2c-iii) Environmental Governance

ANTH 132 Cultural Ecology 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor. Introduces people’s relationships to their total environment. Explores strategies for managing the environment and its resources, the effects of the environment on culture and society, the impact of human management on the ecosystem, and ways in which human groups view their surroundings.

MCS 122 Sustainability as the Future of Democracy 5 Lecture, 3 hours; screening, 3 hours; activity, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. A critical cultural analysis of the discourses underlining and validating the degradation and destruction of our natural environments, engendering vast income inequalities.

MCS 159 Race, Space, and Identity 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the intersection of race, space and identity in modern and contemporary culture. Explores the critical and constitutive importance of race in the built environment. Topics include the racialization of space; colonialism and colonial cities; expositions and world’s fairs; segregation; race and the canon, decolonization; and urban renewal.

POSC 127/SEHE 127 Global Environmental Politics 4 Lecture, 3 hours; field, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): POSC 020 or POSC 020H. Introduces the study and practice of global environmental politics. Explores major developments in the evolution of international environmental law and policy. Covers ozone depletion, acid rain, marine pollution and whaling, tropical deforestation, overpopulation, and the impact of environmental degradation. Credit is awarded for only one of POSC 127 or POSC 127S.
POSC 127S/SEHE 127S Global Environmental Politics 5 Lecture, 3 hours; discussion, 1 hour; field, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): POSC 020 or POSC 020H. Introduces the study and practice of global environmental politics. Explores the major developments in the evolution of international environmental law and policy. Covers ozone depletion, acid rain, marine pollution and whaling, tropical deforestation, overpopulation, and the impact of environmental degradation. Credit is awarded for only one of POSC 127 or POSC 127S.

POSC 139/SEHE139 Environment, Sustainability, and Society 4 Lecture, 3 hours; individual study, 2 hours; written work, 1 hour. Prerequisite(s): POSC 017 or POSC 020 (or POSC 020H) or SOC 020; or consent of instructor. Examines the relationship of human society to the natural environment from a multi-disciplinary approach. Considers ways in which values, paradigms, policies, technologies, and their interactions have determined humans’ current unsustainable relationship with the earth. Explores challenges inherent in moving society toward a more environmentally sustainable future. Credit is awarded for only one of POSC 139 or POSC 139S.

POSC 139S/SEHE 139S Environment, Sustainability, and Society 5 Lecture, 3 hours; discussion, 1 hour; individual study, 2 hours; written work, 1 hour. Prerequisite(s): POSC 017 or POSC 020 (or POSC 020H) or SOC 020; or consent of instructor. Examines the relationship of human society to the natural environment from a multi-disciplinary approach. Considers the ways in which values, paradigms, policies, technologies, and their interactions have determined humans’ current unsustainable relationship with the earth. Explores challenges inherent in moving society toward a more environmentally sustainable future. Credit is awarded for only one of POSC 139 or POSC 139S.

SEHE 130 Environmental Planning 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper-division standing or consent of the instructor. Introduction to environmental planning, regulation, and analytical approaches to issues including conservation, air quality, water quality and access, waste management, disaster planning, risk assessment, and environmental justice.

SEHE 136 Environmental Political Thought 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Addresses various philosophical aspects of the human relationship to the environment from social, political, and economic perspectives. Includes debates related to issues such as how should human beings interact with their environment, as well as the relationship of environmental practice to liberalism, democracy, and capitalism. Credit is awarded for only one of SEHE 136 or SEHE 136S. Cross-listed with POSC 106.

SEHE 140 Sustainability, Gender and Development in the Global South 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Investigates the intersection of sustainable practices, development pressures, and gender in the Global South. Explores nonwestern concepts of sex/gender and nature as epistemological resources in addressing the impact of climate change on livelihoods and social organization. Asks how sustainability theory and practice can be transnational and socially inclusive. Cross-listed with GSST 131.

2c-iv) Environmental Humanities

AST 180 Japanese Documentary 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies the history of Japanese documentary cinema. Teaches strategies for reading nonfiction visual narrative. Explores other forms of documentation controversial in modern Japanese history including oral testimony, photography, and internet activism. Topics may include war, war protest, peace activism, environmental activism, nuclear politics, and green energy. Course is repeatable as topics and
instructor change to a maximum of 8 units. Cross-listed with JPN 180, and MCS 180.

**ENGL 120A Native American Literature to 1900** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower division English course (other than composition) or consent of instructor. A critical study of Native American literature from the era of oral narrative to 1900, with special attention to environmental humanities, the anthropocene, impacts of settler colonialism on the environment, autobiography, fiction, criticism, and theory.

**ENGL 120T Studies in Native American Literature** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower-division English course (other than composition) or consent of instructor. A focused study of a topic, genre, period, or author in Native American literature. Examples might include visual culture, oral narrative, collaborative autobiography, TEK, ethnography, or poetry.

**SEHE 123 Gender and Science** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Focuses on the intersections of Western constructions of gender and scientific knowledge since the sixteenth century. Considers the cultural and political roles of the scientist in terms of gender; the structuring of objectivity and objects of study; the status of scientific knowledge; and the emergence of feminist science studies. Credit is awarded for one of the following SEHE 123 or SEHE 123S. Cross-listed with GSST 161.

**SEHE 142 Feminisms and Environmentalisms** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Explores the cultural and political roles of the scientist in terms of gender; the structuring of objectivity and objects of study; the status of scientific knowledge; and the emergence of feminist science studies. Credit is awarded for one of the following SEHE 123 or SEHE 123S. Cross-listed with GSST 161.

**SEHE 143 Human and Non-Human: Decolonial and Audiovisual Perspectives on Life on a Diminished Planet** 4 Seminar, 3 hours; screening, 2 hours; written work, 1 hour; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior. A study of decolonial and audiovisual approaches to conceiving human/nonhuman from Latin American perspectives. Examines issues of extractivism, environmental justice, the debate on living well, the relation between human and nonhuman, and how films make these issues. Cross-listed with MCS 175 and SPN 175.

**MCS 108 Electric Earth: Media Ecology Theory Culture** 4 Seminar, 3 hours; individualized study, 3 hours. Prerequisite(s): MCS 001 with a grade of C- or better. Introduces media ecology theory and history. Explores key topics, concepts, and issues at the upper-division level. Develops methods for thinking about contemporary media ecology, examining objects such as smart cities, animal technologies, and the media saturated planet. Outside class assignments include readings and conducting individual research and writing projects.

**MCS 117 Posthuman Bodies in Science, Media, and Culture** 4 Seminar, 3 hours; workshop, 1 hour; research, 1 hour; individual study, 2 hours. Prerequisite(s): MCS 005. Introduces cultures and theories of posthuman media. Examines media technologies, representations, and representative practices in the sciences. Topics include biopolitics, posthumanism, ecosickness, and speculation. Approaches posthuman media studies with perspectives from queer theory, eco-feminist theory, and disability studies.

**MCS 170 Senior Seminar On the Anthropocene** 5 Seminar, 3 hours; field, 3 hours; written work, 3 hours. Prerequisite(s): MCS 108, MCS 109, MCS 122, MCS 140, MCS 163, MCS 177; or equivalent; restricted to class level standing of senior; restricted to major(s) Media and Cultural Studies; prior research and/or course work on sustainability, climate change, media or art production; and consent of instructor. Explores anthropogenic climate change.
2c-v) Special Topics

SEHE 115/GBST 115 Ethnography: Collaborative/Activist Interdisciplinary Research 4 Lecture, 3 hours; Individual Research 2 hours.

SEHE 145 Intersectionality, Ecology, and Community Design 4 Lecture, 3 hours; extra reading, 2 hours; research, 4 hours. Prerequisite(s): GSST 021. Introduces theoretical underpinnings of ecological utopias and ecotopias. Examines practical aspects of designing these intentional communities focused on sustainability. Includes discussion and critique of proposed ecotopias, analysis of egalitarian economic systems, inclusive and participatory political institutions, and social mores adopted by existing ecovillages and other sustainable intentional communities. Cross listed with GSST 145.

SEHE 148 Intersectionality, Ecology, and Design Science 4 Lecture, 3 hours; practicum, 3 hours; extra reading, 2 hours; field, 2 hours; written work, 2 hours. Prerequisite(s): SEHE 145 (SEHE 145 may be taken concurrently). Introduces regenerative design. Emphasizes stability and resiliency of natural systems and intersectional praxis of environmental justice in agricultural and social design. Recognizes sustainable food, water, and shelter requires understanding structures of power that shape and maintain discrimination. Includes: agroecology; climate; health; permaculture; intentional communities; social activism; sustainability. Cross listed with GSST 148.

SEHE 159 Special Topics in Environmental Studies 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores specific topics in Environmental Studies. Content of the course varies and is announced as the course is offered. Course is repeatable as content changes to a maximum of 8 units.

2d)

ANTH 127 Political Anthropology 4 Lecture, 114 3 hours; extra reading, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor. Examines different overt and covert means by which power and social differentiation are produced, perpetuated, and challenged in societies across the world. Studies the politics of culture, ethnicity, nationalism, and gender. Credit is awarded for only one of ANTH 127 or ANTH 127S.

ETST 102 The Political Economy of Race and Class 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. This course explores the interrelationships among race, class, ethnicity, and the operation of market processes. Readings for this course will center on the comparative economic well-being of African Americans, Chicanos, Asian Americans, and Native Americans.

ETST 111 Ethnic Politics: Practicum in Political Change 4 Lecture, 3 hours; practicum, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies theories and practices of comparative ethnic political change. Examines topics intrinsic to the understanding of how to effect political change within the Chicano, African American, Asian American, Native American, and other ethnic communities, as well as the dominant societies.

ETST 113 Black Feminist Theory and Activism 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Considers the writings and collective organizational strategies of African American women intellectuals and activists developed in response to the ways racial, sexual, and economic oppression work interdependently and are institutionalized.

ETST 163E Introduction to Queer Studies 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduces the intersections between the social construction of sexuality and the political economy of capitalism. Focuses on the United States. Includes the legacies of queer...
social movement and coalition building as well as the role of the contemporary United States where capital circulates and sexual identities are produced, contested, and negotiated.

**GSST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives**

4 Seminar, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines how pathbreaking scholarship by women of color in the United States and developing countries has been central to rethinking theoretical foundations and developing new ways of knowing, understanding, and practicing politics. Focuses on scholarship that critiques and analyzes issues concerning race, antiracism, human rights, citizenship, empire, globalization, and social justice.

**GSST 109 Women, Politics, and Social Movements: Global Perspectives**

4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or GSST 020 or GSST 020H; or consent of instructor. Introduction to Third World women’s politics. Covers women’s politics from a global perspective emphasizing South Asia, subSaharan Africa, and the Caribbean.

**GSST 113 Queer Theory**

4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or LGBS 001. Examines queer theory’s origins and relation to gender and sexuality studies. Critically explores queer of color critique and the intersections of race, class, and gender with sexuality. Looks at other interventions into the field of queer theory and key concepts and current debates.

**GSST 176 Gender, Human Rights, and Transnationalism**

4 Lecture, 3 hours; individual study, 2 hours, written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores dynamics of gender and power in human rights activism. Examines the history and evolution of human rights discourse, discourses of liberation, and critical responses to the strategy of framing women’s rights as human rights in a comparative, transnational framework.

**MCS 109 Algorithms and Everyday Life**

4 Seminar, 3 hours; individualized study, 3 hours. Prerequisite(s): MCS 005 with a grade C- or better; Examines technologies including artificial intelligence, Tinder, and Uber to examine cultures of algorithms, data, and code. Explores the use of algorithms to shape futures, govern bodies, advance systemic violence, and conceal injustices. Also addresses the use of data to intervene in these unjust data scapes.

**MCS 160 Race, State Violence, and Incarceration in the U.S.**

4 Lecture, 3 hours; individual study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): MCS 010 with a grade of C- or better; or consent of instructor. Course offers a historical, analytical, and theoretical examination of the cultural formation of criminalization and incarceration in the United States. Contextualizes the US carceral regime’s roots in the cultural-political structures of racial chattel slavery, land conquest, settler colonization, and the statecraft of anti-Black violence.

**MCS 189 Political Culture of Race and Policing**

4 Lecture, 3 hours; discussion, 1 hour; extra reading, 1 hour. Prerequisite(s): MCS 010; Or the consent of instructor; Offers a critical historical and theoretical approach to the politics and culture of United States police and policing. Course will focus on how racist state violence articulates through discourses of personal/ community safety, peacekeeping, “law and order,” and (declared and undeclared) domestic warfare.

**SOC 161 Immigration and Society**

4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): SOC 001 or SOC 001H. Analyzes the origins of immigration and its nature, patterns, and trends in the twentieth century in Western societies, with special emphasis on the United States. Topics include theories of immigration, causes of immigration, sources of immigrants, immigration laws, reactions to immigrants, and the effects of immigration on the host society.
SEHE 193 Capstone in Society, Environment & Health Equity 4 Seminar, 3 hours; project, 3 hours. Prerequisite: SEHE 101 or SEHE 101S. Completion of a capstone project that synthesizes and integrates the knowledge and skills obtained throughout the program. Develops skills in the formulation of research questions on topics in Society, Environment, and Health Equity, the use of primary or secondary data, and theory. Course is repeatable to a maximum of 8 units.

SEHE 195H Senior Honors Thesis 1 to 4 Thesis, 3 to 12 hours. Prerequisite(s): senior standing in ENST or GCH; admission to University Honors or consent of instructor. Students complete a substantial research or creative thesis project related to environmental studies or global and community health under the guidance of a faculty member. Satisfactory (S) or No Credit (NC) grading is not available. Course is repeatable to a maximum of 12 units.

SEHE 198G/LABR 198G Group Internship in Society, Environment and Health Equity (1-12) laboratory, 4-36 hours. Prerequisite(s): consent of instructor and upper-division standing. Group internship in a community or professional organization in matters relating to environmental studies and/or global and community health, especially as they relate to working-class communities to gain professional experience and skills. Requirements may include a weekly journal, a summary paper, and a resume or application essay draft. Course is repeatable to a maximum of 16 units.

SEHE 198I Individual Internship in Society, Environment and Health Equity 1 to 12 Internship, 2 to 24 hours; term paper, 1 to 12 hours. Prerequisite(s): consent of instructor and upper-division standing. Individual internship in a community or professional organization in matters relating to environmental studies and/or global and community health to gain professional experience and skills. Requirements may include a weekly journal, a summary paper, and a resume or application essay draft. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 16 units.

SEHE 190 Special Studies 1 to 5 Individual Study, 3 to 15 hours. Prerequisite(s): upper-division standing; consent of instructor and Department Chair. Individual study, directed by a faculty member, to meet special curricular needs. Course is repeatable to a maximum of 15 units.
TO: Dana Simmons, Acting Chair  
Department of Society, Environment and Health Equity  

FROM: John Kim, Chair  
CHASS Executive Committee  

RE: Department of Society, Environment and Health Equity-New Major and Minor in Environmental Studies (ENST)  

CHASS Faculty Executive Committee (CHASS FEC) reviewed and approved the proposed new major and minor in Environmental Studies (ENST) by the Department of Society, Environment and Health Equity (SEHE) on August 26, 2023 by a vote of 8 approve, 0 disapprove, 1 unavailable and 1 recusal; 1 member recused themself as a member of SEHE.  

CHASS FEC previously reviewed and implicitly approved the ENST major and minor when SEHE submitted its proposal for departmentalization, which the Division approved in February 2023 by a 77% majority vote in favor. The present review formalizes CHASS FEC’s previous, implicit approval of its ENST major and minor.  

As outlined in the proposal, the Environmental Studies major and minor distinguishes itself from CNAS’ existing Environmental Science major and minor in that ENST is based on humanistic and social scientific methodologies that address issues outside of the natural scientific scope of Environmental Science; such issues include environmental justice, policy and governance, history of colonialism, global capitalism, hunger and poverty, structural racism, gender inequality, health inequity, and community resilience. At the same, ENST major and minor also draw upon relevant CNAS courses to provide ENST students with a grounding in natural scientific methods.  

The overall structure of the ENST major and minor is well balanced and within the normative range of unit counts for majors and minors at UCR. The ENST major consists of 52 units, of which 16 are at the lower division level and 36 at the upper division level. The proposal offers students considerable flexibility in the range of courses offered by SEHE and other departments that satisfy each area of coverage, such as 5 for Climate Studies, 5 for Environmental Justice, 10
for Environmental Governance, 9 for Environmental Humanities, 13 for Gender, Race and Structural Inequity. Common to ENST students are two required courses, SEHE 001 and SEHE 101 forming the basis of the major, as well as a capstone requirement that can be satisfied by one of four courses SEHE 193, SEHE 198-1, SEHE 198G/LABR 198G, or SEHE 195 Senior Honors Thesis. CHASS FEC especially lauds the proposal’s interdisciplinary design that engages with disciplines not only across CHASS but also CNAS and other units.

The broad range of courses outside of SEHE that are applicable to the ENST major and minor ensures that students will have multiple pathways to meet their course requirements. Students will be able to fulfill their major/minor with designated courses from GEO, BPSC, ENSC, ENG, ETST, ANTH, MCS, among others, while receiving their grounding in SEHE courses.

The Environmental Studies major and minor will replace the highly successful major and minor in Sustainability Studies (SUST) housed in the Department of Gender and Sexuality Studies (GSST) once ENST is formally approved by the Division. GSST submitted its proposal to place a moratorium on new student admissions to SUST, and CHASS EC approved it in July 2023.

CHASS FEC’s positive assessment of the ENST proposal is shared by the external and internal review letters, all of which are enthusiastically supportive of both ENST and its complementary proposal for a major in Global and Community Health (GCH). Deputy Director of the Sydney Environmental Institute at the University of Sydney, Professor Danielle Celermajer, lauds the ENST proposal for the interdisciplinary scope it offers its students, “The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.” Similarly, Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at UC San Diego, Professor Steffanie Stratdee, concurs, noting “The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values.” Writing of both the GCH and the ENST proposals, the former Provost of Rachel Carson College at UC Santa Cruz and the current President of Sustainable Systems Research Foundation Professor Ronnie D. Lipschutz lauds both for their interdisciplinary structures, noting, “No single discipline is sufficient to deal with such problems, and few academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines,” and praising these programs for providing “the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.” Similarly, the Founding Director of the System-wide UC Center for Climate Justice Professor Tracy Osborne of UC Merced writes of the timeliness of both the ENST and GCH proposals, “Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum.” CHASS FEC is especially heartened by the letter of support from the Chair of the Sustainability Committee at Riverside Community College (RCC), Professor Tonya M. Huff, who lauds both the ENST and GCH proposals for creating a “pipeline” from RCC to UCR, “We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited...
about the potential for this pathway for our students.” In turn, CHASS FEC lauds SEHE for its collaboration with RCC faculty fostering a pool of new prospective transfer students to UCR.

In view of CHASS FEC’s review and the letters from external (non-UCR) and internal (UCR) specialists, CHASS FEC enthusiastically endorses this proposal.
August 23, 2022

Based on a preliminary administrative review and counsel of the CHASS Associate Deans, I am pleased to extend an endorsement on the general academic structure of the two proposed degrees. This endorsement includes a recognition of prior College commitments for the Senate recruitments described in the AFD grant; instructional and administrative staffing adequate to demonstrated need and comparable to other units in the College; and space planning.

College-funded compensation for departmental leadership and student success took effect July 1, 2023, in terms equal to other units of comparable size.

In FY24 forward, the SEHE majors will be incorporated into recruitment, admissions, retention, and graduation for current and prospective undergraduate students.

The College encourages and endorses efforts to secure external support for the program, its students and its faculty, and will provide the appropriate grant administration for successful proposals.

For a more thorough endorsement, I await a complete review of the academic integrity of the curriculum conducted consistent with Academic Senate authorities and responsibilities. I extend the availability of the academic advisors to conduct a more detailed analysis of degree requirements and progress-to-degree metrics, upon request from the Academic Senate.

I look forward to welcoming new majors in the arc from matriculation to graduation.

Respectfully,

Daryle Williams
Professor and Dean
August 22, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Environmental Studies Department of Cal Poly Humboldt in enthusiastic support of the proposed BA degree in Environmental Studies at UCR. This undergraduate program will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Environmental Studies undergraduate degree program will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Chair of the Environmental Studies Department at Cal Poly Humboldt I am eager to see new courses and degrees offered in these areas, which will further the curricular goals of UCR and the goals of the public higher education systems of California to lead in sustainability and environmental justice training. I fully support the undergraduate program proposals for the Environmental Studies BA.

Sincerely,

Sarah Jaquette Ray
Chair, Environmental Studies Department
August 20, 2023

To Whom it May Concern,

I am writing in support of the proposed Bachelor of Arts degree and minor in Environmental Studies through the new Department of Society, Environment and Health Equity. I believe that such a degree is relevant, necessary, and in-demand and that such a program would be tremendously beneficial for the students of UCR.

I am a faculty member in the Life Sciences Department at Riverside City College where I teach Environmental Science, Introductory Biology (both for majors and non-majors), Natural History of Southern California Ecosystems, International Field Ecology, and other courses. Additionally, I am a faculty co-advisor for the Student Sustainability Collective on our campus and faculty chair of our campus Sustainability Committee. Since the beginning of my teaching career approximately 13 years ago, I have seen a steady increase in interest in topics of environmental science and sustainability among my students. As issues of equity and sustainability have been hot topics in the news during the last several years, I have seen interest climb even more. Additionally, according to a recent report, the global green technology and sustainability market size is set to grow from $11.2 billion in 2020 to $36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations.

Due to this clear niche in the job market and demand by students, RCC has recently developed and approved a Sustainability major for our students in addition to the Environmental Science major that has existed for quite some time. Both of these majors are meant to be a pipeline from RCC to UCR. We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. We hope to continue to collaborate with the new SEHE Department at UCR to create events, workshops, and research opportunities for our RCC students. Evidence shows that if a community college student spends time on a university campus, they begin to feel like they belong and are more likely to transfer and continue their educational journey. We would love for the Sustainability and Environmental Studies students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.
Department of Life Sciences, Riverside City College
August 15, 2023

Academic Senate & Administration
University of California, Riverside

Dear Colleagues,

I write this letter in support of the two proposals for majors in the Department of Society, Environment and Health Equity (SEHE). As I understand the matter, the proposed Environmental Studies major will replace the Sustainability Studies degree that has been administered by the Department of Gender and Sexuality Studies, while the major in Global and Community Health will complement Environmental Studies with its focus on related issues and problems. Before I give three reasons—out of many—for supporting this proposal, I will give some background on my experience and qualifications.

I was a faculty member of the UCSC Politics Department from 1990-2020, teaching among other things international relations and global environmental politics. I have done policy, research and technical work in environmental and policy field since the late 1970s, after receiving a Masters’ in Physics at MIT. I came to UCSC with a PhD in Energy Resources from UC Berkeley (1987) and, beginning in 2008, was part of a faculty group trying to establish a Sustainability Studies program at UCSC. In 2012, I was appointed Provost of Rachel Carson College (I was able to obtain the $5,000,000 endowment required to name a UCSC residential college) and established a minor in Sustainability Studies, the first such minor in a college since the university’s founding. I am presently President of the Sustainable Systems Research Foundation in Santa Cruz, a nonprofit green think tank focused on development and deployment of local sustainability projects.

First, at this moment of environmental crisis, and especially with the looming threat of climate change, interdisciplinary education and research are more essential than ever. Both of the proposed majors are explicitly interdisciplinary, focusing on systemic issues and topics, rather than strictly-bounded disciplinary ones. Over the past 40 years, approaches to understanding and addressing these environmental challenges have been constrained by the very disciplinary epistemologies its practitioners apply. Biologists see everything through a biological lens; economists, through and econometrics one; humanists through philosophy, art and literature. But “wicked problems” such as climate change (and all of the social systems that give rise to it) are characterized by complex linkages among technological, political, social and economic systems and institutions. No single discipline is sufficient to deal with such problems, and few
academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines. The SEHE Department and its degree programs will be able to provide the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.

Second, and at the same time, there is a pressing need to acknowledge and incorporate the structural injustices and racism that are foundational to our social institutions and practices and reproduced in the environmental crisis. This is especially the case in terms of the distribution of current and future impacts of climate change and the benefits that will accrue from the coming green economy. UCR’s student demographic is well-placed to make important and significant contributions to this transition and the SEHE Department and the two new majors will position them to do so.

Finally, in this time of limited (and even declining) instructional budgets, the bane of new degree programs is the cost of administering and running them and the frequent refusal of university administrations to provide the necessary funds and personnel. Few existing departments are willing to take on this burden and putting new programs under the care and feeding of departments whose disciplinary focus is not directly related risks shortchanging the new ones and even obscuring their existence. The SEHE Department and the two new majors will be highly visible, appropriately funded (I hope) and able to provide students with the focused care, advising and training required to succeed in the proposed areas of systems complexity and social change.

There are many other reasons to support these two proposed majors, not the least that similar initiatives exist or are being launched across the country and the world. Judging from the academic and professional job announcements that come across my “desk,” graduates of the two programs will have little difficulty in finding relevant employment.

I endorse the two majors in the strongest terms and hope UCR will approve and fund them at the level necessary for them and their students to learn and thrive about these critical issue areas.

Please do not hesitate to contact me with any questions you may have.

Yours sincerely,

Ronnie D. Lipschutz
Professor Emeritus of Politics, UCSC
President, Sustainable Systems Research Foundation
Dear Members of the UCR Academic Senate and UCR Administration,

Re: Letter of Support for proposed BA degree in Environmental Studies and BA degree in Global and Community Health

I am writing on behalf of the Sydney Environment Institute at the University of Sydney to express my strong support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health at UC Riverside. As a scholar committed to universities making tangible research and teaching contributions to the critical environment, health and justice issues of our time, the proposed degrees strike me as much needed curricula additions. The two undergraduate programs will bring much needed new curricular opportunities addressing environmental and health disparities through the university, two areas of critical concern.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland
Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Deputy Director of the Sydney Environment Institute, I am eager to see new courses offered in these areas, developments that will strengthen our collective efforts to address the most critical issues of our times. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely

Professor Danielle Celermajer
August 22, 2023

Dear members of the UC Riverside Academic Senate,

I write to enthusiastically express my support for the creation of BA and Minor in Environmental Studies and the BA and Minor in Global and Community Health in the UC Riverside College of Humanities, Art, and Social Sciences. Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum. Such programs have been growing at universities nationwide, as well as across the UC system. Further, health equity issues are often interrelated with the forces that shape the distribution of environmental benefits and burdens in places where human communities live, work, and play. As the COVID-19 pandemic demonstrates, health inequities and disparate health outcomes for marginalized communities are pressing national problems in the United States—challenges that are not disconnected from the environmental challenges facing us today. With the creation of this department, UC Riverside is poised to provide an innovative curriculum for its diverse student body as well as to lead the way for other UC campuses. In my view, these proposed majors and minors charts a course that is reinforced by trends showing increases in interdisciplinary environmental and sustainability studies programs.

In my capacity as Director of the UC Center for Climate Justice, I am working to raise awareness and develop curriculum and programming focused on addressing climate change as a social justice and equity issue across the UC campuses. The kinds of pedagogical approaches required to plan for and address holistic solutions to climate change and other environmental problems in California and beyond must address scientific, social, economic, and cultural components. The innovative, forward-thinking approach offered through such programs is exactly what is needed to broaden these offerings for UCR students. I offer my strongest support to this endeavor.

Sincerely,

Tracey Osborne, PhD
Founding Director, UC Center for Climate Justice
Associate Professor and Presidential Chair
Department of Management of Complex Systems
University of California, Merced
August 20, 2023

To Whom it May Concern,

I am writing in support of the proposed Bachelor of Arts degree and minor in Environmental Studies through the new Department of Society, Environment and Health Equity. I believe that such a degree is relevant, necessary, and in-demand and that such a program would be tremendously beneficial for the students of UCR.

I am a faculty member in the Life Sciences Department at Riverside City College where I teach Environmental Science, Introductory Biology (both for majors and non-majors), Natural History of Southern California Ecosystems, International Field Ecology, and other courses. Additionally, I am a faculty co-advisor for the Student Sustainability Collective on our campus and faculty chair of our campus Sustainability Committee. Since the beginning of my teaching career approximately 13 years ago, I have seen a steady increase in interest in topics of environmental science and sustainability among my students. As issues of equity and sustainability have been hot topics in the news during the last several years, I have seen interest climb even more. Additionally, according to a recent report, the global green technology and sustainability market size is set to grow from $11.2 billion in 2020 to $36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations.

Due to this clear niche in the job market and demand by students, RCC has recently developed and approved a Sustainability major for our students in addition to the Environmental Science major that has existed for quite some time. Both of these majors are meant to be a pipeline from RCC to UCR. We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. We hope to continue to collaborate with the new SEHE Department at UCR to create events, workshops, and research opportunities for our RCC students. Evidence shows that if a community college student spends time on a university campus, they begin to feel like they belong and are more likely to transfer and continue their educational journey. We would love for the Sustainability and Environmental Studies students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.
Department of Life Sciences, Riverside City College
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at the University of California San Diego, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Steffanie Strathdee, PhD
Harold Simon Distinguished Professor
Associate Dean of Global Health Sciences
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

We are writing on behalf of the Center for Ideas and Society at UCR in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As co-directors of the Center for Ideas and Society, we are particularly eager to see new courses offered in these areas, which will further our curricular goals. We fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside, and we at the CIS see great potential for collaborations with the new program on various levels.

Sincerely,

[Signatures]
August 10, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

On behalf of the Global Studies Program, I enthusiastically support the proposed BA degrees in Environmental Studies and Global and Community Health. These two undergraduate programs will bring critically important new curricular opportunities for UCR students, including those participating in our Global Health, Sustainability and Resources track.

UCR is positioned to join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. This program will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values.

The Global and Community Health BA degree addresses pressing problems of health and healthcare workforce shortages in Inland Southern California, and underrepresentation of Latinx and Black people among California health professions workforce. The proposed curriculum will prepare students for advanced study and community-based work related to social justice and health disparities relevant to careers in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy.

These undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in Inland Southern California and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Director of the Global Studies Program, I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA.

Sincerely,

Juliann Emmons Allison
Society, Environment & Health Equity
Global Studies
August 25, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

I am writing on behalf of the Department of Gender and Sexuality Studies (GSST) in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree (GCH) will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

The Environmental Studies BA degree (ENST) will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

GSST currently houses a Sustainability Studies major (SUST), which will sunset as SEHE’s Environmental Studies major grows. The two departments, GSST and SEHE, have established an MOU to guide this process. GSST and SEHE will work together to meet the needs of students and faculty in both departments in the transition from the GSST Sustainability Studies major to the SEHE Environmental Studies major.

The GSST SUST major will sunset, with a target date to stop accepting new majors in Fall 2024. GSST submitted a memo in July 2023 to CHASS FEC and the Committee on Educational Policy, requesting a moratorium on the Sustainability Studies major. The Senate granted a pause in admissions to SUST, pending the outcome of the moratorium review. In Fall 2024, all existing SUST majors will be encouraged to transfer to the ENST major in SEHE. In Winter 2024, SEHE and GSST will schedule a joint meeting with Cassee Barba and Holly Easley (SUST advisors) to set out course substitutions that will allow any remaining SUST majors to graduate using SEHE courses if necessary. To ease the transition, GSST and SEHE will submit cross-listing proposals in Fall 23 so that SEHE faculty can continue to cover the required courses for the SUST major. Once all the remaining SUST majors have graduated (est. 2027), SEHE and GSST will consult on which courses to keep cross-listed, and which cross listings should be removed.
As Chair of GSST, I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

Thank you,

Brandon Andrew Robinson, Ph.D.

Chair & Associate Professor
Department of Gender & Sexuality Studies
University of California, Riverside
24th August, 2023

Gordon D. Love, PhD,
Professor of Geochemistry
Chair, Department of Earth & Planetary Sciences
University of California, Riverside

E-mail: glove@ucr.edu

Re: SEHE degree programs

To: Dana Simmons, Acting Chair of SEHE

On behalf of the Department of Earth and Planetary Sciences (EPS), I am writing in support of the undergraduate programs proposal submitted by the new Department of Society, Environment and Health Equity (SEHE).

EPS teaches several (GEO) lower and upper division undergraduate science classes that are popular across campus and taken by a diverse student body to fulfill degree requirements. Many of these classes provide the scientific understanding of topical issues critical to societal needs and which are obviously pertinent to the scope of the SEHE degree programs. This subject matter includes: natural resources and their sustainability, climatic and environmental change, natural hazards, landscape evolution, and the history of life on Earth.

We encourage SEHE students to take our popular GEO classes as part of their BA degree requirements and we will work with SEHE to provide guidance on the most appropriate classes for their students to take in each quarter.

Yours sincerely,

Gordon Love.
August 23, 2023

Dear Colleagues and Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Media & Cultural Studies in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring urgently needed curricular address to environmental and health disparities and will enhance teaching and research across our university.

The **Environmental Studies BA** will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. If it is approved, UCR will join five other UC campuses in offering an Environmental Studies BA degree.

The **Global and Community Health BA** offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, and advocacy. The GCH major will prepare students for advanced study and community-based work related to social justice and health disparities. This crucial major will help to address pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce. And they further the research and educational priorities of our faculty.

As Chair of MCS, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Judith Rodenbeck
Professor and Chair
Media & Cultural Studies
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Anthropology in unconditional support of the proposed BA degree in Global and Community Health and BA degree in Environmental Studies. These two undergraduate programs will bring exciting and necessary curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach and organizing, social services, administration and advocacy. The GCH major will help to address the urgent healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California’s health professions workforce.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, climate change, social justice, and health equity.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability, and the common good. These programs are designed to serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and Latinx people in health-related professions.

As Chair of the Department of Anthropology, I am eager to see new courses offered in these areas, which will further our curricular goals. Our department plans to cross-list several of our courses in Medical Anthropology to help support the new department and foster a rich, interdisciplinary learning environment for our undergraduates across CHASS.
In sum, I fully support the undergraduate program proposals for the **Global and Community Health BA** and **Environmental Studies BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Please do not hesitate to contact me at [jsyverts@ucr.edu](mailto:jsyverts@ucr.edu) should you have any questions or need further information.

All my best,

Jennifer Syvertsen, PhD, MPH
Chair and Associate Professor of Anthropology
Pollitt Endowed Term Chair for Interdisciplinary Teaching & Learning in CHASS
Dear Brandon Robinson,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals. Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):

- GSST 107
- GSST 109
- GSST 113
- GSST 131
- GSST 145
- GSST 148
- GSST 161
- GSST 176
- GSST 181

Global & Community Health (B.A. and Minor):

- 191

Ellen Reese
ellenr@ucr.edu
GSST 107  
GSST 109  
GSST 113  
GSST 131  
GSST 171  
GSST 176

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient. Thank you very much for considering this request.

P.S. I want to inform you that one of your faculty plans to pursue a course amendment request to cross-list the following courses with SEHE next year:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>GSST 131</td>
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<td>GSST 145</td>
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<td>GSST 148</td>
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<td>GSST 161</td>
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<tr>
<td>GSST 171</td>
</tr>
<tr>
<td>GSST 181</td>
</tr>
</tbody>
</table>

All the best,

Ellen Reese  
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)  
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)  
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)  
UC-Riverside

Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)  
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

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2 attachments

  327K

  344K

Ellen Reese <ellenr@ucr.edu>  
Fri, Aug 18, 2023 at 6:14 PM  
To: Dana Simmons <dana.simmons@ucr.edu>

fyi-sent this to Brandon today.

---

2 attachments

---
Brandon Robinson <brandon.robinson@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Fri, Aug 18, 2023 at 8:55 PM

Hi Ellen,

Yes, I approve of everything for both environmental studies and for global and community health.

Brandon

---

Brandon Andrew Robinson, Ph.D.  
Chair and Associate Professor  
Department of Gender and Sexuality Studies  
University of California, Riverside  
https://profiles.ucr.edu/brandon.robinson

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness

Co-Author: Race & Sexuality

Current $1 Million NSF-Funded Project: Family, Housing, and Me Project

Ellen Reese <ellenr@ucr.edu>  
Fri, Aug 18, 2023 at 9:51 PM

To: Brandon Robinson <brandon.robinson@ucr.edu>

Wonderful! Thank you so much Brandon!

P.S. Are you here in Philly too for ASA? -Ellen

---

Brandon Robinson <brandon.robinson@ucr.edu>  
Fri, Aug 18, 2023 at 10:51 PM

To: Ellen Reese <ellenr@ucr.edu>

Yes, I am! Hope to run into you!!

---

Brandon Andrew Robinson, Ph.D.  
Chair and Associate Professor  
Department of Gender and Sexuality Studies  
University of California, Riverside  
https://profiles.ucr.edu/brandon.robinson

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness

Co-Author: Race & Sexuality

Current $1 Million NSF-Funded Project: Family, Housing, and Me Project
Dear Joel Sachs,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

BIO 030
BIO 034
BIO 040

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above at your earliest convenience by or before Friday, August 25. A short email message will be sufficient. Thank you very much for considering this request.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

2 attachments
- ENST Curriculum Proposal 2023_Aug10.pdf (327K)

Joel Sachs <joels@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>, eeobchair <eeobchair@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Dear Ellen,

Will do. I set the vote out today.

One challenge is that two of these courses, Biol34 and Biol40, are not being taught every year.

Please let me know if that is a concern, Joel

[Quoted text hidden]

--

Joel L. Sachs
Professor & Chair, Evolution Ecology & Organismal Biology
University of California, Riverside
Chair's Office 2745 Life Sciences Building
Office (951) 827-6357 / Fax (951) 827-4286 / http://www.sachslab.com
Zoom: http://ucr.zoom.us/my/Sachsevolution

Post address: Sachs Lab - UC Riverside
3401 Watkins Dr., 1229 Spieth Hall, Riverside, CA 92521

Ellen Reese <ellenr@ucr.edu>
To: Joel Sachs <joels@ucr.edu>
Cc: eeobchair <eeobchair@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Thanks so much Joel. We are still interested in requesting permission to use these courses as options for this new major, but thanks for bringing this to our attention.

All the best,
Ellen Reese
[Quoted text hidden]

--

[Quoted text hidden]
To: Joel Sachs <joels@ucr.edu>
Cc: eeobchair <eeobchair@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Hi Joel,

So sorry! I just realized I left out one of our course permission requests: BIO 003 for ENST. Below is the updated request, including that course as well:

Dear Joel Sachs,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies
BIO 003

Global & Community Health (B.A. and Minor):
BIO 030
BIO 034
BIO 040

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above at your earliest convenience by or before Friday, August 25. A short email message will be sufficient. Thank you very much for considering this request.

All the best,
Ellen Reese

[Quoted text hidden]
Ellen Reese <ellenr@ucr.edu>  Fri, Aug 25, 2023 at 9:40 AM
To: Joel Sachs <joels@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Hi Joel-- Just wondering if your department voted in favor or against providing permission to include the following courses in these 2 curriculum? I believe you sent out a vote and just wondering if faculty will be finished voting later today or do you need additional time? I realize we added one more course to the list so if you only had votes on the last 3 courses listed below, let me know. We are happy to know of any voting outcomes you might have and if you need additional time, that's understandable and we can list the matter as pending review. We are just trying to update our curriculum proposal before submitting them for review by the relevant Academic Senate committees. Thanks! -Ellen

Environmental Studies
BIO 003

Global & Community Health (B.A. and Minor):
BIO 030
BIO 034
BIO 040

Joel Sachs <joels@ucr.edu>  Fri, Aug 25, 2023 at 9:43 AM
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Hi Ellen, I'm trying to get more votes. Here's what we have so far:
10 responses total

7 - yes
2 - no
1- abstain

Ellen Reese <ellenr@ucr.edu>  Fri, Aug 25, 2023 at 10:04 AM
To: Joel Sachs <joels@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>
Wonderful! Looks like the permission was approved. If that changes though before the end of the day if you receive more votes, let us know. Sounds like the vote in favor of these course permissions is for all 4 courses (including 3 Global & Community Health and 1 for Environmental Studies, but if I misunderstood, let me know.

Best,
Ellen

-----Original Message-----
From: Joel Sachs <joels@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

No, sorry, that is not correct. This vote has not reached a quorum.

-----Original Message-----
From: Ellen Reese <ellenr@ucr.edu>
To: Joel Sachs <joels@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Got it. Thanks! If you receive a sufficient number of votes for a quorum later today, let us know. Otherwise, perhaps you can revisit this issue later (e.g., in the fall when the quarter starts at a regular faculty meeting) before your faculty reach a decision, let me know. I know it is often difficult to obtain faculty votes in the summer and we can simply say this is “pending review by faculty” for now (as we are doing for some other departments). Thanks for your help with this and at least beginning this conversation with your faculty! We really appreciate it!

Best,
Ellen

-----Original Message-----
From: Joel Sachs <joels@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

The updated vote tally is as follows:

15 total votes

   12 - yes
   2 - no
   1- abstain

On Fri, Aug 25, 2023 at 9:41 AM Ellen Reese <ellenr@ucr.edu> wrote:

-----Original Message-----
From: Dana Simmons <dana.simmons@ucr.edu>
To: Joel Sachs <joels@ucr.edu>
Cc: Ellen Reese <ellenr@ucr.edu>

Thank you very much, Joel! I wish you all the best in the last weeks of summer.
Dana

-----Original Message-----
From: Ellen Reese <ellenr@ucr.edu>
To: Dana Simmons <dana.simmons@ucr.edu>
Cc: Joel Sachs <joels@ucr.edu>


Terrific! Sounds like the vote reached quorum and is in favor of all the course permissions requested, is that correct?

Best,
Ellen

Joel Sachs <joels@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>
Fri, Aug 25, 2023 at 5:37 PM

Yes, correct.

Ellen Reese <ellenr@ucr.edu>
To: Joel Sachs <joels@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>
Fri, Aug 25, 2023 at 5:40 PM

Awesome!! Thanks Joel and hope you both have a great weekend! -ellen

Ellen Reese <ellenr@ucr.edu>
Draft To: Joel Sachs <joel.sachs@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>
Sun, Aug 27, 2023 at 11:10 AM

On Fri, Aug 18, 2023 at 3:13 PM Ellen Reese <ellenr@ucr.edu> wrote:

--

[Quoted text hidden]
Dear Gordon Love,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals. Attached is the current draft of the GCH curriculum proposal in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the attached Global & Community Health curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

GEO 007

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in the attached Global & Community Health curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Thank you very much for considering this request.

All the best,

--
Ellen Reese
Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

Gordon Love <glove@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Hi Ellen,

We will give you a list of GEO classes that we think you will be interested in and which quarter these are taught in.

For example, GEO 010 Earth Resources and Sustainability

Best,
Gordon

Ellen Reese <ellenr@ucr.edu>  
To: Gordon Love <glove@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Wonderful! Thanks so much. I forgot to mention in my previous email that the following GEO courses were previously approved by your Department in 2021 for inclusion in our environmental studies curriculum (see the list below), but if you
Ellen Reese <ellenr@ucr.edu> Fri, Aug 25, 2023 at 10:11 AM
To: Gordon Love <glove@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Hi Gordon,

Just checking to see if there is a decision from your department on if you approve (or not) the inclusion of GEO 007 to the Global & Community Health (B.A. and Minor) curriculum today or if you or your faculty need additional time to review this before making a decision. Either way is fine. We are just trying to update our curriculum proposals before submitting them to the relevant Academic Senate Committees for review. Thanks for your help and considering this request.

Best,
Ellen Reese

Gordon Love <glove@ucr.edu> Fri, Aug 25, 2023 at 11:25 AM
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Hi Ellen,

I sent a letter to Dana last evening.

We are happy for SEHE studentd to take any of our GEO classes. As indicated on the letter.

GEO 007 is not a good choice as we caa add n’t guarantee it will be taught during Fall to Spring quarters. The instructor recently retired but teaches it ad a summer session class.

Best,
Gordon

Dana Simmons <dana.simmons@ucr.edu> Fri, Aug 25, 2023 at 11:26 AM
To: Gordon Love <glove@ucr.edu>
Cc: Ellen Reese <ellenr@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

My apologies for not sharing the letter with you, Ellen! Thank you again for writing it, Gordon.

Thanks to all,
Dana

[Quoted text hidden]
Ellen Reese <ellenr@ucr.edu>  Fri, Aug 25, 2023 at 5:34 PM

To: Dana Simmons <dana.simmons@ucr.edu>
Cc: Gordon Love <glove@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Thanks so much Gordon and for the heads up on GEO 007 too. This is wonderful news!

Best,
Ellen

[Quoted text hidden]
Ellen Reese <ellenr@ucr.edu>

One more course permissions request for SEHE
6 messages

Ellen Reese <ellenr@ucr.edu> Mon, Aug 21, 2023 at 7:02 PM

To: Bruce Babcock <bruce.babcock@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Dear Bruce Babcock,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Global & Community Health (GCH) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):
PBPL 167/SOC 167

Thank you very much for considering this request.

P.S. The Sociology Department already approved of the inclusion of Soc 167 in 2021.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

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https://mail.google.com/mail/u/0?ik=86e2f41dd3&view=pt&search=all&permthid=thread-a:r6130825863120635671&simpl=msg-a:r-1904436066353254212&simp… 1/3
Hi Bruce--Any chance you could send us your department vote on permission to include PBPL 167/SOC 167 in the Global & Community Health curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

Ellen

I need to check if we ever teach this course or if it is a zombie course.

Bruce Babcock
Professor and Associate Dean
School of Public Policy
4123 INTS
University of California, Riverside
babcockb@ucr.edu

That makes sense. Let me know if you find out more today. If not, we can just put "pending review by department" for now & I can circle back to you in the fall.

Best,
Ellen
Ellen

This course (SOC/PBPL 167) is analogous to the ENGR course cross-listed with PBPL. SOC is the lead department on this course and if it is taught in the future it will be taught by them. So yes you can use the course.

Bruce Babcock  
Professor and Associate Dean  
School of Public Policy  
4123 INTS  
University of California, Riverside  
babcockb@ucr.edu

Ellen Reese <ellenr@ucr.edu>  
Fri, Aug 25, 2023 at 5:32 PM  
To: Bruce Babcock <babcockb@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Wonderful! Thanks so much! -ellen

[Quoted text hidden]
Dear Bruce Babcock,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the ENST curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Environmental Studies (ENST) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):
ENGR 171/PBPL 171

Thank you very much for considering this request.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

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https://www.ucpress.edu/book/9780520388383/unsustainable
Ellen

Yes you can use ENGR 171/PBPL 171 as part of your curriculum. ENGR is the lead on this course so I do not know their plans regarding frequency of offering the course.

Bruce Babcock
Professor and Associate Dean
School of Public Policy
4123 INTS
University of California, Riverside
babcockb@ucr.edu

Ellen Reese

Wonderful! Thanks so much for your quick and positive response! We have reached out to Engineering as well & thanks for the additional information.

Best,
Ellen Reese
Dear Judith Rodenbeck,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health (GCH) (B.A. & Minor) and Environmental Studies (ENST) (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

I can send you the current drafts of the GCH and ENST curriculum proposals if you wish to review these or if you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):
- MCS 108
- MCS 109
- MCS 117
- MCS 122
- MCS 146F/ENG 146F
- MCS 159
- MCS 160
- MCS 170
- MCS 175/SPN 175
- MCS 189

Global & Community Health (B.A. and Minor):
- MCS 106
- MCS 109
Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Thank you very much for considering this request.

P.S. In 2021, MCS approved the request to include MCS 160 in the health curriculum.

All the best,
Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

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https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

Judith Rodenbeck <judithr@ucr.edu> Wed, Aug 23, 2023 at 12:18 PM
To: Ellen Reese <ellenr@ucr.edu>
Cc: Judith Rodenbeck <judith.rodenbeck@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Dear Ellen:

I approve listing the MCS courses listed below in the curriculum proposals for SEHE. We are 100% in support of SEHE and the two majors to be offered and look forward to many rich collaborations in the future.

All best,

Judith

Judith Rodenbeck
Chair, Media & Cultural Studies
University of California, Riverside

Mind is primarily a verb. - John Dewey

Ellen Reese <ellenr@ucr.edu> Fri, Aug 25, 2023 at 10:05 AM
To: Judith Rodenbeck <judithr@ucr.edu>
Cc: Judith Rodenbeck <judith.rodenbeck@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Wonderful!!! Thanks so much Judith! Looking forward to our future collaborations too! -Ellen Reese

[Quoted text hidden]
Ellen Reese <ellenr@ucr.edu>  

Course permission request for SEHE  
7 messages

Ellen Reese <ellenr@ucr.edu>  
To: Juliann Allison <juliann@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>  

Dear Juliann Emmons Allison,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Global & Community Health (GCH) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

GBST 103

Thank you very much for considering this request.

All the best,

Ellen Reese  
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)  
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)  
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)  
UC-Riverside

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https://www.ucpress.edu/book/9780520388383/unsustainable
https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

Ellen Reese <ellenr@ucr.edu>  
To: Juliann Allison <juliann@ucr.edu>  
Fri, Aug 25, 2023 at 9:35 AM

Hi Juliann—Any chance you could send us the Global Studies program vote on permission to include GBST 103 in the GCH curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

Juliann Allison  
Fri, Aug 25, 2023 at 10:13 AM

Ok

Ellen Reese <ellenr@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>  
Fri, Aug 25, 2023 at 9:35 AM

fyi

Juliann Emmons Allison  
Fri, Aug 25, 2023 at 10:13 AM

(she/her/hers)  
Associate Professor, Society, Environment & Health Equity  
Director, Global Studies Program  
Faculty Chair, Campus Sustainability Committee

Most Recent Publications:


Ellen Reese <ellenr@ucr.edu>  
To: Juliann Allison <juliann@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>  
Fri, Aug 25, 2023 at 10:20 AM

Hi Juliann—Just making sure I understood that last email correctly (since we include them in our curriculum proposal). Does Global Studies program approve of giving permission to include GBST 103 in the GCH curriculum? Yes it does or
no it does not?

All the best,
Ellen Reese

[Quoted text hidden]

---

**Juliann Allison** <juliann@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Fri, Aug 25, 2023 at 11:12 AM

That is fine.
~ jea

**Juliann Emmons Allison**
(she/her/hers)
(she/her/hers)
Associate Professor, Society, Environment & Health Equity  
Director, Global Studies Program  
Faculty Chair, Campus Sustainability Committee

Most Recent Publications:

[Quoted text hidden]

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**Ellen Reese** <ellenr@ucr.edu>  
To: Juliann Allison <juliann@ucr.edu>  
Fri, Aug 25, 2023 at 5:42 PM

Wonderful! Thank you! -ellen

[Quoted text hidden]
Hi Chikako

I have no objections to these courses being listed, with a caveat that BPSC11 and 21 are both heavily impacted courses that typically have much more demand than we can accommodate. BPSC166 is offered every other year, but provided the students have the prerequisites and there are a small number of them, this course could accommodate them.

I have other concerns about the proposal however (the proposed department name for example), but I can discuss that with you separately.

Patty

Patricia Springer
Professor and Chair, Department of Botany and Plant Sciences
University of California
Riverside, CA 92521

pspringer@ucr.edu
bpschair@ucr.edu
951-827-4413 (Chair’s office)
951-827-5785 (Faculty office)
http://plantbiology.ucr.edu
Request for Permission to include Courses in new curriculum proposals

David Lloyd <dclloyd@ucr.edu>                                Thu, Apr 1, 2021 at 2:08 PM
To: Chikako Takeshita <chikakot@ucr.edu>
Cc: Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven Helfand <shelfand@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer Najera <jnajera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherineh@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknight@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <jjudithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <dozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako,

The English courses you list can be added to this new major's list of electives. However, 096 appears to be a typo. Can you clarify what course you intend here? It is not a number we have.

Thank you,

David

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]
[Quoted text hidden]
Hi Chikako,

As discussed during our 3/2 meeting, our department is willing to approve inclusion of ENSC 001, 002, 003, and 006 to your proposed BA and BS programs. However, as all four courses fill up each academic year (and usually have long wait lists), we cannot guarantee that students within your programs will be able to enroll in our courses since we are currently unable to expand enrollment due to limitations in TA allocations from the CNAS Dean’s office.

In addition, our approval to include these courses in the proposed curricula does not imply that the department will be supportive of the proposed programs as currently written. We look forward to providing more extensive written feedback on the proposed programs after submission to the Committee on Educational Policy within the Academic Senate.

Dave

David C. Volz, Ph.D.
Professor & Chair
University of California, Riverside
Department of Environmental Sciences
Riverside, CA 92521

Office: (951) 827-4450
E-mail: david.volz@ucr.edu
http://envisci.ucr.edu/faculty/volz.html

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]
[Quoted text hidden]
Dear Chikako:

EPS approves the inclusion of the listed GEO courses for your proposed major curriculum.

Mike McKibben

Prof. Michael A. McKibben
Chair, Dept. of Earth and Planetary Sciences
407 Geology Building
University of California, Riverside 92521
(951) 581-5459 (cell)
https://epsci.ucr.edu/
Hi Chikako,

I am happy to give GSST's permission for these courses and look forward to working with your exciting new major!

Best,
Sherine

Sherine Hafez

Chair and Professor,
Department of Gender and Sexuality Studies, University of California, Riverside
https://profiles.ucr.edu/app/home/profile/sherineh

Co-Editor, Journal of Middle East Women's Studies (JMEWS)
https://jmews.org/current-editorial-team/sherine-hafez-co-editor/

An Islam of Her Own https://nyupress.org/books/9780814773048/


Pronouns: She | Her | Hers
Subject: Re: Request for Permission to include Courses in new curriculum proposals
Request for Permission to include Courses in new curriculum proposals

Michele Salzman <michele.salzman@ucr.edu>  Thu, Apr 8, 2021 at 8:24 PM
To: Sherine Hafez <sherine.hafez@ucr.edu>
Cc: Chikako Takeshita <chikakot@ucr.edu>, John Medearis <medearis@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dlloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Anne McKnight <amcknight@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako:
The History Department met today and approved these courses from History for your new major. There was much support for this initiative.
I will email you tomorrow with some suggested additional courses from History.
Best,
Michele

On Tue, Apr 6, 2021 at 8:18 AM Sherine Hafez <sherine.hafez@ucr.edu> wrote:
[Quoted text hidden]
From: Anne McKnight <amcknigh@ucr.edu>
Subject: Re: Request for Permission to include Courses in new curriculum proposals
Date: April 2, 2021 at 4:41:12 PM PDT
To: Michael A McKibben <michael.mckibben@ucr.edu>
Cc: Chikako Takeshita <chikakot@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Sherine Hafez <sherine.hafez@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako~

JPN 180/Japanese Doc Film is a great fit for the new redesigned program. I do units on both Minamata (health disparities are a big part of this unit) and Fukushima (health disparities are a big part of the topic, but would require independent research to bring in to the class, given existing doc films) in that class. Looking forward to working with everyone.

With best wishes,

Anne McKnight

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~
Associate Professor, Dept of Comparative Literature and Languages
Mailing: 2401 HMNSS Building, UC Riverside, Riverside CA, 92521 USA
Office: 2508 HMNSS Building
Office hours 2020~1: M 1-2; Th 2-3:20 and 5:30-6-30
On Apr 2, 2021, at 16:35, Michael A McKibben <michael.mckibben@ucr.edu> wrote:

Dear Chikako:

EPS approves the inclusion of the listed GEO courses for your proposed major curriculum.

Mike McKibben

Prof. Michael A. McKibben
Chair, Dept. of Earth and Planetary Sciences
407 Geology Building
University of California, Riverside 92521
(951) 581-5459 (cell)
https://epsci.ucr.edu/

From: Chikako Takeshita <chikakot@ucr.edu>
Sent: Thursday, April 1, 2021 9:26 AM
To: Derick Fay <derickf@ucr.edu>; Matthew King <mking@ucr.edu>; Jingsong Zhang <jszhang@ucr.edu>; Leonard Nunney <nunney@ucr.edu>; Patricia S Springer <patricia.springer@ucr.edu>; Jeffrey Sacks <jeffsack@ucr.edu>; Steven M Helfand <steven.helfand@ucr.edu>; David Lloyd <dclloyd@ucr.edu>; David Volz <dvolz@ucr.edu>; Richard Redak <richard.redak@ucr.edu>; Jennifer R Najera <jennifer.najera@ucr.edu>; Juliann Allison <juliann@ucr.edu>; Michael A McKibben <michael.mckibben@ucr.edu>; Sherine Hafez <sherine.hafez@ucr.edu>; Michele Salzman <msalzman@ucr.edu>; Anne McKnight <amcknight@ucr.edu>; James Borneman <borneman@ucr.edu>; Judith Rodenbeck <judithr@ucr.edu>; Guillermo Aguilar <gaguilar@ucr.edu>; Fuson Wang <fuson.wang@ucr.edu>; Kurt Schwabe <schwabe@ucr.edu>; Andrews Reath <reath@ucr.edu>; Kenneth Barish <barish@ucr.edu>; John Medearis <medearis@ucr.edu>
Subject: Request for Permission to include Courses in new curriculum proposals

Dear Department Chairs and Program Directors,

I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals before the proposals can be reviewed.

To give a little background, a group of faculty in CHASS, SPP, and CNAS are working on a proposal for a new Department of Environment, Sustainability, and Health Equity (ESHQ) in CHASS. The proposed department will offer two majors: Health Equity Studies (B.A. & Minor) and Environmental and Sustainability Studies (B.A., B.S., and Minor), which is a renewal of the Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies.

As interdisciplinary programs, both majors allow students to take courses outside of the ESHQ department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

I am attaching a table of courses that we wish to include in our proposal with catalog descriptions of the proposed two curriculums. Most of your courses are included in the Environmental and Sustainability Studies (ESST) curriculum. Courses that are included in the Health Equity Studies (HQST) curriculum are listed in Red. **Bold Red** courses are included in both curriculums.

If you need additional information, please let me know. If everything looks good, please send me your approval to include
your department's or program's course(s) in the proposals at your earliest convenience before April 9th. A short email message will be sufficient.

Thank you very much for considering this request.

Best regards,
Chikako
--

Chikako Takeshita
Associate Professor
Gender & Sexuality Studies Department
University of California, Riverside
https://profile.ucr.edu/chikako.takeshita
The Global Biopolitics of the IUD: How Science Constructs Contraceptive Users and Women’s Bodies
https://mitpress.mit.edu/authors/chikako-takeshita
Request for Permission to include Courses in new curriculum proposals

Judith Rodenbeck <judithr@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>  
Cc: Sherine Hafez <sherine.hafez@ucr.edu>, John Medearis <medearis@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknight@ucr.edu>, James Borneman <borneman@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xiping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

MCS faculty yesterday voted unanimously and enthusiastically to support this effort.

Judith Rodenbeck  
Chair, Media & Cultural Studies  
University of California, Riverside

Mind is primarily a verb. - John Dewey

[Quoted text hidden]
Dear Chikako,

The department of Phys & Astro approves of the inclusion of Phys 18. We can't guarantee how often it will be offered, but I don't think that is being asked.

I also wanted to mention that Phys 168 is also relevant, and could be added as an option. It will likely only happen in rare cases (since requires a year of physics), but maybe that possibility should be left open (e.g. for students who transfer from another major). I also mentioned this to Brian Sianna.

Thanks for developing this proposal, it looks quite compelling to me.

Best Regards,
Ken

[Quoted text hidden]
Dear Chikako,

Thanks, I have no objection to these Political Science courses being included in the proposal.

To be clear, I’m really not addressing the merits of the proposal itself. If the department has to reach some determination on the proposal’s merits, that will require a meeting and discussion. But it seems premature for that discussion, at least as I understand the process.

So my approval really just means: based on my knowledge as chair, I see no reason why these courses shouldn’t be included in your proposal. In fact, they seem like sensible courses to include.

Best,

John
Request for Permission to include Courses in new curriculum proposals

Ellen Reese <ellenr@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>  
Cc: B Glenn Stanley <stanley@ucr.edu>  

Yes, we can report on the faculty vote on this after our meeting on 4/13. Thanks Chikako. -Ellen

[Quoted text hidden]
Jennifer Syvertsen <jsyverts@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>, Ellen Reese <ellenr@ucr.edu>  

Sat, Nov 4, 2023 at 10:10 AM

Good morning -  
We voted unanimously to approve cross-listing the 3 med anth courses! Anth 144 I, K, and N.  
Take care,  
Jennifer

Sent from my iPhone

Ellen Reese <ellenr@ucr.edu>  
To: Jennifer Syvertsen <jsyverts@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>  

Sat, Nov 4, 2023 at 4:15 PM

Thanks so much Jennifer! Much appreciated.  

Best,  
Ellen

[Quoted text hidden]

--
Ellen Reese  
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)  
Chair of Labor Studies (laborstudies.ucr.edu)  
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)  
UC-Riverside

Most recent books

*Unsustainable: Amazon, Warehousing, and the Politics of Exploitation* (with Juliann Emmons Allison, UC Press, 2023)  
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/
Dear Dana and Ellen:

I hope you are both well. The Dept of Anthropology on 10/4 voted unanimously to allow SEHE to list the requested courses in our dept as part of the elective options in the SEHE curriculum.

I believe the cross-listings are due next month - I will submit for 3 med anth courses. Is there a curriculum party day or any lunch involved to help with that, lol. but it will get done either way!

Take care,
Jennifer

--
Jennifer L Syvertsen, PhD, MPH
Associate Professor & Chair
Department of Anthropology
University of California, Riverside
900 University Ave, 1320B Watkins Hall
Riverside, CA 92521
Email: jsyverts@ucr.edu

Wonderful! Thanks Jennifer. Yes, Dana is organizing a curriculum party. I cannot recall if the date has been set for that but I think its sometime in November? -ellen

[Quoted text hidden]

--
Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Chair of Labor Studies (laborstudies.ucr.edu)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
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https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/
I approve!

Matthew

Sent from my iPhone

On Sep 21, 2023, at 11:02 AM, Ellen Reese <ellenr@ucr.edu> wrote:

<GCH UG Program Proposal 9-1-2023 (5) (1).pdf>
<ENST UG Program Proposal 9-1-2023 (2).pdf>
Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is on a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate placing any additional burden on your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the ENST curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department’s or program’s course(s) listed below in the Environmental Studies proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global and Community Health (B.A. and Minor):
AST 180/MCS 180/JPN 180/

Environmental Studies (B.A. and Minor):
AST 180/MCS 180/JPN 180/

Thank you very much for considering this request.

P.S. Anne McKnight previously approved the inclusion of this course in the Environmental Studies curriculum proposal, but we need permission from all departments to include the course in our curriculum.

All the best,

Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Hello, Ellen,

Forgive the long delay in getting this vote to you. Black Study has voted unanimously to give permission for SEHE to crosslist BLKS 001. We are grateful for the synergies between us; this vote came easily and enthusiastically.

To Our Futures,
Sage

Sage Ni’Ja Whitson
MFA, MFAW
they/them/their
Associate Professor
Chair, Department of Black Study
Faculty, Department of Dance
University of California, Riverside

Schedule with me [HERE](#)

Please honor your email capacity. I primarily respond to emails between 10 a.m. and 6 p.m. Monday through Friday, but may, for my own needs, respond outside of those times.

Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Chair of Labor Studies (laborstudies.ucr.edu)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Wonderful! Thanks so much! Looking forward to continuing our collaborations as we grow new majors at UCR! -ellen

[Quoted text hidden]

--

Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Chair of Labor Studies (laborstudies.ucr.edu)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books

*Unsustainable: Amazon, Warehousing, and the Politics of Exploitation* (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/
Course Permissions Request for SEHE
8 messages

Ellen Reese <ellenr@ucr.edu>          Fri, Aug 18, 2023 at 3:28 PM
To: Jay Gan <jgan@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Dear Jay Gan,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

ENSC 002

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Thank you very much for considering this request.

All the best,
Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Dear Jay Gan,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process. If needed, can you put this request on the agenda for your next Department faculty meeting in September or October?

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health (GCH, B.A. & Minor) and Environmental Studies (ENST, B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department’s or program’s course(s) listed below in one or both curriculum proposals at your earliest convenience. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

ENSC 002
Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience. A short email message will be sufficient.

Thank you very much for considering this request.

All the best,
Ellen Reese

---
Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Chair of Labor Studies (laborstudies.ucr.edu)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

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**GCH UG Program Proposal 9-1-2023.pdf**

---
Jay Gan <jgan@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Sure! Our first faculty meeting is scheduled for October 10. I will make this an item on the agenda for discussion and will communicate the outcome to you as soon as possible.

Thank you!

---
Jay Gan <jgan@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Hi Ellen,

I forwarded your request to our faculty and received a couple of questions/suggestions. I would appreciate it if you could provide some feedback:

1) Why is SEHE only asking for a vote on ENSC 2 for inclusion in their Global and Community Health program? Why not ENSC 1 and 2? Both courses address "health, inequities, and global perspectives" and build on each other, so it's unclear why ENSC 2 was selected for inclusion (and not both courses) in their proposed curriculum.

2) Our department offers ENSC 103, "Environmental Pollution and Health", which seems to be a good fit for the curriculum (for example, as one of the upper division electives). Any reason for excluding this course from their curriculum?

Thank you!

---

*Jay Gan*

Distinguished Professor in Environmental Chemistry
Co Editor-in-Chief, *Science of the Total Environment*
218 Science Laboratories
Department of Environmental Sciences
University of California Riverside

(951) 827-2712
**Dana Simmons** <dana.simmons@ucr.edu>  Thu, Sep 21, 2023 at 10:15 AM
To: Jay Gan <jgan@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>

Dear Jay,
We would be overjoyed to include both ENSC 1 and 103 in our curriculum if the faculty agree. If I recall correctly, I believe that there may have been some hesitation in the past to open those courses to SEHE majors. Should the department approve them, we will happily integrate them into our list of courses fulfilling the major requirements.
Thank you very much for considering our request!

Dana

[Quoted text hidden]

--
Dana Simmons
Acting Chair and Associate Professor, Department of Society, Environment and Health Equity
University of California, Riverside

---

**Ellen Reese** <ellenr@ucr.edu>  Fri, Sep 22, 2023 at 10:33 AM
To: Dana Simmons <dana.simmons@ucr.edu>  
Cc: Jay Gan <jgan@ucr.edu>

Yes, we would be happy to integrate both courses for both majors and minors if your faculty supports that. Keep us posted on what they recommend and thanks for following up on this!

Best,
Ellen Reese

[Quoted text hidden]

---

**Jay Gan** <jgan@ucr.edu>  Wed, Sep 27, 2023 at 6:17 PM
To: Dana Simmons <dana.simmons@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>

Hi Dana and Ellen,

Our faculty supports your request to include in the new GCH curriculum the few ENSC courses: ENSC 1, ENSC 2 and ENSC 103.

Good luck on your new program!

On Thu, Sep 21, 2023 at 10:15 AM Dana Simmons <dana.simmons@ucr.edu> wrote:

[Quoted text hidden]

---

**Dana Simmons** <dana.simmons@ucr.edu>  Thu, Sep 28, 2023 at 3:57 PM
To: Jay Gan <jgan@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>

Dear Jay,
Wonderful, Thank you very much!
Dana
Hi Dana and Ellen,

Our faculty supports your request to include in the new GCH curriculum the few ENSC courses: ENSC 1, ENSC 2 and ENSC 103.

Good luck on your new program!

Dear Jay,

Wonderful, Thank you very much!

Dana

Thanks Jay and glad to hear it! Looking forward to continuing collaborations.

Best,

Ellen
Cross listing requests
3 messages

Dana Simmons <dana.simmons@ucr.edu> Thu, Oct 19, 2023 at 4:07 PM
To: Brandon Andrew Robinson <brandon.robinson@ucr.edu>

Dear Brandon,
I know that we have been flooding your email with requests for permissions and cross-lists. I thought I’d consolidate all of the cross-listing requests in one email, in the hope that I might reduce our burden on you. Here are the courses that SEHE is requesting to cross list:

GSST 171 Environmental Health and Social Justice
GSST 161: Gender and Science
GSST 131: Sustainability, Gender, and Development in the Global South
GSST 173: Gender and Climate Change
GSST 181: Feminisms and Environmentalisms
GSST 145: Intersectionality, Ecology, and Community Design
GSST 148: Intersectionality, Ecology, and Design Science

I have course change forms and sample syllabi for most of these courses and I’m happy to forward them to you, if that would help GSST’s process. Please let me know.
Thank you so much for your patience as we work our way through this. It was nice to see you across the room yesterday.
(And so useful to hear how you developed a relationship with Study of Religion to guarantee TAships.)
Take care and huge thanks,
Dana

--
Dana Simmons
Acting Chair and Associate Professor, Department of Society, Environment and Health Equity
University of California, Riverside

Brandon Robinson <brandon.robinson@ucr.edu> Thu, Oct 19, 2023 at 4:24 PM
To: Dana Simmons <dana.simmons@ucr.edu>

Yes, I approve.

---
Brandon Andrew Robinson, Ph.D.
Chair and Associate Professor
Department of Gender and Sexuality Studies
University of California, Riverside
https://profiles.ucr.edu/brandon.robinson

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness
Co-Authored Book: Race & Sexuality

Current $1 Million NSF-Funded Project: Family, Housing, and Me Project

[Quoted text hidden]

Dana Simmons <dana.simmons@ucr.edu> Thu, Oct 19, 2023 at 9:10 PM
To: Brandon Robinson <brandon.robinson@ucr.edu>

Thank you, Brandon! For the approval and for your patience with all of this.
Dana
Dana Simmons <djsimmons@gmail.com>

Fwd: ENGR
1 message

Juliann Allison <juliann@ucr.edu>  Thu, Dec 28, 2023 at 12:52 PM
To: Dana Simmons <danasm@ucr.edu>

Note that course was generated at systemwide. Matt is the UCR rep on the relevant committee. These courses are nominally "college/school" level but may be taught by any department.

~ Juliann

---------- Forwarded message ---------
From: Matthew Barth <barth@ece.ucr.edu>
Date: Thu, Dec 28, 2023 at 11:03 AM
Subject: RE: ENGR
To: Juliann Allison <juliann@ucr.edu>

Hi Juliann:

I think you should list this as NAHS171/ENGR171/PBPL171, so they are all linked together now. From the ENGR perspective, you have my approval. I’m not sure who else I need to notify.

Thanks,

-Matt

From: Juliann Allison <juliann@ucr.edu>
Sent: Wednesday, December 27, 2023 9:53 AM
To: Matthew Barth <barth@ece.ucr.edu>
Subject: ENGR

Hello,

I trust you enjoyed the holiday and can take a few minutes to respond.

My colleagues in SEHE would like to include ENGR/(PBPL) 171 (Bending the Curve) as an upper division elective in our Environmental Studies BA program. We need either Bourns or SPP to agree. We don't expect support from SPP. My understanding is that no one from Bourns FEC has responded. I thought that one of you might be able to prompt the appropriate faculty to action.
Thank you!

Juliann

Juliann Emmons Allison

(she/her/hers)

Associate Professor, Society, Environment & Health Equity

Director, Global Studies Program

Faculty Chair, Campus Sustainability Committee

Most Recent Publications:

Note that course was generated at systemwide. Matt is the UCR rep on the relevant committee. These courses are nominally "college/school" level but may be taught by any department.

~ Juliann

--------- Forwarded message ---------
From: Matthew Barth <barth@ece.ucr.edu>
Date: Thu, Dec 28, 2023 at 11:03 AM
Subject: RE: ENGR
To: Juliann Allison <juliann@ucr.edu>

Hi Juliann:

I think you should list this as NAHS171/ENGR171/PBPL171, so they are all linked together now. From the ENGR perspective, you have my approval. I’m not sure who else I need to notify.

Thanks,

-Matt

From: Juliann Allison <juliann@ucr.edu>
Sent: Wednesday, December 27, 2023 9:53 AM
To: Matthew Barth <barth@ece.ucr.edu>
Subject: ENGR

Hello,

I trust you enjoyed the holiday and can take a few minutes to respond.

My colleagues in SEHE would like to include ENGR/(PBPL) 171 (Bending the Curve) as an upper division elective in our Environmental Studies BA program. We need either Bourns or SPP to agree. We don’t expect support from SPP. My understanding is that no one from Bourns FEC has responded. I thought that one of you might be able to prompt the appropriate faculty to action.
Thank you!

Juliann

**Juliann Emmons Allison**

(she/her/hers)

Associate Professor, **Society, Environment & Health Equity**

Director, **Global Studies Program**

Faculty Chair, **Campus Sustainability Committee**

Most Recent Publications:


Dear Dana and Ellen,

The ETST faculty met yesterday and approved the SEHE request to include the courses you listed in your major's requirements. Thanks for including ETST in the design of your major!

Do you need anything else from me, e.g., a memo to this effect? If so, let me know and I can get it to you today.

Warmly,

Deborah

DEBORAH WONG | UNIVERSITY OF CALIFORNIA, RIVERSIDE
DEPT OF MUSIC | Professor
DEPT OF ETHNIC STUDIES | Interim Chair, AY 2023-2024
PERSONAL ZOOM ROOM HTTPS://UCR.ZOOM.US/My/DEBORAHAWONG
Permission to use ETST courses in SEHE curriculum

Deborah Wong <dwong@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>

Tue, Jan 9, 2024 at 10:44 AM

Dear Dana and Ellen,

The ETST faculty met yesterday and approved the SEHE request to include the courses you listed in your major’s requirements. Thanks for including ETST in the design of your major!

Do you need anything else from me, e.g., a memo to this effect? If so, let me know and I can get it to you today.

Warmly,

Deborah

DEBORAH WONG | UNIVERSITY OF CALIFORNIA, RIVERSIDE  
DEPT OF MUSIC | Professor  
DEPT OF ETHNIC STUDIES | Interim Chair, AY 2023-2024  
PERSONAL ZOOM ROOM HTTPS://UCR.ZOOM.US/MY/DEBORAHWONG

[Quoted text hidden]
Dear Dana,

Happy new year!

The proposal of including STAT004 and 005 in the proposed new major in Environmental Studies certainly has my blessing. Does this require a vote from the Statistics faculty, or do you need a supporting letter from me?

Cheers!

Yehua

Yehua Li
Professor & Chair of Statistics
University of California at Riverside
Use of Statistics courses in new Environmental Studies degree program?

Yehua Li <yehuali@ucr.edu>                      Mon, Jan 8, 2024 at 1:11 PM
To: Dana Simmons <dana.simmons@ucr.edu>
Cc: Ellen Reese <ellenr@ucr.edu>

Dear Dana,

Happy new year!

The proposal of including STAT004 and 005 in the proposed new major in Environmental Studies certainly has my blessing. Does this require a vote from the Statistics faculty, or do you need a supporting letter from me?

Cheers!

Yehua

Yehua Li
Professor & Chair of Statistics
University of California at Riverside

[Quoted text hidden]
Cross listing requests
6 messages

Dana Simmons <dana.simmons@ucr.edu>  Thu, Oct 19, 2023 at 4:07 PM
To: Brandon Andrew Robinson <brandon.robinson@ucr.edu>

Dear Brandon,
I know that we have been flooding your email with requests for permissions and cross-lists. I thought I’d consolidate all of the cross-listing requests in one email, in the hope that I might reduce our burden on you. Here are the courses that SEHE is requesting to cross list:

GSST 171 Environmental Health and Social Justice
GSST 161: Gender and Science
GSST 131: Sustainability, Gender, and Development in the Global South
GSST 173: Gender and Climate Change
GSST 181: Feminisms and Environmentalisms
GSST 145: Intersectionality, Ecology, and Community Design
GSST 148: Intersectionality, Ecology, and Design Science

I have course change forms and sample syllabi for most of these courses and I’m happy to forward them to you, if that would help GSST’s process. Please let me know.
Thank you so much for your patience as we work our way through this. It was nice to see you across the room yesterday. (And so useful to hear how you developed a relationship with Study of Religion to guarantee TAships.) Take care and huge thanks,
Dana

--
Dana Simmons
Acting Chair and Associate Professor, Department of Society, Environment and Health Equity
University of California, Riverside

Brandon Robinson <brandon.robinson@ucr.edu>  Thu, Oct 19, 2023 at 4:24 PM
To: Dana Simmons <dana.simmons@ucr.edu>

Yes, I approve.

---
Brandon Andrew Robinson, Ph.D.
Chair and Associate Professor
Department of Gender and Sexuality Studies
University of California, Riverside
https://profiles.ucr.edu/brandon.robinson

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness
Co-Author: Race & Sexuality

Current $1 Million NSF-Funded Project: Family, Housing, and Me Project

[Quoted text hidden]

Dana Simmons <dana.simmons@ucr.edu>  Thu, Oct 19, 2023 at 9:10 PM
To: Brandon Robinson <brandon.robinson@ucr.edu>

Thank you, Brandon! For the approval and for your patience with all of this.
Dana
Dana Simmons <dana.simmons@ucr.edu>  
To: Brandon Robinson <brandon.robinson@ucr.edu>  
Fri, Oct 20, 2023 at 10:28 AM

Dear Brandon,
I tried to streamline, but I failed! There is one more request, on which GSST might need to take a vote. We would like to request to remove the prerequisites for GSST 171/ SEHE 105 so that the course can be used as a requirement for SEHE majors. We are also planning to submit a new course proposal for GSST 171S/ SEHE 105S so that we can offer the course with a discussion section, and we are planning to request that the course be considered for breadth requirements in all the schools and colleges. I'm attaching the proposals for both of those things here. Thank you again for your patience with all of this,
Dana

---

Brandon Robinson <brandon.robinson@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>  
Fri, Oct 20, 2023 at 10:47 AM

Hi Dana,
I approve everything. I don't think a department vote is needed, unless Agnes requires it.
Brandon

---

Brandon Andrew Robinson, Ph.D.
Chair and Associate Professor
Department of Gender and Sexuality Studies
University of California, Riverside
https://profiles.ucr.edu/brandon.robinson

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness
Co-Authored Book: Race & Sexuality

Current $1 Million NSF-Funded Project: Family, Housing, and Me Project

Dana Simmons <dana.simmons@ucr.edu>  
To: Brandon Robinson <brandon.robinson@ucr.edu>  
Fri, Oct 20, 2023 at 11:27 AM

Yay, thank you so much!!!
Dana
GSST 185 course permission request

Brandon Robinson <brandon.robinson@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>, Jennifer Syvertsen <jsyverts@ucr.edu>

Yes, you have my approval.

Brandon

Sent from Gmail Mobile

[Quoted text hidden]
You have my permission as chair of MCS.

Judith

Sent from my iPhone

On Aug 30, 2023, at 8:01 AM, Ellen Reese <ellenr@ucr.edu> wrote:

[Quoted text hidden]
Hi Dana and Ellen,

Apologies for the delay. The beginning of the quarter has been hectic.

The vote from political science was 22 in favor, 1 opposed, 2 abstentions, 4 unavailable.

Let me know if you need anything else.

Best,
Jenn

Thank you, Jenn, we really appreciate it!

Thanks so much Jennifer! We really appreciate your follow-up on this amid a busy fall!
Dear Alessandro Fornazzari,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the ENST curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department’s or program’s course(s) listed below in the Environmental Studies (ENST) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):
MCS 175/SPN 175

Thank you very much for considering this request.

P.S. I also wanted to inform you that a faculty member will be seeking to also cross-list this course with ENST through a course amendment request later this year.

All the best,

Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Chair of Labor Studies (laborstudies.ucr.edu)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside
Dear Alessandro Fornazzari,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the ENST curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your chair’s vote (or the vote of your faculty if you think this is needed) for or against the inclusion of each of your department's or program's course(s) listed below in the Environmental Studies (ENST) curriculum proposal at your earliest convenience. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):
MCS 175/SPN 175

Thank you very much for considering this request.

All the best,
Ellen Reese
Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

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ENST UG Program Proposal 9-1-2023 (2).pdf
5622K

Alessandro Fornazzari <aforna@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Alessandro Fornazzari <alessandro.fornazzari@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Dear Ellen,

My dpt. is meeting next week Wed. I'll put this on the agenda. I don't imagine there will be any issue with including the course in your curriculum. I'll email you after the meeting.

warm regards,
Alessandro
[Quoted text hidden]

--
Associate Professor
Department Chair
Hispanic Studies
University of California Riverside

---

Ellen Reese <ellenr@ucr.edu>  
To: Alessandro Fornazzari <aforna@ucr.edu>  
Cc: Alessandro Fornazzari <alessandro.fornazzari@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Thanks so much Alessandro and keep us posted on it.

Best,
Ellen Reese
[Quoted text hidden]

---

Alessandro Fornazzari <aforna@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Alessandro Fornazzari <alessandro.fornazzari@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Dear Ellen,

The Hispanic Studies department enthusiastically voted yes on 09/27/2023 to include SPN 175/MCS 175 in the two curriculum proposals you describe below.

warm regards,
Alessandro
[Quoted text hidden]

[Quoted text hidden]

---

Dana Simmons <dana.simmons@ucr.edu>  
To: Alessandro Fornazzari <aforna@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>, Alessandro Fornazzari <alessandro.fornazzari@ucr.edu>

Hooray, thank you, Alessandro!
Dana
[Quoted text hidden]

--
Dana Simmons
Acting Chair and Associate Professor, Department of Society, Environment and Health Equity
University of California, Riverside
Dear Ellen,

The Hispanic Studies department enthusiastically voted yes on 09/27/2023 to include SPN 175/MCS 175 in the two curriculum proposals you describe below.

warm regards,
Alessandro

[Quoted text hidden]
[Quoted text hidden]
Alessandro Fornazzari

to: Alessandro, Dana

Dear Ellen,

The Hispanic Studies department enthusiastically voted yes on 09/27/2023 to include SPN 175/MCS 175 in the two curriculum proposals you describe below.

warm regards,

Alessandro

Dana Simmons

to: Alessandro, me, Alessandro

Hooray, thank you, Alessandro!

Dana

---

Dana Simmons
Acting Chair and Associate Professor, Department of Society, Environment and Health Equity
University of California, Riverside

Reply Reply all Forward
To: Riverside Division

From: Executive Council

Re: Proposed Degree Program: 2nd Round - Bachelor of Arts Degree Program in Environmental Studies (B.A. in Environmental Studies [ENST])

Executive Council received the second-round and final proposal for a new Bachelor of Arts Degree Program in Environmental Studies (B.A. in Environmental Studies [ENST]) during their February 12, 2024 meeting. Council had no further comments to add to those provided by responding committees.
COMMITTEE ON EDUCATIONAL POLICY
February 5, 2024

To: Sang-Hee Lee, Chair
Riverside Division

From: Ward Beyermann, Chair
Committee on Educational Policy

Re: Revised Proposal for B.A. in Environmental Studies

The Committee on Educational Policy (CEP) reviewed the revised proposed B.A. in Environmental Studies at their February 2, 2024 meeting and voted to support the revised proposal.
TO: Sang-Hee Lee, Chair  
Riverside Division

FR: Richard M. Carpiano, Chair  
Executive Committee, School of Public Policy

RE: [Campus Review] (Proposed Degree Program) 2nd Round - Bachelor of Arts Degree Program in Environmental Studies (B.A. in Environmental Studies [ENST])

Date: February 9, 2024

The Faculty Executive Committee of the School of Public Policy reviewed the document “[Campus Review] (Proposed Degree Program) 2nd Round - Bachelor of Arts Degree Program in Environmental Studies (B.A. in Environmental Studies [ENST]).”

We have no comments to note except that, despite being listed in the documentation as affiliated faculty, Dr. Ariel Dinar has retired from UCR and should not be listed on any Society, Environment, and Health Equity (SEHE) documents as affiliated faculty.

Dr. Dinar asked us to remind the proposal authors and SEHE department that, since July 2023 when (via email) he notified SEHE leadership of his request and received confirmation of it from them, he has not been affiliated with any SEHE program. Since his retirement, Dr. Dinar has moved to New York and, per his communication to us, stepped down from all service assignments he was involved in.

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.  
Professor of Public Policy
Dear Sang-Hee,

The CNAS Environmental Sciences department has expressed concerns about the following issues regarding the newly formed CHASS SEHE Department. I am writing to communicate these concerns to you as the chair of the UCR Senate. This request was voted and unanimously approved by the CNAS Executive Committee. The following is the list of the expressed concerns:

1. SEHE’s proposed program is primarily composed of humanities coursework and should be more appropriately titled and aligned with the expertise of SEHE. The Department of Environmental Sciences would appreciate SEHE revising the name of these proposed programs. For example, “Environmental Humanities” or “Society and the Environment” would be more appropriate names for the proposed program. “Environmental Humanities” is a recognized discipline and this program name was suggested to the SEHE faculty during previous meetings with the former ENSC leadership team. This is critical because while the two programs are fundamentally different, “Environmental Studies” (ENST) and “Environmental Science” (ENSC) are very similar in nomenclature and can be a source of great confusion for future UCR applicants, which may negatively impact both programs down the road.

2. As SEHE has indicated, UCLA, UCSC, and UCSB have both BA and BS programs in Environmental Studies on their campuses. In each case, the BA programs are composed of a much stronger foundation in the natural sciences than the program proposed by SEHE. This further emphasizes the importance of changing the SEHE major’s name to something that more accurately reflects the content of the proposed curriculum. Additionally, utilizing a name that indicates the humanities and social science emphasis of the SEHE major may demonstrate complementarity with the existing ENSC major, since ENSC does not offer the humanities side of environmental studies.

3. ENSC 006 was eliminated and is no longer being offered nor taught by ENSC.

4. SEHE should request approval from ENSC (via the department chair) for the inclusion of ENSC 004 as a requirement for the proposed programs.

Best regards

Bahram

B. Mobasher
Professor of Physics and Astronomy
Chair, CNAS Executive Committee

February 5th, 2024
COMMITTEE ON COURSES

January 31, 2024

To: Sang-Hee Lee, Chair
   Riverside Division

From: James Flegal, Chair
       Committee on Courses

Re: Revised Proposal for B.A. in Environmental Studies

The Committee on Courses reviewed the revised proposal for a B.A. in Environmental Studies at their January 31, 2024 meeting and appreciates the Department’s response to the Committee’s recommendations after the review of the initial proposal. The Committee has no concerns with the revised proposal.
PLANNING AND BUDGET

January 31, 2024

To: Sang-Hee Lee, Chair
    Riverside Division

From: Reza Abbaschian, Chair
    Committee on Planning and Budget

RE: [Campus Review] Proposed Degree Program: 2nd Round - Bachelor of Arts Degree Program in Environmental Studies

At our meeting on January 31, 2024, the Committee on Planning and Budget (CPB) discussed the revised proposal for the Bachelor of Arts degree program in Environmental Studies. CPB has no comments.
Proposal for a

Bachelor of Arts Degree Program in

Environmental Studies

August 30, 2023

Updated: September 28, 2023

Submitted by the Department of Society, Environment, and Health Equity
1. Name of the academic program and the department(s) or unit(s) that will administer the program.

   Name of the academic program: **B.A. in Environmental Studies (ENST)**

   Department that will administer the program: Society, Environment, and Health Equity

2. A thorough justification, including the motivation for the creation of the program in terms of student interest and professional or academic importance.

   The Bachelor of Arts program in Environmental Studies is one of two undergraduate majors to be offered by the Department of Society, Environment, and Health Equity, which was approved by a 77% majority vote by the Academic Senate in February 2023. A proposal for the second major, Global and Community Health (GCH) B.A. is being submitted to CEP simultaneously.

   The goal of the Environmental Studies B.A. program is to utilize **humanities and social sciences approaches** to equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation occupies an increasingly important place in society as it intersects with health and well-being, economics, politics, ethics, and human values. Historically, ecological degradations have been closely tied to colonialism, racial discrimination, dispossession from native lands, and most significantly to global capitalism. Recently, the U.S. government has announced a more aggressive plan to counter climate change while acknowledging the importance of incorporating social and environmental justice into its ongoing policy and planning. The Environmental Studies major exposes students to the complex relations between broader issues such as economic growth and globalization, planning and governance, hunger and poverty, structural racism and gender inequality, health equity, community organizing and resilience, and human/non-human coexistence and a range of environmental challenges, including climate change and extreme weather events, air and water pollution, toxic contamination, energy demands, deforestation and desertification, conservation of biodiversity and food and water security. Graduates can apply their knowledge and skills to developing, organizing, communicating, and overseeing socially conscious and culturally sensitive projects aimed at improving environmental conditions in various occupations, including public service, urban and environmental planning, policy advocacy, health care, green industry and B-corporations, outdoor recreation, environmental conservation, international development, higher education, and non-profit organizations.

   The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. Student demand in sustainability studies has already been demonstrated by the Sustainability Studies B.S. (SUST) administered by the Department of Gender and Sexuality Studies, which the proposed major will replace. The Sustainability
Studies major grew from 12 majors in 2015 to consistently enrolling 100+ majors by 2020-2021. While students appreciate the major’s emphasis on race, class, gender, and other aspects of social and environmental justice, they have increasingly expressed interest in access to a greater breadth of course offerings than has been possible to provide from the Gender and Sexuality Studies Department. Thus, despite the popularity and growth of the Sustainability Studies major, GSST faculty agreed in 2020 that it no longer fit within the department’s future plans; future Sustainability Studies majors will therefore need to find a new home or the program will be eliminated. Though recent SUST enrollments have slightly declined, due in part to Covid-19 pandemic contingencies, we expect the renewed and robust course curriculum housed in the Department of Society, Environment, and Health Equity to draw more students to the proposed Environmental Studies major.

UCR will join five UC campuses that offer an Environmental Studies BA degree: Berkeley, Irvine, LA, Santa Barbara and Santa Cruz. (see Table 1 below). The UCR major is distinguished by its integration of health and humanist approaches. The intersection of environmental studies and health humanities is rapidly gaining attention at local, national and global levels where “climate and health” is taking center stage in local hazards assessments, federal offices (e.g., Office of Climate and Health Equity and Centers for Disease Control’s [CDC’s] “Climate and Health Program”) and global initiatives (e.g., World Health Organization’s [WHO’s] programmatic emphasis on climate change and global health).

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<th>Campus</th>
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(see Table 1 below).
Table 1: Environmental Studies in the UC System

Unique to UCR, our ENST majors will benefit from the SEHE Department’s focus on the intersections of health and the environment. The two SEHE majors are innovative in joining environmental studies with health through the arts, humanities and social sciences. The SEHE Department’s two majors are interwoven; they share a research methods course and capstone course, as well as common Lower Division and Upper Division courses that address the environment, climate change and health. This intersection is rapidly gaining attention at the global, national and local levels. The U.S. federal government’s Department of Health and Human Services recently established an Office of Climate and Health Equity to “address the impact of climate change on the health of the American people.” Training and education are central to the Office’s mission. UC recently established a multicampus Center for Climate, Health and Equity; a SEHE faculty affiliate, Jade Sasser, is among the Center’s leadership.

Learning Objectives

The ENST program offers students an opportunity to focus their learning on environmental issues that deeply matter to them in theoretically grounded scholarship that transcends disciplinary boundaries. Students will develop innovative global and community-based approaches that will equip them with the knowledge and skills needed to confront the most pressing concerns of the 21st century. Majors will learn to situate global and local environmental inequities in historical, social, and political contexts, incorporate the basic sciences of environmental change into their approaches, and conduct research or participate in projects that engage specific communities. Students may take courses in all, or pursue a focused interest in one or two, of the five core areas of climate studies, environmental justice, environmental governance, environmental humanities, and special topics including community design. Learning objectives for the ENST major were developed in consultation with community partners, students and faculty.

Key learning objectives include:

A. **Identify connections between ecological issues, climate change and health inequities**, and how they operate globally and locally.

B. **Recognize and analyze multiple dimensions of power and inequities and employ intersectional approaches.**

C. **Recognize and use different disciplinary methods**: sociology, ethnography, cultural and political ecology, history, literary and film analysis/critical reading, Science and Technology Studies, statistical analysis, scientific approaches, feminist and critical race theories, creative arts, communication and storytelling.
D. **Gain locally grounded knowledge and global perspectives**; analyze relationships between the local, national and global scales.

E. **Articulate community and global experiences and needs regarding environmental change**.

F. Gain relevant **skills for work and postgraduate study in building social resilience against climate change and addressing environmental injustices**.

**Potential student demand**

Results from a survey study conducted for this proposal demonstrate student demand. In March-April 2021, 505 UCR students completed the Qualtrics survey distributed by UCR faculty. Sixty-two percent of the students were from CHASS, 25% were from CNAS, 10% were from Engineering, 2% were from Public Policy, and 1% were from Business.

- 93% reported that they thought UCR should have an undergraduate major in Environmental Studies in CHASS.
- 56% reported that they would consider majoring in Environmental Studies.

**Employment and postgraduate opportunities for ENST majors**

There is an increased demand across the country from undergraduate students for courses that support their understanding of the environmental challenges we face in the 21st century. (see for example: "Student Demand for Environmental Studies Surges" (Rice University News and Media) Student demand for an arts, humanities, and social sciences major in environment and sustainability at UCR is already demonstrable: the number of majors for the Sustainability Studies in the Gender and Sexuality Studies Department has increased since 2015 from 12 to more than 100 majors in five years. Once the major transfers over to SEHE and the course offerings are broadened, we expect the enrollment to grow apace. SEHE faculty are collaborating with Riverside City College (RCC) in their effort to create an associate degree in Sustainability, Economics, and Society, which will function as a feeder program for SEHE’s Environmental Studies major. (RCC’s associate degree program will receive some of its students from the J.W. North High School Pathway Program in Sustainability). More generally, SEHE will be actively involved in recruiting students to the program through the community colleges and local high schools, collaborating with the UCR OASIS project for streamlining K-PhD sustainability education.

**UCR Sustainability Studies Alumni Survey:**

SEHE faculty searched the website LinkedIn during September 2022 and found 97 UCR Sustainability Studies alums with information on their paths after graduation (2017–2021). One in five have advanced to a master’s degree to apply themselves to a specific area of sustainability or another profession. The majority of alumni work in
positions that are related to environmental sustainability or social justice. The survey results strongly suggest that Environmental Studies graduates will find various career paths for developing their professional ambitions. The cross-disciplinary training the program provides will be an attractive foundation for many graduate programs and workplaces.

Here is a summary of the findings from the UCR Sustainability Studies Alum Survey:

21 alum pursued or are pursuing a Master’s Degree:
UCR Master of Public Policy (6), UCR MBA, USC Master of City Planning, University of Wisconsin MS in Sustainable Management, UC Davis MS in Environmental Policy and Management, San Diego State University MA in City Planning, UCI MA in Urban and Regional Planning, Johns Hopkins University MS in Environmental Science and Policy, University of Redlands Master of Education, Keck Graduate Institute Master of Business Science, Brandon University Master of Business Administration, Cal Baptist University MS in Psychology, University of Redlands MA in Organizational Leadership, Arizona State University Master of Technology in Information Technology, Madonna University MS in Human Leadership, University of Arizona Masters in Public Health (One alum is in the Ph.D. program in Ecology at UC Davis)

Several others have pursued other forms of continuing education, for example, LEED Certifications, Data Analytics, Speech Pathology, Aquarium Science, Insurance License, CompTIA+, and GIS.

The majority of the Sustainability Studies alum, whose information we were able to recover from LinkedIn, are working in fields or positions that are related to environmental sustainability (38) or social justice (14). Most have been involved in sustainability or social justice work or volunteering before and after graduation in one way or another, including Green Campus Action Plan, Office of Sustainability, and California Agriculture and Food Enterprise at UCR. This information was not recorded for this report.

Current Employment of UCR Sustainability Studies Class of 2017~2021:
Non-profit 18 (+2 overlap with health)
Government 13
Education 13
Health-related 10
For-profit 32
Law 1
Other 10 (Attending school or volunteering)
Total 96
Job placement examples of UCR Sustainability Studies Alum:

Non-profit organizations:
California Conservation Corps Foundation, Water Education for Latino Leaders, Japanese Community Youth Council (sustainability content producer), The Sustainability Institute, Climate Resolve, One Cool Earth, Pathways Mgmt Group (education project manager), Leadership Council for Justice and Accountability (policy advocate), OC API Community Alliance (policy intern), National Community Renaissance (Affordable Housing), Southern California Mountains Foundation, Center for Community Action and Environmental Justice

Government:
San Francisco Recreation & Park Department (environmental educator), US Forest Service, Inland Empire Utilities (composting assistant), US EPA (environmental protection trainee), City of El Cajon (Administrative/Planning Intern), Hawaii State Energy Office (community engagement specialist), EPA Regional WaterBoard, Riverside County (recycling specialist), California State Assembly (field representative), CivicSpark/Americorp (regional coordinator)

Education:
UCR CNAS BEES (contracts and grants analyst), ICEF Public Schools (science teacher), UC Cooperative Extension (volunteer service coordinator), USC Dept. Population & Pub H (Research Project Specialist), Woodbury University (Community Outreach), UCR (Academic Advisor for Biology)

Health:
Southern Arizona AIDS Foundation (prevention navigator), AIDS Healthcare Foundation (HIV testing counselor), IECP (Behavioral Therapist),

For-profit:
Mark Thomas (Urban planning consultant), Avocado Green Brands (sustainable evolution team), Confluence Environmental Field Services (sampling technician), Triumvirate Waste Management (environmental specialist), Fireclay Tile (environmental health and safety specialist), Brimstone (associate chief of staff, LEED holder), Babcock Laboratories, VCA Green (Project administrator, LEED holder)

3. Relationship of the new program to existing programs.

The B.A. in Environmental Studies (ENST) will replace the B.S. in Sustainability Studies (SUST) currently administered by the Department of Gender and Sexuality Studies. The three GSST faculty who have been administering the SUST program will move 100% FTE to the Department of Society, Environment, and Health Equity (SEHE) and will be joined by other faculty transferring FTEs to SEHE. Affiliate faculty in other CHASS departments teach cross-listed courses that fulfill ENST requirements.
Transition Plan for SUST to SEHE

The Chairs of SEHE and GSST established an MOU to guide the transition from the Sustainability Studies major in GSST to the Environmental Studies major in SEHE:

- GSST is submitting a request to the Academic Senate for a moratorium on the SUST major, concurrent with this program proposal. While the moratorium is being considered, the Senate has granted a temporary pause on admissions. Therefore there will be no new SUST majors entering UCR in Fall 2024.
- Once the new Environmental Studies major is in the catalog, all SUST majors will be invited to transfer to SEHE.
- Some SUST majors may choose to remain in GSST. For this reason, SEHE and GSST have agreed to cross-list required courses for SUST. SEHE faculty have committed to keep teaching those courses at least until the last SUST major has graduated.
- GSST and SEHE will work with the CHASS undergraduate advisors to ensure continuity for SUST students transferring to SEHE, and for SUST students remaining in GSST.
- When the last SUST major has graduated, GSST will remove itself from the cross-listings. The transition will be complete.

4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross-listings should be listed, unit total considerations should be taken into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

The Environmental Studies B.A. requirement consists of 52 units (13 courses). The lower-division requirements (4 courses, 16~17 units) consist of (1-a) a course taught by SEHE core faculty that introduces students to the social dimensions of environmental change and three CNAS courses. Students must take an additional science course with a lab (1-b) to gain a better understanding of the scientific method. Two additional courses chosen from a list of CNAS courses related to sustainability and the environment (1-c) are designed to acquaint students with the scientific approaches to environmental topics. 1-b and 1-c have been successful as requirements for the Sustainability Studies. ENST also considers basic scientific literacy a vital component of the student’s knowledge base.

The upper-division requirements (9 courses, 36 units) are designed to cover a breadth of environmental topics and approaches in social sciences and humanities (2-c). An emphasis is placed on understanding social structures that create environmental disparities and the needs of disadvantaged communities (2-a, 2-b, 2-d). One elective (2-e) provides an opportunity for students to take an additional SEHE course or an upper-division course from another college or school related to the environment, sustainability, or climate change (Courses are subject to approval by the SEHE curriculum advisor. Students are responsible for fulfilling the prerequisites). Students are
given a few options to complete the 4 unit capstone requirement.

The catalog description of the major and requirements are presented in section #13.

The **Environmental Studies B.A. major** requirements total 52 units.

1. **Lower-division** requirements (4 courses, 16 units):
   a) SEHE 001/001S: Society, Culture, and the Environment
   b) an additional science course with a lab (cannot double count with the CHASS 20 unit science and math requirement)
   c) two courses for building scientific literacy chosen from a list of in natural, earth, and environmental sciences (cannot double count with the CHASS 20 unit science and math requirement)

   - BPSC 011: Plants and Human Affairs
   - BPSC 021: California’s Cornucopia: Food From the Field to Your Table
   - ENSC 001 Introduction to Environmental Science
   - ENSC 002 Introduction to Environmental Science: Environmental Quality
   - ENSC 003 Contemporary Issues in the Environmental Sciences
   - ENSC 006/ECON 006 Introduction to Environmental Economics
   - GEO 002 Earth’s Climate Through Time
   - GEO 003 Headlines in the History of Life
   - GEO 004 Natural Hazards and Disasters
   - GEO 005 Geoscience in Movies
   - GEO 007 Minerals and Human Health
   - GEO 008 Earthquake Country
   - GEO 009/009H Oceanography
   - GEO 010 Earth Resources and Sustainability
   - GEO 011/011H Global Climate Change
   - GEO 012 At Home in the Universe
   - PHYS 018 Energy and the Environment

2. **Upper-division** requirements (9 courses, 36 units):
   a) SEHE 101/101S: Community Research and Anti-Oppressive Methods
   b) One of the following

   - SEHE 105/105S: Environmental Health and Social Justice
   - SEHE 106/106S: Movements and Advocacy for Social Change in Environmental Justice and Health Equity
   c) Four courses from the list i–v
i. Climate Studies

☐ ENGR 171/PBPL 171: Globalization
☐ SEHE 115: Intersectionality, Climate Emotions, and Mental Health
☐ SEHE 131: Climate Change Politics and Policy
☐ SEHE 132: Community Resilience to Climate Change
☐ SEHE 141: Gender and Climate Change

ii. Environmental Justice

☐ ETST 179: Race and the Environment: Nature, Colonialism, and Justice
☐ SEHE 110: Environmental Health in Southern California
☐ SEHE 120: Food Justice
☐ SEHE 135: Environmental War Crimes
☐ SEHE 137/POSC 137 Environmental Justice and Human Rights

iii Environmental Governance

☐ ANTH 132: Cultural Ecology
☐ MCS 122: Sustainability as the Future of Democracy
☐ MCS 159: Race, Space, and Identity
☐ SEHE 130: Environmental Planning
☐ SEHE 136/POSC 106: Environmental Political Thought
☐ SEHE 127/POSC 127: Global Environmental Politics
☐ SEHE 127S/POSC 127S: Global Environmental Politics
☐ SEHE 139/POSC 139: Environment, Sustainability & Society
☐ SEHE 139S/POSC 139S: Environment, Sustainability & Society
☐ SEHE 140/GSST 131: Sustainability, Gender, and Development in the Global South

iv. Environmental Humanities

☐ ENGL 120A: Native American Literature to 1900
☐ AST 180/JPN 180/MCS 180 Japanese Documentary
☐ ENGL 120T Studies in Native American Literature
☐ SEHE 123/GSST 161 Gender and Science
☐ SEHE 142/GSST 181 Feminisms and Environmentalisms
☐ SEHE 143/MCS 175/SPN 175 Human and Non-Human: Decolonial and Audiovisual Perspectives on Life on a Diminished Planet
☐ SEHE 144/HISA 119 Modern United States Consumer Culture
☐ HIST 111 Public History and Community Voices
☐ MCS 108 Electric Earth: Media Ecology Theory Culture
☐ MCS 117 Posthuman Bodies in Media, Science, and Culture
☐ MCS 146F/ENG 146F Media, the Environment, and Materialism
☐ MCS 170 Senior Seminar On the Anthropocene

v. Special Topics
d) One course in Gender, Race, and Structural Inequity

- ANTH 127/127S Political Anthropology
- ETST 102 Political Economy of Race and Class
- ETST 111 Ethnic Politics: Practicum in Political Change
- ETST 113 Black Feminist Theory and Activism
- ETST163E Introduction to Queer Studies
- GSST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives
- GSST 109 Women, Politics, and Social Movements: Global Perspective
- GSST 113 Queer Theory
- GSST 176 Gender, Human Rights, and Transnationalism
- MCS 109 Algorithms and Everyday
- MCS 160 Race, State Violence, and Incarceration in the U.S.
- MCS 189 Political Culture of Race and Policing
- SOC 161 Immigration and Society

e) One additional SEHE course or an upper-division course from a college or school other than CHASS related to the environment, sustainability, or climate change (Subject to approval)

f) One capstone Course

- SEHE 193 Senior Capstone in Environmental Studies
- SEHE 198I Independent Internship (at least 4 units)
- SEHE 198G/LABR 198G Group Internship (at least 4 units)
- SEHE 195H Senior Honors Thesis (at least 4 units)

This proposal is being submitted simultaneously with course proposals for SEHE courses and proposals for cross-listing courses in other departments, with the approval of the Senate Analyst for the Committee on Educational Policy.

5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

**SEHE Faculty**

Juliann Allison, Associate Professor, SEHE and Director of Global Studies
Ellen Reese, Professor and Acting Vice-Chair, SEHE and Director of Labor Studies
Dana Simmons, Associate Professor and Acting Chair, SEHE
Chikako Takeshita, Associate Professor, SEHE
Cassia Roth, Associate Professor (Starting on July 1, 2024)

The core faculty will administer the program and teach the majority of the required and elective courses for the ENST major. Advising will be done in coordination with the undergraduate advisors in the assigned unit.

**Affiliated faculty**

Courses taught by affiliated faculty are included in the major requirements. We will coordinate with them to have their courses taught as regularly as their home department allows.

Matthew Barth, Yeager Families Professor of Engineering, Director of Center for Environmental Research and Technology (CE-CERT) (ENGR 171/ PBPL 171)

Allison Adelle Hedge Coke, Distinguished Professor, CRWT

Ariel Dinar, Distinguished Professor, Public Policy, SPP

Derick Fay, Associate Professor, ANTH (ANTH 132)

Farah Godrej, Professor, POSC (SEHE 136/POSC 106)

Cathy Gudis, Associate Professor, HIST (SEHE 111/ HIST 111, SEHE 144/ HISA 119)

Tabassum Ruhi Khan, Associate Professor, MCS (MCS 122)

Gloria Chan Sook Kim, Assistant Professor, MCS (MCS 108, MCS 117, MCS 118)

Bronwyn Leebaw, Associate Professor, POSC (SEHE 136/POSC 106, SEHE 137/POSC 137)

Anne McKnight, Associate Professor, CMPL (AST 180/JPN 180/MCS 180)

Keith Miyake, Assistant Professor, ETST (ETST 179)

Patricia Morton, Associate Professor, MCS (MCS 159)

Michelle Raheja, Professor, ENGL (ENGL 120A, ENGL 120T)

Judith Rodenbeck, Associate Professor, MCS (MCS 170)

Jade Sasser, Associate Professor, GSST (SEHE 115/GSST XXX, SEHE 140/GSST 131, SEHE 141/GSST173, )

Freya Schiwy, Professor, MCS (SEHE 143/MCS 175/SPN 175)
6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

   This program will be administered by the Department of Society, Environment, and Health Equity.

7. Projected enrollment in the program.

   We anticipate the first-year enrollment to be about 60 and then increase to at least 200 within the first five years based on our experience with Sustainability Studies and enrollment numbers for Environmental Studies at UCSB and UCSC (1,118 and 288, respectively for 2022-2023).

8. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches a steady state.

   B.A. in Environmental Studies

   Anticipated number of degrees to be granted when the program reaches a steady state in 5 years: 60 per year.

9. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.

   Lower-division requirements include CNAS courses mainly taken by non-science majors, many of whom are CHASS students. Students have a wide range of fulfilling this requirement, so it is unlikely that any course will be significantly impacted.

   Affiliate faculty in other departments will offer some of the core courses that students can choose from to fulfill the major requirements. Students have a wide range of fulfilling the requirements, so it is unlikely that any course will be significantly impacted.

10. A full listing of resources required for start-up and for operations. In cases where no additional resources will be needed, this must be explicitly stated. This listing may include: personnel (faculty FTE or temporary positions, Teaching Assistants or Readers, administrative staff, technical support); support services including computer facilities and library resources; space requirements. A plan indicating how the resources will be obtained would also be helpful to the committee in reviewing the proposal. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.
A. Faculty

Start-up of the new program will not require additional faculty other than the four core faculty who transferred 100% of their lines to the new Department of Society, Environment, and Health Equity. In addition, SEHE is in the process of hiring a tenured faculty member (supported by a UCOP Advancing Faculty Diversity grant) with expertise in Black Diaspora and Health.

Five additional faculty who were involved in proposing the new Department expressed their commitment to transfer partial or full FTE. We anticipate that growth in the number of faculty will be in sync with the growth of the major.

We have also enlisted affiliate faculty willing to teach courses in their own departments that will count towards fulfilling the ENST requirement.

Combined, we have secured enough teaching resources to start up and maintain the ENST major.

B. Two TA positions per year are desired.

We hope to offer the introductory course, SEHE 001S: Culture, Society, and the Environment twice a year with 75 students with discussion sections. We will request two TAs from the CHASS Dean’s Office. If the TAs are unavailable, we will offer SEHE 001 without discussion sections with a lower cap.

C. Staff

A dedicated or shared academic advisor will be necessary.

D. Computers

No additional computer facilities are required for the new curriculum

E. Library

Tiffany Moxham, Associate University Librarian has been consulted. The UCR library maintains an extensive database, e-journal, and textbook collection that will support the ESST major. This includes diverse subjects in journals from major publishers and societies and specialized databases such as GreenFILE and AGRICOLA. All subject areas also have options to choose monographs that reflect their specific topics through Patron Driven acquisitions and have access to fast interlibrary loan services for unique journal content. As such, the additional costs to the library will be minimal and in line with existing majors needs i.e. supplementing current collections.

F. Space
ENST major does not require any additional or specialized space for teaching.

G. Plans for obtaining resources

SEHE faculty have obtained $35,000 from the National Endowment for the Humanities (NEH) Humanities Connections Planning Grant, which will be utilized to cultivate community partners for teaching and learning. We plan to apply for the NEH Humanities Connections Implementation Grant once we complete the Planning grant.

If and when endowed, we will be able to provide awards to exceptional Environmental Studies undergraduate students from our late colleague Margie Waller’s Memorial Fund. About $1000 per year will be available to grant as scholarships to our undergraduate majors.

We will work with the UCR Foundation to develop a departmental fund into which donations can be made over time by alumni of the program as well as by other donors interested in supporting the department, its students, and faculty.

We will receive 52% of the income from Summer ENST offerings.

Utilizing university resources such as the Academic Senate and Office of Research and Academic Development, and CHASS grants support, the department faculty will pursue internal and external funding to support their research. They will also encourage students to avail themselves of internal and external funding opportunities (e.g., Chancellor’s Research Fellowship, National Institutes of Health Undergraduate Research Grant) to support their academic work.

11. Both internal and external letters of support should be provided with the proposal. Internal letters of support are often from UCR department chairs and faculty of related programs. The external letters should be from other UC campuses or other peer institutions. Letters from off-campus help to establish the quality of the program and its fit within the context of related programs at other universities. Upon consultation with the CEP the demand for external letters may be waived.

Internal letters: CHASS Faculty Executive Committee, CHASS Dean Daryle Williams, Jeanette Kohl and Dylan Rodriguez (co-directors of the Center for Ideas and Society), Lisa R. Fortuna (School of Medicine, Professor and Chair of Psychiatry and Neurosciences), Brandon Andrew Robinson (Chair, Department of Gender and Sexuality Studies), Gordon Love (Chair, Department of Earth & Planetary Sciences), Judith Rodenbeck (Chair, Department of Media and Cultural Studies), Juliann Emmons Allison (Chair, Global Studies), Jennifer Syvertsen (Chair, Department of Anthropology)

External letters: Sarah Jaquette Ray (Humboldt Polytechnic, Chair, Environmental Studies Department), Steffanie Strathdee (UC San Diego, Harold Simon Distinguished Professor and Associate Dean of Global Health Sciences), Danielle Celermajer (Deputy
12. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.

Approvals:

a. Program faculty

The following SEHE faculty and faculty affiliates approved this proposal by email vote on 8/4/23:

- Juliann Emmons Allison, Associate Professor, SEHE
- Ann Cheney, Associate Professor, Department of Social Medicine, Population and Public Health
- Allison Hedge Coke, Professor, Creative Writing
- Kim Yi Dionne, Associate Professor, Political Science
- Derick Fay, Associate Professor, Anthropology
- Farah Godrej, Associate Professor, Political Science
- Catherine Gudis, Associate Professor, History
- Gloria Kim, Assistant Professor, Media and Cultural Studies
- Bronwyn Leebaw, Associate Professor, Political Science
- Philipp Lehmann, Assistant Professor, History
- Keith Miyake, Assistant Professor, Ethnic Studies
- Pat Morton, Associate Professor, Media and Cultural Studies
- Tanya Nieri, Associate Professor, Sociology
- Ellen Reese, Professor and Acting Vice Chair, SEHE
- Jade Sasser, Associate Professor, Gender and Sexuality Studies
- Freya Schwiy, Professor, Media and Cultural Studies
- Dana Simmons, Associate Professor and Acting Chair, SEHE
- Jennifer Syvertsen, Associate Professor and Chair, Anthropology
- Chikako Takeshita, Associate Professor, SEHE

b. Chairs’ approval to include their courses in the new curriculum (in 2021 or 2023)\(^1\)

- Bruce Babcock, Chair, Public Policy [2023]
- Kenneth Barish, Chair, Physics [2021]
- Gordon Love, Chair, Earth and Planetary Sciences [2023]

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\(^1\) Some chair approvals are pending as of September 1. Updated approvals are available upon request. Should a department not approve a cross listing, we will include the course without a SEHE course number.
Michael McKibben, Chair, Earth and Planetary Sciences [2021]
David Lloyd, Chair, English [2021]
John Medearis, Chair, Political Science [2021]
Brandon Robinson, Chair, Gender and Sexuality Studies [2023]
Judith Rodnbeck, Chair, Media and Cultural Studies [2023]
Joel Sachs, Chair, Biology [2023]
Michele Salzman, Chair, History [2021]
Patricia Springer, Chair, Botany and Plant Science [2021]
David Volz, Chair, Environmental Science [2021]
Alessandro Fornazzari, Chair, Hispanic Studies [2023]

List of chairs whose approvals are pending a faculty vote in Fall 2023:
Sherryl Vint, Chair, English
David Biggs, Chair, Asian Studies
Ethnic Studies (Chair TBD)
Huinan Liu, Associate Dean for Undergraduate Study of College of Engineering
Steven Hackel, Chair, History
Jennifer Merolla, Chair, Political Science
Judith Rodenbeck, Chair, Media and Cultural Studies
Jennifer Syvertsen, Chair, Anthropology

c. Executive Committee
   Approved: 8/28/2023

d. Dean of CHASS
   Approved: 8/23/2023

13. Proposed Curriculum

EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES

REPORT TO THE RIVERSIDE DIVISION
(insert date)

To be adopted:

Proposed Changes to Environmental Studies

PRESENT: PROPOSED:

Program Description
Through humanities and social sciences education, this program equips students with knowledge, theory, and skills that advance their contribution to
a world in which environmental degradation has become an increasingly significant societal subject of concern. In order to gain a deeper understanding of the complex interactions between the workings of human societies and ecological changes, the major engages a range of environmental challenges including climate change, air and water pollution, biodiversity loss, energy demands, toxic accumulations, waste management, deforestation and desertification, food security, and water scarcity as social phenomena and examines how they intersect with broader societal issues such as environmental justice, policy and governance, history of colonialism, global capitalism, hunger and poverty, structural racism, gender inequality, health inequity, and community resilience. The major also introduces humanities approaches such as critical theory, environmental philosophy, regional history, storytelling, and other creative expressions to enrich students’ intellectual relationships with nature and non-human elements. The major also emphasizes community engagement as a necessary step in finding solutions for environmental challenges. The interdisciplinary education will prepare students to make career choices that involve: promoting sustainable practices in various capacities as employees in public services, education, healthcare, or the private sector; joining nonprofit organizations with a focus on issues pertaining to environmental sustainability or social justice; and continuing their career development by pursuing professional and graduate education in sustainability, public policy, urban and regional planning, business, law, and public health.

The degree consists of 52 units and focuses on humanist and social science studies of the environment and sustainability, supplemented by related lower-division CNAS courses that support the development of scientific literacy and understanding of STEM approaches to sustainability.

The program also offers a 20-unit Minor with 1 lower-division and 4 upper-division core courses. The minor is designed to accommodate CHASS majors as well as UCR students pursuing majors in all colleges and schools who are motivated to complement their STEM, Public Policy, or Business and Finance training with studies of the natural environment and sustainability from humanist and/or social science perspectives.
Major Requirements (B.A)
The major requirements for the general B.A. degree in Environmental Studies are as follows (48 units total):

1) Lower-Division Requirement (4 courses, 16 ~17 units)
   a) SEHE 001 or SEHE 001S
   b) One additional CNAS science course with a lab (Cannot double count with the CHASS math and science 20 unit requirement)
   c) Two courses from the following list of courses in natural, earth, and environmental Sciences. (Cannot double count with the CHASS math and science 20 unit requirement): BPSC 011, BPSC 021, ENSC 001, ENSC 002, ENSC 003, ENSC 006/ECON 006, GEO 002, GEO 003, GEO 004, GEO 005, GEO 007, GEO 008, GEO 009 or GEO 009H, GEO 010, GEO 011 or GEO 011H, GEO 012, PHYS 018

2) Upper-Division Requirements (9 courses, 36 units)
   a) SEHE 101 or SEHE 101S
   b) One of the following: SEHE 105, SEHE 105S, SEHE 106, SEHE 106S
   c) Four courses from the following list (i~v)
      i) Climate Studies; ENGR 171/CNAS 171/PBPL 171, GSST 1xx/SEHE 115, SEHE 131, SEHE 132, GSST 173/SEHE 141
      ii) Environmental Justice; ETST 179, SEHE 110, SEHE 120, SEHE 135, POSC 137/SEHE 137 or POSC 137S/SEHE 137S
      iii) Environmental Governance; ANTH 132, MCS 122, MCS 159, SEHE 130, POSC 106/SEHE 136 or POSC 106S/SEHE 136S, POSC 127/SEHE 127 or POSC 127S/SEHE 127S, POSC 139/SEHE 139 or POSC139S/SEHE 139S, GSST 131/SEHE 140
      iv) Environmental Humanities; AST 180/JPN 180/MCS, 180, ENGL 120A, ENGL 120T, GSST 161/SEHE123, GSST 181/SEHE 142,
HISA 119/SEHE 144, HIST 111, MCS 108, 
MCS 117, MCS 146F, MCS 170, MCS 
175/SEHE 143

v) Special Topics in Environmental Studies: 
GSST 145/SEHE 145, GSST 148/SEHE 148, 
SEHE 159

d) One course from: ANTH 127 or ANTH 127S, 
ETST 102, ETST 111, ETST 113, ETST 163E, 
GSST 107, GSST 109, GSST 113, GSST 176, 
MCS 109, MCS 160, MCS 189, SOC 161

e) One additional SEHE course or an 
upper-division course from a college or school 
other than CHASS related to the environment, 
sustainability, or climate change

f) SEHE 193 or at least four credits of SEHE 
195H, SEHE 198-I or SEHE 198-G.

Justification:

Include justifications for EVERY change/addition/deletion that is made.

Approvals:

Approved by the faculty and faculty affiliates of the Department of Society, Environment and 
Health Equity: August 4, 2023
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: August 28, 
2023
Approved by the Dean of CHASS: August 23, 2023
Approved by the Committee on Educational Policy:
Course Descriptions for ENST Curriculum

1a)

SEHE 001: Society, Culture, and the Environment 4 Lecture, 3 hours; discussion, 1 hour; individual work 2 hours. Explores the relationship between human society and the natural environment; case studies focus on economic development, population, energy, resource use and management, technology, and environmental social movements. Course also introduces the roles of race, class, and gender in shaping environmental burdens, benefits, and activism.

1c)

BPSC 011 Plants and Human Affairs 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction for non-science and non-Botany majors to the importance of plants and plant products in the shaping of human affairs and civilization. Covers the origin and practice of agriculture; the utilization of plant products; the latest agricultural advances, including genetic engineering; and the current agricultural and social issues. Plants and plant products are examined during class demonstrations and exercises.

BPSC 021 California’s Cornucopia: Food From the Field to Your Table 5 Lecture, 3 hours; discussion, 1 hour; outside activities, 30 hours per quarter. Prerequisite(s): none Examines California’s diverse agricultural products. Addresses related contemporary issues such as crop improvement by biotechnology, climate change, pollution, resource use, and nutrition. Also examines how the interplay of geography, history, and culture shapes the cuisine of a region.

ENSC 001 Introduction to Environmental Science: Natural Resources 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to environmental science, focusing on natural resource description, management, and conservation. Covers ecosystem characteristics and function; material and energy flows; population dynamics and influence of population on the environment; energy resources and conservation; and mineral and soil resources and their management.

ENSC 002 Introduction to Environmental Science: Environmental Quality 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to environmental science, focusing on the impact of human development and technology on the quality of natural resources and living organisms. Topics include soil, water, and air pollution; water, land, and food resources; wildlife management and species endangerment; toxicology and risk management; and solid and hazardous waste management.

ENSC 003 Contemporary Issues in the Environmental Sciences 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An issue-oriented approach to understanding the scientific principles behind environmental issues. Case studies of environmental issues appearing in the mass media provide the context for assessing the status of scientific knowledge and its role in human decision making.

ENSC 006 Introduction to Environmental Economics 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to the basic principles of economics and their application to problems of environmental quality and natural resource utilization. Emphasis is on the failure of markets as a cause of environmental degradation and the role of government in resolving problems of resource scarcity. Does not satisfy the Natural Science breadth requirement for the College of Humanities, Arts, and Social Sciences. Crosslisted with ECON 006.

GEO 002 Earth’s Climate Through Time 4 Lecture, 3 hours; laboratory, 3 hours; one 2-day field trip. Prerequisite(s): none. An introduction to the history of Earth’s changing climate and its relationship to the evolution of life on human to geologic time scales. Topics include the interrelationships among short- and long-term carbon cycling; plate tectonics; ocean and atmosphere circulation; and greenhouse gases through time.
GEO 003 Headlines in the History of Life 4 Lecture, 3 hours; laboratory, 3 hours. Prerequisite(s): none. Evolution of life beginning with precellular life. Topics include the origin of sex, multicellularity, vertebrate classes, morphological specializations, adaptive radiations, extinction dynamics, and the biology of dinosaurs. Cross-listed with BIOL 010.

GEO 004 Natural Hazards and Disasters 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ENGL 001A or equivalent (may be taken concurrently). Application of basic principles of climate and geology to recognition of natural hazards and their mitigation. Topics include fires, freezes, floods, winds, landslides, volcanic eruptions, earthquakes and tsunamis. Emphasis is on confronting hazards of concern to home-buyers, planners, and conservationists in the western United States, especially southern California.

GEO 005 Geoscience in Movies 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Introduction to Earth, Atmospheric and Planetary Sciences using movies as support for visual learning. Topics include: Earth structure and tectonic processes, climate change, impact craters and space exploration. Lectures: Earth science concepts and their portrayal in movies. Weekly assignments: reading from the class textbook, scientific magazines and journals; viewing films.

GEO 007 Minerals and Human Health 4 Lecture, 2 hours; discussion, 2 hours. Prerequisite(s): none. Overview of the role of minerals in human life and industrial activities. Topics include the impact of minerals on human health, the role of minerals in modern technologies, asbestos and silica problems, occupational diseases caused by inhalation of mineral dust, and environmental protection in California. May include a field trip.

GEO 008 Earthquake Country 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to the study of earthquakes and the problems of living in earthquake country. Why earthquakes occur, how they are recorded, and what the effects are on man and his structures. The scientific and social consequences of earthquake prediction.

GEO 009 Oceanography 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. A general introduction to the geological, physical, chemical, and biological processes related to the characteristics and evolution of the ocean system. Explores the role oceans play in regulating climate and the cycling of elements on the Earth’s surface. Illustrates how the ocean system has been, and continues to be, one of the most important influences on life. Credit is awarded for only one of GEO 009 or GEO 009H.

GEO 010 Earth Resources and Sustainability 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to the occurrence, availability, marketing, and usage of metals, minerals, fossil fuels, nuclear fuels and other geologic resources, including both historic and recent trends. Addresses conflicts between modern society’s need for increasingly scarce resources and mounting environmental problems. Also covers achieving sustainability through conservation, recycling, and substitution.

GEO 011 Global Climate Change 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Provides an understanding of Earth’s feedback systems that regulate the climate over long- and short-term time scales. Includes oceanic and atmospheric circulation patterns, the major reservoirs and global carbon cycle, and the influence and origin of greenhouse gases. Investigates sustainability, climate change policies, adaptation, and mitigation. Credit is awarded for only one of GEO 011 or GEO 011H.

GEO 012 At Home in the Universe 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Considers the place of humans in space and time and the means by which this is discerned. Presents a synopsis of the history of the cosmos, Earth, life, and humanity from a science-based perspective. Discuss the implications of such knowledge for how responsible individuals choose to conduct themselves.

PHYS 018 Energy and the Environment 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Covers the physics of energy (thermal, kinetic, potential, chemical, nuclear), its storage and use, primary sources of...
energy (fossil fuel, nuclear, wind, solar) and their relative effects on the environment. Particular emphasis on
determining individual carbon footprints, physical models of global climate change and identifying pathways
toward a sustainable infrastructure

2a)

SEHE 101 Community Research and Anti-Oppressive Methods 4 Lecture, 3 hours; Individual Study, 3 hours. 
Prerequisites: SEHE 001 or SEHE 002. Addresses research design, research ethics, data collection and 
management, and public engagement. Reviews and practices disciplinary methods (social science, 
ethnography, history, critical reading, Science and Technology Studies, statistical analysis, feminist and critical 
race theories, creative arts, storytelling, community-based and community-engaged research). Employs 
intersectional approaches to analyze power and inequities.

SEHE 101S Community Research and Anti-Oppressive Methods 5 Lecture, 3 hours; Discussion 1 hour; 
Individual Study, 3 hours. Prerequisites: SEHE 001 or SEHE 002. Addresses research design, research ethics, 
data collection and management, and public engagement. Reviews and practices disciplinary methods (social 
science, ethnography, history, critical reading, Science and Technology Studies, statistical analysis, feminist 
and critical race theories, creative arts, storytelling, community-based and community-engaged research). 
Employs intersectional approaches to analyze power and inequities.

2b)

SEHE 105 Environmental Health and Social Justice 4 Lecture, 3 hours; activity 3 hours. Prerequisite(s): none. 
Interdisciplinary examination of the relationship between environmental health and social justice emphasizing 
gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, 
industrial catastrophe, invisible environmental hazards, community activism, reproductive health, global 
capitalism, and new health challenges imposed by climate change. Cross-listed with GSST 171.

SEHE 105S Environmental Health and Social Justice 5 Lecture, 3 hours; Discussion, 1 hour; Activity 3 hours. 
Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental health and 
social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban 
pollution, workplace exposure, industrial catastrophe, invisible environmental hazards, community activism, 
reproductive health, global capitalism, and new health challenges imposed by climate change. Cross-listed 
with GSST 171.

SEHE 106 Movements & Advocacy in Environmental Justice & Health Equity 4 Lecture 3 hours; Individual 
work, 3 hours. Overview of contemporary, comparative, and historical research on social and political 
movements, including legal and policy advocacy, health equity, sustainability, and environmental justice. 
Examines the motivations for, visions, and context shaping these movements. Examines movement and 
advocacy outcomes, challenges, and opportunities for promoting Health equity and Environmental Justice.

SEHE 106S Movements & Advocacy in Environmental Justice & Health Equity 5 Lecture 3 hours; 
Discussion, 1 hour; Individual work, 3 hours. Overview of contemporary, comparative, and historical research 
on social and political movements, including legal and policy advocacy, health equity, sustainability, and 
environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines 
movement and advocacy outcomes, challenges, and opportunities for promoting Health equity and 
Environmental Justice.
2c)

2c-i) Climate Studies

**ENGR 171 Globalization** 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): junior standing. Covers technological drivers of globalization. Includes social, economic, and political consequences. Explores the cultural aspects of globalization, including barriers and drivers for economic and cultural interdependence and integration, as well as virtual global organizations. Cross-listed with PBPL 171.

**SEHE 115 Intersectionality, Climate Emotions and Mental Health** 4 Lecture, 3 hours; extra reading, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces emotional responses to climate change. Identifies the relationships between emotions and mental health outcomes. Explores the roles of race, gender, age, and social marginalization.

**SEHE 132 Community Resilience to Climate Change** 4 Lecture, 3 hours; Discussion, 1 hour; Research, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Considers climate resilience in theory and practice introducing research on climate resilience around the globe. Examines strategies for urban climate resilience building and evaluates climate resilience in communities of interest. Explores socially just climate resilience practices.

**SEHE 131 Global Climate Politics and Policy** 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Examination of relationship between climate politics and policy to stabilize the climate and reduce impacts on human societies. Topics include: climate science and politics; United Nations Framework Convention on Climate Change (UNFCCC); critique of neoliberal climate policies; politics of climate justice; low carbon challenges and opportunities.

**SEHE 141 Gender and Climate Change** 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Examines the global social impacts of climate change that are magnified based on existing inequalities. Focuses on the disparity between men and women in their vulnerability and ability to cope with the global phenomenon. Investigates both women as “victims” of global warming and their positive roles in climate change mitigation. Cross-listed with GSST 173

2c-ii) Environmental Justice

**ETST 179 Race and the Environment: Nature, Colonialism, and Justice** 4 Lecture 3 hours; extra reading 1 hours; term paper 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the interdependent relationships between race and environment through law, policy, culture, geography, (settler) colonialism, and (racial) capitalism, focused on the US. Topics include environmental and climate justice, decolonial and abolitionist thought, urban political ecology, and the social constructions of human, nonhuman, and "nature".

**SEHE 110 Environmental Health in Southern California** 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Interdisciplinary cross-examination of environmental challenges, social inequities, and human health consequences in the Southern California region. Topics include the logistics industry and air pollution, toxic dust and groundwater contamination from agriculture and military bases, history of oil refineries and waste facilities around marginalized communities, and disparate impacts of extreme heat.
SEHE 120 Food Justice 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour
Explores relations of power, love, desire, hunger and taste through food and food systems. Considers how food is found, grown, made, bought, sold, shared and consumed. Covers food apartheid and carceral food systems; metabolic disease; nutrition and nourishment; the right to food; and movements to decolonize food systems.

SEHE 135 Environmental War Crimes 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour
Examines causes and consequences of wartime environmental destruction in local and global context. Surveys legal frameworks designed for limiting environmental harms associated with war, with attention to climate change, food justice, reproductive justice, and Indigenous self-determination. Focuses on frontline communities in exposing and mitigating threats of environmental legacies of war.

SEHE 137 Environmental Justice and Human Rights 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines how notions of justice and human rights have been brought to bear on environmental and sustainability debates. Also examines the theoretical and historical basis of the environmental justice and human rights movements. Topics include local concerns (including “food deserts”) and air pollution, as well as global problems. Cross-listed with POSC 137. Credit is awarded for only one of POSC 137 or POSC 137S.

2c-iii) Environmental Governance

ANTH 132 Cultural Ecology 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor. Introduces people’s relationships to their total environment. Explores strategies for managing the environment and its resources, the effects of the environment on culture and society, the impact of human management on the ecosystem, and ways in which human groups view their surroundings.

MCS 122 Sustainability as the Future of Democracy 5 Lecture, 3 hours; screening, 3 hours; activity, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. A critical cultural analysis of the discourses underlining and validating the degradation and destruction of our natural environments, engendering vast income inequalities.

MCS 159 Race, Space, and Identity 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the intersection of race, space and identity in modern and contemporary culture. Explores the critical and constitutive importance of race in the built environment. Topics include the racialization of space; colonialism and colonial cities; expositions and world’s fairs; segregation; race and the canon, decolonization; and urban renewal.

POSC 127/SEHE 127 Global Environmental Politics 4 Lecture, 3 hours; field, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): POSC 020 or POSC 020H. Introduces the study and practice of global environmental politics. Explores major developments in the evolution of international environmental law and policy. Covers ozone depletion, acid rain, marine pollution and whaling, tropical deforestation, overpopulation, and the impact of environmental degradation. Credit is awarded for only one of POSC 127 or POSC 127S.

POSC 127S/SEHE 127S Global Environmental Politics 5 Lecture, 3 hours; discussion, 1 hour; field, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): POSC 020 or POSC 020H. Introduces the study and practice of global environmental politics. Explores the major developments in the evolution of international environmental law and policy. Covers ozone depletion, acid rain, marine pollution and whaling, tropical deforestation, overpopulation, and the impact of environmental degradation. Credit is awarded for only one of POSC 127 or POSC 127S.
POSC 139/SEHE139 Environment, Sustainability, and Society 4 Lecture, 3 hours; individual study, 2 hours; written work, 1 hour. Prerequisite(s): POSC 017 or POSC 020 (or POSC 020H) or SOC 020; or consent of instructor. Examines the relationship of human society to the natural environment from a multi-disciplinary approach. Considers ways in which values, paradigms, policies, technologies, and their interactions have determined humans’ current unsustainable relationship with the earth. Explores challenges inherent in moving society toward a more environmentally sustainable future. Credit is awarded for only one of POSC 139 or POSC 139S.

POSC 139S/SEHE 139S Environment, Sustainability, and Society 5 Lecture, 3 hours; discussion, 1 hour; individual study, 2 hours; written work, 1 hour. Prerequisite(s): POSC 017 or POSC 020 (or POSC 020H) or SOC 020; or consent of instructor. Examines the relationship of human society to the natural environment from a multi-disciplinary approach. Considers the ways in which values, paradigms, policies, technologies, and their interactions have determined humans’ current unsustainable relationship with the earth. Explores challenges inherent in moving society toward a more environmentally sustainable future. Credit is awarded for only one of POSC 139 or POSC 139S.

SEHE 130 Environmental Planning 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper-division standing or consent of the instructor. Introduction to environmental planning, regulation, and analytical approaches to issues including conservation, air quality, water quality and access, waste management, disaster planning, risk assessment, and environmental justice.

SEHE 136 Environmental Political Thought 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Addresses various philosophical aspects of the human relationship to the environment from social, political, and economic perspectives. Includes debates related to issues such as how should human beings interact with their environment, as well as the relationship of environmental practice to liberalism, democracy, and capitalism. Credit is awarded for only one of SEHE 136 or SEHE 136S. Cross-listed with POSC 106.

SEHE 140 Sustainability, Gender and Development in the Global South 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Investigates the intersection of sustainable practices, development pressures, and gender in the Global South. Explores nonwestern concepts of sex/gender and nature as epistemological resources in addressing the impact of climate change on livelihoods and social organization. Asks how sustainability theory and practice can be transnational and socially inclusive. Cross-listed with GSST 131.

2c-iv) Environmental Humanities

AST 180 Japanese Documentary 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies the history of Japanese documentary cinema. Teaches strategies for reading nonfiction visual narrative. Explores other forms of documentation controversial in modern Japanese history including oral testimony, photography, and internet activism. Topics may include war, war protest, peace activism, environmental activism, nuclear politics, and green energy. Course is repeatable as topics and instructor change to a maximum of 8 units. Cross-listed with JPN 180, and MCS 180.

ENGL 120A Native American Literature to 1900 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower division English course (other than composition) or consent of instructor. A critical study of Native American literature from the era of oral narrative to 1900, with special attention to environmental humanities, the anthropocene, impacts of settler colonialism on the environment, autobiography, fiction, criticism, and theory.
ENGL 120T Studies in Native American Literature 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or lower-division English course (other than composition) or consent of instructor. A focused study of a topic, genre, period, or author in Native American literature. Examples might include visual culture, oral narrative, collaborative autobiography, TEK, ethnography, or poetry.

SEHE 123 Gender and Science 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Focuses on the intersections of Western constructions of gender and scientific knowledge since the sixteenth century. Considers the cultural and political roles of the scientist in terms of gender; the structuring of objectivity and objects of study; the status of scientific knowledge; and the emergence of feminist science studies. Credit is awarded for one of the following SEHE 123 or SEHE 123S. Cross-listed with GSST 161.

SEHE 142 Feminisms and Environmentalisms 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Explores women’s and feminist involvement in environmental movements. Examines how gender shapes our relationships with and approaches to environmental problems in the United States and globally. Investigates intersections between feminist concerns (health, reproduction, mothering, gender equity, and social justice) and environmental issues (conservation, pollution and global warming, and sustainability). Cross-listed with GSST 181.

SEHE 143 Human and Non-Human: Decolonial and Audiovisual Perspectives on Life on a Diminished Planet 4 Seminar, 3 hours; screening, 2 hours; written work, 1 hour; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior. A study of decolonial and audiovisual approaches to conceiving human/nonhuman from Latin American perspectives. Examines issues of extractivism, environmental justice, the debate on living well, the relation between human and nonhuman, and how films make these issues. Cross-listed with MCS 175 and SPN 175.

SEHE 144 Modern United States Consumer Culture 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the history and culture of mass consumerism in the United States. Includes the shift from mass production to mass consumption; the growth of advertising and product marketing; the rise of the department store and shopping mall; the relationship of race, ethnicity, and gender to the market; globalization; and anticonsumerism. Cross-listed with HISA 119.

SEHE 111 Public History and Community Voices 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduction to the study of public history and the use of oral history, narratives, written sources, photographs, material culture, and other documentary evidence important to presenting historical information and interpretation to a large audience. Analysis of archives, museums, government agencies, familial sources, and other historical repositories that hold community voices. Students present public history by producing an exhibit, published work, or community project. Cross listed with HIST 111.

MCS 108 Electric Earth: Media Ecology Theory Culture 4 Seminar, 3 hours; individualized study, 3 hours. Prerequisite(s): MCS 001 with a grade of C- or better. Introduces media ecology theory and history. Explores key topics, concepts, and issues at the upper-division level. Develops methods for thinking about contemporary media ecology, examining objects such as smart cities, animal technologies, and the media saturated planet. Outside class assignments include readings and conducting individual research and writing projects.

MCS 117 Posthuman Bodies in Science, Media, and Culture 4 Seminar, 3 hours; workshop, 1 hour; research, 1 hour; individual study, 2 hours. Prerequisite(s): MCS 005. Introduces cultures and theories of posthuman media. Examines media technologies, representations, and representative practices in the sciences. Topics include biopolitics, posthumanism, ecosickness, and speculation. Approaches posthuman media studies
with perspectives from queer theory, eco-feminist theory, and disability studies.

**MCS 146 (E-Z) Special Topics in Technoculture and Digital Media** 4 Lecture, 3 hours; screening, 3 hours. Advanced study of theories and practices of reader and audience interaction with technologies of cultural production in general and digital media in particular. Includes praxis-oriented composition or research. E. Identities And Interactions; F. Cultures And Technologies Of The Visual; G. Cultures And Technologies Of The Aural; I. Advanced Composition And Rhetoric For Digital Media Authors. Cross-listed with ENGL 146 (E-Z).

**MCS 170 Senior Seminar On the Anthropocene** 5 Seminar, 3 hours; field, 3 hours; written work, 3 hours. Prerequisite(s): MCS 108, MCS 109, MCS 122, MCS 140, MCS 163, MCS 177; or equivalent; restricted to class level standing of senior; restricted to major(s) Media and Cultural Studies; prior research and/or course work on sustainability, climate change, media or art production; and consent of instructor. Explores anthropogenic climate change.

**2c-v) Special Topics**

**SEHE 145 Intersectionality, Ecology, and Community Design** 4 Lecture, 3 hours; extra reading, 2 hours; research, 4 hours. Prerequisite(s): GSST 021. Introduces theoretical underpinnings of ecological utopias and ecotopias. Examines practical aspects of designing these intentional communities focused on sustainability. Includes discussion and critique of proposed ecotopias, analysis of egalitarian economic systems, inclusive and participatory political institutions, and social mores adopted by existing ecovillages and other sustainable intentional communities. Cross-listed with GSST 145.

**SEHE 148 Intersectionality, Ecology, and Design Science** 4 Lecture, 3 hours; practicum, 3 hours; extra reading, 2 hours; field, 2 hours; written work, 2 hours. Prerequisite(s): SEHE 145 (SEHE 145 may be taken concurrently). Introduces regenerative design. Emphasizes stability and resiliency of natural systems and intersectional praxis of environmental justice in agricultural and social design. Recognizes sustainable food, water, and shelter requires understanding structures of power that shape and maintain discrimination. Includes: agroecology; climate; health; permaculture; intentional communities; social activism; sustainability. Cross listed with GSST 148.

**SEHE 159 Special Topics in Environmental Studies** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores specific topics in Environmental Studies. Content of the course varies and is announced as the course is offered. Course is repeatable as content changes to a maximum of 8 units.

**2d)**

**ANTH 127 Political Anthropology** 4 Lecture, 1 14 3 hours; extra reading, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor. Examines different overt and covert means by which power and social differentiation are produced, perpetuated, and challenged in societies across the world. Studies the politics of culture, ethnicity, nationalism, and gender. Credit is awarded for only one of ANTH 127 or ANTH 127S.

**ETST 102 The Political Economy of Race and Class** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. This course explores the interrelationships among race, class, ethnicity, and the operation of market processes. Readings for this course will center on the comparative economic well-being of African Americans, Chicanos, Asian Americans, and Native Americans.

**ETST 111 Ethnic Politics: Practicum in Political Change** 4 Lecture, 3 hours; practicum, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies theories and practices of comparative ethnic political change. Examines topics intrinsic to the understanding of how to effect political change within
the Chicano, African American, Asian American, Native American, and other ethnic communities, as well as the dominant societies

**ETST 113 Black Feminist Theory and Activism** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Considers the writings and collective organizational strategies of African American women intellectuals and activists developed in response to the ways racial, sexual, and economic oppression work interdependently and are institutionalized

**ETST 163E Introduction to Queer Studies** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduces the intersections between the social construction of sexuality and the political economy of capitalism. Focuses on the United States. Includes the legacies of queer social movement and coalition building as well as the role of the contemporary United States where capital circulates and sexual identities are produced, contested, and negotiated.

**GSST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives** 4 Seminar, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines how pathbreaking scholarship by women of color in the United States and developing countries has been central to rethinking theoretical foundations and developing new ways of knowing, understanding, and practicing politics. Focuses on scholarship that critiques and analyzes issues concerning race, antiracism, human rights, citizenship, empire, globalization, and social justice.

**GSST 109 Women, Politics, and Social Movements: Global Perspectives** 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or GSST 020 or GSST 020H; or consent of instructor. Introduction to Third World women’s politics. Covers women’s politics from a global perspective emphasizing South Asia, subSaharan Africa, and the Caribbean.

**GSST 113 Queer Theory** 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or LGBS 001. Examines queer theory’s origins and relation to gender and sexuality studies. Critically explores queer of color critique and the intersections of race, class, and gender with sexuality. Looks at other interventions into the field of queer theory and key concepts and current debates.

**GSST 176 Gender, Human Rights, and Transnationalism** 4 Lecture, 3 hours; individual study, 2 hours, written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores dynamics of gender and power in human rights activism. Examines the history and evolution of human rights discourse, discourses of liberation, and critical responses to the strategy of framing women’s rights as human rights in a comparative, transnational framework.

**MCS 109 Algorithms and Everyday Life** 4 Seminar, 3 hours; individualized study, 3 hours. Prerequisite(s): MCS 005 with a grade C- or better; Examines technologies including artificial intelligence, Tinder, and Uber to examine cultures of algorithms, data, and code. Explores the use of algorithms to shape futures, govern bodies, advance systemic violence, and conceal injustices. Also addresses the use of data to intervene in these unjust data scapes.

**MCS 160 Race, State Violence, and Incarceration in the U.S.** 4 Lecture, 3 hours; individual study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): MCS 010 with a grade of C- or better; or consent of instructor. Course offers a historical, analytical, and theoretical examination of the cultural formation of criminalization and incarceration in the United States. Contextualizes the US carceral regime’s roots in the cultural-political structures of racial chattel slavery, land conquest, settler colonization, and the statecraft of anti-Black violence.
MCS 189 *Political Culture of Race and Policing* 4 Lecture, 3 hours; discussion, 1 hour; extra reading, 1 hour. Prerequisite(s): MCS 010; Or the consent of instructor; Offers a critical historical and theoretical approach to the politics and culture of United States police and policing. Course will focus on how racist state violence articulates through discourses of personal/community safety, peacekeeping, “law and order,” and (declared and undeclared) domestic warfare.

SOC 161 *Immigration and Society* 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): SOC 001 or SOC 001H. Analyzes the origins of immigration and its nature, patterns, and trends in the twentieth century in Western societies, with special emphasis on the United States. Topics include theories of immigration, causes of immigration, sources of immigrants, immigration laws, reactions to immigrants, and the effects of immigration on the host society.

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SEHE 193 *Capstone in Society, Environment & Health Equity* 4 Seminar, 3 hours; project, 3 hours. Prerequisite: SEHE 101 or SEHE 101S. Completion of a capstone project that synthesizes and integrates the knowledge and skills obtained throughout the program. Develops skills in the formulation of research questions on topics in Society, Environment, and Health Equity, the use of primary or secondary data, and theory. Course is repeatable to a maximum of 8 units.

SEHE 195H *Senior Honors Thesis* 1 to 4 Thesis, 3 to 12 hours. Prerequisite(s): senior standing in ENST or GCH; admission to University Honors or consent of instructor. Students complete a substantial research or creative thesis project related to environmental studies or global and community health under the guidance of a faculty member. Satisfactory (S) or No Credit (NC) grading is not available. Course is repeatable to a maximum of 12 units.

SEHE 198G/LABR 198G *Group Internship in Society, Environment and Health Equity* (1-12) laboratory, 4-36 hours. Prerequisite(s): consent of instructor and upper-division standing. Group internship in a community or professional organization in matters relating to environmental studies and/or global and community health, especially as they relate to working-class communities to gain professional experience and skills. Requirements may include a weekly journal, a summary paper, and a resume or application essay draft. Course is repeatable to a maximum of 16 units.

SEHE 198I *Individual Internship in Society, Environment and Health Equity* 1 to 12 Internship, 2 to 24 hours; term paper, 1 to 12 hours. Prerequisite(s): consent of instructor and upper-division standing. Individual internship in a community or professional organization in matters relating to environmental studies and/or global and community health to gain professional experience and skills. Requirements may include a weekly journal, a summary paper, and a resume or application essay draft. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 16 units.

SEHE 190 *Special Studies* 1 to 5 Individual Study, 3 to 15 hours. Prerequisite(s): upper-division standing; consent of instructor and Department Chair. Individual study, directed by a faculty member, to meet special curricular needs. Course is repeatable to a maximum of 15 units.
August 28, 2023

TO: Dana Simmons, Acting Chair
Department of Society, Environment and Health Equity

FROM: John Kim, Chair
CHASS Executive Committee

RE: Department of Society, Environment and Health Equity-New Major and Minor in Environmental Studies (ENST)

CHASS Faculty Executive Committee (CHASS FEC) reviewed and approved the proposed new major and minor in Environmental Studies (ENST) by the Department of Society, Environment and Health Equity (SEHE) on August 26, 2023 by a vote of 8 approve, 0 disapprove, 1 unavailable and 1 recusal; 1 member recused themself as a member of SEHE.

CHASS FEC previously reviewed and implicitly approved the ENST major and minor when SEHE submitted its proposal for departmentalization, which the Division approved in February 2023 by a 77% majority vote in favor. The present review formalizes CHASS FEC’s previous, implicit approval of its ENST major and minor.

As outlined in the proposal, the Environmental Studies major and minor distinguishes itself from CNAS’ existing Environmental Science major and minor in that ENST is based on humanistic and social scientific methodologies that address issues outside of the natural scientific scope of Environmental Science; such issues include environmental justice, policy and governance, history of colonialism, global capitalism, hunger and poverty, structural racism, gender inequality, health inequity, and community resilience. At the same, ENST major and minor also draw upon relevant CNAS courses to provide ENST students with a grounding in natural scientific methods.

The overall structure of the ENST major and minor is well balanced and within the normative range of unit counts for majors and minors at UCR. The ENST major consists of 52 units, of which 16 are at the lower division level and 36 at the upper division level. The proposal offers students considerable flexibility in the range of courses offered by SEHE and other departments that satisfy each area of coverage, such as 5 for Climate Studies, 5 for Environmental Justice, 10
for Environmental Governance, 9 for Environmental Humanities, 13 for Gender, Race and Structural Inequity. Common to ENST students are two required courses, SEHE 001 and SEHE 101 forming the basis of the major, as well as a capstone requirement that can be satisfied by one of four courses SEHE 193, SEHE 198-I, SEHE 198G/LABR 198G, or SEHE 195 Senior Honors Thesis. CHASS FEC especially lauds the proposal’s interdisciplinary design that engages with disciplines not only across CHASS but also CNAS and other units.

The broad range of courses outside of SEHE that are applicable to the ENST major and minor ensures that students will have multiple pathways to meet their course requirements. Students will be able to fulfill their major/minor with designated courses from GEO, BPSC, ENSC, ENG, ETST, ANTH, MCS, among others, while receiving their grounding in SEHE courses.

The Environmental Studies major and minor will replace the highly successful major and minor in Sustainability Studies (SUST) housed in the Department of Gender and Sexuality Studies (GSST) once ENST is formally approved by the Division. GSST submitted its proposal to place a moratorium on new student admissions to SUST, and CHASS EC approved it in July 2023.

CHASS FEC’s positive assessment of the ENST proposal is shared by the external and internal review letters, all of which are enthusiastically supportive of both ENST and its complementary proposal for a major in Global and Community Health (GCH). Deputy Director of the Sydney Environmental Institute at the University of Sydney, Professor Danielle Celermajer, lauds the ENST proposal for the interdisciplinary scope it offers its students, “The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.” Similarly, Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at UC San Diego, Professor Steffanie Stratdee, concurs, noting “The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values.” Writing of both the GCH and the ENST proposals, the former Provost of Rachel Carson College at UC Santa Cruz and the current President of Sustainable Systems Research Foundation Professor Ronnie D. Lipschutz lauds both for their interdisciplinary structures, noting, “No single discipline is sufficient to deal with such problems, and few academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines,” and praising these programs for providing “the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.” Similarly, the Founding Director of the System-wide UC Center for Climate Justice Professor Tracy Osborne of UC Merced writes of the timeliness of both the ENST and GCH proposals, “Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum.” CHASS FEC is especially heartened by the letter of support from the Chair of the Sustainability Committee at Riverside Community College (RCC), Professor Tonya M. Huff, who lauds both the ENST and GCH proposals for creating a “pipeline” from RCC to UCR, “We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited.
about the potential for this pathway for our students.” In turn, CHASS FEC lauds SEHE for its collaboration with RCC faculty fostering a pool of new prospective transfer students to UCR.

In view of CHASS FEC’s review and the letters from external (non-UCR) and internal (UCR) specialists, CHASS FEC enthusiastically endorses this proposal.
August 23, 2022

Based on a preliminary administrative review and counsel of the CHASS Associate Deans, I am pleased to extend an endorsement on the general academic structure of the two proposed degrees. This endorsement includes a recognition of prior College commitments for the Senate recruitments described in the AFD grant; instructional and administrative staffing adequate to demonstrated need and comparable to other units in the College; and space planning.

College-funded compensation for departmental leadership and student success took effect July 1, 2023, in terms equal to other units of comparable size.

In FY24 forward, the SEHE majors will be incorporated into recruitment, admissions, retention, and graduation for current and prospective undergraduate students.

The College encourages and endorses efforts to secure external support for the program, its students and its faculty, and will provide the appropriate grant administration for successful proposals.

For a more thorough endorsement, I await a complete review of the academic integrity of the curriculum conducted consistent with Academic Senate authorities and responsibilities. I extend the availability of the academic advisors to conduct a more detailed analysis of degree requirements and progress-to-degree metrics, upon request from the Academic Senate.

I look forward to welcoming new majors in the arc from matriculation to graduation.

Respectfully,

Daryle Williams
Professor and Dean
August 22, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Environmental Studies Department of Cal Poly Humboldt in enthusiastic support of the proposed BA degree in Environmental Studies at UCR. This undergraduate program will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Environmental Studies undergraduate degree program will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Chair of the Environmental Studies Department at Cal Poly Humboldt I am eager to see new courses and degrees offered in these areas, which will further the curricular goals of UCR and the goals of the public higher education systems of California to lead in sustainability and environmental justice training. I fully support the undergraduate program proposals for the Environmental Studies BA.

Sincerely,

Sarah Jaquete Ray
Chair, Environmental Studies Department
August 20, 2023

To Whom it May Concern,

I am writing in support of the proposed Bachelor of Arts degree and minor in Environmental Studies through the new Department of Society, Environment and Health Equity. I believe that such a degree is relevant, necessary, and in-demand and that such a program would be tremendously beneficial for the students of UCR.

I am a faculty member in the Life Sciences Department at Riverside City College where I teach Environmental Science, Introductory Biology (both for majors and non-majors), Natural History of Southern California Ecosystems, International Field Ecology, and other courses. Additionally, I am a faculty co-advisor for the Student Sustainability Collective on our campus and faculty chair of our campus Sustainability Committee. Since the beginning of my teaching career approximately 13 years ago, I have seen a steady increase in interest in topics of environmental science and sustainability among my students. As issues of equity and sustainability have been hot topics in the news during the last several years, I have seen interest climb even more. Additionally, according to a recent report, the global green technology and sustainability market size is set to grow from $11.2 billion in 2020 to $36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations.

Due to this clear niche in the job market and demand by students, RCC has recently developed and approved a Sustainability major for our students in addition to the Environmental Science major that has existed for quite some time. Both of these majors are meant to be a pipeline from RCC to UCR. We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. We hope to continue to collaborate with the new SEHE Department at UCR to create events, workshops, and research opportunities for our RCC students. Evidence shows that if a community college student spends time on a university campus, they begin to feel like they belong and are more likely to transfer and continue their educational journey. We would love for the Sustainability and Environmental Studies students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.
Department of Life Sciences, Riverside City College
Academic Senate & Administration
University of California, Riverside

Dear Colleagues,

I write this letter in support of the two proposals for majors in the Department of Society, Environment and Health Equity (SEHE). As I understand the matter, the proposed Environmental Studies major will replace the Sustainability Studies degree that has been administered by the Department of Gender and Sexuality Studies, while the major in Global and Community Health will complement Environmental Studies with its focus on related issues and problems. Before I give three reasons—out of many—for supporting this proposal, I will give some background on my experience and qualifications.

I was a faculty member of the UCSC Politics Department from 1990-2020, teaching among other things international relations and global environmental politics. I have done policy, research and technical work in environmental and policy field since the late 1970s, after receiving a Masters’ in Physics at MIT. I came to UCSC with a PhD in Energy Resources from UC Berkeley (1987) and, beginning in 2008, was part of a faculty group trying to establish a Sustainability Studies program at UCSC. In 2012, I was appointed Provost of Rachel Carson College (I was able to obtain the $5,000,000 endowment required to name a UCSC residential college) and established a minor in Sustainability Studies, the first such minor in a college since the university’s founding. I am presently President of the Sustainable Systems Research Foundation in Santa Cruz, a nonprofit green think tank focused on development and deployment of local sustainability projects.

First, at this moment of environmental crisis, and especially with the looming threat of climate change, interdisciplinary education and research are more essential than ever. Both of the proposed majors are explicitly interdisciplinary, focusing on systemic issues and topics, rather than strictly-bounded disciplinary ones. Over the past 40 years, approaches to understanding and addressing these environmental challenges have been constrained by the very disciplinary epistemologies its practitioners apply. Biologists see everything through a biological lens; economists, through and econometrics one; humanists through philosophy, art and literature. But “wicked problems” such as climate change (and all of the social systems that give rise to it) are characterized by complex linkages among technological, political, social and economic systems and institutions. No single discipline is sufficient to deal with such problems, and few
academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines. The SEHE Department and its degree programs will be able to provide the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.

Second, and at the same time, there is a pressing need to acknowledge and incorporate the structural injustices and racism that are foundational to our social institutions and practices and reproduced in the environmental crisis. This is especially the case in terms of the distribution of current and future impacts of climate change and the benefits that will accrue from the coming green economy. UCR’s student demographic is well-placed to make important and significant contributions to this transition and the SEHE Department and the two new majors will position them to do so.

Finally, in this time of limited (and even declining) instructional budgets, the bane of new degree programs is the cost of administering and running them and the frequent refusal of university administrations to provide the necessary funds and personnel. Few existing departments are willing to take on this burden and putting new programs under the care and feeding of departments whose disciplinary focus is not directly related risks shortchanging the new ones and even obscuring their existence. The SEHE Department and the two new majors will be highly visible, appropriately funded (I hope) and able to provide students with the focused care, advising and training required to succeed in the proposed areas of systems complexity and social change.

There are many other reasons to support these two proposed majors, not the least that similar initiatives exist or are being launched across the country and the world. Judging from the academic and professional job announcements that come across my “desk,” graduates of the two programs will have little difficulty in finding relevant employment.

I endorse the two majors in the strongest terms and hope UCR will approve and fund them at the level necessary for them and their students to learn and thrive about these critical issue areas.

Please do not hesitate to contact me with any questions you may have.

Yours sincerely,

Ronnie D. Lipschutz
Professor Emeritus of Politics, UCSC
President, Sustainable Systems Research Foundation
Dear Members of the UCR Academic Senate and UCR Administration,

Re: Letter of Support for proposed BA degree in Environmental Studies and BA degree in Global and Community Health

I am writing on behalf of the Sydney Environment Institute at the University of Sydney to express my strong support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health at UC Riverside. As a scholar committed to universities making tangible research and teaching contributions to the critical environment, health and justice issues of our time, the proposed degrees strike me as much needed curricula additions. The two undergraduate programs will bring much needed new curricular opportunities addressing environmental and health disparities through the university, two areas of critical concern.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland
Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Deputy Director of the Sydney Environment Institute, I am eager to see new courses offered in these areas, developments that will strengthen our collective efforts to address the most critical issues of our times. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely

Professor Danielle Celermajer
August 22, 2023

Dear members of the UC Riverside Academic Senate,

I write to enthusiastically express my support for the creation of BA and Minor in Environmental Studies and the BA and Minor in Global and Community Health in the UC Riverside College of Humanities, Art, and Social Sciences. Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum. Such programs have been growing at universities nationwide, as well as across the UC system. Further, health equity issues are often interrelated with the forces that shape the distribution of environmental benefits and burdens in places where human communities live, work, and play. As the COVID-19 pandemic demonstrates, health inequities and disparate health outcomes for marginalized communities are pressing national problems in the United States—challenges that are not disconnected from the environmental challenges facing us today. With the creation of this department, UC Riverside is poised to provide an innovative curriculum for its diverse student body as well as to lead the way for other UC campuses. In my view, these proposed majors and minors charts a course that is reinforced by trends showing increases in interdisciplinary environmental and sustainability studies programs.

In my capacity as Director of the UC Center for Climate Justice, I am working to raise awareness and develop curriculum and programming focused on addressing climate change as a social justice and equity issue across the UC campuses. The kinds of pedagogical approaches required to plan for and address holistic solutions to climate change and other environmental problems in California and beyond must address scientific, social, economic, and cultural components. The innovative, forward-thinking approach offered through such programs is exactly what is needed to broaden these offerings for UCR students. I offer my strongest support to this endeavor.

Sincerely,

Tracey Osborne, PhD
Founding Director, UC Center for Climate Justice
Associate Professor and Presidential Chair
Department of Management of Complex Systems
University of California, Merced
August 20, 2023

To Whom it May Concern,

I am writing in support of the proposed Bachelor of Arts degree and minor in Environmental Studies through the new Department of Society, Environment and Health Equity. I believe that such a degree is relevant, necessary, and in-demand and that such a program would be tremendously beneficial for the students of UCR.

I am a faculty member in the Life Sciences Department at Riverside City College where I teach Environmental Science, Introductory Biology (both for majors and non-majors), Natural History of Southern California Ecosystems, International Field Ecology, and other courses. Additionally, I am a faculty co-advisor for the Student Sustainability Collective on our campus and faculty chair of our campus Sustainability Committee. Since the beginning of my teaching career approximately 13 years ago, I have seen a steady increase in interest in topics of environmental science and sustainability among my students. As issues of equity and sustainability have been hot topics in the news during the last several years, I have seen interest climb even more. Additionally, according to a recent report, the global green technology and sustainability market size is set to grow from $11.2 billion in 2020 to $36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations.

Due to this clear niche in the job market and demand by students, RCC has recently developed and approved a Sustainability major for our students in addition to the Environmental Science major that has existed for quite some time. Both of these majors are meant to be a pipeline from RCC to UCR. We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. We hope to continue to collaborate with the new SEHE Department at UCR to create events, workshops, and research opportunities for our RCC students. Evidence shows that if a community college student spends time on a university campus, they begin to feel like they belong and are more likely to transfer and continue their educational journey. We would love for the Sustainability and Environmental Studies students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.
Department of Life Sciences, Riverside City College
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at the University of California San Diego, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Steffanie Strathdee, PhD
Harold Simon Distinguished Professor
Associate Dean of Global Health Sciences
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

We are writing on behalf of the Center for Ideas and Society at UCR in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As co-directors of the Center for Ideas and Society, we are particularly eager to see new courses offered in these areas, which will further our curricular goals. We fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside, and we at the CIS see great potential for collaborations with the new program on various levels.

Sincerely,

[Signature]

[Signature]
August 10, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

On behalf of the Global Studies Program, I enthusiastically support the proposed BA degrees in Environmental Studies and Global and Community Health. These two undergraduate programs will bring critically important new curricular opportunities for UCR students, including those participating in our Global Health, Sustainability and Resources track.

UCR is positioned to join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. This program will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values.

The Global and Community Health BA degree addresses pressing problems of health and healthcare workforce shortages in Inland Southern California, and underrepresentation of Latinx and Black people among California health professions workforce. The proposed curriculum will prepare students for advanced study and community-based work related to social justice and health disparities relevant to careers in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy.

These undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in Inland Southern California and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Director of the Global Studies Program, I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA.

Sincerely,

Juliann Emmons Allison
Society, Environment & Health Equity
Global Studies

Global Studies Program, 900 University Avenue, Riverside, CA 92521
August 25, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

I am writing on behalf of the Department of Gender and Sexuality Studies (GSST) in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree (GCH) will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

The Environmental Studies BA degree (ENST) will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

GSST currently houses a Sustainability Studies major (SUST), which will sunset as SEHE’s Environmental Studies major grows. The two departments, GSST and SEHE, have established an MOU to guide this process. GSST and SEHE will work together to meet the needs of students and faculty in both departments in the transition from the GSST Sustainability Studies major to the SEHE Environmental Studies major.

The GSST SUST major will sunset, with a target date to stop accepting new majors in Fall 2024. GSST submitted a memo in July 2023 to CHASS FEC and the Committee on Educational Policy, requesting a moratorium on the Sustainability Studies major. The Senate granted a pause in admissions to SUST, pending the outcome of the moratorium review. In Fall 2024, all existing SUST majors will be encouraged to transfer to the ENST major in SEHE. In Winter 2024, SEHE and GSST will schedule a joint meeting with Cassee Barba and Holly Easley (SUST advisors) to set out course substitutions that will allow any remaining SUST majors to graduate using SEHE courses if necessary. To ease the transition, GSST and SEHE will submit cross-listing proposals in Fall 23 so that SEHE faculty can continue to cover the required courses for the SUST major. Once all the remaining SUST majors have graduated (est. 2027), SEHE and GSST will consult on which courses to keep cross-listed, and which cross listings should be removed.
As Chair of GSST, I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

Thank you,

Brandon Andrew Robinson, Ph.D.

Chair & Associate Professor
Department of Gender & Sexuality Studies
University of California, Riverside
24th August, 2023

Gordon D. Love, PhD,
Professor of Geochemistry
Chair, Department of Earth & Planetary Sciences
University of California, Riverside

E-mail: glove@ucr.edu

Re: SEHE degree programs

To: Dana Simmons, Acting Chair of SEHE

On behalf of the Department of Earth and Planetary Sciences (EPS), I am writing in support of the undergraduate programs proposal submitted by the new Department of Society, Environment and Health Equity (SEHE).

EPS teaches several (GEO) lower and upper division undergraduate science classes that are popular across campus and taken by a diverse student body to fulfill degree requirements. Many of these classes provide the scientific understanding of topical issues critical to societal needs and which are obviously pertinent to the scope of the SEHE degree programs. This subject matter includes: natural resources and their sustainability, climatic and environmental change, natural hazards, landscape evolution, and the history of life on Earth.

We encourage SEHE students to take our popular GEO classes as part of their BA degree requirements and we will work with SEHE to provide guidance on the most appropriate classes for their students to take in each quarter.

Yours sincerely,

Gordon Love.
August 23, 2023

Dear Colleagues and Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Media & Cultural Studies in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring urgently needed curricular address to environmental and health disparities and will enhance teaching and research across our university.

The Environmental Studies BA will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. If it is approved, UCR will join five other UC campuses in offering an Environmental Studies BA degree.

The Global and Community Health BA offers a humanities and social-sciences informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, and advocacy. The GCH major will prepare students for advanced study and community-based work related to social justice and health disparities. This crucial major will help to address pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce. And they further the research and educational priorities of our faculty.

As Chair of MCS, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Judith Rodenbeck
Professor and Chair
Media & Cultural Studies
Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Anthropology in unconditional support of the proposed BA degree in Global and Community Health and BA degree in Environmental Studies. These two undergraduate programs will bring exciting and necessary curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach and organizing, social services, administration and advocacy. The GCH major will help to address the urgent healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California’s health professions workforce.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, climate change, social justice, and health equity.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability, and the common good. These programs are designed to serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and Latinx people in health-related professions.

As Chair of the Department of Anthropology, I am eager to see new courses offered in these areas, which will further our curricular goals. Our department plans to cross-list several of our courses in Medical Anthropology to help support the new department and foster a rich, interdisciplinary learning environment for our undergraduates across CHASS.
In sum, I fully support the undergraduate program proposals for the **Global and Community Health BA** and **Environmental Studies BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Please do not hesitate to contact me at [jsyverts@ucr.edu](mailto:jsyverts@ucr.edu) should you have any questions or need further information.

All my best,

Jennifer Syvertsen, PhD, MPH  
Chair and Associate Professor of Anthropology  
Pollitt Endowed Term Chair for Interdisciplinary Teaching & Learning in CHASS
Dear Brandon Robinson,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>GSST 107</td>
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<td>GSST 109</td>
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<td>GSST 131</td>
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<td>GSST 145</td>
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<td>GSST 161</td>
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<tr>
<td>GSST 176</td>
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<tr>
<td>GSST 181</td>
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Global & Community Health (B.A. and Minor):

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<th>Course</th>
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<tr>
<td>GSST 107</td>
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<td>GSST 145</td>
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<td>GSST 148</td>
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<td>GSST 161</td>
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<td>GSST 176</td>
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<tr>
<td>GSST 181</td>
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</tbody>
</table>
Please send me your vote for or against the inclusion of each of your department’s or program’s course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient. Thank you very much for considering this request.

P.S. I want to inform you that one of your faculty plans to pursue a course amendment request to cross-list the following courses with SEHE next year:

<table>
<thead>
<tr>
<th>Course Code</th>
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<tr>
<td>GSST 131</td>
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<td>GSST 145</td>
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<td>GSST 148</td>
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<td>GSST 161</td>
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<tr>
<td>GSST 171</td>
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<tr>
<td>GSST 181</td>
</tr>
</tbody>
</table>

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

2 attachments
Brandon Robinson <brandon.robinson@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Fri, Aug 18, 2023 at 8:55 PM

Hi Ellen,

Yes, I approve of everything for both environmental studies and for global and community health.

Brandon

---

Brandon Andrew Robinson, Ph.D.  
Chair and Associate Professor  
Department of Gender and Sexuality Studies  
University of California, Riverside  
https://profiles.ucr.edu/brandon.robinson  

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness  
Co-Authored Book: Race & Sexuality  
Current $1 Million NSF-Funded Project: Family, Housing, and Me Project

Ellen Reese <ellenr@ucr.edu>  
To: Brandon Robinson <brandon.robinson@ucr.edu>  
Fri, Aug 18, 2023 at 9:51 PM

Wonderful! Thank you so much Brandon!

P.S. Are you here in Philly too for ASA? -Ellen  
[Quoted text hidden]

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Brandon Robinson <brandon.robinson@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Fri, Aug 18, 2023 at 10:51 PM

Yes, I am! Hope to run into you!!

---

Brandon Andrew Robinson, Ph.D.  
Chair and Associate Professor  
Department of Gender and Sexuality Studies  
University of California, Riverside  
https://profiles.ucr.edu/brandon.robinson  

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness  
Co-Authored Book: Race & Sexuality  
Current $1 Million NSF-Funded Project: Family, Housing, and Me Project
Ellen Reese <ellenr@ucr.edu>

Course permission request for SEHE
15 messages

Ellen Reese <ellenr@ucr.edu> Fri, Aug 18, 2023 at 3:13 PM
To: Joel Sachs <joel.sachs@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Dear Joel Sachs,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies Major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

BIO 030
BIO 034
BIO 040

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above at your earliest convenience by or before Friday, August 25. A short email message will be sufficient. Thank you very much for considering this request.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
*Unsustainable: Amazon, Warehousing, and the Politics of Exploitation* (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

---

Joel Sachs <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>, eeobchair <eeobchair@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Dear Ellen,

Will do. I set the vote out today.

One challenge is that two of these courses, Biol34 and Biol40, are not being taught every year.

Please let me know if that is a concern, Joel

[Quoted text hidden]

--

Joel L. Sachs  
Professor & Chair,  
Evolution Ecology & Organismal Biology  
University of California, Riverside  
Chair's Office 2745 Life Sciences Building  
Office (951) 827-6357 / Fax (951) 827-4286 / http://www.sachslab.com  
Zoom: http://ucr.zoom.us/my/Sachsevolution  

Post address: Sachs Lab - UC Riverside  
3401 Watkins Dr., 1229 Spieth Hall, Riverside, CA 92521

---

Ellen Reese <ellenr@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: eeobchair <eeobchair@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Thanks so much Joel. We are still interested in requesting permission to use these courses as options for this new major, but thanks for bringing this to our attention.

All the best,  
Ellen Reese

[Quoted text hidden]

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[Quoted text hidden]

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Ellen Reese <ellenr@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: eeobchair <eeobchair@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

To: Joel Sachs <joels@ucr.edu>
Cc: eeobchair <eeobchair@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Hi Joel,

So sorry! I just realized I left out one of our course permission requests: BIO 003 for ENST. Below is the updated request, including that course as well:

Dear Joel Sachs,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health (GCH) (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies
BIO 003

Global & Community Health (B.A. and Minor):
BIO 030
BIO 034
BIO 040

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above at your earliest convenience by or before Friday, August 25. A short email message will be sufficient. Thank you very much for considering this request.

All the best,
Ellen Reese
Hi Joel-- Just wondering if your department voted in favor or against providing permission to include the following courses in these 2 curriculum? I believe you sent out a vote and just wondering if faculty will be finished voting later today or do you need additional time? I realize we added one more course to the list so if you only had votes on the last 3 courses listed below, let me know. We are happy to know of any voting outcomes you might have and if you need additional time, that's understandable and we can list the matter as pending review. We are just trying to update our curriculum proposal before submitting them for review by the relevant Academic Senate committees. Thanks! -Ellen

Environmental Studies
BIO 003

Global & Community Health (B.A. and Minor):
BIO 030
BIO 034
BIO 040

Hi Ellen, I'm trying to get more votes. Here's what we have so far:
10 responses total
7 - yes
2 - no
1 - abstain
Wonderful! Looks like the permission was approved. If that changes though before the end of the day if you receive more votes, let us know.

Sounds like the vote in favor of these course permissions is for all 4 courses (including 3 Global & Community Health and 1 for Environmental Studies, but if I misunderstood, let me know.

Best,
Ellen

---

**Joel Sachs** <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

No, sorry, that is not correct. This vote has not reached a quorum.

---

**Ellen Reese** <ellenr@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Got it. Thanks! If you receive a sufficient number of votes for a quorum later today, let us know. Otherwise, perhaps you can revisit this issue later (e.g., in the fall when the quarter starts at a regular faculty meeting) before your faculty reach a decision, let me know. I know it is often difficult to obtain faculty votes in the summer and we can simply say this is “pending review by faculty” for now (as we are doing for some other departments). Thanks for your help with this and at least beginning this conversation with your faculty! We really appreciate it!

Best,
Ellen

---

**Joel Sachs** <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

The updated vote tally is as follows:

15 total votes

12 - yes
2 - no
1- abstain

On Fri, Aug 25, 2023 at 9:41 AM Ellen Reese <ellenr@ucr.edu> wrote:

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**Dana Simmons** <dana.simmons@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>

Thank you very much, Joel! I wish you all the best in the last weeks of summer.
Dana

---

**Ellen Reese** <ellenr@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>  
Cc: Joel Sachs <joels@ucr.edu>

---
Terrific! Sounds like the vote reached quorum and is in favor of all the course permissions requested, is that correct?

Best,
Ellen

---

Joel Sachs <joels@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 5:37 PM

Yes, correct.

---

Ellen Reese <ellenr@ucr.edu>
To: Joel Sachs <joels@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Fri, Aug 25, 2023 at 5:40 PM

Awesome!! Thanks Joel and hope you both have a great weekend! -ellen

---

Ellen Reese <ellenr@ucr.edu>
Draft To: Joel Sachs <joel.sachs@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Sun, Aug 27, 2023 at 11:10 AM

On Fri, Aug 18, 2023 at 3:13 PM Ellen Reese <ellenr@ucr.edu> wrote:

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[Quoted text hidden]
Dear Gordon Love,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the attached Global & Community Health curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

GEO 007

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in the attached Global & Community Health curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Thank you very much for considering this request.

All the best,

Ellen Reese
Gordon Love <glove@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>  

Mon, Aug 21, 2023 at 5:43 PM

Hi Ellen,

We will give you a list of GEO classes that we think you will be interested in and which quarter these are taught in.

For example, GEO 010 Earth Resources and Sustainability.

Best,

Gordon

[Quoted text hidden]

Ellen Reese <ellenr@ucr.edu>  
To: Gordon Love <glove@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>  

Tue, Aug 22, 2023 at 12:08 PM

Wonderful! Thanks so much. I forgot to mention in my previous email that the following GEO courses were previously approved by your Department in 2021 for inclusion in our environmental studies curriculum (see the list below), but if you...
Ellen Reese <ellenr@ucr.edu>  
To: Gordon Love <glove@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>  
Fri, Aug 25, 2023 at 10:11 AM

Hi Gordon,

Just checking to see if there is a decision from your department on if you approve (or not) the inclusion of GEO 007 to the Global & Community Health (B.A. and Minor) curriculum today or if you or your faculty need additional time to review this before making a decision. Either way is fine. We are just trying to update our curriculum proposals before submitting them to the relevant Academic Senate Committees for review. Thanks for your help and considering this request.

Best,
Ellen Reese

---

Gordon Love <glove@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>  
Fri, Aug 25, 2023 at 11:25 AM

Hi Ellen,

I sent a letter to Dana last evening.

We are happy for SEHE studentd to take any of our GEO classes. As indicated on the letter.

GEO 007 is not a good choice as we caa add n’t guarantee it will be taught during Fall to Spring quarters. The instructor recently retired but teaches it ad a summer session class.

Best,
Gordon

---

Dana Simmons <dana.simmons@ucr.edu>  
To: Gordon Love <glove@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>  
Fri, Aug 25, 2023 at 11:26 AM

My apologies for not sharing the letter with you, Ellen! Thank you again for writing it, Gordon.

Thanks to all,
Dana

---
Ellen Reese <ellenr@ucr.edu>  Fri, Aug 25, 2023 at 5:34 PM
To: Dana Simmons <dana.simmons@ucr.edu>
Cc: Gordon Love <glove@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Thanks so much Gordon and for the heads up on GEO 007 too. This is wonderful news!

Best,
Ellen

[Quoted text hidden]
Dear Bruce Babcock,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Global & Community Health (GCH) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):
PBPL 167/SOC 167

Thank you very much for considering this request.

P.S. The Sociology Department already approved of the inclusion of Soc 167 in 2021.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books

Ellen Reese <ellenr@ucr.edu>

Mon, Aug 21, 2023 at 7:02 PM

Ellen Reese <ellenr@ucr.edu>
To: Bruce Babcock <bruce.babcock@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

6 messages

One more course permissions request for SEHE

Ellen Reese <ellenr@ucr.edu>
Ellen Reese <ellenr@ucr.edu>  Fri, Aug 25, 2023 at 9:33 AM
To: Bruce Babcock <bruce.babcock@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Hi Bruce--Any chance you could send us your department vote on permission to include PBPL 167/SOC 167 in the Global & Community Health curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

[Quoted text hidden]

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[Quoted text hidden]

Ellen Reese <ellenr@ucr.edu>  Fri, Aug 25, 2023 at 10:17 AM
To: Bruce Babcock <babcockb@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

That makes sense. Let me know if you find out more today. If not, we can just put "pending review by department" for now & I can circle back to you in the fall.

Best,
Ellen
[Quoted text hidden]
Ellen

This course (SOC/PBPL 167) is analogous to the ENGR course cross-listed with PBPL. SOC is the lead department on this course and if it is taught in the future it will be taught by them. So yes you can use the course.

Bruce Babcock  
Professor and Associate Dean  
School of Public Policy  
4123 INTS  
University of California, Riverside  
babcockb@ucr.edu

---

Ellen Reese <ellenr@ucr.edu>  
Fri, Aug 25, 2023 at 5:32 PM  
To: Bruce Babcock <babcockb@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>  

Wonderful! Thanks so much! -ellen
Dear Bruce Babcock,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: **Global & Community Health or GCH (B.A. & Minor)** and **Environmental Studies ENST (B.A. and Minor)**. The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the ENST curriculum proposal if you wish to review these. If you need any additional information, please let me know.

**Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Environmental Studies (ENST) curriculum proposal at your earliest convenience by or before Friday, August 25.** A short email message will be sufficient.

**Environmental Studies (B.A. and Minor):**

ENGR 171/PBPL 171

Thank you very much for considering this request.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies ([laborstudies.ucr.edu](http://laborstudies.ucr.edu))
Acting Vice Chair, Society, Environment, and Health Equity ([https://sehe.ucr.edu/](https://sehe.ucr.edu/))
Faculty Co-Director of the Inland Empire Labor & Community Center ([ielcc.ucr.edu](http://ielcc.ucr.edu))
UC-Riverside

**Most recent books**

*Unsustainable: Amazon, Warehousing, and the Politics of Exploitation* (with Juliann Emmons Allison, UC Press, 2023)


Ellen Reese <ellenr@ucr.edu>
Ellen Reese <ellenr@ucr.edu> Mon, Aug 21, 2023 at 9:26 PM
To: Bruce Babcock <babcockb@ucr.edu>
Cc: "bruce.babcock@ucr.edu" <bruce.babcock@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Wonderful! Thanks so much for your quick and positive response! We have reached out to Engineering as well & thanks for the additional information.

Best,
Ellen Reese

[quoted text hidden]

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[quoted text hidden]
Dear Judith Rodenbeck,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

I can send you the current drafts of the GCH and ENST curriculum proposals if you wish to review these or if you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):
- MCS 108
- MCS 109
- MCS 117
- MCS 122
- MCS 146F/ENG 146F
- MCS 159
- MCS 160
- MCS 170
- MCS 175/SPN 175
- MCS 189

Global & Community Health (B.A. and Minor):
- MCS 106
- MCS 109
MCS 117
MCS 189

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Thank you very much for considering this request.

P.S. In 2021, MCS approved the request to include MCS 160 in the health curriculum.

All the best,
Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

Judith Rodenbeck <judith@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Judith Rodenbeck <judith.rodenbeck@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Dear Ellen:

I approve listing the MCS courses listed below in the curriculum proposals for SEHE. We are 100% in support of SEHE and the two majors to be offered and look forward to many rich collaborations in the future.

All best,

Judith

Judith Rodenbeck  
Chair, Media & Cultural Studies  
University of California, Riverside

Mind is primarily a verb. - John Dewey

Ellen Reese <ellenr@ucr.edu>  
To: Judith Rodenbeck <judith@ucr.edu>  
Cc: Judith Rodenbeck <judith.rodenbeck@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Wonderful!!! Thanks so much Judith! Looking forward to our future collaborations too! -Ellen Reese

[Quoted text hidden]

[Quoted text hidden]
Dear Juliann Emmons Allison,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Global & Community Health (GCH) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):
GBST 103

Thank you very much for considering this request.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable
Hi Juliann—Any chance you could send us the Global Studies program vote on permission to include GBST 103 in the GCH curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

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Hi Juliann-- Just making sure I understood that last email correctly (since we include them in our curriculum proposal). Does Global Studies program approve of giving permission to include GBST 103 in the GCH curriculum? Yes it does or

---

Ellen Reese
ellenr@ucr.edu
Fri, Aug 25, 2023 at 9:35 AM

Ok

---

Juliann Emmons Allison
(she/her/hers)
(she/her/hers)
Associate Professor, Society, Environment & Health Equity
Director, Global Studies Program
Faculty Chair, Campus Sustainability Committee
Most Recent Publications:
Juliann Allison <juliann@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Fri, Aug 25, 2023 at 11:12 AM

That is fine.
~ jea

Juliann Emmons Allison  
(she/her/hers)  
(she/her/hers)  
Associate Professor, Society, Environment & Health Equity  
Director, Global Studies Program  
Faculty Chair, Campus Sustainability Committee

Most Recent Publications:


Ellen Reese <ellenr@ucr.edu>  
To: Juliann Allison <juliann@ucr.edu>  
Fri, Aug 25, 2023 at 5:42 PM

Wonderful! Thank you! -ellen

[Quoted text hidden]
Hi Chikako

I have no objections to these courses being listed, with a caveat that BPSC11 and 21 are both heavily impacted courses that typically have much more demand than we can accommodate.

BPSC166 is offered every other year, but provided the students have the prerequisites and there are a small number of them, this course could accommodate them.

I have other concerns about the proposal however (the proposed department name for example), but I can discuss that with you separately.

Patty

Patricia Springer
Professor and Chair, Department of Botany and Plant Sciences
University of California
Riverside, CA 92521

pspringer@ucr.edu
bpschair@ucr.edu
951-827-4413 (Chair's office)
951-827-5785 (Faculty office)
http://plantbiology.ucr.edu

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]
[Quoted text hidden]
Request for Permission to include Courses in new curriculum proposals

David Lloyd <dclloyd@ucr.edu>                        Thu, Apr 1, 2021 at 2:08 PM
To: Chikako Takeshita <chikakot@ucr.edu>
Cc: Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven Helfand <shelfand@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer Najera <jnajera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherineh@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknight@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <dozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako,

The English courses you list can be added to this new major's list of electives. However, 096 appears to be a typo. Can you clarify what course you intend here? It is not a number we have.

Thank you,

David

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]
[Quoted text hidden]
Hi Chikako,

As discussed during our 3/2 meeting, our department is willing to approve inclusion of ENSC 001, 002, 003, and 006 to your proposed BA and BS programs. However, as all four courses fill up each academic year (and usually have long wait lists), we cannot guarantee that students within your programs will be able to enroll in our courses since we are currently unable to expand enrollment due to limitations in TA allocations from the CNAS Dean's office.

In addition, our approval to include these courses in the proposed curricula does not imply that the department will be supportive of the proposed programs as currently written. We look forward to providing more extensive written feedback on the proposed programs after submission to the Committee on Educational Policy within the Academic Senate.

Dave

______________________________________________________________
David C. Volz, Ph.D.
Professor & Chair
University of California, Riverside
Department of Environmental Sciences
Riverside, CA 92521

Office: (951) 827-4450
E-mail: david.volz@ucr.edu
http://envisci.ucr.edu/faculty/volz.html

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]
[Quoted text hidden]
Request for Permission to include Courses in new curriculum proposals

Michael A McKibben <michael.mckibben@ucr.edu>  Fri, Apr 2, 2021 at 4:35 PM
To: Chikako Takeshita <chikakot@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dlloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Sherine Hafez <sherine.hafez@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako:

EPS approves the inclusion of the listed GEO courses for your proposed major curriculum.

Mike McKibben

Prof. Michael A. McKibben
Chair, Dept. of Earth and Planetary Sciences
407 Geology Building
University of California, Riverside 92521
(951) 581-5459  (cell)
https://epsci.ucr.edu/

From: Chikako Takeshita <chikakot@ucr.edu>
Sent: Thursday, April 1, 2021 9:26 AM
To: Derick Fay <derickf@ucr.edu>; Matthew King <mking@ucr.edu>; Jingsong Zhang <jszhang@ucr.edu>; Leonard Nunney <nunney@ucr.edu>; Patricia S Springer <patricia.springer@ucr.edu>; Jeffrey Sacks <jeffsack@ucr.edu>; Steven M Helfand <steven.helfand@ucr.edu>; David Lloyd <dlloyd@ucr.edu>; David Volz <dvolz@ucr.edu>; Richard Redak <richard.redak@ucr.edu>; Jennifer R Najera <najera@ucr.edu>; Juliann Allison <juliann@ucr.edu>; Sherine Hafez <sherine.hafez@ucr.edu>; Michele Salzman <msalzman@ucr.edu>; Anne McKnight <amcknigh@ucr.edu>; James Borneman <borneman@ucr.edu>; Judith Rodenbeck <judithr@ucr.edu>; Guillermo Aguilar <gaguilar@ucr.edu>; Fuson Wang <fuson.wang@ucr.edu>; Kurt Schwabe <schwabe@ucr.edu>; Andrews Reath <reath@ucr.edu>; Kenneth Barish <barish@ucr.edu>; John Medearis <medearis@ucr.edu>; Daniel Ozer <daniel.ozer@ucr.edu>; Melissa Wilcox <mwilcox@ucr.edu>; Ellen Reese <ellenr@ucr.edu>; Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>
Subject: Request for Permission to include Courses in new curriculum proposals
Hi Chikako,

I am happy to give GSST's permission for these courses and look forward to working with your exciting new major!

Best,
Sherine

Sherine Hafez

Chair and Professor,
Department of Gender and Sexuality Studies, University of California, Riverside
https://profiles.ucr.edu/app/home/profile/sherineh

Co-Editor, Journal of Middle East Women's Studies (JMEWS)
https://jmews.org/current-editorial-team/sherine-hafez-co-editor/

An Islam of Her Own https://nyupress.org/books/9780814773048/


Pronouns: She | Her | Hers
Subject: Re: Request for Permission to include Courses in new curriculum proposals

[Quoted text hidden]
Dear Chikako:

The History Department Department met today and approved these courses from History for your new major. There was much support for this initiative.

I will email you tomorrow with some suggested additional courses from History.

Best,

Michele

On Tue, Apr 6, 2021 at 8:18 AM Sherine Hafez <sherine.hafez@ucr.edu> wrote:

[Quoted text hidden]
Dear Chikako~

JPN 180/Japanese Doc Film is a great fit for the new redesigned program. I do units on both Minamata (health disparities are a big part of this unit) and Fukushima (health disparities are a big part of the topic, but would require independent research to bring in to the class, given existing doc films) in that class. Looking forward to working with everyone.

With best wishes,

Anne McKnight

~~~~~~~~~~~~~~~~~~~~~
Associate Professor, Dept of Comparative Literature and Languages
Mailing: 2401 HMNSS Building, UC Riverside, Riverside CA, 92521 USA
Office: 2508 HMNSS Building
Office hours 2020~1: M 1-2; Th 2-3:20 and 5:30-6-30
On Apr 2, 2021, at 16:35, Michael A McKibben <michael.mckibben@ucr.edu> wrote:

Dear Chikako:

EPS approves the inclusion of the listed GEO courses for your proposed major curriculum.

Mike McKibben

Prof. Michael A. McKibben
Chair, Dept. of Earth and Planetary Sciences
407 Geology Building
University of California, Riverside 92521
(951) 581-5459 (cell)
https://epsci.ucr.edu/
Subject: Request for Permission to include Courses in new curriculum proposals

Dear Department Chairs and Program Directors,

I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals before the proposals can be reviewed.

To give a little background, a group of faculty in CHASS, SPP, and CNAS are working on a proposal for a new Department of Environment, Sustainability, and Health Equity (ESHQ) in CHASS. The proposed department will offer two majors: Health Equity Studies (B.A. & Minor) and Environmental and Sustainability Studies (B.A., B.S., and Minor), which is a renewal of the Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies.

As interdisciplinary programs, both majors allow students to take courses outside of the ESHQ department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

I am attaching a table of courses that we wish to include in our proposal with catalog descriptions of the proposed two curriculums. Most of your courses are included in the Environmental and Sustainability Studies (ESST) curriculum. Courses that are included in the Health Equity Studies (HQST) curriculum are listed in Red. **Bold Red** courses are included in both curriculums.

If you need additional information, please let me know. If everything looks good, please send me your approval to include
your department's or program's course(s) in the proposals at your earliest convenience before April 9th. A short email message will be sufficient.

Thank you very much for considering this request.

Best regards,
Chikako
--

Chikako Takeshita
Associate Professor
Gender & Sexuality Studies Department
University of California, Riverside
https://profile.ucr.edu/chikako.takeshita
The Global Biopolitics of the IUD: How Science Constructs Contraceptive Users and Women's Bodies
https://mitpress.mit.edu/authors/chikako-takeshita
Chikako Takeshita <chikakot@ucr.edu>

Request for Permission to include Courses in new curriculum proposals

Judith Rodenbeck <judithr@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>  
Cc: Sherine Hafez <sherine.hafez@ucr.edu>, John Medearis <medearis@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dlloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

MCS faculty yesterday voted unanimously and enthusiastically to support this effort.

Judith Rodenbeck  
Chair, Media & Cultural Studies  
University of California, Riverside

Mind is primarily a verb. - John Dewey

[Quoted text hidden]
Dear Chikako,

The department of Phys & Astro approves of the inclusion of Phys 18. We can't guarantee how often it will be offered, but I don't think that is being asked.

I also wanted to mention that Phys 168 is also relevant, and could be added as an option. It will likely only happen in rare cases (sine requires a year of physics), but maybe that possibility should be left open (e.g. for students who transfer from another major). I also mentioned this to Brian Sianna.

Thanks for developing this proposal, it looks quite compelling to me.

Best Regards,

Ken
Dear Chikako,

Thanks, I have no objection to these Political Science courses being included in the proposal.

To be clear, I’m really not addressing the merits of the proposal itself. If the department has to reach some determination on the proposal’s merits, that will require a meeting and discussion. But it seems premature for that discussion, at least as I understand the process.

So my approval really just means: based on my knowledge as chair, I see no reason why these courses shouldn’t be included in your proposal. In fact, they seem like sensible courses to include.

Best,
John

---

From: Chikako Takeshita <chikakot@ucr.edu>
Sent: Thursday, April 1, 2021 9:26 AM
To: Derick Fay <derickf@ucr.edu>; Matthew King <mking@ucr.edu>; Jingsong Zhang <jszhang@ucr.edu>; Leonard Nunney <nunney@ucr.edu>; Patricia Springer <patricia.springer@ucr.edu>; Jeffrey Sacks <jeffsack@ucr.edu>; Steven Helfand <shelfand@ucr.edu>; David Lloyd <dclloyd@ucr.edu>; David Volz <dvolz@ucr.edu>; Richard Redak <richard.redak@ucr.edu>; Jennifer Najera <jnajera@ucr.edu>; Juliann Allison <juliann@ucr.edu>; Michael A McKibben <michael.mckibben@ucr.edu>; Sherine Hafez <sherineh@ucr.edu>; Michele Salzman <msalzman@ucr.edu>; Anne McKnight <amcknigh@ucr.edu>; James Borneman <borneman@ucr.edu>; Judith Rodenbeck <judithr@ucr.edu>; Guillermo Aguilar <gaguiilar@ucr.edu>; Fuson Wang <fuson.wang@ucr.edu>; Kurt Schwabe <schwabe@ucr.edu>; Andrews Reath <reath@ucr.edu>; Kenneth Barish <barish@ucr.edu>; Daniel Ozer <dozer@ucr.edu>; Melissa Wilcox <mwilcox@ucr.edu>; Ellen Reese <ellenr@ucr.edu>; Xinping Cui <xpcui@ucr.edu>; Patricia Morton <patm@ucr.edu>
Subject: Request for Permission to include Courses in new curriculum proposals

Dear Department Chairs and Program Directors,
Yes, we can report on the faculty vote on this after our meeting on 4/13. Thanks Chikako. -Ellen

[Quoted text hidden]
December 15, 2023

To: Dana Simmons, Chair and Lead Proponent, Department of Society, Environment, and Health Equity

From: Sang-Hee Lee, Chair, Executive Council

RE: Proposed Bachelor of Arts Degree Program in Environmental Studies (B.A. in Environmental Studies [ENST])

Dear Dana,

On December 11, 2023 the Academic Senate Executive Council discussed the subject proposal along with the consultative feedback from the Committees on Courses, Educational Policy, Planning & Budget, CNAS Faculty Executive Committee, and the SPP Faculty Executive Committee.

Though Executive Council supports inclusion of the proposal on the Winter Division agenda, strong clarification regarding how this degree program is different from the undergraduate program in the Department of Environmental Sciences is necessary. Further, Council recommends a program name that reflects the humanities aspect of the major.

Based on the mixed cumulative feedback regarding the proposal, please provide a revised proposal in consideration of all of the review feedback, and include responses to the comments and questions above and in the attached memos no later than January 12, 2024. You may find it helpful to note that in the past, proponents have included a summary document that includes responses as a cover to a revised proposal.

Thank you.

Cc: Wesley Leonared, Chair, CHASS Faculty Executive Committee
    Gabrielle Brewer, CHASS Faculty Executive Committee Liaison and Student Affairs Officer
COMMITTEE ON EDUCATIONAL POLICY

December 5, 2023

To: Sang-Hee Lee, Chair
    Riverside Division

From: Ward Beyermann, Chair
    Committee on Educational Policy

Re: Proposed B.A. in Environmental Studies

The Committee on Educational Policy (CEP) reviewed the proposed B.A. in Environmental Studies at their December 1, 2023 meeting and voted to support the proposal. The Committee does request that the program correct the number of total units on page 19 from 48 to 52.
December 4, 2023

TO: Sang-Hee Lee, Ph.D., Chair, Academic Senate, UCR Division

FROM: Bahram Mobasher, Ph.D., Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

SUBJECT: Response to Proposed Degree Programs in ENST and GCH Departments

Dear Sang-Hee,

The CNAS Faculty Executive Committee wants to address several concerns regarding the recent Major and Minor proposals in Environmental Studies and Global and Community Health. It has come to our attention that significant issues require consideration and resolution:

Regrettably, our concerns have not been adequately addressed during the processes underway, and the results are the development of a department that could potentially divert and confuse our students.

It has also come to our attention that there is a proposed change in the department's name from "Sustainability Studies" to "Environmental Sciences." Changing the name from "Sustainability" to "Environmental" may confuse current and future students. Therefore, it is recommended that we act or voice objections against this alteration. It seems reasonable to request reconsideration of the name change. We must collectively ensure that the department's name accurately represents its goals and scope.

Sincerely,

Bahram Mobasher, Ph.D
Chair, Faculty Executive Committee College of Natural and Agricultural Sciences
COMMITTEE ON COURSES

December 6, 2023

To: Sang-Hee Lee, Chair
Riverside Division

From: James Flegal, Chair
Committee on Courses

Re: Proposed B.A. in Environmental Studies

The Committee on Courses reviewed the proposed B.A. in Environmental Studies at their November 29, 2023 meeting and made the following recommendations for the proposed curriculum for the major:

- Include a “Sample Program” section similar to the one published for the Neuroscience undergraduate major in the academic catalog that clearly outlines the courses for students enrolled in the major to take by quarter and year;
- Ensure that course proposals for the following courses proposed to be included in the major’s curriculum are entered into CRS in a timely manner as all courses listed in the proposed curriculum do need to receive final approval by the Committee on Courses before the curriculum can be published in the catalog: SEHE 001S, SEHE 101, SEHE 101S, SEHE 105S, SEHE 110, SEHE 115, SEHE 120, SEHE 127S/POSC 127S, SEHE 130, SEHE 136/POSC 106, SEHE 131, SEHE 132, SEHE 135, SEHE 137/POSC 137, SEHE 139/POSC 139, SEHE 139S/POSC 139S, SEHE 140/GSST 131, SEHE 144/HISA 119, SEHE 193, SEHE 193S, SEHE 193G/LABR 198G, SEHE 195H;
- Consider adding the cross listed course for MCS 159, URST 159 to the proposed curriculum;
- Consider adding the cross listed course for ETST 113, HISA 134 to the proposed curriculum;
- Remove the proposed course MCS 146F/ENGL 146F from the proposed curriculum as it has been discontinued.
PLANNING AND BUDGET

October 30, 2023

To: Sang-Hee Lee, Chair
Riverside Division

From: Reza Abbaschian, Chair
Committee on Planning and Budget

RE: [Campus Review] Proposed Degree Program: Bachelor of Arts Degree Program in Environmental Studies

At our meeting on October 10, 2023, the Committee on Planning and Budget (CPB) discussed the proposed Bachelor of Arts degree program in Environmental Studies. CPB supports the proposed degree program.

Additionally, CPB asks: will the BA in Environmental Studies program provide opportunities for cross-exchanges and collaborations with the Environmental Sciences program in CNAS and the Environmental Engineering program in BCOE?
The Faculty Executive Committee of the School of Public Policy reviewed the document “[Campus Review] Proposed Degree Program: Bachelor of Arts Degree Program in Environmental Studies (B.A. in Environmental Studies [ENST]).”

In the course of our review and discussion, the following issues arose about the proposed curriculum:

1. Given the stated learning objectives that indicate the importance of students understanding ecological issues locally, nationally, and globally, it is crucial for students to have a thorough grounding in environmental science to comprehend the interplay between the natural world and human societies. A significant concern raised with the current curriculum proposal is its apparent lack of foundational science. Without a robust understanding of environmental science, discussing environmental governance and the scientific underpinnings of environmental inequities becomes challenging.

It is noteworthy that this degree program lacks upper-level or advanced courses in environmental science. The present focus seems to be predominantly on the human aspects of environmental issues, without sufficient emphasis on the scientific aspects. This imbalance could lead to a skewed perspective among students. Overall, the curriculum could be more effectively designed to integrate both natural sciences and social sciences, providing a comprehensive educational experience in this field. Currently, it seems that the curriculum is shaped more by disciplinary convenience rather than a commitment to interdisciplinary learning. This approach risks limiting the depth and breadth of education students receive, thereby hindering their ability to fully understand and address complex environmental issues that humanity faces, particularly in this concerning era of science denialism and less than ideal data literacy.
2. Page 8: Regarding the lower-division requirement “an additional science course with a lab,” the phrasing of “an additional” suggests there is more than one, but this seems to be the only lower-division science course with a lab in the curriculum.

3. The Global and Community Health B.A. curriculum contains a requirement for one lower-division course in data analysis. Why does this requirement not exist for the Environmental Studies degree given that the two degrees are detailed in the document as having considerable focal overlap, sharing some courses like the required methods course?

4. Page 11: Under “Affiliated faculty,” Ariel Dinar is retired from UCR. Hence, it is unclear how up-to-date this list is.

5. Page 15: Under the section header “Chairs’ approval to include their courses in the new curriculum (in 2021 or 2023),” SPP Associate Dean Bruce Babcock is listed. The phrasing of this header can be read in more than one way, so, just to be certain, this approval only pertains to the PBPL courses cross-listed with other units that are listed in this proposed curriculum document (i.e. ENGR 171/PBPL 171) and not any other PBPL courses. This specificity is indicated in the email exchange between SEHE representative Ellen Reese and SPP Associate Dean Bruce Babcock included in the appendix of this document (p. 66).

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy
January 12, 2024

TO: Chair Sang-Hee Lee  
RE: Proposed minor in Environmental Studies

cc: Wesley Leonard (Chair, CHASS FEC), Daryle Williams (CHASS Dean), Gloria González-Rivera (CHASS Associate Dean)

Dear Chair Lee;

We are very grateful for the close attention that multiple Senate committees have devoted to our undergraduate program proposals, and even more for your considered and specific suggestions to improve the curricula. Following past Senate practice, we enclose the Executive Council and committee memos below, with the requested responses inserted beneath each committee’s comments.

We contain our responses within the bounds of the issue currently under Senate review, namely the content of our proposed undergraduate degree programs. As you know, the Academic Senate approved the Department of Society, Environment and Health Equity (SEHE) by a 77% majority vote in February 2023. The department was approved by UCR administration and registered with UCOP, and SEHE now exists as an academic unit in CHASS with dedicated faculty FTE.

It follows from this prior approval that the SEHE department will offer one or more undergraduate degree programs. The SEHE department proposal, approved by a Senate Divisional vote, contained detailed descriptions of our major and minor curricula. The majors and minors in that proposal were thoroughly discussed by Senate committees and were voted on by the Division as part of the department proposal. We understand the current review process, therefore, to be specifically focused on the content of the proposed degree programs, rather than their existence per se. We would hope that the Senate agenda communicates the specific scope of the issue under consideration to Senate faculty at the Winter Divisional meeting.

With this in mind, please find our responses below. In addition, we are attaching a revised proposal containing the Senate committees’ recommended changes alongside some minor updates to the list of requirements and SEHE course numbering.
Once again, please accept our sincere thanks for the Senate’s work to review and improve our proposed degree programs.

Sincerely,

[Signature]

Dana Simmons, Acting Chair, Department of Society, Environment and Health Equity
EXECUTIVE COUNCIL

Though Executive Council supports inclusion of the proposal on the Winter Division agenda, strong clarification regarding how this degree program is different from the undergraduate program in the Department of Environmental Sciences is necessary.

There is no curricular overlap with the ENSC undergraduate program. The proposed Environmental Studies B.A. requires three lower-division CNAS courses from a list that includes ENSC 001, 002, 003, 004 and 006 among more than a dozen others. The ENSC department has approved the use of these courses in SEHE’s Environmental Studies curriculum. All other courses in SEHE’s proposed Environmental Studies degree programs are social science and humanities courses that do not overlap with ENSC.

COMMITTEE ON EDUCATIONAL POLICY

December 5, 2023

To: Sang-Hee Lee, Chair
Riverside Division

From: Ward Beyermann, Chair
Committee on Educational Policy

Re: Proposed Minor in Environmental Studies

The Committee on Educational Policy (CEP) reviewed the proposed Minor in Environmental Studies at their December 1, 2023 meeting and voted to support the proposal.

We thank the committee for your review.

CNAS FACULTY EXECUTIVE COMMITTEE

December 4, 2023

TO: Sang-Hee Lee, Ph.D., Chair, Academic Senate, UCR Division

FROM: Bahram Mobasher, Ph.D., Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

SUBJECT: Response to Proposed Degree Programs in ENST and GCH
The CNAS Faculty Executive Committee wants to address several concerns regarding the recent Major and Minor proposals in Environmental Studies and Global and Community Health. It has come to our attention that significant issues require consideration and resolution:

Regrettably, our concerns have not been adequately addressed during the processes underway, and the results are the development of a department that could potentially divert and confuse our students.

It has also come to our attention that there is a proposed change in the department's name from "Sustainability Studies" to "Environmental Sciences." Changing the name from "Sustainability" to "Environmental" may confuse current and future students. Therefore, it is recommended that we act or voice objections against this alteration. It seems reasonable to request reconsideration of the name change. We must collectively ensure that the department's name accurately represents its goals and scope.

While we appreciate the CNAS FEC's attention and comments, we will leave aside discussion of the SEHE department name, as this lies outside the issue under review and the department already has been approved by a Senate Divisional vote. (N.B. We actually removed the word 'sustainability' from our proposed department name in response to requests by CNAS faculty, department chairs and Divisional Dean of Agricultural and Natural Resources. We worked hard to integrate and accommodate CNAS suggestions and preferences; there seems to have been a difference of opinion within CNAS on this question. We have never proposed to name either our department or our degree program Environmental Sciences.

**COMMITTEE ON COURSES**

The Committee on Courses reviewed the proposed Minor in Environmental Studies at their November 29, 2023 meeting. The Committee recommends that the department ensure that course proposals for the following courses proposed to be included in the minor’s curriculum be entered into CRS in a timely manner as all courses listed in the proposed curriculum do need to receive final approval by the Committee on Courses before the curriculum can be published in the catalog: SEHE 115, SEHE 120, SEHE 136/POSC 106, SEHE 131, SEHE 132, SEHE 135, SEHE 137/POSC 137, SEHE 140/GSST 131, SEHE 144/HISA 119.

Proposals for these courses and cross-listings have been submitted to the enrollment manager for the committee’s consideration in the upcoming course proposal review cycle. Four course proposals (SEHE 135, SEHE 144/ HISA 119, SEHE 193 and SEHE 198G) will be submitted off-cycle with an extension request.
PLANNING AND BUDGET

RE: [Campus Review] Proposed Degree Program: Bachelor of Arts Degree Program in Environmental Studies

At our meeting on October 10, 2023, the Committee on Planning and Budget (CPB) discussed the proposed Bachelor of Arts degree program in Environmental Studies. CPB supports the proposed degree program.

Additionally, CPB asks: will the BA in Environmental Studies program provide opportunities for cross-exchanges and collaborations with the Environmental Sciences program in CNAS and the Environmental Engineering program in BCOE?

Yes! We are very grateful that two faculty members in the Environmental Sciences department have joined SEHE as faculty affiliates. As we mention in our proposal, we remain committed to working toward campus-wide teaching and research collaborations. We are continuing discussions with CNAS and BCOE colleagues (and others as desired) about a UCR-wide Sustainability umbrella program, which might lead students into environmental and other related majors across various schools, colleges and departments at UCR.

TO: Sang-Hee Lee, Chair
   Riverside Division

FR: Richard M. Carpiano, Chair
   Executive Committee, School of Public Policy

RE: [Campus Review] Proposal: New Undergraduate Minor: Minor in Environmental Studies (ENST)

Date: November 22, 2023

The Faculty Executive Committee of the School of Public Policy reviewed the document “[Campus Review] Proposal: New Undergraduate Minor: Minor in Environmental Studies
In the course of our review and discussion, the following issues arose about the proposed curriculum:

1. Given the stated learning objectives that indicate the importance of students understanding ecological issues locally, nationally, and globally, it is crucial for students to have a thorough grounding in environmental science to comprehend the interplay between the natural world and human societies. A significant concern raised with the current curriculum proposal is its apparent lack of foundational science. Without a robust understanding of environmental science, discussing environmental governance and the scientific underpinnings of environmental inequities becomes challenging.

   It is noteworthy that this curriculum lacks any lower- or upper-division courses in environmental science. The present focus seems to be predominantly on the human aspects of environmental issues, without sufficient emphasis on the scientific aspects. This imbalance could lead to a skewed perspective among students. Overall, the curriculum could be more effectively designed to integrate both natural sciences and social sciences, providing a comprehensive educational experience in this field. Currently, it seems that the curriculum is shaped more by disciplinary convenience rather than a commitment to interdisciplinary learning. This approach risks limiting the depth and breadth of education students receive, thereby hindering their ability to fully understand and address complex environmental issues that humanity faces, particularly in this concerning era of science denialism and less than ideal data literacy.

   Lower-division science courses are, by definition, foundational. Lower Division requirements for the Environmental Studies major consist of one introductory course in SEHE and three courses in natural, earth, and environmental sciences (one of which must be a laboratory course). Options include four Environmental Science courses (ENSC 001, 002, 004, and 006), ten courses in Earth and Planetary Sciences, as well as courses in Botany and Physics. We believe that only one other major in CHASS requires this level of natural science background: the Psychology B.A. similarly requires three Lower Division natural science courses. While we strongly encourage Environmental Studies students to take Upper Division science courses, the heavy prerequisites for these courses render them impractical to include as major requirements. We are unsure what the SPP FEC means by “disciplinary convenience” in this context. We designed the major with increasing disciplinary specialization; as with all majors, as students continue to advanced Upper Division level courses, the material becomes more focused and specialized.

2. Page 9: Under “Affiliated faculty,” Ariel Dinar is retired from UCR. Hence, it is unclear how up-to-date this list is.

   The duration of Senate review (we are now in our third year of review) sometimes leads to the expiration of some information. Since retirement, Ariel Dinar has been an emeritus faculty affiliate; we will list his emeritus status in our revised proposal. All faculty affiliates listed on the attached proposal have confirmed their affiliation since August 2023.

3. The Global and Community Health B.A. curriculum contains a requirement for one
lower-division course in data analysis. Why does this requirement not exist for the Environmental Studies minor given that the two department emphases (Environmental Studies and Global and Community Health) are detailed in the two BA degree proposal documents as having considerable focal overlap, sharing some courses like the required methods course?

We have added STAT 004 and STAT 005 as one of the options students can choose from as scientific methods.

4. Page 14: Under the section header “Chairs’ approval to include their courses in the new curriculum (in 2021 or 2023),” SPP Associate Dean Bruce Babcock is listed. The phrasing of this header can be read in more than one way, so, just to be certain, this approval only pertains to the PBPL courses cross-listed with other units that are listed in this proposed curriculum document (i.e. ENGR 171/PBPL 171) and not any other PBPL courses. This specificity is indicated in the email exchange between SEHE representative Ellen Reese and SPP Associate Dean Bruce Babcock included in the appendix of the SEHE-submitted Environmental Studies BA proposed curriculum document (p. 66).

Indeed, no SPP courses besides those cross-listed with other units are listed in our degree requirements. While we regret that our students will not enroll in other SPP courses, we are fortunate to be able to provide SEHE students abundant course offerings from other schools and colleges with both breadth and depth. Already, several SPP faculty are affiliated with the SEHE Department and we look forward to collaborating further with SPP at some point in the future.
Proposal for a

Minor in

Environmental Studies

August 30, 2023

Updated V2: September 28, 2023

Updated V3: January 12, 2024

Submitted by the Department of Society, Environment, and Health Equity
1. Name of the academic program and the department(s) or unit(s) that will administer the program.

Name of the academic program: **Minor in Environmental Studies**

Department that will administer the program: Society, Environment and Health Equity

2. A thorough justification, including the motivation for the creation of the program in terms of student interest and professional or academic importance.

The Minor in Environmental Studies is one of two undergraduate majors and minors to be offered by the Department of Society, Environment, and Health Equity, which was approved by a 77% majority vote by the Academic Senate in February 2023. A proposal for the second major and minor, Global and Community Health (GCH) B.A. is being submitted to CEP simultaneously.

The goal of the Environmental Studies minor is to utilize **humanities and social sciences approaches** to equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation occupies an increasingly important place in society as it intersects with health and well-being, economics, politics, ethics, and human values. Historically, ecological degradations have been closely tied to colonialism, racial discrimination, dispossession from native lands, and most significantly to global capitalism. Recently, the U.S. government has announced a more aggressive plan to counter climate change while acknowledging the importance of incorporating social and environmental justice into its ongoing policy and planning. The Environmental Studies minor exposes students to the complex relations between broader issues such as economic growth and globalization, planning and governance, hunger and poverty, structural racism and gender inequality, health equity, community organizing and resilience, and human/non-human coexistence and a range of environmental challenges, including climate change and extreme weather events, air and water pollution, toxic contamination, energy demands, deforestation and desertification, conservation of biodiversity and food and water security. Graduates can apply their knowledge and skills to developing, organizing, communicating, and overseeing socially conscious and culturally sensitive projects aimed at improving environmental conditions in various occupations, including public service, urban and environmental planning, policy advocacy, health care, green industry and B-corporations, outdoor recreation, environmental conservation, international development, higher education, and non-profit organizations.

The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. Student demand in sustainability studies has already been demonstrated by the Sustainability Studies minor (SUST) administered by the Department of Gender and Sexuality Studies, which the proposed minor will replace. The Sustainability
Studies major grew from 12 majors in 2015 to consistently enrolling 100+ majors by 2020-2021. While students appreciate the major’s emphasis on race, class, gender, and other aspects of social and environmental justice, they have increasingly expressed interest in access to a greater breadth of course offerings than has been possible to provide from the Gender and Sexuality Studies Department. Thus, despite the popularity and growth of the Sustainability Studies major, GSST faculty agreed in 2020 that it no longer fit within the department’s future plans; the Sustainability Studies major will therefore need to find a new home or be eliminated. Though recent SUST enrollments have slightly declined, due in part to Covid-19 pandemic contingencies, we expect the renewed and robust course curriculum housed in the Department of Society, Environment, and Health Equity to draw more students to the proposed Environmental Studies minor.

UCR will join five UC campuses that offer an Environmental Studies BA degree: Berkeley, Irvine, LA, Santa Barbara and Santa Cruz. (see Table 1 below). The UCR minor is distinguished by its integration of health and humanist approaches. The intersection of environmental studies and health humanities is rapidly gaining attention at local, national and global levels where “climate and health” is taking center stage in local hazards assessments, federal offices (e.g., Office of Climate and Health Equity and Centers for Disease Control’s [CDC’s] “Climate and Health Program”) and global initiatives (e.g., World Health Organization’s [WHO’s] programmatic emphasis on climate change and global health).

<table>
<thead>
<tr>
<th>Campus</th>
<th>BA</th>
<th>BS</th>
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| UCB    | Society & Environment  
         (College of Natural Resources: Dept. of Environmental Science, Policy & Management) | Environmental Sciences  
         (College of Natural Resources: Dept. of Environmental Science, Policy & Management) |
| UCI    | Environmental Science & Policy  
         (School of Social Ecology) | Earth System Science  
         Ecology & Evolutionary Biology  
         (School of Biological Sciences) |
| UCLA   | Geography/Environmental Studies  
         (College of Social Sciences) | Environmental Science  
         (Institute of the Environment & Sustainability) |
| UCR    | Environmental Studies  
         (CHASS: Dept. of Society, Environment & Health Equity) | Environmental Science  
         (CNAS) |
| UCSB   | Environmental Studies  
         (College of Letters and Sciences) | Environmental Studies  
         (College of Letters and Sciences) |
| UCSC   | Environmental Studies  
         (Division of Social Science) | Environmental Science  
         (Division of Physical & Biological Sciences) |
Unique to UCR, our ENST minor will benefit from the SEHE Department’s focus on the intersections of health and the environment. The two SEHE degree programs are innovative in joining environmental studies with health through the arts, humanities and social sciences. The SEHE Department’s two degree programs are interwoven; they share a research methods course and capstone course, as well as common Lower Division and Upper Division courses that address the environment, climate change and health. This intersection is rapidly gaining attention at the global, national and local levels. The U.S. federal government’s Department of Health and Human Services recently established an Office of Climate and Health Equity to “address the impact of climate change on the health of the American people.” Training and education are central to the Office’s mission. UC recently established a multicampus Center for Climate, Health and Equity; a SEHE faculty affiliate, Jade Sasser, is among the Center’s leadership.

The Environmental Studies Minor will facilitate an undergraduate emphasis in Environmental Studies for majors across campus. We anticipate that the new minor will be attractive to students who are satisfied with their majors, but seek education and training in social and/or humanistic approaches to environmental issues. The Environmental Studies Minor will allow students to acquire some training that helps them navigate a world in which the climate crisis and environmental challenges are increasingly difficult to ignore.

**Learning Objectives**

The ENST program offers students an opportunity to focus their learning on environmental issues that deeply matter to them in theoretically grounded scholarship that transcends disciplinary boundaries. Students will develop innovative global and community-based approaches that will equip them with the knowledge and skills needed to confront the most pressing concerns of the 21st century. Students will learn to situate global and local environmental inequities in historical, social, and political contexts, incorporate the basic sciences of environmental change into their approaches, and conduct research or participate in projects that engage specific communities. Students may take courses in all, or pursue a focused interest in one or two, of the five core areas of climate studies, environmental justice, environmental governance, environmental humanities, and special topics including community design. Learning objectives for the ENST minor were developed in consultation with community partners, students and faculty.

Key learning objectives include:

A. **Identify connections between ecological issues, climate change and health inequities**, and how they operate globally and locally.
B. **Recognize and analyze multiple dimensions of power and inequities and employ intersectional approaches.**

C. **Recognize and use different disciplinary methods**: sociology, ethnography, cultural and political ecology, history, literary and film analysis/critical reading, Science and Technology Studies, statistical analysis, scientific approaches, feminist and critical race theories, creative arts, communication and storytelling.

D. **Gain locally grounded knowledge and global perspectives**; analyze relationships between the local, national and global scales.

E. **Articulate community and global experiences and needs regarding environmental change.**

F. Gain relevant **skills for work and postgraduate study in building social resilience against climate change and addressing environmental injustices.**

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### Potential student demand

Results from a survey study conducted for this proposal demonstrate student demand. In March–April 2021, 505 UCR students completed the Qualtrics survey distributed by UCR faculty. Sixty-two percent of the students were from CHASS, 25% were from CNAS, 10% were from Engineering, 2% were from Public Policy, and 1% were from Business.

- 70% reported that they would consider minoring in Environmental Studies.

### Employment and postgraduate opportunities for ENST minors

There is an increased demand across the country from undergraduate students for courses that support their understanding of the environmental challenges we face in the 21st century. (see for example: "Student Demand for Environmental Studies Surges" (Rice University News and Media) Student demand for an arts, humanities, and social sciences major in environment and sustainability at UCR is already demonstrable: the number of majors for the Sustainability Studies in the Gender and Sexuality Studies Department has increased since 2015 from 12 to more than 100 majors in five years. Once the minor transfers over to SEHE and the course offerings are broadened, we expect the enrollment to grow apace. SEHE faculty are collaborating with Riverside City College (RCC) in their effort to create an associate degree in Sustainability, Economics, and Society, which will function as a feeder program for SEHE’s Environmental Studies minor. (RCC’s associate degree program will receive some of its students from the J.W. North High School Pathway Program in Sustainability). More generally, SEHE will be actively involved in recruiting students to the program through the community colleges and local high schools, collaborating with the UCR OASIS project for streamlining K-PhD sustainability education.

*UCR Sustainability Studies Alumni Survey:*
SEHE faculty searched the website LinkedIn during September 2022 and found 97 UCR Sustainability Studies alums with information on their paths after graduation (2017–2021). One in five have advanced to a master’s degree to apply themselves to a specific area of sustainability or another profession. The majority of alumni work in positions that are related to environmental sustainability or social justice. The survey results strongly suggest that Environmental Studies graduates will find various career paths for developing their professional ambitions. The cross-disciplinary training the program provides will be an attractive foundation for many graduate programs and workplaces.

Here is a summary of the findings from the UCR Sustainability Studies Alum Survey:

21 alum pursued or are pursuing a Master’s Degree:
UCR Master of Public Policy (6), UCR MBA, USC Master of City Planning, University of Wisconsin MS in Sustainable Management, UC Davis MS in Environmental Policy and Management, San Diego State University MA in City Planning, UCI MA in Urban and Regional Planning, Johns Hopkins University MS in Environmental Science and Policy, University of Redlands Master of Education, Keck Graduate Institute Master of Business Science, Brandon University Master of Business Administration, Cal Baptist University MS in Psychology, University of Redlands MA in Organizational Leadership, Arizona State University Master of Technology in Information Technology, Madonna University MS in Human Leadership, University of Arizona Masters in Public Health (One alum is in the Ph.D. program in Ecology at UC Davis)

Several others have pursued other forms of continuing education, for example, LEED Certifications, Data Analytics, Speech Pathology, Aquarium Science, Insurance License, CompTIAA+, and GIS.

The majority of the Sustainability Studies alum, whose information we were able to recover from LinkedIn, are working in fields or positions that are related to environmental sustainability (38) or social justice (14). Most have been involved in sustainability or social justice work or volunteering before and after graduation in one way or another, including Green Campus Action Plan, Office of Sustainability, and California Agriculture and Food Enterprise at UCR. This information was not recorded for this report.

Current Employment of UCR Sustainability Studies Class of 2017–2021:
Non-profit 18 (+2 overlap with health)
Government 13
Education 13
Health-related 10
For-profit 32
Law 1
Other 10 (Attending school or volunteering)
Total 96

Job placement examples of UCR Sustainability Studies Alum:

Non-profit organizations:
California Conservation Corps Foundation, Water Education for Latino Leaders, Japanese Community Youth Council (sustainability content producer), The Sustainability Institute, Climate Resolve, One Cool Earth, Pathways Mgmt Group (education project manager), Leadership Council for Justice and Accountability (policy advocate), OC API Community Alliance (policy intern), National Community Renaissance (Affordable Housing), Southern California Mountains Foundation, Center for Community Action and Environmental Justice

Government:
San Francisco Recreation & Park Department (environmental educator), US Forest Service, Inland Empire Utilities (composting assistant), US EPA (environmental protection trainee), City of El Cajon (Administrative/Planning Intern), Hawaii State Energy Office (community engagement specialist), EPA Regional WaterBoard, Riverside County (recycling specialist), California State Assembly (field representative), CivicSpark/Americorp (regional coordinator)

Education:
UCR CNAS BEES (contracts and grants analyst), ICEF Public Schools (science teacher), UC Cooperative Extension (volunteer service coordinator), USC Dept. Population & Pub H (Research Project Specialist), Woodbury University (Community Outreach), UCR (Academic Advisor for Biology)

Health:
Southern Arizona AIDS Foundation (prevention navigator), AIDS Healthcare Foundation (HIV testing counselor), IECP (Behavioral Therapist),

For-profit:
Mark Thomas (Urban planning consultant), Avocado Green Brands (sustainable evolution team), Confluence Environmental Field Services (sampling technician), Triumvirate Waste Management (environmental specialist), Fireclay Tile (environmental health and safety specialist), Brimstone (associate chief of staff, LEED holder), Babcock Laboratories, VCA Green (Project administrator, LEED holder)

3. Relationship of the new program to existing programs.

The minor in Environmental Studies (ENST) will replace the minor in Sustainability Studies (SUST) currently administered by the Department of Gender and Sexuality
Studies. The three GSST faculty who have been administering the SUST program will move 100% FTE to the Department of Society, Environment, and Health Equity (SEHE) and will be joined by other faculty transferring FTEs to SEHE. Affiliate faculty in other CHASS departments teach cross-listed courses that fulfill ENST requirements.

Transition Plan for SUST to SEHE

The Chairs of SEHE and GSST established an MOU to guide the transition from the Sustainability Studies minor in GSST to the Environmental Studies minor in SEHE:

- GSST is submitting a request to the Academic Senate for a moratorium on the SUST degree program. While the moratorium is being considered, the Senate has granted a temporary pause on admissions. Therefore there will be no new SUST minors entering UCR in Fall 2024.
- Once the new Environmental Studies minor is in the catalog, all students in the SUST minor will be invited to transfer to SEHE.
- Some SUST students may choose to remain in GSST. For this reason, SEHE and GSST have agreed to cross-list required courses for SUST. SEHE faculty have committed to keep teaching those courses at least until the last SUST student has graduated.
- GSST and SEHE will work with the CHASS undergraduate advisors to ensure continuity for SUST students transferring to SEHE, and for SUST students remaining in GSST.
- When the last SUST student has graduated, GSST will remove itself from the cross-listings. The transition will be complete.

4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross-listings should be listed, unit total considerations should be taken into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

The Environmental Studies Minor requires 20 units total, including Society, Culture, and the Environment (SEHE 001 or SEHE 001S). The upper-division requirements (4 courses, 16 units) are designed to cover a breadth of environmental topics and approaches in social sciences and humanities. An emphasis is placed on understanding social structures that create environmental disparities and the needs of disadvantaged communities.

The catalog description of the minor and requirements are presented in section #13.

The Environmental Studies minor requirements total 20 units.

1. Lower-division requirements (1 course, 4 units):

   a) SEHE 001 or SEHE 001S: Society, Culture, and the Environment
2. **Upper-division** requirements (4 courses, 16 units):

   i. Climate Studies

- NAHS171/ENGR 171/PBPL 171: Globalization
- SEHE 116: Intersectionality, Climate Emotions, and Mental Health
- SEHE 131: Climate Change Politics and Policy
- SEHE 132: Community Resilience to Climate Change
- SEHE 141: Gender and Climate Change

   ii. Environmental Justice

- ETST 179: Race and the Environment: Nature, Colonialism, and Justice
- SEHE 110: Environmental Health in Southern California
- SEHE 129: Food Justice
- SEHE 135: Environmental War Crimes
- SEHE 137/POSC 137 Environmental Justice and Human Rights

   iii Environmental Governance

- ANTH 132: Cultural Ecology
- MCS 122: Sustainability as the Future of Democracy
- MCS 159: Race, Space, and Identity
- SEHE 130: Environmental Planning
- SEHE 136/POSC 106: Environmental Political Thought
- SEHE 127/POSC 127: Global Environmental Politics
- SEHE 127S/POSC 127S: Global Environmental Politics
- SEHE 139/POSC 139: Environment, Sustainability & Society
- SEHE 139S/POSC 139S: Environment, Sustainability & Society
- SEHE 140/GSST 131: Sustainability, Gender, and Development in the Global South

   iv. Environmental Humanities

- ENGL 120A: Native American Literature to 1900
- AST 180/JPN 180/MCS 180 Japanese Documentary
- ENGL 120T Studies in Native American Literature
- SEHE 123/GSST 161 Gender and Science
- SEHE 142/GSST 181 Feminisms and Environmentalisms
- SEHE 143/MCS 175/SPN 175 Human and Non-Human: Decolonial and Audiovisual Perspectives on Life on a Diminished Planet
- MCS 108 Electric Earth: Media Ecology Theory Culture
- MCS 117 Posthuman Bodies in Media, Science, and Culture
- MCS 170 Senior Seminar On the Anthropocene

   v. Special Topics
This proposal is being submitted simultaneously with course proposals for SEHE courses and proposals for cross-listing courses in other departments, with the approval of the Senate Analyst for the Committee on Educational Policy.

5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

**SEHE Faculty**

Juliann Allison, Associate Professor, SEHE and Director of Global Studies  
Ellen Reese, Professor and Acting Vice-Chair, SEHE and Director of Labor Studies  
Dana Simmons, Associate Professor and Acting Chair, SEHE  
Chikako Takeshita, Associate Professor, SEHE  
Cassia Roth, Associate Professor (Starting on July 1, 2024)

The core faculty will administer the program and teach the majority of the required and elective courses for the ENST minor. Advising will be done in coordination with the undergraduate advisors in the assigned unit.

**Affiliated faculty**

Courses taught by affiliated faculty are included in the major requirements. We will coordinate with them to have their courses taught as regularly as their home department allows.

Matthew Barth, Yeager Families Professor of Engineering, Director of Center for Environmental Research and Technology (CE-CERT) (ENGR 171/PBPL 171)

Derick Fay, Associate Professor, ANTH (ANTH 132)

Analisa Flores, Assistant Professor of Teaching, Statistics (STAT 005)

Farah Godrej, Professor, POSC (SEHE 136/POSC 106)

Francesca Hopkins, Associate Professor ENSC (ENSC 004)

Tabassum Ruhi Khan, Associate Professor, MCS (MCS 122)

Gloria Chan Sook Kim, Assistant Professor, MCS (MCS 108, MCS 117, MCS 118)

Bronwyn Leebaw, Associate Professor, POSC (SEHE 136/POSC 106, SEHE 137/POSC
Anne McKnight, Associate Professor, CMPL (AST 180/JPN 180/MCS 180)

Keith Miyake, Assistant Professor, ETST (ETST 179)

Patricia Morton, Associate Professor, MCS (MCS 159)

Michelle Raheja, Professor, ENGL (ENGL 120A, ENGL 120T)

Judith Rodenbeck, Associate Professor, MCS (MCS 170)

Jade Sasser, Associate Professor, GSST (SEHE 116, SEHE 140/GSST 131, SEHE 141/GSST173,)

Freya Schiwy, Professor, MCS (SEHE 143/MCS 175/SPN 175)

Additional SEHE Faculty Affiliates:

Cecilia Ayón, Professor, Public Policy

Ann Cheney, Associate Professor, Department of Social Medicine, Population, and Public Health

Allison Adelle Hedge Coke, Distinguished Professor, Creative Writing

Ariel Dinar (Emeritus) Distinguished Professor, Public Policy

Kim Yi Dionne, Associate Professor, Political Science

Cathy Gudis, Associate Professor, History

Covadonga Lamar Prieto, Associate Professor, Hispanic Studies

Chioun Lee, Associate Professor, Sociology

Bruce Link, Distinguished Professor, Sociology and Public Policy

Antoine Lentacker, Assistant Professor, History

Kalina Michalska, Associate Professor, Psychology

Tanya Nieri, Associate Professor, Sociology

Jennifer Syvertsen, Associate Professor, Anthropology
Mark Wolfson, Professor, Department of Social Medicine, Population, and Public Health

Sam Ying, Assistant Professor, Environmental Sciences

6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

This program will be administered by the Department of Society, Environment, and Health Equity.

7. Projected enrollment in the program.

We anticipate the first-year enrollment in the minor to be about 10-20 students, based on our experience with Sustainability Studies and enrollment numbers for Environmental Studies at UCSB and UCSC (1,118 and 288, respectively for 2022-2023). Fluctuations can be easily absorbed since all required courses will already be offered for the major.

8. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches a steady state.

Minor in Environmental Studies

Anticipated number of degrees to be granted when the program reaches a steady state in 5 years: 20 per year.

9. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.

N/A

10. A full listing of resources required for start-up and for operations. In cases where no additional resources will be needed, this must be explicitly stated. This listing may include: personnel (faculty FTE or temporary positions, Teaching Assistants or Readers, administrative staff, technical support); support services including computer facilities and library resources; space requirements. A plan indicating how the resources will be obtained would also be helpful to the committee in reviewing the proposal. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

A. Faculty
Start-up of the new program will not require additional faculty other than the four core faculty who transferred 100% of their lines to the new Department of Society, Environment, and Health Equity. In addition, SEHE is in the process of hiring a tenured faculty member (supported by a UCOP Advancing Faculty Diversity grant) with expertise in Black Diaspora and Health.

Five additional faculty who were involved in proposing the new Department expressed their commitment to transfer partial or full FTE. We anticipate that growth in the number of faculty will be in sync with student growth.

We have also enlisted affiliate faculty willing to teach courses in their own departments that will count towards fulfilling the ENST requirement.

Combined, we have secured enough teaching resources to start up and maintain the ENST minor.

B. Two TA positions per year are desired.

We hope to offer the introductory course, SEHE 001S: Culture, Society, and the Environment twice a year with 75 students with discussion sections. We will request two TAs from the CHASS Dean’s Office. If the TAs are unavailable, we will offer SEHE 001 without discussion sections with a lower cap.

C. Staff

A dedicated or shared academic advisor will be necessary.

D. Computers

No additional computer facilities are required for the new curriculum

E. Library

Tiffany Moxham, Associate University Librarian has been consulted. The UCR library maintains an extensive database, e-journal, and textbook collection that will support the ESST degree programs. This includes diverse subjects in journals from major publishers and societies and specialized databases such as GreenFILE and AGRICOLA. All subject areas also have options to choose monographs that reflect their specific topics through Patron Driven acquisitions and have access to fast interlibrary loan services for unique journal content. As such, the additional costs to the library will be minimal and in line with existing student needs i.e. supplementing current collections.

F. Space

ENST minor does not require any additional or specialized space for teaching.
G. Plans for obtaining resources

SEHE faculty have obtained $34,000 from the National Endowment for the Humanities (NEH) Humanities Connections Planning Grant, which will be utilized to cultivate community partners for teaching and learning. We plan to apply for the NEH Humanities Connections Implementation Grant once we complete the Planning grant.

If and when endowed, we will be able to provide awards to exceptional Environmental Studies undergraduate students from our late colleague Margie Waller’s Memorial Fund. About $1000 per year will be available to grant as scholarships to our undergraduate minors.

We will work with the UCR Foundation to develop a departmental fund into which donations can be made over time by alumni of the program as well as by other donors interested in supporting the department, its students, and faculty.

We will receive 52% of the income from Summer ENST offerings.

Utilizing university resources such as the Academic Senate and Office of Research and Academic Development, and CHASS grants support, the department faculty will pursue internal and external funding to support their research. They will also encourage students to avail themselves of internal and external funding opportunities (e.g., Chancellor’s Research Fellowship, National Institutes of Health Undergraduate Research Grant) to support their academic work.

11. Both internal and external letters of support should be provided with the proposal. Internal letters of support are often from UCR department chairs and faculty of related programs. The external letters should be from other UC campuses or other peer institutions. Letters from off-campus help to establish the quality of the program and its fit within the context of related programs at other universities. Upon consultation with the CEP the demand for external letters may be waived.

Internal letters: CHASS Faculty Executive Committee, CHASS Dean Daryle Williams, Jeanette Kohl and Dylan Rodriguez (co-directors of the Center for Ideas and Society), Lisa R. Fortuna (School of Medicine, Professor and Chair of Psychiatry and Neurosciences), Brandon Andrew Robinson (Chair, Department of Gender and Sexuality Studies), Gordon Love (Chair, Department of Earth & Planetary Sciences), Judith Rodenbeck (Chair, Department of Media and Cultural Studies), Juliann Emmons Allison (Chair, Global Studies), Jennifer Syvertsen (Chair, Department of Anthropology)

External letters: Sarah Jaquette Ray (Humboldt Polytechnic, Chair, Environmental Studies Department), Steffanie Strathdee (UC San Diego, Harold Simon Distinguished Professor and Associate Dean of Global Health Sciences), Danielle Celermajer (Deputy Director of the Sydney Environment Institute), Tracey Osbourne (UC Merced, Associate Professor and Presidential Chair, Department of Management of Complex Systems;
12. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.

Approvals:

a. Program faculty

The following SEHE faculty and faculty affiliates approved this proposal by email vote on 8/4/23:

Juliann Emmons Allison, Associate Professor, SEHE
Ann Cheney, Associate Professor, Department of Social Medicine, Population and Public Health
Allison Hedge Coke, Professor, Creative Writing
Kim Yi Dionne, Associate Professor, Political Science
Derick Fay, Associate Professor, Anthropology
Farah Godrej, Associate Professor, Political Science
Catherine Gudis, Associate Professor, History
Gloria Kim, Assistant Professor, Media and Cultural Studies
Bronwyn Leebaw, Associate Professor, Political Science
Philipp Lehmann, Assistant Professor, History
Keith Miyake, Assistant Professor, Ethnic Studies
Pat Morton, Associate Professor, Media and Cultural Studies
Tanya Nieri, Associate Professor, Sociology
Ellen Reese, Professor and Acting Vice Chair, SEHE
Jade Sasser, Associate Professor, Gender and Sexuality Studies
Freya Schwiy, Professor, Media and Cultural Studies
Dana Simmons, Associate Professor and Acting Chair, SEHE
Jennifer Syvertsen, Associate Professor and Chair, Anthropology
Chikako Takeshita, Associate Professor, SEHE

b. Chairs’ approval to include their courses in the new curriculum

Bruce Babcock, Chair, Public Policy (Cross-listed courses only)
Kenneth Barish, Chair, Physics
Gordon Love, Chair, Earth and Planetary Sciences
Michael McKibben, Chair, Earth and Planetary Sciences
David Lloyd, Chair, English
John Medearis and Jennifer Merolla, Chairs, Political Science
Brandon Robinson, Chair, Gender and Sexuality Studies
Judith Rodnbeck, Chair, Media and Cultural Studies
13. Proposed Curriculum

**EXECUTIVE COMMITTEE**
**COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES**

**REPORT TO THE RIVERSIDE DIVISION**
(insert date)

**To be adopted:**

**PRESENT: PROPOSED:**

**Program Description**

Through humanities and social sciences education, this program equips students with knowledge, theory, and skills that advance their contribution to a world in which environmental degradation has become an increasingly significant societal subject of concern. In order to gain a deeper understanding of the complex interactions between the workings of human societies and ecological changes, the major engages a range of environmental challenges including climate change, air and water pollution, biodiversity loss, energy demands, toxic accumulations, waste management, deforestation and desertification, food security, and water scarcity as *social phenomena* and examines how they intersect with broader societal issues such as environmental justice, policy and governance, history of colonialism, global capitalism, hunger and poverty, structural racism, gender inequality,
health inequity, and community resilience. The major also introduces humanities approaches such as critical theory, environmental philosophy, regional history, storytelling, and other creative expressions to enrich students’ intellectual relationships with nature and non-human elements. The major also emphasizes community engagement as a necessary step in finding solutions for environmental challenges. The interdisciplinary education will prepare students to make career choices that involve: promoting sustainable practices in various capacities as employees in public services, education, healthcare, or the private sector; joining nonprofit organizations with a focus on issues pertaining to environmental sustainability or social justice; and continuing their career development by pursuing professional and graduate education in sustainability, public policy, urban and regional planning, business, law, and public health.

The degree consists of 52 units and focuses on humanist and social science studies of the environment and sustainability, supplemented by related lower-division CNAS courses that support the development of scientific literacy and understanding of STEM approaches to sustainability.

The program also offers a 20-unit Minor with 1 lower-division and 4 upper-division core courses. The minor is designed to accommodate CHASS majors as well as UCR students pursuing majors in all colleges and schools who are motivated to complement their STEM, Public Policy, or Business and Finance training with studies of the natural environment and sustainability from humanist and/or social science perspectives.

**Minor Requirements** (20 units)

1) Lower-division requirement (1 course, 4 units)
   a) SEHE 001

2) Upper-division requirement (4 courses, at least 16 units)
   i) Climate Studies; GSST 173/SEHE 141, NAHS171/ENGR171/PBPL171, SEHE 116, SEHE 131, SEHE 132
   ii) Environmental Justice; ETST 179, SEHE
110, SEHE 120, SEHE 135, POSC 137/SEHE 137 or POSC 137S/SEHE 137S

iii) Environmental Governance; ANTH 132, MCS 122, MCS 159, SEHE 130, POSC 106/SEHE 136 or POSC 106S/SEHE 136S, POSC 127/SEHE 127 or POSC 127S/SEHE 127S, POSC 139/SEHE 139 or POSC139S/SEHE 139S, GSST 131/SEHE 140

iv) Environmental Humanities; AST 180/JPN 180/MCS, 180, ENGL 120A, ENGL 120T, GSST 161/SEHE123, GSST 181/SEHE 142, MCS 108, MCS 117, MCS 170, MCS 175/SEHE 143

v) Special Topics in Environmental Studies: GSST 145/SEHE 145, GSST 148/SEHE 148, SEHE 159

Justification:

Include justifications for **EVERY change/addition/deletion** that is made.

**Approvals:**

Approved by the faculty and faculty affiliates of the Department of Society, Environment and Health Equity: August 4, 2023
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: August 28, 2023
Approved by the Dean of CHASS; August 23, 2023
Approved by the Committee on Educational Policy:

**Course Descriptions for ENST Minor Curriculum**

1)

SEHE 001: Society, Culture, and the Environment 4 Lecture, 3 hours; discussion, 1 hour. Explores the relationship between human society and the natural environment; case studies focus on economic development, population, energy, resource use and management, technology, and environmental social movements. Course also introduces the roles of race, class, and gender in shaping environmental burdens, benefits, and activism.

2)
SEHE 105 Environmental Health and Social Justice 4 Lecture, 3 hours; activity 3 hours. Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe, invisible environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change. Cross-listed with GSST 171.

SEHE 105S Environmental Health and Social Justice 5 Lecture, 3 hours; Discussion, 1 hour; Activity 3 hours. Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe, invisible environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change. Cross-listed with GSST 171.

SEHE 106 Movements & Advocacy in Environmental Justice & Health Equity 4 Lecture 3 hours; Individual work, 3 hours. Overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, health equity, sustainability, and environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines movement and advocacy outcomes, challenges, and opportunities for promoting Health equity and Environmental Justice.

SEHE 106S Movements & Advocacy in Environmental Justice & Health Equity 5 Lecture 3 hours; Discussion, 1 hour; Individual work, 3 hours. Overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, health equity, sustainability, and environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines movement and advocacy outcomes, challenges, and opportunities for promoting Health equity and Environmental Justice.

i) Climate Studies

SEHE 116 Intersectionality, Climate Emotions and Mental Health 4 Lecture, 3 hours; extra reading, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces emotional responses to climate change. Identifies the relationships between emotions and mental health outcomes. Explores the roles of race, gender, age, and social marginalization.

SEHE 132 Community Resilience to Climate Change 4 Lecture, 3 hours; Discussion, 1 hour; Research, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Considers climate resilience in theory and practice introducing research on climate resilience around the globe. Examines strategies for urban climate resilience building and evaluates climate resilience in communities of interest. Explores socially just climate resilience practices.

SEHE 131 Global Climate Politics and Policy 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Examination of relationship between climate politics and policy to stabilize the climate and reduce impacts on human societies. Topics include: climate science and politics; United Nations Framework Convention on Climate Change (UNFCCC); critique of neoliberal climate policies; politics of climate justice; low carbon challenges and opportunities.

SEHE 141 Gender and Climate Change 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Examines the global
social impacts of climate change that are magnified based on existing inequalities. Focuses on the disparity between men and women in their vulnerability and ability to cope with the global phenomenon. Investigates both women as “victims” of global warming and their positive roles in climate change mitigation. Cross-listed with GSST 173

ii) Environmental Justice

**SEHE 110 Environmental Health in Southern California** 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Interdisciplinary cross-examination of environmental challenges, social inequities, and human health consequences in the Southern California region. Topics include the logistics industry and air pollution, toxic dust and groundwater contamination from agriculture and military bases, history of oil refineries and waste facilities around marginalized communities, and disparate impacts of extreme heat.

**SEHE 129 Food Justice** 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour
Explores relations of power, love, desire, hunger and taste through food and food systems. Considers how food is found, grown, made, bought, sold, shared and consumed. Covers food apartheid and carceral food systems; metabolic disease; nutrition and nourishment; the right to food; and movements to decolonize food systems.

**SEHE 135 Environmental War Crimes** 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour
Examines causes and consequences of wartime environmental destruction in local and global context. Surveys legal frameworks designed for limiting environmental harms associated with war, with attention to climate change, food justice, reproductive justice, and Indigenous self-determination. Focuses on frontline communities in exposing and mitigating threats of environmental legacies of war.

**SEHE 137 Environmental Justice and Human Rights** 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines how notions of justice and human rights have been brought to bear on environmental and sustainability debates. Also examines the theoretical and historical basis of the environmental justice and human rights movements. Topics include local concerns (including “food deserts”) and air pollution, as well as global problems. Cross-listed with POSC 137. Credit is awarded for only one of POSC 137 or POSC 137S.

iii) Environmental Governance

**POSC 127/SEHE 127 Global Environmental Politics** 4 Lecture, 3 hours; field, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): POSC 020 or POSC 020H. Introduces the study and practice of global environmental politics. Explores major developments in the evolution of international environmental law and policy. Covers ozone depletion, acid rain, marine pollution and whaling, tropical deforestation, overpopulation, and the impact of environmental degradation. Credit is awarded for only one of POSC 127 or POSC 127S.

**POSC 127S/SEHE 127S Global Environmental Politics** 5 Lecture, 3 hours; discussion, 1 hour; field, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): POSC 020 or POSC 020H. Introduces the study and practice of global environmental politics. Explores the major developments in the evolution of international environmental law and policy. Covers ozone depletion, acid rain, marine pollution and whaling, tropical deforestation, overpopulation, and the impact of environmental degradation. Credit is awarded for only one of POSC 127 or POSC 127S.

**POSC 139/SEHE 139 Environment, Sustainability, and Society** 4 Lecture, 3 hours; individual study, 2 hours; written work, 1 hour. Prerequisite(s): POSC 017 or POSC 020 (or POSC 020H) or SOC 020; or consent
of instructor. Examines the relationship of human society to the natural environment from a multi-disciplinary approach. Considers ways in which values, paradigms, policies, technologies, and their interactions have determined humans’ current unsustainable relationship with the earth. Explores challenges inherent in moving society toward a more environmentally sustainable future. Credit is awarded for only one of POSC 139 or POSC 139S.

POSC 139S/SEHE 139S Environment, Sustainability, and Society 5 Lecture, 3 hours; discussion, 1 hour; individual study, 2 hours; written work, 1 hour. Prerequisite(s): POSC 017 or POSC 020 (or POSC 020H) or SOC 020; or consent of instructor. Examines the relationship of human society to the natural environment from a multi-disciplinary approach. Considers the ways in which values, paradigms, policies, technologies, and their interactions have determined humans’ current unsustainable relationship with the earth. Explores challenges inherent in moving society toward a more environmentally sustainable future. Credit is awarded for only one of POSC 139 or POSC 139S.

SEHE 130 Environmental Planning 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper-division standing or consent of the instructor. Introduction to environmental planning, regulation, and analytical approaches to issues including conservation, air quality, water quality and access, waste management, disaster planning, risk assessment, and environmental justice.

SEHE 136 Environmental Political Thought 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Addresses various philosophical aspects of the human relationship to the environment from social, political, and economic perspectives. Includes debates related to issues such as how should human beings interact with their environment, as well as the relationship of environmental practice to liberalism, democracy, and capitalism. Credit is awarded for only one of SEHE 136 or SEHE 136S. Cross-listed with POSC 106.

SEHE 140 Sustainability, Gender and Development in the Global South 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Investigates the intersection of sustainable practices, development pressures, and gender in the Global South. Explores nonwestern concepts of sex/gender and nature as epistemological resources in addressing the impact of climate change on livelihoods and social organization. Asks how sustainability theory and practice can be transnational and socially inclusive. Cross-listed with GSST 131.

iv) Environmental Humanities

SEHE 123 Gender and Science 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Focuses on the intersections of Western constructions of gender and scientific knowledge since the sixteenth century. Considers the cultural and political roles of the scientist in terms of gender; the structuring of objectivity and objects of study; the status of scientific knowledge; and the emergence of feminist science studies. Credit is awarded for one of the following SEHE 123 or SEHE 123S. Cross-listed with GSST 161.

SEHE 142 Feminisms and Environmentalisms 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Explores women’s and feminist involvement in environmental movements. Examines how gender shapes our relationships with and approaches to environmental problems in the United States and globally. Investigates intersections between feminist concerns (health, reproduction, mothering, gender equity, and social justice) and environmental issues (conservation, pollution and global warming, and sustainability). Cross-listed with GSST 181.

SEHE 143 Human and Non-Human: Decolonial and Audiovisual Perspectives on Life on a Diminished
**Planet** 4 Seminar, 3 hours; screening, 2 hours; written work, 1 hour; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior. A study of decolonial and audiovisual approaches to conceiving human/nonhuman from Latin American perspectives. Examines issues of extractivism, environmental justice, the debate on living well, the relation between human and nonhuman, and how films make these issues. Cross-listed with MCS 175 and SPN 175.

**HISA 119/SEHE 144 Modern United States Consumer Culture** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the history and culture of mass consumerism in the United States. Includes the shift from mass production to mass consumption; the growth of advertising and product marketing; the rise of the department store and shopping mall; the relationship of race, ethnicity, and gender to the market; globalization; and anticonsumerism. Cross-listed with HISA 119.

**HIST 111/SEHE 111 Public History and Community Voices** 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduction to the study of public history and the use of oral history, narratives, written sources, photographs, material culture, and other documentary evidence important to presenting historical information and interpretation to a large audience. Analysis of archives, museums, government agencies, familial sources, and other historical repositories that hold community voices. Students present public history by producing an exhibit, published work, or community project. Cross listed with HIST 111.

v) Special Topics

**SEHE 145 Intersectionality, Ecology, and Community Design** 4 Lecture, 3 hours; extra reading, 2 hours; research, 4 hours. Prerequisite(s): GSST 021. Introduces theoretical underpinnings of ecological utopias and ectopias. Examines practical aspects of designing these intentional communities focused on sustainability. Includes discussion and critique of proposed ecotopias, analysis of egalitarian economic systems, inclusive and participatory political institutions, and social mores adopted by existing ecovillages and other sustainable intentional communities. Cross listed with GSST 145.

**SEHE 148 Intersectionality, Ecology, and Design Science** 4 Lecture, 3 hours; practicum, 3 hours; extra reading, 2 hours; field, 2 hours; written work, 2 hours. Prerequisite(s): SEHE 145 (SEHE 145 may be taken concurrently). Introduces regenerative design. Emphasizes stability and resiliency of natural systems and intersectional praxis of environmental justice in agricultural and social design. Recognizes sustainable food, water, and shelter requires understanding structures of power that shape and maintain discrimination. Includes: agroecology; climate; health; permaculture; intentional communities; social activism; sustainability. Cross listed with GSST 148.

**SEHE 159 Special Topics in Environmental Studies** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores specific topics in Environmental Studies. Content of the course varies and is announced as the course is offered. Course is repeatable as content changes to a maximum of 8 units.
August 28, 2023

TO: Dana Simmons, Acting Chair
    Department of Society, Environment and Health Equity

FROM: John Kim, Chair
      CHASS Executive Committee

RE: Department of Society, Environment and Health Equity-New Major and Minor in Environmental Studies (ENST)

CHASS Faculty Executive Committee (CHASS FEC) reviewed and approved the proposed new major and minor in Environmental Studies (ENST) by the Department of Society, Environment and Health Equity (SEHE) on August 26, 2023 by a vote of 8 approve, 0 disapprove, 1 unavailable and 1 recusal; 1 member recused themself as a member of SEHE.

CHASS FEC previously reviewed and implicitly approved the ENST major and minor when SEHE submitted its proposal for departmentalization, which the Division approved in February 2023 by a 77% majority vote in favor. The present review formalizes CHASS FEC’s previous, implicit approval of its ENST major and minor.

As outlined in the proposal, the Environmental Studies major and minor distinguishes itself from CNAS’ existing Environmental Science major and minor in that ENST is based on humanistic and social scientific methodologies that address issues outside of the natural scientific scope of Environmental Science; such issues include environmental justice, policy and governance, history of colonialism, global capitalism, hunger and poverty, structural racism, gender inequality, health inequity, and community resilience. At the same, ENST major and minor also draw upon relevant CNAS courses to provide ENST students with a grounding in natural scientific methods.

The overall structure of the ENST major and minor is well balanced and within the normative range of unit counts for majors and minors at UCR. The ENST major consists of 52 units, of which 16 are at the lower division level and 36 at the upper division level. The proposal offers students considerable flexibility in the range of courses offered by SEHE and other departments that satisfy each area of coverage, such as 5 for Climate Studies, 5 for Environmental Justice, 10
for Environmental Governance, 9 for Environmental Humanities, 13 for Gender, Race and Structural Inequity. Common to ENST students are two required courses, SEHE 001 and SEHE 101 forming the basis of the major, as well as a capstone requirement that can be satisfied by one of four courses SEHE 193, SEHE 198-I, SEHE 198G/LABR 198G, or SEHE 195 Senior Honors Thesis. CHASS FEC especially lauds the proposal’s interdisciplinary design that engages with disciplines not only across CHASS but also CNAS and other units.

The broad range of courses outside of SEHE that are applicable to the ENST major and minor ensures that students will have multiple pathways to meet their course requirements. Students will be able to fulfill their major/minor with designated courses from GEO, BPSC, ENSC, ENG, ETST, ANTH, MCS, among others, while receiving their grounding in SEHE courses.

The Environmental Studies major and minor will replace the highly successful major and minor in Sustainability Studies (SUST) housed in the Department of Gender and Sexuality Studies (GSST) once ENST is formally approved by the Division. GSST submitted its proposal to place a moratorium on new student admissions to SUST, and CHASS EC approved it in July 2023.

CHASS FEC’s positive assessment of the ENST proposal is shared by the external and internal review letters, all of which are enthusiastically supportive of both ENST and its complementary proposal for a major in Global and Community Health (GCH). Deputy Director of the Sydney Environmental Institute at the University of Sydney, Professor Danielle Celermajer, lauds the ENST proposal for the interdisciplinary scope it offers its students, “The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.” Similarly, Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at UC San Diego, Professor Steffanie Stratdee, concurs, noting “The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values.” Writing of both the GCH and the ENST proposals, the former Provost of Rachel Carson College at UC Santa Cruz and the current President of Sustainable Systems Research Foundation Professor Ronnie D. Lipschutz lauds both for their interdisciplinary structures, noting, “No single discipline is sufficient to deal with such problems, and few academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines,” and praising these programs for providing “the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.” Similarly, the Founding Director of the System-wide UC Center for Climate Justice Professor Tracy Osborne of UC Merced writes of the timeliness of both the ENST and GCH proposals, “Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum.” CHASS FEC is especially heartened by the letter of support from the Chair of the Sustainability Committee at Riverside Community College (RCC), Professor Tonya M. Huff, who lauds both the ENST and GCH proposals for creating a “pipeline” from RCC to UCR, “We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited
about the potential for this pathway for our students.” In turn, CHASS FEC lauds SEHE for its collaboration with RCC faculty fostering a pool of new prospective transfer students to UCR.

In view of CHASS FEC’s review and the letters from external (non-UCR) and internal (UCR) specialists, CHASS FEC enthusiastically endorses this proposal.
August 23, 2022

Based on a preliminary administrative review and counsel of the CHASS Associate Deans, I am pleased to extend an endorsement on the general academic structure of the two proposed degrees. This endorsement includes a recognition of prior College commitments for the Senate recruitments described in the AFD grant; instructional and administrative staffing adequate to demonstrated need and comparable to other units in the College; and space planning.

College-funded compensation for departmental leadership and student success took effect July 1, 2023, in terms equal to other units of comparable size.

In FY24 forward, the SEHE majors will be incorporated into recruitment, admissions, retention, and graduation for current and prospective undergraduate students.

The College encourages and endorses efforts to secure external support for the program, its students and its faculty, and will provide the appropriate grant administration for successful proposals.

For a more thorough endorsement, I await a complete review of the academic integrity of the curriculum conducted consistent with Academic Senate authorities and responsibilities. I extend the availability of the academic advisors to conduct a more detailed analysis of degree requirements and progress-to-degree metrics, upon request from the Academic Senate.

I look forward to welcoming new majors in the arc from matriculation to graduation.

Respectfully,

Daryle Williams
Professor and Dean
August 22, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Environmental Studies Department of Cal Poly Humboldt in enthusiastic support of the proposed BA degree in Environmental Studies at UCR. This undergraduate program will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Environmental Studies undergraduate degree program will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Chair of the Environmental Studies Department at Cal Poly Humboldt I am eager to see new courses and degrees offered in these areas, which will further the curricular goals of UCR and the goals of the public higher education systems of California to lead in sustainability and environmental justice training. I fully support the undergraduate program proposals for the Environmental Studies BA.

Sincerely,

Sarah Jaquette Ray
Chair, Environmental Studies Department
August 20, 2023

To Whom it May Concern,

I am writing in support of the proposed Bachelor of Arts degree and minor in Environmental Studies through the new Department of Society, Environment and Health Equity. I believe that such a degree is relevant, necessary, and in-demand and that such a program would be tremendously beneficial for the students of UCR.

I am a faculty member in the Life Sciences Department at Riverside City College where I teach Environmental Science, Introductory Biology (both for majors and non-majors), Natural History of Southern California Ecosystems, International Field Ecology, and other courses. Additionally, I am a faculty co-advisor for the Student Sustainability Collective on our campus and faculty chair of our campus Sustainability Committee. Since the beginning of my teaching career approximately 13 years ago, I have seen a steady increase in interest in topics of environmental science and sustainability among my students. As issues of equity and sustainability have been hot topics in the news during the last several years, I have seen interest climb even more. Additionally, according to a recent report, the global green technology and sustainability market size is set to grow from $11.2 billion in 2020 to $36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations.

Due to this clear niche in the job market and demand by students, RCC has recently developed and approved a Sustainability major for our students in addition to the Environmental Science major that has existed for quite some time. Both of these majors are meant to be a pipeline from RCC to UCR. We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. We hope to continue to collaborate with the new SEHE Department at UCR to create events, workshops, and research opportunities for our RCC students. Evidence shows that if a community college student spends time on a university campus, they begin to feel like they belong and are more likely to transfer and continue their educational journey. We would love for the Sustainability and Environmental Studies students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.
Department of Life Sciences, Riverside City College
August 15, 2023

Academic Senate & Administration
University of California, Riverside

Dear Colleagues,

I write this letter in support of the two proposals for majors in the Department of Society, Environment and Health Equity (SEHE). As I understand the matter, the proposed Environmental Studies major will replace the Sustainability Studies degree that has been administered by the Department of Gender and Sexuality Studies, while the major in Global and Community Health will complement Environmental Studies with its focus on related issues and problems. Before I give three reasons—out of many—for supporting this proposal, I will give some background on my experience and qualifications.

I was a faculty member of the UCSC Politics Department from 1990-2020, teaching among other things international relations and global environmental politics. I have done policy, research and technical work in environmental and policy field since the late 1970s, after receiving a Masters’ in Physics at MIT. I came to UCSC with a PhD in Energy Resources from UC Berkeley (1987) and, beginning in 2008, was part of a faculty group trying to establish a Sustainability Studies program at UCSC. In 2012, I was appointed Provost of Rachel Carson College (I was able to obtain the $5,000,000 endowment required to name a UCSC residential college) and established a minor in Sustainability Studies, the first such minor in a college since the university’s founding. I am presently President of the Sustainable Systems Research Foundation in Santa Cruz, a nonprofit green think tank focused on development and deployment of local sustainability projects.

First, at this moment of environmental crisis, and especially with the looming threat of climate change, interdisciplinary education and research are more essential than ever. Both of the proposed majors are explicitly interdisciplinary, focusing on systemic issues and topics, rather than strictly-bounded disciplinary ones. Over the past 40 years, approaches to understanding and addressing these environmental challenges have been constrained by the very disciplinary epistemologies its practitioners apply. Biologists see everything through a biological lens; economists, through and econometrics one; humanists through philosophy, art and literature. But “wicked problems” such as climate change (and all of the social systems that give rise to it) are characterized by complex linkages among technological, political, social and economic systems and institutions. No single discipline is sufficient to deal with such problems, and few
academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines. The SEHE Department and its degree programs will be able to provide the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.

Second, and at the same time, there is a pressing need to acknowledge and incorporate the structural injustices and racism that are foundational to our social institutions and practices and reproduced in the environmental crisis. This is especially the case in terms of the distribution of current and future impacts of climate change and the benefits that will accrue from the coming green economy. UCR’s student demographic is well-placed to make important and significant contributions to this transition and the SEHE Department and the two new majors will position them to do so.

Finally, in this time of limited (and even declining) instructional budgets, the bane of new degree programs is the cost of administering and running them and the frequent refusal of university administrations to provide the necessary funds and personnel. Few existing departments are willing to take on this burden and putting new programs under the care and feeding of departments whose disciplinary focus is not directly related risks shortchanging the new ones and even obscuring their existence. The SEHE Department and the two new majors will be highly visible, appropriately funded (I hope) and able to provide students with the focused care, advising and training required to succeed in the proposed areas of systems complexity and social change.

There are many other reasons to support these two proposed majors, not the least that similar initiatives exist or are being launched across the country and the world. Judging from the academic and professional job announcements that come across my “desk,” graduates of the two programs will have little difficulty in finding relevant employment.

I endorse the two majors in the strongest terms and hope UCR will approve and fund them at the level necessary for them and their students to learn and thrive about these critical issue areas.

Please do not hesitate to contact me with any questions you may have.

Yours sincerely,

Ronnie D. Lipschutz
Professor Emeritus of Politics, UCSC
President, Sustainable Systems Research Foundation
August 10th, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

Re: Letter of Support for proposed BA degree in Environmental Studies and BA degree in Global and Community Health

I am writing on behalf of the Sydney Environment Institute at the University of Sydney to express my strong support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health at UC Riverside. As a scholar committed to universities making tangible research and teaching contributions to the critical environment, health and justice issues of our time, the proposed degrees strike me as much needed curricula additions. The two undergraduate programs will bring much needed new curricular opportunities addressing environmental and health disparities through the university, two areas of critical concern.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland
Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Deputy Director of the Sydney Environment Institute, I am eager to see new courses offered in these areas, developments that will strengthen our collective efforts to address the most critical issues of our times. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely

Professor Danielle Celermajer
August 22, 2023

Dear members of the UC Riverside Academic Senate,

I write to enthusiastically express my support for the creation of BA and Minor in Environmental Studies and the BA and Minor in Global and Community Health in the UC Riverside College of Humanities, Art, and Social Sciences. Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum. Such programs have been growing at universities nationwide, as well as across the UC system. Further, health equity issues are often interrelated with the forces that shape the distribution of environmental benefits and burdens in places where human communities live, work, and play. As the COVID-19 pandemic demonstrates, health inequities and disparate health outcomes for marginalized communities are pressing national problems in the United States—challenges that are not disconnected from the environmental challenges facing us today. With the creation of this department, UC Riverside is poised to provide an innovative curriculum for its diverse student body as well as to lead the way for other UC campuses. In my view, these proposed majors and minors charts a course that is reinforced by trends showing increases in interdisciplinary environmental and sustainability studies programs.

In my capacity as Director of the UC Center for Climate Justice, I am working to raise awareness and develop curriculum and programming focused on addressing climate change as a social justice and equity issue across the UC campuses. The kinds of pedagogical approaches required to plan for and address holistic solutions to climate change and other environmental problems in California and beyond must address scientific, social, economic, and cultural components. The innovative, forward-thinking approach offered through such programs is exactly what is needed to broaden these offerings for UCR students. I offer my strongest support to this endeavor.

Sincerely,

Tracey Osborne, PhD
Founding Director, UC Center for Climate Justice
Associate Professor and Presidential Chair
Department of Management of Complex Systems
University of California, Merced
August 20, 2023

To Whom it May Concern,

I am writing in support of the proposed Bachelor of Arts degree and minor in Environmental Studies through the new Department of Society, Environment and Health Equity. I believe that such a degree is relevant, necessary, and in-demand and that such a program would be tremendously beneficial for the students of UCR.

I am a faculty member in the Life Sciences Department at Riverside City College where I teach Environmental Science, Introductory Biology (both for majors and non-majors), Natural History of Southern California Ecosystems, International Field Ecology, and other courses. Additionally, I am a faculty co-advisor for the Student Sustainability Collective on our campus and faculty chair of our campus Sustainability Committee. Since the beginning of my teaching career approximately 13 years ago, I have seen a steady increase in interest in topics of environmental science and sustainability among my students. As issues of equity and sustainability have been hot topics in the news during the last several years, I have seen interest climb even more. Additionally, according to a recent report, the global green technology and sustainability market size is set to grow from $11.2 billion in 2020 to $36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations.

Due to this clear niche in the job market and demand by students, RCC has recently developed and approved a Sustainability major for our students in addition to the Environmental Science major that has existed for quite some time. Both of these majors are meant to be a pipeline from RCC to UCR. We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. We hope to continue to collaborate with the new SEHE Department at UCR to create events, workshops, and research opportunities for our RCC students. Evidence shows that if a community college student spends time on a university campus, they begin to feel like they belong and are more likely to transfer and continue their educational journey. We would love for the Sustainability and Environmental Studies students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.
Department of Life Sciences, Riverside City College
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at the University of California San Diego, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Steffanie Strathdee, PhD
Harold Simon Distinguished Professor
Associate Dean of Global Health Sciences
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

We are writing on behalf of the Center for Ideas and Society at UCR in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As co-directors of the Center for Ideas and Society, we are particularly eager to see new courses offered in these areas, which will further our curricular goals. We fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside, and we at the CIS see great potential for collaborations with the new program on various levels.

Sincerely,

[Signatures]
August 10, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

On behalf of the Global Studies Program, I enthusiastically support the proposed BA degrees in Environmental Studies and Global and Community Health. These two undergraduate programs will bring critically important new curricular opportunities for UCR students, including those participating in our Global Health, Sustainability and Resources track.

UCR is positioned to join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. This program will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values.

The Global and Community Health BA degree addresses pressing problems of health and healthcare workforce shortages in Inland Southern California, and underrepresentation of Latinx and Black people among California health professions workforce. The proposed curriculum will prepare students for advanced study and community-based work related to social justice and health disparities relevant to careers in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy.

These undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in Inland Southern California and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Director of the Global Studies Program, I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA.

Sincerely,

Juliann Emmons Allison
Society, Environment & Health Equity
Global Studies Program
August 25, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

I am writing on behalf of the Department of Gender and Sexuality Studies (GSST) in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree (GCH) will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

The Environmental Studies BA degree (ENST) will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

GSST currently houses a Sustainability Studies major (SUST), which will sunset as SEHE’s Environmental Studies major grows. The two departments, GSST and SEHE, have established an MOU to guide this process. GSST and SEHE will work together to meet the needs of students and faculty in both departments in the transition from the GSST Sustainability Studies major to the SEHE Environmental Studies major.

The GSST SUST major will sunset, with a target date to stop accepting new majors in Fall 2024. GSST submitted a memo in July 2023 to CHASS FEC and the Committee on Educational Policy, requesting a moratorium on the Sustainability Studies major. The Senate granted a pause in admissions to SUST pending the outcome of the moratorium review. In Fall 2024, all existing SUST majors will be encouraged to transfer to the ENST major in SEHE. In Winter 2024, SEHE and GSST will schedule a joint meeting with Cassee Barba and Holly Easley (SUST advisors) to set out course substitutions that will allow any remaining SUST majors to graduate using SEHE courses if necessary. To ease the transition, GSST and SEHE will submit cross-listing proposals in Fall 23 so that SEHE faculty can continue to cover the required courses for the SUST major. Once all the remaining SUST majors have graduated (est. 2027), SEHE and GSST will consult on which courses to keep cross-listed, and which cross listings should be removed.
As Chair of GSST, I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

Thank you,

Brandon Andrew Robinson, Ph.D.
Chair & Associate Professor
Department of Gender & Sexuality Studies
University of California, Riverside
24th August, 2023

Gordon D. Love, PhD,
Professor of Geochemistry
Chair, Department of Earth & Planetary Sciences
University of California, Riverside

E-mail: glove@ucr.edu

Re: SEHE degree programs

To: Dana Simmons, Acting Chair of SEHE

On behalf of the Department of Earth and Planetary Sciences (EPS), I am writing in support of the undergraduate programs proposal submitted by the new Department of Society, Environment and Health Equity (SEHE).

EPS teaches several (GEO) lower and upper division undergraduate science classes that are popular across campus and taken by a diverse student body to fulfill degree requirements. Many of these classes provide the scientific understanding of topical issues critical to societal needs and which are obviously pertinent to the scope of the SEHE degree programs. This subject matter includes: natural resources and their sustainability, climatic and environmental change, natural hazards, landscape evolution, and the history of life on Earth.

We encourage SEHE students to take our popular GEO classes as part of their BA degree requirements and we will work with SEHE to provide guidance on the most appropriate classes for their students to take in each quarter.

Yours sincerely,

Gordon Love.
August 23, 2023

Dear Colleagues and Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Media & Cultural Studies in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring urgently needed curricular address to environmental and health disparities and will enhance teaching and research across our university.

The Environmental Studies BA will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. If it is approved, UCR will join five other UC campuses in offering an Environmental Studies BA degree.

The Global and Community Health BA offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, and advocacy. The GCH major will prepare students for advanced study and community-based work related to social justice and health disparities. This crucial major will help to address pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce. And they further the research and educational priorities of our faculty.

As Chair of MCS, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Judith Rodenbeck  
Professor and Chair  
Media & Cultural Studies
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Anthropology in unconditional support of the proposed BA degree in Global and Community Health and BA degree in Environmental Studies. These two undergraduate programs will bring exciting and necessary curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach and organizing, social services, administration and advocacy. The GCH major will help to address the urgent healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California’s health professions workforce.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, climate change, social justice, and health equity.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability, and the common good. These programs are designed to serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and Latinx people in health-related professions.

As Chair of the Department of Anthropology, I am eager to see new courses offered in these areas, which will further our curricular goals. Our department plans to cross-list several of our courses in Medical Anthropology to help support the new department and foster a rich, interdisciplinary learning environment for our undergraduates across CHASS.
In sum, I fully support the undergraduate program proposals for the **Global and Community Health BA** and **Environmental Studies BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Please do not hesitate to contact me at [jsyverts@ucr.edu](mailto:jsyverts@ucr.edu) should you have any questions or need further information.

All my best,

[Signature]

Jennifer Syvertsen, PhD, MPH  
Chair and Associate Professor of Anthropology  
Pollitt Endowed Term Chair for Interdisciplinary Teaching & Learning in CHASS
Dear Brandon Robinson,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):

GSST 107
GSST 109
GSST 113
GSST 131
GSST 145
GSST 148
GSST 161
GSST 176
GSST 181

Global & Community Health (B.A. and Minor):

412
Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient. Thank you very much for considering this request.

P.S. I want to inform you that one of your faculty plans to pursue a course amendment request to cross-list the following courses with SEHE next year:

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>GSST 131</td>
<td>GSST 145</td>
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<td>GSST 176</td>
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</tr>
</tbody>
</table>

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
*Unsustainable: Amazon, Warehousing, and the Politics of Exploitation* (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/
Brandon Robinson <brandon.robinson@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Fri, Aug 18, 2023 at 8:55 PM

Hi Ellen,  

Yes, I approve of everything for both environmental studies and for global and community health.  

Brandon

---

Brandon Andrew Robinson, Ph.D.  
Chair and Associate Professor  
Department of Gender and Sexuality Studies  
University of California, Riverside  
https://profiles.ucr.edu/brandon.robinson

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness

Co-Authored Book: Race & Sexuality

Current $1 Million NSF-Funded Project: Family, Housing, and Me Project

---

Ellen Reese <ellenr@ucr.edu>  
To: Brandon Robinson <brandon.robinson@ucr.edu>  
Fri, Aug 18, 2023 at 9:51 PM

Wonderful! Thank you so much Brandon!  

P.S. Are you here in Philly too for ASA? -Ellen  
[Quoted text hidden]

---

Brandon Robinson <brandon.robinson@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Fri, Aug 18, 2023 at 10:51 PM

Yes, I am! Hope to run into you!!

---

Brandon Andrew Robinson, Ph.D.  
Chair and Associate Professor  
Department of Gender and Sexuality Studies  
University of California, Riverside  
https://profiles.ucr.edu/brandon.robinson

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness

Co-Authored Book: Race & Sexuality

Current $1 Million NSF-Funded Project: Family, Housing, and Me Project
Dear Joel Sachs,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

- BIO 030
- BIO 034
- BIO 040

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above at your earliest convenience by or before Friday, August 25. A short email message will be sufficient. Thank you very much for considering this request.

All the best,

Ellen Reese
Dear Ellen,

Will do. I set the vote out today.

One challenge is that two of these courses, Biol34 and Biol40, are not being taught every year.

Please let me know if that is a concern, Joel

[Quoted text hidden]

--

Joel L. Sachs
Professor & Chair, Evolution Ecology & Organismal Biology
University of California, Riverside
Chair's Office 2745 Life Sciences Building
Office (951) 827-6357 / Fax (951) 827-4286 / http://www.sachslab.com
Zoom: http://ucr.zoom.us/my/Sachsevolution

Post address: Sachs Lab - UC Riverside
3401 Watkins Dr., 1229 Spieth Hall, Riverside, CA 92521

Ellen Reese
<ellenr@ucr.edu>
To: Joel Sachs <joels@ucr.edu>
Cc: eeobchair <eeobchair@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Thanks so much Joel. We are still interested in requesting permission to use these courses as options for this new major, but thanks for bringing this to our attention.

All the best,
Ellen Reese

[Quoted text hidden]

--

Ellen Reese
<ellenr@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>, eeobchair <eeobchair@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Thanks so much Joel. We are still interested in requesting permission to use these courses as options for this new major, but thanks for bringing this to our attention.

All the best,
Ellen Reese

[Quoted text hidden]

--

Ellen Reese
<ellenr@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>, eeobchair <eeobchair@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Thanks so much Joel. We are still interested in requesting permission to use these courses as options for this new major, but thanks for bringing this to our attention.

All the best,
Ellen Reese

[Quoted text hidden]

--
Hi Joel,

So sorry! I just realized I left out one of our course permission requests: BIO 003 for ENST. Below is the updated request, including that course as well:

Dear Joel Sachs,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies
BIO 003

Global & Community Health (B.A. and Minor):
BIO 030
BIO 034
BIO 040

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above at your earliest convenience by or before Friday, August 25. A short email message will be sufficient. Thank you very much for considering this request.

All the best,
Ellen Reese

[Quoted text hidden]
Ellen Reese <ellenr@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>  
Fri, Aug 25, 2023 at 9:40 AM

Hi Joel-- Just wondering if your department voted in favor or against providing permission to include the following courses in these 2 curriculum? I believe you sent out a vote and just wondering if faculty will be finished voting later today or do you need additional time? I realize we added one more course to the list so if you only had votes on the last 3 courses listed below, let me know. We are happy to know of any voting outcomes you might have and if you need additional time, that's understandable and we can list the matter as pending review. We are just trying to update our curriculum proposal before submitting them for review by the relevant Academic Senate committees. Thanks! -Ellen

Environmental Studies
BIO 003

Global & Community Health (B.A. and Minor):
BIO 030
BIO 034
BIO 040

---

Joel Sachs <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>  
Fri, Aug 25, 2023 at 9:43 AM

Hi Ellen, I'm trying to get more votes. Here's what we have so far:
10 responses total
7 - yes
2 - no
1- abstain

---

Ellen Reese <ellenr@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>  
Fri, Aug 25, 2023 at 10:04 AM
Wonderful! Looks like the permission was approved. If that changes though before the end of the day if you receive more votes, let us know.

Sounds like the vote in favor of these course permissions is for all 4 courses (including 3 Global & Community Health and 1 for Environmental Studies, but if I misunderstood, let me know.

Best,
Ellen

Joel Sachs <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

No, sorry, that is not correct. This vote has not reached a quorum.

Ellen Reese <ellenr@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Got it. Thanks! If you receive a sufficient number of votes for a quorum later today, let us know. Otherwise, perhaps you can revisit this issue later (e.g., in the fall when the quarter starts at a regular faculty meeting) before your faculty reach a decision, let me know. I know it is often difficult to obtain faculty votes in the summer and we can simply say this is "pending review by faculty" for now (as we are doing for some other departments). Thanks for your help with this and at least beginning this conversation with your faculty! We really appreciate it!

Best,
Ellen

Joel Sachs <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

The updated vote tally is as follows:

15 total votes

12 - yes
2 - no
1 - abstain

On Fri, Aug 25, 2023 at 9:41 AM Ellen Reese <ellenr@ucr.edu> wrote:

Dana Simmons <dana.simmons@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>

Thank you very much, Joel! I wish you all the best in the last weeks of summer.
Dana

Ellen Reese <ellenr@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>  
Cc: Joel Sachs <joels@ucr.edu>
Terrific! Sounds like the vote reached quorum and is in favor of all the course permissions requested, is that correct?

Best,
Ellen

Yes, correct.

Awesome! Thanks Joel and hope you both have a great weekend! -ellen

On Fri, Aug 18, 2023 at 3:13 PM Ellen Reese <ellenr@ucr.edu> wrote:

--

[Quoted text hidden]
Dear Gordon Love,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the attached Global & Community Health curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

GEO 007

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in the attached Global & Community Health curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Thank you very much for considering this request.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)
https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

344K

Gordon Love <glove@ucr.edu>                             Mon, Aug 21, 2023 at 5:43 PM
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Dear Ellen,

GEO 007 isn't a class that is going to be regularly taught in the future as the instructor has recently retired. It is still
offered probably as a summer session class.

EPS teach a wide range of other lower division classes that are popular with undergrad students from all colleges.

Sandy, do you have anything to add here?

Sincerely,
Gordon

Prof. Gordon Love
Chair of EPS

Gordon Love <glove@ucr.edu>                             Tue, Aug 22, 2023 at 11:59 AM
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Hi Ellen,

We will give you a list of GEO classes that we think you will be interested in and which quarter these are taught in.

For example, GEO 010 Earth Resources and Sustainability

Best,
Gordon

Ellen Reese <ellenr@ucr.edu>                             Tue, Aug 22, 2023 at 12:08 PM
To: Gordon Love <glove@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Wonderful! Thanks so much. I forgot to mention in my previous email that the following GEO courses were previously
approved by your Department in 2021 for inclusion in our environmental studies curriculum (see the list below), but if you
Ellen Reese <ellenr@ucr.edu>  
To: Gordon Love <glove@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>  
Fri, Aug 25, 2023 at 10:11 AM

Hi Gordon,

Just checking to see if there is a decision from your department on if you approve (or not) the inclusion of GEO 007 to the Global & Community Health (B.A. and Minor) curriculum today or if you or your faculty need additional time to review this before making a decision. Either way is fine. We are just trying to update our curriculum proposals before submitting them to the relevant Academic Senate Committees for review. Thanks for your help and considering this request.

Best,
Ellen Reese

Gordon Love <glove@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>  
Fri, Aug 25, 2023 at 11:25 AM

Hi Ellen,

I sent a letter to Dana last evening.

We are happy for SEHE studentd to take any of our GEO classes. As indicated on the letter.

GEO 007 is not a good choice as we caa add n’t guarantee it will be taught during Fall to Spring quarters. The instructor recently retired but teaches it ad a summer session class.

Best,
Gordon

Dana Simmons <dana.simmons@ucr.edu>  
To: Gordon Love <glove@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>  
Fri, Aug 25, 2023 at 11:26 AM

My apologies for not sharing the letter with you, Ellen! Thank you again for writing it, Gordon.

Thanks to all,
Dana
Thanks so much Gordon and for the heads up on GEO 007 too. This is wonderful news!

Best,

Ellen

[Quoted text hidden]
Dear Bruce Babcock,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Global & Community Health (GCH) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):
PBPL 167/SOC 167

Thank you very much for considering this request.

P.S. The Sociology Department already approved of the inclusion of Soc 167 in 2021.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
Hi Bruce--Any chance you could send us your department vote on permission to include PBPL 167/SOC 167 in the Global & Community Health curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

I need to check if we ever teach this course or if it is a zombie course.

Ellen

That makes sense. Let me know if you find out more today. If not, we can just put "pending review by department" for now & I can circle back to you in the fall.

Best,
Ellen
Ellen

This course (SOC/PBPL 167) is analogous to the ENGR course cross-listed with PBPL. SOC is the lead department on this course and if it is taught in the future it will be taught by them. So yes you can use the course.

Bruce Babcock
Professor and Associate Dean
School of Public Policy
4123 INTS
University of California, Riverside
babcockb@ucr.edu

Ellen Reese <ellenr@ucr.edu>
Fri, Aug 25, 2023 at 5:32 PM
To: Bruce Babcock <babcockb@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Wonderful! Thanks so much! -ellen

[Quoted text hidden]
Dear Bruce Babcock,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the ENST curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Environmental Studies (ENST) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):
ENGR 171/PBPL 171

Thank you very much for considering this request.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
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https://www.ucpress.edu/book/9780520388383/unsustainable
https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

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ENST Curriculum Proposal 2023_Aug10.pdf
327K

Bruce Babcock <babcockb@ucr.edu>  
Mon, Aug 21, 2023 at 9:06 PM  

To: Ellen Reese <ellenr@ucr.edu>  
Cc: "bruce.babcock@ucr.edu" <bruce.babcock@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Ellen

Yes you can use ENGR 171/PBPL 171 as part of your curriculum. ENGR is the lead on this course so I do not know their plans regarding frequency of offering the course.

Bruce Babcock  
Professor and Associate Dean  
School of Public Policy  
4123 INTS  
University of California, Riverside  
babcockb@ucr.edu

---

Ellen Reese <ellenr@ucr.edu>  
Mon, Aug 21, 2023 at 9:26 PM  

To: Bruce Babcock <babcockb@ucr.edu>  
Cc: "bruce.babcock@ucr.edu" <bruce.babcock@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Wonderful! Thanks so much for your quick and positive response! We have reached out to Engineering as well & thanks for the additional information.

Best,  
Ellen Reese

---
Dear Judith Rodenbeck,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

I can send you the current drafts of the GCH and ENST curriculum proposals if you wish to review these or if you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):
- MCS 108
- MCS 109
- MCS 117
- MCS 122
- MCS 146F/ENG 146F
- MCS 159
- MCS 160
- MCS 170
- MCS 175/SPN 175
- MCS 189

Global & Community Health (B.A. and Minor):
- MCS 106
- MCS 109
Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Thank you very much for considering this request.

P.S. In 2021, MCS approved the request to include MCS 160 in the health curriculum.

All the best,
Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

Judith Rodenbeck <judithr@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>
Cc: Judith Rodenbeck <judith.rodenbeck@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Dear Ellen:

I approve listing the MCS courses listed below in the curriculum proposals for SEHE. We are 100% in support of SEHE and the two majors to be offered and look forward to many rich collaborations in the future.

All best,
Judith

Judith Rodenbeck
Chair, Media & Cultural Studies
University of California, Riverside

Mind is primarily a verb. - John Dewey

Ellen Reese <ellenr@ucr.edu>
To: Judith Rodenbeck <judithr@ucr.edu>
Cc: Judith Rodenbeck <judith.rodenbeck@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Wonderful!!! Thanks so much Judith! Looking forward to our future collaborations too! -Ellen Reese

[Quoted text hidden]
Dear Juliann Emmons Allison,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Global & Community Health (GCH) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

GBST 103

Thank you very much for considering this request.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable
https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

Ellen Reese <ellenr@ucr.edu>
To: Juliann Allison <juliann@ucr.edu>
Fri, Aug 25, 2023 at 9:35 AM

Hi Juliann--Any chance you could send us the Global Studies program vote on permission to include GBST 103 in the GCH curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

[Quoted text hidden]

Ellen Reese <ellenr@ucr.edu>
To: Dana Simmons <dana.simmons@ucr.edu>
Fri, Aug 25, 2023 at 9:35 AM

fyi

[Quoted text hidden]

Juliann Allison <juliann@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>
Fri, Aug 25, 2023 at 10:13 AM

Ok

[Quoted text hidden]

Juliann Emmons Allison
(she/her/hers)
(she/her/hers)
Associate Professor, Society, Environment & Health Equity
Director, Global Studies Program
Faculty Chair, Campus Sustainability Committee

Most Recent Publications:

Ellen Reese <ellenr@ucr.edu>
To: Juliann Allison <juliann@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>
Fri, Aug 25, 2023 at 10:20 AM

Hi Juliann-- Just making sure I understood that last email correctly (since we include them in our curriculum proposal). Does Global Studies program approve of giving permission to include GBST 103 in the GCH curriculum? Yes it does or
Juliann Allison <juliann@ucr.edu>  Fri, Aug 25, 2023 at 11:12 AM
To: Ellen Reese <ellenr@ucr.edu>

That is fine.
~ jea

Juliann Emmons Allison
(she/her/hers)
(she/her/hers)
Associate Professor, Society, Environment & Health Equity
Director, Global Studies Program
Faculty Chair, Campus Sustainability Committee

Most Recent Publications:


---

Ellen Reese <ellenr@ucr.edu>  Fri, Aug 25, 2023 at 5:42 PM
To: Juliann Allison <juliann@ucr.edu>

Wonderful! Thank you! -ellen
Hi Chikako

I have no objections to these courses being listed, with a caveat that BPSC11 and 21 are both heavily impacted courses that typically have much more demand than we can accommodate. BPSC166 is offered every other year, but provided the students have the prerequisites and there are a small number of them, this course could accommodate them.

I have other concerns about the proposal however (the proposed department name for example), but I can discuss that with you separately.

Patty

Patricia Springer
Professor and Chair, Department of Botany and Plant Sciences
University of California
Riverside, CA  92521

pspringer@ucr.edu
bpschair@ucr.edu
951-827-4413 (Chair’s office)
951-827-5785 (Faculty office)
http://plantbiology.ucr.edu
Request for Permission to include Courses in new curriculum proposals

David Lloyd <dclloyd@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>  
Cc: Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven Helfand <shelfand@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer Najera <jnajera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherineh@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknight@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <dozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>  

Dear Chikako,

The English courses you list can be added to this new major’s list of electives. However, 096 appears to be a typo. Can you clarify what course you intend here? It is not a number we have.

Thank you,

David

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]
[Quoted text hidden]
Hi Chikako,

As discussed during our 3/2 meeting, our department is willing to approve inclusion of ENSC 001, 002, 003, and 006 to your proposed BA and BS programs. However, as all four courses fill up each academic year (and usually have long wait lists), we cannot guarantee that students within your programs will be able to enroll in our courses since we are currently unable to expand enrollment due to limitations in TA allocations from the CNAS Dean's office.

In addition, our approval to include these courses in the proposed curricula does not imply that the department will be supportive of the proposed programs as currently written. We look forward to providing more extensive written feedback on the proposed programs after submission to the Committee on Educational Policy within the Academic Senate.

Dave

----------------------------------------------------------------------------
David C. Volz, Ph.D.
Professor & Chair
University of California, Riverside
Department of Environmental Sciences
Riverside, CA 92521

Office: (951) 827-4450
E-mail: david.volz@ucr.edu
http://envisci.ucr.edu/faculty/volz.html

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]
[Quoted text hidden]
Request for Permission to include Courses in new curriculum proposals

Dear Chikako:

EPS approves the inclusion of the listed GEO courses for your proposed major curriculum.

Mike McKibben

Prof. Michael A. McKibben
Chair, Dept. of Earth and Planetary Sciences
407 Geology Building
University of California, Riverside 92521
(951) 581-5459 (cell)
https://epsci.ucr.edu/
Hi Chikako,

I am happy to give GSST’s permission for these courses and look forward to working with your exciting new major!

Best,
Sherine

Sherine Hafez
Chair and Professor,
Department of Gender and Sexuality Studies, University of California, Riverside
https://profiles.ucr.edu/app/home/profile/sherineh

Co-Editor, *Journal of Middle East Women's Studies (JMEWS)*
https://jmews.org/current-editorial-team/sherine-hafez-co-editor/

*An Islam of Her Own* https://nyupress.org/books/9780814773048/


Pronouns: She | Her | Hers
Subject: Re: Request for Permission to include Courses in new curriculum proposals

[Quoted text hidden]
Request for Permission to include Courses in new curriculum proposals

Michele Salzman <michele.salzman@ucr.edu>  Thu, Apr 8, 2021 at 8:24 PM
To: Sherine Hafez <sherine.hafez@ucr.edu>
Cc: Chikako Takeshita <chikakot@ucr.edu>, John Medearis <medearis@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Michele Salzman <michele.salzman@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dlloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako:
The History Department met today and approved these courses from History for your new major. There was much support for this initiative.
I will email you tomorrow with some suggested additional courses from History.
Best,
Michele

On Tue, Apr 6, 2021 at 8:18 AM Sherine Hafez <sherine.hafez@ucr.edu> wrote:
[Quoted text hidden]
Dear Chikako~

JPN 180/Japanese Doc Film is a great fit for the new redesigned program. I do units on both Minamata (health disparities are a big part of this unit) and Fukushima (health disparities are a big part of the topic, but would require independent research to bring in to the class, given existing doc films) in that class. Looking forward to working with everyone.

With best wishes,

Anne McKnight

~~~~~~~~~~~~~~~~~~~~~
Associate Professor, Dept of Comparative Literature and Languages
Mailing: 2401 HMNSS Building, UC Riverside, Riverside CA, 92521 USA
Office: 2508 HMNSS Building
Office hours 2020~1: M 1-2; Th 2-3:20 and 5:30-6-30
On Apr 2, 2021, at 16:35, Michael A McKibben <michael.mckibben@ucr.edu> wrote:

Dear Chikako:

EPS approves the inclusion of the listed GEO courses for your proposed major curriculum.

Mike McKibben

Prof. Michael A. McKibben
Chair, Dept. of Earth and Planetary Sciences
407 Geology Building
University of California, Riverside 92521
(951) 581-5459 (cell)
https://epsci.ucr.edu/

From: Chikako Takeshita <chikakot@ucr.edu>
Sent: Thursday, April 1, 2021 9:26 AM
To: Derick Fay <derickf@ucr.edu>; Matthew King <mking@ucr.edu>; Jingsong Zhang <jszhang@ucr.edu>; Leonard Nunney <nunney@ucr.edu>; Patricia S Springer <patricia.springer@ucr.edu>; Jeffrey Sacks <jeffsack@ucr.edu>; Steven M Helfand <steven.helfand@ucr.edu>; David Lloyd <dclloyd@ucr.edu>; David Volz <dvolz@ucr.edu>; Richard Redak <richard.redak@ucr.edu>; Jennifer R Najera <jennifer.najera@ucr.edu>; Juliann Allison <juliann@ucr.edu>; Michael A McKibben <michael.mckibben@ucr.edu>; Sherine Hafez <sherine.hafez@ucr.edu>; Michele Salzman <msalzman@ucr.edu>; Anne McKnight <amcknigh@ucr.edu>; James Borneman <borneman@ucr.edu>; Judith Rodenbeck <judithr@ucr.edu>; Guillermo Aguilar <gaguilar@ucr.edu>; Fuson Wang <fuson.wang@ucr.edu>; Kurt Schwabe <schwabe@ucr.edu>; Andrews Reath <reath@ucr.edu>; Kenneth Barish <barish@ucr.edu>; John Medearis <medearis@ucr.edu>;
Dear Department Chairs and Program Directors,

I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals before the proposals can be reviewed.

To give a little background, a group of faculty in CHASS, SPP, and CNAS are working on a proposal for a new Department of Environment, Sustainability, and Health Equity (ESHQ) in CHASS. The proposed department will offer two majors: Health Equity Studies (B.A. & Minor) and Environmental and Sustainability Studies (B.A., B.S., and Minor), which is a renewal of the Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies.

As interdisciplinary programs, both majors allow students to take courses outside of the ESHQ department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

I am attaching a table of courses that we wish to include in our proposal with catalog descriptions of the proposed two curriculums. Most of your courses are included in the Environmental and Sustainability Studies (ESST) curriculum. Courses that are included in the Health Equity Studies (HQST) curriculum are listed in Red. Bold Red courses are included in both curriculums.

If you need additional information, please let me know. If everything looks good, please send me your approval to include
your department's or program's course(s) in the proposals at your earliest convenience before April 9th. A short email message will be sufficient.

Thank you very much for considering this request.

Best regards,
Chikako
--

Chikako Takeshita
Associate Professor
Gender & Sexuality Studies Department
University of California, Riverside
https://profile.ucr.edu/chikako.takeshita
The Global Biopolitics of the IUD: How Science Constructs Contraceptive Users and Women's Bodies
https://mitpress.mit.edu/authors/chikako-takeshita
Request for Permission to include Courses in new curriculum proposals

Judith Rodenbeck <judithr@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>  
Cc: Sherine Hafez <sherine.hafez@ucr.edu>, John Medearis <medearis@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknight@ucr.edu>, James Borneman <borneman@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

MCS faculty yesterday voted unanimously and enthusiastically to support this effort.

Judith Rodenbeck  
Chair, Media & Cultural Studies  
University of California, Riverside

Mind is primarily a verb. - John Dewey

[Quoted text hidden]
Dear Chikako,

The department of Phys & Astro approves of the inclusion of Phys 18. We can’t guarantee how often it will be offered, but I don’t think that is being asked.

I also wanted to mention that Phys 168 is also relevant, and could be added as an option. It will likely only happen in rare cases (since requires a year of physics), but maybe that possibility should be left open (e.g. for students who transfer from another major). I also mentioned this to Brian Sianna.

Thanks for developing this proposal, it looks quite compelling to me.

Best Regards,
Ken

[Quoted text hidden]
Dear Chikako,

Thanks, I have no objection to these Political Science courses being included in the proposal.

To be clear, I’m really not addressing the merits of the proposal itself. If the department has to reach some determination on the proposal’s merits, that will require a meeting and discussion. But it seems premature for that discussion, at least as I understand the process.

So my approval really just means: based on my knowledge as chair, I see no reason why these courses shouldn’t be included in your proposal. In fact, they seem like sensible courses to include.

Best,
John
Yes, we can report on the faculty vote on this after our meeting on 4/13. Thanks Chikako. -Ellen

[Quoted text hidden]
Cross-listed courses

2 messages

Jennifer Syvertsen <jsyverts@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>, Ellen Reese <ellenr@ucr.edu>  
Sat, Nov 4, 2023 at 10:10 AM

Good morning -
We voted unanimously to approve cross-listing the 3 med anth courses! Anth 144 I, K, and N.
Take care,
Jennifer

Sent from my iPhone

Ellen Reese <ellenr@ucr.edu>  
To: Jennifer Syvertsen <jsyverts@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>  
Sat, Nov 4, 2023 at 4:15 PM

Thanks so much Jennifer! Much appreciated.

Best,
Ellen

[Quoted text hidden]

--
Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Chair of Labor Studies (laborstudies.ucr.edu)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
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https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/
Dear Dana and Ellen:

I hope you are both well. The Dept of Anthropology on 10/4 voted unanimously to allow SEHE to list the requested courses in our dept as part of the elective options in the SEHE curriculum.

I believe the cross-listings are due next month - I will submit for 3 med anth courses. Is there a curriculum party day or any lunch involved to help with that, lol. but it will get done either way!

Take care,
Jennifer

--
Jennifer L Syvertsen, PhD, MPH
Associate Professor & Chair
Department of Anthropology
University of California, Riverside
900 University Ave, 1320B Watkins Hall
Riverside, CA 92521
Email: jsyverts@ucr.edu

Wonderful! Thanks Jennifer. Yes, Dana is organizing a curriculum party. I cannot recall if the date has been set for that but I think its sometime in November? -ellen

[Quoted text hidden]

--
Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Chair of Labor Studies (laborstudies.ucr.edu)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
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https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/
Matthew King <mking@ucr.edu>
to me, Dana

I approve!

Matthew

Sent from my iPhone

On Sep 21, 2023, at 11:02 AM, Ellen Reese <ellenr@ucr.edu> wrote:

<GCH UG Program Proposal 9-1-2023 (5) (1).pdf>
<ENST UG Program Proposal 9-1-2023 (2).pdf>
Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is seeking to establish a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. In our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate placing a strain on your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the ENST curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Environmental Studies curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global and Community Health (B.A. and Minor):
AST 180/MCS 180/JPN 180

Environmental Studies (B.A. and Minor):
AST 180/MCS 180/JPN 180

Thank you very much for considering this request.

P.S. Anne McKnight previously approved the inclusion of this course in the Environmental Studies curriculum proposal, but we need permission from all departments it includes the course in our curriculum.

All the best,

--
Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu)
Hello, Ellen,

Forgive the long delay in getting this vote to you. Black Study has voted unanimously to give permission for SEHE to crosslist BLKS 001. We are grateful for the synergies between us; this vote came easily and enthusiastically.

To Our Futures,
Sage

Sage Ni'Ja Whitson
MFA, MFAW
they/them/their
Associate Professor
Chair, Department of Black Study
Faculty, Department of Dance
University of California, Riverside

Schedule with me HERE

Please honor your email capacity. I primarily respond to emails between 10 a.m. and 6 p.m. Monday through Friday, but may, for my own needs, respond outside of those times.

Herb Alpert/MacDowell Fellow
United States Artist Fellow
Creative Capital Awardee

Wonderful! Thanks so much! Looking forward to continuing our collaborations as we grow new majors at UCR! -ellen

---

Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Chair of Labor Studies (laborstudies.ucr.edu)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
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https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/
Dear Jay Gan,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

ENSC 002

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Thank you very much for considering this request.

All the best,
Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Dear Jay Gan,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process. If needed, can you put this request on the agenda for your next Department faculty meeting in September or October?

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

ENSC 002
Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience. A short email message will be sufficient.

Thank you very much for considering this request.

All the best,
Ellen Reese

---
Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Chair of Labor Studies (laborstudies.ucr.edu)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

---
GCH UG Program Proposal 9-1-2023.pdf
6778K

Jay Gan <jgan@ucr.edu> Tue, Sep 19, 2023 at 9:59 PM
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Sure! Our first faculty meeting is scheduled for October 10. I will make this an item on the agenda for discussion and will communicate the outcome to you as soon as possible.

Thank you!

---
Jay Gan <jgan@ucr.edu> Thu, Sep 21, 2023 at 9:57 AM
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Hi Ellen,

I forwarded your request to our faculty and received a couple of questions/suggestions. I would appreciate it if you could provide some feedback:

1) Why is SEHE only asking for a vote on ENSC 2 for inclusion in their Global and Community Health program? Why not ENSC 1 and 2? Both courses address "health, inequities, and global perspectives" and build on each other, so it's unclear why ENSC 2 was selected for inclusion (and not both courses) in their proposed curriculum.

2) Our department offers ENSC 103, "Environmental Pollution and Health", which seems to be a good fit for the curriculum (for example, as one of the upper division electives). Any reason for excluding this course from their curriculum?

Thank you!

Jay Gan
Distinguished Professor in Environmental Chemistry
Co Editor-in-Chief, Science of the Total Environment
218 Science Laboratories
Department of Environmental Sciences
University of California Riverside
(951) 827-2712
Dana Simmons <dana.simmons@ucr.edu>  Thu, Sep 21, 2023 at 10:15 AM
To: Jay Gan <jgan@ucr.edu>
Cc: Ellen Reese <ellenr@ucr.edu>

Dear Jay,
We would be overjoyed to include both ENSC 1 and 103 in our curriculum if the faculty agree. If I recall correctly, I believe that there may have been some hesitation in the past to open those courses to SEHE majors. Should the department approve them, we will happily integrate them into our list of courses fulfilling the major requirements.
Thank you very much for considering our request!
Dana

[Quoted text hidden]
--
Dana Simmons
Acting Chair and Associate Professor, Department of Society, Environment and Health Equity
University of California, Riverside

Ellen Reese <ellenr@ucr.edu>  Fri, Sep 22, 2023 at 10:33 AM
To: Dana Simmons <dana.simmons@ucr.edu>
Cc: Jay Gan <jgan@ucr.edu>

Yes, we would be happy to integrate both courses for both majors and minors if your faculty supports that. Keep us posted on what they recommend and thanks for following up on this!

Best,
Ellen Reese

[Quoted text hidden]

Jay Gan <jgan@ucr.edu>  Wed, Sep 27, 2023 at 6:17 PM
To: Dana Simmons <dana.simmons@ucr.edu>
Cc: Ellen Reese <ellenr@ucr.edu>

Hi Dana and Ellen,

Our faculty supports your request to include in the new GCH curriculum the few ENSC courses: ENSC 1, ENSC 2 and ENSC 103.

Good luck on your new program!

On Thu, Sep 21, 2023 at 10:15 AM Dana Simmons <dana.simmons@ucr.edu> wrote:

[Quoted text hidden]

Dana Simmons <dana.simmons@ucr.edu>  Thu, Sep 28, 2023 at 3:57 PM
To: Jay Gan <jgan@ucr.edu>
Cc: Ellen Reese <ellenr@ucr.edu>

Dear Jay,
Wonderful, Thank you very much!
Dana

[Quoted text hidden]
Hi Dana and Ellen,

Our faculty supports your request to include in the new GCH curriculum the few ENSC courses: ENSC 1, ENSC 2 and ENSC 103.

Good luck on your new program!

Dana Simmons

deep

Dear Jay,

Wonderful, Thank you very much!

Dana

Ellen Reese <ellenr@ucr.edu>

deep

Thanks Jay and glad to hear it! Looking forward to continuing collaborations.

Best,

Ellen
Cross listing requests
3 messages

Dana Simmons <dana.simmons@ucr.edu> Thu, Oct 19, 2023 at 4:07 PM
To: Brandon Andrew Robinson <brandon.robinson@ucr.edu>

Dear Brandon,
I know that we have been flooding your email with requests for permissions and cross-lists. I thought I'd consolidate all of the cross-listing requests in one email, in the hope that I might reduce our burden on you. Here are the courses that SEHE is requesting to cross list:

GSST 171 Environmental Health and Social Justice
GSST 161: Gender and Science
GSST 131: Sustainability, Gender, and Development in the Global South
GSST 173: Gender and Climate Change
GSST 181: Feminisms and Environmentalisms
GSST 145: Intersectionality, Ecology, and Community Design
GSST 148: Intersectionality, Ecology, and Design Science

I have course change forms and sample syllabi for most of these courses and I'm happy to forward them to you, if that would help GSST's process. Please let me know.
Thank you so much for your patience as we work our way through this. It was nice to see you across the room yesterday. (And so useful to hear how you developed a relationship with Study of Religion to guarantee TAships.)
Take care and huge thanks,
Dana

--
Dana Simmons
Acting Chair and Associate Professor, Department of Society, Environment and Health Equity
University of California, Riverside

Brandon Robinson <brandon.robinson@ucr.edu> Thu, Oct 19, 2023 at 4:24 PM
To: Dana Simmons <dana.simmons@ucr.edu>

Yes, I approve.

---
Brandon Andrew Robinson, Ph.D.
Chair and Associate Professor
Department of Gender and Sexuality Studies
University of California, Riverside
https://profiles.ucr.edu/brandon.robinson

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness
Co-Authored Book: Race & Sexuality
Current $1 Million NSF-Funded Project: Family, Housing, and Me Project

Dana Simmons <dana.simmons@ucr.edu> Thu, Oct 19, 2023 at 9:10 PM
To: Brandon Robinson <brandon.robinson@ucr.edu>

Thank you, Brandon! For the approval and for your patience with all of this.
Dana
Fwd: ENGR
1 message

Juliann Allison <juliann@ucr.edu> Thu, Dec 28, 2023 at 12:52 PM
To: Dana Simmons <danasmim@ucr.edu>

Note that course was generated at systemwide. Matt is the UCR rep on the relevant committee. These courses are nominally “college/school” level but may be taught by any department.

~ Juliann

---------- Forwarded message ----------
From: Matthew Barth <barth@ece.ucr.edu>
Date: Thu, Dec 28, 2023 at 11:03 AM
Subject: RE: ENGR
To: Juliann Allison <juliann@ucr.edu>

Hi Juliann:

I think you should list this as NAHS171/ENGR171/PBPL171, so they are all linked together now. From the ENGR perspective, you have my approval. I’m not sure who else I need to notify.

Thanks,

-Matt

From: Juliann Allison <juliann@ucr.edu>
Sent: Wednesday, December 27, 2023 9:53 AM
To: Matthew Barth <barth@ece.ucr.edu>
Subject: ENGR

Hello,

I trust you enjoyed the holiday and can take a few minutes to respond.

My colleagues in SEHE would like to include ENGR/(PBPL) 171 (Bending the Curve) as an upper division elective in our Environmental Studies BA program. We need either Bourns or SPP to agree. We don’t expect support from SPP. My understanding is that no one from Bourns FEC has responded. I thought that one of you might be able to prompt the appropriate faculty to action.
Thank you!

Juliann

**Juliann Emmons Allison**

(she/her/hers)

Associate Professor, **Society, Environment & Health Equity**

Director, Global Studies Program

Faculty Chair, Campus Sustainability Committee

Most Recent Publications:

Fwd: ENGR
1 message

Juliann Allison <juliann@ucr.edu> Thu, Dec 28, 2023 at 12:52 PM
To: Dana Simmons <danasm@ucr.edu>

Note that course was generated at systemwide. Matt is the UCR rep on the relevant committee. These courses are nominally “college/school” level but may be taught by any department.

~ Juliann

---------- Forwarded message ---------
From: Matthew Barth <barth@ece.ucr.edu>
Date: Thu, Dec 28, 2023 at 11:03 AM
Subject: RE: ENGR
To: Juliann Allison <juliann@ucr.edu>

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Thanks,

-Matt

From: Juliann Allison <juliann@ucr.edu>
Sent: Wednesday, December 27, 2023 9:53 AM
To: Matthew Barth <barth@ece.ucr.edu>
Subject: ENGR

Hello,

I trust you enjoyed the holiday and can take a few minutes to respond.

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Thank you!

Juliann

Juliann Emmons Allison

(she/her/hers)

Associate Professor, Society, Environment & Health Equity

Director, Global Studies Program

Faculty Chair, Campus Sustainability Committee

Most Recent Publications:

Dear Dana and Ellen,

The ETST faculty met yesterday and approved the SEHE request to include the courses you listed in your major's requirements. Thanks for including ETST in the design of your major!

Do you need anything else from me, e.g., a memo to this effect? If so, let me know and I can get it to you today.

Warmly,

Deborah
Dear Dana and Ellen,

The ETST faculty met yesterday and approved the SEHE request to include the courses you listed in your major's requirements. Thanks for including ETST in the design of your major!

Do you need anything else from me, e.g., a memo to this effect? If so, let me know and I can get it to you today.

Warmly,

Deborah

DEBORAH WONG | UNIVERSITY OF CALIFORNIA, RIVERSIDE
DEPT OF MUSIC | Professor
DEPT OF ETHNIC STUDIES | Interim Chair, AY 2023-2024
PERSONAL ZOOM ROOM HTTPS://UCR.ZOOM.US/MY/DEBORAHAWONG
Use of Statistics courses in new Environmental Studies degree program?

Yehua Li <yehuali@ucr.edu>
To: Dana Simmons <dana.simmons@ucr.edu>
Cc: Ellen Reese <ellenr@ucr.edu>

Mon, Jan 8, 2024 at 1:11 PM

Dear Dana,

Happy new year!

The proposal of including STAT004 and 005 in the proposed new major in Environmental Studies certainly has my blessing. Does this require a vote from the Statistics faculty, or do you need a supporting letter from me?

Cheers!

Yehua

Yehua Li
Professor & Chair of Statistics
University of California at Riverside

[Quoted text hidden]
Dear Dana,

Happy new year!

The proposal of including STAT004 and 005 in the proposed new major in Environmental Studies certainly has my blessing. Does this require a vote from the Statistics faculty, or do you need a supporting letter from me?

Cheers!

Yehua

Yehua Li
Professor & Chair of Statistics
University of California at Riverside
Cross listing requests
6 messages

Dana Simmons <dana.simmons@ucr.edu> Thu, Oct 19, 2023 at 4:07 PM
To: Brandon Andrew Robinson <brandon.robinson@ucr.edu>

Dear Brandon,
I know that we have been flooding your email with requests for permissions and cross-lists. I thought I'd consolidate all of the cross-listing requests in one email, in the hope that I might reduce our burden on you. Here are the courses that SEHE is requesting to cross list:

GSST 171 Environmental Health and Social Justice
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GSST 131: Sustainability, Gender, and Development in the Global South
GSST 173: Gender and Climate Change
GSST 181: Feminisms and Environmentalisms
GSST 145: Intersectionality, Ecology, and Community Design
GSST 148: Intersectionality, Ecology, and Design Science

I have course change forms and sample syllabi for most of these courses and I'm happy to forward them to you, if that would help GSST's process. Please let me know.
Thank you so much for your patience as we work our way through this. It was nice to see you across the room yesterday. (And so useful to hear how you developed a relationship with Study of Religion to guarantee TAships.)
Take care and huge thanks,
Dana

--
Dana Simmons
Acting Chair and Associate Professor, Department of Society, Environment and Health Equity
University of California, Riverside

Brandon Robinson <brandon.robinson@ucr.edu> Thu, Oct 19, 2023 at 4:24 PM
To: Dana Simmons <dana.simmons@ucr.edu>

Yes, I approve.

---
Brandon Andrew Robinson, Ph.D.
Chair and Associate Professor
Department of Gender and Sexuality Studies
University of California, Riverside
https://profiles.ucr.edu/brandon.robinson

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness
Co-Authored Book: Race & Sexuality
Current $1 Million NSF-Funded Project: Family, Housing, and Me Project

[Dana Simmons <dana.simmons@ucr.edu> Thu, Oct 19, 2023 at 9:10 PM
To: Brandon Robinson <brandon.robinson@ucr.edu>

Thank you, Brandon! For the approval and for your patience with all of this.
Dana

470
Dear Brandon,

I tried to streamline, but I failed! There is one more request, on which GSST might need to take a vote. We would like to request to remove the prerequisites for GSST 171/ SEHE 105 so that the course can be used as a requirement for SEHE majors. We are also planning to submit a new course proposal for GSST 171S/ SEHE 105S so that we can offer the course with a discussion section, and we are planning to request that the course be considered for breadth requirements in all the schools and colleges. I'm attaching the proposals for both of those things here.

Thank you again for your patience with all of this,
Dana

3 attachments

- GSST171_SEHE 105 revise_a_course_fillin_worksheet2022.pdf
  171K
- GSST 171S SEHE 105S_course_fillin_worksheet2022.pdf
  193K
- Memo for GSST 171(S)_ SEHE 105(S) Breadth Requirement.pdf
  44K

Hi Dana,

I approve everything. I don't think a department vote is needed, unless Agnes requires it.

Brandon

---

Brandon Andrew Robinson, Ph.D.
Chair and Associate Professor
Department of Gender and Sexuality Studies
University of California, Riverside
https://profiles.ucr.edu/brandon.robinson

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness

Co-Authored Book: Race & Sexuality

Current $1 Million NSF-Funded Project: Family, Housing, and Me Project

Yay, thank you so much!!!
Dana
Yes, you have my approval.

Brandon

Sent from Gmail Mobile

[Quoted text hidden]
Ellen Reese <ellenr@ucr.edu>

Seeking one more course permission for SEHE

Judith Rodenbeck <judithr@ucr.edu>       Wed, Aug 30, 2023 at 8:19 AM
To: Ellen Reese <ellenr@ucr.edu>
Cc: Judith Rodenbeck <judith.rodenbeck@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

You have my permission as chair of MCS.

Judith

Sent from my iPhone

On Aug 30, 2023, at 8:01 AM, Ellen Reese <ellenr@ucr.edu> wrote:

[Quoted text hidden]
That's perfect, Jennifer, thank you so much! Dana

Hi Dana and Ellen,

Apologies for the delay. The beginning of the quarter has been hectic.

The vote from political science was 22 in favor, 1 opposed, 2 abstentions, 4 unavailable.

Let me know if you need anything else.

Best,

Jenn

Thank you, Jenn, we really appreciate it!

Thanks so much Jennifer! We really appreciate your follow-up on this amid a busy fall!
Dear Alessandro Fornazzari,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the ENST curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department’s or program’s course(s) listed below in the Environmental Studies (ENST) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):

MCS 175/SPN 175

Thank you very much for considering this request.

P.S. I also wanted to inform you that a faculty member will be seeking to also cross-list this course with ENST through a course amendment request later this year.

All the best,

Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Chair of Labor Studies (laborstudies.ucr.edu)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside
Dear Alessandro Fornazzari,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the ENST curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your chair’s vote (or the vote of your faculty if you think this is needed) for or against the inclusion of each of your department's or program's course(s) listed below in the Environmental Studies (ENST) curriculum proposal at your earliest convenience. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):
MCS 175/SPN 175

Thank you very much for considering this request.

All the best,
Ellen Reese

[Quoted text hidden]
---
Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Chair of Labor Studies (laborstudies.ucr.edu)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside
Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

---

ENST UG Program Proposal 9-1-2023 (2).pdf

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Alessandro Fornazzari <aforna@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Alessandro Fornazzari <alessandro.fornazzari@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Dear Ellen,

My dpt. is meeting next week Wed. I'll put this on the agenda. I don't imagine there will be any issue with including the course in your curriculum. I'll email you after the meeting.

warm regards,  
Alessandro

[Quoted text hidden]

--
Associate Professor  
Department Chair  
Hispanic Studies  
University of California Riverside

---

Ellen Reese <ellenr@ucr.edu>  
To: Alessandro Fornazzari <aforna@ucr.edu>  
Cc: Alessandro Fornazzari <alessandro.fornazzari@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Thanks so much Alessandro and keep us posted on it.

Best,  
Ellen Reese

[Quoted text hidden]

---

Alessandro Fornazzari <aforna@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Alessandro Fornazzari <alessandro.fornazzari@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Dear Ellen,

The Hispanic Studies department enthusiastically voted yes on 09/27/2023 to include SPN 175/MCS 175 in the two curriculum proposals you describe below.

warm regards,  
Alessandro

[Quoted text hidden]

[Quoted text hidden]

---

Dana Simmons <dana.simmons@ucr.edu>  
To: Alessandro Fornazzari <aforna@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>, Alessandro Fornazzari <alessandro.fornazzari@ucr.edu>

Hooray, thank you, Alessandro!

Dana
[Quoted text hidden]

--

Dana Simmons
Acting Chair and Associate Professor, Department of Society, Environment and Health Equity
University of California, Riverside
Course permission request for SEHE

Alessandro Fornazzari <aforna@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Alessandro Fornazzari <alessandro.fornazzari@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>  

Wed, Sep 27, 2023 at 4:54 PM

Dear Ellen,

The Hispanic Studies department enthusiastically voted yes on 09/27/2023 to include SPN 175/MCS 175 in the two curriculum proposals you describe below.

warm regards,
Alessandro

[Quoted text hidden]
[Quoted text hidden]
Dear Ellen,

The Hispanic Studies department enthusiastically voted yes on 09/27/2023 to include SPN 175/MCS 175 in the two curriculum proposals you describe below.

warm regards,

Alessandro
February 12, 2024

To: Riverside Division

From: Executive Council

Re: Proposed Minor Program: 2nd Round - Minor in Environmental Studies (ENST)

Executive Council received the second-round and final proposal for a new Minor in Environmental Studies (ENST) during their February 12, 2024 meeting. Council had no further comments to add to those provided by responding committees.
COMMITTEE ON EDUCATIONAL POLICY
February 5, 2024

To: Sang-Hee Lee, Chair
    Riverside Division

From: Ward Beyermann, Chair
      Committee on Educational Policy

Re: Revised Proposal for Minor in Environmental Studies

The Committee on Educational Policy (CEP) reviewed the revised proposed Minor in Environmental Studies at their February 2, 2024 meeting and voted to support the revised proposal.
TO: Sang-Hee Lee, Chair  
Riverside Division  

FR: Richard M. Carpiano, Chair  
Executive Committee, School of Public Policy  


Date: February 9, 2024  

The Faculty Executive Committee of the School of Public Policy reviewed the document  
“[Campus Review] (Proposal: New Undergraduate Minor) 2nd Round - Minor in Environmental Studies (ENST).”  

We have no comments to note.  

Sincerely,  

[Signature]  

Richard M. Carpiano, Ph.D., M.P.H.  
Professor of Public Policy
Dear Sang-Hee,

The CNAS Environmental Sciences department has expressed concerns about the following issues regarding the newly formed CHASS SEHE Department. I am writing to communicate these concerns to you as the chair of the UCR Senate. This request was voted and unanimously approved by the CNAS Executive Committee. The following is the list of the expressed concerns:

1. SEHE’s proposed program is primarily composed of humanities coursework and should be more appropriately titled and aligned with the expertise of SEHE. The Department of Environmental Sciences would appreciate SEHE revising the name of these proposed programs. For example, “Environmental Humanities” or “Society and the Environment” would be more appropriate names for the proposed program. “Environmental Humanities” is a recognized discipline and this program name was suggested to the SEHE faculty during previous meetings with the former ENSC leadership team. This is critical because while the two programs are fundamentally different, “Environmental Studies” (ENST) and “Environmental Science” (ENSC) are very similar in nomenclature and can be a source of great confusion for future UCR applicants, which may negatively impact both programs down the road.

2. As SEHE has indicated, UCLA, UCSC, and UCSB have both BA and BS programs in Environmental Studies on their campuses. In each case, the BA programs are composed of a much stronger foundation in the natural sciences than the program proposed by SEHE. This further emphasizes the importance of changing the SEHE major’s name to something that more accurately reflects the content of the proposed curriculum. Additionally, utilizing a name that indicates the humanities and social science emphasis of the SEHE major may demonstrate complementarity with the existing ENSC major, since ENSC does not offer the humanities side of environmental studies.

3. ENSC 006 was eliminated and is no longer being offered nor taught by ENSC.

4. SEHE should request approval from ENSC (via the department chair) for the inclusion of ENSC 004 as a requirement for the proposed programs.

Best regards
Bahram

B. Mobasher
Professor of Physics and Astronomy
Chair, CNAS Executive Committee
COMMITTEE ON COURSES

January 31, 2024

To: Sang-Hee Lee, Chair
   Riverside Division

From: James Flegal, Chair
      Committee on Courses

Re: Revised Proposal for Minor in Environmental Studies

The Committee on Courses reviewed the revised proposal for a Minor in Environmental Studies at their January 31, 2024 meeting and appreciates the Department’s response to the Committee’s recommendations after the review of the initial proposal. The Committee has no concerns with the revised proposal.
PLANNING AND BUDGET

January 31, 2024

To: Sang-Hee Lee, Chair
    Riverside Division

From: Reza Abbaschian, Chair
       Committee on Planning and Budget

RE: [Campus Review] Proposal: New Undergraduate Minor: 2nd Round - Minor in Environmental Studies (ENST)

At our meeting on January 31, 2024, the Committee on Planning and Budget (CPB) discussed the revised proposal for the Minor in Environmental Studies. CPB has no comments.
Proposal for a

Minor in

Environmental Studies

August 30, 2023

Updated: September 28, 2023

Submitted by the Department of Society, Environment, and Health Equity
1. Name of the academic program and the department(s) or unit(s) that will administer the program.

Name of the academic program: **Minor in Environmental Studies**

Department that will administer the program: Society, Environment and Health Equity

2. A thorough justification, including the motivation for the creation of the program in terms of student interest and professional or academic importance.

The Minor in Environmental Studies is one of two undergraduate majors and minors to be offered by the Department of Society, Environment, and Health Equity, which was approved by a 77% majority vote by the Academic Senate in February 2023. A proposal for the second major and minor, Global and Community Health (GCH) B.A. is being submitted to CEP simultaneously.

The goal of the Environmental Studies minor is to utilize *humanities and social sciences approaches* to equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation occupies an increasingly important place in society as it intersects with health and well-being, economics, politics, ethics, and human values. Historically, ecological degradations have been closely tied to colonialism, racial discrimination, dispossession from native lands, and most significantly to global capitalism. Recently, the U.S. government has announced a more aggressive plan to counter climate change while acknowledging the importance of incorporating social and environmental justice into its ongoing policy and planning. The Environmental Studies minor exposes students to the complex relations between broader issues such as economic growth and globalization, planning and governance, hunger and poverty, structural racism and gender inequality, health equity, community organizing and resilience, and human/non-human coexistence and a range of environmental challenges, including climate change and extreme weather events, air and water pollution, toxic contamination, energy demands, deforestation and desertification, conservation of biodiversity and food and water security. Graduates can apply their knowledge and skills to developing, organizing, communicating, and overseeing socially conscious and culturally sensitive projects aimed at improving environmental conditions in various occupations, including public service, urban and environmental planning, policy advocacy, health care, green industry and B-corporations, outdoor recreation, environmental conservation, international development, higher education, and non-profit organizations.

The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. Student demand in sustainability studies has already been demonstrated by the Sustainability Studies minor (SUST) administered by the Department of Gender and Sexuality Studies, which the proposed minor will replace. The Sustainability
Studies major grew from 12 majors in 2015 to consistently enrolling 100+ majors by 2020-2021. While students appreciate the major’s emphasis on race, class, gender, and other aspects of social and environmental justice, they have increasingly expressed interest in access to a greater breadth of course offerings than has been possible to provide from the Gender and Sexuality Studies Department. Thus, despite the popularity and growth of the Sustainability Studies major, GSST faculty agreed in 2020 that it no longer fit within the department’s future plans; the Sustainability Studies major will therefore need to find a new home or be eliminated. Though recent SUST enrollments have slightly declined, due in part to Covid-19 pandemic contingencies, we expect the renewed and robust course curriculum housed in the Department of Society, Environment, and Health Equity to draw more students to the proposed Environmental Studies minor.

UCR will join five UC campuses that offer an Environmental Studies BA degree: Berkeley, Irvine, LA, Santa Barbara and Santa Cruz. (see Table 1 below). The UCR minor is distinguished by its integration of health and humanist approaches. The intersection of environmental studies and health humanities is rapidly gaining attention at local, national and global levels where “climate and health” is taking center stage in local hazards assessments, federal offices (e.g., Office of Climate and Health Equity and Centers for Disease Control’s [CDC’s] “Climate and Health Program”) and global initiatives (e.g., World Health Organization’s [WHO’s] programmatic emphasis on climate change and global health).

<table>
<thead>
<tr>
<th>Campus</th>
<th>BA</th>
<th>BS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UCB</td>
<td>Society &amp; Environment (College of Natural Resources: Dept. of Environmental Science, Policy &amp; Management)</td>
<td>Environmental Sciences (College of Natural Resources: Dept. of Environmental Science, Policy &amp; Management)</td>
</tr>
<tr>
<td>UCI</td>
<td>Environmental Science &amp; Policy (School of Social Ecology)</td>
<td>Earth System Science Ecology &amp; Evolutionary Biology (School of Biological Sciences)</td>
</tr>
<tr>
<td>UCLA</td>
<td>Geography/Environmental Studies (College of Social Sciences)</td>
<td>Environmental Science (Institute of the Environment &amp; Sustainability)</td>
</tr>
<tr>
<td>UCR</td>
<td>Environmental Studies (CHASS: Dept. of Society, Environment &amp; Health Equity)</td>
<td>Environmental Science (CNAS)</td>
</tr>
<tr>
<td>UCSB</td>
<td>Environmental Studies (College of Letters and Sciences)</td>
<td>Environmental Studies (College of Letters and Sciences)</td>
</tr>
<tr>
<td>UCSC</td>
<td>Environmental Studies (Division of Social Science)</td>
<td>Environmental Science (Division of Physical &amp; Biological Sciences:</td>
</tr>
</tbody>
</table>
Table 1: Environmental Studies in the UC System

Unique to UCR, our ENST minor will benefit from the SEHE Department’s focus on the intersections of health and the environment. The two SEHE degree programs are innovative in joining environmental studies with health through the arts, humanities and social sciences. The SEHE Department’s two degree programs are interwoven; they share a research methods course and capstone course, as well as common Lower Division and Upper Division courses that address the environment, climate change and health. This intersection is rapidly gaining attention at the global, national and local levels. The U.S. federal government’s Department of Health and Human Services recently established an Office of Climate and Health Equity to “address the impact of climate change on the health of the American people.” Training and education are central to the Office’s mission. UC recently established a multicampus Center for Climate, Health and Equity; a SEHE faculty affiliate, Jade Sasser, is among the Center’s leadership.

The Environmental Studies Minor will facilitate an undergraduate emphasis in Environmental Studies for majors across campus. We anticipate that the new minor will be attractive to students who are satisfied with their majors, but seek education and training in social and/or humanistic approaches to environmental issues. The Environmental Studies Minor will allow students to acquire some training that helps them navigate a world in which the climate crisis and environmental challenges are increasingly difficult to ignore.

Learning Objectives

The ENST program offers students an opportunity to focus their learning on environmental issues that deeply matter to them in theoretically grounded scholarship that transcends disciplinary boundaries. Students will develop innovative global and community-based approaches that will equip them with the knowledge and skills needed to confront the most pressing concerns of the 21st century. Students will learn to situate global and local environmental inequities in historical, social, and political contexts, incorporate the basic sciences of environmental change into their approaches, and conduct research or participate in projects that engage specific communities. Students may take courses in all, or pursue a focused interest in one or two, of the five core areas of climate studies, environmental justice, environmental governance, environmental humanities, and special topics including community design. Learning objectives for the ENST minor were developed in consultation with community partners, students and faculty.

Key learning objectives include:

A. **Identify connections between ecological issues, climate change and health inequities**, and how they operate globally and locally.
B. **Recognize and analyze multiple dimensions of power and inequities and employ intersectional approaches.**

C. **Recognize and use different disciplinary methods**: sociology, ethnography, cultural and political ecology, history, literary and film analysis/critical reading, Science and Technology Studies, statistical analysis, scientific approaches, feminist and critical race theories, creative arts, communication and storytelling.

D. **Gain locally grounded knowledge and global perspectives**; analyze relationships between the local, national and global scales.

E. **Articulate community and global experiences and needs regarding environmental change.**

F. Gain relevant **skills for work and postgraduate study in building social resilience against climate change and addressing environmental injustices.**

**Potential student demand**

Results from a survey study conducted for this proposal demonstrate student demand. In March–April 2021, 505 UCR students completed the Qualtrics survey distributed by UCR faculty. Sixty-two percent of the students were from CHASS, 25% were from CNAS, 10% were from Engineering, 2% were from Public Policy, and 1% were from Business.

- 70% reported that they would consider minoring in Environmental Studies.

**Employment and postgraduate opportunities for ENST minors**

There is an increased demand across the country from undergraduate students for courses that support their understanding of the environmental challenges we face in the 21st century. (see for example: "Student Demand for Environmental Studies Surges" (Rice University News and Media) Student demand for an arts, humanities, and social sciences major in environment and sustainability at UCR is already demonstrable: the number of majors for the Sustainability Studies in the Gender and Sexuality Studies Department has increased since 2015 from 12 to more than 100 majors in five years. Once the minor transfers over to SEHE and the course offerings are broadened, we expect the enrollment to grow apace. SEHE faculty are collaborating with Riverside City College (RCC) in their effort to create an associate degree in Sustainability, Economics, and Society, which will function as a feeder program for SEHE’s Environmental Studies minor. (RCC’s associate degree program will receive some of its students from the J.W. North High School Pathway Program in Sustainability). More generally, SEHE will be actively involved in recruiting students to the program through the community colleges and local high schools, collaborating with the UCR OASIS project for streamlining K-PhD sustainability education.

**UCR Sustainability Studies Alumni Survey:**
SEHE faculty searched the website LinkedIn during September 2022 and found 97 UCR Sustainability Studies alums with information on their paths after graduation (2017–2021). One in five have advanced to a master’s degree to apply themselves to a specific area of sustainability or another profession. The majority of alumni work in positions that are related to environmental sustainability or social justice. The survey results strongly suggest that Environmental Studies graduates will find various career paths for developing their professional ambitions. The cross-disciplinary training the program provides will be an attractive foundation for many graduate programs and workplaces.

Here is a summary of the findings from the UCR Sustainability Studies Alum Survey:

21 alum pursued or are pursuing a Master’s Degree:
UCR Master of Public Policy (6), UCR MBA, USC Master of City Planning, University of Wisconsin MS in Sustainable Management, UC Davis MS in Environmental Policy and Management, San Diego State University MA in City Planning, UCI MA in Urban and Regional Planning, Johns Hopkins University MS in Environmental Science and Policy, University of Redlands Master of Education, Keck Graduate Institute Master of Business Science, Brandon University Master of Business Administration, Cal Baptist University MS in Psychology, University of Redlands MA in Organizational Leadership, Arizona State University Master of Technology in Information Technology, Madonna University MS in Human Leadership, University of Arizona Masters in Public Health (One alum is in the Ph.D. program in Ecology at UC Davis)

Several others have pursued other forms of continuing education, for example, LEED Certifications, Data Analytics, Speech Pathology, Aquarium Science, Insurance License, CompTIAA+, and GIS.

The majority of the Sustainability Studies alum, whose information we were able to recover from LinkedIn, are working in fields or positions that are related to environmental sustainability (38) or social justice (14). Most have been involved in sustainability or social justice work or volunteering before and after graduation in one way or another, including Green Campus Action Plan, Office of Sustainability, and California Agriculture and Food Enterprise at UCR. This information was not recorded for this report.

Current Employment of UCR Sustainability Studies Class of 2017~2021:
Non-profit 18 (+2 overlap with health)
Government 13
Education 13
Health-related 10
For-profit 32
Law 1
Other 10 (Attending school or volunteering)
Total 96

Job placement examples of UCR Sustainability Studies Alum:

Non-profit organizations:
California Conservation Corps Foundation, Water Education for Latino Leaders, Japanese Community Youth Council (sustainability content producer), The Sustainability Institute, Climate Resolve, One Cool Earth, Pathways Mgmt Group (education project manager), Leadership Council for Justice and Accountability (policy advocate), OC API Community Alliance (policy intern), National Community Renaissance (Affordable Housing), Southern California Mountains Foundation, Center for Community Action and Environmental Justice

Government:
San Francisco Recreation & Park Department (environmental educator), US Forest Service, Inland Empire Utilities (composting assistant), US EPA (environmental protection trainee), City of El Cajon (Administrative/Planning Intern), Hawaii State Energy Office (community engagement specialist), EPA Regional WaterBoard, Riverside County (recycling specialist), California State Assembly (field representative), CivicSpark/Americorp (regional coordinator)

Education:
UCR CNAS BEES (contracts and grants analyst), ICEF Public Schools (science teacher), UC Cooperative Extension (volunteer service coordinator), USC Dept. Population & Pub H (Research Project Specialist), Woodbury University (Community Outreach), UCR (Academic Advisor for Biology)

Health:
Southern Arizona AIDS Foundation (prevention navigator), AIDS Healthcare Foundation (HIV testing counselor), IECP (Behavioral Therapist),

For-profit:
Mark Thomas (Urban planning consultant), Avocado Green Brands (sustainable evolution team), Confluence Environmental Field Services (sampling technician), Triumvirate Waste Management (environmental specialist), Fireclay Tile (environmental health and safety specialist), Brimstone (associate chief of staff, LEED holder), Babcock Laboratories, VCA Green (Project administrator, LEED holder)

3. Relationship of the new program to existing programs.

The minor in Environmental Studies (ENST) will replace the minor in Sustainability Studies (SUST) currently administered by the Department of Gender and Sexuality
Studies. The three GSST faculty who have been administering the SUST program will move 100% FTE to the Department of Society, Environment, and Health Equity (SEHE) and will be joined by other faculty transferring FTEs to SEHE. Affiliate faculty in other CHASS departments teach cross-listed courses that fulfill ENST requirements.

Transition Plan for SUST to SEHE

The Chairs of SEHE and GSST established an MOU to guide the transition from the Sustainability Studies minor in GSST to the Environmental Studies minor in SEHE:

- GSST is submitting a request to the Academic Senate for a moratorium on the SUST degree program. While the moratorium is being considered, the Senate has granted a temporary pause on admissions. Therefore there will be no new SUST minors entering UCR in Fall 2024.
- Once the new Environmental Studies minor is in the catalog, all students in the SUST minor will be invited to transfer to SEHE.
- Some SUST students may choose to remain in GSST. For this reason, SEHE and GSST have agreed to cross-list required courses for SUST. SEHE faculty have committed to keep teaching those courses at least until the last SUST student has graduated.
- GSST and SEHE will work with the CHASS undergraduate advisors to ensure continuity for SUST students transferring to SEHE, and for SUST students remaining in GSST.
- When the last SUST student has graduated, GSST will remove itself from the cross-listings. The transition will be complete.

4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross-listings should be listed, unit total considerations should be taken into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

The Environmental Studies Minor requires 20 units total, including Society, Culture, and the Environment (SEHE 001 or SEHE 001S). The upper-division requirements (4 courses, 16 units) are designed to cover a breadth of environmental topics and approaches in social sciences and humanities. An emphasis is placed on understanding social structures that create environmental disparities and the needs of disadvantaged communities.

The catalog description of the minor and requirements are presented in section #13.

The Environmental Studies minor requirements total 20 units.

1. Lower-division requirements (1 courses, 4 units):

   a) SEHE 001 or SEHE 001S: Society, Culture, and the Environment
2. Upper-division requirements (4 courses, 16 units):

- SEHE 105/105S: Environmental Health and Social Justice
- SEHE 106/106S: Movements and Advocacy for Social Change in Environmental Justice and Health Equity

  i. Climate Studies

- ENGR 171/PBPL 171: Globalization
- SEHE 115: Intersectionality, Climate Emotions, and Mental Health
- SEHE 131: Climate Change Politics and Policy
- SEHE 132: Community Resilience to Climate Change
- SEHE 141: Gender and Climate Change

  ii. Environmental Justice

- ETST 179: Race and the Environment: Nature, Colonialism, and Justice
- SEHE 110: Environmental Health in Southern California
- SEHE 120: Food Justice
- SEHE 135: Environmental War Crimes
- SEHE 137/POSC 137 Environmental Justice and Human Rights

  iii. Environmental Governance

- ANTH 132: Cultural Ecology
- MCS 122: Sustainability as the Future of Democracy
- MCS 159: Race, Space, and Identity
- SEHE 130: Environmental Planning
- SEHE 136/POSC 136: Environmental Political Thought
- SEHE 127/POSC 127: Global Environmental Politics
- SEHE 127S/POSC 127S: Global Environmental Politics
- SEHE 139/POSC 139: Environment, Sustainability & Society
- SEHE 139S/POSC 139S: Environment, Sustainability & Society
- SEHE 140/GSST 131: Sustainability, Gender, and Development in the Global South

  iv. Environmental Humanities

- ENGL 120A: Native American Literature to 1900
- AST 180/JPN 180/MCS 180 Japanese Documentary
- ENGL 120T Studies in Native American Literature
- SEHE 123/GSST 161 Gender and Science
- SEHE 142/GSST 181 Feminisms and Environmentalisms
- SEHE 143/MCS 175/SPN 175 Human and Non-Human: Decolonial and Audiovisual Perspectives on Life on a Diminished Planet
- SEHE 144/HISA 119 Modern United States Consumer Culture
- HIST 111 Public History and Community Voices
5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

**SEHE Faculty**

Juliann Allison, Associate Professor, SEHE and Director of Global Studies  
Ellen Reese, Professor and Acting Vice-Chair, SEHE and Director of Labor Studies  
Dana Simmons, Associate Professor and Acting Chair, SEHE  
Chikako Takeshita, Associate Professor, SEHE  
Cassia Roth, Associate Professor (Starting on July 1, 2024)

The core faculty will administer the program and teach the majority of the required and elective courses for the ENST minor. Advising will be done in coordination with the undergraduate advisors in the assigned unit.

**Affiliated faculty**

Courses taught by affiliated faculty are included in the minor requirements. We will coordinate with them to have their courses taught as regularly as their home department allows.

Matthew Barth, Yeager Families Professor of Engineering, Director of Center for Environmental Research and Technology (CE-CERT) (ENGR 171/PBPL 171)  
Allison Adelle Hedge Coke, Distinguished Professor, CRWT  
Ariel Dinar, Distinguished Professor, Public Policy, SPP  
Derick Fay, Associate Professor, ANTH (ANTH 132)
Farah Godrej, Professor, POSC (SEHE 136/POSC 106)
Cathy Gudis, Associate Professor, HIST (SEHE 111/ HIST 111, SEHE 144/ HISA 119)
Tabassum Ruhi Khan, Associate Professor, MCS (MCS 122)
Gloria Chan Sook Kim, Assistant Professor, MCS (MCS 108, MCS 117, MCS 118)
Bronwyn Leebaw, Associate Professor, POSC (SEHE 136/POSC 106, SEHE 137/POSC 137)
Anne McKnight, Associate Professor, CMPL (AST 180/JPN 180/ MCS 180)
Keith Miyake, Assistant Professor, ETST (ETST 179)
Patricia Morton, Associate Professor, MCS (MCS 159)
Michelle Raheja, Professor, ENGL (ENGL 120A, ENGL 120T)
Judith Rodenbeck, Associate Professor, MCS (MCS 170)
Jade Sasser, Associate Professor, GSST (SEHE 115/GSST XXX, SEHE 140/GSST 131, SEHE 141/GSST173, )
Freya Schiwy, Professor, MCS (SEHE 143/MCS 175/SPN 175)

6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

This program will be administered by the Department of Society, Environment, and Health Equity.

7. Projected enrollment in the program.

We anticipate the first-year enrollment in the minor to be about 10-20 students, based on our experience with Sustainability Studies and enrollment numbers for Environmental Studies at UCSB and UCSC (1,118 and 288, respectively for 2022-2023). Fluctuations can be easily absorbed since all required courses will already be offered for the major.

8. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches a steady state.

Minor in Environmental Studies
Anticipated number of degrees to be granted when the program reaches a steady state in 5 years: 20 per year.

9. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.

N/A

10. A full listing of resources required for start-up and for operations. In cases where no additional resources will be needed, this must be explicitly stated. This listing may include: personnel (faculty FTE or temporary positions, Teaching Assistants or Readers, administrative staff, technical support); support services including computer facilities and library resources; space requirements. A plan indicating how the resources will be obtained would also be helpful to the committee in reviewing the proposal. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

A. Faculty

Start-up of the new program will not require additional faculty other than the four core faculty who transferred 100% of their lines to the new Department of Society, Environment, and Health Equity. In addition, SEHE is in the process of hiring a tenured faculty member (supported by a UCOP Advancing Faculty Diversity grant) with expertise in Black Diaspora and Health.

Five additional faculty who were involved in proposing the new Department expressed their commitment to transfer partial or full FTE. We anticipate that growth in the number of faculty will be in sync with student growth.

We have also enlisted affiliate faculty willing to teach courses in their own departments that will count towards fulfilling the ENST requirement.

Combined, we have secured enough teaching resources to start up and maintain the ENST minor.

B. Two TA positions per year are desired.

We hope to offer the introductory course, SEHE 001S: Culture, Society, and the Environment twice a year with 75 students with discussion sections. We will request two TAs from the CHASS Dean’s Office. If the TAs are unavailable, we will offer SEHE 001 without discussion sections with a lower cap.

C. Staff
A dedicated or shared academic advisor will be necessary.

D. Computers

No additional computer facilities are required for the new curriculum.

E. Library

Tiffany Moxham, Associate University Librarian has been consulted. The UCR library maintains an extensive database, e-journal, and textbook collection that will support the ESST degree programs. This includes diverse subjects in journals from major publishers and societies and specialized databases such as GreenFILE and AGRICOLA. All subject areas also have options to choose monographs that reflect their specific topics through Patron Driven acquisitions and have access to fast interlibrary loan services for unique journal content. As such, the additional costs to the library will be minimal and in line with existing student needs i.e. supplementing current collections.

F. Space

ENST minor does not require any additional or specialized space for teaching.

G. Plans for obtaining resources

SEHE faculty have obtained $34,000 from the National Endowment for the Humanities (NEH) Humanities Connections Planning Grant, which will be utilized to cultivate community partners for teaching and learning. We plan to apply for the NEH Humanities Connections Implementation Grant once we complete the Planning grant. If and when endowed, we will be able to provide awards to exceptional Environmental Studies undergraduate students from our late colleague Margie Waller’s Memorial Fund. About $1000 per year will be available to grant as scholarships to our undergraduate minors.

We will work with the UCR Foundation to develop a departmental fund into which donations can be made over time by alumni of the program as well as by other donors interested in supporting the department, its students, and faculty.

We will receive 52% of the income from Summer ENST offerings.

Utilizing university resources such as the Academic Senate and Office of Research and Academic Development, and CHASS grants support, the department faculty will pursue internal and external funding to support their research. They will also encourage students to avail themselves of internal and external funding opportunities (e.g., Chancellor’s Research Fellowship, National Institutes of Health Undergraduate Research Grant) to support their academic work.
11. Both internal and external letters of support should be provided with the proposal. Internal letters of support are often from UCR department chairs and faculty of related programs. The external letters should be from other UC campuses or other peer institutions. Letters from off-campus help to establish the quality of the program and its fit within the context of related programs at other universities. Upon consultation with the CEP the demand for external letters may be waived.

Internal letters: CHASS Faculty Executive Committee, CHASS Dean Daryle Williams, Jeanette Kohl and Dylan Rodriguez (co-directors of the Center for Ideas and Society), Lisa R. Fortuna (School of Medicine, Professor and Chair of Psychiatry and Neurosciences), Brandon Andrew Robinson (Chair, Department of Gender and Sexuality Studies), Gordon Love (Chair, Department of Earth & Planetary Sciences), Judith Rodenbeck (Chair, Department of Media and Cultural Studies), Juliann Emmons Allison (Chair, Global Studies), Jennifer Syvertsen (Chair, Department of Anthropology)

External letters: Sarah Jaquette Ray (Humboldt Polytechnic, Chair, Environmental Studies Department), Steffanie Strathdee (UC San Diego, Harold Simon Distinguished Professor and Associate Dean of Global Health Sciences), Danielle Celermajer (Deputy Director of the Sydney Environment Institute), Tracey Osbourne (UC Merced, Associate Professor and Presidential Chair, Department of Management of Complex Systems; Founding Director, UC Center for Climate Justice), Tonya M. Huff (Riverside City College, Department of Life Sciences), Ronnie D. Lipschutz (UCSC, Professor Emeritus of Politics and President, Sustainable Systems Research Foundation)

12. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.

Approvals:

a. Program faculty

The following SEHE faculty and faculty affiliates approved this proposal by email vote on 8/4/23:

Juliann Emmons Allison, Associate Professor, SEHE
Ann Cheney, Associate Professor, Department of Social Medicine, Population and Public Health
Allison Hedge Coke, Professor, Creative Writing
Kim Yi Dionne, Associate Professor, Political Science
Derick Fay, Associate Professor, Anthropology
Farah Godrej, Associate Professor, Political Science
Catherine Gudis, Associate Professor, History
Gloria Kim, Assistant Professor, Media and Cultural Studies
Bronwyn Leebaw, Associate Professor, Political Science
Philipp Lehmann, Assistant Professor, History
Keith Miyake, Assistant Professor, Ethnic Studies
b. Chairs’ approval to include their courses in the new curriculum (in 2021 or 2023)\(^1\)

Bruce Babcock, Chair, Public Policy [2023]
Kenneth Barish, Chair, Physics [2021]
Gordon Love, Chair, Earth and Planetary Sciences [2023]
Michael McKibben, Chair, Earth and Planetary Sciences [2021]
David Lloyd, Chair, English [2021]
John Medearis, Chair, Political Science [2021]
Brandon Robinson, Chair, Gender and Sexuality Studies [2023]
Judith Rodnbeck, Chair, Media and Cultural Studies [2023]
Joel Sachs, Chair, Biology [2023]
Michele Salzman, Chair, History [2021]
Patricia Springer, Chair, Botany and Plant Science [2021]
David Volz, Chair, Environmental Science [2021]
Alessandro Fornazzari, Chair, Hispanic Studies [2023]

List of chairs whose approvals are pending a faculty vote in Fall 2023:
Sherryl Vint, Chair, English
David Biggs, Chair, Asian Studies
Ethnic Studies (Chair TBD)
Huinan Liu, Associate Dean for Undergraduate Study of College of Engineering
Steven Hackel, Chair, History
Jennifer Merolla, Chair, Political Science
Judith Rodenbeck, Chair, Media and Cultural Studies
Jennifer Syvertsen, Chair, Anthropology

\(^1\) Some chair approvals are pending as of September 1. Updated approvals are available upon request. Should a department not approve a cross listing, we will include the course without a SEHE course number.
To be adopted:

PRESENT: PROPOSED:

Program Description
Through humanities and social sciences education, this program equips students with knowledge, theory, and skills that advance their contribution to a world in which environmental degradation has become an increasingly significant societal subject of concern. In order to gain a deeper understanding of the complex interactions between the workings of human societies and ecological changes, the major engages a range of environmental challenges including climate change, air and water pollution, biodiversity loss, energy demands, toxic accumulations, waste management, deforestation and desertification, food security, and water scarcity as *social phenomena* and examines how they intersect with broader societal issues such as environmental justice, policy and governance, history of colonialism, global capitalism, hunger and poverty, structural racism, gender inequality, health inequity, and community resilience. The major also introduces humanities approaches such as critical theory, environmental philosophy, regional history, storytelling, and other creative expressions to enrich students’ intellectual relationships with nature and non-human elements. The major also emphasizes community engagement as a necessary step in finding solutions for environmental challenges. The interdisciplinary education will prepare students to make career choices that involve: promoting sustainable practices in various capacities as employees in public services, education, healthcare, or the private sector; joining nonprofit organizations with a focus on issues pertaining to environmental sustainability or social justice; and continuing their career development by pursuing professional and graduate education in sustainability, public policy, urban and regional planning, business, law, and public health.
The degree consists of 52 units and focuses on humanist and social science studies of the environment and sustainability, supplemented by related lower-division CNAS courses that support the development of scientific literacy and understanding of STEM approaches to sustainability.

The program also offers a 20-unit Minor with 1 lower-division and 4 upper-division core courses. The minor is designed to accommodate CHASS majors as well as UCR students pursuing majors in all colleges and schools who are motivated to complement their STEM, Public Policy, or Business and Finance training with studies of the natural environment and sustainability from humanist and/or social science perspectives.

**Minor Requirements** (20 units)

1) Lower-division requirement (1 course, 4 units)
   a) SEHE 001

2) Upper-division requirement (4 courses, at least 16 units)

   a) Four courses from the following list: GSST 131/SEHE 140, GSST 145/SEHE 145, GSST 148/SEHE 148, GSST 173/SEHE 141, GSST 181/SEHE 142, MCS 175/SEHE 143/SPN 175, POSC 106/SEHE 136 or POSC 106S/SEHE 136S, POSC 137/SEHE 137 or POSC 137S/SEHE 137S, SEHE 105, SEHE 106 or SEHE 106S, SEHE 110, SEHE 115, SEHE 120, SEHE 130, SEHE 131, SEHE 132, SEHE 135, SEHE 144, SEHE 149

**Justification:**

Include justifications for **EVERY change/addition/deletion** that is made.

**Approvals:**

Approved by the faculty and faculty affiliates of the Department of Society, Environment and Health Equity: August 4, 2023
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: August 28,
Course Descriptions for ENST Minor Curriculum

1) SEHE 001: Society, Culture, and the Environment 4 Lecture, 3 hours; discussion, 1 hour. Explores the relationship between human society and the natural environment; case studies focus on economic development, population, energy, resource use and management, technology, and environmental social movements. Course also introduces the roles of race, class, and gender in shaping environmental burdens, benefits, and activism.

2) SEHE 105 Environmental Health and Social Justice 4 Lecture, 3 hours; activity 3 hours. Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe, invisible environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change. Cross-listed with GSST 171.

SEHE 105S Environmental Health and Social Justice 5 Lecture, 3 hours; Discussion, 1 hour; Activity 3 hours. Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe, invisible environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change. Cross-listed with GSST 171.

SEHE 106 Movements & Advocacy in Environmental Justice & Health Equity 4 Lecture 3 hours; Individual work, 3 hours. Overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, health equity, sustainability, and environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines movement and advocacy outcomes, challenges, and opportunities for promoting Health equity and Environmental Justice.

SEHE 106S Movements & Advocacy in Environmental Justice & Health Equity 5 Lecture 3 hours; Discussion, 1 hour; Individual work, 3 hours. Overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, health equity, sustainability, and environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines movement and advocacy outcomes, challenges, and opportunities for promoting Health equity and Environmental Justice.

i) Climate Studies
SEHE 115 Intersectionality, Climate Emotions and Mental Health 4 Lecture, 3 hours; extra reading, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces emotional responses to climate change. Identifies the relationships between emotions and mental health outcomes. Explores the roles of race, gender, age, and social marginalization.

SEHE 132 Community Resilience to Climate Change 4 Lecture, 3 hours; Discussion, 1 hour; Research, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Considers climate resilience in theory and practice introducing research on climate resilience around the globe. Examines strategies for urban climate resilience building and evaluates climate resilience in communities of interest. Explores socially just climate resilience practices.

SEHE 131 Global Climate Politics and Policy 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper division standing or consent of the instructor. Examination of relationship between climate politics and policy to stabilize the climate and reduce impacts on human societies. Topics include: climate science and politics; United Nations Framework Convention on Climate Change (UNFCCC); critique of neoliberal climate policies; politics of climate justice; low carbon challenges and opportunities.

SEHE 141 Gender and Climate Change 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Examines the global social impacts of climate change that are magnified based on existing inequalities. Focuses on the disparity between men and women in their vulnerability and ability to cope with the global phenomenon. Investigates both women as “victims” of global warming and their positive roles in climate change mitigation. Cross-listed with GSST 173

ii) Environmental Justice

SEHE 110 Environmental Health in Southern California 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Interdisciplinary cross-examination of environmental challenges, social inequities, and human health consequences in the Southern California region. Topics include the logistics industry and air pollution, toxic dust and groundwater contamination from agriculture and military bases, history of oil refineries and waste facilities around marginalized communities, and disparate impacts of extreme heat.

SEHE 120 Food Justice 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour. Explores relations of power, love, desire, hunger and taste through food and food systems. Considers how food is found, grown, made, bought, sold, shared and consumed. Covers food apartheid and carceral food systems; metabolic disease; nutrition and nourishment; the right to food; and movements to decolonize food systems.

SEHE 135 Environmental War Crimes 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour. Examines causes and consequences of wartime environmental destruction in local and global context. Surveys legal frameworks designed for limiting environmental harms associated with war, with attention to climate change, food justice, reproductive justice, and Indigenous self-determination. Focuses on frontline communities in exposing and mitigating threats of environmental legacies of war.

SEHE 137 Environmental Justice and Human Rights 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines how notions of justice and human rights have been brought to bear on environmental and sustainability debates. Also examines the theoretical and historical basis of the environmental justice and human rights movements. Topics include local concerns (including “food deserts”) and air pollution, as well as global problems. Cross-listed with POSC 137. Credit is awarded for only one of POSC 137 or POSC 137S.
iii) Environmental Governance

POSC 127/SEHE 127 Global Environmental Politics 4 Lecture, 3 hours; field, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): POSC 020 or POSC 020H. Introduces the study and practice of global environmental politics. Explores major developments in the evolution of international environmental law and policy. Covers ozone depletion, acid rain, marine pollution and whaling, tropical deforestation, overpopulation, and the impact of environmental degradation. Credit is awarded for only one of POSC 127 or POSC 127S.

POSC 127S/SEHE 127S Global Environmental Politics 5 Lecture, 3 hours; discussion, 1 hour; field, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): POSC 020 or POSC 020H. Introduces the study and practice of global environmental politics. Explores the major developments in the evolution of international environmental law and policy. Covers ozone depletion, acid rain, marine pollution and whaling, tropical deforestation, overpopulation, and the impact of environmental degradation. Credit is awarded for only one of POSC 127 or POSC 127S.

POSC 139/SEHE139 Environment, Sustainability, and Society 4 Lecture, 3 hours; individual study, 2 hours; written work, 1 hour. Prerequisite(s): POSC 017 or POSC 020 (or POSC 020H) or SOC 020; or consent of instructor. Examines the relationship of human society to the natural environment from a multi-disciplinary approach. Considers ways in which values, paradigms, policies, technologies, and their interactions have determined humans’ current unsustainable relationship with the earth. Explores challenges inherent in moving society toward a more environmentally sustainable future. Credit is awarded for only one of POSC 139 or POSC 139S.

POSC 139S/SEHE 139S Environment, Sustainability, and Society 5 Lecture, 3 hours; discussion, 1 hour; individual study, 2 hours; written work, 1 hour. Prerequisite(s): POSC 017 or POSC 020 (or POSC 020H) or SOC 020; or consent of instructor. Examines the relationship of human society to the natural environment from a multi-disciplinary approach. Considers the ways in which values, paradigms, policies, technologies, and their interactions have determined humans’ current unsustainable relationship with the earth. Explores challenges inherent in moving society toward a more environmentally sustainable future. Credit is awarded for only one of POSC 139 or POSC 139S.

SEHE 130 Environmental Planning 4 Lecture, 3 hours, extra reading, 2 hours, term paper, 1 hour. Prerequisite(s): upper-division standing or consent of the instructor. Introduction to environmental planning, regulation, and analytical approaches to issues including conservation, air quality, water quality and access, waste management, disaster planning, risk assessment, and environmental justice.

SEHE 136 Environmental Political Thought 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Addresses various philosophical aspects of the human relationship to the environment from social, political, and economic perspectives. Includes debates related to issues such as how should human beings interact with their environment, as well as the relationship of environmental practice to liberalism, democracy, and capitalism. Credit is awarded for only one of SEHE 136 or SEHE 136S. Cross-listed with POSC 106.

SEHE 140 Sustainability, Gender and Development in the Global South 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Investigates the intersection of sustainable practices, development pressures, and gender in the Global South. Explores nonwestern concepts of sex/gender and nature as epistemological resources in
addressing the impact of climate change on livelihoods and social organization. Asks how sustainability theory and practice can be transnational and socially inclusive. Cross-listed with GSST 131.

iv) Environmental Humanities

SEHE 123 Gender and Science 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Focuses on the intersections of Western constructions of gender and scientific knowledge since the sixteenth century. Considers the cultural and political roles of the scientist in terms of gender; the structuring of objectivity and objects of study; the status of scientific knowledge; and the emergence of feminist science studies. Credit is awarded for one of the following SEHE 123 or SEHE 123S. Cross-listed with GSST 161.

SEHE 142 Feminisms and Environmentalisms 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Explores women’s and feminist involvement in environmental movements. Examines how gender shapes our relationships with and approaches to environmental problems in the United States and globally. Investigates intersections between feminist concerns (health, reproduction, mothering, gender equity, and social justice) and environmental issues (conservation, pollution and global warming, and sustainability). Cross-listed with GSST 181.

SEHE 143 Human and Non-Human: Decolonial and Audiovisual Perspectives on Life on a Diminished Planet 4 Seminar, 3 hours; screening, 2 hours; written work, 1 hour; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior. A study of decolonial and audiovisual approaches to conceiving human/nonhuman from Latin American perspectives. Examines issues of extractivism, environmental justice, the debate on living well, the relation between human and nonhuman, and how films make these issues. Cross-listed with MCS 175 and SPN 175.

HISA 119/SEHE 144 Modern United States Consumer Culture 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior, or consent of instructor. Examines the history and culture of mass consumerism in the United States. Includes the shift from mass production to mass consumption; the growth of advertising and product marketing; the rise of the department store and shopping mall; the relationship of race, ethnicity, and gender to the market; globalization; and anticonsumerism. Cross-listed with HISA 119.

HIST 111/SEHE 111 Public History and Community Voices 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduction to the study of public history and the use of oral history, narratives, written sources, photographs, material culture, and other documentary evidence important to presenting historical information and interpretation to a large audience. Analysis of archives, museums, government agencies, familial sources, and other historical repositories that hold community voices. Students present public history by producing an exhibit, published work, or community project. Cross listed with HIST 111.

v) Special Topics

SEHE 145 Intersectionality, Ecology, and Community Design 4 Lecture, 3 hours; extra reading, 2 hours; research, 4 hours. Prerequisite(s): GSST 021. Introduces theoretical underpinnings of ecological utopias and ecotopias. Examines practical aspects of designing these intentional communities focused on sustainability. Includes discussion and critique of proposed ecotopias, analysis of egalitarian economic systems, inclusive and participatory political institutions, and social mores adopted by existing ecovillages and other sustainable intentional communities. Cross listed with GSST 145.

SEHE 148 Intersectionality, Ecology, and Design Science 4 Lecture, 3 hours; practicum ,3 hours; extra
reading, 2 hours; field, 2 hours; written work, 2 hours. Prerequisite(s): SEHE 145 (SEHE 145 may be taken concurrently). Introduces regenerative design. Emphasizes stability and resiliency of natural systems and intersectional praxis of environmental justice in agricultural and social design. Recognizes sustainable food, water, and shelter requires understanding structures of power that shape and maintain discrimination. Includes: agroecology; climate; health; permaculture; intentional communities; social activism; sustainability. Cross listed with GSST 148.

SEHE 159 Special Topics in Environmental Studies 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores specific topics in Environmental Studies. Content of the course varies and is announced as the course is offered. Course is repeatable as content changes to a maximum of 8 units.
August 28, 2023

TO: Dana Simmons, Acting Chair  
Department of Society, Environment and Health Equity

FROM: John Kim, Chair  
CHASS Executive Committee

RE: Department of Society, Environment and Health Equity-New Major and Minor in Environmental Studies (ENST)

CHASS Faculty Executive Committee (CHASS FEC) reviewed and approved the proposed new major and minor in Environmental Studies (ENST) by the Department of Society, Environment and Health Equity (SEHE) on August 26, 2023 by a vote of 8 approve, 0 disapprove, 1 unavailable and 1 recusal; 1 member recused themself as a member of SEHE.

CHASS FEC previously reviewed and implicitly approved the ENST major and minor when SEHE submitted its proposal for departmentalization, which the Division approved in February 2023 by a 77% majority vote in favor. The present review formalizes CHASS FEC’s previous, implicit approval of its ENST major and minor.

As outlined in the proposal, the Environmental Studies major and minor distinguishes itself from CNAS’ existing Environmental Science major and minor in that ENST is based on humanistic and social scientific methodologies that address issues outside of the natural scientific scope of Environmental Science; such issues include environmental justice, policy and governance, history of colonialism, global capitalism, hunger and poverty, structural racism, gender inequality, health inequity, and community resilience. At the same, ENST major and minor also draw upon relevant CNAS courses to provide ENST students with a grounding in natural scientific methods.

The overall structure of the ENST major and minor is well balanced and within the normative range of unit counts for majors and minors at UCR. The ENST major consists of 52 units, of which 16 are at the lower division level and 36 at the upper division level. The proposal offers students considerable flexibility in the range of courses offered by SEHE and other departments that satisfy each area of coverage, such as 5 for Climate Studies, 5 for Environmental Justice, 10
for Environmental Governance, 9 for Environmental Humanities, 13 for Gender, Race and Structural Inequity. Common to ENST students are two required courses, SEHE 001 and SEHE 101 forming the basis of the major, as well as a capstone requirement that can be satisfied by one of four courses SEHE 193, SEHE 198-I, SEHE 198G/LABR 198G, or SEHE 195 Senior Honors Thesis. CHASS FEC especially lauds the proposal’s interdisciplinary design that engages with disciplines not only across CHASS but also CNAS and other units.

The broad range of courses outside of SEHE that are applicable to the ENST major and minor ensures that students will have multiple pathways to meet their course requirements. Students will be able to fulfill their major/minor with designated courses from GEO, BPSC, ENSC, ENG, ETST, ANTH, MCS, among others, while receiving their grounding in SEHE courses.

The Environmental Studies major and minor will replace the highly successful major and minor in Sustainability Studies (SUST) housed in the Department of Gender and Sexuality Studies (GSST) once ENST is formally approved by the Division. GSST submitted its proposal to place a moratorium on new student admissions to SUST, and CHASS EC approved it in July 2023. CHASS FEC’s positive assessment of the ENST proposal is shared by the external and internal review letters, all of which are enthusiastically supportive of both ENST and its complementary proposal for a major in Global and Community Health (GCH). Deputy Director of the Sydney Environmental Institute at the University of Sydney, Professor Danielle Celermajer, lauds the ENST proposal for the interdisciplinary scope it offers its students, “The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.” Similarly, Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at UC San Diego, Professor Steffanie Stratdee, concurs, noting “The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values.” Writing of both the GCH and the ENST proposals, the former Provost of Rachel Carson College at UC Santa Cruz and the current President of Sustainable Systems Research Foundation Professor Ronnie D. Lipschutz lauds both for their interdisciplinary structures, noting, “No single discipline is sufficient to deal with such problems, and few academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines,” and praising these programs for providing “the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.” Similarly, the Founding Director of the System-wide UC Center for Climate Justice Professor Tracy Osborne of UC Merced writes of the timeliness of both the ENST and GCH proposals, “Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum.” CHASS FEC is especially heartened by the letter of support from the Chair of the Sustainability Committee at Riverside Community College (RCC), Professor Tonya M. Huff, who lauds both the ENST and GCH proposals for creating a “pipeline” from RCC to UCR, “We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited...
about the potential for this pathway for our students.” In turn, CHASS FEC lauds SEHE for its collaboration with RCC faculty fostering a pool of new prospective transfer students to UCR.

In view of CHASS FEC’s review and the letters from external (non-UCR) and internal (UCR) specialists, CHASS FEC enthusiastically endorses this proposal.
August 23, 2022

Based on a preliminary administrative review and counsel of the CHASS Associate Deans, I am pleased to extend an endorsement on the general academic structure of the two proposed degrees. This endorsement includes a recognition of prior College commitments for the Senate recruitments described in the AFD grant; instructional and administrative staffing adequate to demonstrated need and comparable to other units in the College; and space planning.

College-funded compensation for departmental leadership and student success took effect July 1, 2023, in terms equal to other units of comparable size.

In FY24 forward, the SEHE majors will be incorporated into recruitment, admissions, retention, and graduation for current and prospective undergraduate students.

The College encourages and endorses efforts to secure external support for the program, its students and its faculty, and will provide the appropriate grant administration for successful proposals.

For a more thorough endorsement, I await a complete review of the academic integrity of the curriculum conducted consistent with Academic Senate authorities and responsibilities. I extend the availability of the academic advisors to conduct a more detailed analysis of degree requirements and progress-to-degree metrics, upon request from the Academic Senate.

I look forward to welcoming new majors in the arc from matriculation to graduation.

Respectfully,

Daryle Williams
Professor and Dean
August 22, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Environmental Studies Department of Cal Poly Humboldt in enthusiastic support of the proposed BA degree in Environmental Studies at UCR. This undergraduate program will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Environmental Studies undergraduate degree program will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Chair of the Environmental Studies Department at Cal Poly Humboldt I am eager to see new courses and degrees offered in these areas, which will further the curricular goals of UCR and the goals of the public higher education systems of California to lead in sustainability and environmental justice training. I fully support the undergraduate program proposals for the Environmental Studies BA.

Sincerely,

Sarah Jaquette Ray
Chair, Environmental Studies Department
August 20, 2023

To Whom it May Concern,

I am writing in support of the proposed Bachelor of Arts degree and minor in Environmental Studies through the new Department of Society, Environment and Health Equity. I believe that such a degree is relevant, necessary, and in-demand and that such a program would be tremendously beneficial for the students of UCR.

I am a faculty member in the Life Sciences Department at Riverside City College where I teach Environmental Science, Introductory Biology (both for majors and non-majors), Natural History of Southern California Ecosystems, International Field Ecology, and other courses. Additionally, I am a faculty co-advisor for the Student Sustainability Collective on our campus and faculty chair of our campus Sustainability Committee. Since the beginning of my teaching career approximately 13 years ago, I have seen a steady increase in interest in topics of environmental science and sustainability among my students. As issues of equity and sustainability have been hot topics in the news during the last several years, I have seen interest climb even more. Additionally, according to a recent report, the global green technology and sustainability market size is set to grow from $11.2 billion in 2020 to $36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations.

Due to this clear niche in the job market and demand by students, RCC has recently developed and approved a Sustainability major for our students in addition to the Environmental Science major that has existed for quite some time. Both of these majors are meant to be a pipeline from RCC to UCR. We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. We hope to continue to collaborate with the new SEHE Department at UCR to create events, workshops, and research opportunities for our RCC students. Evidence shows that if a community college student spends time on a university campus, they begin to feel like they belong and are more likely to transfer and continue their educational journey. We would love for the Sustainability and Environmental Studies students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.
Department of Life Sciences, Riverside City College
August 15, 2023

Academic Senate & Administration
University of California, Riverside

Dear Colleagues,

I write this letter in support of the two proposals for majors in the Department of Society, Environment and Health Equity (SEHE). As I understand the matter, the proposed Environmental Studies major will replace the Sustainability Studies degree that has been administered by the Department of Gender and Sexuality Studies, while the major in Global and Community Health will complement Environmental Studies with its focus on related issues and problems. Before I give three reasons—out of many—for supporting this proposal, I will give some background on my experience and qualifications.

I was a faculty member of the UCSC Politics Department from 1990-2020, teaching among other things international relations and global environmental politics. I have done policy, research and technical work in environmental and policy field since the late 1970s, after receiving a Masters’ in Physics at MIT. I came to UCSC with a PhD in Energy Resources from UC Berkeley (1987) and, beginning in 2008, was part of a faculty group trying to establish a Sustainability Studies program at UCSC. In 2012, I was appointed Provost of Rachel Carson College (I was able to obtain the $5,000,000 endowment required to name a UCSC residential college) and established a minor in Sustainability Studies, the first such minor in a college since the university’s founding. I am presently President of the Sustainable Systems Research Foundation in Santa Cruz, a nonprofit green think tank focused on development and deployment of local sustainability projects.

First, at this moment of environmental crisis, and especially with the looming threat of climate change, interdisciplinary education and research are more essential than ever. Both of the proposed majors are explicitly interdisciplinary, focusing on systemic issues and topics, rather than strictly-bound disciplinary ones. Over the past 40 years, approaches to understanding and addressing these environmental challenges have been constrained by the very disciplinary epistemologies its practitioners apply. Biologists see everything through a biological lens; economists, through and econometrics one; humanists through philosophy, art and literature. But “wicked problems” such as climate change (and all of the social systems that give rise to it) are characterized by complex linkages among technological, political, social and economic systems and institutions. No single discipline is sufficient to deal with such problems, and few
academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines. The SEHE Department and its degree programs will be able to provide the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.

Second, and at the same time, there is a pressing need to acknowledge and incorporate the structural injustices and racism that are foundational to our social institutions and practices and reproduced in the environmental crisis. This is especially the case in terms of the distribution of current and future impacts of climate change and the benefits that will accrue from the coming green economy. UCR’s student demographic is well-placed to make important and significant contributions to this transition and the SEHE Department and the two new majors will position them to do so.

Finally, in this time of limited (and even declining) instructional budgets, the bane of new degree programs is the cost of administering and running them and the frequent refusal of university administrations to provide the necessary funds and personnel. Few existing departments are willing to take on this burden and putting new programs under the care and feeding of departments whose disciplinary focus is not directly related risks shortchanging the new ones and even obscuring their existence. The SEHE Department and the two new majors will be highly visible, appropriately funded (I hope) and able to provide students with the focused care, advising and training required to succeed in the proposed areas of systems complexity and social change.

There are many other reasons to support these two proposed majors, not the least that similar initiatives exist or are being launched across the country and the world. Judging from the academic and professional job announcements that come across my “desk,” graduates of the two programs will have little difficulty in finding relevant employment.

I endorse the two majors in the strongest terms and hope UCR will approve and fund them at the level necessary for them and their students to learn and thrive about these critical issue areas.

Please do not hesitate to contact me with any questions you may have.

Yours sincerely,

Ronnie D. Lipschutz
Professor Emeritus of Politics, UCSC
President, Sustainable Systems Research Foundation
August 10th, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

Re: Letter of Support for proposed BA degree in Environmental Studies and BA degree in Global and Community Health

I am writing on behalf of the Sydney Environment Institute at the University of Sydney to express my strong support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health at UC Riverside. As a scholar committed to universities making tangible research and teaching contributions to the critical environment, health and justice issues of our time, the proposed degrees strike me as much needed curricula additions. The two undergraduate programs will bring much needed new curricular opportunities addressing environmental and health disparities through the university, two areas of critical concern.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland
Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Deputy Director of the Sydney Environment Institute, I am eager to see new courses offered in these areas, developments that will strengthen our collective efforts to address the most critical issues of our times. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely

Professor Danielle Celermajer
August 22, 2023

Dear members of the UC Riverside Academic Senate,

I write to enthusiastically express my support for the creation of BA and Minor in Environmental Studies and the BA and Minor in Global and Community Health in the UC Riverside College of Humanities, Art, and Social Sciences. Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum. Such programs have been growing at universities nationwide, as well as across the UC system. Further, health equity issues are often interrelated with the forces that shape the distribution of environmental benefits and burdens in places where human communities live, work, and play. As the COVID-19 pandemic demonstrates, health inequities and disparate health outcomes for marginalized communities are pressing national problems in the United States—challenges that are not disconnected from the environmental challenges facing us today. With the creation of this department, UC Riverside is poised to provide an innovative curriculum for its diverse student body as well as to lead the way for other UC campuses. In my view, these proposed majors and minors charts a course that is reinforced by trends showing increases in interdisciplinary environmental and sustainability studies programs.

In my capacity as Director of the UC Center for Climate Justice, I am working to raise awareness and develop curriculum and programming focused on addressing climate change as a social justice and equity issue across the UC campuses. The kinds of pedagogical approaches required to plan for and address holistic solutions to climate change and other environmental problems in California and beyond must address scientific, social, economic, and cultural components. The innovative, forward-thinking approach offered through such programs is exactly what is needed to broaden these offerings for UCR students. I offer my strongest support to this endeavor.

Sincerely,

Tracey Osborne, PhD
Founding Director, UC Center for Climate Justice
Associate Professor and Presidential Chair
Department of Management of Complex Systems
University of California, Merced
August 20, 2023

To Whom it May Concern,

I am writing in support of the proposed Bachelor of Arts degree and minor in Environmental Studies through the new Department of Society, Environment and Health Equity. I believe that such a degree is relevant, necessary, and in-demand and that such a program would be tremendously beneficial for the students of UCR.

I am a faculty member in the Life Sciences Department at Riverside City College where I teach Environmental Science, Introductory Biology (both for majors and non-majors), Natural History of Southern California Ecosystems, International Field Ecology, and other courses. Additionally, I am a faculty co-advisor for the Student Sustainability Collective on our campus and faculty chair of our campus Sustainability Committee. Since the beginning of my teaching career approximately 13 years ago, I have seen a steady increase in interest in topics of environmental science and sustainability among my students. As issues of equity and sustainability have been hot topics in the news during the last several years, I have seen interest climb even more. Additionally, according to a recent report, the global green technology and sustainability market size is set to grow from $11.2 billion in 2020 to $36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations.

Due to this clear niche in the job market and demand by students, RCC has recently developed and approved a Sustainability major for our students in addition to the Environmental Science major that has existed for quite some time. Both of these majors are meant to be a pipeline from RCC to UCR. We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. We hope to continue to collaborate with the new SEHE Department at UCR to create events, workshops, and research opportunities for our RCC students. Evidence shows that if a community college student spends time on a university campus, they begin to feel like they belong and are more likely to transfer and continue their educational journey. We would love for the Sustainability and Environmental Studies students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.
Department of Life Sciences, Riverside City College
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at the University of California San Diego, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Steffanie Strathdee, PhD
Harold Simon Distinguished Professor
Associate Dean of Global Health Sciences
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

We are writing on behalf of the Center for Ideas and Society at UCR in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As co-directors of the Center for Ideas and Society, we are particularly eager to see new courses offered in these areas, which will further our curricular goals. We fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside, and we at the CIS see great potential for collaborations with the new program on various levels.

Sincerely,

[Signature]

[Signature]
August 10, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

On behalf of the Global Studies Program, I enthusiastically support the proposed BA degrees in Environmental Studies and Global and Community Health. These two undergraduate programs will bring critically important new curricular opportunities for UCR students, including those participating in our Global Health, Sustainability and Resources track.

UCR is positioned to join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. This program will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values.

The Global and Community Health BA degree addresses pressing problems of health and healthcare workforce shortages in Inland Southern California, and underrepresentation of Latinx and Black people among California health professions workforce. The proposed curriculum will prepare students for advanced study and community-based work related to social justice and health disparities relevant to careers in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy.

These undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in Inland Southern California and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Director of the Global Studies Program, I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA.

Sincerely,

Juliann Emmons Allison
Society, Environment & Health Equity
Global Studies

Global Studies Program, 900 University Avenue, Riverside, CA 92521
August 25, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

I am writing on behalf of the Department of Gender and Sexuality Studies (GSST) in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree (GCH) will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

The Environmental Studies BA degree (ENST) will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

GSST currently houses a Sustainability Studies major (SUST), which will sunset as SEHE’s Environmental Studies major grows. The two departments, GSST and SEHE, have established an MOU to guide this process. GSST and SEHE will work together to meet the needs of students and faculty in both departments in the transition from the GSST Sustainability Studies major to the SEHE Environmental Studies major.

The GSST SUST major will sunset, with a target date to stop accepting new majors in Fall 2024. GSST submitted a memo in July 2023 to CHASS FEC and the Committee on Educational Policy, requesting a moratorium on the Sustainability Studies major. The Senate granted a pause in admissions to SUST, pending the outcome of the moratorium review. In Fall 2024, all existing SUST majors will be encouraged to transfer to the ENST major in SEHE. In Winter 2024, SEHE and GSST will schedule a joint meeting with Cassee Barba and Holly Easley (SUST advisors) to set out course substitutions that will allow any remaining SUST majors to graduate using SEHE courses if necessary. To ease the transition, GSST and SEHE will submit cross-listing proposals in Fall 23 so that SEHE faculty can continue to cover the required courses for the SUST major. Once all the remaining SUST majors have graduated (est. 2027), SEHE and GSST will consult on which courses to keep cross-listed, and which cross listings should be removed.
As Chair of GSST, I fully support the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA**. These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

Thank you,

Brandon Andrew Robinson, Ph.D.

Chair & Associate Professor
Department of Gender & Sexuality Studies
University of California, Riverside
24th August, 2023

Gordon D. Love, PhD,
Professor of Geochemistry
Chair, Department of Earth & Planetary Sciences
University of California, Riverside

E-mail:  gllove@ucr.edu

Re: SEHE degree programs

To: Dana Simmons, Acting Chair of SEHE

On behalf of the Department of Earth and Planetary Sciences (EPS), I am writing in support of the undergraduate programs proposal submitted by the new Department of Society, Environment and Health Equity (SEHE).

EPS teaches several (GEO) lower and upper division undergraduate science classes that are popular across campus and taken by a diverse student body to fulfill degree requirements. Many of these classes provide the scientific understanding of topical issues critical to societal needs and which are obviously pertinent to the scope of the SEHE degree programs. This subject matter includes: natural resources and their sustainability, climatic and environmental change, natural hazards, landscape evolution, and the history of life on Earth.

We encourage SEHE students to take our popular GEO classes as part of their BA degree requirements and we will work with SEHE to provide guidance on the most appropriate classes for their students to take in each quarter.

Yours sincerely,

Gordon Love.
August 23, 2023

Dear Colleagues and Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Media & Cultural Studies in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring urgently needed curricular address to environmental and health disparities and will enhance teaching and research across our university.

The Environmental Studies BA will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. If it is approved, UCR will join five other UC campuses in offering an Environmental Studies BA degree.

The Global and Community Health BA offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, and advocacy. The GCH major will prepare students for advanced study and community-based work related to social justice and health disparities. This crucial major will help to address pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce. And they further the research and educational priorities of our faculty.

As Chair of MCS, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Judith Rodenbeck
Professor and Chair
Media & Cultural Studies
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Anthropology in unconditional support of the proposed BA degree in Global and Community Health and BA degree in Environmental Studies. These two undergraduate programs will bring exciting and necessary curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach and organizing, social services, administration and advocacy. The GCH major will help to address the urgent healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California’s health professions workforce.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, climate change, social justice, and health equity.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability, and the common good. These programs are designed to serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and Latinx people in health-related professions.

As Chair of the Department of Anthropology, I am eager to see new courses offered in these areas, which will further our curricular goals. Our department plans to cross-list several of our courses in Medical Anthropology to help support the new department and foster a rich, interdisciplinary learning environment for our undergraduates across CHASS.
In sum, I fully support the undergraduate program proposals for the **Global and Community Health BA** and **Environmental Studies BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Please do not hesitate to contact me at [jsyverts@ucr.edu](mailto:jsyverts@ucr.edu) should you have any questions or need further information.

All my best,

Jennifer Syvertsen, PhD, MPH  
Chair and Associate Professor of Anthropology  
Pollitt Endowed Term Chair for Interdisciplinary Teaching & Learning in CHASS
To: Dana Simmons, Chair and Lead Proponent, Department of Society, Environment, and Health Equity

From: Sang-Hee Lee, Chair, Executive Council

RE: Proposed Minor in Environmental Studies (ENST)

Dear Dana,

On December 11, 2023 the Academic Senate Executive Council discussed the subject proposal along with the consultative feedback from the Committees on Courses, Educational Policy, Planning & Budget, CNAS Faculty Executive Committee, and the SPP Faculty Executive Committee.

Though Executive Council supports inclusion of the proposal on the Winter Division agenda, strong clarification regarding how this minor is different from what is offered in the Department of Environmental Sciences is necessary.

Based on the mixed cumulative feedback regarding the proposal, please provide a revised proposal in consideration of all of the review feedback, and include responses to the comments and questions above and in the attached memos no later than January 12, 2024. You may find it helpful to note that in the past, proponents have included a summary document that includes responses as a cover to a revised proposal.

Thank you.

CC: Wesley Leonared, Chair, CHASS Faculty Executive Committee
   Gabrielle Brewer, CHASS Faculty Executive Committee Liaison and Student Affairs Officer
COMMITTEE ON EDUCATIONAL POLICY

December 5, 2023

To: Sang-Hee Lee, Chair
Riverside Division

From: Ward Beyermann, Chair
Committee on Educational Policy

Re: Proposed Minor in Environmental Studies

The Committee on Educational Policy (CEP) reviewed the proposed Minor in Environmental Studies at their December 1, 2023 meeting and voted to support the proposal.
December 4, 2023

TO: Sang-Hee Lee, Ph.D., Chair, Academic Senate, UCR Division

FROM: Bahram Mobasher, Ph.D., Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

SUBJECT: Response to Proposed Degree Programs in ENST and GCH Departments

Dear Sang-Hee,

The CNAS Faculty Executive Committee wants to address several concerns regarding the recent Major and Minor proposals in Environmental Studies and Global and Community Health. It has come to our attention that significant issues require consideration and resolution:

Regrettably, our concerns have not been adequately addressed during the processes underway, and the results are the development of a department that could potentially divert and confuse our students.

It has also come to our attention that there is a proposed change in the department's name from "Sustainability Studies" to "Environmental Sciences." Changing the name from "Sustainability" to "Environmental" may confuse current and future students. Therefore, it is recommended that we act or voice objections against this alteration. It seems reasonable to request reconsideration of the name change. We must collectively ensure that the department's name accurately represents its goals and scope.

Sincerely,

Bahram Mobasher, Ph.D
Chair, Faculty Executive Committee College of Natural and Agricultural Sciences
COMMITTEE ON COURSES

December 6, 2023

To: Sang-Hee Lee, Chair
   Riverside Division

From: James Flegal, Chair
      Committee on Courses

Re: Proposed Minor in Environmental Studies

The Committee on Courses reviewed the proposed Minor in Environmental Studies at their November 29, 2023 meeting. The Committee recommends that the department ensure that course proposals for the following courses proposed to be included in the minor’s curriculum be entered into CRS in a timely manner as all courses listed in the proposed curriculum do need to receive final approval by the Committee on Courses before the curriculum can be published in the catalog: SEHE 115, SEHE 120, SEHE 136/POSC 106, SEHE 131, SEHE 132, SEHE 135, SEHE 137/POSC 137, SEHE 140/GSST 131, SEHE 144/HISA 119.
PLANNING AND BUDGET

October 30, 2023

To: Sang-Hee Lee, Chair
   Riverside Division

From: Reza Abbaschian, Chair
       Committee on Planning and Budget

RE: [Campus Review] Proposal: New Undergraduate Minor: Minor in
    Environmental Studies

At our meeting on October 10, 2023, the Committee on Planning and Budget (CPB) discussed the proposed Minor in Environmental Studies. CPB supports the proposed minor.

Additionally, CPB asks: will the Minor in Environmental Studies provide opportunities for cross-exchanges and collaborations with the Environmental Sciences program in CNAS and the Environmental Engineering program in BCOE?
TO: Sang-Hee Lee, Chair  
Riverside Division

FR: Richard M. Carpiano, Chair  
Executive Committee, School of Public Policy

RE: [Campus Review] Proposal: New Undergraduate Minor: Minor in Environmental Studies (ENST)

Date: November 22, 2023

The Faculty Executive Committee of the School of Public Policy reviewed the document “[Campus Review] Proposal: New Undergraduate Minor: Minor in Environmental Studies (ENST).”

In the course of our review and discussion, the following issues arose about the proposed curriculum:

1. Given the stated learning objectives that indicate the importance of students understanding ecological issues locally, nationally, and globally, it is crucial for students to have a thorough grounding in environmental science to comprehend the interplay between the natural world and human societies. A significant concern raised with the current curriculum proposal is its apparent lack of foundational science. Without a robust understanding of environmental science, discussing environmental governance and the scientific underpinnings of environmental inequities becomes challenging.

It is noteworthy that this curriculum lacks any lower- or upper-division courses in environmental science. The present focus seems to be predominantly on the human aspects of environmental issues, without sufficient emphasis on the scientific aspects. This imbalance could lead to a skewed perspective among students. Overall, the curriculum could be more effectively designed to integrate both natural sciences and social sciences, providing a comprehensive educational experience in this field. Currently, it seems that the curriculum is shaped more by disciplinary convenience rather than a commitment to interdisciplinary learning. This approach risks limiting the depth and breadth of education students receive, thereby hindering their ability to fully understand and address complex environmental issues that humanity faces, particularly in this concerning era of science denialism and less than ideal data literacy.
2. Page 9: Under “Affiliated faculty,” Ariel Dinar is retired from UCR. Hence, it is unclear how up-to-date this list is.

3. The Global and Community Health B.A. curriculum contains a requirement for one lower-division course in data analysis. Why does this requirement not exist for the Environmental Studies minor given that the two department emphases (Environmental Studies and Global and Community Health) are detailed in the two BA degree proposal documents as having considerable focal overlap, sharing some courses like the required methods course?

4. Page 14: Under the section header “Chairs’ approval to include their courses in the new curriculum (in 2021 or 2023),” SPP Associate Dean Bruce Babcock is listed. The phrasing of this header can be read in more than one way, so, just to be certain, this approval only pertains to the PBPL courses cross-listed with other units that are listed in this proposed curriculum document (i.e. ENGR 171/PBPL 171) and not any other PBPL courses. This specificity is indicated in the email exchange between SEHE representative Ellen Reese and SPP Associate Dean Bruce Babcock included in the appendix of the SEHE-submitted Environmental Studies BA proposed curriculum document (p. 66).

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy
January 16, 2024

To Chair Sang-Hee Lee

Re: Proposed Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCH])

Cc: Wesley Leonard (Chair, CHASS FEC), Gabrielle Brewer (CHASS FEC), Daryle Williams (CHASS Dean), Gloria González-Rivera (CHASS Associate Dean)

Dear Chair Lee;

We are very grateful for the close attention that multiple Senate committees have devoted to our undergraduate program proposals, and even more for your considered and specific suggestions to improve the curricula. Following past Senate practice, we enclose the committee memos below, with the requested responses inserted beneath each committee’s comments.

We contain our responses within the bounds of the issue currently under Senate review, namely the content of our proposed undergraduate degree programs. As you know, the Academic Senate approved the Department of Society, Environment and Health Equity (SEHE) by a 77% majority vote in February 2023. The department was approved by UCR administration and registered with UCOP, and SEHE now exists as an academic unit in CHASS with dedicated faculty FTE.

It follows from this prior approval that the SEHE department will offer one or more undergraduate degree programs. The SEHE department proposal, approved by a Senate Divisional vote, contained detailed descriptions of our major and minor curricula. The majors and minors in that proposal were thoroughly discussed by Senate committees and were voted on by the Division as part of the department proposal. We understand the current review process, therefore, to be specifically focused on the content of the proposed degree programs, rather than their existence per se. We would hope that the Senate agenda communicates the specific scope of the issue under consideration to Senate faculty at the Winter Divisional meeting.

With this in mind, please find our responses below. In addition, we are attaching a revised proposal containing the Senate committees’ recommended changes alongside updates to the list of requirements and SEHE course numbering.
Once again, please accept our sincere thanks for the Senate’s work to review and improve our proposed degree programs.

Sincerely,

[Signature]

Dana Simmons, Acting Chair, Department of Society, Environment and Health Equity
COMMITTEE ON EDUCATIONAL POLICY

Re: Proposed B.A. in Global and Community Health

The Committee on Educational Policy (CEP) reviewed the proposed B.A. in Global and Community Health at their December 1, 2023 meeting and voted to support the proposal.

We thank the committee for your review.

CNAS FACULTY EXECUTIVE COMMITTEE

The CNAS Faculty Executive Committee wants to address several concerns regarding the recent Major and Minor proposals in Environmental Studies and Global and Community Health. It has come to our attention that significant issues require consideration and resolution:

Regrettably, our concerns have not been adequately addressed during the processes underway, and the results are the development of a department that could potentially divert and confuse our students.

It has also come to our attention that there is a proposed change in the department's name from "Sustainability Studies" to "Environmental Sciences." Changing the name from "Sustainability" to "Environmental" may confuse current and future students. Therefore, it is recommended that we act or voice objections against this alteration. It seems reasonable to request reconsideration of the name change. We must collectively ensure that the department's name accurately represents its goals and scope.

Sincerely,

Bahram Mobasher, Ph.D
Chair, Faculty Executive Committee College of Natural and Agricultural Sciences

While we appreciate the CNAS FEC's attention and comments, we will leave aside discussion of the department name, as this lies outside of the issue under review and the Department of Society, Environment and Health Equity already was approved by Senate Divisional vote in February 2023. (N.B. We actually removed the word ‘sustainability’ from our proposed
department name in 2022 in response to requests by multiple CNAS faculty, department chairs and Divisional Dean of Agricultural and Natural Resources. We worked hard to integrate and accommodate CNAS suggestions and preferences; there seems to have been a difference of opinion within CNAS on this question, which we are not able to resolve.

COMMITTEE ON COURSES

From: James Flegal, Chair
Committee on Courses

Re: Proposed B.A. in Global and Community Health

The Committee on Courses reviewed the proposed B.A. in Global and Community Health at their November 29, 2023 meeting and made the following recommendations for the proposed curriculum for the major:

• Include a “Sample Program” section similar to the one published for the Neuroscience undergraduate major in the academic catalog that clearly outlines the courses for students enrolled in the major to take by quarter and year;

The following suggested course sequencing is inserted into the course catalog:

Suggested course sequencing for four-year students:
First and second year: Complete SEHE 002 and lower-division major requirements (1.a, 1.b, 1.c, and 1.d) in addition to the university and college requirements. Third year: SEHE 101, SEHE 105 or SEHE 106, two courses for requirement 2.c, and one for requirement 2.d. Fourth year: Two remaining courses for requirement 2.c and a capstone course.

Suggested course sequencing for transfer students and students changing majors:
First year: SEHE 002 (must be completed before enrolling in SEHE 101), SEHE 101, SEHE 105 or 106, two courses for requirement 2.c.. Second year: Two remaining courses for requirement 2.c., one for 2.d., and a capstone course. Lower-division requirements 1.b, 1.c and 1.d can be spread between the first and second year.

• Ensure that course proposals for the following courses proposed to be included in the major’s curriculum are entered into CRS in a timely manner as all courses listed in the proposed curriculum do need to receive final approval by the Committee on Courses before the curriculum can be published in the catalog: SEHE 002, SEHE 101, SEHE 101S, SEHE 110, SEHE 11/HIST 111, SEHE 115, SEHE 120, SEHE 160, SEHE 161, SEHE 162, SEHE 170/SOC 183H, SEHE 174, SEHE 181/ANTH 144N, SEHE 182/ANTH 144N; SEHE 185, SEHE 189, SEHE 193, SEHE 193H, SEHE 198I, SEHE 198G/LABR 198G

Proposals for these courses and cross-listings have been submitted to the enrollment manager for the committee’s consideration in the upcoming course proposal review cycle. Two course proposals (SEHE 193 and SEHE 198G) will be submitted off-cycle with
an extension request, and two courses (SEHE 160 and 170) have been removed from this proposal, as they will be submitted at a later date. Three new courses have been added to the curriculum: SEHE 163, 172 and 176 were submitted to your committee by incoming faculty member Cassia Roth, for your consideration in the upcoming course proposal cycle.

- Consider adding the cross listed course for ANTH 144, GSST 185 to the proposed curriculum;
- Consider adding the cross listed course for ETST 116, HISA 147 to the proposed curriculum;
- Consider adding the cross listed course for SOC 127, POSC 127 to the proposed curriculum;
- Consider adding the cross listed course for SOC 167, PBPL 167 to the proposed curriculum;
- Consider adding the cross listed course for ETST 113, HISA 134 to the proposed curriculum;
- Consider adding the cross listed course for GSST 134, LGBS 134 to the proposed curriculum.

Thank you for suggesting ANTH 144; we have submitted proposals to cross-list ANTH 144I (Anthropology of Human Immunodeficiency Virus), ANTH 144K (Drugs and Culture) and ANTH 144N (Anthropology of Global Health). These three courses appear on the GCH degree requirements list under their SEHE cross-listed numbers (SEHE 181, 182 and 183). In addition, we have included ANTH 144F on the requirements list without cross-listing, with the Anthropology department's permission.

The following courses are currently listed on the GCH major course requirements, by chairs' permission: ETST 116/ HISA 147, ETST 113/HISA 134, GSST 134, SOC 127 and SOC 167.

**PLANNING AND BUDGET**

**RE: [Campus Review] Proposed Degree Program: Bachelor of Arts Degree Program in Global and Community Health (GCH)**

At our meeting on October 10, 2023, the Committee on Planning and Budget (CPB) discussed the proposed Bachelor of Arts degree program in Global and Community Health (GCH). CPB supports the proposed degree program.

As a general comment for all proposed degree programs: CPB stresses the necessity of having the right amount of Teaching Assistants to support course instructors and ensure the overall success of the program.

We thank the committee for your review, and we agree with your comment regarding Teaching Assistants. We believe that we will have sufficient resources for instructional
support next year, though of course the new graduate funding model makes planning for TA availability challenging.

SOM FACULTY EXECUTIVE COMMITTEE

The SOM Faculty Executive Committee has reviewed [Campus Review] Proposed Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCH]) in the Department of Society, Environment, and Health Equity within the College of Humanities, Arts, and Social Sciences

The committee agrees with the proposed undergraduate Bachelor of Arts Degree Program and has no further comments.
Yours sincerely,

Marcus Kaul, Ph.D.
Chair, Faculty Executive Committee School of Medicine

We thank the committee for your review.

SPP FACULTY EXECUTIVE COMMITTEE

The Faculty Executive Committee of the School of Public Policy reviewed the document “[Campus Review] (Proposed Degree Program) Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCH]).”

In the course of our review and discussion, the following issues arose about the proposed curriculum—issues very similar to the comments we submitted for the Environmental Studies BA degree:

1. Given the stated learning objectives that indicate the importance of students understanding health and environmental issues locally, nationally, and globally, it is crucial for students to have a thorough grounding in natural science to comprehend the interplay between the environment and human health. A significant concern raised with the current curriculum proposal is its apparent lack of foundational science. Without a robust understanding of environmental and health science or human biology, discussing the scientific underpinnings of environmental impacts and health inequities becomes
challenging.

It is noteworthy that this degree program lacks upper-level or advanced courses in the natural sciences and no required lower division in the natural sciences (only a few courses that are among a larger list of many other course options they can choose from). The present focus seems to be predominantly on the social science and humanities aspects of health issues, without sufficient emphasis on the natural science aspects. Given that global health and community health are two established substantive subareas in public health and medicine that also rely heavily on biological/environmental science knowledge in addition to social science and other disciplines (e.g., education, ethics) in addressing communicable and non-communicable disease threats (in the case of the former, transnationally) via population interventions and clinical care approaches, this imbalance could lead to a skewed perspective and training experience among students. Overall, the curriculum could be more effectively designed to integrate both natural sciences and social sciences, providing a comprehensive educational experience. The current structure risks limiting the depth and breadth of education students receive, thereby hindering their ability to fully understand and address complex health problems, particularly in this concerning era of science denialism, politicization of best evidence, and less than optimal data literacy. It also has implications for student preparation in terms of the proposal’s stated goal of creating a student pipeline to the eventual MPH program in SOM (p. 10).

We appreciate this feedback, and we have taken it seriously. We agree that GCH majors require exposure to natural science methods and questions. We have altered the Lower Division requirements to include a distinct requirement for a course in the natural sciences, in addition to a course on data analysis (SEHE/STAT 005 Statistics, Health and Society) and a course in health, inequities and global perspectives. Majors interested in pursuing the health professions (including Public Health) are encouraged to consult with a Health Professions Advising Center advisor and to follow the guidelines on the CHASS Pre-Health Pathway Checklist. We have added language to the GCH major catalog description to ensure that GCH students follow this recommendation. The CHASS Pre-Health Pathway Checklist includes a list of natural science and social science courses appropriate for various professional degree programs. GCH majors may fulfill some of those courses as part of their major requirements, and will need to complete others in addition to the major.

While we strongly encourage Global and Community Health students to take Upper Division science courses, the heavy prerequisites for most of these courses render them impractical to include as major requirements. (We note that ENSC 103 is an exception to this rule, and is included on our requirements list with the chair’s permission.) We emphasize that the GCH degree program offers a major in the humanities and social sciences; as students progress into the Upper Division curriculum, courses become more specialized and focused in these areas.

2. Page 15: Under the section header “Chairs’ approval to include their courses in the new curriculum (in 2021 or 2023),” SPP Associate Dean Bruce Babcock is listed. The phrasing of this header can be read in more than one way, so, just to be certain, this approval only pertains to the PBPL courses cross-listed with other units that are listed in
this proposed curriculum document (i.e. ENGR 171/PBPL 171) and not any other PBPL courses. This specificity is indicated in the email exchange between SEHE representative Ellen Reese and SPP Associate Dean Bruce Babcock included in the appendix of this document (p. 78 of the pdf document).

Indeed, no SPP courses besides those cross-listed with other units are listed in our degree requirements. We have inserted a note in the proposal to stipulate this. While we regret that our students will not enroll in SPP courses, we are fortunate to be able to provide SEHE students abundant course offerings from other schools and colleges with both breadth and depth. Already, several SPP faculty are affiliated with the SEHE Department, and we look forward to collaborating further with SPP at some point in the future.
Proposal for a

Bachelor of Arts Degree Program in

Global and Community Health

August 28, 2023

Updated v2: September 28, 2023

Updated v3: January 12, 2024

Submitted by the Department of Society, Environment, and Health Equity
1. Name of the academic program and the department(s) or unit(s) that will administer the program.

Name of the academic program: **B.A. in Global and Community Health**

Department that will administer the program: **Society, Environment, and Health Equity**

2. A thorough justification, including the motivation for the creation of the program in terms of student interest and professional or academic importance.

The Bachelor of Arts program in Global and Community Health (GCH) is one of two undergraduate majors to be offered by the Department of Society, Environment, and Health Equity, which was approved by a 77% majority of the Academic Senate in February 2023. The Global and Community Health BA proposes a curriculum grounded in the tools and concepts of the arts, humanities and social sciences. The major is designed to prepare students for advanced study and community-based work related to social justice and health disparities.

The field of Global and Community Health addresses “social, interpersonal, community, and cultural influences on health, development, and well-being across the life span” (SCIL | NIH Center for Scientific Review). GCH courses will offer students the opportunity to study social inequities and health -- issues that deeply matter to them -- in theoretically grounded scholarly literature that transcends disciplinary and geographical boundaries. Majors will be exposed to innovative and community-engaged approaches that prepare them to create and communicate evidence-based ideas and solutions to overcome these inequities. Majors will come to understand how to read statistical data and how to communicate it to broader audiences, how to analyze relationships between the local, national and global scales, and how to identify structural causes of individual outcomes. Topics include reproductive health, occupational health, environmental health, mental health, aging, interpersonal violence, food and nourishment, drugs and addiction, global health and legacies of colonialism, and the impacts of racism, ableism, and gender discrimination. The GCH major will provide an academic space in which students can understand their own and others’ lived experiences of health disparities, using arts, humanities and social sciences methodologies, while building knowledge and skills that empower them to promote change.

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1 The second major to be offered by SEHE is Environmental Studies; a separate proposal for that major is being submitted to the Academic Senate alongside this proposal.
GCH distinguishes itself from related majors by its emphasis on combining critical ethnographic, historical and sociological methods, and practical, hands-on work building career skills in community service and advocacy. We anticipate growing existing partnerships with community organizations, free clinics, the COPE Health Scholars program, Humanities Action Lab and others. Our major will be grounded in critical thinking, awareness of inequities and disparities, and ready to apply useful skills obtained through a liberal arts education to serve their communities.

GCH majors will benefit from the SEHE Department’s focus on intersections of health and the environment. The two SEHE majors are innovative in joining environmental studies with health through the arts, humanities and social sciences. The SEHE Department’s two majors are interwoven; they share a research methods course and capstone course, as well as common Lower Division and Upper Division courses that address the environment, climate change and health. This intersection is rapidly gaining attention at the global, national and local levels. The U.S. federal government’s Department of Health and Human Services recently established an Office of Climate and Health Equity to “address the impact of climate change on the health of the American people.” Training and education are central to the Office’s mission. UC recently established a multicampus Center for Climate, Health and Equity; a SEHE faculty affiliate, Jade Sasser, is among the Center’s leadership. Many universities in the U.S. offer Baccalaureate programs in health humanities and social sciences, with a variety of degree titles; a few new programs are emerging, such as American University’s highly successful degree in Environmental Sustainability and Global Health, that merge environmental studies and health.

Demand from students for academic programs in health is growing as this issue has increasingly moved into the center of our daily concerns as well as onto the national political stage. The pool of potential majors in GCH is deep: the Health Professions Advisory Center serves more than 5000 UCR undergraduates interested in a future career in the healthcare area. There are currently few humanities and social science options for pre-health undergraduates, relative to their number. The GCH major would offer a humanities and social-science informed track toward a future career in medicine and allied professions such as public health and health administration.

**Learning Objectives**

The GCH program offers students an opportunity to focus their learning on health inequities -- an issue that deeply matters to them -- in theoretically grounded scholarly literature that transcends disciplinary boundaries, includes innovative global, and
community-engaged approaches, and prepares students to create and communicate evidence-based ideas and solutions to overcome these inequities. Our majors will gain methodological tools to grasp dynamic interactions of social, economic and political inequities, health, disability and disease. Majors will understand how to read statistical data and how to communicate it to broader audiences. They will be able to analyze relationships between the local, national and global scales, and to identify structural causes of individual phenomena. They will gain experience with community-based research and engagement. They will have training in ethnographic methods, global perspectives, sociological analysis, ethical reasoning and historical research. Majors will bring a humanist, social-scientific toolkit and a critical consciousness to work in health-related fields.

Learning objectives for the GCH major were developed in consultation with community partners, students and faculty.

Key learning objectives include:

A. Identify connections between climate change, environment, and health inequities, globally and locally.
B. Employ critical approaches to recognize the multiple dimensions of power, violence and inequities.
C. Recognize and use different disciplinary methods: sociology, ethnography, history, literary analysis/critical reading, Science and Technology Studies, ethical reasoning, statistical analysis, feminist and critical race theories, creative arts, communication and storytelling.
D. Gain locally grounded knowledge and global perspectives; analyze relationships between the local, national and global scales.
E. Apply multi-dimensional analyses and ethical reasoning to health issues relevant to specific communities.
F. Gain relevant qualifications and skills for employment and postgraduate study in community-oriented health.

Potential student demand
Results from a survey study conducted for this proposal demonstrate student demand. In March-April 2021, 505 UCR students completed the Qualtrics survey distributed by UCR faculty. Sixty-two percent of the students were from CHASS, 25% were from CNAS, 10% were from Engineering, 2% were from Public Policy, and 1% were from Business.

- 94% reported that they thought UCR should have an undergraduate major in Health Equity Studies in CHASS.
- 55% reported that they would consider majoring in Healthy Equity Studies.
Employment and postgraduate opportunities for GCH majors

Demand from students for academic programs in health and the environment is growing as these issues have been increasingly moved into the center of our daily concerns as well as on the national political stage. The pool of potential majors in GCH is deep: the Health Professions Advisory Center serves more than 5000 UCR undergraduates interested in a future career in the healthcare area. The range of study options for pre-health undergraduates is narrow, relative to their number. The GCH major would offer a humanities and social-science infused track toward a future career in medicine and allied professions such as public health, health advocacy and health administration.

Health and health care occupations are among the fastest growing occupational sectors. According to the US Bureau of Labor Statistics, healthcare occupations are expected to “grow 15 percent from 2019 to 2029, much faster than the average for all occupations, adding about 2.4 million new jobs” (https://www.bls.gov/ooh/healthcare/home.htm). The course work our major provides will prepare students for health and health care related careers including health administration & management, health education, social work and health advocacy & policy in non-profits or government health organizations, hospitals, health or senior care centers, and educational settings or pursuing higher education in health sciences. With the GCH major, UCR will offer undergraduates an innovative and timely degree, which prepares students for healthcare-related careers focusing on human, social, and environmental sustainability.

The Global and Community Health major offers an excellent foundation for students entering professional schools of medicine, nursing, pharmacy or public health. For students who choose not to pursue postgraduate study, Global and Community Health provides training and skills for work in community relations, community outreach, social services, administration and advocacy. Please see Appendix B below, “Careers for GCH Majors.” For example, Kaiser Permanente provides its members (including one in four Inland Empire residents) a “Thrive Local” program linking health and community social services; this is a staff-intensive program that also requires a robust network of community service providers, each with their own staff. In 2013, the California State Legislature established an Office of Health Equity within the California Department of Health. The OHE vision is that “everyone in California has equal opportunities for optimal health, mental health and well-being.”2 The Center for Disease Control and Prevention’s Office of Minority Health and Health Equity (OMHHE) “supports internship opportunities for eligible undergraduate and graduate students to gain meaningful experiences in public health settings.” Such programs are currently

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2 About_OHE
expanding rapidly under the pressure of pandemic needs and increased state funding for community health research and interventions.

Furthermore, our major will address the pressing problems of a) health and healthcare workforce shortage within the Inland Empire and b) underrepresentation of Latinx and Black people among California health professions workforce. The Inland Empire has one of the lowest per capita ratios of behavioral health professionals. Compared with other California regions, the Inland Empire has fewer primary care and specialty physicians per person, yet Inland Empire residents report poorer health than other Californians. Health disparities in the Inland Empire are particularly pronounced in areas related to social inequities: metabolic disease (diabetes and obesity), asthma, mental distress, and suicide.

While the UCR School of Medicine is working hard to address the severe doctor shortage, the deficit of workforce in other health and health care professions in the Inland Empire is still significant. Instituting a Global and Community Health major in a Hispanic Serving Institution in the Inland Empire will help to address the current demand for healthcare services workforce and contribute to the goal of diversifying health and health care workforce.

Many of us teaching health-related courses have observed that demand for these courses is very high; our courses fill quickly and students ask us for more. In particular, the GCH major is an excellent option for students transitioning from CNAS or BCOE to CHASS, and who wish to build on prior data science, health or biomedical knowledge.

GCH will also well-prepare our undergraduate students with a strong foundation to transition right into health-related graduate, medical and clinical programs at UCR, including in the UCR School of Medicine, the proposed Masters of Public Health program currently under development, and other graduate and medical coursework that includes a Designated Emphasis in Medical and Health Humanities.

Mounting disparities of health across racial, ethnic, socio-economic status and sexuality among other social characteristics are very well documented. The U.S. Department of Health and Human Services defines health equity as “the attainment of the highest level

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5 ibid.
of health for all people.” This shift in emphasizing just and fair ways of attaining the highest level of health for all people, are also evident in the recent federal efforts such as the U.S. Dept. of Health and Human Services’ Healthy People 2020 initiative (https://health.gov/healthypeople). This new research agenda for Global and Community Health requires a multi-dimensional and multi-level approach that integrates social and humanistic approaches to be able to address complex and intersectional inequalities of health and health care.

3. Relationship of the new program to existing programs.

**Existing programs at the University of California and across the US**

The proposed GCH major is part of a national trend, as witnessed by similar programs recently established at peer institutions.

In 2022, **UC Santa Cruz launched a Global and Community Health B.A.** program analogous to the proposed UCR GCH major. UCSC describes its major “at the intersection of diverse traditional disciplines ranging from art, literature, and history, to anthropology, sociology, psychology, politics, economics, and the natural and environmental sciences.” The UCSC GCH B.A. “trains students to address social determinants of health, fostering skills that will enable them to serve as future leaders in health care, health policy, public health, and community organizing” ([UCSC Global and Community Health BA](https://globalsci.ucsc.edu/programs/community-health)). According to program faculty, the UCSC GCH BA degree has 80 majors as of the close of its first year of operation. The UCR SEHE Department chose to name our major Global and Community Health, in part, to build a network of similar programs across UC and to improve legibility for potential students applying to UCs.

Tufts University offers a [Community Health BA](https://www.tufts.edu/undergraduate-studies/degree-programs/health-sciences/community-health-ba) that covers “analyses of the major health issues of today and of the institutions that plan and deliver services; the variety of social, psychological, environmental, cultural and political factors that influence decision-making about health and health care as well as the ways people maintain health and cope with illness.” Tufts suggests that “Community Health is an ideal major for students interested in pursuing careers in health-related fields including but not limited to: public health, health policy, health economics, social work, health care or medicine” Graduates of the major in Community Health “pursue careers and further graduate studies. Some choose to work in research/policy/direct care organizations, and succeed in securing employment soon after graduation. Many students pursue graduate studies in a wide range of fields, including public health, law, medicine, or allied health fields.”

Lehigh University offers a **B.A. degree in Community and Global Health**, whose majors
“study determinants of health including social, biological, environmental, political, and economic and learn to intervene to improve health based on these determinants.” The University of Oklahoma offers a similarly structured B.A. in Community Health. In addition, several universities (including Arizona State University, Clarkson College, and the University of Florida) offer B.S. degrees in Community Health. These degrees appear quite different than the B.A.; most appear to provide practical training in health promotion and education. (One exception is UCSC’s Global and Community Health BS degree, which is similar to the BA but contains many more natural scientific requirements.)

Global health and community health are frequently taught as components of Masters in Public Health (MPH) programs. The UCLA MPH in Community Health Sciences, for example, covers “topics that include health equity/disparities, health education and promotion, reproductive and population health, global health, and health across the lifespan.” UC Berkeley offers an MPH in Global Health and the Environment.

American University School of International Studies offers an undergraduate program in Environmental Sustainability and Global Health. American University’s program is less than seven years old and is growing rapidly, with faculty in fields from anthropology, geography, political science to public health and economics, and 65 undergraduate majors.

Vanderbilt University’s Medicine, Health and Society Department houses 18 FTE (including two Writers in Residence) organized in four research groups: Culture, Power and Science; Health Disparities and Policy; Critical Global Health and Health Humanities and Public Practice. The department offers an undergraduate BA and minor, a combined BA+MA, and an MA degree in Medicine, Health and Society.

The University of Arizona School of Sociology offers an undergraduate BS in Care, Health and Society, designed to complement training for health care professions. The curriculum trains students “to understand the social dimensions of health and health care to inform public health initiatives and the provision of individual health care.” All majors fulfill an internship requirement in a community or health care organization as part of their degree program. The internship requirement is an intriguing model, toward which the GCH major may build.

Several universities offer undergraduate degrees in Public Health as part of a school of medicine or public health. Johns Hopkins University, UC Berkeley, UC Irvine and UC Merced, among others, offer a Public Health undergraduate major; UCLA has a Public Health minor. UC Berkeley also hosts the California Initiative for Health Equity and
Action, which provides grants to undergraduate Health Equity Scholars from across California. While UC Merced and CSUs are highly represented among the 2020 Health Equity Scholar cohort, UC Riverside did not send a single student to this program. (This should change.) Mills College offers B.A. and B.S. degrees in Public Health and Health Equity. Cal State San Bernardino offers an undergraduate Certificate in Health Equity and Health Disparities.

Once established we expect the new major in Global and Community Health to be in high demand as interest among young adults in health disparities are surging and demand for trained individuals in various segments of healthcare is growing. Establishing the Global and Community Health major now will put UCR to be ahead of the game in capturing talented undergraduates from underrepresented communities who will play a significant role in fulfilling the healthcare needs of the state of California.

Existing programs at UCR

This program responds to undergraduate interest and demand for coursework in pre-medicine, global and community health without duplicating existing programs. GCH is distinct in that our degree programs provide students competency in **arts, humanities and social science methodologies**. No existing degree programs at UCR offer a curriculum focused on health across the arts, humanities and social sciences.

The School of Public Policy (SPP) offers an undergraduate degree with a track in Health and Population Policy, which focuses on issues related to policy and public health. The GCH major provides a very different experience than an SPP degree, in line with the arts, humanities and social scientific orientation of SEHE faculty. SEHE faculty do already teach courses that we share with SPP students; our courses currently represent approximately one-third of the course options listed on the SPP Health and Population Policy track. These are courses that SEHE faculty have developed and taught, in most cases prior to the formation of the School of Public Policy. When SPP requested to include our courses in its health track, we happily agreed. Should the curricular overlap between GCH and SPP become an issue, we are willing to discuss removing our CHASS courses from the SPP curriculum (though this would be an unfortunate outcome in our opinion). That said, GCH’s expanded offerings in health humanities and social sciences could support SPP students in this track by providing many more options to fulfill their major. We believe that GCH will strengthen the attractiveness of SPP’s health curricula at the undergraduate and Masters level and we look forward to continuing to teach and mentor SPP students in the future.

The Department of Anthropology offers a concentration for its majors in Medical Anthropology; some of these courses will overlap with GCH because of shared faculty,
but the anthropology degree has another set of unique requirements that go beyond the scope of health. (Anthropology has agreed to cross-list several medical anthropology courses with SEHE.) In addition, there is an undergraduate minor in Medical and Health Humanities (MHH), which draws from diverse courses in the humanities, social sciences, literature, English, and related areas. Students pursue the MHH minor in conjunction with another degree program. Whereas MHH engages with a broad humanities field concerned with representations of the body, health and disability, GCH offers a broader set of requirements specifically around global health, community-based methods, health disparities and health inequities. That said, GCH classes would also support the MHH program and the GCH major is entirely compatible with an MHH minor.

A major advantage of the proposed major is that it will complement and enhance available offerings for students who pursue the global health and sustainability track through the Global Studies major. Three faculty members who are affiliated with SEHE played leadership roles in developing the health and sustainability track for GBST majors, including former GBST chair, Bronwyn Leebaw, current GBST chair, Juliann Allison, and POSC professor, Kim Yi Dionne. As faculty members gathered informally to discuss the best way to develop the GBST tracks, it became very clear to us that there is a significant demand for broader offerings and opportunities for a deeper level of engagement on these themes—well beyond what could be accommodated under the umbrella of Global Studies. The proposed department will extend course offerings available to the subset of GBST majors who wish to concentrate on health and sustainability (one of four recommended concentrations within the global studies major) while expanding opportunities for faculty collaboration on grants that will enable us to expand other avenues of opportunity to students at every level. It will provide an alternative pathway for the many UCR undergraduates who wish to pursue a concentration in health, yet do not wish to major in global studies. This is particularly important, given that we are in touch with many UCR alumni that have taken available courses on these themes in order to pursue career paths with a local or regional focus. These, and many other students could have benefited from the opportunity to pursue a major in the proposed department. However, they would not have been well served by the global studies curriculum.

The School of Medicine’s Department of Social Medicine, Population and Public Health is instituting a Masters in Public Health, currently under review at the UC systemwide level. We are collaborating with SMPPH faculty to develop a strong pipeline of GCH undergraduates ready to enter the SOM’s MPH program. SMPPH is adding two additional faculty, and our colleagues in that department are excellent potential mentors for GCH students.

All faculty to whom we have spoken agree that the fields of environment, sustainability
and health require cross-disciplinary work across departments, schools and colleges. We recognize the urgent need for cross-college, cross-disciplinary collaboration in these fields and we are committed to contributing toward it. We have held initial conversations about possible cross-departmental programs.

4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross listings should be listed, unit total considerations should be taken into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

**Curriculum**

The **B.A. degree in Global and Community Health** consists of 52 units and focuses primarily on humanities and social science studies of health. The lower-division requirements (4 courses, 16~17 units) consist of (1-a) a course taught by SEHE core faculty that introduces theories and methodologies for the study of community health, global and local health inequities, and (1-b) a course in health data analysis and its social and cultural implications. In addition students must take two Lower Division CNAS and CHASS courses relevant to health inequities and global perspectives.

The upper-division requirements (9 courses, 36 units) are designed to cover a breadth of social sciences and humanities approaches and topics in health and medicine. Students are required to take a methods course (2-a) on community research design, ethics, data collection and public engagement; a second core required course (2-b) covers intersections between health and environmental issues. In addition, students will take a series of specialized topical courses in global and community health (2-c). An emphasis is placed on understanding social structures that create health inequities and the needs of disadvantaged communities (2-d). (Courses are subject to approval by the SEHE curriculum advisor. Students are responsible for fulfilling the prerequisites). Students are given a few options to complete the 4 unit capstone requirement (2-e).

**Lower-division requirements** include 4 courses (16 units):

a) SEHE 002 Health Equity and Health Justice

b) One course in Data Analysis
   - SEHE 005 Statistics, Health and Society
   - STAT 004 Elements of Data Science
   - or equivalent
c) One Lower Division course in health-related natural sciences
   - BCH 010 Introduction to Nutrition
   - BIOL 030 Human Reproduction and Sexual Behavior
   - BIOL 034 Human Heredity and Evolution
   - BIOL 040 Disease and History: From the Bubonic Plague to Aids
   - BPSC 011 Plants and Human Affairs
   - BPSC 021 California’s Cornucopia: Food From the Field to Your Table
   - BPSC 050 The Evidence for Evolution
   - CBNS 004 Concepts in Medical Cell Biology
   - CBNS 010 The Human Brain: A User’s Guide
   - ENSC 001 Introduction to Environmental Science
   - ENSC 002 Introduction to Environmental Science: Environmental Quality
   - ENSC 004 Climate Change in California
   - GEO 003 Headlines in the History of Life
   - GEO 004 Natural Hazards and Disasters
   - GEO 007 Minerals and Human Health
   - PLPA 010 Microbes and Society: A Window

d) One Lower Division course in health, inequities and global perspectives
   - ANTH 020 Culture, Health, and Healing
   - BLKS 001 Black Study
   - GBST 001 Global History, Culture, and Ideas
   - GBST 002 Global Socioeconomic and Political Processes
   - ENGL 022 Writing Red
   - GSST013/GSST 013S Gender and Disability
   - MHHS 001 Introduction to Medical and Health Humanities
   - PHIL 009/PHIL 009H Biomedical Ethics
   - POSC 017 Politics of the Underdeveloped World
   - SFCS 001 Introduction to Speculative Fiction and Cultures of Science
   - An Upper Division course in c) below may be used to fulfill this requirement.

Upper-division requirements include 9 courses (36 units):
   a) SEHE 101(S) Community Research and Anti-Oppressive Methods

   b) One of the following two options:
      - SEHE 105(S) Environmental Health and Social Justice
      - SEHE 106(S) Movements & Advocacy in Environment & Health
c) Four Upper Division courses in Global and Community Health (must include at least two SEHE courses)

- ANTH 144F Gender, Race, and Medicine
- AST 180/JPN 180/MCS 180 Japanese Documentary
- BLKS 114 Black Healing Traditions
- ECON 129 Health Economics
- ENSC 103 Environmental Pollution and Health
- ETST 116 Medicine Ways of Native Americans
- GBST 102 Global Meditation Practices and the Contemplative Traditions of South Asia
- GBST 103 Food and Globalization
- MCS 106 Disability Culture and Media
- MCS 117 Posthuman Bodies in Science, Media, and Culture
- PHIL 167 Biomedical Ethics
- POSC 180(S) The Politics of Public Health
- RLST 110 Yoga: Ancient and Modern
- RLST 122 Medicine and Asian Religions in Global Circulation
- SEHE 110 Environmental Health in Southern California
- SEHE 116 Intersectionality, Climate Emotions, and Mental Health
- SEHE 123(S)/ GSST 161(S) Gender and Science
- SEHE 129 Food Justice
- SEHE 161 Reproductive Justice
- SEHE 162 Giving Birth
- SEHE 163 Globalizing Roe: The Past, Present, and Future of Abortion Worldwide
- SEHE 172 Public Health: Then and Now
- SEHE 173/ HIST 107 Disease and Society
- SEHE 174 Eugenics, Disability and Social Justice
- SEHE 175 Transforming Toxic Jobs: Health and Work in the United States
- SEHE 176 Race, Gender, and Health: Diasporic Perspectives
- SEHE 178/ SOC 144 Interpersonal Relationship Violence
- SEHE 181/ ANTH 144I Anthropology of Human Immunodeficiency Virus (HIV)
- SEHE 182/ ANTH 144K Drugs and Culture
- SEHE 183/ ANTH 144N Anthropology of Global Health
- SEHE 185ABC Spanish for the Health Professions
- SEHE 189 Special Topics in Global and Community Health
- SOC 120 Society and Mental Health
- SOC 127 Sociological Determinants of Health
- SOC 167 Medical Sociology
- SOC 183H Aging in America

d) One course in gender, race, and structural inequities
   - ANTH 127 Political Anthropology
   - ANTH 142 (E-Z) Black and Black Diaspora Studies
   - ETST 102 The Political Economy of Race and Class
   - ETST 111 Ethnic Politics: Practicum in Political Change
   - ETST 113 Black Feminist Theory and Activism
   - ETST 163E Introduction to Queer Studies
   - ETST 179 Race and the Environment: Nature, Colonialism, and Justice
   - GSST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives
   - GSST 109 Women, Politics, and Social Movements: Global Perspectives
   - GSST 113 Queer Theory
   - GSST 134 Queer Identities and Movements in the United States
   - GSST 136 Women and Grassroots Organizing
   - GSST 176 Gender, Human Rights, and Transnationalism
   - GSST 181 Feminisms and Environmentalisms
   - MCS 109 Algorithms and Everyday Life
   - MCS 160 Race, State Violence, and Incarceration in the U.S.
   - MCS 189 Political Culture of Race and Policing
   - SOC 128(S) Chicano Sociology
   - SOC 161 Immigration and Society

e) One Capstone course
   - SEHE 193 Capstone in Society, Environment and Health Equity
   - SEHE 195H Senior Thesis
   - SEHE 198G/LABR 198G or SEHE 198-I Internships (minimum of 4 units)

Suggested course sequencing for four-year students:
First and second year: Complete SEHE 002 and lower-division major requirements (1.a, 1.b, 1.c and 1.d) in addition to the university and college requirements. Third year: SEHE 101, SEHE 105 or SEHE 106, two courses for requirement 2.c, and one for requirement 2.d. Fourth year: Two remaining courses for requirement 2.c and a capstone course.
Suggested course sequencing for transfer students and students changing majors:
First year: SEHE 002 (must be completed before enrolling in SEHE 101), SEHE 101, SEHE 105 or 106, two courses for requirement 2.c.. Second year: Two remaining courses for requirement 2.c., one for 2.d. and a capstone course. Lower-division requirements 1.b and 1.c can be spread between the first and second year.

5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

SEHE faculty

Teaching will be distributed among core and affiliated faculty. Affiliated faculty will teach elective courses from their home departments. The Department is currently in the process of recruiting a fifth tenured faculty member whose research focuses on Black Diaspora and Health. Administration of the major will be conducted by FTE faculty who will be the first to transfer their full lines to the new department. Advising will be done in coordination with CHASS undergraduate advisors.

SEHE faculty

Juliann Allison, Associate Professor, SEHE 123
Ellen Reese, Professor and Acting Vice-Chair, SEHE 002, SEHE 106, SEHE 175
Dana Simmons, Associate Professor and Acting Chair, SEHE 002, SEHE 129, SEHE 173/HIST 107, SEHE 174
Chikako Takeshita, Associate Professor, SEHE 105, SEHE 110, SEHE 123, SEHE 162
Cassia Roth, Associate Professor (to join UCR on July 1, 2024), SEHE 163, 172, 176

Affiliated faculty

Courses taught by affiliated faculty are included in the major requirements. We will coordinate with them to have their courses taught as regularly as their home department allows.

Analisa Flores, Assistant Professor of Teaching, Statistics, SEHE/STAT 005
Covadonga Lamar Prieto, Associate Professor, Hispanic Studies, SEHE 185A/B/C
Chioun Lee, Associate Professor, Sociology, SEHE 005
Antoine Lentacker, Assistant Professor, History, SEHE 173/HIST 107
Tanya Nieri, Associate Professor, Sociology, SEHE 178
Jade Sasser, Associate Professor, Gender & Sexuality Studies, SEHE 116, SEHE 161
Jennifer Syvertsen, Associate Professor, Anthropology, SEHE 181, SEHE 182, SEHE 183

Additional Affiliate Faculty

Additional affiliated faculty may serve as mentors to specific students in their area of expertise.

Cecilia Ayón, Professor, Public Policy
Matthew Barth, Yeager Families Professor of Engineering, Director of Center for Environmental Research and Technology (CE-CERT)
Ann Cheney, Associate Professor, Department of Social Medicine, Population, and Public Health
Kim Yi Dionne, Associate Professor, Political Science
Derick Fay, Associate Professor, Anthropology
Allison Adelle Hedge Coke, Distinguished Professor, Creative Writing
Ariel Dinar (Emeritus) Distinguished Professor, Public Policy
Cathy Gudis, Associate Professor, History
Farah Godrej, Professor, Political Science
Francesca Hopkins, Associate Professor, Environmental Science
Tabassum Ruhi Khan, Associate Professor, Media and Cultural Studies
Gloria Chan Sook Kim, Assistant Professor, Media and Cultural Studies
Bronwyn Leebaw, Associate Professor, Political Science
Bruce Link, Distinguished Professor of Sociology and Public Policy
Anne McKnight, Associate Professor, Comparative Literature
Kalina Michalska, Associate Professor, Psychology
Keith Miyake, Assistant Professor, Ethnic Studies
Patricia Morton, Associate Professor, Media and Cultural Studies
Michelle Raheja, Professor, English
Judith Rodenbeck, Associate Professor, Media and Cultural Studies
Freya Schiwy, Professor, Media and Cultural Studies
Mark Wolfson, Professor, Department of Social Medicine, Population, and Public Health
Sam Ying, Assistant Professor, Environmental Sciences

6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

This program will be administered by the Department of Society, Environment, and Health Equity.

7. Projected enrollment in the program.

We anticipate that enrollment in the program will be about 140 undergraduate students in six years in our conservative estimate and 220 in our rapid growth estimate.

8. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches steady state.

**Bachelor of Arts in Global and Community Health**

Anticipated number of degrees to be granted when the program reaches steady state: 40 in the conservative estimate and 80 per year in the rapid growth estimate.

9. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been
consulted and that it will provide access to the required courses.

GCH is anticipated to relieve pressure on impacted departments, particularly in the social sciences. Concerning the many departments in which GCH students will take courses, no one of them is likely to be significantly impacted. Students have a wide range of choices in fulfilling the degree requirements, and no one course taught outside of the SEHE department is likely to enroll more than a handful. The core and elective courses in GCH offered by the SEHE department, conversely, are likely to attract students from across campus. Approvals from the departments listed under item #12 are included in an appendix below.

10. A full listing of resources required for start-up and for operations. In cases where no additional resources will be needed, this must be explicitly stated. This listing may include: personnel (faculty FTE or temporary positions, Teaching Assistants or Readers, administrative staff, technical support); support services including computer facilities and library resources; space requirements. A plan indicating how the resources will be obtained would also be helpful to the committee in reviewing the proposal. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

A. Faculty

SEHE currently has four 100% FTE faculty, with one more contracted to begin on July 1, 2024. Other faculty have committed to transferring FTE in the coming two years. It is expected that by Fall 2024, SEHE will have a total of 7.5 FTE. One affiliated faculty member is in the School of Medicine, one is in the School of Public Policy and one is in CNAS. Many of the proposed courses for the GCH major will be cross-listed with faculty’s home departments and therefore can be taught without any additional cost.

B Teaching Assistants

Two TA positions are desirable in order to support the new gateway course, SEHE 002: Health Justice and Health Equity. We anticipate that the gateway courses will easily attract 75 students or more, including non-majors. We plan to offer the gateway course at least once a year.

C. Staff

Staff needs for the GCH major correspond to requirements for the SEHE department. The CHASS Office of the Dean is currently allocating administrative staff (including enrollment managers and student advisors) to support the new SEHE department and its
two new degree programs.

D. Computer facilities

No additional computer facilities are required for the new curriculum

E. Library

Tiffany Moxham, Associate University Librarian has been consulted. The UCR library maintains an extensive database, e-journal, and textbook collection that will support the GCH major. UCR is home to a medical school and thus supports Health Equity topics through access to fulltext via PubMed, an extensive number of journals including those covered by the new Elsevier contract and specialty databases such as Access Medicine. All subject areas also have options to choose monographs that reflect their specific topics through Patron Driven acquisitions and have access to fast interlibrary loan services for unique journal content. As such, the additional costs to the library will be minimal and in line with existing majors needs i.e. supplementing current collections.

F. Space

We anticipate that the new department will require one additional faculty office space. The CHASS Office of the Dean has identified an office in INTN for that purpose. All other SEHE core faculty are current faculty members, who can use existing office facilities. However, it would be preferable to move faculty offices over time in order to consolidate SEHE faculty in the same building and floor. SEHE faculty currently meets in the Center for Ideas and Society, which has generously offered access to conference rooms.

GCH student events would be held in UCR classrooms or other rooms reserved through the facilities reservation system. This use of classrooms in off-hours for student-facing events is already standard for many CHASS departments.

G. Plans for obtaining resources

We will maximize our capacity through collaboration among all the faculty involved in the departmentalization process. Foundation funding is expanding rapidly in this area, as the pandemic laid bare the power of structural inequities to drive unequal health outcomes. We are working with the UCR Foundation Development and CHASS Development officers to identify grant opportunities to fund course development, undergraduate community engagement, a teaching postdoctoral fellowship and research within the major.
We will work with the UCR Foundation to develop a departmental fund into which donations can be made over time by alumni of the program as well as by other donors interested in supporting the department, its students, and faculty.

As demand for SEHE 002 grows, we plan to teach it during the summer, which will bring in 52% of the revenue to the department.

SEHE is currently supported by a National Endowment for the Humanities (NEH) Humanities Connections Planning grant ($35,000). We are applying for the NEH Implementation Grant for 2024-2027 ($150,000) to support new course and internship development. Department faculty will continue to pursue internal and external funding to support their research. They will also encourage students to avail themselves of internal and external funding opportunities (e.g., Chancellor’s Research Fellowship, National Institutes of Health Undergraduate Research Grant) to support their academic work.

11. Letters of support are included below.
Internal letters: CHASS Faculty Executive Committee, CHASS Dean Daryle Williams. David D. Lo (School of Medicine, Distinguished Professor of Biomedical Sciences and Senior Associate Dean for Research), Jeanette Kohl and Dylan Rodriguez (co-directors of the Center for Ideas and Society), Lisa R. Fortuna (School of Medicine, Professor and Chair of Psychiatry and Neurosciences), Brandon Andrew Robinson (Chair, Department of Gender and Sexuality Studies), Gordon Love (Chair, Department of Earth & Planetary Sciences), Judith Rodenbeck (Chair, Department of Media and Cultural Studies), Juliann Emmons Allison (Chair, Global Studies), Jennifer Syvertsen (Chair, Department of Anthropology)

External letters: Laura Stark (Vanderbilt University Department of Medicine, Health, and Society), Steffanie Strathdee (UC San Diego, Harold Simon Distinguished Professor and Associate Dean of Global Health Sciences), Tracey Osbourne (UC Merced, Associate Professor and Presidential Chair, Department of Management of Complex Systems; Founding Director, UC Center for Climate Justice), Tonya M. Huff (Riverside City College, Department of Life Sciences), Ronnie D. Lipschutz (UCSC, Professor Emeritus of Politics and President, Sustainable Systems Research Foundation), Danielle Celermajer (Deputy Director of the Sydney Environment Institute)

12. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.
Approvals:

a. Program faculty

The following SEHE faculty and faculty affiliates approved this proposal by email vote on 8/4/23:

Juliann Emmons Allison, Associate Professor, SEHE
Ann Cheney, Associate Professor, Department of Social Medicine, Population and Public Health
Allison Hedge Coke, Professor, Creative Writing
Kim Yi Dionne, Associate Professor, Political Science
Gloria Kim, Assistant Professor, Media and Cultural Studies
Chioun Lee, Associate Professor, Sociology
Bronwyn Leebaw, Associate Professor, Political Science
Antoine Lentacker, Assistant Professor, History
Tanya Nieri, Associate Professor, Sociology
Ellen Reese, Professor and Acting Vice Chair, SEHE
Jade Sasser, Associate Professor, Gender and Sexuality Studies
Dana Simmons, Associate Professor and Acting Chair, SEHE
Jennifer Syvertsen, Associate Professor, Anthropology
Chikako Takeshita, Associate Professor, SEHE

b. Chairs associated with the courses included in the new curriculum

List of chairs from whom approvals were obtained:

**CHASS**
Steven Helfand, Chair, Economics
John Medearis, Chair, Political Science
Andrews Reath, Chair, Philosophy
Ellen Reese and Glen Stanley, Co-Chairs, Sociology
Judith Rodenbeck, Chair, Media and Cultural Studies
Michele Salzman, Chair, History
Melissa Wilcox, Chair, Religious Studies
Fuson Wang, Program Director, Medical and Health Humanities
Sherine Hafez, Chair, Gender and Sexuality Studies
Brandon Robinson, Chair, Gender and Sexuality Studies
Sherryl Vint, Chair, English
Jennifer Syvertsen, Chair, Anthropology
Jennifer Merolla, Chair, Political Science
Deborah Wang, Chair, Ethnic Studies
Sage Whitson, Chair, Black Study

**CNAS**
Xinping Cui, Chair, Statistics
Joel Sachs, Chair, Biology
Gordon Love, Chair, Earth and Planetary Sciences
(Chairs’ approvals for CNAS courses added to this revised proposal will be solicited in Winter 2024)

**SPP**
Bruce Babcock, Chair, School of Public Policy (Cross-listed courses only)

c. Dean of CHASS Approved, 8/23/23
d. CHASS Faculty Executive Committee Approved, 8/28/23

Please see memos of approval from Dean Williams, CHASS FEC and chairs associated with courses in the new curriculum, attached to this proposal.
To be adopted:

Proposed Changes to Global and Community Health

PRESENT:  PROPOSED:

Program Description

The goal of the Global and Community Health curriculum is to equip students with the knowledge, theory, and skills necessary to understand health disparities and promote the goal of health equity. Drawing on courses primarily in the humanities and social sciences with the explicit framework of delivering health justice—fair and just health opportunities to everyone—this interdisciplinary field transcends traditional biomedical approaches to provide a historically-grounded, multi-level understanding of health and illness, systems of healing, and evidence-based solutions to global health inequities. Global and Community Health students learn to think critically about complex issues that affect health, healthcare, and health policy. The major investigates how political, economic, demographic, cultural, social, and biological factors interact to produce health (in)equities. It prepares students for a wide range of careers, including public service in healthcare, public health, social work, policy advocacy, consulting, research, and non-profit organizations focused on health and equity. Through in-depth, engaged learning experiences, this major nurtures community leaders and global citizens who can meet the global and community health challenges of the 21st century.
The B.A. degree consists of 52 units and focuses primarily on humanities and social science studies of health inequity.

The program also offers a 20 unit Minor, consisting of 1 lower-division and 4 upper-division core courses. The minor is designed to accommodate CHASS majors as well as UCR students pursuing majors in all colleges and schools who are motivated to complement their STEM, Public Policy, or Business and Finance training with studies of health from humanist and/or social science perspectives.

Students interested in pursuing a health profession (such as medicine, nursing, or public health) should consult the CHASS Pre-Health Pathway Checklist and meet with a Health Professions Advising Center advisor as early as possible.

**Major Requirements**

1) Lower-Division Requirements (4 courses, 16 units)

   a) SEHE 002 Health Equity and Health Justice (4 units)

   b) One course in statistical analysis (4 units): SEHE 005/STAT 005, STAT 004 or equivalent

   c) One course (4 units) in natural science from the following: BCH 010, BIOL 030, BIOL 034, BIOL 040, BPSC 001, BPSC 021, BPSC 050, CBNS 004, CNNS 010, CHEM 003, ENSC 001, ENSC 002, ENSC 004, GEO 003, GEO 004, GEO 007, PLPA 010

   d) One course (4 units) in global and/or local perspectives in health and/or environmental health, from the following: ANTH 20 or ANTH 20S, BLKS 001, ENGL 022, GBST 001, GBST 002, GSST013 or GSST013S, MHHS 001, PHIL 009 or PHIL 009H, POSC 017, SFCS 001. An Upper Division course from 2(c) below may be used to fulfill this requirement.
Comparable lower-division courses taken elsewhere may be counted toward the lower-division requirements (1a-c); up to four advanced placement units earned in high school may count toward fulfillment as well. Please consult with the academic advisors for further details.

2) Upper-Division Requirements (9 courses, 36 units)

a) SEHE 101

b) One of the following core courses: SEHE 105/GSST 171 or SEHE 106

c) Four courses in global and community health from among the following. Must include at least two SEHE courses. ANTH 144F, AST 180/JPN 180/MCS 180, BLKS 114 ECON 129, ENSC 103, ETST116/HISA 147, GBST 102, GBST 103, MCS 106, MCS 117, PHIL 167, POSC 180, RLST 110, RLST 122, SEHE 110, SEHE 116/GSST XXX, SEHE 129, SEHE 123/GSST 161, SEHE 161/GSST XXX, SEHE 162, SEHE 163, SEHE 172, SEHE 173/HIST 107, SEHE 174, SEHE 175, SEHE 176, SEHE 178/SOC 144, SEHE 181/ANTH 144I, SEHE 182/ANTH 144K, SEHE 183/ANTH 144N, SEHE 185ABC/SPN XXXABC, SEHE 189, SOC 127, SOC 120, SOC 167, SOC 183H

d) One course in gender, race, and structural inequities from among the following: ANTH 127 or ANTH 127S, ANTH 142(E-Z), ETST 102, ETST 111, ETST 113, ETST 163E, GSST 107, GSST 109, GSST 113, GSST 131, GSST 176, MCS 109, MCS 160, MCS 189, SOC 128, SOC 128S, SOC 161

e) One additional Upper Division course in SEHE

f) One capstone course from among the following: SEHE 193, SEHE 195H, SEHE 198G (minimum 4 units) or SEHE 198-I (minimum 4
Suggested course sequencing for four-year students: First and second year: Complete SEHE 002 and lower-division major requirements (1.a, 1.b, and 1.c) in addition to the university and college requirements. Third year: SEHE 101, SEHE 105 or SEHE 106, two courses for requirement 2.c, and one for requirement 2.d. Fourth year: Two remaining courses for requirement 2.c and a capstone course.

Suggested course sequencing for transfer students and students changing majors: First year: SEHE 002 (must be completed before enrolling in SEHE 101), SEHE 101, SEHE 105 or 106, two courses for requirement 2.c. Second year: Two remaining courses for requirement 2.c., one for 2.d. and a capstone course. Lower-division requirements 1.b and 1.c can be spread between the first and second year.

Justification:

Include justifications for **EVERY change/addition/deletion** that is made.

**Approvals:**
Approved by the faculty and faculty affiliates of the Department of Society, Environment and Health Equity: August 4, 2023
Approved by the Dean of CHASS: August 23, 2023
Approved by the Executive Committee of the College of Humanities, Arts and Sciences: August 28, 2023
Approved by the Committee on Educational Policy: (insert date)

**Course Descriptions for GCH B.A. Curriculum**

1a)
SEHE 002 Health Equity and Health Justice  4 Lecture, 3 hours; Discussion, 1 hour. Introduces theories and methodologies for the study of community health, global and local health inequities. Identifies health disparities trends, patterns and causes in the U.S. and globally, including historical, social and structural factors. Considers policies and interventions addressing health disparities, including community-engaged research.

SEHE 005/ STAT 005 Statistics, Health and Society  4 Lecture, 3 hours. Discussion, 1 hour. Prerequisite(s): none. An introduction to statistics using social, health, and environmental applications. Topics include descriptive statistics; simple linear regression and correlation; probability; discrete and continuous distributions; confidence intervals; hypothesis testing; and one-way analysis of variance. Credit is awarded for only one of STAT 004 or STAT 005 / SEHE 005.

STAT 004 Elements of Data Science  4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. With simulation and data visualization, exploring basic concepts, algorithms and techniques of data science. Topics include summarizing and visualizing data using R or Python; causality, randomness, decision making in the presence of uncertainty, prediction and classification.

BCH 010 Introduction to Nutrition  4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Introduction to the biological basis of human nutrition in the context of plant-animal-microorganism cycles and the characteristics of different food classes. The effects of nutritional needs, food availability, and the expanding human population are discussed. Students record and evaluate their own diet.

BIOL 030 Human Reproduction and Sexual Behavior  4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. A consideration of human anatomy, physiology and behavior as related to sexual reproduction, including discussion of fertility, pregnancy, childbirth and birth control. Consideration will also be given to homosexuality, venereal diseases, sex education, sexual intercourse and response.

BIOL 034 Human Heredity and Evolution  4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Designed for both nonscience and science majors. Covers basic human genetics and evolution, and explores their relationship to physical and mental health. An exploration of the political, societal, and ethical implications of human heredity and evolution.

BIOL 040 Disease and History: From the Bubonic Plague to AIDS  4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. This lecture course for non-science majors will deal with the
natural history of infectious diseases and how plagues have influenced the course of human history. It will cover the biology, pathology, epidemiology, and immunology of viruses, bacteria, and protozoan parasites causing smallpox, yellow fever, influenza, AIDS, syphilis, bubonic plague, tuberculosis, leprosy, malaria, and African sleeping sickness. The role of scientific inquiry in the conquest of human disease will be emphasized.

BPSC 050 The Evidence For Evolution 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): none. Introduces and explores the extensive evidence supporting evolution as the driver of biological diversity. Designed for non-science majors and/or those with limited prior knowledge about biology. Includes the scientific method, paleontology, natural selection, genetics, speciation, and the importance of sex. Addresses the broader need for scientific literacy in society. Cross-listed with ENTM 050.

CBNS 004 Concepts in Medical Cell Biology 3 Lecture, 1 hour. workshop, 4 hours. Prerequisite(s): CHEM 001A or CHEM 01HA (may be taken concurrently). Introduces fundamental concepts in molecular cell biology, with emphasis on human health and disease. Modules involve lectures and interactive, problem-oriented discussions with faculty. Through classical and contemporary examples, modules acquaint students with the scientific process and how it leads to insights into human biology. Credit is not awarded for CBNS 004 if it has already been awarded for BIOL 005A.

CBNS 010 The Human Brain: A User's Guide 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Introduction to contemporary neuroscience. Topics include foundational principles of brain organization, nerve and glial cell form and function, synaptic transmission, and the neural mechanisms underlying human behavior and physiology. Discusses neuroscience methods and neurological diseases and disorders. Intended for non-science majors. Science majors are not encouraged to take this course. Credit is not awarded for CBNS 010 if it has already been awarded for CBNS 106 or PSYC 110.

ENSC 002 Introduction to Environmental Science: Environmental Quality 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to environmental science, focusing on the impact of human development and technology on the quality of natural resources and living organisms. Topics include soil, water, and air pollution; water, land, and food resources; wildlife management and species endangerment; toxicology and risk management; and solid and hazardous waste management.

GEO 007 Minerals and Human Health 4 Lecture, 2 hours; discussion, 2 hours. Prerequisite(s): none. Overview of the role of minerals in human life and industrial activities. Topics include the impact of minerals on human health, the role of minerals in modern technologies, asbestos and
silica problems, occupational diseases caused by inhalation of mineral dust, and environmental protection in California. May include a field trip.

PLPA 010 Microbes and Society: A Window Into the Microbial World Around Us 4 Lecture, 3 hours; extra reading, 3 hours. An introduction to the remarkable diversity and biology of microorganisms. Emphasizes the areas microorganisms impact human affairs, including food production, agriculture, medicine, and history. Includes cheese-, yogurt-, wine-, beer- and bread-making; the Irish potato famine; tulipomania; antibiotics; mushrooms and mushroom lore; food preservation; microbial toxins and food poisoning; and vaccines and useful viruses.

ANTH 020 Culture, Health, and Healing 4 Lecture, 3 hours; consultation, 1 hour. Surveys health, disease, curing, and nutrition in a cross-cultural perspective. Covers how different cultural groups consider disease, health maintenance, and healing; how traditional beliefs about health and nutrition arise; and what one can and cannot learn from traditional health seeking practices. Credit is awarded for one of the following ANTH 020 or ANTH 020S.

ENGL 022 Writing Red 4 Lecture, 3 hours; extra reading, 3 hours. Indigenous perspectives on the more-than-human world that focuses on Traditional Ecological Knowledge (TEK), animal studies, Indigenous sustainability practices and epistemologies, health disparities, and climate change through the lens of literary and visual culture studies and theories.

GBST 001 Global History, Culture, and Ideas 5 Lecture, 3 hours; discussion, 1 hour; extra reading, 3 hours. Prerequisite(s): none. A survey of the historical and cultural processes that have made the world more interconnected.

GBST 002 Global Socioeconomic and Political Processes 5 Lecture, 3 hours; discussion, 1 hour; extra reading, 3 hours. Prerequisite(s): GBST 001 with a grade of “B” or better is recommended for freshmen. A survey of the economic, political, and physical processes that have made the world more interconnected.

GSST013/GSST 013S Gender and Disability 5 Lecture, 3 hours; discussion, 1 hour; written work, 1 hour; extra reading, 2 hours. Examines gender and disability from a feminist perspective. Explores how gender and disability shape all aspects of social life: institutions, identities, bodies, discourses. Introduces feminist and queer theories of disability. Critically engages with societal responses to disability such as eugenics, exclusion, and institutionalization. Considers
possibilities for feminist disability justice. Credit is awarded for one of the following GSST 013S or GSST 013.

MHHS 001 Introduction to Medical and Health Humanities 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): none. Introduces medical and health humanities. Explores the importance of humanities and arts to medicine, the diverse understandings of health and illness, and the complex social and economic forces that inform how people are cared for during times of illness. Mandatory course in the Medical and Health Humanities minor.

PHIL 009/PHIL 009H Biomedical Ethics 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): none. Introduces the major camps in ethical theory - utilitarianism, deontology, virtue ethics, and feminist ethics. Applies these theories to critically examine contemporary issues in bioethics. Includes stem-cell research, assisted reproductive technologies, contract gestation, maternal-fetal conflicts, genetic and pharmacological enhancements, access to health care, and physician-assisted suicide. Credit is awarded for only one of PHIL 009 or PHIL 009H.

POSC 017 Politics of the Underdeveloped World 5 Lecture, 3 hours; discussion, 1 hour; extra reading, 3 hours. Prerequisite(s): none. An introduction to the political processes and problems confronting third-world states. Topics include poverty, violence, dictatorship, civil-military relations, regime transitions, and democracy.

SFCS 001 Introduction to Speculative Fiction and Cultures of Science 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): none. Investigates the relationship among science, technology, medicine, and the genre of science fiction. Emphasizes exchanges between technology and popular culture. Covers fiction by H.G. Wells, Kim Stanley Robinson, and Nancy Kress and critical readings by Steven Shafer, Donna Haraway, and Bruno Latour.

2a)

SEHE 101 Community Research and Anti-Oppressive Methods 4 Lecture, 3 hours; Individual Study, 3 hours. Prerequisites: SEHE 001 or SEHE 002. Addresses research design, research ethics, data collection and management, and public engagement. Reviews and practices disciplinary methods (social science, ethnography, history, critical reading, Science and Technology Studies, statistical analysis, feminist and critical race theories, creative arts, storytelling, community-based and community-engaged research). Employs intersectional approaches to analyze power and inequities.

SEHE 101S Community Research and Anti-Oppressive Methods 5 Lecture, 3 hours; Discussion, 1 hour; Individual work, 2 hours. Prerequisites: SEHE 001 or SEHE 002. Addresses research design, research ethics, data collection and management, and public engagement. Reviews and practices disciplinary methods (social science, ethnography, history, critical
reading, Science and Technology Studies, statistical analysis, feminist and critical race theories, 
creative arts, storytelling, community-based and community-engaged research). Employs 
intersectional approaches to analyze power and inequities.

2b)

SEHE 105 Environmental Health and Social Justice 4 Lecture, 3 hours; activity 3 hours. 
Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental 
health and social justice emphasizing gender, race, class, and globalization as analytical lenses. 
Topics include urban pollution, workplace exposure, industrial catastrophe, invisible 
environmental hazards, community activism, reproductive health, global capitalism, and new 
health challenges imposed by climate change. Cross-listed with GSST 171.

SEHE 105S Environmental Health and Social Justice 5 Lecture, 3 hours; Discussion, 1 hour; 
Activity 3 hours. Prerequisite(s): none. Interdisciplinary examination of the relationship between 
environmental health and social justice emphasizing gender, race, class, and globalization as 
analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe, 
invisible environmental hazards, community activism, reproductive health, global capitalism, 
and new health challenges imposed by climate change. Cross-listed with GSST 171.

SEHE 106 Movements & Advocacy in Environmental Justice & Health Equity 4 Lecture 3 
hours; Individual work, 3 hours. Overview of contemporary, comparative, and historical research 
on social and political movements, including legal and policy advocacy, health equity, 
sustainability, and environmental justice. Examines the motivations for, visions, and context 
shaping these movements. Examines movement and advocacy outcomes, challenges, and 
opportunities for promoting Health equity and Environmental Justice.

SEHE 106S Movements & Advocacy in Environmental Justice & Health Equity 5 Lecture 3 
hours; Discussion, 1 hour; Individual work, 2 hours. Overview of contemporary, comparative, 
and historical research on social and political movements, including legal and policy advocacy, 
health equity, sustainability, and environmental justice. Examines the motivations for, visions, 
and context shaping these movements. Examines movement and advocacy outcomes, challenges, 
and opportunities for promoting Health equity and Environmental Justice.

2c)

ANTH 144F Gender, Race, and Medicine 4 Lecture, 3 hours; written work, 1 hour; extra 
reading, 1 hour; individual study, 1 hour. Prerequisite(s): upper-division standing or consent of 
instructor. Explores the relationship between Western medicine and women, racial minorities, 
and non-Western citizens. Investigates how gender ideology, racial inequity, and colonialism 
shape the medical representation of bodies, sexuality, and pathology. Examines how patients
have renegotiated their relationships with medicine through health movements and alternative healing practices. Cross-listed with GSST 185.

AST 180 Japanese Documentary 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies the history of Japanese documentary cinema. Teaches strategies for reading nonfiction visual narrative. Explores other forms of documentation controversial in modern Japanese history including oral testimony, photography, and internet activism. Topics may include war, war protest, peace activism, environmental activism, nuclear politics, and green energy. Course is repeatable as topics and instructor change to a maximum of 8 units. Cross-listed with JPN 180, and MCS 180.

BLKS 114 Black Healing Traditions 4 Units, Lecture, 3 hours; activity, 1 hour; extra reading, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior, or consent of instructor. Explores healing traditions as religious experience and technologies for countering oppressive social conditions and human precarity; Examines role of black healing traditions in disrupting normative ideas of Black Religion and liberation; Interrogates commodification of black healing in the U.S.; Students investigate contemporary black healing as reflected in the communal imagination.

ECON 129 Health Economics 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): ECON 102 or ECON 104A. Analyzes the demand and supply of health care. Uses economic models to analyze health care choices of individuals. Covers the market for health insurance and the behavior of for-profit and not-for-profit health care providers regarding price, quantity, and service quality under various market structures.

ENSC 103 Environmental Pollution and Health 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): ENSC 001, ENSC 002. Focuses on the history, theory, and practice of assessing, understanding, and mitigating impacts of the natural and built environment on human health. Reviews core disciplines that underpin the field of environmental health as well as case studies from industrialized, emerging, and developing countries around the world. Cross-listed with ENTX 103.

ETST 116 Medicine Ways of Native Americans 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the medical history of Native Americans. Focuses on traditional Native American medicine and how Western diseases, medical practices, health care, and policies influenced American Indian health. Topics include medicine people, rituals, ceremonies, smallpox, measles, influenza, anomie, accidents, diabetes, suicides, mental illness, and murders. Cross-listed with HIST 147.
GBST 102 Global Meditation Practices and the Contemplative Traditions of South Asia 4
Seminar, 3 hours; extra reading, 3 hours; individual study, 3 hours. Prerequisite(s): GBST 001 with a grade of C- or better, GBST 002 with a grade of C- or better. An overview of meditative traditions of South Asia that influenced global meditative practices. Investigates and compares distinctive traditions and their global political implications. Topics include the meaning and purpose of meditation, the influence of religious traditions, and the political implications of mediation. Includes regular practice of meditative and contemplative techniques.

GBST 103 Food and Globalization 4 Seminar, 3 hours; extra reading, 3 hours; research, 3 hours; written work, 3 hours. Prerequisite(s): GBST 001; GBST 002. Investigates globalization through the lens of food. Topics include world hunger, food security, agribusiness and health, genetically modified foods, sustainability, labor, migration, fast food, and “slow food.” Introduces various research methods including analysis of statistics, semiotics, and the study of social interaction.

MCS 106 Disability Culture and Media 4 Lecture, 3 hours; extra reading, 1 hours; written work, 1 hours; activity, 1 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines disability rights politics and activism through cultural production. Explores access to art production, aesthetics and disability, and the role of art in social change. Surveys several genres of art production including dance, theatre, language and visual arts, and film and video.

MCS 117 Posthuman Bodies in Science, Media, and Culture 4 Seminar, 3 hours; workshop, 1 hour; research, 1 hour; individual study, 2 hours. Prerequisite(s): MCS 005. Introduces cultures and theories of posthuman media. Examines media technologies, representations, and representative practices in the sciences. Topics include biopolitics, posthumanism, ecosickness, and speculation. Approaches posthuman media studies with perspectives from queer theory, eco-feminist theory, and disability studies.

PHIL 167 Biomedical Ethics 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. A philosophical discussion of newly emerging issues, both ethical and social, in biology and medicine, such as genetic engineering, euthanasia, experimentation with human subjects, abortion, behavior control, and patient’s right to know.

POSC 180/POSC 180S The Politics of Public Health 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Focuses on the social, environmental, and political factors that shape population health. Utilizes public health topics to illustrate the fundamental problems of the politics of regulation and social policy. Credit is awarded for only one of POSC 180 or POSC 180S.

RLST 110 Yoga: Ancient and Modern 4 Lecture, 3 hours; individual study, 1 hour; research, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor.
Investigates yoga in its transition from an ancient Indic system of contemplative practice to its modern postural forms. Engages the history of yoga in India and its primary texts and current cultural and religious debates activated through the globalization of modern postural yoga.

RLST 122 Medicine and Asian Religions in Global Circulation 4 Lecture, 3 hours; individualized study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): Restricted to class level standing of Sophomore, Junior, or Senior. Considers the relationship between religious cosmologies, the organization of knowledge, and the practices for managing bodily and natural order that underpin three major medical traditions of Asia in premodern and modern periods: Ayurveda, Traditional Chinese Medicine, and Tibet’s Four Tantra Tradition.

SEHE 110 Environmental Health in Southern California 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour Interdisciplinary cross-examination of environmental challenges, social inequities, and human health consequences in the Southern California region. Topics include logistics industry and air pollution, toxic dust and groundwater contamination from agriculture and military bases, history of oil refineries and waste facilities around marginalized communities, and disparate impacts of extreme heat.

SEHE 116 Intersectionality, Climate Emotions, and Mental Health 4 Lecture, 3 hours; extra reading, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces emotional responses to climate change. Identifies the relationships between emotions and mental health outcomes. Explores the roles of race, gender, age, and social marginalization. Cross listed with GSST XXX.

SEHE 129 Food Justice 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour Explores relations of power, love, hunger and taste through food and food systems. Considers how food is found, grown, made, bought, sold, shared and consumed. Covers food apartheid and carceral food systems; metabolic disease; nutrition and nourishment; the right to food; and movements to decolonize food systems.

SEHE 123/ SEHE 123S Gender and Science 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Focuses on the intersections of Western constructions of gender and scientific knowledge since the sixteenth century. Considers the cultural and political roles of the scientist in terms of gender; the structuring of objectivity and objects of study; the status of scientific knowledge; and the emergence of feminist science studies. Credit is awarded for one of the following SEHE 123 or SEHE 123S. Cross-listed with GSST 161/ GSST 161S.

SEHE 161 Reproductive Justice 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces reproductive justice concepts of
intersectionality, systemic oppression, the triple pillar approach, and human rights. Analyzes inequality and power in shaping the reproductive contexts of people’s lives, behaviors, and outcomes. Cross listed with GSST XXX

**SEHE 162 Giving Birth** 4 Lecture 3 hours; extra reading 1 hours; activity 1 hours; term paper 1 hours. Examines the history of childbirth methods from the medieval period to the present. Compares obstetrics to alternative models of maternity care including midwifery care, homebirth, and traditional birth attendants in the global South. Considers health equity in the context of maternal care and childbirth.

**SEHE 163 Globalizing Roe: The Past, Present, and Future of Abortion Worldwide** 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Surveys the modern history of abortion policy and provision from legal, medical, religious, and public health perspectives. Centers the lived experiences of different individuals in their need to access abortion from a global lens.

**SEHE 172 Public Health: Then and Now** 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Surveys the modern history of societal attempts to protect the health of human populations. Centers the lived experiences of individuals and cultures in the development of public health globally.

**SEHE 173 Disease and Society** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Covers a world history of disease and how it relates to cultural shocks, environmental change, and survival. Evaluates the complex and reciprocal relationship between illness and society, and the historical dynamics around power, race, gender, and class which define disease and shape life chances, medicine and health. Cross listed with HIST 107.

**SEHE 174 Eugenics, Disability and Social Justice** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Analyzes social movement activism around medicine, health and disability. Topics include Black Panther Party survival programs, medicine and civil rights, occupational safety, HIV/ AIDS, environmental justice, genetic testing, food systems, disability rights and healthcare access.

**SEHE 175 Transforming Toxic Jobs: Health and Work in the United States** 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Examines research on health and work, including occupational health, how work and employment impact health outcomes and health care, the work experiences of health care providers, the role of policies, and organized efforts by workers and/or their allies and clients to improve health and well-being at work and in the community.
SEHE 176 Race, Gender, and Health: Diasporic Perspectives 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Surveys ways in which historical legacies of slavery and racialization affect the health of racialized peoples from a diasporic perspective, mainly focusing on but not limited to the African diaspora in the Americas.

SEHE 178 Interpersonal Relationship Violence 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): SOC 001 with a grade of C- or better or SOC 001H with a grade of C- or better; SOC 004 with a grade of C- or better; SOC 005 with a grade of C- or better; or consent of instructor. Addresses causes, identification, and prevention of and responses to interpersonal relationship violence, such as family violence and partner violence. Examines theories and research findings for practical field application. Promotes better understanding of this common social problem and prepares for careers involving contact with victims and/or perpetrators of relationship violence. Cross listed with SOC 144.

SEHE 181 Anthropology of Human Immunodeficiency Virus (HIV) 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. Cross-cultural examination of the global Human Immunodeficiency Virus (HIV) epidemic from an anthropological perspective. Cross listed with ANTH 144I.

SEHE 182 Drugs and Culture 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. A cross-cultural examination of drug use and its relation to race, class, gender, morality, laws, and health policy. Cross listed with ANTH 144K.

SEHE 183 Anthropology of Global Health 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the overlaps, debates, and potential of medical anthropology to address contemporary issues in global health. Focuses on how the historical development, theoretical frameworks, methodological approaches, and ethical debates within medical anthropology can contribute to a just and inclusive version of “global health.” Cross listed with ANTH 144N.

SEHE 185ABC Spanish for the Health Professions
[Catalog description to be inserted here]
Cross listed with SPN XXXABC

SEHE 189 Special Topics in Global and Community Health 4 Units, Lecture, 3 hours; discussion, 1 hour. Selected topics addressing global and community health. Includes reading, research, and discussion.
SOC 120 Society and Mental Health 4 Units, Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Covers the social causes and patterns of mental health and disorder in the United States. Examines scientific research on the social determinants of mental health and disorder, inequalities of mental health and access to mental health care and US mental health care policies.

SOC 127 Sociological Determinants of Health 4 Units, Lecture, 3 hours; discussion, 1 hour; extra reading, 5 hours; research, 3 hours. Prerequisite(s): SOC 001 with a grade of C- or better or SOC 001H with a grade of C- or better; or consent of instructor. Introduces the role that social factors play in shaping the occurrence and distribution of disease and death in populations with an emphasis on socioeconomic status, racism, social relationships and social stress. A particular emphasis is placed on sociological origins of health inequalities.

SOC 167 Medical Sociology 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Introduces key concepts and theories in medical sociology and their application to a variety of health issues. Exemplar topics include social construction of health and illness, medicalization, stigma and labeling, patient provider interaction, sociology of medical professionals, social determinants of health, and political economy of health. Cross-listed with PBPL 167.

SOC 183H Aging in America 4 Units, Lecture 3 hours; research 3 hours. Explores special topics in sociology. This course will introduce topics typically covered in social gerontology, which is the study of the social aspects of aging, including perspectives on aging across disciplines, core topics on the social aspects of aging, health-related issues in later life, and aging and society.

2d)

ANTH 127 Political Anthropology 4 Lecture, | 114 3 hours; extra reading, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor. Examines different overt and covert means by which power and social differentiation are produced, perpetuated, and challenged in societies across the world. Studies the politics of culture, ethnicity, nationalism, and gender. Credit is awarded for only one of ANTH 127 or ANTH 127S.

ANTH 142 (E-Z) Black and Black Diaspora Studies 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): see individual segments for assigned prerequisites. Segments offer critical anthropological perspectives on anti-blackness including historical political economic perspectives, colonial legacies, institutional and individual racism, racialized health disparities, and social movements.

ETST 102 The Political Economy of Race and Class 4 Lecture, 3 hours; extra reading, 3 hours.
Prerequisite(s): upper-division standing or consent of instructor. This course explores the interrelationships among race, class, ethnicity, and the operation of market processes. Readings for this course will center on the comparative economic well-being of African Americans, Chicanos, Asian Americans, and Native Americans.

ETST 111 Ethnic Politics: Practicum in Political Change 4 Lecture, 3 hours; practicum, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies theories and practices of comparative ethnic political change. Examines topics intrinsic to the understanding of how to effect political change within the Chicano, African American, Asian American, Native American, and other ethnic communities, as well as the dominant societies.

ETST 113 Black Feminist Theory and Activism 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Considers the writings and collective organizational strategies of African American women intellectuals and activists developed in response to the ways racial, sexual, and economic oppression work interdependently and are institutionalized.

ETST 163E Introduction to Queer Studies 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduces the intersections between the social construction of sexuality and the political economy of capitalism. Focuses on the United States. Includes the legacies of queer social movement and coalition building as well as the role of the contemporary United States where capital circulates and sexual identities are produced, contested, and negotiated.

ETST 179 Race and the Environment: Nature, Colonialism, and Justice 4 Lecture 3 hours; extra reading 1 hours; term paper 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the interdependent relationships between race and environment through law, policy, culture, geography, (settler) colonialism, and (racial) capitalism, focused on the US. Topics include environmental and climate justice, decolonial and abolitionist thought, urban political ecology, and the social constructions of human, nonhuman, and "nature".

GSST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives 4 Seminar, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines how pathbreaking scholarship by women of color in the United States and developing countries has been central to rethinking theoretical foundations and developing new ways of knowing, understanding, and practicing politics. Focuses on scholarship that critiques and analyzes issues concerning race, antiracism, human rights, citizenship, empire, globalization, and social justice.

GSST 109 Women, Politics, and Social Movements: Global Perspectives 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or GSST 020 or
GSST 020H; or consent of instructor. Introduction to Third World women’s politics. Covers women’s politics from a global perspective emphasizing South Asia, subSaharan Africa, and the Caribbean.

GSST 113 Queer Theory 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or LGBS 001. Examines queer theory’s origins and relation to gender and sexuality studies. Critically explores queer of color critique and the intersections of race, class, and gender with sexuality. Looks at other interventions into the field of queer theory and key concepts and current debates.

GSST 134 Queer Identities and Movements in the United States 4 Lecture, 3 hours; extra reading, 1 hour; individual study, 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines important twentieth- and twenty-first century developments in queer culture and activism in the United States. Focuses on the origins of sexual identity; the relationship between sexuality, race, and gender; queer representation in art and media; and central issues in queer theory. Cross-listed with LGBS 134.

GSST 136 Women and Grassroots Organizing 4 Seminar, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S or GSST 020 or GSST 020H or GSST 020S. Examines women’s grassroots activism and organizing within the context of political and social structures, culture, and history at the local and global levels. Employs comparative and global perspectives to understand the diversity of women’s issues and women’s activism.

GSST 176 Gender, Human Rights, and Transnationalism 4 Lecture, 3 hours; individual study, 2 hours, written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines dynamics of gender and power in human rights activism. Examines the history and evolution of human rights discourse, discourses of liberation, and critical responses to the strategy of framing women’s rights as human rights in a comparative, transnational framework.

GSST 181 Feminisms and Environmentalisms 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Explores women’s and feminist involvement in environmental movements. Examines how gender shapes our relationships with and approaches to environmental problems in the United States and globally. Investigates intersections between feminist concerns (health, reproduction, mothering, gender equity, and social justice) and environmental issues (conservation, pollution and global warming, and sustainability).

MCS 109 Algorithms and Everyday Life 4 Seminar, 3 hours; individualized study, 3 hours. Prerequisite(s): MCS 005 with a grade C- or better; Examines technologies including artificial intelligence, Tinder, and Uber to examine cultures of algorithms, data, and code. Explores the use of algorithms to shape futures, govern bodies, advance systemic violence, and conceal injustices.
Also addresses the use of data to intervene in these unjust data scapes

MCS 160 Race, State Violence, and Incarceration in the U.S. 4 Lecture, 3 hours; individual study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): MCS 010 with a grade of C- or better; or consent of instructor. Course offers a historical, analytical, and theoretical examination of the cultural formation of criminalization and incarceration in the United States. Contextualizes the US carceral regime’s roots in the cultural-political structures of racial chattel slavery, land conquest, settler colonization, and the statecraft of anti-Black violence.

MCS 189 Political Culture of Race and Policing 4 Lecture, 3 hours; discussion, 1 hour; extra reading, 1 hour. Prerequisite(s): MCS 010; Or the consent of instructor; Offers a critical historical and theoretical approach to the politics and culture of United States police and policing. Course will focus on how racist state violence articulates through discourses of personal/ community safety, peacekeeping, “law and order,” and (declared and undeclared) domestic warfare.

SOC 128(S) Chicano Sociology 4 Lecture, 3 hours; individual study, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Analysis of the Mexican experience in U.S. society. Explores the history as a minority; mass immigration in the twentieth century; relationships with American institutions; present socioeconomic status; variations in social status from region to region; political emergence and variations in values; and social relations and integration with non-Mexicans. Cross-listed with ETST 128. Credit is awarded for only one of ETST 128/SOC 128 or ETST 128S/ SOC 128S.

SOC 161 Immigration and Society 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): SOC 001 or SOC 001H. Analyzes the origins of immigration and its nature, patterns, and trends in the twentieth century in Western societies, with special emphasis on the United States. Topics include theories of immigration, causes of immigration, sources of immigrants, immigration laws, reactions to immigrants, and the effects of immigration on the host society.

2e)

SEHE 193 Capstone Prerequisite: SEHE 101. Completion of a capstone project that synthesizes and integrates the knowledge and skills obtained throughout the program. Develops skills in the formulation of research questions on topics in Society, Environment, and Health Equity, the use of primary or secondary data, and theory. Course is repeatable to a maximum of 8 units.

SEHE 195H Senior Thesis 1 to 4 Thesis, 3 to 12 hours. Prerequisite(s): senior standing in ENST or GCH; admission to University Honors or consent of instructor. Students complete a substantial research or creative thesis project related to environmental studies or global and
community health under the guidance of a faculty member. Satisfactory (S) or No Credit (NC) grading is not available. Course is repeatable to a maximum of 12 units.

**SEHE 198G/LABR 198G Group Internship in Society, Environment and Health Equity** (1-12) laboratory, 4-36 hours. Prerequisite(s): consent of instructor and upper-division standing. Group internship in a community or professional organization in matters relating to environmental studies and/or global and community health, especially as they relate to working class communities to gain professional experience and skills. Requirements may include a weekly journal, a summary paper, and a resume or application essay draft. Course is repeatable to a maximum of 16 units.

**SEHE 198-I Individual Internship in Society, Environment and Health Equity** (1-12) laboratory, 4-36 hours. Prerequisite(s): consent of instructor and upper-division standing. Individual internship in a community or professional organization in matters relating to environmental studies and/or global and community health to gain professional experience and skills. Requirements may include a weekly journal, a summary paper, and a resume or application essay draft. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 16 units.

**SEHE 190 Special Studies** 1 to 5 Individual Study, 3 to 15 hours. Prerequisite(s): upper division standing; consent of instructor and Department Chair. Individual study, directed by a faculty member, to meet special curricular needs. Course is repeatable to a maximum of 15 units.
Appendix A: Careers for GCH majors

From Indeed.com:

“What is community health?
Community health is a type of health care and health education that focuses on promoting wellness and health for entire groups and the individuals that make up those groups. It addresses public health problems like access to healthy food, the spread of illnesses and public awareness of health risks. The community health field involves identifying the cause of health problems and creating solutions to address them. Examples of issues that community health professionals address include:
Community health experts explore how attitudes within a community, cultural factors, income levels and environmental factors affect a population's health. There are many types of community health professionals that work together to research issues, educate community members and increase access to health resources within a certain area. Community health professionals often work with people of diverse backgrounds and demographics to serve all members within a community.

…Bachelor's degrees are a necessary qualification for many jobs in community health. With a bachelor's degree, you can work in education, government, non-profit services and many other community health fields. Examples of jobs that typically require a bachelor's degree in community health include:
Health educator
Hospital administrator
Environmental health specialist
Community health organizer
Social service manager
Health program coordinator
Occupational health manager

…Here are some examples of skills you may learn as a community health student:

*Communication:* Community health professionals need strong written and verbal communication skills. These skills help them understand the needs of their community members, coordinate care services and educate members of their community about health topics.

*Time management:* Good time management skills help community care professionals plan their days and achieve goals on time. Many degree programs help students gain time management skills by requiring them to submit work by specified due dates.

*Advocacy:* Many community health professionals work in roles related to advocacy, which can involve advocating for the needs of a specific client or advocating for changes in community systems. Earning a degree in community health can help you learn skills related to advocacy, such as how to write persuasively.
Data analysis: Working with data helps community health professionals assess the needs of their community. Having skills related to collecting, storing and analyzing data is important for professionals in this field.

Knowledge of health and community systems: Professionals in community health apply their specialized knowledge of communities and health care systems to improve health outcomes for individuals. Pursuing a degree in this field can help you gain the knowledge you need to understand health, health care institutions, community attitudes, health education and advocacy.”

Appendix B
Letters and memos of support
Please see below.

Appendix C
Chairs’ permissions
Please see below.
August 28, 2023

TO: Dana Simmons, Acting Chair
    Department of Society, Environment and Health Equity

FROM: John Kim, Chair
      CHASS Executive Committee

RE: Department of Society, Environment and Health Equity - New Major and Minor in Global and Community Health (GCH)

CHASS Faculty Executive Committee (CHASS FEC) reviewed and approved the proposed new major and minor in Global and Community Health (GCH) by the Department of Society, Environment and Health Equity (SEHE) on August 26, 2023 by a vote of 8 approve, 0 disapprove, 1 unavailable and 1 recusal; 1 member recused themself as the member of SEHE.

CHASS FEC previously reviewed and implicitly approved the GCH major and minor when SEHE submitted its proposal for departmentalization, which the Division approved in February 2023 by a 77% majority vote in favor. The present review formalizes CHASS FEC’s previous, implicit approval of its GCH major and minor.

As outlined in their proposal, the GCH major and minor distinguishes itself from the School of Public Policy’s (SPP’s) related major and minor track in Health and Population Policy in that GCH is based on artistic, humanistic and social scientific methodologies outside of the policy-driven scope of SPP’s program. GCH investigates how political, economic, demographic, cultural, social, and biological factors interact to produce health (in)equities, preparing students for a wide range of careers, including public service in healthcare, public health, social work, policy advocacy, consulting, research, and non-profit organizations focused on health and equity. Nevertheless, several GCH faculty also teach for SPP and otherwise collaborate with other units on campus with foci on issues of healthcare and public health, such as the School of Medicine and the Department of Anthropology, both of which have submitted letters of support.

The overall structure of the GCH major and minor is well balanced and within the normative range of unit counts for majors and minors at UCR. The GCH major consists of 52 units, of which 16 are at the lower division level and 36 at the upper division level. The proposal offers
students considerable flexibility in the range of courses offered by SEHE and other departments that satisfy each area of coverage, such as 15 lower-division courses for its requirement in “Global and/or Local Perspectives in Health and/or Environmental Health,” 33 upper-division courses for its requirement in “Global and Community Health,” and 16 for its requirement in “Gender, Race, and Structural Inequities.” Common to GCH students are two required courses, SEHE 002 and SEHE 101 forming the basis of the major, as well as a capstone requirement that can be satisfied by one of four courses SEHE 193, SEHE 195H, SEHE 198G or SEHE 198-I. CHASS FEC especially lauds the proposal’s interdisciplinary design that engages with disciplines not only across CHASS but also across campus.

The broad range of courses outside of SEHE that are applicable to the GCH major and minor ensures that students will have multiple pathways to meet their course requirements. Students will be able to fulfill their major/minor with designated courses from STAT, SOC, ANTH, BIOL, ENGL, GSST, GEO, MHHS, PHIL, POSC, among others, while receiving their grounding in SEHE courses.

CHASS FEC’s positive assessment of the GCH proposal is shared by the external and internal review letters, all of which are enthusiastically supportive of both GCH and its complementary proposal for a major in Environmental Studies (ENST). Deputy Director of the Sydney Environmental Institute at the University of Sydney, Professor Danielle Celermajer, lauds the GCH proposal for the professional opportunities it offers its students, “GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy.” Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at UC San Diego, Professor Steffanie Stratdee, highlights the urgent need for the GCH major/minor especially with respect to the needs of California’s underserved populations, lauding the GCH major/minor for addressing “the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.” Writing of both the GCH and the ENST proposals, the former Provost of Rachel Carson College at UC Santa Cruz and the current President of Sustainable Systems Research Foundation Professor Ronnie D. Lipschutz lauds both proposals for their interdisciplinary structures, noting “No single discipline is sufficient to deal with such problems, and few academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines” and praising these programs for providing “the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.” Similarly, the Founding Director of the System-wide UC Center for Climate Justice Professor Tracy Osborne of UC Merced writes of the timeliness of both the GCH and ENST proposals, “Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum.”

CHASS FEC is especially heartened by the letter of support from the Senior Associate Dean for Research in UCR’s School of Medicine, Distinguished Professor David D. Lo, who writes of his “conviction that health sciences is also necessarily a human(ities) subject, and that the best approaches to health care must also identify with the needs of the human patient.” Professor Lo also lauds the GCH proposal for its potential “to build a pool of students that will be ideal
candidates for the Thomas Haider Program at the UCR School of Medicine.” In turn, CHASS FEC lauds SEHE for its foresight in creating a prospective pathway for our undergraduates who seek graduate degrees in medicine and healthcare-related fields.

In view of CHASS FEC’s review and the letters from external (non-UCR) and internal (UCR) specialists, CHASS FEC enthusiastically endorses this proposal.
August 23, 2022

Based on a preliminary administrative review and counsel of the CHASS Associate Deans, I am pleased to extend an endorsement on the general academic structure of the two proposed degrees. This endorsement includes a recognition of prior College commitments for the Senate recruitments described in the AFD grant; instructional and administrative staffing adequate to demonstrated need and comparable to other units in the College; and space planning.

College-funded compensation for departmental leadership and student success took effect July 1, 2023, in terms equal to other units of comparable size.

In FY24 forward, the SEHE majors will be incorporated into recruitment, admissions, retention, and graduation for current and prospective undergraduate students.

The College encourages and endorses efforts to secure external support for the program, its students and its faculty, and will provide the appropriate grant administration for successful proposals.

For a more thorough endorsement, I await a complete review of the academic integrity of the curriculum conducted consistent with Academic Senate authorities and responsibilities. I extend the availability of the academic advisors to conduct a more detailed analysis of degree requirements and progress-to-degree metrics, upon request from the Academic Senate.

I look forward to welcoming new majors in the arc from matriculation to graduation.

Respectfully,

Daryle Williams
Professor and Dean
August 20, 2023

Dear UC-Riverside Academic Senate and Administration,

I am writing with my assessment of the proposal for new undergraduate degrees in Environmental Studies and in Global and Community Health proposed by the department of Society, Environment, and Health Equity. In my view, the two degrees are exceptionally well structured, offer unique opportunities for learning for UCR students, integrate well with offerings at peer institutions, and hold high employment potential for students on the labor market. I support the two BA degree programs without reservation.

I am a tenured professor at Vanderbilt University’s Department of Medicine, Health, and Society. During more than ten years in the department, I have worked on curricular development and reform in global health humanities and social sciences. During this time, it has become apparent that integration of health and environment is essential to strengthen critical thinking and community-engaged skillsets for students. The majors address critical needs of UCR, both within the UC system and in relation to peer institutions nationally.

The design of the two BA degree programs astutely and effectively knits together health and environment within a global context. Students who pursue these degrees will be well positioned for careers or professional study in medicine, nursing, health administration, community service, environmental remediation, epidemiology and more. These careers fill urgent needs in California, in the USA, and across the global for health and environmental workforces addressing minoritized groups, such as Black, Indigenous, and Latinx communities. The proposal demonstrates an exciting and supportive long-term trajectory for students, as well as for the major, as they develop over time.

I am confident that the two new BA degrees with further the curricular goals of UCR, enrich communities, and prepare a much-needed work force. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA.

Sincerely,

[Signature]
Professor Laura Stark
(she/her)
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at the University of California San Diego, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Steffanie Strathdee, PhD
Harold Simon Distinguished Professor
Associate Dean of Global Health Sciences
Dear Members of the UCR Academic Senate and UCR Administration,

Re: Letter of Support for proposed BA degree in Environmental Studies and BA degree in Global and Community Health

I am writing on behalf of the Sydney Environment Institute at the University of Sydney to express my strong support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health at UC Riverside. As a scholar committed to universities making tangible research and teaching contributions to the critical environment, health and justice issues of our time, the proposed degrees strike me as much needed curricular additions. The two undergraduate programs will bring much needed new curricular opportunities addressing environmental and health disparities through the university, two areas of critical concern.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland
Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Deputy Director of the Sydney Environment Institute, I am eager to see new courses offered in these areas, developments that will strengthen our collective efforts to address the most critical issues of our times. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely

[Signature]

Professor Danielle Celermajer
August 22, 2023

Dear members of the UC Riverside Academic Senate,

I write to enthusiastically express my support for the creation of BA and Minor in Environmental Studies and the BA and Minor in Global and Community Health in the UC Riverside College of Humanities, Art, and Social Sciences. Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum. Such programs have been growing at universities nationwide, as well as across the UC system. Further, health equity issues are often interrelated with the forces that shape the distribution of environmental benefits and burdens in places where human communities live, work, and play. As the COVID-19 pandemic demonstrates, health inequities and disparate health outcomes for marginalized communities are pressing national problems in the United States—challenges that are not disconnected from the environmental challenges facing us today. With the creation of this department, UC Riverside is poised to provide an innovative curriculum for its diverse student body as well as to lead the way for other UC campuses. In my view, these proposed majors and minors charts a course that is reinforced by trends showing increases in interdisciplinary environmental and sustainability studies programs.

In my capacity as Director of the UC Center for Climate Justice, I am working to raise awareness and develop curriculum and programming focused on addressing climate change as a social justice and equity issue across the UC campuses. The kinds of pedagogical approaches required to plan for and address holistic solutions to climate change and other environmental problems in California and beyond must address scientific, social, economic, and cultural components. The innovative, forward-thinking approach offered through such programs is exactly what is needed to broaden these offerings for UCR students. I offer my strongest support to this endeavor.

Sincerely,

Tracey Osborne, PhD
Founding Director, UC Center for Climate Justice
Associate Professor and Presidential Chair
Department of Management of Complex Systems
University of California, Merced
August 20, 2023

To Whom it May Concern,

I am writing in support of the proposed Bachelor of Arts degree and minor in Environmental Studies through the new Department of Society, Environment and Health Equity. I believe that such a degree is relevant, necessary, and in-demand and that such a program would be tremendously beneficial for the students of UCR.

I am a faculty member in the Life Sciences Department at Riverside City College where I teach Environmental Science, Introductory Biology (both for majors and non-majors), Natural History of Southern California Ecosystems, International Field Ecology, and other courses. Additionally, I am a faculty co-advisor for the Student Sustainability Collective on our campus and faculty chair of our campus Sustainability Committee. Since the beginning of my teaching career approximately 13 years ago, I have seen a steady increase in interest in topics of environmental science and sustainability among my students. As issues of equity and sustainability have been hot topics in the news during the last several years, I have seen interest climb even more. Additionally, according to a recent report, the global green technology and sustainability market size is set to grow from $11.2 billion in 2020 to $36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations.

Due to this clear niche in the job market and demand by students, RCC has recently developed and approved a Sustainability major for our students in addition to the Environmental Science major that has existed for quite some time. Both of these majors are meant to be a pipeline from RCC to UCR. We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. We hope to continue to collaborate with the new SEHE Department at UCR to create events, workshops, and research opportunities for our RCC students. Evidence shows that if a community college student spends time on a university campus, they begin to feel like they belong and are more likely to transfer and continue their educational journey. We would love for the Sustainability and Environmental Studies students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.
Department of Life Sciences, Riverside City College
Dear Colleagues,

I write this letter in support of the two proposals for majors in the Department of Society, Environment and Health Equity (SEHE). As I understand the matter, the proposed Environmental Studies major will replace the Sustainability Studies degree that has been administered by the Department of Gender and Sexuality Studies, while the major in Global and Community Health will complement Environmental Studies with its focus on related issues and problems. Before I give three reasons—out of many—for supporting this proposal, I will give some background on my experience and qualifications.

I was a faculty member of the UCSC Politics Department from 1990-2020, teaching among other things international relations and global environmental politics. I have done policy, research and technical work in environmental and policy field since the late 1970s, after receiving a Masters’ in Physics at MIT. I came to UCSC with a PhD in Energy Resources from UC Berkeley (1987) and, beginning in 2008, was part of a faculty group trying to establish a Sustainability Studies program at UCSC. In 2012, I was appointed Provost of Rachel Carson College (I was able to obtain the $5,000,000 endowment required to name a UCSC residential college) and established a minor in Sustainability Studies, the first such minor in a college since the university’s founding. I am presently President of the Sustainable Systems Research Foundation in Santa Cruz, a nonprofit green think tank focused on development and deployment of local sustainability projects.

First, at this moment of environmental crisis, and especially with the looming threat of climate change, interdisciplinary education and research are more essential than ever. Both of the proposed majors are explicitly interdisciplinary, focusing on systemic issues and topics, rather than strictly-bounded disciplinary ones. Over the past 40 years, approaches to understanding and addressing these environmental challenges have been constrained by the very disciplinary epistemologies its practitioners apply. Biologists see everything through a biological lens; economists, through and econometrics one; humanists through philosophy, art and literature. But “wicked problems” such as climate change (and all of the social systems that give rise to it) are characterized by complex linkages among technological, political, social and economic systems and institutions. No single discipline is sufficient to deal with such problems, and few
academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines. The SEHE Department and its degree programs will be able to provide the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.

Second, and at the same time, there is a pressing need to acknowledge and incorporate the structural injustices and racism that are foundational to our social institutions and practices and reproduced in the environmental crisis. This is especially the case in terms of the distribution of current and future impacts of climate change and the benefits that will accrue from the coming green economy. UCR’s student demographic is well-placed to make important and significant contributions to this transition and the SEHE Department and the two new majors will position them to do so.

Finally, in this time of limited (and even declining) instructional budgets, the bane of new degree programs is the cost of administering and running them and the frequent refusal of university administrations to provide the necessary funds and personnel. Few existing departments are willing to take on this burden and putting new programs under the care and feeding of departments whose disciplinary focus is not directly related risks shortchanging the new ones and even obscuring their existence. The SEHE Department and the two new majors will be highly visible, appropriately funded (I hope) and able to provide students with the focused care, advising and training required to succeed in the proposed areas of systems complexity and social change.

There are many other reasons to support these two proposed majors, not the least that similar initiatives exist or are being launched across the country and the world. Judging from the academic and professional job announcements that come across my “desk,” graduates of the two programs will have little difficulty in finding relevant employment.

I endorse the two majors in the strongest terms and hope UCR will approve and fund them at the level necessary for them and their students to learn and thrive about these critical issue areas.

Please do not hesitate to contact me with any questions you may have.

Yours sincerely,

Ronnie D. Lipschutz
Professor Emeritus of Politics, UCSC
President, Sustainable Systems Research Foundation
August 9, 2023

Academic Senate  
Campus Administration  
University of California, Riverside

Re: Global and Community Health degree program

Dear Academic Senate,

I am writing to express my enthusiastic support for the Global and Community Health degree program as a new program in the College of Humanities, Arts, and Social Sciences (CHASS). This is a timely initiative that addresses a critically important need among undergraduate programs. While many of the elements of the proposal draw from existing strengths among multiple units across campus, it provides an important opportunity to launch an innovative new integrative program to meet the needs of a new generation of undergraduate students.

My enthusiasm for this program comes from my activities in areas of direct relevance to this program. First, I have always had a long-standing interest in interdisciplinary studies of relevance to medical humanities, starting from my undergraduate liberal arts education, and continuing through my activities since arriving on campus in 2006, including teaching an Ignition Seminar in the Undergraduate Honors program, to participating in a number of programs in the Center for Ideas and Society (including participating on the CIS Advisory Board). These reflect my conviction that health sciences is also necessarily a human(ities) subject, and that the best approaches to health care must also identify with the needs of the human patient.

Second, I am founding Director of the BREATHE Center (that is, Bridging Regional Ecology, Aerosolized Toxins, and Health Effects), which is a broadly interdisciplinary collaborative of researchers across campus studying topics related to air quality and health effects. Faculty recruitments under the original BREATHE cluster hiring from 2015 to 2018 included five hires in the original cluster with two additional hires resulting from the searches. These hires reflect the truly interdisciplinary nature of the research, which includes two hires in CHASS, one in BCOE, two in CNAS, and two in SOM. The research themes among the BREATHE faculty broadly integrate humanities, engineering, environmental sciences, and biomedical research, which I believe illustrates and mirrors quite well the intent of the GCH program.

Third, I am Principal Investigator and co-Director (with Mario Sims) of the NIH-funded U54 Center for Health Disparities Research at UCR, a center entirely funded by extramural (NIH) funds, establishing a new model for research centers on campus. This center aims to train and promote a new generation of researchers in topics related to health disparities, social equity, and community engagement. The NIH and other agencies, including the California Air Resources Board (CARB) have begun to recognize the critical need to promote work in environmental and social justice to address health needs, and the necessary role of community networks as full partners in the research. The growth in attention and funding in this
area provides important opportunities for undergraduate education and future career opportunities, and the GCH programs will be timely in helping to launch UCR students in entirely new types of careers of service to the community. The fact that so many UCR students are first generation and from underserved communities will mean that the GCH programs can promote a pipeline of workers in areas such as medicine and public policy that also draws directly from the communities most in need of this important work.

While this program does not yet include graduate programs, the existing Designated Emphasis in Medical Humanities may yet pave the way for graduate programs in this area. Accordingly, the Center for Health Disparities Research hopes to be instrumental in providing training and research opportunities for graduate and post-graduate researchers in this area as the GCH program grows.

While it is not an exclusive goal of the department and undergraduate programs, I am most excited by the potential of the undergraduate program in health equity to build a pool of students that will be ideal candidates for the Thomas Haider Program at the UCR School of Medicine. This program is a pathway for UCR undergraduates to enter the UCR School of Medicine, and was created by Dr. Thomas Haider, who has long supported the mission of the School of Medicine to train physicians for service to the inland California underserved communities. The goals of the GCH undergraduate programs will clearly imbue the students with an appreciation of the issues of racial and social equity, and a dedication to the mission of the SOM.

Again, I reiterate my strong enthusiasm for the program and its potential to integrate a host of complementary topics in environmental and social justice that will have a major impact on campus intellectual and community life. I look forward to seeing this promise come to fruition, and to working actively with the program as it grows.

Sincerely,

David D. Lo, M.D., Ph.D.
Contact PI, U54 MD013368 RCMI, Center for Health Disparities Research at UCR
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

We are writing on behalf of the Center for Ideas and Society at UCR in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As co-directors of the Center for Ideas and Society, we are particularly eager to see new courses offered in these areas, which will further our curricular goals. We fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside, and we at the CIS see great potential for collaborations with the new program on various levels.

Sincerely,

[Signatures]

[End of Document]
8/28/2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Psychiatry and Neurosciences in enthusiastic support of the proposed BA degree in Global and Community Health. This undergraduate program will bring new curricular opportunities addressing health disparities to UCR.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce. This is well aligned with and advances our mission at the UCR School of Medicine. I look forward to future collaborations and the exciting opportunities that can emerge for us across departments.

The GCH undergraduate degree program will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Chair of the Department of Psychiatry and Behavioral Sciences, and as a public health and health equity scholar, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Global and Community Health BA. Students will be well-served by this curriculum as part of their education at UC Riverside.

Sincerely,

[Signature]

Lisa R. Fortuna, MD, MPH, MDiv
Professor and Chair of Psychiatry and Neurosciences
University of California Riverside, School of Medicine
August 25, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

I am writing on behalf of the Department of Gender and Sexuality Studies (GSST) in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree (GCH) will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

The Environmental Studies BA degree (ENST) will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

GSST currently houses a Sustainability Studies major (SUST), which will sunset as SEHE’s Environmental Studies major grows. The two departments, GSST and SEHE, have established an MOU to guide this process. GSST and SEHE will work together to meet the needs of students and faculty in both departments in the transition from the GSST Sustainability Studies major to the SEHE Environmental Studies major.

The GSST SUST major will sunset, with a target date to stop accepting new majors in Fall 2024. GSST submitted a memo in July 2023 to CHASS FEC and the Committee on Educational Policy, requesting a moratorium on the Sustainability Studies major. The Senate granted a pause in admissions to SUST, pending the outcome of the moratorium review. In Fall 2024, all existing SUST majors will be encouraged to transfer to the ENST major in SEHE. In Winter 2024, SEHE and GSST will schedule a joint meeting with Cassee Barba and Holly Easley (SUST advisors) to set out course substitutions that will allow any remaining SUST majors to graduate using SEHE courses if necessary. To ease the transition, GSST and SEHE will submit cross-listing proposals in Fall 23 so that SEHE faculty can continue to cover the required courses for the SUST major. Once all the remaining SUST majors have graduated (est. 2027), SEHE and GSST will consult on which courses to keep cross-listed, and which cross listings should be removed.
As Chair of GSST, I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

Thank you,

Brandon Andrew Robinson, Ph.D.

Chair & Associate Professor
Department of Gender & Sexuality Studies
University of California, Riverside
24th August, 2023

Gordon D. Love, PhD,
Professor of Geochemistry
Chair, Department of Earth & Planetary Sciences
University of California, Riverside

E-mail: glove@ucr.edu

Re: SEHE degree programs

To: Dana Simmons, Acting Chair of SEHE

On behalf of the Department of Earth and Planetary Sciences (EPS), I am writing in support of the undergraduate programs proposal submitted by the new Department of Society, Environment and Health Equity (SEHE).

EPS teaches several (GEO) lower and upper division undergraduate science classes that are popular across campus and taken by a diverse student body to fulfill degree requirements. Many of these classes provide the scientific understanding of topical issues critical to societal needs and which are obviously pertinent to the scope of the SEHE degree programs. This subject matter includes: natural resources and their sustainability, climatic and environmental change, natural hazards, landscape evolution, and the history of life on Earth.

We encourage SEHE students to take our popular GEO classes as part of their BA degree requirements and we will work with SEHE to provide guidance on the most appropriate classes for their students to take in each quarter.

Yours sincerely,

Gordon Love.
August 23, 2023

Dear Colleagues and Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Media & Cultural Studies in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring urgently needed curricular address to environmental and health disparities and will enhance teaching and research across our university.

The **Environmental Studies BA** will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. If it is approved, UCR will join five other UC campuses in offering an Environmental Studies BA degree.

The **Global and Community Health BA** offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, and advocacy. The GCH major will prepare students for advanced study and community-based work related to social justice and health disparities. This crucial major will help to address pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce. And they further the research and educational priorities of our faculty.

As Chair of MCS, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Judith Rodenbeck  
Professor and Chair  
Media & Cultural Studies
August 10, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

On behalf of the Global Studies Program, I enthusiastically support the proposed BA degrees in Environmental Studies and Global and Community Health. These two undergraduate programs will bring critically important new curricular opportunities for UCR students, including those participating in our Global Health, Sustainability and Resources track.

UCR is positioned to join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. This program will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values.

The Global and Community Health BA degree addresses pressing problems of health and healthcare workforce shortages in Inland Southern California, and underrepresentation of Latinx and Black people among California health professions workforce. The proposed curriculum will prepare students for advanced study and community-based work related to social justice and health disparities relevant to careers in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy.

These undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in Inland Southern California and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Director of the Global Studies Program, I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA.

Sincerely,

Juliann Emmons Allison
Society, Environment & Health Equity
Global Studies Program, 900 University Avenue, Riverside, CA 92521

Sincerely,

Juliann Emmons Allison
Society, Environment & Health Equity
Global Studies
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Anthropology in unconditional support of the proposed BA degree in Global and Community Health and BA degree in Environmental Studies. These two undergraduate programs will bring exciting and necessary curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach and organizing, social services, administration and advocacy. The GCH major will help to address the urgent healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California’s health professions workforce.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, climate change, social justice, and health equity.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability, and the common good. These programs are designed to serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and Latinx people in health-related professions.

As Chair of the Department of Anthropology, I am eager to see new courses offered in these areas, which will further our curricular goals. Our department plans to cross-list several of our courses in Medical Anthropology to help support the new department and foster a rich, interdisciplinary learning environment for our undergraduates across CHASS.
In sum, I fully support the undergraduate program proposals for the **Global and Community Health BA** and **Environmental Studies BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Please do not hesitate to contact me at [jsyverts@ucr.edu](mailto:jsyverts@ucr.edu) should you have any questions or need further information.

All my best,

Jennifer Syvertsen, PhD, MPH  
Chair and Associate Professor of Anthropology  
Pollitt Endowed Term Chair for Interdisciplinary Teaching & Learning in CHASS
Course permission requests for SEHE
5 messages

Ellen Reese <ellenr@ucr.edu> Fri, Aug 18, 2023 at 11:32 AM
To: Brandon Robinson <brandon.robinson@ucr.edu>

Dear Brandon Robinson,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):

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<td>GSST 176</td>
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<td>GSST 181</td>
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Global & Community Health (B.A. and Minor):

611
Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient. Thank you very much for considering this request.

P.S. I want to inform you that one of your faculty plans to pursue a course amendment request to cross-list the following courses with SEHE next year:

| GSST 131 |
| GSST 145 |
| GSST 148 |
| GSST 161 |
| GSST 171 |
| GSST 181 |

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books

Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

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Ellen Reese <ellenr@ucr.edu> Fri, Aug 18, 2023 at 6:14 PM
To: Dana Simmons <dana.simmons@ucr.edu>

fyi-sent this to Brandon today.
[Quoted text hidden]
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[Quoted text hidden]
Brandon Robinson <brandon.robinson@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  

Fri, Aug 18, 2023 at 8:55 PM

Hi Ellen,

Yes, I approve of everything for both environmental studies and for global and community health.

Brandon

---

Brandon Andrew Robinson, Ph.D.  
Chair and Associate Professor  
Department of Gender and Sexuality Studies  
University of California, Riverside  
https://profiles.ucr.edu/brandon.robinson

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness

Co-Authored Book: Race & Sexuality

Current $1 Million NSF-Funded Project: Family, Housing, and Me Project

Ellen Reese <ellenr@ucr.edu>  
To: Brandon Robinson <brandon.robinson@ucr.edu>  

Fri, Aug 18, 2023 at 9:51 PM

Wonderful! Thank you so much Brandon!

P.S. Are you here in Philly too for ASA? -Ellen

---

Brandon Robinson <brandon.robinson@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  

Fri, Aug 18, 2023 at 10:51 PM

Yes, I am! Hope to run into you!!

---

Brandon Andrew Robinson, Ph.D.  
Chair and Associate Professor  
Department of Gender and Sexuality Studies  
University of California, Riverside  
https://profiles.ucr.edu/brandon.robinson

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness

Co-Authored Book: Race & Sexuality

Current $1 Million NSF-Funded Project: Family, Housing, and Me Project
Course permission request for SEHE
15 messages

Ellen Reese <ellenr@ucr.edu> Fri, Aug 18, 2023 at 3:13 PM
To: Joel Sachs <joel.sachs@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Dear Joel Sachs,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: **Global & Community Health or GCH (B.A. & Minor)** and **Environmental Studies ENST (B.A. and Minor)**. The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

- BIO 030
- BIO 034
- BIO 040

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above at your earliest convenience by or before Friday, August 25. A short email message will be sufficient. Thank you very much for considering this request.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)
https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

2 attachments

ENST Curriculum Proposal 2023_Aug10.pdf
327K

344K

Joel Sachs <joels@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>, eeobchair <eeobchair@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Dear Ellen,

Will do. I set the vote out today.

One challenge is that two of these courses, Biol34 and Biol40, are not being taught every year.

Please let me know if that is a concern, Joel

[Quoted text hidden]

--

Joel L. Sachs
Professor & Chair, Evolution Ecology & Organismal Biology
University of California, Riverside
Chair's Office 2745 Life Sciences Building
Office (951) 827-6357 / Fax (951) 827-4286 / http://www.sachslab.com
Zoom: http://ucr.zoom.us/my/Sachsevolution

Post address: Sachs Lab - UC Riverside
3401 Watkins Dr., 1229 Spieth Hall, Riverside, CA 92521

Ellen Reese <ellenr@ucr.edu>
Mon, Aug 21, 2023 at 5:06 PM
To: Joel Sachs <joels@ucr.edu>
Cc: eeobchair <eeobchair@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Thanks so much Joel. We are still interested in requesting permission to use these courses as options for this new major,
but thanks for bringing this to our attention.

All the best,
Ellen Reese

[Quoted text hidden]

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Ellen Reese <ellenr@ucr.edu>
Wed, Aug 23, 2023 at 7:06 PM

https://mail.google.com/mail/u/0/?ik=86e2f41dd3&view=pt&search=all&permthid=thread-a:r2150092168199614335&simpl=msg-a:r-8617559021734499620&simpl… 2/6
Hi Joel,

So sorry! I just realized I left out one of our course permission requests: BIO 003 for ENST. Below is the updated request, including that course as well:

Dear Joel Sachs,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies
BIO 003

Global & Community Health (B.A. and Minor):

BIO 030
BIO 034
BIO 040

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above at your earliest convenience by or before Friday, August 25. A short email message will be sufficient. Thank you very much for considering this request.

All the best,
Ellen Reese
Hi Joel-- Just wondering if your department voted in favor or against providing permission to include the following courses in these 2 curriculum? I believe you sent out a vote and just wondering if faculty will be finished voting later today or do you need additional time? I realize we added one more course to the list so if you only had votes on the last 3 courses listed below, let me know. We are happy to know of any voting outcomes you might have and if you need additional time, that's understandable and we can list the matter as pending review. We are just trying to update our curriculum proposal before submitting them for review by the relevant Academic Senate committees. Thanks! -Ellen

Environmental Studies
BIO 003

Global & Community Health (B.A. and Minor):
BIO 030
BIO 034
BIO 040

Hi Ellen, I'm trying to get more votes. Here's what we have so far:
10 responses total
7 - yes
2 - no
1- abstain
Wonderful! Looks like the permission was approved. If that changes though before the end of the day if you receive more votes, let us know.

Sounds like the vote in favor of these course permissions is for all 4 courses (including 3 Global & Community Health and 1 for Environmental Studies, but if I misunderstood, let me know.

Best,
Ellen

[Quoted text hidden]

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**Joel Sachs** <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>  
 Fri, Aug 25, 2023 at 10:05 AM

No, sorry, that is not correct. This vote has not reached a quorum.

[Quoted text hidden]

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**Ellen Reese** <ellenr@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>  
 Fri, Aug 25, 2023 at 10:15 AM

Got it. Thanks! If you receive a sufficient number of votes for a quorum later today, let us know. Otherwise, perhaps you can revisit this issue later (e.g., in the fall when the quarter starts at a regular faculty meeting) before your faculty reach a decision, let me know. I know it is often difficult to obtain faculty votes in the summer and we can simply say this is "pending review by faculty" for now (as we are doing for some other departments). Thanks for your help with this and at least beginning this conversation with your faculty! We really appreciate it!

Best,
Ellen

[Quoted text hidden]

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**Joel Sachs** <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>  
 Fri, Aug 25, 2023 at 3:17 PM

The updated vote tally is as follows:

15 total votes

12 - yes
2 - no
1- abstain

On Fri, Aug 25, 2023 at 9:41AM Ellen Reese <ellenr@ucr.edu> wrote:

[Quoted text hidden]

[Quoted text hidden]

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**Dana Simmons** <dana.simmons@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>  
 Fri, Aug 25, 2023 at 4:50 PM

Thank you very much, Joel! I wish you all the best in the last weeks of summer.

Dana

[Quoted text hidden]

---

**Ellen Reese** <ellenr@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>  
Cc: Joel Sachs <joels@ucr.edu>  
 Fri, Aug 25, 2023 at 5:31 PM

Thank you much, Joel! I wish you all the best in the last weeks of summer.

Ellen

[Quoted text hidden]
Terrific! Sounds like the vote reached quorum and is in favor of all the course permissions requested, is that correct?

Best,
Ellen

---

**Joel Sachs** <joels@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Yes, correct.

---

**Ellen Reese** <ellenr@ucr.edu>
To: Joel Sachs <joels@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Awesome!! Thanks Joel and hope you both have a great weekend! -ellen

---

**Ellen Reese** <ellenr@ucr.edu>
Draft To: Joel Sachs <joel.sachs@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

On Fri, Aug 18, 2023 at 3:13 PM Ellen Reese <ellenr@ucr.edu> wrote:

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Dear Gordon Love,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the attached Global & Community Health curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

**GEO 007**

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in the attached Global & Community Health curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Thank you very much for considering this request.

All the best,

--

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

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https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

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344K

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Gordon Love <glove@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Mon, Aug 21, 2023 at 5:43 PM

Dear Ellen,
GEO 007 isn't a class that is going to be regularly taught in the future as the instructor has recently retired. It is still offered probably as a summer session class.

EPS teach a wide range of other lower division classes that are popular with undergrad students from all colleges.

Sandy, do you have anything to add here?

Sincerely,
Gordon

Prof. Gordon Love
Chair of EPS

---

Ellen Reese <ellenr@ucr.edu>
To: Gordon Love <glove@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Tue, Aug 22, 2023 at 12:08 PM

Hi Ellen,

We will give you a list of GEO classes that we think you will be interested in and which quarter these are taught in.

For example, GEO 010 Earth Resources and Sustainability

Best,
Gordon

---

Ellen Reese <ellenr@ucr.edu>
To: Gordon Love <glove@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Tue, Aug 22, 2023 at 12:08 PM

Wonderful! Thanks so much. I forgot to mention in my previous email that the following GEO courses were previously approved by your Department in 2021 for inclusion in our environmental studies curriculum (see the list below), but if you
Ellen Reese <ellenr@ucr.edu>  Fri, Aug 25, 2023 at 10:11 AM
To: Gordon Love <glove@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Hi Gordon,

Just checking to see if there is a decision from your department on if you approve (or not) the inclusion of GEO 007 to the Global & Community Health (B.A. and Minor) curriculum today or if you or your faculty need additional time to review this before making a decision. Either way is fine. We are just trying to update our curriculum proposals before submitting them to the relevant Academic Senate Committees for review. Thanks for your help and considering this request.

Best,
Ellen Reese

Gordon Love <glove@ucr.edu>  Fri, Aug 25, 2023 at 11:25 AM
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Hi Ellen,

I sent a letter to Dana last evening.

We are happy for SEHE students to take any of our GEO classes. As indicated on the letter.

GEO 007 is not a good choice as we cannot guarantee it will be taught during Fall to Spring quarters. The instructor recently retired but teaches it as a summer session class.

Best,
Gordon

Dana Simmons <dana.simmons@ucr.edu>  Fri, Aug 25, 2023 at 11:26 AM
To: Gordon Love <glove@ucr.edu>
Cc: Ellen Reese <ellenr@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

My apologies for not sharing the letter with you, Ellen! Thank you again for writing it, Gordon.
Thanks to all,
Dana
Thanks so much Gordon and for the heads up on GEO 007 too. This is wonderful news!

Best,
Ellen

[Quoted text hidden]
Ellen Reese <ellenr@ucr.edu>

One more course permissions request for SEHE

6 messages

Ellen Reese <ellenr@ucr.edu>  Mon, Aug 21, 2023 at 7:02 PM
To: Bruce Babcock <bruce.babcock@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Dear Bruce Babcock,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department’s or program’s course(s) listed below in the Global & Community Health (GCH) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):
PBPL 167/SOC 167

Thank you very much for considering this request.

P.S. The Sociology Department already approved of the inclusion of Soc 167 in 2021.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
Hi Bruce--Any chance you could send us your department vote on permission to include PBPL 167/SOC 167 in the Global & Community Health curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

Ellen Reese <ellenr@ucr.edu>  
To: Bruce Babcock <bruce.babcock@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>  
Fri, Aug 25, 2023 at 9:33 AM

Ellen

I need to check if we ever teach this course or if it is a zombie course.

Bruce Babcock  
Professor and Associate Dean  
School of Public Policy  
4123 INTS  
University of California, Riverside  
babcockb@ucr.edu

Ellen

That makes sense. Let me know if you find out more today. If not, we can just put "pending review by department" for now & I can circle back to you in the fall.

Best,
Ellen
Ellen

This course (SOC/PBPL 167) is analogous to the ENGR course cross-listed with PBPL. SOC is the lead department on this course and if it is taught in the future it will be taught by them. So yes you can use the course.

Bruce Babcock  
Professor and Associate Dean  
School of Public Policy  
4123 INTS  
University of California, Riverside  
babcockb@ucr.edu

Ellen Reese <ellenr@ucr.edu>  
To: Bruce Babcock <babcockb@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>  
Fri, Aug 25, 2023 at 5:32 PM

Wonderful! Thanks so much! -ellen
Dear Bruce Babcock,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals. Attached is the current draft of the ENST curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Environmental Studies (ENST) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):
ENGR 171/PBPL 171

Thank you very much for considering this request.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
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https://www.ucpress.edu/book/9780520388383/unsustainable
https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/
Dear Judith Rodenbeck,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

I can send you the current drafts of the GCH and ENST curriculum proposals if you wish to review these or if you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):
MCS 108
MCS 109
MCS 117
MCS 122
MCS 146F/ENG 146F
MCS 159
MCS 160
MCS 170
MCS 175/SPN 175
MCS 189

Global & Community Health (B.A. and Minor):
MCS 106
MCS 109
MCS 117
MCS 189

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Thank you very much for considering this request.

P.S. In 2021, MCS approved the request to include MCS 160 in the health curriculum.

All the best,
Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

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https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

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Judith Rodenbeck <judithr@ucr.edu> Wed, Aug 23, 2023 at 12:18 PM
To: Ellen Reese <ellenr@ucr.edu>
Cc: Judith Rodenbeck <judith.rodenbeck@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Dear Ellen:

I approve listing the MCS courses listed below in the curriculum proposals for SEHE. We are 100% in support of SEHE and the two majors to be offered and look forward to many rich collaborations in the future.

All best,

Judith

Judith Rodenbeck
Chair, Media & Cultural Studies
University of California, Riverside

Mind is primarily a verb. - John Dewey

---

Ellen Reese <ellenr@ucr.edu> Fri, Aug 25, 2023 at 10:05 AM
To: Judith Rodenbeck <judithr@ucr.edu>
Cc: Judith Rodenbeck <judith.rodenbeck@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Wonderful!!! Thanks so much Judith! Looking forward to our future collaborations too! -Ellen Reese

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Course permission request for SEHE
7 messages

Ellen Reese <ellenr@ucr.edu> Mon, Aug 21, 2023 at 7:15 PM
To: Juliann Emmons Allison <juliann@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Dear Juliann Emmons Allison,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Global & Community Health (GCH) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

GBST 103

Thank you very much for considering this request.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books

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https://www.ucpress.edu/book/9780520388383/unsustainable

Ellen Reese <ellenr@ucr.edu>
Hi Juliann--Any chance you could send us the Global Studies program vote on permission to include GBST 103 in the GCH curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

Hi Juliann-- Just making sure I understood that last email correctly (since we include them in our curriculum proposal). Does Global Studies program approve of giving permission to include GBST 103 in the GCH curriculum? Yes it does or

Ellen Reese
ellenr@ucr.edu
Fri, Aug 25, 2023 at 9:35 AM

To: Juliann Allison 
juliann@ucr.edu

Hi Juliann--Any chance you could send us the Global Studies program vote on permission to include GBST 103 in the GCH curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

Ellen Reese
ellenr@ucr.edu
Fri, Aug 25, 2023 at 9:35 AM

To: Dana Simmons 
dana.simmons@ucr.edu

fyi

Juliann Allison
juliann@ucr.edu
Fri, Aug 25, 2023 at 10:13 AM

To: Ellen Reese 
ellenr@ucr.edu

Ok

Ellen Reese
ellenr@ucr.edu
Fri, Aug 25, 2023 at 10:20 AM

To: Juliann Allison 
juliann@ucr.edu, Dana Simmons 
dana.simmons@ucr.edu

Hi Juliann-- Just making sure I understood that last email correctly (since we include them in our curriculum proposal). Does Global Studies program approve of giving permission to include GBST 103 in the GCH curriculum? Yes it does or
no it does not?

All the best,
Ellen Reese

[Quoted text hidden]

---

**Juliann Allison <juliann@ucr.edu>**
To: Ellen Reese <ellenr@ucr.edu>  
Fri, Aug 25, 2023 at 11:12 AM

That is fine.
~ jea

**Juliann Emmons Allison**
(she/her/hers)
(she/her/hers)
Associate Professor, Society, Environment & Health Equity
Director, Global Studies Program
Faculty Chair, Campus Sustainability Committee

Most Recent Publications:


[Quoted text hidden]

---

**Ellen Reese <ellenr@ucr.edu>**
To: Juliann Allison <juliann@ucr.edu>  
Fri, Aug 25, 2023 at 5:42 PM

Wonderful! Thank you! -ellen

[Quoted text hidden]
Hi Chikako

I have no objections to these courses being listed, with a caveat that BPSC11 and 21 are both heavily impacted courses that typically have much more demand than we can accommodate.

BPSC166 is offered every other year, but provided the students have the prerequisites and there are a small number of them, this course could accommodate them.

I have other concerns about the proposal however (the proposed department name for example), but I can discuss that with you separately.

Patty

Patricia Springer  
Professor and Chair, Department of Botany and Plant Sciences  
University of California  
Riverside, CA 92521

pspringer@ucr.edu  
bpschair@ucr.edu  
951-827-4413 (Chair’s office)  
951-827-5785 (Faculty office)  
http://plantbiology.ucr.edu
Chikako Takeshita <chikakot@ucr.edu>

Request for Permission to include Courses in new curriculum proposals

David Lloyd <dclloyd@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>  
Cc: Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven Helfand <shelfand@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer Najera <jnajera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherineh@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <dozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako,

The English courses you list can be added to this new major's list of electives. However, 096 appears to be a typo. Can you clarify what course you intend here? It is not a number we have.

Thank you,

David

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]
[Quoted text hidden]
Hi Chikako,

As discussed during our 3/2 meeting, our department is willing to approve inclusion of ENSC 001, 002, 003, and 006 to your proposed BA and BS programs. However, as all four courses fill up each academic year (and usually have long wait lists), we cannot guarantee that students within your programs will be able to enroll in our courses since we are currently unable to expand enrollment due to limitations in TA allocations from the CNAS Dean's office.

In addition, our approval to include these courses in the proposed curricula does not imply that the department will be supportive of the proposed programs as currently written. We look forward to providing more extensive written feedback on the proposed programs after submission to the Committee on Educational Policy within the Academic Senate.

Dave

---------------------------------------------
David C. Volz, Ph.D.
Professor & Chair
University of California, Riverside
Department of Environmental Sciences
Riverside, CA 92521

Office: (951) 827-4450
E-mail: david.volz@ucr.edu
http://envisci.ucr.edu/faculty/volz.html

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]
[Quoted text hidden]
Dear Chikako:

EPS approves the inclusion of the listed GEO courses for your proposed major curriculum.

Mike McKibben

Prof. Michael A. McKibben
Chair, Dept. of Earth and Planetary Sciences
407 Geology Building
University of California, Riverside 92521
(951) 581-5459 (cell)
https://epsci.ucr.edu/
Hi Chikako,

I am happy to give GSST’s permission for these courses and look forward to working with your exciting new major!

Best,
Sherine

Sherine Hafez

Chair and Professor,
Department of Gender and Sexuality Studies, University of California, Riverside
https://profiles.ucr.edu/app/home/profile/sherineh

Co-Editor, Journal of Middle East Women’s Studies (JMEWS)
https://jmews.org/current-editorial-team/sherine-hafez-co-editor/

An Islam of Her Own https://nyupress.org/books/9780814773048/


Pronouns: She | Her | Hers
Subject: Re: Request for Permission to include Courses in new curriculum proposals

[Quoted text hidden]
Request for Permission to include Courses in new curriculum proposals

Michele Salzman <michele.salzman@ucr.edu>            Thu, Apr 8, 2021 at 8:24 PM
To: Sherine Hafez <sherine.hafez@ucr.edu>
Cc: Chikako Takeshita <chikakot@ucr.edu>, John Medearis <medearis@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Michele Salzman <michele.salzman@ucr.edu>, Thu, Apr 8, 2021 at 8:24 PM
Cc: Chikako Takeshita <chikakot@ucr.edu>, John Medearis <medearis@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Michele Salzman <michele.salzman@ucr.edu>, Thu, Apr 8, 2021 at 8:24 PM

Dear Chikako:
The History Department Department met today and approved these courses from History for your new major. There was much support for this initiative.
I will email you tomorrow with some suggested additional courses from History.
Best,
Michele

On Tue, Apr 6, 2021 at 8:18 AM Sherine Hafez <sherine.hafez@ucr.edu> wrote:
[Quoted text hidden]
From: Anne McKnight <amcknigh@ucr.edu>
Subject: Re: Request for Permission to include Courses in new curriculum proposals
Date: April 2, 2021 at 4:41:12 PM PDT
To: Michael A McKibben <michael.mckibben@ucr.edu>
Cc: Chikako Takeshita <chikakot@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Sherine Hafez <sherine.hafez@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpucui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako~

JPN 180/Japanese Doc Film is a great fit for the new redesigned program. I do units on both Minamata (health disparities are a big part of this unit) and Fukushima (health disparities are a big part of the topic, but would require independent research to bring in to the class, given existing doc films) in that class. Looking forward to working with everyone.

With best wishes,

Anne McKnight

~~~~~~~~~~~~~~~~~~~~
Associate Professor, Dept of Comparative Literature and Languages
Mailing: 2401 HMNSS Building, UC Riverside, Riverside CA, 92521 USA
Office: 2508 HMNSS Building
Office hours 2020~1: M 1-2; Th 2-3:20 and 5:30-6-30
On Apr 2, 2021, at 16:35, Michael A McKibben <michael.mckibben@ucr.edu> wrote:

Dear Chikako:

EPS approves the inclusion of the listed GEO courses for your proposed major curriculum.

Mike McKibben

Prof. Michael A. McKibben
Chair, Dept. of Earth and Planetary Sciences
407 Geology Building
University of California, Riverside 92521
(951) 581-5459 (cell)
https://epsci.ucr.edu/

From: Chikako Takeshita <chikakot@ucr.edu>
Sent: Thursday, April 1, 2021 9:26 AM
To: Derick Fay <derickf@ucr.edu>; Matthew King <mking@ucr.edu>; Jingsong Zhang <jszhang@ucr.edu>; Leonard Nunney <nunney@ucr.edu>; Patricia S Springer <patricia.springer@ucr.edu>; Jeffrey Sacks <jeffsack@ucr.edu>; Steven M Helfand <steven.helfand@ucr.edu>; David Lloyd <dclloyd@ucr.edu>; David Volz <dvolz@ucr.edu>; Richard Redak <richard.redak@ucr.edu>; Jennifer R Najera <jennifer.najera@ucr.edu>; Juliann Allison <juliann@ucr.edu>; Michael A McKibben <michael.mckibben@ucr.edu>; Sherine Hafez <sherine.hafez@ucr.edu>; Michele Salzman <msalzman@ucr.edu>; Anne McKnight <amcknight@ucr.edu>; James Borneman <borneman@ucr.edu>; Judith Rodenbeck <judithr@ucr.edu>; Guillermo Aguilar <gaguilar@ucr.edu>; Fuson Wang <fuson.wang@ucr.edu>; Kurt Schwabe <schwabe@ucr.edu>; Andrews Reath <reath@ucr.edu>; Kenneth Barish <barish@ucr.edu>; John Medearis <medearis@ucr.edu>
Dear Department Chairs and Program Directors,

I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals before the proposals can be reviewed.

To give a little background, a group of faculty in CHASS, SPP, and CNAS are working on a proposal for a new Department of Environment, Sustainability, and Health Equity (ESHQ) in CHASS. The proposed department will offer two majors: Health Equity Studies (B.A. & Minor) and Environmental and Sustainability Studies (B.A., B.S., and Minor), which is a renewal of the Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies.

As interdisciplinary programs, both majors allow students to take courses outside of the ESHQ department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

I am attaching a table of courses that we wish to include in our proposal with catalog descriptions of the proposed two curriculums. Most of your courses are included in the Environmental and Sustainability Studies (ESST) curriculum. Courses that are included in the Health Equity Studies (HQST) curriculum are listed in **Red**. **Bold Red** courses are included in both curriculums.

If you need additional information, please let me know. If everything looks good, please send me your approval to include
your department's or program's course(s) in the proposals at your earliest convenience before April 9th. A short email message will be sufficient.

Thank you very much for considering this request.

Best regards,
Chikako
--

Chikako Takeshita
Associate Professor
Gender & Sexuality Studies Department
University of California, Riverside
https://profile.ucr.edu/chikako.takeshita
The Global Biopolitics of the IUD: How Science Constructs Contraceptive Users and Women's Bodies
https://mitpress.mit.edu/authors/chikako-takeshita
Request for Permission to include Courses in new curriculum proposals

Judith Rodenbeck <judithr@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>  
Cc: Sherine Hafez <sherine.hafez@ucr.edu>, John Medearis <medearis@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dlloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

MCS faculty yesterday voted unanimously and enthusiastically to support this effort.

Judith Rodenbeck  
Chair, Media & Cultural Studies  
University of California, Riverside

*Mind is primarily a verb.* - John Dewey

[Quoted text hidden]
Dear Chikako,

The department of Phys & Astro approves of the inclusion of Phys 18. We can't guarantee how often it will be offered, but I don't think that is being asked.

I also wanted to mention that Phys 168 is also relevant, and could be added as an option. It will likely only happen in rare cases (since requires a year of physics), but maybe that possibility should be left open (e.g. for students who transfer from another major). I also mentioned this to Brian Sianna.

Thanks for developing this proposal, it looks quite compelling to me.

Best Regards,

Ken
Request for Permission to include Courses in new curriculum proposals

John Medearis <medearis@ucr.edu>  
Mon, Apr 5, 2021 at 1:46 PM
To: Chikako Takeshita <chikakot@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven Helfand <shelfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer Najera <jnajera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Sherine Hafez <sherineh@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <jJudithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <dozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako,

Thanks, I have no objection to these Political Science courses being included in the proposal.

To be clear, I’m really not addressing the merits of the proposal itself. If the department has to reach some determination on the proposal’s merits, that will require a meeting and discussion. But it seems premature for that discussion, at least as I understand the process.

So my approval really just means: based on my knowledge as chair, I see no reason why these courses shouldn’t be included in your proposal. In fact, they seem like sensible courses to include.

Best,

John

From: Chikako Takeshita <chikakot@ucr.edu>
Sent: Thursday, April 1, 2021 9:26 AM
To: Derick Fay <derickf@ucr.edu>; Matthew King <mking@ucr.edu>; Jingsong Zhang <jszhang@ucr.edu>; Leonard Nunney <nunney@ucr.edu>; Patricia Springer <patricia.springer@ucr.edu>; Jeffrey Sacks <jeffsack@ucr.edu>; Steven Helfand <shelfand@ucr.edu>; David Lloyd <dclloyd@ucr.edu>; David Volz <dvolz@ucr.edu>; Richard Redak <richard.redak@ucr.edu>; Jennifer Najera <jnajera@ucr.edu>; Juliann Allison <juliann@ucr.edu>; Michael A McKibben <michael.mckibben@ucr.edu>; Sherine Hafez <sherineh@ucr.edu>; Michele Salzman <msalzman@ucr.edu>; Anne McKnight <amcknigh@ucr.edu>; James Borneman <borneman@ucr.edu>; Judith Rodenbeck <jJudithr@ucr.edu>; Guillermo Aguilar <gaguilar@ucr.edu>; Fuson Wang <fuson.wang@ucr.edu>; Kurt Schwabe <schwabe@ucr.edu>; Andrews Reath <reath@ucr.edu>; Kenneth Barish <barish@ucr.edu>; John Medearis <medearis@ucr.edu>; Daniel Ozer <dozer@ucr.edu>; Melissa Wilcox <mwilcox@ucr.edu>; Ellen Reese <ellenr@ucr.edu>; Xinping Cui <xpcui@ucr.edu>; Patricia Morton <patm@ucr.edu>
Subject: Request for Permission to include Courses in new curriculum proposals

Dear Department Chairs and Program Directors,

[Quoted text hidden]
Request for Permission to include Courses in new curriculum proposals

Ellen Reese <ellenr@ucr.edu>  Thu, Apr 1, 2021 at 9:50 PM
To: Chikako Takeshita <chikakot@ucr.edu>
Cc: B Glenn Stanley <stanley@ucr.edu>

Yes, we can report on the faculty vote on this after our meeting on 4/13. Thanks Chikako. -Ellen

[Quoted text hidden]
Use of Statistics courses in new Environmental Studies degree program?

Yehua Li <yehuali@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>  

Dear Dana,

Happy new year!

The proposal of including STAT004 and 005 in the proposed new major in Environmental Studies certainly has my blessing. Does this require a vote from the Statistics faculty, or do you need a supporting letter from me?

Cheers!

Yehua

Yehua Li  
Professor & Chair of Statistics  
University of California at Riverside
Dear Dana and Ellen,

The ETST faculty met yesterday and approved the SEHE request to include the courses you listed in your major's requirements. Thanks for including ETST in the design of your major!

Do you need anything else from me, e.g., a memo to this effect? If so, let me know and I can get it to you today.

Warmly,

Deborah

DEBORAH WONG | UNIVERSITY OF CALIFORNIA, RIVERSIDE
DEPT OF MUSIC | Professor
DEPT OF ETHNIC STUDIES | Interim Chair, AY 2023-2024
PERSONAL ZOOM ROOM HTTPS://UCR.ZOOM.US/MY/DEBORAHAWONG

[Quoted text hidden]
Note that course was generated at systemwide. Matt is the UCR rep on the relevant committee. These courses are nominally "college/school" level but may be taught by any department.

~ Juliann

---------- Forwarded message ---------
From: Matthew Barth <barth@ece.ucr.edu>
Date: Thu, Dec 28, 2023 at 11:03 AM
Subject: RE: ENGR
To: Juliann Allison <juliann@ucr.edu>

Hi Juliann:

I think you should list this as NAHS171/ENGR171/PBPL171, so they are all linked together now. From the ENGR perspective, you have my approval. I’m not sure who else I need to notify.

Thanks,

-Matt

From: Juliann Allison <juliann@ucr.edu>
Sent: Wednesday, December 27, 2023 9:53 AM
To: Matthew Barth <barth@ece.ucr.edu>
Subject: ENGR

Hello,

I trus you enjoyed the holiday and can take a few minutes to respond.

My colleagues in SEHE would like to include ENGR/(PBPL) 171 (Bending the Curve) as an upper division elective in our Environmental Studies BA program. We need either Bourns or SPP to agree. We don't expect support from SPP. My understanding is that no one from Bourns FEC has responded. I thought that one of you might be able to prompt the appropriate faculty to action.
Thank you!

Juliann

Juliann Emmons Allison

(she/her/hers)

Associate Professor, Society, Environment & Health Equity

Director, Global Studies Program

Faculty Chair, Campus Sustainability Committee

Most Recent Publications:

GSST 185 course permission request

Brandon Robinson <brandon.robinson@ucr.edu>  
Tue, Sep 26, 2023 at 8:37 AM

To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>, Jennifer Syvertsen <jsyverts@ucr.edu>

Yes, you have my approval.

Brandon

Sent from Gmail Mobile
[Quoted text hidden]
You have my permission as chair of MCS.

Judith

Sent from my iPhone

On Aug 30, 2023, at 8:01 AM, Ellen Reese <ellenr@ucr.edu> wrote:

[Quoted text hidden]
Dear Ellen,

The Hispanic Studies department enthusiastically voted yes on 09/27/2023 to include SPN 175/MCS 175 in the two curriculum proposals you describe below.

warm regards,

Alessandro
I approve!

Matthew

Sent from my iPhone

On Sep 21, 2023, at 11:02 AM, Ellen Reese <ellenr@ucr.edu> wrote:

<GCH UG Program Proposal 9-1-2023 (5) (1).pdf>
<ENST UG Program Proposal 9-1-2023 (2).pdf>
Anthro approval for SEHE electives
2 messages

Jennifer Syvertsen <jsyverts@ucr.edu>  Fri, Oct 6, 2023 at 7:56 PM
To: Ellen Reese <ellenr@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Dear Dana and Ellen:

I hope you are both well. The Dept of Anthropology on 10/4 voted unanimously to allow SEHE to list the requested courses in our dept as part of the elective options in the SEHE curriculum.

I believe the cross-listings are due next month - I will submit for 3 med anth courses. Is there a curriculum party day or any lunch involved to help with that, lol. but it will get done either way!

Take care,
Jennifer

--
Jennifer L Syvertsen, PhD, MPH
Associate Professor & Chair
Department of Anthropology
University of California, Riverside
900 University Ave, 1320B Watkins Hall
Riverside, CA 92521
Email: jsyverts@ucr.edu

Ellen Reese <ellenr@ucr.edu>  Sat, Oct 7, 2023 at 6:53 AM
To: Jennifer Syvertsen <jsyverts@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Wonderful! Thanks Jennifer. Yes, Dana is organizing a curriculum party. I cannot recall if the date has been set for that but I think its sometime in November? -ellen

[Quoted text hidden]

--
Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Chair of Labor Studies (laborstudies.ucr.edu)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books

Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/
Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. In other words, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate placing a significant burden on your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the ENST curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Environmental proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global and Community Health (B.A. and Minor):
AST 180/MCS 180/JPN 180/

Environmental Studies (B.A. and Minor):
AST 180/MCS 180/JPN 180/

Thank you very much for considering this request.

P.S. Anne McKnight previously approved the inclusion of this course in the Environmental Studies curriculum proposal, but we need permission from all departments it includes the course in our curriculum.

All the best,

Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)

---
Dear Ellen,

The Hispanic Studies department enthusiastically voted yes on 09/27/2023 to include SPN 175/MCS 175 in the two curriculum proposals you describe below.

warm regards,
Alessandro

Hooray, thank you, Alessandro!
Dana

--

Dana Simmons
Acting Chair and Associate Professor, Department of Society, Environment and Health Equity
University of California, Riverside
Hi Dana and Ellen,

Our faculty supports your request to include in the new GCH curriculum the few ENSC courses: ENSC 1, ENSC 2 and ENSC 103.

Good luck on your new program!

Dana Simmons

deck

Thanks Jay and glad to hear it! Looking forward to continuing collaborations.

Best,

Ellen Reese
Hello, Ellen,

Forgive the long delay in getting this vote to you. Black Study has voted unanimously to give permission for SEHE to crosslist BLKS 001. We are grateful for the synergies between us; this vote came easily and enthusiastically.

To Our Futures,

Sage

Sage Ni’Ja Whitson
MFA, MFAW
they/them/their
Associate Professor
Chair, Department of Black Study
Faculty, Department of Dance
University of California, Riverside

Schedule with me HERE

Please honor your email capacity. I primarily respond to emails between 10 a.m. and 6 p.m. Monday through Friday, but may, for my own needs, respond outside of those times.

Herb Alpert/MacDowell Fellow
United States Artist Fellow
Creative Capital Awardee

Wonderful! Thanks so much! Looking forward to continuing our collaborations as we grow new majors at UCR! -ellen

[Quoted text hidden]

Ellen Reese
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Chair of Labor Studies (laborstudies.ucr.edu)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

Winner of UALE's Best Book Related to Labor Education Award, 2020-2021)
https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/
That's perfect, Jennifer, thank you so much! Dana

Hi Dana and Ellen,

Apologies for the delay. The beginning of the quarter has been hectic.

The vote from political science was 22 in favor, 1 opposed, 2 abstentions, 4 unavailable.

Let me know if you need anything else.

Best,
Jenn

Thank you, Jenn, we really appreciate it!

Thanks so much Jennifer! We really appreciate your follow-up on this amid a busy fall!
Cross-listed courses
2 messages

Jennifer Syvertsen <jsyverts@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>, Ellen Reese <ellenr@ucr.edu>

Sat, Nov 4, 2023 at 10:10 AM

Good morning -
We voted unanimously to approve cross-listing the 3 med anth courses! Anth 144 I, K, and N.
Take care,
Jennifer

Sent from my iPhone

Ellen Reese <ellenr@ucr.edu>  
To: Jennifer Syvertsen <jsyverts@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Sat, Nov 4, 2023 at 4:15 PM

Thanks so much Jennifer! Much appreciated.

Best,
Ellen

[Quoted text hidden]

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Ellen Reese  
Professor and Acting Vice Chair, Department of Society, Environment, and Health Equity (https://sehe.ucr.edu/)
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https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/
To: Riverside Division

From: Executive Council

Re: Proposed Degree Program: 2nd Round-Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCH])

Executive Council received the second-round and final proposal for a new Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCH]) during their February 12, 2024 meeting. Council had no further comments to add to those provided by responding committees.
PLANNING AND BUDGET

January 31, 2024

To: Sang-Hee Lee, Chair
Riverside Division

From: Reza Abbaschian, Chair
Committee on Planning and Budget

RE: [Campus Review] Proposed Degree Program: 2nd Round-Bachelor of Arts Degree Program in Global and Community Health

At our meeting on January 31, 2024, the Committee on Planning and Budget (CPB) discussed the revised proposal for the Bachelor of Arts degree program in Global and Community Health. CPB has no comments.
TO: Sang-Hee Lee, Chair
    Riverside Division

FR: Richard M. Carpiano, Chair
    Executive Committee, School of Public Policy

RE: [Campus Review] (Proposed Degree Program) 2nd Round-Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCH])

Date: February 9, 2024

The Faculty Executive Committee of the School of Public Policy reviewed the document “[Campus Review] (Proposed Degree Program) 2nd Round-Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCH]).”

We have no comments to note.

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy
COMMITTEE ON COURSES

January 31, 2024

To: Sang-Hee Lee, Chair
    Riverside Division

From: James Flegal, Chair
       Committee on Courses

Re: Revised Proposal for B.A. in Global and Community Health

The Committee on Courses reviewed the revised proposal for a B.A. in Global and Community Health at their January 31, 2024 meeting and appreciates the Department’s response to the Committee’s recommendations after the review of the initial proposal. The Committee has no concerns with the revised proposal.
Proposal for a

Bachelor of Arts Degree Program in

Global and Community Health

August 28, 2023

Updated: September 28, 2023

Submitted by the Department of Society, Environment, and Health Equity
1. Name of the academic program and the department(s) or unit(s) that will administer the program.

Name of the academic program: **B.A. in Global and Community Health**

Department that will administer the program: **Society, Environment, and Health Equity**

2. A thorough justification, including the motivation for the creation of the program in terms of student interest and professional or academic importance.

The Bachelor of Arts program in Global and Community Health (GCH) is one of two undergraduate majors to be offered by the Department of Society, Environment, and Health Equity, which was approved by a 77% majority of the Academic Senate in February 2023. The Global and Community Health BA proposes a curriculum grounded in the tools and concepts of the **arts, humanities and social sciences**. The major is designed to prepare students for advanced study and community-based work related to social justice and health disparities.

The field of Global and Community Health addresses “social, interpersonal, community, and cultural influences on health, development, and well-being across the life span” (SCIL | NIH Center for Scientific Review). GCH courses will offer students the opportunity to study social inequities and health -- issues that deeply matter to them -- in theoretically grounded scholarly literature that transcends disciplinary and geographical boundaries. Majors will be exposed to innovative and community-engaged approaches that prepare them to create and communicate evidence-based ideas and solutions to overcome these inequities. Majors will come to understand how to read statistical data and how to communicate it to broader audiences, how to analyze relationships between the local, national and global scales, and how to identify structural causes of individual outcomes. Topics include reproductive health, occupational health, environmental health, mental health, aging, interpersonal violence, food and nourishment, drugs and addiction, global health and legacies of colonialism, and the impacts of racism, ableism, and gender discrimination. The GCH major will provide an academic space in which students can understand their own and others’ lived experiences of health disparities, using arts, humanities and social sciences methodologies, while building knowledge and skills that empower them to promote change.

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1 The second major to be offered by SEHE is Environmental Studies; a separate proposal for that major is being submitted to the Academic Senate alongside this proposal.
GCH distinguishes itself from related majors by its emphasis on combining critical ethnographic, historical and sociological methods, and practical, hands-on work building career skills in community service and advocacy. We anticipate growing existing partnerships with community organizations, free clinics, the COPE Health Scholars program, Humanities Action Lab and others. Our major will be grounded in critical thinking, awareness of inequities and disparities, and ready to apply useful skills obtained through a liberal arts education to serve their communities.

GCH majors will benefit from the SEHE Department’s focus on intersections of health and the environment. The two SEHE majors are innovative in joining environmental studies with health through the arts, humanities and social sciences. The SEHE Department’s two majors are interwoven; they share a research methods course and capstone course, as well as common Lower Division and Upper Division courses that address the environment, climate change and health. This intersection is rapidly gaining attention at the global, national and local levels. The U.S. federal government’s Department of Health and Human Services recently established an Office of Climate and Health Equity to “address the impact of climate change on the health of the American people.” Training and education are central to the Office’s mission. UC recently established a multicampus Center for Climate, Health and Equity; a SEHE faculty affiliate, Jade Sasser, is among the Center’s leadership. Many universities in the U.S. offer Baccalaureate programs in health humanities and social sciences, with a variety of degree titles; a few new programs are emerging, such as American University’s highly successful degree in Environmental Sustainability and Global Health, that merge environmental studies and health.

Demand from students for academic programs in health is growing as this issue has increasingly moved into the center of our daily concerns as well as onto the national political stage. The pool of potential majors in GCH is deep: the Health Professions Advisory Center serves more than 5000 UCR undergraduates interested in a future career in the healthcare area. There are currently few humanities and social science options for pre-health undergraduates, relative to their number. The GCH major would offer a humanities and social-science informed track toward a future career in medicine and allied professions such as public health and health administration.

**Learning Objectives**

The GCH program offers students an opportunity to focus their learning on health inequities -- an issue that deeply matters to them -- in theoretically grounded scholarly literature that transcends disciplinary boundaries, includes innovative global, and
community-engaged approaches, and prepares students to create and communicate evidence-based ideas and solutions to overcome these inequities. Our majors will gain methodological tools to grasp dynamic interactions of social, economic and political inequities, health, disability and disease. Majors will understand how to read statistical data and how to communicate it to broader audiences. They will be able to analyze relationships between the local, national and global scales, and to identify structural causes of individual phenomena. They will gain experience with community-based research and engagement. They will have training in ethnographic methods, global perspectives, sociological analysis, ethical reasoning and historical research. Majors will bring a humanist, social-scientific toolkit and a critical consciousness to work in health-related fields.

Learning objectives for the GCH major were developed in consultation with community partners, students and faculty.

Key learning objectives include:

A. **Identify connections between climate change, environment, and health inequities, globally and locally.**
B. **Employ critical approaches to recognize the multiple dimensions of power, violence and inequities.**
C. **Recognize and use different disciplinary methods**: sociology, ethnography, history, literary analysis/critical reading, Science and Technology Studies, ethical reasoning, statistical analysis, feminist and critical race theories, creative arts, communication and storytelling.
D. **Gain locally grounded knowledge and global perspectives; analyze relationships between the local, national and global scales.**
E. **Apply multi-dimensional analyses and ethical reasoning to health issues relevant to specific communities.**
F. **Gain relevant qualifications and skills for employment and postgraduate study in community-oriented health.**

**Potential student demand**

Results from a survey study conducted for this proposal demonstrate student demand. In March-April 2021, 505 UCR students completed the Qualtrics survey distributed by UCR faculty. Sixty-two percent of the students were from CHASS, 25% were from CNAS, 10% were from Engineering, 2% were from Public Policy, and 1% were from Business.

- 94% reported that they thought UCR should have an undergraduate major in Health Equity Studies in CHASS.
- 55% reported that they would consider majoring in Healthy Equity Studies.
Employment and postgraduate opportunities for GCH majors

Demand from students for academic programs in health and the environment is growing as these issues have been increasingly moved into the center of our daily concerns as well as on the national political stage. The pool of potential majors in GCH is deep: the Health Professions Advisory Center serves more than 5000 UCR undergraduates interested in a future career in the healthcare area. The range of study options for pre-health undergraduates is narrow, relative to their number. The GCH major would offer a humanities and social-science infused track toward a future career in medicine and allied professions such as public health, health advocacy and health administration.

Health and health care occupations are among the **fastest growing occupational sectors**. According to the US Bureau of Labor Statistics, healthcare occupations are expected to “grow 15 percent from 2019 to 2029, much faster than the average for all occupations, adding about 2.4 million new jobs” ([https://www.bls.gov/ooh/healthcare/home.htm](https://www.bls.gov/ooh/healthcare/home.htm)). The course work our major provides will prepare students for health and health care related careers including health administration & management, health education, social work and health advocacy & policy in non-profits or government health organizations, hospitals, health or senior care centers, and educational settings or pursuing higher education in health sciences. With the GCH major, UCR will offer undergraduates an innovative and timely degree, which prepares students for healthcare-related careers focusing on human, social, and environmental sustainability.

The Global and Community Health major offers an excellent foundation for students entering professional schools of medicine, nursing, pharmacy or public health. For students who choose not to pursue postgraduate study, Global and Community Health provides training and skills for work in community relations, community outreach, social services, administration and advocacy. Please see Appendix B below, “Careers for GCH Majors.” For example, Kaiser Permanente provides its members (including one in four Inland Empire residents) a “Thrive Local” program linking health and community social services; this is a staff-intensive program that also requires a robust network of community service providers, each with their own staff. In 2013, the California State Legislature established an Office of Health Equity within the California Department of Health. The OHE vision is that “everyone in California has equal opportunities for optimal health, mental health and well-being.”2 The Center for Disease Control and Prevention’s Office of Minority Health and Health Equity (OMHHE) “supports internship opportunities for eligible undergraduate and graduate students to gain meaningful experiences in public health settings.” Such programs are currently

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2 [About OHE](https://www.cdc.gov/omhhe/about.html)
expanding rapidly under the pressure of pandemic needs and increased state funding for community health research and interventions.

Furthermore, our major will address the pressing problems of a) health and healthcare workforce shortage within the Inland Empire\(^3\) and b) underrepresentation of Latinx and Black people among California health professions workforce.\(^4\) The Inland Empire has one of the lowest per capita ratios of behavioral health professionals.\(^5\) Compared with other California regions, the Inland Empire has fewer primary care and specialty physicians per person, yet Inland Empire residents report poorer health than other Californians. Health disparities in the Inland Empire are particularly pronounced in areas related to social inequities: metabolic disease (diabetes and obesity), asthma, mental distress, and suicide.\(^6\)

While the UCR School of Medicine is working hard to address the severe doctor shortage, the deficit of workforce in other health and health care professions in the Inland Empire is still significant. Instituting a Global and Community Health major in a Hispanic Serving Institution in the Inland Empire will help to address the current demand for healthcare services workforce and contribute to the goal of diversifying health and health care workforce.

Many of us teaching health-related courses have observed that demand for these courses is very high; our courses fill quickly and students ask us for more. In particular, the GCH major is an excellent option for students transitioning from CNAS or BCOE to CHASS, and who wish to build on prior data science, health or biomedical knowledge.

GCH will also well-prepare our undergraduate students with a strong foundation to transition right into health-related graduate, medical and clinical programs at UCR, including in the UCR School of Medicine, the proposed Masters of Public Health program currently under development, and other graduate and medical coursework that includes a Designated Emphasis in Medical and Health Humanities.

Mounting disparities of health across racial, ethnic, socio-economic status and sexuality among other social characteristics are very well documented. The U.S. Department of Health and Human Services defines health equity as “the attainment of the highest level

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\(^3\) Fox, Diana. “Inland Empire Regional Collaborative Health Industry Workforce Report Slingshot 2017” SlingShot Initiative in Riverside and San Bernardino Counties. (2017)


\(^5\) ibid.

of health for all people.” This shift in emphasizing just and fair ways of attaining the highest level of health for all people, are also evident in the recent federal efforts such as the U.S. Dept. of Health and Human Services’ Healthy People 2020 initiative (https://health.gov/healthypeople). This new research agenda for Global and Community Health requires a multi-dimensional and multi-level approach that integrates social and humanistic approaches to be able to address complex and intersectional inequalities of health and health care.

3. Relationship of the new program to existing programs.

Existing programs at the University of California and across the US

The proposed GCH major is part of a national trend, as witnessed by similar programs recently established at peer institutions.

In 2022, **UC Santa Cruz launched a Global and Community Health B.A.** program analogous to the proposed UCR GCH major. UCSC describes its major “at the intersection of diverse traditional disciplines ranging from art, literature, and history, to anthropology, sociology, psychology, politics, economics, and the natural and environmental sciences.” The UCSC GCH B.A. “trains students to address social determinants of health, fostering skills that will enable them to serve as future leaders in health care, health policy, public health, and community organizing” ([UCSC Global and Community Health BA](https://www.ucsc.edu/students/undergraduate-degrees/global-community-health-ba)). According to program faculty, the UCSC GCH BA degree has 80 majors as of the close of its first year of operation. The UCR SEHE Department chose to name our major Global and Community Health, in part, to build a network of similar programs across UC and to improve legibility for potential students applying to UCs.

Tufts University offers a [Community Health BA](https://www.tufts.edu/undergraduate-studies/academic-programs/community-health) that covers “analyses of the major health issues of today and of the institutions that plan and deliver services; the variety of social, psychological, environmental, cultural and political factors that influence decision-making about health and health care as well as the ways people maintain health and cope with illness.” Tufts suggests that “Community Health is an ideal major for students interested in pursuing careers in health-related fields including but not limited to: public health, health policy, health economics, social work, health care or medicine” Graduates of the major in Community Health “pursue careers and further graduate studies. Some choose to work in research/policy/direct care organizations, and succeed in securing employment soon after graduation. Many students pursue graduate studies in a wide range of fields, including public health, law, medicine, or allied health fields.”

Lehigh University offers a [B.A. degree in Community and Global Health](https://www.lehigh.edu/cover_communityglobalhealth), whose majors
“study determinants of health including social, biological, environmental, political, and economic and learn to intervene to improve health based on these determinants.” The University of Oklahoma offers a similarly structured B.A. in Community Health. In addition, several universities (including Arizona State University, Clarkson College, and the University of Florida) offer B.S. degrees in Community Health. These degrees appear quite different than the B.A.; most appear to provide practical training in health promotion and education. (One exception is UCSC’s Global and Community Health BS degree, which is similar to the BA but contains many more natural scientific requirements.)

Global health and community health are frequently taught as components of Masters in Public Health (MPH) programs. The UCLA MPH in Community Health Sciences, for example, covers “topics that include health equity/disparities, health education and promotion, reproductive and population health, global health, and health across the lifespan.” UC Berkeley offers an MPH in Global Health and the Environment.

American University School of International Studies offers an undergraduate program in Environmental Sustainability and Global Health. American University’s program is less than seven years old and is growing rapidly, with faculty in fields from anthropology, geography, political science to public health and economics, and 65 undergraduate majors.

Vanderbilt University’s Medicine, Health and Society Department houses 18 FTE (including two Writers in Residence) organized in four research groups: Culture, Power and Science; Health Disparities and Policy; Critical Global Health and Health Humanities and Public Practice. The department offers an undergraduate BA and minor, a combined BA+MA, and an MA degree in Medicine, Health and Society.

The University of Arizona School of Sociology offers an undergraduate BS in Care, Health and Society, designed to complement training for health care professions. The curriculum trains students “to understand the social dimensions of health and health care to inform public health initiatives and the provision of individual health care.” All majors fulfill an internship requirement in a community or health care organization as part of their degree program. The internship requirement is an intriguing model, toward which the GCH major may build.

Several universities offer undergraduate degrees in Public Health as part of a school of medicine or public health. Johns Hopkins University, UC Berkeley, UC Irvine and UC Merced, among others, offer a Public Health undergraduate major; UCLA has a Public Health minor. UC Berkeley also hosts the California Initiative for Health Equity and
Action, which provides grants to undergraduate Health Equity Scholars from across California. While UC Merced and CSUs are highly represented among the 2020 Health Equity Scholar cohort, UC Riverside did not send a single student to this program. (This should change.) Mills College offers B.A. and B.S. degrees in Public Health and Health Equity. Cal State San Bernardino offers an undergraduate Certificate in Health Equity and Health Disparities.

Once established we expect the new major in Global and Community Health to be in high demand as interest among young adults in health disparities are surging and demand for trained individuals in various segments of healthcare is growing. Establishing the Global and Community Health major now will put UCR to be ahead of the game in capturing talented undergraduates from underrepresented communities who will play a significant role in fulfilling the healthcare needs of the state of California.

Existing programs at UCR

This program responds to undergraduate interest and demand for coursework in pre-medicine, global and community health without duplicating existing programs. GCH is distinct in that our degree programs provide students competency in **arts, humanities and social science methodologies**. No existing degree programs at UCR offer a curriculum focused on health across the arts, humanities and social sciences.

The School of Public Policy (SPP) offers an undergraduate degree with a track in Health and Population Policy, which focuses on issues related to policy and public health. The GCH major provides a very different experience than an SPP degree, in line with the arts, humanities and social scientific orientation of SEHE faculty. SEHE faculty do already teach courses that we share with SPP students; our courses currently represent approximately one-third of the course options listed on the SPP Health and Population Policy track. These are courses that SEHE faculty have developed and taught, in most cases prior to the formation of the School of Public Policy. When SPP requested to include our courses in its health track, we happily agreed. Should the curricular overlap between GCH and SPP become an issue, we are willing to discuss removing our CHASS courses from the SPP curriculum (though this would be an unfortunate outcome in our opinion). That said, GCH’s expanded offerings in health humanities and social sciences could support SPP students in this track by providing many more options to fulfill their major. We believe that GCH will strengthen the attractiveness of SPP’s health curricula at the undergraduate and Masters level and we look forward to continuing to teach and mentor SPP students in the future.

The Department of Anthropology offers a concentration for its majors in Medical Anthropology; some of these courses will overlap with GCH because of shared faculty,
but the anthropology degree has another set of unique requirements that go beyond the scope of health. (Anthropology has agreed to cross-list several medical anthropology courses with SEHE.) In addition, there is an undergraduate minor in Medical and Health Humanities (MHH), which draws from diverse courses in the humanities, social sciences, literature, English, and related areas. Students pursue the MHH minor in conjunction with another degree program. Whereas MHH engages with a broad humanities field concerned with representations of the body, health and disability, GCH offers a broader set of requirements specifically around global health, community-based methods, health disparities and health inequities. That said, GCH classes would also support the MHH program and the GCH major is entirely compatible with an MHH minor.

A major advantage of the proposed major is that it will complement and enhance available offerings for students who pursue the global health and sustainability track through the Global Studies major. Three faculty members who are affiliated with SEHE played leadership roles in developing the health and sustainability track for GBST majors, including former GBST chair, Bronwyn Leebaw, current GBST chair, Juliann Allison, and POSC professor, Kim Yi Dionne. As faculty members gathered informally to discuss the best way to develop the GBST tracks, it became very clear to us that there is a significant demand for broader offerings and opportunities for a deeper level of engagement on these themes—well beyond what could be accommodated under the umbrella of Global Studies. The proposed department will extend course offerings available to the subset of GBST majors who wish to concentrate on health and sustainability (one of four recommended concentrations within the global studies major) while expanding opportunities for faculty collaboration on grants that will enable us to expand other avenues of opportunity to students at every level. It will provide an alternative pathway for the many UCR undergraduates who wish to pursue a concentration in health, yet do not wish to major in global studies. This is particularly important, given that we are in touch with many UCR alumni that have taken available courses on these themes in order to pursue career paths with a local or regional focus. These, and many other students could have benefited from the opportunity to pursue a major in the proposed department. However, they would not have been well served by the global studies curriculum.

The School of Medicine’s Department of Social Medicine, Population and Public Health is instituting a Masters in Public Health, currently under review at the UC systemwide level. We are collaborating with SMPPH faculty to develop a strong pipeline of GCH undergraduates ready to enter the SOM’s MPH program. SMPPH is adding two additional faculty, and our colleagues in that department are excellent potential mentors for GCH students.

All faculty to whom we have spoken agree that the fields of environment, sustainability
and health require cross-disciplinary work across departments, schools and colleges. We recognize the urgent need for cross-college, cross-disciplinary collaboration in these fields and we are committed to contributing toward it. We have held initial conversations about possible cross-departmental programs.

4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross listings should be listed, unit total considerations should be taken into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

Curriculum

The **B.A. degree in Global and Community Health** consists of 52 units and focuses primarily on humanities and social science studies of health. The lower-division requirements (4 courses, 16~17 units) consist of (1-a) a course taught by SEHE core faculty that introduces theories and methodologies for the study of community health, global and local health inequities, and (1-b) a course in health data analysis and its social and cultural implications. In addition students must take two Lower Division CNAS and CHASS courses relevant to health inequities and global perspectives.

The upper-division requirements (9 courses, 36 units) are designed to cover a breadth of social sciences and humanities approaches and topics in health and medicine. Students are required to take a methods course (2-a) on community research design, ethics, data collection and public engagement; a second core required course (2-b) covers intersections between health and environmental issues. In addition, students will take a series of specialized topical courses in global and community health (2-c). An emphasis is placed on understanding social structures that create health inequities and the needs of disadvantaged communities (2-d). (Courses are subject to approval by the SEHE curriculum advisor. Students are responsible for fulfilling the prerequisites). Students are given a few options to complete the 4 unit capstone requirement (2-e).

**Lower-division requirements** include 4 courses (16 units):

- a) SEHE 002 Health Equity and Health Justice
- b) One course in Data Analysis
  - [ ] SEHE 040 Health Data, Uses and Misuses
  - [ ] STAT 004 Elements of Data Science
  - [ ] or equivalent
c) Two Lower Division courses in health, inequities and global perspectives
   - ANTH 020 Culture, Health, and Healing
   - BIOL 030 Human Reproduction and Sexual Behavior
   - BIOL 034 Human Heredity and Evolution
   - BIOL 040 Disease and History: From the Bubonic Plague to AIDS
   - BLKS 001 Black Study
   - ENGL 022 Writing Red
   - ENSC 002 Introduction to Environmental Science: Environmental Quality
   - GEO 007 Minerals and Human Health
   - GSST013/GSST 013S Gender and Disability
   - MHHS 001 Introduction to Medical and Health Humanities
   - PHIL 009/PHIL 009H Biomedical Ethics
   - POSC 017 Politics of the Underdeveloped World

**Upper-division requirements** include 9 courses (36 units):

a) SEHE 101(S) Community Research and Anti-Oppressive Methods

b) One of the following two options:
   - SEHE 105(S) Environmental Health and Social Justice
   - SEHE 106(S) Movements & Advocacy in Environment & Health

c) Four Upper Division courses in Global and Community Health (must include at least two SEHE courses)
   - ANTH 144F Gender, Race, and Medicine
   - AST 180/JPN 180/MCS 180 Japanese Documentary
   - ECON 129 Health Economics
   - ETST 116 Medicine Ways of Native Americans
   - GBST 103 Food and Globalization
   - MCS 106 Disability Culture and Media
   - MCS 117 Posthuman Bodies in Science, Media, and Culture
   - PHIL 167 Biomedical Ethics
   - RLST 110 Yoga: Ancient and Modern
   - RLST 122 Medicine and Asian Religions in Global Circulation
   - SEHE 110 Environmental Health in Southern California
   - SEHE 111/HIST 111 Public History and Community Voices
   - SEHE 115 Intersectionality, Climate Emotions, and Mental Health
   - SEHE 120 Food Justice
   - SEHE 123(S)/ GSST 161(S) Gender and Science
☐ SEHE 160 Health and Social Science Analysis
☐ SEHE 161 Reproductive Justice
☐ SEHE 162 Giving Birth
☐ SEHE 170/ SOC 183H Aging, Society, and Health
☐ SEHE 173/ HIST 107 Disease and Society
☐ SEHE 174 Eugenics, Disability and Social Justice
☐ SEHE 175 Transforming Toxic Jobs: Health and Work in the United States
☐ SEHE 178/ SOC 144 Interpersonal Relationship Violence
☐ SEHE 180(S)/ POSC 180(S) The Politics of Public Health
☐ SEHE 181/ ANTH 144I Anthropology of Human Immunodeficiency Virus (HIV)
☐ SEHE 182/ ANTH 144K Drugs and Culture
☐ SEHE 183/ ANTH 144N Anthropology of Global Health
☐ SEHE 185ABC Spanish for the Health Professions
☐ SEHE 189 Special Topics in Global and Community Health
☐ SOC 120 Society and Mental Health
☐ SOC 127 Sociological Determinants of Health
☐ SOC 167 Medical Sociology
☐ SOC 183H Aging in America

d) One course in gender, race, and structural inequities
☐ ANTH 127 Political Anthropology
☐ ANTH 142 (E-Z) Black and Black Diaspora Studies
☐ ETST 102 The Political Economy of Race and Class
☐ ETST 111 Ethnic Politics: Practicum in Political Change
☐ ETST 113 Black Feminist Theory and Activism
☐ ETST 163E Introduction to Queer Studies
☐ ETST 179 Race and the Environment: Nature, Colonialism, and Justice
☐ GSST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives
☐ GSST 109 Women, Politics, and Social Movements: Global Perspectives
☐ GSST 113 Queer Theory
☐ GSST 134 Queer Identities and Movements in the United States
☐ GSST 136 Women and Grassroots Organizing
☐ GSST 176 Gender, Human Rights, and Transnationalism
☐ GSST 181 Feminisms and Environmentalisms
☐ MCS 109 Algorithms and Everyday Life
☐ MCS 160 Race, State Violence, and Incarceration in the U.S.
e) One Capstone course
   □ SEHE 193 Capstone in Society, Environment and Health Equity
   □ SEHE 195H Senior Thesis
   □ SEHE 198G/LABR 198G or SEHE 198-I Internships (minimum of 4 units)

5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

SEHE faculty

Teaching will be distributed among core and affiliated faculty. Affiliated faculty will teach elective courses from their home departments. The Department is currently in the process of recruiting a fifth tenured faculty member whose research focuses on Black Diaspora and Health. Administration of the major will be conducted by FTE faculty who will be the first to transfer their full lines to the new department. Advising will be done in coordination with CHASS undergraduate advisors.

SEHE faculty

Juliann Allison, Associate Professor, SEHE 123

Ellen Reese, Professor and Acting Vice-Chair, SEHE 002, SEHE 106, SEHE 175

Dana Simmons, Associate Professor and Acting Chair, SEHE 002, SEHE 120, SEHE 173/HIST 107, SEHE 174

Chikako Takeshita, Associate Professor, SEHE 105, SEHE 110, SEHE 123, SEHE 162

Cassia Roth, Associate Professor (to join UCR on July 1, 2024)

Affiliated faculty

Cecilia Ayón, Professor, School of Public Policy

Ann Cheney, Associate Professor, Department of Social Medicine, Population, and Public Health

Allison Hedge Coke, Professor, Creative Writing
Kim Yi Dionne, Associate Professor, Political Science, SEHE 172
Gloria Kim, Assistant Professor, Media and Cultural Studies, MCS 117
Esra Kurum, Associate Professor, Statistics, STAT 004
Covadonga Lamar Prieto, Associate Professor, Hispanic Studies, SEHE 185A/B/C
Chioun Lee, Associate Professor, Sociology, SEHE 040, SEHE 160, SEHE 170, SOC 127, SOC 167, SOC 183H
Bronwyn Leebaw, Associate Professor, Political Science
Bruce Link, Distinguished Professor of Sociology and Public Policy, SOC 127, SOC 120
Antoine Lentacker, Assistant Professor, History, SEHE 173/HIST 107
Tanya Nieri, Associate Professor, Sociology, SEHE 178, SOC 127, SOC 167
Jade Sasser, Associate Professor, Gender & Sexuality Studies, SEHE 115, SEHE 161
Jennifer Syvertsen, Associate Professor, Anthropology, ANTH 020/ANTH 020S, ANTH 144I, ANTH 144K, ANTH 144N, SEHE 180, SEHE 181, SEHE 182
Mark Wolfson, Professor, Department of Social Medicine, Population, and Public Health

6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

This program will be administered by the Department of Society, Environment, and Health Equity.

7. Projected enrollment in the program.

We anticipate that enrollment in the program will be about 140 undergraduate students in six years in our conservative estimate and 220 in our rapid growth estimate.

8. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches steady state.
Bachelor of Arts in Global and Community Health

Anticipated number of degrees to be granted when the program reaches steady state: 40 in the conservative estimate and 80 per year in the rapid growth estimate.

9. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.

GCH is anticipated to relieve pressure on impacted departments, particularly in the social sciences. Concerning the many departments in which GCH students will take courses, no one of them is likely to be significantly impacted. Students have a wide range of choices in fulfilling the degree requirements, and no one course taught outside of the SEHE department is likely to enroll more than a handful. The core and elective courses in GCH offered by the SEHE department, conversely, are likely to attract students from across campus. Approvals from the departments listed under item #12 are included in a separate file.

10. A full listing of resources required for start-up and for operations. In cases where no additional resources will be needed, this must be explicitly stated. This listing may include: personnel (faculty FTE or temporary positions, Teaching Assistants or Readers, administrative staff, technical support); support services including computer facilities and library resources; space requirements. A plan indicating how the resources will be obtained would also be helpful to the committee in reviewing the proposal. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

A. Faculty

SEHE currently has four 100% FTE faculty, with one more contracted to begin on July 1, 2024. Other faculty have committed to transferring FTE in the coming two years. It is expected that by Fall 2024, SEHE will have a total of 7.5 FTE. One affiliated faculty member is in the School of Medicine, one is in the School of Public Policy and one is in CNAS. Many of the proposed courses for the GCH major will be cross-listed with faculty’s home departments and therefore can be taught without any additional cost.

B. Teaching Assistants

Two TA positions are desirable in order to support the new gateway course, SEHE 002:
Health Justice and Health Equity. We anticipate that the gateway courses will easily attract 75 students or more, including non-majors. We plan to offer the gateway course at least once a year.

C. Staff

Staff needs for the GCH major correspond to requirements for the SEHE department. The CHASS Office of the Dean is currently allocating administrative staff (including enrollment managers and student advisors) to support the new SEHE department and its two new degree programs.

D. Computer facilities

No additional computer facilities are required for the new curriculum.

E. Library

Tiffany Moxham, Associate University Librarian has been consulted. The UCR library maintains an extensive database, e-journal, and textbook collection that will support the GCH major. UCR is home to a medical school and thus supports Health Equity topics through access to fulltext via PubMed, an extensive number of journals including those covered by the new Elsevier contract and specialty databases such as Access Medicine. All subject areas also have options to choose monographs that reflect their specific topics through Patron Driven acquisitions and have access to fast interlibrary loan services for unique journal content. As such, the additional costs to the library will be minimal and in line with existing majors needs i.e. supplementing current collections.

F. Space

We anticipate that the new department will require one additional faculty office space. The CHASS Office of the Dean has identified an office in INTN for that purpose. All other SEHE core faculty are current faculty members, who can use existing office facilities. However, it would be preferable to move faculty offices over time in order to consolidate SEHE faculty in the same building and floor. SEHE faculty currently meets in the Center for Ideas and Society, which has generously offered access to conference rooms.

GCH student events would be held in UCR classrooms or other rooms reserved through the facilities reservation system. This use of classrooms in off-hours for student-facing events is already standard for many CHASS departments.

G. Plans for obtaining resources
We will maximize our capacity through collaboration among all the faculty involved in the departmentalization process. Foundation funding is expanding rapidly in this area, as the pandemic laid bare the power of structural inequities to drive unequal health outcomes. We are working with the UCR Foundation Development and CHASS Development officers to identify grant opportunities to fund course development, undergraduate community engagement, a teaching postdoctoral fellowship and research within the major.

We will work with the UCR Foundation to develop a departmental fund into which donations can be made over time by alumni of the program as well as by other donors interested in supporting the department, its students, and faculty.

As demand for SEHE 002 grows, we plan to teach it during the summer, which will bring in 52% of the revenue to the department.

SEHE is currently supported by a National Endowment for the Humanities (NEH) Humanities Connections Planning grant ($35,000). We are applying for the NEH Implementation Grant for 2024-2027 ($150,000) to support new course and internship development. Department faculty will continue to pursue internal and external funding to support their research. They will also encourage students to avail themselves of internal and external funding opportunities (e.g., Chancellor’s Research Fellowship, National Institutes of Health Undergraduate Research Grant) to support their academic work.

11. Letters of support are included below.

Internal letters: CHASS Faculty Executive Committee, CHASS Dean Daryle Williams. David D. Lo (School of Medicine, Distinguished Professor of Biomedical Sciences and Senior Associate Dean for Research), Jeanette Kohl and Dylan Rodriguez (co-directors of the Center for Ideas and Society), Lisa R. Fortuna (School of Medicine, Professor and Chair of Psychiatry and Neurosciences), Brandon Andrew Robinson (Chair, Department of Gender and Sexuality Studies), Gordon Love (Chair, Department of Earth & Planetary Sciences), Judith Rodenbeck (Chair, Department of Media and Cultural Studies), Juliann Emmons Allison (Chair, Global Studies), Jennifer Syvertsen (Chair, Department of Anthropology)

External letters: Laura Stark (Vanderbilt University Department of Medicine, Health, and Society), Steffanie Strathdee (UC San Diego, Harold Simon Distinguished Professor and Associate Dean of Global Health Sciences), Tracey Osbourne (UC Merced, Associate Professor and Presidential Chair, Department of Management of Complex Systems; Founding Director, UC Center for Climate Justice), Tonya M. Huff (Riverside City College, Department of Life
Sciences), Ronnie D. Lipschutz (UCSC, Professor Emeritus of Politics and President, Sustainable Systems Research Foundation), Danielle Celermajer (Deputy Director of the Sydney Environment Institute)

12. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.

Approvals:

a. Program faculty

The following SEHE faculty and faculty affiliates approved this proposal by email vote on 8/4/23:

Juliann Emmons Allison, Associate Professor, SEHE
Ann Cheney, Associate Professor, Department of Social Medicine, Population and Public Health
Allison Hedge Coke, Professor, Creative Writing
Kim Yi Dionne, Associate Professor, Political Science
Gloria Kim, Assistant Professor, Media and Cultural Studies
Chioun Lee, Associate Professor, Sociology
Bronwyn Leebaw, Associate Professor, Political Science
Antoine Lentacker, Assistant Professor, History
Tanya Nieri, Associate Professor, Sociology
Ellen Reese, Professor and Acting Vice Chair, SEHE
Jade Sasser, Associate Professor, Gender and Sexuality Studies
Dana Simmons, Associate Professor and Acting Chair, SEHE
Jennifer Syvertsen, Associate Professor, Anthropology
Chikako Takeshita, Associate Professor, SEHE

b. Chairs associated with the courses included in the new curriculum

List of chairs from whom approvals were obtained (in 2023, unless otherwise noted)

CHASS
Steven Helfand, Chair, Economics [2021]
John Medearis, Chair, Political Science [2021]
Andrews Reath, Chair, Philosophy [2021]
Ellen Reese and Glen Stanley, Co-Chairs, Sociology [2021]
Judith Rodenbeck, Chair, Media and Cultural Studies [2021 & 2023]
Michele Salzman, Chair, History
Melissa Wilcox, Chair, Religious Studies
Fuson Wang, Program Director, Medical and Health Humanities [2021]
Sherine Hafez, Chair, Gender and Sexuality Studies [2021]
Brandon Robinson, Chair, Gender and Sexuality Studies
Sherryl Vint, Chair, English [2021]

CNAS
Xinping Cui, Chair, Statistics
Joel Sachs, Chair, Biology
Gordon Love, Chair, Earth and Planetary Sciences

SPP
Bruce Babcock, Chair, School of Public Policy

List of chairs whose approvals are pending a faculty vote in Fall 2023:

Adalberto Aguirre, Chair, Sociology
Jay Gan, Chair, Environmental Science
Jennifer Syvertsen, Chair, Anthropology
Jennifer Merolla, Chair, Political Science
Deborah Wang, Chair, Ethnic Studies
Sage Whitson, Chair, Black Study

c. Dean of CHASS Approved, 8/23/23

d. CHASS Faculty Executive Committee Approved, 8/28/23

Please see memos of approval from Dean Williams, CHASS FEC and chairs associated with courses in the new curriculum, attached to this proposal.
13. Proposed Curriculum

EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES

REPORT TO THE RIVERSIDE DIVISION
(insert date)

To be adopted:

Proposed Changes to Global and Community Health

**PRESENT:**

**PROPOSED:**

**Program Description**

The goal of the Global and Community Health curriculum is to equip students with the knowledge, theory, and skills necessary to understand health disparities and promote the goal of health equity. Drawing on courses primarily in the humanities and social sciences with the explicit framework of delivering health justice—fair and just health opportunities to everyone—this interdisciplinary field transcends traditional biomedical approaches to provide a historically-grounded, multi-level understanding of health and illness, systems of healing, and evidence-based solutions to global health inequities. Global and Community Health students learn to think critically about complex issues that affect health, healthcare, and health policy. The major investigates how political, economic, demographic, cultural, social, and biological factors interact to produce health (in)equities. It prepares students for a wide range of careers, including public service in healthcare, public health, social work, policy advocacy, consulting, research, and non-profit organizations focused on health and equity. Through in-depth, engaged learning experiences, this major nurtures community leaders and global citizens who can meet the global and community health challenges of the 21st century.
The B.A. degree consists of 52 units and focuses primarily on humanities and social science studies of health inequity.

The program also offers a 20 unit Minor, consisting of 1 lower-division and 4 upper-division core courses. The minor is designed to accommodate CHASS majors as well as UCR students pursuing majors in all colleges and schools who are motivated to complement their STEM, Public Policy, or Business and Finance training with studies of health from humanist and/or social science perspectives.

**Major Requirements**

1) Lower-Division Requirements (4 courses, 16 units)

   a) SEHE 002 Health Equity and Health Justice (4 units)

   b) One course in statistical analysis: SEHE 040, STAT 004 or equivalent (at least 4 units)

   c) Two courses (8 units) in global and/or local perspectives in health and/or environmental health, from the following: ANTH 20 or ANTH 20S, BIOL 030, BIOL 034, BIOL 040, BLKS 001, ENGL 022, ENSC 002, GSST013 or GSST013S, GEO 007, MHHS 001, PHIL 009 or PHIL 009H, POSC 017

   Comparable lower-division courses taken elsewhere may be counted toward the lower-division requirements (1a-c); up to four advanced placement units earned in high school may count toward fulfillment as well. Please consult with the academic advisors for further details.

2) Upper-Division Requirements (9 courses, 36 units)

   a) SEHE 101

   b) One of the following core courses: SEHE
105/GSST 171 or SEHE 106

c) Four courses in global and community health from among the following. Must include at least two SEHE courses. ANTH 144F, AST 180/JPN 180/MCS 180, ECON 129, ETST116/HISA 147, GBST 103, MCS 106, MCS 117, PHIL 167, RLST 110, RLST 122, SEHE 110, SEHE 111/HIST 111, SEHE 115/GSST XXX, SEHE 120, SEHE 123/GSST 161, SEHE 160, SEHE 161/GSST XXX, SEHE 162, SEHE 170, SEHE 173/HIST 107, SEHE 174, SEHE 175, SEHE 178/SOC 144, SEHE 180/POSC 180, SEHE 181/ANTH 144I, SEHE 182/ANTH 144K, SEHE 183/ANTH 144N, SEHE 185ABC/SPN XXXABC, SEHE 189, SOC 127, SOC 120, SOC 167, SOC 183H

d) One course in gender, race, and structural inequities from among the following: ANTH 127 or ANTH 127S, ANTH 142(E-Z), ETST 102, ETST 111, ETST 113, ETST 163E, GSST 107, GSST 109, GSST 113, GSST 131, GSST 176, MCS 109, MCS 160, MCS 189, SOC 161

e) One additional Upper Division course in SEHE

f) One capstone course from among the following: SEHE 193, SEHE 195H, SEHE 198G (minimum 4 units) or SEHE 198-I (minimum 4 units)

Justification:

Include justifications for **EVERY change/addition/deletion** that is made.

**Approvals:**
Approved by the faculty and faculty affiliates of the Department of Society, Environment and Health Equity: August 4, 2023
Approved by the Dean of CHASS: August 23, 2023
Approved by the Executive Committee of the College of Humanities, Arts and Sciences: August 28, 2023
Approved by the Committee on Educational Policy: (insert date)
Course Descriptions for GCH B.A. Curriculum

1a)

**SEHE 002 Health Equity and Health Justice** 4 Lecture, 3 hours; Discussion, 1 hour. Introduces theories and methodologies for the study of community health, global and local health inequities. Identifies health disparities trends, patterns and causes in the U.S. and globally, including historical, social and structural factors. Considers policies and interventions addressing health disparities, including community-engaged research.

1b)

**SEHE 040 Health Data, Uses and Misuses** 4 Lecture, 3 hours. Discussion, 1 hour. Prerequisite(s): none. Introduces statistical concepts and methods, and evaluates their social and cultural implications. Covers statistical research design, sampling, and measurement, descriptive statistics and statistical inference, sampling distribution and types of error in significance tests. Considers ethical and cultural issues in health data collection and the social impacts of big data on health.

STAT 004 Elements of Data Science 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. With simulation and data visualization, exploring basic concepts, algorithms and techniques of data science. Topics include summarizing and visualizing data using R or Python; causality, randomness, decision making in the presence of uncertainty, prediction and classification.

1c)

**ANTH 020 Culture, Health, and Healing** 4 Lecture, 3 hours; consultation, 1 hour. Surveys health, disease, curing, and nutrition in a cross-cultural perspective. Covers how different cultural groups consider disease, health maintenance, and healing; how traditional beliefs about health and nutrition arise; and what one can and cannot learn from traditional health seeking practices. Credit is awarded for one of the following ANTH 020 or ANTH 020S.

**BIOL 030 Human Reproduction and Sexual Behavior** 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. A consideration of human anatomy, physiology and behavior as related to sexual reproduction, including discussion of fertility, pregnancy, childbirth and birth control. Consideration will also be given to homosexuality, venereal diseases, sex education, sexual intercourse and response.

**BIOL 034 Human Heredity and Evolution** 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. Designed for both nonscience and science majors. Covers basic human genetics and
evolution, and explores their relationship to physical and mental health. An exploration of the political, societal, and ethical implications of human heredity and evolution.

BIOL 040 Disease and History: From the Bubonic Plague to AIDS 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. This lecture course for non-science majors will deal with the natural history of infectious diseases and how plagues have influenced the course of human history. It will cover the biology, pathology, epidemiology, and immunology of viruses, bacteria, and protozoan parasites causing smallpox, yellow fever, influenza, AIDS, syphilis, bubonic plague, tuberculosis, leprosy, malaria, and African sleeping sickness. The role of scientific inquiry in the conquest of human disease will be emphasized.

BLKS 001
[Catalog description to be inserted here]

ENGL 022 Writing Red 4 Lecture, 3 hours; extra reading, 3 hours. Indigenous perspectives on the more-than-human world that focuses on Traditional Ecological Knowledge (TEK), animal studies, Indigenous sustainability practices and epistemologies, health disparities, and climate change through the lens of literary and visual culture studies and theories.

ENSC 002 Introduction to Environmental Science: Environmental Quality 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): none. An introduction to environmental science, focusing on the impact of human development and technology on the quality of natural resources and living organisms. Topics include soil, water, and air pollution; water, land, and food resources; wildlife management and species endangerment; toxicology and risk management; and solid and hazardous waste management.

GEO 007 Minerals and Human Health 4 Lecture, 2 hours; discussion, 2 hours. Prerequisite(s): none. Overview of the role of minerals in human life and industrial activities. Topics include the impact of minerals on human health, the role of minerals in modern technologies, asbestos and silica problems, occupational diseases caused by inhalation of mineral dust, and environmental protection in California. May include a field trip.

GSST013/GSST 013S Gender and Disability 5 Lecture, 3 hours; discussion, 1 hour; written work, 1 hour; extra reading, 2 hours. Examines gender and disability from a feminist perspective. Explores how gender and disability shape all aspects of social life: institutions, identities, bodies, discourses. Introduces feminist and queer theories of disability. Critically engages with societal responses to disability such as eugenics, exclusion, and institutionalization. Considers possibilities for feminist disability justice. Credit is awarded for one of the following GSST 013S or GSST 013.
MHHS 001 Introduction to Medical and Health Humanities 4 Lecture, 3 hours; activity, 2 hours; extra reading, 1 hour. Prerequisite(s): none. Introduces medical and health humanities. Explores the importance of humanities and arts to medicine, the diverse understandings of health and illness, and the complex social and economic forces that inform how people are cared for during times of illness. Mandatory course in the Medical and Health Humanities minor.

PHIL 009/PHIL 009H Biomedical Ethics 4 Lecture, 3 hours, discussion, 1 hour. Prerequisite(s): none. Introduces the major camps in ethical theory - utilitarianism, deontology, virtue ethics, and feminist ethics. Applies these theories to critically examine contemporary issues in bioethics. Includes stem-cell research, assisted reproductive technologies, contract gestation, maternal-fetal conflicts, genetic and pharmacological enhancements, access to health care, and physician-assisted suicide. Credit is awarded for only one of PHIL 009 or PHIL 009H.

POSC 017 Politics of the Underdeveloped World 5 Lecture, 3 hours; discussion, 1 hour; extra reading, 3 hours. Prerequisite(s): none. An introduction to the political processes and problems confronting third-world states. Topics include poverty, violence, dictatorship, civil-military relations, regime transitions, and democracy.

2a)

**SEHE 101 Community Research and Anti-Oppressive Methods** 4 Lecture, 3 hours; Individual Study, 3 hours. Prerequisites: SEHE 001 or SEHE 002. Addresses research design, research ethics, data collection and management, and public engagement. Reviews and practices disciplinary methods (social science, ethnography, history, critical reading, Science and Technology Studies, statistical analysis, feminist and critical race theories, creative arts, storytelling, community-based and community-engaged research). Employs intersectional approaches to analyze power and inequities.

**SEHE 101S Community Research and Anti-Oppressive Methods** 5 Lecture, 3 hours; Discussion, 1 hour; Individual work, 2 hours. Prerequisites: SEHE 001 or SEHE 002. Addresses research design, research ethics, data collection and management, and public engagement. Reviews and practices disciplinary methods (social science, ethnography, history, critical reading, Science and Technology Studies, statistical analysis, feminist and critical race theories, creative arts, storytelling, community-based and community-engaged research). Employs intersectional approaches to analyze power and inequities.

2b)
SEHE 105 Environmental Health and Social Justice 4 Lecture, 3 hours; activity 3 hours. Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe, invisible environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change. Cross-listed with GSST 171.

SEHE 105S Environmental Health and Social Justice 5 Lecture, 3 hours; Discussion, 1 hour; Activity 3 hours. Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe, invisible environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change. Cross-listed with GSST 171.

SEHE 106 Movements & Advocacy in Environmental Justice & Health Equity 4 Lecture 3 hours; Individual work, 3 hours. Overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, health equity, sustainability, and environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines movement and advocacy outcomes, challenges, and opportunities for promoting Health equity and Environmental Justice.

SEHE 106S Movements & Advocacy in Environmental Justice & Health Equity 5 Lecture 3 hours; Discussion, 1 hour; Individual work, 2 hours. Overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, health equity, sustainability, and environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines movement and advocacy outcomes, challenges, and opportunities for promoting Health equity and Environmental Justice.

2c) ANTH 144F Gender, Race, and Medicine 4 Lecture, 3 hours; written work, 1 hour; extra reading, 1 hour; individual study, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores the relationship between Western medicine and women, racial minorities, and non-Western citizens. Investigates how gender ideology, racial inequity, and colonialism shape the medical representation of bodies, sexuality, and pathology. Examines how patients have renegotiated their relationships with medicine through health movements and alternative healing practices. Cross-listed with GSST 185.

AST 180 Japanese Documentary 4 Lecture, 3 hours; screening, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies the history of Japanese documentary
cinema. Teaches strategies for reading nonfiction visual narrative. Explores other forms of documentation controversial in modern Japanese history including oral testimony, photography, and internet activism. Topics may include war, war protest, peace activism, environmental activism, nuclear politics, and green energy. Course is repeatable as topics and instructor change to a maximum of 8 units. Cross-listed with JPN 180, and MCS 180.

ECON 129 Health Economics 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): ECON 102 or ECON 104A. Analyzes the demand and supply of health care. Uses economic models to analyze health care choices of individuals. Covers the market for health insurance and the behavior of for-profit and not-for-profit health care providers regarding price, quantity, and service quality under various market structures.

ETST 116 Medicine Ways of Native Americans 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the medical history of Native Americans. Focuses on traditional Native American medicine and how Western diseases, medical practices, health care, and policies influenced American Indian health. Topics include medicine people, rituals, ceremonies, smallpox, measles, influenza, anomie, accidents, diabetes, suicides, mental illness, and murders. Cross-listed with HIST 147.

GBST 103 Food and Globalization 4 Seminar, 3 hours; extra reading, 3 hours; research, 3 hours; written work, 3 hours. Prerequisite(s): GBST 001; GBST 002. Investigates globalization through the lens of food. Topics include world hunger, food security, agribusiness and health, genetically modified foods, sustainability, labor, migration, fast food, and “slow food.” Introduces various research methods including analysis of statistics, semiotics, and the study of social interaction.

MCS 106 Disability Culture and Media 4 Lecture, 3 hours; extra reading, 1 hours; written work, 1 hours; activity, 1 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines disability rights politics and activism through cultural production. Explores access to art production, aesthetics and disability, and the role of art in social change. Surveys several genres of art production including dance, theatre, language and visual arts, and film and video.

MCS 117 Posthuman Bodies in Science, Media, and Culture 4 Seminar, 3 hours; workshop, 1 hour; research, 1 hour; individual study, 2 hours. Prerequisite(s): MCS 005. Introduces cultures and theories of posthuman media. Examines media technologies, representations, and representative practices in the sciences. Topics include biopolitics, posthumanism, ecosickness, and speculation. Approaches posthuman media studies with perspectives from queer theory, eco-feminist theory, and disability studies.

PHIL 167 Biomedical Ethics 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. A philosophical discussion of newly emerging
issues, both ethical and social, in biology and medicine, such as genetic engineering, euthanasia, experimentation with human subjects, abortion, behavior control, and patient’s right to know.

RLST 110 Yoga: Ancient and Modern 4 Lecture, 3 hours; individual study, 1 hour; research, 1 hour; term paper, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Investigates yoga in its transition from an ancient Indic system of contemplative practice to its modern postural forms. Engages the history of yoga in India and its primary texts and current cultural and religious debates activated through the globalization of modern postural yoga.

RLST 122 Medicine and Asian Religions in Global Circulation 4 Lecture, 3 hours; individualized study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): Restricted to class level standing of Sophomore, Junior, or Senior. Considers the relationship between religious cosmologies, the organization of knowledge, and the practices for managing bodily and natural order that underpin three major medical traditions of Asia in premodern and modern periods: Ayurveda, Traditional Chinese Medicine, and Tibet’s Four Tantra Tradition.

SEHE 110 Environmental Health in Southern California 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour Interdisciplinary cross-examination of environmental challenges, social inequities, and human health consequences in the Southern California region. Topics include logistics industry and air pollution, toxic dust and groundwater contamination from agriculture and military bases, history of oil refineries and waste facilities around marginalized communities, and disparate impacts of extreme heat.

SEHE 111 Public History and Community Voices 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduction to the study of public history and the use of oral history, narratives, written sources, photographs, material culture, and other documentary evidence important to presenting historical information and interpretation to a large audience. Analysis of archives, museums, government agencies, familial sources, and other historical repositories that hold community voices. Students present public history by producing an exhibit, published work, or community project. Cross listed with HIST 111.

SEHE 115 Intersectionality, Climate Emotions, and Mental Health 4 Lecture, 3 hours; extra reading, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces emotional responses to climate change. Identifies the relationships between emotions and mental health outcomes. Explores the roles of race, gender, age, and social marginalization. Cross listed with GSST XXX.

SEHE 120 Food Justice 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour
Explores relations of power, love, desire, hunger and taste through food and food systems. Considers how food is found, grown, made, bought, sold, shared and consumed. Covers food apartheid and carceral food systems; metabolic disease; nutrition and nourishment; the right to food; and movements to decolonize food systems.

**SEHE 123/ SEHE 123S Gender and Science** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Focuses on the intersections of Western constructions of gender and scientific knowledge since the sixteenth century. Considers the cultural and political roles of the scientist in terms of gender; the structuring of objectivity and objects of study; the status of scientific knowledge; and the emergence of feminist science studies. Credit is awarded for one of the following SEHE 123 or SEHE 123S. Cross-listed with GSST 161/ GSST 161S.

**SEHE 160 Health and Social Science Analysis** 4 Lecture, 3 hours. Discussion, 1 hour. Prerequisite(s): SEHE 020, SOC 005, STAT 004 or equivalent. Introduces the logic and application of multivariate statistical analyses, expanding on the knowledge of hypothesis testing developed in the introduction to statistics class. Involves computer analysis of social and health data using multiple regression and statistical controls. Discusses the use of statistics in population health studies.

**SEHE 161 Reproductive Justice** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces reproductive justice concepts of intersectionality, systemic oppression, the triple pillar approach, and human rights. Analyzes inequality and power in shaping the reproductive contexts of people’s lives, behaviors, and outcomes. Cross listed with GSST XXX

**SEHE 162 Giving Birth** 4 Lecture 3 hours; extra reading 1 hours; activity 1 hours; term paper 1 hours. Examines the history of childbirth methods from the medieval period to the present. Compares obstetrics to alternative models of maternity care including midwifery care, homebirth, and traditional birth attendants in the global South. Considers health equity in the context of maternal care and childbirth.

**SEHE 170 Aging, Society, and Health** 4 Lecture, 3 hours; Research 3 hours. Prerequisite(s): upper division standing or consent of the instructor. Examines theories and methods across disciplines for life-course or lifespan approaches to investigate health and aging. Covers substantive topics on aging and health, including minority aging, early origins of adult health, linked lives and intergenerational influences, historical impact, structural constraints, and the role of human agency on health and wellbeing. Cross listed with SOC 183H.
SEHE 173 Disease and Society 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Covers a world history of disease and how it relates to cultural shocks, environmental change, and survival. Evaluates the complex and reciprocal relationship between illness and society, and the historical dynamics around power, race, gender, and class which define disease and shape life chances, medicine and health. Cross listed with HIST 107.

SEHE 174 Eugenics, Disability and Social Justice 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Analyzes social movement activism around medicine, health and disability. Topics include Black Panther Party survival programs, medicine and civil rights, occupational safety, HIV/ AIDS, environmental justice, genetic testing, food systems, disability rights and healthcare access.

SEHE 175 Transforming Toxic Jobs: Health and Work in the United States 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Examines research on health and work, including occupational health, how work and employment impact health outcomes and health care, the work experiences of health care providers, the role of policies, and organized efforts by workers and/or their allies and clients to improve health and well-being at work and in the community.

SEHE 178 Interpersonal Relationship Violence 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): SOC 001 with a grade of C- or better or SOC 001H with a grade of C- or better; SOC 004 with a grade of C- or better; SOC 005 with a grade of C- or better; or consent of instructor. Addresses causes, identification, and prevention of and responses to interpersonal relationship violence, such as family violence and partner violence. Examines theories and research findings for practical field application. Promotes better understanding of this common social problem and prepares for careers involving contact with victims and/or perpetrators of relationship violence. Cross listed with SOC 144.

SEHE 180/ SEHE 180S The Politics of Public Health 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Focuses on the social, environmental, and political factors that shape population health. Utilizes public health topics to illustrate the fundamental problems of the politics of regulation and social policy. Credit is awarded for only one of SEHE 180 or SEHE 180S. Cross listed with POSC 180/POSC 180S.

SEHE 181 Anthropology of Human Immunodeficiency Virus (HIV) 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. Cross-cultural examination of the global Human Immunodeficiency Virus (HIV) epidemic from an anthropological perspective. Cross listed with ANTH 144I.
SEHE 182 Drugs and Culture 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. A cross-cultural examination of drug use and its relation to race, class, gender, morality, laws, and health policy. Cross listed with ANTH 144K.

SEHE 183 Anthropology of Global Health 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the overlaps, debates, and potential of medical anthropology to address contemporary issues in global health. Focuses on how the historical development, theoretical frameworks, methodological approaches, and ethical debates within medical anthropology can contribute to a just and inclusive version of "global health." Cross listed with ANTH 144N.

SEHE 185ABC Spanish for the Health Professions
[Catalog description to be inserted here]
Cross listed with SPN XXXABC

SEHE 189 Special Topics in Global and Community Health 4 Units, Lecture, 3 hours; discussion, 1 hour. Selected topics addressing global and community health. Includes reading, research, and discussion.

SOC 120 Society and Mental Health 4 Units, Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Covers the social causes and patterns of mental health and disorder in the United States. Examines scientific research on the social determinants of mental health and disorder, inequalities of mental health and access to mental health care and US mental health care policies.

SOC 127 Sociological Determinants of Health 4 Units, Lecture, 3 hours; discussion, 1 hour; extra reading, 5 hours; research, 3 hours. Prerequisite(s): SOC 001 with a grade of C- or better or SOC 001H with a grade of C- or better; or consent of instructor. Introduces the role that social factors play in shaping the occurrence and distribution of disease and death in populations with an emphasis on socioeconomic status, racism, social relationships and social stress. A particular emphasis is placed on sociological origins of health inequalities.

SOC 167 Medical Sociology 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Introduces key concepts and theories in medical sociology and their application to a variety of health issues. Exemplar topics include social construction of health and illness, medicalization, stigma and labeling, patient provider interaction, sociology of medical professionals, social determinants of health, and political economy of health. Cross-listed with PBPL 167.
SOC 183H Aging in America 4 Units, Lecture 3 hours; research 3 hours. Explores special topics in sociology. This course will introduce topics typically covered in social gerontology, which is the study of the social aspects of aging, including perspectives on aging across disciplines, core topics on the social aspects of aging, health-related issues in later life, and aging and society.

ANTH 127 Political Anthropology 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): ANTH 001 or ANTH 001H or ANTH 001W or consent of instructor. Examines different overt and covert means by which power and social differentiation are produced, perpetuated, and challenged in societies across the world. Studies the politics of culture, ethnicity, nationalism, and gender. Credit is awarded for only one of ANTH 127 or ANTH 127S.

ANTH 142 (E-Z) Black and Black Diaspora Studies 4 Lecture, 3 hours; activity, 3 hours. Prerequisite(s): see individual segments for assigned prerequisites. Segments offer critical anthropological perspectives on anti-blackness including historical political economic perspectives, colonial legacies, institutional and individual racism, racialized health disparities, and social movements.

ETST 102 The Political Economy of Race and Class 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. This course explores the interrelationships among race, class, ethnicity, and the operation of market processes. Readings for this course will center on the comparative economic well-being of African Americans, Chicanos, Asian Americans, and Native Americans.

ETST 111 Ethnic Politics: Practicum in Political Change 4 Lecture, 3 hours; practicum, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Studies theories and practices of comparative ethnic political change. Examines topics intrinsic to the understanding of how to effect political change within the Chicano, African American, Asian American, Native American, and other ethnic communities, as well as the dominant societies.

ETST 113 Black Feminist Theory and Activism 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Considers the writings and collective organizational strategies of African American women intellectuals and activists developed in response to the ways racial, sexual, and economic oppression work interdependently and are institutionalized.

ETST 163E Introduction to Queer Studies 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduces the intersections between the social construction of sexuality and the political economy of capitalism. Focuses on
the United States. Includes the legacies of queer social movement and coalition building as well as the role of the contemporary United States where capital circulates and sexual identities are produced, contested, and negotiated.

ETST 179 Race and the Environment: Nature, Colonialism, and Justice 4 Lecture 3 hours; extra reading 1 hours; term paper 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Explores the interdependent relationships between race and environment through law, policy, culture, geography, (settler) colonialism, and (racial) capitalism, focused on the US. Topics include environmental and climate justice, decolonial and abolitionist thought, urban political ecology, and the social constructions of human, nonhuman, and "nature".

GSST 107 Feminisms, Race, and Antiracisms: Critical Theories and Intersectional Perspectives 4 Seminar, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Examines how pathbreaking scholarship by women of color in the United States and developing countries has been central to rethinking theoretical foundations and developing new ways of knowing, understanding, and practicing politics. Focuses on scholarship that critiques and analyzes issues concerning race, antiracism, human rights, citizenship, empire, globalization, and social justice.

GSST 109 Women, Politics, and Social Movements: Global Perspectives 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or GSST 020 or GSST 020H; or consent of instructor. Introduction to Third World women’s politics. Covers women’s politics from a global perspective emphasizing South Asia, subSaharan Africa, and the Caribbean.

GSST 113 Queer Theory 4 Lecture, 3 hours; extra reading, 2 hours; written work, 1 hour. Prerequisite(s): GSST 001 or GSST 001S or GSST 001H or LGBS 001. Examines queer theory’s origins and relation to gender and sexuality studies. Critically explores queer of color critique and the intersections of race, class, and gender with sexuality. Looks at other interventions into the field of queer theory and key concepts and current debates

GSST 134 Queer Identities and Movements in the United States 4 Lecture, 3 hours; extra reading, 1 hour; individual study, 2 hours. Prerequisite(s): upper-division standing or consent of instructor. Examines important twentieth- and twenty-first century developments in queer culture and activism in the United States. Focuses on the origins of sexual identity; the relationship between sexuality, race, and gender; queer representation in art and media; and central issues in queer theory. Cross-listed with LGBS 134

GSST 136 Women and Grassroots Organizing 4 Seminar, 3 hours; extra reading, 1 hour; individual study, 1 hour; written work, 1 hour. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S or GSST 020 or GSST 020H or GSST 020S. Examines women’s grassroots activism and organizing within the context of political and social structures, culture, and history at the
local and global levels. Employs comparative and global perspectives to understand the diversity of women’s issues and women’s activism.

GSST 176 Gender, Human Rights, and Transnationalism 4 Lecture, 3 hours; individual study, 2 hours, written work, 1 hour. Prerequisite(s): upper-division standing or consent of instructor. Explores dynamics of gender and power in human rights activism. Examines the history and evolution of human rights discourse, discourses of liberation, and critical responses to the strategy of framing women’s rights as human rights in a comparative, transnational framework.

GSST 181 Feminisms and Environmentalisms 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Explores women’s and feminist involvement in environmental movements. Examines how gender shapes our relationships with and approaches to environmental problems in the United States and globally. Investigates intersections between feminist concerns (health, reproduction, mothering, gender equity, and social justice) and environmental issues (conservation, pollution and global warming, and sustainability).

MCS 109 Algorithms and Everyday Life 4 Seminar, 3 hours; individualized study, 3 hours. Prerequisite(s): MCS 005 with a grade C- or better; Examines technologies including artificial intelligence, Tinder, and Uber to examine cultures of algorithms, data, and code. Explores the use of algorithms to shape futures, govern bodies, advance systemic violence, and conceal injustices. Also addresses the use of data to intervene in these unjust data scapes.

MCS 160 Race, State Violence, and Incarceration in the U.S. 4 Lecture, 3 hours; individual study, 6 hours; research, 1 hour; term paper, 2 hours. Prerequisite(s): MCS 010 with a grade of C- or better; or consent of instructor. Course offers a historical, analytical, and theoretical examination of the cultural formation of criminalization and incarceration in the United States. Contextualizes the US carceral regime’s roots in the cultural-political structures of racial chattel slavery, land conquest, settler colonization, and the statecraft of anti-Black violence.

MCS 189 Political Culture of Race and Policing 4 Lecture, 3 hours; discussion, 1 hour; extra reading, 1 hour. Prerequisite(s): MCS 010; Or the consent of instructor; Offers a critical historical and theoretical approach to the politics and culture of United States police and policing. Course will focus on how racist state violence articulates through discourses of personal/ community safety, peacekeeping, “law and order,” and (declared and undeclared) domestic warfare.

SOC 161 Immigration and Society 4 Lecture, 3 hours; term paper, 3 hours. Prerequisite(s): SOC 001 or SOC 001H. Analyzes the origins of immigration and its nature, patterns, and trends in the twentieth century in Western societies, with special emphasis on the United States. Topics include theories of immigration, causes of immigration, sources of immigrants, immigration
laws, reactions to immigrants, and the effects of immigration on the host society.

2e)

**SEHE 193 Capstone**  Prerequisite: SEHE 101. Completion of a capstone project that synthesizes and integrates the knowledge and skills obtained throughout the program. Develops skills in the formulation of research questions on topics in Society, Environment, and Health Equity, the use of primary or secondary data, and theory. Course is repeatable to a maximum of 8 units.

**SEHE 195H Senior Thesis**  1 to 4 Thesis, 3 to 12 hours. Prerequisite(s): senior standing in ENST or GCH; admission to University Honors or consent of instructor. Students complete a substantial research or creative thesis project related to environmental studies or global and community health under the guidance of a faculty member. Satisfactory (S) or No Credit (NC) grading is not available. Course is repeatable to a maximum of 12 units.

**SEHE 198G/LABR 198G Group Internship in Society, Environment and Health Equity**  (1-12) laboratory, 4-36 hours. Prerequisite(s): consent of instructor and upper-division standing. Group internship in a community or professional organization in matters relating to environmental studies and/or global and community health, especially as they relate to working class communities to gain professional experience and skills. Requirements may include a weekly journal, a summary paper, and a resume or application essay draft. Course is repeatable to a maximum of 16 units.

**SEHE 198-I Individual Internship in Society, Environment and Health Equity**  (1-12) laboratory, 4-36 hours. Prerequisite(s): consent of instructor and upper-division standing. Individual internship in a community or professional organization in matters relating to environmental studies and/or global and community health to gain professional experience and skills. Requirements may include a weekly journal, a summary paper, and a resume or application essay draft. Graded Satisfactory (S) or No Credit (NC). Course is repeatable to a maximum of 16 units.

**SEHE 190 Special Studies**  1 to 5 Individual Study, 3 to 15 hours. Prerequisite(s): upper division standing; consent of instructor and Department Chair. Individual study, directed by a faculty member, to meet special curricular needs. Course is repeatable to a maximum of 15 units.
Appendix A: Careers for GCH majors

From Indeed.com:
“What is community health?
Community health is a type of health care and health education that focuses on promoting wellness and health for entire groups and the individuals that make up those groups. It addresses public health problems like access to healthy food, the spread of illnesses and public awareness of health risks. The community health field involves identifying the cause of health problems and creating solutions to address them. Examples of issues that community health professionals address include:
Community health experts explore how attitudes within a community, cultural factors, income levels and environmental factors affect a population's health. There are many types of community health professionals that work together to research issues, educate community members and increase access to health resources within a certain area. Community health professionals often work with people of diverse backgrounds and demographics to serve all members within a community.
…Bachelor's degrees are a necessary qualification for many jobs in community health. With a bachelor's degree, you can work in education, government, non-profit services and many other community health fields. Examples of jobs that typically require a bachelor's degree in community health include:
Health educator
Hospital administrator
Environmental health specialist
Community health organizer
Social service manager
Health program coordinator
Occupational health manager
…Here are some examples of skills you may learn as a community health student:
Communication: Community health professionals need strong written and verbal communication skills. These skills help them understand the needs of their community members, coordinate care services and educate members of their community about health topics.
Time management: Good time management skills help community care professionals plan their days and achieve goals on time. Many degree programs help students gain time management skills by requiring them to submit work by specified due dates.
Advocacy: Many community health professionals work in roles related to advocacy, which can involve advocating for the needs of a specific client or advocating for changes in community systems. Earning a degree in community health can help you learn skills related to advocacy, such as how to write persuasively.
Data analysis: Working with data helps community health professionals assess the needs of their community. Having skills related to collecting, storing and analyzing data is important for professionals in this field.

Knowledge of health and community systems: Professionals in community health apply their specialized knowledge of communities and health care systems to improve health outcomes for individuals. Pursuing a degree in this field can help you gain the knowledge you need to understand health, health care institutions, community attitudes, health education and advocacy.”

Appendix B
Letters and memos of support
Please see below.

Appendix C
Chairs’ permissions
Please see below.
TO: Dana Simmons, Acting Chair  
Department of Society, Environment and Health Equity

FROM: John Kim, Chair  
CHASS Executive Committee

RE: Department of Society, Environment and Health Equity- New Major and Minor in Global and Community Health (GCH)

CHASS Faculty Executive Committee (CHASS FEC) reviewed and approved the proposed new major and minor in Global and Community Health (GCH) by the Department of Society, Environment and Health Equity (SEHE) on August 26, 2023 by a vote of 8 approve, 0 disapprove, 1 unavailable and 1 recusal; 1 member recused themself as the member of SEHE.

CHASS FEC previously reviewed and implicitly approved the GCH major and minor when SEHE submitted its proposal for departmentalization, which the Division approved in February 2023 by a 77% majority vote in favor. The present review formalizes CHASS FEC’s previous, implicit approval of its GCH major and minor.

As outlined in their proposal, the GCH major and minor distinguishes itself from the School of Public Policy’s (SPP’s) related major and minor track in Health and Population Policy in that GCH is based on artistic, humanistic and social scientific methodologies outside of the policy-driven scope of SPP’s program. GCH investigates how political, economic, demographic, cultural, social, and biological factors interact to produce health (in)equities, preparing students for a wide range of careers, including public service in healthcare, public health, social work, policy advocacy, consulting, research, and non-profit organizations focused on health and equity. Nevertheless, several GCH faculty also teach for SPP and otherwise collaborate with other units on campus with foci on issues of healthcare and public health, such as the School of Medicine and the Department of Anthropology, both of which have submitted letters of support.

The overall structure of the GCH major and minor is well balanced and within the normative range of unit counts for majors and minors at UCR. The GCH major consists of 52 units, of which 16 are at the lower division level and 36 at the upper division level. The proposal offers
students considerable flexibility in the range of courses offered by SEHE and other departments that satisfy each area of coverage, such as 15 lower-division courses for its requirement in “Global and/or Local Perspectives in Health and/or Environmental Health,” 33 upper-division courses for its requirement in “Global and Community Health,” and 16 for its requirement in “Gender, Race, and Structural Inequities.” Common to GCH students are two required courses, SEHE 002 and SEHE 101 forming the basis of the major, as well as a capstone requirement that can be satisfied by one of four courses SEHE 193, SEHE 195H, SEHE 198G or SEHE 198-I. CHASS FEC especially lauds the proposal’s interdisciplinary design that engages with disciplines not only across CHASS but also across campus.

The broad range of courses outside of SEHE that are applicable to the GCH major and minor ensures that students will have multiple pathways to meet their course requirements. Students will be able to fulfill their major/minor with designated courses from STAT, SOC, ANTH, BIOL, ENGL, GSST, GEO, MHHS, PHIL, POSC, among others, while receiving their grounding in SEHE courses.

CHASS FEC’s positive assessment of the GCH proposal is shared by the external and internal review letters, all of which are enthusiastically supportive of both GCH and its complementary proposal for a major in Environmental Studies (ENST). Deputy Director of the Sydney Environmental Institute at the University of Sydney, Professor Danielle Celermajer, lauds the GCH proposal for the professional opportunities it offers its students, “GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy.” Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at UC San Diego, Professor Steffanie Stratdee, highlights the urgent need for the GCH major/minor especially with respect to the needs of California’s underserved populations, lauding the GCH major/minor for addressing “the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.” Writing of both the GCH and the ENST proposals, the former Provost of Rachel Carson College at UC Santa Cruz and the current President of Sustainable Systems Research Foundation Professor Ronnie D. Lipschutz lauds both proposals for their interdisciplinary structures, noting “No single discipline is sufficient to deal with such problems, and few academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines” and praising these programs for providing “the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.” Similarly, the Founding Director of the System-wide UC Center for Climate Justice Professor Tracy Osborne of UC Merced writes of the timeliness of both the GCH and ENST proposals, “Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum.”

CHASS FEC is especially heartened by the letter of support from the Senior Associate Dean for Research in UCR’s School of Medicine, Distinguished Professor David D. Lo, who writes of his “conviction that health sciences is also necessarily a human(ities) subject, and that the best approaches to health care must also identify with the needs of the human patient.” Professor Lo also lauds the GCH proposal for its potential “to build a pool of students that will be ideal
candidates for the Thomas Haider Program at the UCR School of Medicine.” In turn, CHASS FEC lauds SEHE for its foresight in creating a prospective pathway for our undergraduates who seek graduate degrees in medicine and healthcare-related fields.

In view of CHASS FEC’s review and the letters from external (non-UCR) and internal (UCR) specialists, CHASS FEC enthusiastically endorses this proposal.
Based on a preliminary administrative review and counsel of the CHASS Associate Deans, I am pleased to extend an endorsement on the general academic structure of the two proposed degrees. This endorsement includes a recognition of prior College commitments for the Senate recruitments described in the AFD grant; instructional and administrative staffing adequate to demonstrated need and comparable to other units in the College; and space planning.

College-funded compensation for departmental leadership and student success took effect July 1, 2023, in terms equal to other units of comparable size.

In FY24 forward, the SEHE majors will be incorporated into recruitment, admissions, retention, and graduation for current and prospective undergraduate students.

The College encourages and endorses efforts to secure external support for the program, its students and its faculty, and will provide the appropriate grant administration for successful proposals.

For a more thorough endorsement, I await a complete review of the academic integrity of the curriculum conducted consistent with Academic Senate authorities and responsibilities. I extend the availability of the academic advisors to conduct a more detailed analysis of degree requirements and progress-to-degree metrics, upon request from the Academic Senate.

I look forward to welcoming new majors in the arc from matriculation to graduation.

Respectfully,

Daryle Williams
Professor and Dean
August 20, 2023

Dear UC-Riverside Academic Senate and Administration,

I am writing with my assessment of the proposal for new undergraduate degrees in Environmental Studies and in Global and Community Health proposed by the department of Society, Environment, and Health Equity. In my view, the two degrees are exceptionally well structured, offer unique opportunities for learning for UCR students, integrate well with offerings at peer institutions, and hold high employment potential for students on the labor market. I support the two BA degree programs without reservation.

I am a tenured professor at Vanderbilt University’s Department of Medicine, Health, and Society. During more than ten years in the department, I have worked on curricular development and reform in global health humanities and social sciences. During this time, it has become apparent that integration of health and environment is essential to strengthen critical thinking and community-engaged skillsets for students. The majors address critical needs of UCR, both within the UC system and in relation to peer institutions nationally.

The design of the two BA degree programs astutely and effectively knits together health and environment within a global context. Students who pursue these degrees will be well positioned for careers or professional study in medicine, nursing, health administration, community service, environmental remediation, epidemiology and more. These careers fill urgent needs in California, in the USA, and across the global for health and environmental workforces addressing minoritized groups, such as Black, Indigenous, and Latinx communities. The proposal demonstrates an exciting and supportive long-term trajectory for students, as well as for the major, as they develop over time.

I am confident that the two new BA degrees with further the curricular goals of UCR, enrich communities, and prepare a much-needed work force. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA.

Sincerely,

[Signature]

Professor Laura Stark
(she/her)
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at the University of California San Diego, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Steffanie Strathdee, PhD
Harold Simon Distinguished Professor
Associate Dean of Global Health Sciences
Dear Members of the UCR Academic Senate and UCR Administration,

Re: Letter of Support for proposed BA degree in Environmental Studies and BA degree in Global and Community Health

I am writing on behalf of the Sydney Environment Institute at the University of Sydney to express my strong support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health at UC Riverside. As a scholar committed to universities making tangible research and teaching contributions to the critical environment, health and justice issues of our time, the proposed degrees strike me as much needed curricula additions. The two undergraduate programs will bring much needed new curricular opportunities addressing environmental and health disparities through the university, two areas of critical concern.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland
Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Deputy Director of the Sydney Environment Institute, I am eager to see new courses offered in these areas, developments that will strengthen our collective efforts to address the most critical issues of our times. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely

[Signature]

Professor Danielle Celermajer
August 22, 2023

Dear members of the UC Riverside Academic Senate,

I write to enthusiastically express my support for the creation of BA and Minor in Environmental Studies and the BA and Minor in Global and Community Health in the UC Riverside College of Humanities, Art, and Social Sciences. Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum. Such programs have been growing at universities nationwide, as well as across the UC system. Further, health equity issues are often interrelated with the forces that shape the distribution of environmental benefits and burdens in places where human communities live, work, and play. As the COVID-19 pandemic demonstrates, health inequities and disparate health outcomes for marginalized communities are pressing national problems in the United States—challenges that are not disconnected from the environmental challenges facing us today. With the creation of this department, UC Riverside is poised to provide an innovative curriculum for its diverse student body as well as to lead the way for other UC campuses. In my view, these proposed majors and minors charts a course that is reinforced by trends showing increases in interdisciplinary environmental and sustainability studies programs.

In my capacity as Director of the UC Center for Climate Justice, I am working to raise awareness and develop curriculum and programming focused on addressing climate change as a social justice and equity issue across the UC campuses. The kinds of pedagogical approaches required to plan for and address holistic solutions to climate change and other environmental problems in California and beyond must address scientific, social, economic, and cultural components. The innovative, forward-thinking approach offered through such programs is exactly what is needed to broaden these offerings for UCR students. I offer my strongest support to this endeavor.

Sincerely,

Tracey Osborne, PhD
Founding Director, UC Center for Climate Justice
Associate Professor and Presidential Chair
Department of Management of Complex Systems
University of California, Merced
August 20, 2023

To Whom it May Concern,

I am writing in support of the proposed Bachelor of Arts degree and minor in Environmental Studies through the new Department of Society, Environment and Health Equity. I believe that such a degree is relevant, necessary, and in-demand and that such a program would be tremendously beneficial for the students of UCR.

I am a faculty member in the Life Sciences Department at Riverside City College where I teach Environmental Science, Introductory Biology (both for majors and non-majors), Natural History of Southern California Ecosystems, International Field Ecology, and other courses. Additionally, I am a faculty co-advisor for the Student Sustainability Collective on our campus and faculty chair of our campus Sustainability Committee. Since the beginning of my teaching career approximately 13 years ago, I have seen a steady increase in interest in topics of environmental science and sustainability among my students. As issues of equity and sustainability have been hot topics in the news during the last several years, I have seen interest climb even more. Additionally, according to a recent report, the global green technology and sustainability market size is set to grow from $11.2 billion in 2020 to $36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations.

Due to this clear niche in the job market and demand by students, RCC has recently developed and approved a Sustainability major for our students in addition to the Environmental Science major that has existed for quite some time. Both of these majors are meant to be a pipeline from RCC to UCR. We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. We hope to continue to collaborate with the new SEHE Department at UCR to create events, workshops, and research opportunities for our RCC students. Evidence shows that if a community college student spends time on a university campus, they begin to feel like they belong and are more likely to transfer and continue their educational journey. We would love for the Sustainability and Environmental Studies students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.
Department of Life Sciences, Riverside City College
Academic Senate & Administration
University of California, Riverside

Dear Colleagues,

I write this letter in support of the two proposals for majors in the Department of Society, Environment and Health Equity (SEHE). As I understand the matter, the proposed Environmental Studies major will replace the Sustainability Studies degree that has been administered by the Department of Gender and Sexuality Studies, while the major in Global and Community Health will complement Environmental Studies with its focus on related issues and problems. Before I give three reasons—out of many—for supporting this proposal, I will give some background on my experience and qualifications.

I was a faculty member of the UCSC Politics Department from 1990-2020, teaching among other things international relations and global environmental politics. I have done policy, research and technical work in environmental and policy field since the late 1970s, after receiving a Masters’ in Physics at MIT. I came to UCSC with a PhD in Energy Resources from UC Berkeley (1987) and, beginning in 2008, was part of a faculty group trying to establish a Sustainability Studies program at UCSC. In 2012, I was appointed Provost of Rachel Carson College (I was able to obtain the $5,000,000 endowment required to name a UCSC residential college) and established a minor in Sustainability Studies, the first such minor in a college since the university’s founding. I am presently President of the Sustainable Systems Research Foundation in Santa Cruz, a nonprofit green think tank focused on development and deployment of local sustainability projects.

First, at this moment of environmental crisis, and especially with the looming threat of climate change, interdisciplinary education and research are more essential than ever. Both of the proposed majors are explicitly interdisciplinary, focusing on systemic issues and topics, rather than strictly-bounded disciplinary ones. Over the past 40 years, approaches to understanding and addressing these environmental challenges have been constrained by the very disciplinary epistemologies its practitioners apply. Biologists see everything through a biological lens; economists, through and econometrics one; humanists through philosophy, art and literature. But “wicked problems” such as climate change (and all of the social systems that give rise to it) are characterized by complex linkages among technological, political, social and economic systems and institutions. No single discipline is sufficient to deal with such problems, and few
academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines. The SEHE Department and its degree programs will be able to provide the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.

Second, and at the same time, there is a pressing need to acknowledge and incorporate the structural injustices and racism that are foundational to our social institutions and practices and reproduced in the environmental crisis. This is especially the case in terms of the distribution of current and future impacts of climate change and the benefits that will accrue from the coming green economy. UCR’s student demographic is well-placed to make important and significant contributions to this transition and the SEHE Department and the two new majors will position them to do so.

Finally, in this time of limited (and even declining) instructional budgets, the bane of new degree programs is the cost of administering and running them and the frequent refusal of university administrations to provide the necessary funds and personnel. Few existing departments are willing to take on this burden and putting new programs under the care and feeding of departments whose disciplinary focus is not directly related risks shortchanging the new ones and even obscuring their existence. The SEHE Department and the two new majors will be highly visible, appropriately funded (I hope) and able to provide students with the focused care, advising and training required to succeed in the proposed areas of systems complexity and social change.

There are many other reasons to support these two proposed majors, not the least that similar initiatives exist or are being launched across the country and the world. Judging from the academic and professional job announcements that come across my “desk,” graduates of the two programs will have little difficulty in finding relevant employment.

I endorse the two majors in the strongest terms and hope UCR will approve and fund them at the level necessary for them and their students to learn and thrive about these critical issue areas.

Please do not hesitate to contact me with any questions you may have.

Yours sincerely,

Ronnie D. Lipschutz
Professor Emeritus of Politics, UCSC
President, Sustainable Systems Research Foundation
August 9, 2023

Academic Senate
Campus Administration
University of California, Riverside

Re: Global and Community Health degree program

Dear Academic Senate,

I am writing to express my enthusiastic support for the Global and Community Health degree program as a new program in the College of Humanities, Arts, and Social Sciences (CHASS). This is a timely initiative that addresses a critically important need among undergraduate programs. While many of the elements of the proposal draw from existing strengths among multiple units across campus, it provides an important opportunity to launch an innovative new integrative program to meet the needs of a new generation of undergraduate students.

My enthusiasm for this program comes from my activities in areas of direct relevance to this program. First, I have always had a long-standing interest in interdisciplinary studies of relevance to medical humanities, starting from my undergraduate liberal arts education, and continuing through my activities since arriving on campus in 2006, including teaching an Ignition Seminar in the Undergraduate Honors program, to participating in a number of programs in the Center for Ideas and Society (including participating on the CIS Advisory Board). These reflect my conviction that health sciences is also necessarily a human(ities) subject, and that the best approaches to health care must also identify with the needs of the human patient.

Second, I am founding Director of the BREATHE Center (that is, Bridging Regional Ecology, Aerosolized Toxins, and Health Effects), which is a broadly interdisciplinary collaborative of researchers across campus studying topics related to air quality and health effects. Faculty recruitments under the original BREATHE cluster hiring from 2015 to 2018 included five hires in the original cluster with two additional hires resulting from the searches. These hires reflect the truly interdisciplinary nature of the research, which includes two hires in CHASS, one in BCOE, two in CNAS, and two in SOM. The research themes among the BREATHE faculty broadly integrate humanities, engineering, environmental sciences, and biomedical research, which I believe illustrates and mirrors quite well the intent of the GCH program.

Third, I am Principal Investigator and co-Director (with Mario Sims) of the NIH-funded U54 Center for Health Disparities Research at UCR, a center entirely funded by extramural (NIH) funds, establishing a new model for research centers on campus. This center aims to train and promote a new generation of researchers in topics related to health disparities, social equity, and community engagement. The NIH and other agencies, including the California Air Resources Board (CARB) have begun to recognize the critical need to promote work in environmental and social justice to address health needs, and the necessary role of community networks as full partners in the research. The growth in attention and funding in this
area provides important opportunities for undergraduate education and future career opportunities, and the GCH programs will be timely in helping to launch UCR students in entirely new types of careers of service to the community. The fact that so many UCR students are first generation and from underserved communities will mean that the GCH programs can promote a pipeline of workers in areas such as medicine and public policy that also draws directly from the communities most in need of this important work.

While this program does not yet include graduate programs, the existing Designated Emphasis in Medical Humanities may yet pave the way for graduate programs in this area. Accordingly, the Center for Health Disparities Research hopes to be instrumental in providing training and research opportunities for graduate and post-graduate researchers in this area as the GCH program grows.

While it is not an exclusive goal of the department and undergraduate programs, I am most excited by the potential of the undergraduate program in health equity to build a pool of students that will be ideal candidates for the Thomas Haider Program at the UCR School of Medicine. This program is a pathway for UCR undergraduates to enter the UCR School of Medicine, and was created by Dr. Thomas Haider, who has long supported the mission of the School of Medicine to train physicians for service to the inland California underserved communities. The goals of the GCH undergraduate programs will clearly imbue the students with an appreciation of the issues of racial and social equity, and a dedication to the mission of the SOM.

Again, I reiterate my strong enthusiasm for the program and its potential to integrate a host of complementary topics in environmental and social justice that will have a major impact on campus intellectual and community life. I look forward to seeing this promise come to fruition, and to working actively with the program as it grows.

Sincerely,

David D. Lo, M.D., Ph.D.
Contact PI, U54 MD013368 RCMI, Center for Health Disparities Research at UCR
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

We are writing on behalf of the Center for Ideas and Society at UCR in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-sciences informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As co-directors of the Center for Ideas and Society, we are particularly eager to see new courses offered in these areas, which will further our curricular goals. We fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside, and we at the CIS see great potential for collaborations with the new program on various levels.

Sincerely,

[Signature]

[Signature]
8/28/2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Psychiatry and Neurosciences in enthusiastic support of the proposed BA degree in Global and Community Health. This undergraduate program will bring new curricular opportunities addressing health disparities to UCR.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce. This is well aligned with and advances our mission at the UCR School of Medicine. I look forward to future collaborations and the exciting opportunities that can emerge for us across departments.

The GCH undergraduate degree program will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Chair of the Department of Psychiatry and Behavioral Sciences, and as a public health and health equity scholar, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Global and Community Health BA. Students will be well-served by this curriculum as part of their education at UC Riverside.

Sincerely,

Lisa R. Fortuna, MD, MPH, MDiv
Professor and Chair of Psychiatry and Neurosciences
University of California Riverside, School of Medicine
August 25, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

I am writing on behalf of the Department of Gender and Sexuality Studies (GSST) in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree (GCH) will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

The Environmental Studies BA degree (ENST) will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

GSST currently houses a Sustainability Studies major (SUST), which will sunset as SEHE’s Environmental Studies major grows. The two departments, GSST and SEHE, have established an MOU to guide this process. GSST and SEHE will work together to meet the needs of students and faculty in both departments in the transition from the GSST Sustainability Studies major to the SEHE Environmental Studies major.

The GSST SUST major will sunset, with a target date to stop accepting new majors in Fall 2024. GSST submitted a memo in July 2023 to CHASS FEC and the Committee on Educational Policy, requesting a moratorium on the Sustainability Studies major. The Senate granted a pause in admissions to SUST, pending the outcome of the moratorium review. In Fall 2024, all existing SUST majors will be encouraged to transfer to the ENST major in SEHE. In Winter 2024, SEHE and GSST will schedule a joint meeting with Cassee Barba and Holly Easley (SUST advisors) to set out course substitutions that will allow any remaining SUST majors to graduate using SEHE courses if necessary. To ease the transition, GSST and SEHE will submit cross-listing proposals in Fall 23 so that SEHE faculty can continue to cover the required courses for the SUST major. Once all the remaining SUST majors have graduated (est. 2027), SEHE and GSST will consult on which courses to keep cross-listed, and which cross listings should be removed.
As Chair of GSST, I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

Thank you,

Brandon Andrew Robinson, Ph.D.

Chair & Associate Professor
Department of Gender & Sexuality Studies
University of California, Riverside
24th August, 2023

Gordon D. Love, PhD,
Professor of Geochemistry
Chair, Department of Earth & Planetary Sciences
University of California, Riverside

E-mail: glove@ucr.edu

Re: SEHE degree programs

To: Dana Simmons, Acting Chair of SEHE

On behalf of the Department of Earth and Planetary Sciences (EPS), I am writing in support of the undergraduate programs proposal submitted by the new Department of Society, Environment and Health Equity (SEHE).

EPS teaches several (GEO) lower and upper division undergraduate science classes that are popular across campus and taken by a diverse student body to fulfill degree requirements. Many of these classes provide the scientific understanding of topical issues critical to societal needs and which are obviously pertinent to the scope of the SEHE degree programs. This subject matter includes: natural resources and their sustainability, climatic and environmental change, natural hazards, landscape evolution, and the history of life on Earth.

We encourage SEHE students to take our popular GEO classes as part of their BA degree requirements and we will work with SEHE to provide guidance on the most appropriate classes for their students to take in each quarter.

Yours sincerely,

Gordon Love.
August 23, 2023

Dear Colleagues and Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Media & Cultural Studies in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring urgently needed curricular address to environmental and health disparities and will enhance teaching and research across our university.

The Environmental Studies BA will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. If it is approved, UCR will join five other UC campuses in offering an Environmental Studies BA degree.

The Global and Community Health BA offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, and advocacy. The GCH major will prepare students for advanced study and community-based work related to social justice and health disparities. This crucial major will help to address pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce. And they further the research and educational priorities of our faculty.

As Chair of MCS, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Judith Rodenbeck
Professor and Chair
Media & Cultural Studies
August 10, 2023
Dear Members of the UCR Academic Senate and UCR Administration:

On behalf of the Global Studies Program, I enthusiastically support the proposed BA degrees in Environmental Studies and Global and Community Health. These two undergraduate programs will bring critically important new curricular opportunities for UCR students, including those participating in our Global Health, Sustainability and Resources track.

UCR is positioned to join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. This program will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values.

The Global and Community Health BA degree addresses pressing problems of health and healthcare workforce shortages in Inland Southern California, and underrepresentation of Latinx and Black people among California health professions workforce. The proposed curriculum will prepare students for advanced study and community-based work related to social justice and health disparities relevant to careers in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy.

These undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in Inland Southern California and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Director of the Global Studies Program, I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA.

Sincerely,

Juliann Emmons Allison
Society, Environment & Health Equity
Global Studies
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Anthropology in unconditional support of the proposed BA degree in Global and Community Health and BA degree in Environmental Studies. These two undergraduate programs will bring exciting and necessary curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach and organizing, social services, administration and advocacy. The GCH major will help to address the urgent healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California’s health professions workforce.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, climate change, social justice, and health equity.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability, and the common good. These programs are designed to serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and Latinx people in health-related professions.

As Chair of the Department of Anthropology, I am eager to see new courses offered in these areas, which will further our curricular goals. Our department plans to cross-list several of our courses in Medical Anthropology to help support the new department and foster a rich, interdisciplinary learning environment for our undergraduates across CHASS.
In sum, I fully support the undergraduate program proposals for the **Global and Community Health BA** and **Environmental Studies BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Please do not hesitate to contact me at [jsyverts@ucr.edu](mailto:jsyverts@ucr.edu) should you have any questions or need further information.

All my best,

Jennifer Syvertsen, PhD, MPH  
Chair and Associate Professor of Anthropology  
Pollitt Endowed Term Chair for Interdisciplinary Teaching & Learning in CHASS
Dear Brandon Robinson,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department’s or program’s course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):

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Global & Community Health (B.A. and Minor):

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Ellen Reese <ellenr@ucr.edu>
GSST 107
GSST 109
GSST 113
GSST 131
GSST 171
GSST 176

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient. Thank you very much for considering this request.

P.S. I want to inform you that one of your faculty plans to pursue a course amendment request to cross-list the following courses with SEHE next year:

GSST 131
GSST 145
GSST 148
GSST 161
GSST 171
GSST 181

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/
Hi Ellen,

Yes, I approve of everything for both environmental studies and for global and community health.

Brandon

---

Brandon Andrew Robinson, Ph.D.
Chair and Associate Professor
Department of Gender and Sexuality Studies
University of California, Riverside
https://profiles.ucr.edu/brandon.robinson

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness
Co-Authored Book: Race & Sexuality
Current $1 Million NSF-Funded Project: Family, Housing, and Me Project

Ellen Reese <ellenr@ucr.edu>
To: Brandon Robinson <brandon.robinson@ucr.edu>  
Fri, Aug 18, 2023 at 9:51 PM

Wonderful! Thank you so much Brandon!

P.S. Are you here in Philly too for ASA? -Ellen

---

Brandon Robinson <brandon.robinson@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>
Fri, Aug 18, 2023 at 10:51 PM

Yes, I am! Hope to run into you!!

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Brandon Andrew Robinson, Ph.D.
Chair and Associate Professor
Department of Gender and Sexuality Studies
University of California, Riverside
https://profiles.ucr.edu/brandon.robinson

Book: Coming Out to the Streets: LGBTQ Youth Experiencing Homelessness
Co-Authored Book: Race & Sexuality
Current $1 Million NSF-Funded Project: Family, Housing, and Me Project
Dear Joel Sachs,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

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As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

BIO 030
BIO 034
BIO 040

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above at your earliest convenience by or before Friday, August 25. A short email message will be sufficient. Thank you very much for considering this request.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
*Unsustainable: Amazon, Warehousing, and the Politics of Exploitation* (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

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Joel Sachs <joels@ucr.edu>  
Mon, Aug 21, 2023 at 5:00 PM

To: Ellen Reese <ellenr@ucr.edu>, eeobchair <eeobchair@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>

Dear Ellen,

Will do. I set the vote out today.

One challenge is that two of these courses, Biol34 and Biol40, are not being taught every year.

Please let me know if that is a concern, Joel

[Quoted text hidden]

--

Joel L. Sachs
Professor & Chair, Evolution Ecology & Organismal Biology  
University of California, Riverside  
Chair’s Office 2745 Life Sciences Building  
Office (951) 827-6357 / Fax (951) 827-4286 / http://www.sachslab.com  
Zoom: http://ucr.zoom.us/my/Sachsevolution

Post address: Sachs Lab - UC Riverside  
3401 Watkins Dr., 1229 Spieth Hall, Riverside, CA 92521

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Ellen Reese <ellenr@ucr.edu>  
Mon, Aug 21, 2023 at 5:06 PM

To: Joel Sachs <joels@ucr.edu>  
Cc: eeobchair <eeobchair@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Thanks so much Joel. We are still interested in requesting permission to use these courses as options for this new major, but thanks for bringing this to our attention.

All the best,  
Ellen Reese

[Quoted text hidden]

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Ellen Reese <ellenr@ucr.edu>  
Wed, Aug 23, 2023 at 7:06 PM

https://mail.google.com/mail/u/0?ik=86e2f41dd3&view=pt&search=all&permthid=thread-a:r21500921681199614335&simpl=msg-a:r-8617559021734499620&simpl=msg-a:r-8617559021734499620&...
Hi Joel,

So sorry! I just realized I left out one of our course permission requests: BIO 003 for ENST. Below is the updated request, including that course as well:

Dear Joel Sachs,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health (B.A. & Minor) and Environmental Studies (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH and ENST curriculum proposals in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies
BIO 003

Global & Community Health (B.A. and Minor):
BIO 030
BIO 034
BIO 040

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above at your earliest convenience by or before Friday, August 25. A short email message will be sufficient. Thank you very much for considering this request.

All the best,
Ellen Reese
Hi Joel-- Just wondering if your department voted in favor or against providing permission to include the following courses in these 2 curriculum? I believe you sent out a vote and just wondering if faculty will be finished voting later today or do you need additional time? I realize we added one more course to the list so if you only had votes on the last 3 courses listed below, let me know. We are happy to know of any voting outcomes you might have and if you need additional time, that's understandable and we can list the matter as pending review. We are just trying to update our curriculum proposal before submitting them for review by the relevant Academic Senate committees. Thanks! -Ellen

Environmental Studies
BIO 003

Global & Community Health (B.A. and Minor):
BIO 030
BIO 034
BIO 040

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Joel Sachs <joels@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Hi Ellen, I'm trying to get more votes. Here's what we have so far:
10 responses total
7 - yes
2 - no
1- abstain

---

Ellen Reese <ellenr@ucr.edu>
To: Joel Sachs <joels@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

7 attachments

ENST Curriculum Proposal 2023_Aug10.pdf
327K

344K
Wonderful! Looks like the permission was approved. If that changes though before the end of the day if you receive more votes, let us know.
Sounds like the vote in favor of these course permissions is for all 4 courses (including 3 Global & Community Health and 1 for Environmental Studies, but if I misunderstood, let me know.

Best,
Ellen

---

**Joel Sachs** <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>  
Fri, Aug 25, 2023 at 10:05 AM

No, sorry, that is not correct. This vote has not reached a quorum.

---

**Ellen Reese** <ellenr@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>  
Fri, Aug 25, 2023 at 10:15 AM

Got it. Thanks! If you receive a sufficient number of votes for a quorum later today, let us know. Otherwise, perhaps you can revisit this issue later (e.g., in the fall when the quarter starts at a regular faculty meeting) before your faculty reach a decision, let me know. I know it is often difficult to obtain faculty votes in the summer and we can simply say this is "pending review by faculty" for now (as we are doing for some other departments). Thanks for your help with this and at least beginning this conversation with your faculty! We really appreciate it!

Best,
Ellen

---

**Joel Sachs** <joels@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: Dana Simmons <dana.simmons@ucr.edu>  
Fri, Aug 25, 2023 at 3:17 PM

The updated vote tally is as follows:

- Total votes: 15
  - Yes: 12
  - No: 2
  - Abstain: 1

---

On Fri, Aug 25, 2023 at 9:41 AM Ellen Reese <ellenr@ucr.edu> wrote:

---

**Dana Simmons** <dana.simmons@ucr.edu>  
To: Joel Sachs <joels@ucr.edu>  
Cc: Ellen Reese <ellenr@ucr.edu>  
Fri, Aug 25, 2023 at 4:50 PM

Thank you very much, Joel! I wish you all the best in the last weeks of summer.

Dana

---

**Ellen Reese** <ellenr@ucr.edu>  
To: Dana Simmons <dana.simmons@ucr.edu>  
Cc: Joel Sachs <joels@ucr.edu>  
Fri, Aug 25, 2023 at 5:31 PM

---
Terrific! Sounds like the vote reached quorum and is in favor of all the course permissions requested, is that correct?

Best,
Ellen

Joel Sachs <joels@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Yes, correct.

Ellen Reese <ellenr@ucr.edu>
To: Joel Sachs <joels@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

Awesome!! Thanks Joel and hope you both have a great weekend! -ellen

Ellen Reese <ellenr@ucr.edu>
Draft To: Joel Sachs <joel.sachs@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>

On Fri, Aug 18, 2023 at 3:13 PM Ellen Reese <ellenr@ucr.edu> wrote:

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[Quoted text hidden]
Dear Gordon Love,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal in case you wish to review these.

If you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the attached Global & Community Health curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):

GEO 007

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in the attached Global & Community Health curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Thank you very much for considering this request.

All the best,

--
Ellen Reese
Most recent books

Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

---

Gordon Love <glove@ucr.edu>
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Hi Ellen,

We will give you a list of GEO classes that we think you will be interested in and which quarter these are taught in.

For example, GEO 010 Earth Resources and Sustainability

Best,
Gordon

---

Ellen Reese <ellenr@ucr.edu>
To: Gordon Love <glove@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Wonderful! Thanks so much. I forgot to mention in my previous email that the following GEO courses were previously approved by your Department in 2021 for inclusion in our environmental studies curriculum (see the list below), but if you...
Ellen Reese <ellenr@ucr.edu>  Fri, Aug 25, 2023 at 10:11 AM
To: Gordon Love <glove@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Hi Gordon,

Just checking to see if there is a decision from your department on if you approve (or not) the inclusion of GEO 007 to the Global & Community Health (B.A. and Minor) curriculum today or if you or your faculty need additional time to review this before making a decision. Either way is fine. We are just trying to update our curriculum proposals before submitting them to the relevant Academic Senate Committees for review. Thanks for your help and considering this request.

Best,
Ellen Reese

---

Gordon Love <glove@ucr.edu>  Fri, Aug 25, 2023 at 11:25 AM
To: Ellen Reese <ellenr@ucr.edu>
Cc: Dana Simmons <dana.simmons@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

Hi Ellen,

I sent a letter to Dana last evening.

We are happy for SEHE studentd to take any of our GEO classes. As indicated on the letter.

GEO 007 is not a good choice as we caa add n’t guarantee it will be taught during Fall to Spring quarters. The instructor recently retired but teaches it ad a summer session class.

Best,
Gordon

---

Dana Simmons <dana.simmons@ucr.edu>  Fri, Aug 25, 2023 at 11:26 AM
To: Gordon Love <glove@ucr.edu>
Cc: Ellen Reese <ellenr@ucr.edu>, Sandra Kirtland Turner <sandrakt@ucr.edu>

My apologies for not sharing the letter with you, Ellen! Thank you again for writing it, Gordon.

Thanks to all,
Dana
Thanks so much Gordon and for the heads up on GEO 007 too. This is wonderful news!

Best,
Ellen

[Quoted text hidden]
Dear Bruce Babcock,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals. Attached is the current draft of the GCH curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Global & Community Health (GCH) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):
PBPL 167/SOC 167

Thank you very much for considering this request.

P.S. The Sociology Department already approved of the inclusion of Soc 167 in 2021.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books

https://mail.google.com/mail/u/0/?ik=86e2f41dd3&view=pt&search=all&permthid=thread-a:r6130825863120635671&simpl=msg-a:r-1904436066353254212&sim… 1/3
Hi Bruce--Any chance you could send us your department vote on permission to include PBPL 167/SOC 167 in the Global & Community Health curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

Ellen

I need to check if we ever teach this course or if it is a zombie course.

Bruce Babcock
Professor and Associate Dean
School of Public Policy
4123 INTS
University of California, Riverside
babcockb@ucr.edu

That makes sense. Let me know if you find out more today. If not, we can just put "pending review by department" for now & I can circle back to you in the fall.

Best,
Ellen

Bruce Babcock
Professor and Associate Dean
School of Public Policy
4123 INTS
University of California, Riverside
babcockb@ucr.edu
Ellen

This course (SOC/PBPL 167) is analogous to the ENGR course cross-listed with PBPL. SOC is the lead department on this course and if it is taught in the future it will be taught by them. So yes you can use the course.

Bruce Babcock
Professor and Associate Dean
School of Public Policy
4123 INTS
University of California, Riverside
babcockb@ucr.edu

Ellen Reese <ellenr@ucr.edu>
Fri, Aug 25, 2023 at 5:32 PM

Wonderful! Thanks so much! -ellen
Course permission request for SEHE
3 messages

Ellen Reese <ellenr@ucr.edu>  Mon, Aug 21, 2023 at 9:00 PM
To: bruce.babcock@ucr.edu
Cc: Dana Simmons <dana.simmons@ucr.edu>

Dear Bruce Babcock,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the ENST curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in the Environmental Studies (ENST) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):
ENGR 171/PBPL 171

Thank you very much for considering this request.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable
Bruce Babcock <babcockb@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Cc: "bruce.babcock@ucr.edu" <bruce.babcock@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>  

Ellen  

Yes you can use ENGR 171/PBPL 171 as part of your curriculum. ENGR is the lead on this course so I do not know their plans regarding frequency of offering the course.

Bruce Babcock  
Professor and Associate Dean  
School of Public Policy  
4123 INTS  
University of California, Riverside  
babcockb@ucr.edu

Ellen Reese <ellenr@ucr.edu>  
To: Bruce Babcock <babcockb@ucr.edu>  
Cc: "bruce.babcock@ucr.edu" <bruce.babcock@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>  

Wonderful! Thanks so much for your quick and positive response! We have reached out to Engineering as well & thanks for the additional information.

Best,  
Ellen Reese  

[Quoted text hidden]  
[Quoted text hidden]  
<ENST Curriculum Proposal 2023_Aug10.pdf>

https://mail.google.com/mail/u/0/?ik=86e2f41dd3&view=all&permthid=thread:a:r5147985873293528478&simples=msg-a.r-8901366798446491618&simp…
Dear Judith Rodenbeck,

I hope this email finds you well. I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

I can send you the current drafts of the GCH and ENST curriculum proposals if you wish to review these or if you need additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed below in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Environmental Studies (B.A. and Minor):
- MCS 108
- MCS 109
- MCS 117
- MCS 122
- MCS 146F/ENG 146F
- MCS 159
- MCS 160
- MCS 170
- MCS 175/SPN 175
- MCS 189

Global & Community Health (B.A. and Minor):
- MCS 106
- MCS 109
MCS 117
MCS 189

Please send me your vote for or against the inclusion of each of your department's or program's course(s) listed above in one or both curriculum proposals at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Thank you very much for considering this request.

P.S. In 2021, MCS approved the request to include MCS 160 in the health curriculum.

All the best,
Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books

Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

https://www.plutobooks.com/9780745341484/the-cost-of-free-shipping/

Judith Rodenbeck <judithr@ucr.edu> Wed, Aug 23, 2023 at 12:18 PM
To: Ellen Reese <ellenr@ucr.edu>
Cc: Judith Rodenbeck <judith.rodenbeck@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Dear Ellen:

I approve listing the MCS courses listed below in the curriculum proposals for SEHE. We are 100% in support of SEHE and the two majors to be offered and look forward to many rich collaborations in the future.

All best,

Judith

Judith Rodenbeck
Chair, Media & Cultural Studies
University of California, Riverside

Mind is primarily a verb. - John Dewey

Ellen Reese <ellenr@ucr.edu> Fri, Aug 25, 2023 at 10:05 AM
To: Judith Rodenbeck <judithr@ucr.edu>
Cc: Judith Rodenbeck <judith.rodenbeck@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Wonderful!!! Thanks so much Judith! Looking forward to our future collaborations too! -Ellen Reese

[Quoted text hidden]

[Quoted text hidden]
Dear Juliann Emmons Allison,

I hope this email finds you well. I am writing to ask for your permission as department chair to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals as part of the Academic Senate review process.

To give a little background, the Academic Senate voted to approve the new Department of Society, Environment, and Health Equity (SEHE) in CHASS. The proposed department will offer two majors: Global & Community Health or GCH (B.A. & Minor) and Environmental Studies ENST (B.A. and Minor). The latter is designed to replace the existing Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies. In collaboration with us, the GSST Department is currently pursuing to a moratorium on the Sustainability Studies major.

As interdisciplinary programs, both majors allow students to take courses outside of the SEHE department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

Listed below are the specific courses that we wish to include in one or both curriculum proposals.

Attached is the current draft of the GCH curriculum proposal if you wish to review these. If you need any additional information, please let me know.

Please send me your vote for or against the inclusion of each of your department’s or program’s course(s) listed below in the Global & Community Health (GCH) curriculum proposal at your earliest convenience by or before Friday, August 25. A short email message will be sufficient.

Global & Community Health (B.A. and Minor):
GBST 103

Thank you very much for considering this request.

All the best,

Ellen Reese
Professor of Sociology and Chair of Labor Studies (laborstudies.ucr.edu)
Acting Vice Chair, Society, Environment, and Health Equity (https://sehe.ucr.edu/)
Faculty Co-Director of the Inland Empire Labor & Community Center (ielcc.ucr.edu)
UC-Riverside

Most recent books
Unsustainable: Amazon, Warehousing, and the Politics of Exploitation (with Juliann Emmons Allison, UC Press, 2023)
https://www.ucpress.edu/book/9780520388383/unsustainable

749
Hi Juliann—Any chance you could send us the Global Studies program vote on permission to include GBST 103 in the GCH curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

Ellen Reese <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 9:35 AM

To: Juliann Allison <juliann@ucr.edu>

Hi Juliann—Any chance you could send us the Global Studies program vote on permission to include GBST 103 in the GCH curriculum today (see email below) or do you need additional time and review is still pending? Either way is fine, just let us know so we can update our curriculum proposal with the most recent information on departmental responses to our course requests. Thank you! -Ellen Reese

Ellen Reese <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 9:35 AM

To: Dana Simmons <dana.simmons@ucr.edu>

fyi

Ellen Reese <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 9:35 AM

To: Juliann Allison <juliann@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Ok

Ellen Reese <ellenr@ucr.edu>

Fri, Aug 25, 2023 at 10:20 AM

To: Juliann Allison <juliann@ucr.edu>, Dana Simmons <dana.simmons@ucr.edu>

Hi Juliann— Just making sure I understood that last email correctly (since we include them in our curriculum proposal). Does Global Studies program approve of giving permission to include GBST 103 in the GCH curriculum? Yes it does or
Juliann Allison <juliann@ucr.edu>  
To: Ellen Reese <ellenr@ucr.edu>  
Fri, Aug 25, 2023 at 11:12 AM

That is fine.
~ jea

Juliann Emmons Allison  
(she/her/hers)  
(she/her/hers)
Associate Professor, Society, Environment & Health Equity  
Director, Global Studies Program  
Faculty Chair, Campus Sustainability Committee

Most Recent Publications:


Ellen Reese <ellenr@ucr.edu>  
To: Juliann Allison <juliann@ucr.edu>  
Fri, Aug 25, 2023 at 5:42 PM

Wonderful! Thank you! -ellen
Hi Chikako

I have no objections to these courses being listed, with a caveat that BPSC11 and 21 are both heavily impacted courses that typically have much more demand than we can accommodate.

BPSC166 is offered every other year, but provided the students have the prerequisites and there are a small number of them, this course could accommodate them.

I have other concerns about the proposal however (the proposed department name for example), but I can discuss that with you separately.

Patty

Patricia Springer
Professor and Chair, Department of Botany and Plant Sciences
University of California
Riverside, CA 92521

pspringer@ucr.edu
bpschair@ucr.edu
951-827-4413 (Chair's office)
951-827-5785 (Faculty office)
http://plantbiology.ucr.edu

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]
[Quoted text hidden]
Dear Chikako,

The English courses you list can be added to this new major's list of electives. However, 096 appears to be a typo. Can you clarify what course you intend here? It is not a number we have.

Thank you,

David

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]
[Quoted text hidden]
Hi Chikako,

As discussed during our 3/2 meeting, our department is willing to approve inclusion of ENSC 001, 002, 003, and 006 to your proposed BA and BS programs. However, as all four courses fill up each academic year (and usually have long wait lists), we cannot guarantee that students within your programs will be able to enroll in our courses since we are currently unable to expand enrollment due to limitations in TA allocations from the CNAS Dean's office.

In addition, our approval to include these courses in the proposed curricula does not imply that the department will be supportive of the proposed programs as currently written. We look forward to providing more extensive written feedback on the proposed programs after submission to the Committee on Educational Policy within the Academic Senate.

Dave

---------------------------------------------------------------------------------------------------

David C. Volz, Ph.D.
Professor & Chair
University of California, Riverside
Department of Environmental Sciences
Riverside, CA 92521

Office: (951) 827-4450
E-mail: david.volz@ucr.edu
http://envisci.ucr.edu/faculty/volz.html

On Apr 1, 2021, at 9:26 AM, Chikako Takeshita <chikakot@ucr.edu> wrote:

[Quoted text hidden]
[Quoted text hidden]
Request for Permission to include Courses in new curriculum proposals

Michael A McKibben <michael.mckibben@ucr.edu>  Fri, Apr 2, 2021 at 4:35 PM

To: Chikako Takeshita <chikakot@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Sherine Hafez <sherine.hafez@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknight@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, John Medearis <medearis@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Dear Chikako:

EPS approves the inclusion of the listed GEO courses for your proposed major curriculum.

Mike McKibben

Prof. Michael A. McKibben
Chair, Dept. of Earth and Planetary Sciences
407 Geology Building
University of California, Riverside 92521
(951) 581-5459 (cell)
https://epsci.ucr.edu/
Request for Permission to include Courses in new curriculum proposals

Sherine Hafez <shereine.hafez@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>, John Medearis <medearis@ucr.edu>
Cc: Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknight@ucr.edu>, James Borneman <borneman@ucr.edu>, Judith Rodenbeck <judithr@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Özer <daniel.ozar@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

Hi Chikako,

I am happy to give GSST’s permission for these courses and look forward to working with your exciting new major!

Best,
Sherine

Sherine Hafez

Chair and Professor,
Department of Gender and Sexuality Studies, University of California, Riverside
https://profiles.ucr.edu/app/home/profile/sherineh

Co-Editor, Journal of Middle East Women’s Studies (JMEWS)
https://jmews.org/current-editorial-team/sherine-hafez-co-editor/

An Islam of Her Own https://nyupress.org/books/9780814773048/


Pronouns: She | Her | Hers
Subject: Re: Request for Permission to include Courses in new curriculum proposals

[Quoted text hidden]
Dear Chikako:  
The History Department Department met today and approved these courses from History for your new major. There was much support for this initiative.
I will email you tomorrow with some suggested additional courses from History.
Best,
Michele

On Tue, Apr 6, 2021 at 8:18 AM Sherine Hafez <sherine.hafez@ucr.edu> wrote:

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Professor Michele Renee Salzman  
Chair, Department of History  
Associate Editor, Studies in Late Antiquity  
University of California at Riverside  
Riverside CA 92521
Dear Chikako~

JPN 180/Japanese Doc Film is a great fit for the new redesigned program. I do units on both Minamata (health disparities are a big part of this unit) and Fukushima (health disparities are a big part of the topic, but would require independent research to bring in to the class, given existing doc films) in that class. Looking forward to working with everyone.

With best wishes,

Anne McKnight

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Associate Professor, Dept of Comparative Literature and Languages
Mailing: 2401 HMNSS Building, UC Riverside, Riverside CA, 92521 USA
Office: 2508 HMNSS Building
Office hours 2020~1: M 1-2; Th 2-3:20 and 5:30-6:30
On Apr 2, 2021, at 16:35, Michael A McKibben <michael.mckibben@ucr.edu> wrote:

Dear Chikako:

EPS approves the inclusion of the listed GEO courses for your proposed major curriculum.

Mike McKibben

Prof. Michael A. McKibben
Chair, Dept. of Earth and Planetary Sciences
407 Geology Building
University of California, Riverside 92521
(951) 581-5459  (cell)
https://epsci.ucr.edu/

From: Chikako Takeshita <chikakot@ucr.edu>
Sent: Thursday, April 1, 2021 9:26 AM
To: Derick Fay <derickf@ucr.edu>; Matthew King <mking@ucr.edu>; Jingsong Zhang <jszhang@ucr.edu>; Leonard Nunney <nunney@ucr.edu>; Patricia S Springer <patricia.springer@ucr.edu>; Jeffrey Sacks <jeffsack@ucr.edu>; Steven M Helfand <steven.helfand@ucr.edu>; David Lloyd <dclloyd@ucr.edu>; David Volz <dvolz@ucr.edu>; Richard Redak <richard.redak@ucr.edu>; Jennifer R Najera <jennifer.najera@ucr.edu>; Juliann Allison <juliann@ucr.edu>; Michael A McKibben <michael.mckibben@ucr.edu>; Sherine Hafez <sherine.hafez@ucr.edu>; Michele Salzman <msalzman@ucr.edu>; Anne McKnight <amcknigh@ucr.edu>; James Borneman <borneman@ucr.edu>; Judith Rodenbeck <judithr@ucr.edu>; Guillermo Aguilar <gaguilar@ucr.edu>; Fuson Wang <fuson.wang@ucr.edu>; Kurt Schwabe <schwabe@ucr.edu>; Andrews Reath <reath@ucr.edu>; Kenneth Barish <barish@ucr.edu>; John Medearis <medearis@ucr.edu>
Subject: Request for Permission to include Courses in new curriculum proposals

Dear Department Chairs and Program Directors,

I am writing to ask for your permission to include courses offered by your department/program in two new curriculum proposals. The Committee on Education Policy requires that we receive your approvals before the proposals can be reviewed.

To give a little background, a group of faculty in CHASS, SPP, and CNAS are working on a proposal for a new Department of Environment, Sustainability, and Health Equity (ESHQ) in CHASS. The proposed department will offer two majors: Health Equity Studies (B.A. & Minor) and Environmental and Sustainability Studies (B.A., B.S., and Minor), which is a renewal of the Sustainability Studies B.S. degree program currently administered by the Department of Gender and Sexuality Studies.

As interdisciplinary programs, both majors allow students to take courses outside of the ESHQ department so that they can learn from multiple disciplines. Because of the flexibility of our programs, we do not anticipate that more than a handful of our majors will be taking any one of your courses. In other words, we do not anticipate our new programs to strain your resources.

I am attaching a table of courses that we wish to include in our proposal with catalog descriptions of the proposed two curriculums. Most of your courses are included in the Environmental and Sustainability Studies (ESST) curriculum. Courses that are included in the Health Equity Studies (HQST) curriculum are listed in **Red**. **Bold Red** courses are included in both curriculums.

If you need additional information, please let me know. If everything looks good, please send me your approval to include
your department's or program's course(s) in the proposals at your earliest convenience before April 9th. A short email message will be sufficient.

Thank you very much for considering this request.

Best regards,
Chikako
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Chikako Takeshita
Associate Professor
Gender & Sexuality Studies Department
University of California, Riverside
https://profile.ucr.edu/chikako.takeshita
The Global Biopolitics of the IUD: How Science Constructs Contraceptive Users and Women's Bodies
https://mitpress.mit.edu/authors/chikako-takeshita
Request for Permission to include Courses in new curriculum proposals

Judith Rodenbeck <judithr@ucr.edu>  
To: Chikako Takeshita <chikakot@ucr.edu>  
Cc: Sherine Hafez <sherine.hafez@ucr.edu>, John Medearis <medearis@ucr.edu>, Derick Fay <derickf@ucr.edu>, Matthew King <mking@ucr.edu>, Jingsong Zhang <jszhang@ucr.edu>, Leonard Nunney <nunney@ucr.edu>, Patricia S Springer <patricia.springer@ucr.edu>, Jeffrey Sacks <jeffsack@ucr.edu>, Steven M Helfand <steven.helfand@ucr.edu>, David Lloyd <dclloyd@ucr.edu>, David Volz <dvolz@ucr.edu>, Richard Redak <richard.redak@ucr.edu>, Jennifer R Najera <jennifer.najera@ucr.edu>, Juliann Allison <juliann@ucr.edu>, Michael A McKibben <michael.mckibben@ucr.edu>, Michele Salzman <msalzman@ucr.edu>, Anne McKnight <amcknigh@ucr.edu>, James Borneman <borneman@ucr.edu>, Guillermo Aguilar <gaguilar@ucr.edu>, Fuson Wang <fuson.wang@ucr.edu>, Kurt Schwabe <schwabe@ucr.edu>, Andrews Reath <reath@ucr.edu>, Kenneth Barish <barish@ucr.edu>, Daniel Ozer <daniel.ozer@ucr.edu>, Melissa Wilcox <mwilcox@ucr.edu>, Ellen Reese <ellenr@ucr.edu>, Xinping Cui <xpcui@ucr.edu>, Patricia Morton <patm@ucr.edu>

MCS faculty yesterday voted unanimously and enthusiastically to support this effort.

Judith Rodenbeck  
Chair, Media & Cultural Studies  
University of California, Riverside

Mind is primarily a verb. - John Dewey

[Quoted text hidden]
Dear Chikako,

The department of Phys & Astro approves of the inclusion of Phys 18. We can't guarantee how often it will be offered, but I don't think that is being asked.

I also wanted to mention that Phys 168 is also relevant, and could be added as an option. It will likely only happen in rare cases (since requires a year of physics), but maybe that possibility should be left open (e.g. for students who transfer from another major). I also mentioned this to Brian Sianna.

Thanks for developing this proposal, it looks quite compelling to me.

Best Regards,
Ken

[Quoted text hidden]
Dear Chikako,

Thanks, I have no objection to these Political Science courses being included in the proposal. To be clear, I’m really not addressing the merits of the proposal itself. If the department has to reach some determination on the proposal's merits, that will require a meeting and discussion. But it seems premature for that discussion, at least as I understand the process.

So my approval really just means: based on my knowledge as chair, I see no reason why these courses shouldn’t be included in your proposal. In fact, they seem like sensible courses to include.

Best,
John
Yes, we can report on the faculty vote on this after our meeting on 4/13. Thanks Chikako. -Ellen

[Quoted text hidden]
January 11, 2024

To: Dana Simmons, Chair and Lead Proponent, Department of Society, Environment, and Health Equity

From: Sang-Hee Lee, Chair, Executive Council

RE: Proposed Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCH])

Dear Dana,

On January 8, 2024 the Academic Senate Executive Council discussed the subject proposal along with the mixed consultative feedback from the Committees on Courses, Educational Policy, Planning & Budget and the CNAS, SOM, and SPP faculty executive committees.

Members of Executive Council, though supportive of inclusion of the proposed program on the Winter Division meeting, agreed that the recommendations and issues raised by committees should be clearly addressed.

Please provide a revised proposal in consideration of all of the review feedback and include responses to the comments and questions in the attached memos as soon as practicable. You may find it helpful to note that in the past, proponents have included a summary document that includes responses as a cover to a revised proposal.

Thank you.

Cc: Wesley Léonard, Chair, CHASS Faculty Executive Committee
    Gabrielle Brewer, CHASS Faculty Executive Committee Liaison and Student Affairs Officer
COMMITTEE ON EDUCATIONAL POLICY
December 5, 2023

To: Sang-Hee Lee, Chair
    Riverside Division

From: Ward Beyermann, Chair
      Committee on Educational Policy

Re: Proposed B.A. in Global and Community Health

The Committee on Educational Policy (CEP) reviewed the proposed B.A. in Global and Community Health at their December 1, 2023 meeting and voted to support the proposal.
December 4, 2023

TO: Sang-Hee Lee, Ph.D., Chair, Academic Senate, UCR Division

FROM: Bahram Mobasher, Ph.D., Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

SUBJECT: Response to Proposed Degree Programs in ENST and GCH Departments

Dear Sang-Hee,

The CNAS Faculty Executive Committee wants to address several concerns regarding the recent Major and Minor proposals in Environmental Studies and Global and Community Health. It has come to our attention that significant issues require consideration and resolution:

Regrettably, our concerns have not been adequately addressed during the processes underway, and the results are the development of a department that could potentially divert and confuse our students.

It has also come to our attention that there is a proposed change in the department's name from "Sustainability Studies" to "Environmental Sciences." Changing the name from "Sustainability" to "Environmental" may confuse current and future students. Therefore, it is recommended that we act or voice objections against this alteration. It seems reasonable to request reconsideration of the name change. We must collectively ensure that the department's name accurately represents its goals and scope.

Sincerely,

Bahram Mobasher, Ph.D
Chair, Faculty Executive Committee College of Natural and Agricultural Sciences
COMMITTEE ON COURSES

December 6, 2023

To: Sang-Hee Lee, Chair
    Riverside Division

From: James Flegal, Chair
    Committee on Courses

Re: Proposed B.A. in Global and Community Health

The Committee on Courses reviewed the proposed B.A. in Global and Community Health at their November 29, 2023 meeting and made the following recommendations for the proposed curriculum for the major:

- Include a “Sample Program” section similar to the one published for the Neuroscience undergraduate major in the academic catalog that clearly outlines the courses for students enrolled in the major to take by quarter and year;
- Ensure that course proposals for the following courses proposed to be included in the major’s curriculum are entered into CRS in a timely manner as all courses listed in the proposed curriculum do need to receive final approval by the Committee on Courses before the curriculum can be published in the catalog: SEHE 002, SEHE 101, SEHE 101S, SEHE 110, SEHE 11/HIST 111, SEHE 115, SEHE 120, SEHE 160, SEHE 161, SEHE 162, SEHE 170/SOC 183H, SEHE 174, SEHE 181/ANTH 144N, SEHE 182/ANTH 144N; SEHE 185, SEHE 189, SEHE 193, SEHE 195H, SEHE 1981, SEHE 198G/LABR 198G
- Consider adding the cross listed course for ANTH 144, GSST 185 to the proposed curriculum;
- Consider adding the cross listed course for ETST 116, HISA 147 to the proposed curriculum;
- Consider adding the cross listed course for SOC 127, POSC 127 to the proposed curriculum;
- Consider adding the cross listed course for SOC 167, PBPL 167 to the proposed curriculum;
- Consider adding the cross listed course for ETST 113, HISA 134 to the proposed curriculum;
- Consider adding the cross listed course for GSST 134, LGBS 134 to the proposed curriculum.
PLANNING AND BUDGET

October 30, 2023

To: Sang-Hee Lee, Chair
Riverside Division

From: Reza Abbaschian, Chair
Committee on Planning and Budget

RE: [Campus Review] Proposed Degree Program: Bachelor of Arts Degree Program in Global and Community Health (GCH)

At our meeting on October 10, 2023, the Committee on Planning and Budget (CPB) discussed the proposed Bachelor of Arts degree program in Global and Community Health (GCH). CPB supports the proposed degree program.

As a general comment for all proposed degree programs: CPB stresses the necessity of having the right amount of Teaching Assistants to support course instructors and ensure the overall success of the program.
December 21, 2023

TO: Sang-Hee Lee, Ph.D., Chair, Academic Senate, UCR Division

FROM: Marcus Kaul, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

SUBJECT: Response to [Campus Review] Proposed Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCHI]) in the Department of Society, Environment, and Health Equity within the College of Humanities, Arts, and Social Sciences

Dear Sang-Hee,

The SOM Faculty Executive Committee has reviewed [Campus Review] Proposed Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCHI]) in the Department of Society, Environment, and Health Equity within the College of Humanities, Arts, and Social Sciences

The committee agrees with the proposed undergraduate Bachelor of Arts Degree Program and has no further comments.

Yours sincerely,

Marcus Kaul, Ph.D.
Chair, Faculty Executive Committee School of Medicine
The Faculty Executive Committee of the School of Public Policy reviewed the document “[Campus Review] (Proposed Degree Program) Bachelor of Arts Degree Program in Global and Community Health (B.A in Global and Community Health [GCH])”.

In the course of our review and discussion, the following issues arose about the proposed curriculum—issues very similar to the comments we submitted for the Environmental Studies BA degree:

1. Given the stated learning objectives that indicate the importance of students understanding health and environmental issues locally, nationally, and globally, it is crucial for students to have a thorough grounding in natural science to comprehend the interplay between the environment and human health. A significant concern raised with the current curriculum proposal is its apparent lack of foundational science. Without a robust understanding of environmental and health science or human biology, discussing the scientific underpinnings of environmental impacts and health inequities becomes challenging.

It is noteworthy that this degree program lacks upper-level or advanced courses in the natural sciences and no required lower division in the natural sciences (only a few courses that are among a larger list of many other course options they can choose from). The present focus seems to be predominantly on the social science and humanities aspects of health issues, without sufficient emphasis on the natural science aspects. Given that global health and community health are two established substantive subareas in public health and medicine that also rely heavily on biological/environmental science knowledge in addition to social science and other disciplines (e.g., education, ethics) in addressing communicable and non-communicable disease threats (in the case of the former, transnationally) via population interventions and clinical care approaches, this imbalance could lead to a skewed perspective and training experience among students.
Overall, the curriculum could be more effectively designed to integrate both natural sciences and social sciences, providing a comprehensive educational experience. The current structure risks limiting the depth and breadth of education students receive, thereby hindering their ability to fully understand and address complex health problems, particularly in this concerning era of science denialism, politicization of best evidence, and less than optimal data literacy. It also has implications for student preparation in terms of the proposal’s stated goal of creating a student pipeline to the eventual MPH program in SOM (p. 10).

2. Page 15: Under the section header “Chairs’ approval to include their courses in the new curriculum (in 2021 or 2023),” SPP Associate Dean Bruce Babcock is listed. The phrasing of this header can be read in more than one way, so, just to be certain, this approval only pertains to the PBPL courses cross-listed with other units that are listed in this proposed curriculum document (i.e. ENGR 171/PBPL 171) and not any other PBPL courses. This specificity is indicated in the email exchange between SEHE representative Ellen Reese and SPP Associate Dean Bruce Babcock included in the appendix of this document (p. 78 of the pdf document).

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy
January 16, 2024

TO: Chair Sang-Hee Lee
RE: Proposed Undergraduate Minor in Global and Community Health (GCH)

cc: Wesley Leonard (Chair, CHASS FEC), Gabrielle Brewer (CHASS FEC), Daryle Williams (CHASS Dean), Gloria González-Rivera (CHASS Associate Dean)

Dear Chair Lee;

We are very grateful for the close attention that multiple Senate committees have devoted to our undergraduate program proposals, and even more for your considered and specific suggestions to improve the curricula. Following past Senate practice, we enclose the committee memos below, with the requested responses inserted beneath each committee’s comments.

We contain our responses within the bounds of the issue currently under Senate review, namely the content of our proposed undergraduate degree programs. As you know, the Academic Senate approved the Department of Society, Environment and Health Equity (SEHE) by a 77% majority vote in February 2023. The department was approved by UCR administration and registered with UCOP, and SEHE now exists as an academic unit in CHASS with dedicated faculty FTE.

It follows from this prior approval that the SEHE department will offer one or more undergraduate degree programs. The SEHE department proposal, approved by a Senate Divisional vote, contained detailed descriptions of our major and minor curricula. The majors and minors in that proposal were thoroughly discussed by Senate committees and were voted on by the Division as part of the department proposal. We understand the current review process, therefore, to be specifically focused on the content of the proposed degree programs, rather than their existence per se. We would hope that the Senate agenda communicates the specific scope of the issue under consideration to Senate faculty at the Winter Divisional meeting.

With this in mind, please find our responses below. In addition, we are attaching a revised proposal containing the Senate committees’ recommended changes alongside some minor updates to the list of requirements and SEHE course numbering.

Once again, please accept our sincere thanks for the Senate’s work to review and improve our proposed degree programs.
Sincerely,

Dana Simmons, Acting Chair, Department of Society, Environment and Health Equity
COMMITTEE ON EDUCATIONAL POLICY

Re: Proposed B.A. in Global and Community Health

The Committee on Educational Policy (CEP) reviewed the proposed Minor in Global and Community Health at their December 1, 2023 meeting and voted to support the proposal.

We thank the committee for your review.

CNAS FACULTY EXECUTIVE COMMITTEE

The CNAS Faculty Executive Committee wants to address several concerns regarding the recent Major and Minor proposals in Environmental Studies and Global and Community Health. It has come to our attention that significant issues require consideration and resolution:

Regrettably, our concerns have not been adequately addressed during the processes underway, and the results are the development of a department that could potentially divert and confuse our students.

It has also come to our attention that there is a proposed change in the department's name from "Sustainability Studies" to "Environmental Sciences." Changing the name from "Sustainability" to "Environmental" may confuse current and future students. Therefore, it is recommended that we act or voice objections against this alteration. It seems reasonable to request reconsideration of the name change. We must collectively ensure that the department's name accurately represents its goals and scope.

Sincerely,

Bahram Mobasher, Ph.D
Chair, Faculty Executive Committee College of Natural and Agricultural Sciences

While we appreciate the CNAS FEC’s attention and comments, we will leave aside discussion of the department name, as this lies outside of the issue under review and the Department of Society, Environment and Health Equity already was approved by Senate Divisional vote in February 2023. (N.B. We actually removed the word ‘sustainability’ from our proposed
department name in 2022 in response to requests by multiple CNAS faculty, department chairs and Divisional Dean of Agricultural and Natural Resources. We worked hard to integrate and accommodate CNAS suggestions and preferences; there seems to have been a difference of opinion within CNAS on this question, which we are not able to resolve.)

COMMITTEE ON COURSES

From: James Flegal, Chair
Committee on Courses
Re: Proposed Minor in Global and Community Health

The Committee on Courses reviewed the proposed Minor in Global and Community Health at their November 29, 2023 meeting. The Committee recommends that the department ensure that course proposals for the following courses proposed to be included in the minor’s curriculum be entered into CRS in a timely manner as all courses listed in the proposed curriculum do need to receive final approval by the Committee on Courses before the curriculum can be published in the catalog: SEHE 002, SEHE 101, SEHE 101S, SEHE 110, SEHE 11/HIST 111, SEHE 115, SEHE 120, SEHE 160, SEHE 161, SEHE 162, SEHE 170/SOC 183H, SEHE 174, SEHE 181/ANTH 144N, SEHE 182/ANTH 144N; SEHE 185, SEHE 189

- Ensure that course proposals for the following courses proposed to be included in the major’s curriculum are entered into CRS in a timely manner as all courses listed in the proposed curriculum do need to receive final approval by the Committee on Courses before the curriculum can be published in the catalog: SEHE 002, SEHE 101, SEHE 101S, SEHE 110, SEHE 11/HIST 111, SEHE 115, SEHE 120, SEHE 160, SEHE 161, SEHE 162, SEHE 170/SOC 183H, SEHE 174, SEHE 181/ANTH 144N, SEHE 182/ANTH 144N; SEHE 185, SEHE 189, SEHE 193, SEHE 195H, SEHE 198I, SEHE 198G/LABR 198G

Proposals for these courses and cross-listings have been submitted to the enrollment manager for the committee’s consideration in the upcoming course proposal review cycle. Two course proposals (SEHE 193 and SEHE 198G) will be submitted off-cycle with an extension request; two courses (SEHE 160 and 170) will be removed from this proposal, as they will be submitted at a later date. Three new courses have been added to the curriculum: SEHE 163, 172 and 176 were submitted to your committee by incoming faculty member Cassia Roth, for your consideration in the upcoming course proposal cycle.

PLANNING AND BUDGET

RE: [Campus Review] Proposed Degree Program: Minor in Global and
Community Health (GCH)

At our meeting on October 10, 2023, the Committee on Planning and Budget (CPB) discussed the proposed Minor in Global and Community Health (GCH). CPB supports the proposed minor.

As a general comment for all proposed degree programs: CPB stresses the necessity of having the right amount of Teaching Assistants to support course instructors and ensure the overall success of the program.

We thank the committee for your review, and we agree with your comment regarding Teaching Assistants. We believe that we will have sufficient resources for instructional support next year, though of course the new graduate funding model makes planning for TA availability challenging.

SOM FACULTY EXECUTIVE COMMITTEE

The SOM Faculty Executive Committee has reviewed the proposed [Campus Review] (Proposal: New Undergraduate Minor) Minor in Global and Community Health (GCH).

The committee agrees with the proposed undergraduate minor and has no further comments.

Yours sincerely,

Marcus Kaul, Ph.D.
Chair, Faculty Executive Committee School of Medicine

We thank the committee for your review.

SPP FACULTY EXECUTIVE COMMITTEE

The Faculty Executive Committee of the School of Public Policy reviewed the document “[Campus Review] Proposal: New Undergraduate Minor: Minor in Global and Community Health (GCH).”
Listed below are issues that arose during our review and discussion. Please note that some of these issues are also included in our review of the Global and Community Health B.A. curriculum proposal, but there are additional points listed here that arose in reviewing this minor proposal—i.e. points that may exist in one or more of the other three SEHE major and minor curriculum proposals we also reviewed, but which may have been overlooked at the earlier time we reviewed and submitted our comments for them to Senate (this minor proposal was reviewed at a later date). Overall, each of our memos for the four proposals have similar and distinct comments.

1. Given the stated learning objectives that indicate the importance of students understanding health and environmental issues locally, nationally, and globally, it is crucial for students to have a thorough grounding in natural science to comprehend the interplay between the environment and human health. A significant concern raised with the current curriculum proposal is its apparent lack of foundational science. Without a robust understanding of environmental and health science or human biology, discussing the scientific underpinnings of environmental impacts and health inequities becomes challenging.

   It is noteworthy that this curriculum lacks courses in the natural sciences. The present focus seems to be predominantly on the social science and humanities aspects of health issues, without sufficient emphasis on the natural science aspects. Given that global health and community health are two established substantive subareas in public health and medicine that also rely heavily on biological/environmental science knowledge in addition to social science and other disciplines (e.g., education, ethics) in addressing communicable and non-communicable disease threats (in the case of the former, transnationally) via population interventions and clinical care approaches, this imbalance could lead to a skewed perspective and training experience among students. Overall, the curriculum could be more effectively designed to integrate both natural sciences and social sciences, providing a comprehensive educational experience. The current structure risks limiting the depth and breadth of education students receive, thereby hindering their ability to fully understand and address complex health problems, particularly in this concerning era of science denialism, politicization of best evidence, and less than optimal data literacy. It also has implications for student preparation in terms of the proposal’s stated goal of creating a student pipeline to the eventual MPH program in SOM (p. 6).

   We have addressed this comment in responses to memos on the ENST major and minor and the GCH major. As the Minor in Global and Community Health only includes courses taught within the SEHE Department, this comment is not relevant to the Minor.

2. Page 12: Under item #5, it states, “Teaching will be distributed among core and affiliated faculty. Affiliated faculty will teach elective courses from their home departments.” However, the list of 15 affiliated faculty includes:
   a. Four faculty with no associated courses listed, as they are in:
      i. Department of Social Medicine, Population, and Public Health (SPPM) in SOM and thus have no undergraduate courses to offer/cross-list (i.e. Mark Wolfson, the SPPM chair, and Ann Cheney)
      ii. SPP (Cecilia Ayon), which is not affiliated with this program (please see item #3 below);
iii. Creative Writing (Allison Hedge Coke), which has no listed cross-listed courses

b. Three faculty whose listed courses are not part of this minor curriculum (i.e., Kim Yi Dionne in POSC, Gloria Kim in MCS, and Esra Kurum in STAT—the respective courses listed for them, SEHE 172, MCS 117, STAT 004 are not listed on pages 10-11 as part of this curriculum).

We have corrected the Affiliate Faculty list to reflect Affiliates who are teaching courses specifically in the Minor. Not all SEHE Faculty Affiliates are teaching courses in the Minor; affiliated faculty may also serve as mentors to specific students in their area of expertise. We have included this language in the proposal as a point of clarification.

3. Page 17: Under the section header “Chairs’ approval to include their courses in the new curriculum (in 2021 or 2023),” SPP Associate Dean Bruce Babcock is listed. The phrasing of this header can be read in more than one way, so, just to be certain, this approval only pertains to the PBPL courses cross-listed with other units that are listed in any of the four SEHE proposed curriculum documents (e.g., ENGR 171/PBPL 171) and not any other PBPL courses. This specificity is indicated in the email exchange between SEHE representative Ellen Reese and SPP Associate Dean Bruce Babcock included in the appendices of SEHE’s three other Environmental Studies and Global and Community Health proposed curriculum documents submitted for Senate review at the same time as this minor curriculum.

We have addressed this comment in responses to memos on the ENST major and minor and the GCH major. As the Minor in Global and Community Health only includes courses taught within the SEHE Department, this comment is not relevant to the Minor.
Proposal for a

Minor in

Global and Community Health

August 28, 2023

Updated v2: September 28, 2023

Updated v3: January 12, 2024

Submitted by the Department of Society, Environment, and Health Equity
1. Name of the academic program and the department(s) or unit(s) that will administer the program.

Name of the academic program: Minor in Global and Community Health

Department that will administer the program: Society, Environment, and Health Equity

2. A thorough justification, including the motivation for the creation of the program in terms of student interest and professional or academic importance.

The minor in Global and Community Health (GCH) is one of two undergraduate majors and minors to be offered by the Department of Society, Environment, and Health Equity, which was approved by a 77% majority of the Academic Senate in February 2023. The Global and Community Health minor proposes a curriculum grounded in the tools and concepts of the arts, humanities and social sciences. The minor is designed to prepare students for advanced study and community-based work related to social justice and health disparities.

The field of Global and Community Health addresses “social, interpersonal, community, and cultural influences on health, development, and well-being across the life span” (SCIL | NIH Center for Scientific Review). GCH courses will offer students the opportunity to study social inequities and health -- issues that deeply matter to them -- in theoretically grounded scholarly literature that transcends disciplinary and geographical boundaries. Minors will be exposed to innovative and community-engaged approaches that prepare them to create and communicate evidence-based ideas and solutions to overcome these inequities. Minors will come to understand how to read statistical data and how to communicate it to broader audiences, how to analyze relationships between the local, national and global scales, and how to identify structural causes of individual outcomes. Topics include reproductive health, occupational health, environmental health, mental health, aging, interpersonal violence, food and nourishment, drugs and addiction, global health and legacies of colonialism, and the impacts of racism, ableism, and gender discrimination. The GCH minor will provide an academic space in which students can understand their own and others’ lived experiences of health disparities, using arts, humanities and social sciences methodologies, while building knowledge and skills that empower them to promote change.

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The second major and minor to be offered by SEHE is in Environmental Studies; a separate proposal for that major and minor is being submitted to the Academic Senate alongside this proposal.
GCH distinguishes itself from related programs by its emphasis on combining critical ethnographic, historical and sociological methods, and practical, hands-on work building career skills in community service and advocacy. We anticipate growing existing partnerships with community organizations, free clinics, the COPE Health Scholars program, Humanities Action Lab and others. Our minor will be grounded in critical thinking, awareness of inequities and disparities, and ready to apply useful skills obtained through a liberal arts education to serve their communities.

GCH minors will benefit from the SEHE Department’s focus on intersections of health and the environment. The two SEHE majors and minors are innovative in joining environmental studies with health through the arts, humanities and social sciences. The SEHE Department’s two programs are interwoven; they share a research methods course and capstone course, as well as common Lower Division and Upper Division courses that address the environment, climate change and health. This intersection is rapidly gaining attention at the global, national and local levels. The U.S. federal government’s Department of Health and Human Services recently established an Office of Climate and Health Equity to “address the impact of climate change on the health of the American people.” Training and education are central to the Office’s mission. UC recently established a multicampus Center for Climate, Health and Equity; a SEHE faculty affiliate, Jade Sasser, is among the Center’s leadership. Many universities in the U.S. offer Baccalaureate programs in health humanities and social sciences, with a variety of degree titles; a few new programs are emerging, such as American University’s highly successful degree in Environmental Sustainability and Global Health, that merge environmental studies and health.

Demand from students for academic programs in health is growing as this issue has increasingly moved into the center of our daily concerns as well as onto the national political stage. The pool of potential minors in GCH is deep: the Health Professions Advisory Center serves more than 5000 UCR undergraduates interested in a future career in the healthcare area. There are currently few humanities and social science options for pre-health undergraduates, relative to their number. The GCH minor would offer a humanities and social-science informed track toward a future career in medicine and allied professions such as public health and health administration.

**Learning Objectives**

The GCH program offers students an opportunity to focus their learning on health inequities -- an issue that deeply matters to them -- in theoretically grounded scholarly literature that transcends disciplinary boundaries, includes innovative global, and
community-engaged approaches, and prepares students to create and communicate evidence-based ideas and solutions to overcome these inequities. Our minors will gain methodological tools to grasp dynamic interactions of social, economic and political inequities, health, disability and disease. Minors will understand how to read statistical data and how to communicate it to broader audiences. They will be able to analyze relationships between the local, national and global scales, and to identify structural causes of individual phenomena. They will gain experience with community-based research and engagement. They will have training in ethnographic methods, global perspectives, sociological analysis, ethical reasoning and historical research. Minors will bring a humanist, social-scientific toolkit and a critical consciousness to work in health-related fields.

Learning objectives for the GCH minor were developed in consultation with community partners, students and faculty.

Key learning objectives include:

A. Identify connections between climate change, environment, and health inequities, globally and locally.

B. Employ critical approaches to recognize the multiple dimensions of power, violence and inequities.

C. Recognize and use different disciplinary methods: sociology, ethnography, history, literary analysis/critical reading, Science and Technology Studies, ethical reasoning, statistical analysis, feminist and critical race theories, creative arts, communication and storytelling.

D. Gain locally grounded knowledge and global perspectives; analyze relationships between the local, national and global scales.

E. Apply multi-dimensional analyses and ethical reasoning to health issues relevant to specific communities.

F. Gain relevant qualifications and skills for employment and postgraduate study in community-oriented health.

Potential student demand
Results from a survey study conducted for this proposal demonstrate student demand. In March-April 2021, 505 UCR students completed the Qualtrics survey distributed by UCR faculty. Sixty-two percent of the students were from CHASS, 25% were from CNAS, 10% were from Engineering, 2% were from Public Policy, and 1% were from Business.

- 65% reported that they would consider minoring in Healthy Equity Studies.
Employment and postgraduate opportunities for GCH minors

Demand from students for academic programs in health and the environment is growing as these issues have been increasingly moved into the center of our daily concerns as well as on the national political stage. The pool of potential minors in GCH is deep: the Health Professions Advisory Center serves more than 5000 UCR undergraduates interested in a future career in the healthcare area. The range of study options for pre-health undergraduates is narrow, relative to their number. The GCH minor would offer a humanities and social-science infused track toward a future career in medicine and allied professions such as public health, health advocacy and health administration.

Health and health care occupations are among the fastest growing occupational sectors. According to the US Bureau of Labor Statistics, healthcare occupations are expected to “grow 15 percent from 2019 to 2029, much faster than the average for all occupations, adding about 2.4 million new jobs” (https://www.bls.gov/ooh/healthcare/home.htm). The course work our minor provides will prepare students for health and health care related careers including health administration & management, health education, social work and health advocacy & policy in non-profits or government health organizations, hospitals, health or senior care centers, and educational settings or pursuing higher education in health sciences. With the GCH minor, UCR will offer undergraduates an innovative and timely degree, which prepares students for healthcare-related careers focusing on human, social, and environmental sustainability.

The Global and Community Health minor offers an excellent supplement for students entering professional schools of medicine, nursing, pharmacy or public health. For students who choose not to pursue postgraduate study, Global and Community Health provides training and skills for work in community relations, community outreach, social services, administration and advocacy. Please see Appendix B below, “Careers for GCH Majors and Minors.” For example, Kaiser Permanente provides its members (including one in four Inland Empire residents) a “Thrive Local” program linking health and community social services; this is a staff-intensive program that also requires a robust network of community service providers, each with their own staff. In 2013, the California State Legislature established an Office of Health Equity within the California Department of Health. The OHE vision is that “everyone in California has equal opportunities for optimal health, mental health and well-being.” The Center for Disease Control and Prevention’s Office of Minority Health and Health Equity (OMHHE) “supports internship opportunities for eligible undergraduate and graduate students to gain meaningful experiences in public health settings.” Such programs are currently

2 About_OHE
expanding rapidly under the pressure of pandemic needs and increased state funding for community health research and interventions.

Furthermore, our minor will contribute toward addressing the pressing problems of a) health and **healthcare workforce shortage within the Inland Empire**³ and b) **underrepresentation of Latinx and Black people among California health professions** workforce.⁴ The Inland Empire has one of the lowest per capita ratios of behavioral health professionals.⁵ Compared with other California regions, the Inland Empire has fewer primary care and specialty physicians per person, yet Inland Empire residents report poorer health than other Californians. Health disparities in the Inland Empire are particularly pronounced in areas related to social inequities: metabolic disease (diabetes and obesity), asthma, mental distress, and suicide.⁶

While the UCR School of Medicine is working hard to address the severe doctor shortage, the deficit of workforce in other health and health care professions in the Inland Empire is still significant. Instituting a Global and Community Health minor in a Hispanic Serving Institution in the Inland Empire will help to address the current demand for healthcare services workforce and contribute to the goal of diversifying health and health care workforce.

Many of us teaching health-related courses have observed that demand for these courses is very high; our courses fill quickly and students ask us for more. In particular, the GCH minor is an excellent option for students in CNAS or BCOE who wish to build on prior data science, health or biomedical knowledge. The minor allows students in biomedical or scientific degree programs to complement their curriculum with a social-scientific and humanities perspective. The GCH minor would also be appropriate for students in Business, Public Policy or any CHASS major, who wish to complement disciplinary study with more focused attention to health and health disparities and inequities.

The GCH minor will also provide our undergraduate students with supplementary skills to bring to health-related graduate, medical and clinical programs at UCR, including in the UCR School of Medicine, the proposed Masters of Public Health program currently under development, and other graduate and medical coursework that includes a Designated Emphasis in Medical and Health Humanities.

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⁵ ibid.
Mounting disparities of health across racial, ethnic, socio-economic status and sexuality among other social characteristics are very well documented. The U.S. Department of Health and Human Services defines health equity as “the attainment of the highest level of health for all people.” This shift in emphasizing just and fair ways of attaining the highest level of health for all people, are also evident in the recent federal efforts such as the U.S. Dept. of Health and Human Services’ Healthy People 2020 initiative (https://health.gov/healthypeople). This new research agenda for Global and Community Health requires a multi-dimensional and multi-level approach that integrates social and humanistic approaches to be able to address complex and intersectional inequalities of health and health care.

3. Relationship of the new program to existing programs.

Existing programs at the University of California and across the US

The proposed GCH minor is part of a national trend, as witnessed by similar programs recently established at peer institutions.

In 2022, UC Santa Cruz launched a Global and Community Health B.A. program and minor analogous to the proposed UCR GCH program. UCSC describes its program “at the intersection of diverse traditional disciplines ranging from art, literature, and history, to anthropology, sociology, psychology, politics, economics, and the natural and environmental sciences.” The UCSC GCH B.A. “trains students to address social determinants of health, fostering skills that will enable them to serve as future leaders in health care, health policy, public health, and community organizing” (UCSC Global and Community Health BA). The UCR SEHE Department chose to name our program Global and Community Health, in part, to build a network of similar programs across UC and to improve legibility for potential students applying to UCs.

Tufts University offers a Community Health BA that covers “analyses of the major health issues of today and of the institutions that plan and deliver services; the variety of social, psychological, environmental, cultural and political factors that influence decision-making about health and health care as well as the ways people maintain health and cope with illness.” Tufts suggests that “Community Health is an ideal major for students interested in pursuing careers in health-related fields including but not limited to: public health, health policy, health economics, social work, health care or medicine” Graduates of the major in Community Health “pursue careers and further graduate studies. Some choose to work in research/policy/direct care organizations, and succeed in securing employment soon after graduation. Many students pursue graduate studies in a
wide range of fields, including public health, law, medicine, or allied health fields.”

Lehigh University offers a B.A. degree in Community and Global Health, whose majors “study determinants of health including social, biological, environmental, political, and economic and learn to intervene to improve health based on these determinants.” The University of Oklahoma offers a similarly structured B.A. in Community Health. In addition, several universities (including Arizona State University, Clarkson College, and the University of Florida) offer B.S. degrees in Community Health. These degrees appear quite different than the B.A.; most appear to provide practical training in health promotion and education. (One exception is UCSC’s Global and Community Health BS degree, which is similar to the BA but contains many more natural scientific requirements.)

Global health and community health are frequently taught as components of Masters in Public Health (MPH) programs. The UCLA MPH in Community Health Sciences, for example, covers “topics that include health equity/disparities, health education and promotion, reproductive and population health, global health, and health across the lifespan.” UC Berkeley offers an MPH in Global Health and the Environment.

American University School of International Studies offers an undergraduate program in Environmental Sustainability and Global Health. American University’s program is less than seven years old and is growing rapidly, with faculty in fields from anthropology, geography, political science to public health and economics, and 65 undergraduate majors.

Vanderbilt University’s Medicine, Health and Society Department houses 18 FTE (including two Writers in Residence) organized in four research groups: Culture, Power and Science; Health Disparities and Policy; Critical Global Health and Health Humanities and Public Practice. The department offers an undergraduate BA and minor, a combined BA+MA, and an MA degree in Medicine, Health and Society.

The University of Arizona School of Sociology offers an undergraduate BS in Care, Health and Society, designed to complement training for health care professions. The curriculum trains students “to understand the social dimensions of health and health care to inform public health initiatives and the provision of individual health care.” All majors fulfill an internship requirement in a community or health care organization as part of their degree program.

Several universities offer undergraduate degrees and minors in Public Health as part of a school of medicine or public health. Johns Hopkins University, UC Berkeley, UC Irvine
and UC Merced, among others, offer a Public Health undergraduate major; UCLA has a Public Health minor. UC Berkeley also hosts the California Initiative for Health Equity and Action, which provides grants to undergraduate Health Equity Scholars from across California. While UC Merced and CSUs are highly represented among the 2020 Health Equity Scholar cohort, UC Riverside did not send a single student to this program. (This should change.) Mills College offers B.A. and B.S. degrees in Public Health and Health Equity. Cal State San Bernardino offers an undergraduate Certificate in Health Equity and Health Disparities.

Once established we expect the new minor in Global and Community Health to be in high demand as interest among young adults in health disparities are surging and demand for trained individuals in various segments of healthcare is growing. Establishing the Global and Community Health minor now will put UCR to be ahead of the game in capturing talented undergraduates from underrepresented communities who will play a significant role in fulfilling the healthcare needs of the state of California.

**Existing programs at UCR**

This program responds to undergraduate interest and demand for coursework in pre-medicine, global and community health without duplicating existing programs. GCH is distinct in that our degree programs provide students competency in **arts, humanities and social science methodologies**. No existing degree programs at UCR offer a curriculum focused on health across the arts, humanities and social sciences.

The School of Public Policy (SPP) offers an undergraduate degree and minor with a track in Health and Population Policy, which focuses on issues related to policy and public health. The GCH minor provides a very different experience than an SPP degree, in line with the arts, humanities and social scientific orientation of SEHE faculty. SEHE faculty do already teach courses that we share with SPP students; our courses currently represent approximately one-third of the course options listed on the SPP Health and Population Policy track. These are courses that SEHE faculty have developed and taught, in most cases prior to the formation of the School of Public Policy. When SPP requested to include our courses in its health track, we happily agreed. Should the curricular overlap between GCH and SPP become an issue, we are willing to discuss removing our CHASS courses from the SPP curriculum (though this would be an unfortunate outcome in our opinion). That said, GCH’s expanded offerings in health humanities and social sciences could support SPP students in this track by providing many more options to fulfill their requirements. We believe that GCH will strengthen the attractiveness of SPP’s health curricula at the undergraduate and Masters level and we look forward to continuing to teach and mentor SPP students in the future.
The Department of Anthropology offers a concentration for its majors in Medical Anthropology; some of these courses will overlap with GCH because of shared faculty, but the anthropology degree has another set of unique requirements that go beyond the scope of health. (Anthropology has agreed to cross-list several medical anthropology courses with SEHE.) In addition, there is an undergraduate minor in Medical and Health Humanities (MHH), which draws from diverse courses in the humanities, social sciences, literature, English, and related areas. Whereas MHH engages with a broad humanities field concerned with representations of the body, health and disability, GCH offers a broader set of requirements specifically around global health, community-based methods, health disparities and health inequities. That said, GCH classes would also support the MHH program.

An important advantage of the proposed program is that it will complement and enhance available offerings for students who pursue the global health and sustainability track through the Global Studies major. Three faculty members who are affiliated with SEHE played leadership roles in developing the health and sustainability track for GBST majors, including former GBST chair, Bronwyn Leebaw, current GBST chair, Juliann Allison, and POSC professor, Kim Yi Dionne. As faculty members gathered informally to discuss the best way to develop the GBST tracks, it became very clear to us that there is a significant demand for broader offerings and opportunities for a deeper level of engagement on these themes—well beyond what could be accommodated under the umbrella of Global Studies. The proposed department will extend course offerings available to the subset of GBST majors who wish to concentrate on health and sustainability (one of four recommended concentrations within the global studies major) while expanding opportunities for faculty collaboration on grants that will enable us to expand other avenues of opportunity to students at every level. It will provide an alternative pathway for the many UCR undergraduates who wish to pursue a concentration in health alongside their chosen major. This is particularly important, given that we are in touch with many UCR alumni that have taken available courses on these themes in order to pursue career paths with a local or regional focus. These, and many other students could have benefited from the opportunity to pursue a minor in the proposed department.

All faculty to whom we have spoken agree that the fields of environment, sustainability and health require cross-disciplinary work across departments, schools and colleges. We recognize the urgent need for cross-college, cross-disciplinary collaboration in these fields and we are committed to contributing toward it. We have held initial conversations about possible cross-departmental programs.

4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross listings should be listed, unit total considerations should be taken
into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

**Curriculum**

The requirements for the undergraduate **minor in Global and Community Health** consist of 20 units, including Health Equity and Health Justice, a course taught by SEHE core faculty that introduces theories and methodologies for the study of community health, global and local health inequities. In addition minors must complete four upper-division SEHE courses in Global and Community Health.

**Lower-division requirements** include 1 course (4 units):

- SEHE 002 Health Equity and Health Justice

**Upper-division requirements** include 4 courses (16 units):

- SEHE 101(S) Community Research and Anti-Oppressive Methods
- SEHE 105 Environmental Health and Social Justice
- SEHE 106(S) Movements & Advocacy in Environment & Health
- SEHE 110 Environmental Health in Southern California
- SEHE 115 Intersectionality, Climate Emotions, and Mental Health
- SEHE 123(S)/ GSST 161(S) Gender and Science
- SEHE 129 Food Justice
- SEHE 161 Reproductive Justice
- SEHE 162 Giving Birth
- SEHE 163 Globalizing Roe: The Past, Present, and Future of Abortion Worldwide
- SEHE 172 Public Health: Then and Now
- SEHE 173/ HIST 107 Disease and Society
- SEHE 174 Eugenics, Disability and Social Justice
- SEHE 175 Transforming Toxic Jobs: Health and Work in the United States
- SEHE 176 Race, Gender, and Health: Diasporic Perspectives
- SEHE 178/ SOC 144 Interpersonal Relationship Violence
- SEHE 181/ ANTH 144I Anthropology of Human Immunodeficiency Virus (HIV)
- SEHE 182/ ANTH 144K Drugs and Culture
- SEHE 183/ ANTH 144N Anthropology of Global Health
5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

**SEHE faculty**

Teaching will be distributed among core and affiliated faculty. Affiliated faculty will teach elective courses from their home departments. The Department hired a fifth tenured faculty member whose research focuses on Black Diaspora and Health, who will join the faculty on July 1, 2024. Administration of the minor will be conducted by FTE faculty. Advising will be done in coordination with CHASS undergraduate advisors.

**SEHE faculty**

Juliann Allison, Associate Professor, SEHE 123, SEHE 193

Ellen Reese, Professor and Acting Vice-Chair, SEHE 002, SEHE 106, SEHE 175, SEHE 198I/G

Dana Simmons, Associate Professor and Acting Chair, SEHE 002, SEHE 101, SEHE 129, SEHE 173/HIST 107, SEHE 174

Chikako Takeshita, Associate Professor, SEHE 105, SEHE 110, SEHE 123, SEHE 162

Cassia Roth, Associate Professor (to join UCR on July 1, 2024), SEHE 163, 172, 176

**Affiliated faculty**

Courses taught by affiliated faculty are included in the major requirements. We will coordinate with them to have their courses taught as regularly as their home department allows.

Analisa Flores, Assistant Professor of Teaching, Statistics, SEHE/STAT 005

Covadonga Lamar Prieto, Associate Professor, Hispanic Studies, SEHE 185A/B/C

Chioun Lee, Associate Professor, Sociology, SEHE/STAT 005

Antoine Lentacker, Assistant Professor, History, SEHE 173/HIST 107
Tanya Nieri, Associate Professor, Sociology, SEHE 178

Jade Sasser, Associate Professor, Gender & Sexuality Studies, SEHE 116, SEHE 161

Jennifer Syvertsen, Associate Professor, Anthropology, SEHE 181, SEHE 182, SEHE 183

**Additional Affiliate Faculty**

Additional affiliated faculty teach non cross-listed required courses and/or may serve as mentors to specific students in their area of expertise.

Cecilia Ayón, Professor, Public Policy

Matthew Barth, Yeager Families Professor of Engineering, Director of Center for Environmental Research and Technology (CE-CERT)

Ann Cheney, Associate Professor, Department of Social Medicine, Population, and Public Health

Kim Yi Dionne, Associate Professor, Political Science

Derick Fay, Associate Professor, Anthropology

Allison Adelle Hedge Coke, Distinguished Professor, Creative Writing

Ariel Dinar (Emeritus) Distinguished Professor, Public Policy

Cathy Gudis, Associate Professor, History

Farah Godrej, Professor, Political Science

Francesca Hopkins, Associate Professor, Environmental Science

Tabassum Ruhi Khan, Associate Professor, Media and Cultural Studies

Gloria Chan Sook Kim, Assistant Professor, Media and Cultural Studies

Bronwyn Leebaw, Associate Professor, Political Science

Bruce Link, Distinguished Professor of Sociology and Public Policy

Anne McKnight, Associate Professor, Comparative Literature

Kalina Michalska, Associate Professor, Psychology
6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

   This program will be administered by the Department of Society, Environment, and Health Equity.

7. Projected enrollment in the program.

   We anticipate that enrollment in the minor will be 10-20 students per year.

8. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches steady state.

   Minor in Global and Community Health

9. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.

   GCH is anticipated to relieve pressure on impacted departments, particularly in the social sciences. The core and elective courses in GCH offered by the SEHE department, conversely, are likely to attract students from across campus.

10. A full listing of resources required for start-up and for operations. In cases where no additional resources will be needed, this must be explicitly stated. This listing may include:
personnel (faculty FTE or temporary positions, Teaching Assistants or Readers, administrative staff, technical support); support services including computer facilities and library resources; space requirements. A plan indicating how the resources will be obtained would also be helpful to the committee in reviewing the proposal. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

A. Faculty

SEHE currently has four 100% FTE faculty, with one more contracted to begin on July 1, 2024. Other faculty have committed to transferring FTE in the coming year. It is expected that by the date of the GCH minor launch, SEHE will have a total of 7.5 FTE. One affiliated faculty member is in the School of Medicine, one in the School of Public Policy and one is in CNAS.

B. Teaching Assistants

Two TA positions are desirable in order to support the new gateway course, SEHE 002: Health Justice and Health Equity. We anticipate that the gateway courses will easily attract 75 students or more. If TAs are not approved, the course will have to be smaller and taught without discussion sections. We plan to offer the gateway course at least once a year.

C. Staff

Staff needs for the GCH minor correspond to requirements for the SEHE department. The CHASS Office of the Dean is currently allocating administrative staff (including enrollment managers and student advisors) to support the new SEHE department and its two new degree programs.

D. Computer facilities

No additional computer facilities are required for the new curriculum

E. Library

Tiffany Moxham, Associate University Librarian has been consulted. The UCR library maintains an extensive database, e-journal, and textbook collection that will support the GCH minor. UCR is home to a medical school and thus supports Health Equity topics through access to fulltext via PubMed, an extensive number of journals including those covered by the new Elsevier contract and specialty databases such as Access Medicine. All subject areas also have options to choose monographs that reflect their specific
topics through Patron Driven acquisitions and have access to fast interlibrary loan services for unique journal content. As such, the additional costs to the library will be minimal and in line with existing students’ needs i.e. supplementing current collections.

F. Space

We anticipate that the new department will require one additional faculty office space. The CHASS Office of the Dean has identified an office in INTN for that purpose. All other SEHE core faculty are current faculty members, who can use existing office facilities. However, it would be preferable to move faculty offices over time in order to consolidate SEHE faculty in the same building and floor. SEHE faculty currently meets in the Center for Ideas and Society, which has generously offered access to conference rooms.

GCH student events would be held in UCR classrooms or other rooms reserved through the facilities reservation system. This use of classrooms in off-hours for student-facing events is already standard for many CHASS departments.

G. Plans for obtaining resources

We will maximize our capacity through collaboration among all the faculty involved in the departmentalization process. Foundation funding is expanding rapidly in this area, as the pandemic laid bare the power of structural inequities to drive unequal health outcomes. We are working with the UCR Foundation Development and CHASS Development officers to identify grant opportunities to fund course development, undergraduate community engagement, a teaching postdoctoral fellowship and research within the program.

We will work with the UCR Foundation to develop a departmental fund into which donations can be made over time by alumni of the program as well as by other donors interested in supporting the department, its students, and faculty.

As demand for SEHE 002 grows, we will teach it during the summer, which will bring in 52% of the revenue to the department.

SEHE is currently supported by a National Endowment for the Humanities (NEH) Humanities Connections Planning grant ($35,000). We are applying for the NEH Implementation Grant for 2024-2027 ($150,000) to support new course and internship development. Department faculty will continue to pursue internal and external funding to support their research. They will also encourage students to
avail themselves of internal and external funding opportunities (e.g., Chancellor’s Research Fellowship, National Institutes of Health Undergraduate Research Grant) to support their academic work.

11. Letters of support are included below.

Internal letters: CHASS Faculty Executive Committee, CHASS Dean Daryle Williams. David D. Lo (School of Medicine, Distinguished Professor of Biomedical Sciences and Senior Associate Dean for Research), Jeanette Kohl and Dylan Rodriguez (co-directors of the Center for Ideas and Society), Lisa R. Fortuna (School of Medicine, Professor and Chair of Psychiatry and Neurosciences), Brandon Andrew Robinson (Chair, Department of Gender and Sexuality Studies), Gordon Love (Chair, Department of Earth & Planetary Sciences), Judith Rodenbeck (Chair, Department of Media and Cultural Studies), Juliann Emmons Allison (Chair, Global Studies), Jennifer Syvertsen (Chair, Department of Anthropology)

External letters: Laura Stark (Vanderbilt University Department of Medicine, Health, and Society), Steffanie Strathdee (UC San Diego, Harold Simon Distinguished Professor and Associate Dean of Global Health Sciences), Tracey Osborne (UC Merced, Associate Professor and Presidential Chair, Department of Management of Complex Systems; Founding Director, UC Center for Climate Justice), Tonya M. Huff (Riverside City College, Department of Life Sciences), Ronnie D. Lipschutz (UCSC, Professor Emeritus of Politics and President, Sustainable Systems Research Foundation), Danielle Celermajer (Deputy Director of the Sydney Environment Institute)

12. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.

Approvals:

a. Program faculty

The following SEHE faculty and faculty affiliates approved this proposal by email vote on 8/4/23:

Juliann Emmons Allison, Associate Professor, SEHE
Ann Cheney, Associate Professor, Department of Social Medicine, Population and Public Health
Allison Hedge Coke, Professor, Creative Writing
Kim Yi Dionne, Associate Professor, Political Science
Gloria Kim, Assistant Professor, Media and Cultural Studies
Chioun Lee, Associate Professor, Sociology
Bronwyn Leebaw, Associate Professor, Political Science
Antoine Lentacker, Assistant Professor, History
Tanya Nieri, Associate Professor, Sociology
Ellen Reese, Professor and Acting Vice Chair, SEHE
Jade Sasser, Associate Professor, Gender and Sexuality Studies
Dana Simmons, Associate Professor and Acting Chair, SEHE
Jennifer Syvertsen, Associate Professor, Anthropology
Chikako Takeshita, Associate Professor, SEHE

b. Dean of CHASS  
   Approved, 8/23/23

c. CHASS Faculty Executive Committee  
   Approved, 8/28/23

Please see memos of approval from Dean Williams, CHASS FEC and chairs
associated with courses in the new curriculum, attached to this proposal.
13. Proposed Curriculum

EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES

REPORT TO THE RIVERSIDE DIVISION
(insert date)

To be adopted:

Proposed Changes to Global and Community Health

PRESENT: PROPOSED:

Program Description

The goal of the Global and Community Health curriculum is to equip students with the knowledge, theory, and skills necessary to understand health disparities and promote the goal of health equity. Drawing on courses primarily in the humanities and social sciences with the explicit framework of delivering health justice—fair and just health opportunities to everyone—this interdisciplinary field transcends traditional biomedical approaches to provide a historically-grounded, multi-level understanding of health and illness, systems of healing, and evidence-based solutions to global health inequities. Global and Community Health students learn to think critically about complex issues that affect health, healthcare, and health policy. The major investigates how political, economic, demographic, cultural, social, and biological factors interact to produce health (in)equities. It prepares students for a wide range of careers, including public service in healthcare, public health, social work, policy advocacy, consulting, research, and non-profit organizations focused on health and equity. Through in-depth, engaged learning experiences, this major nurtures community leaders and global citizens who can meet the global and community health challenges of the 21st century.
The B.A. degree consists of 52 units and focuses primarily on humanities and social science studies of health inequity.

The program also offers a 20 unit Minor, consisting of 1 lower-division and 4 upper-division core courses. The minor is designed to accommodate CHASS majors as well as UCR students pursuing majors in all colleges and schools who are motivated to complement their STEM, Public Policy, or Business and Finance training with studies of health from humanist and/or social science perspectives.

**Minor requirements**

1) Lower-division requirements (1 course, 4 units):

SEHE 002 Health Equity and Health Justice

2) Upper-division requirements (4 courses, 16 units) from among the following:

SEHE 101(S), SEHE 105/GSST 171, SEHE 106(S), SEHE 110, SEHE 115/GSST XXX, SEHE 120, SEHE 123/GSST 161, SEHE 161/GSST XXX, SEHE 162, SEHE 163, SEHE 172, SEHE 173/HIST 107, SEHE 174, SEHE 175, SEHE 176, SEHE 178/SOC 144, SEHE 181/ANTH 144I, SEHE 182/ANTH 144K, SEHE 183/ANTH 144N, SEHE 185ABC/SPN XXXABC, SEHE 189

**Justification:**

Include justifications for **EVERY change/addition/deletion** that is made.

**Approvals:**

Approved by the faculty of the Department of Society, Environment and Health Equity: August 4, 2023
Approved by the Executive Committee of the College of Humanities, Arts and Sciences: August 28, 2023
Approved by the Dean of CHASS: August 23, 2023
Approved by the Committee on Educational Policy:
Course Descriptions for GCH Minor Curriculum

1) SEHE 002 Health Equity and Health Justice 4 Lecture, 3 hours; Discussion, 1 hour.
Introduces theories and methodologies for the study of community health, global and local health inequities. Identifies health disparities trends, patterns and causes in the U.S. and globally, including historical, social and structural factors. Considers policies and interventions addressing health disparities, including community-engaged research.

2) SEHE 101 Community Research and Anti-Oppressive Methods 4 Lecture, 3 hours; Individual Study, 3 hours.
Prerequisites: SEHE 001 or SEHE 002. Addresses research design, research ethics, data collection and management, and public engagement. Reviews and practices disciplinary methods (social science, ethnography, history, critical reading, Science and Technology Studies, statistical analysis, feminist and critical race theories, creative arts, storytelling, community-based and community-engaged research). Employs intersectional approaches to analyze power and inequities.

SEHE 101S Community Research and Anti-Oppressive Methods 5 Lecture, 3 hours; Discussion, 1 hour; Individual Study, 3 hours.
Prerequisites: SEHE 001 or SEHE 002. Addresses research design, research ethics, data collection and management, and public engagement. Reviews and practices disciplinary methods (social science, ethnography, history, critical reading, Science and Technology Studies, statistical analysis, feminist and critical race theories, creative arts, storytelling, community-based and community-engaged research). Employs intersectional approaches to analyze power and inequities.

SEHE 105 Environmental Health and Social Justice 4 Lecture, 3 hours; activity 3 hours.
Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe, invisible environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change. Cross-listed with GSST 171.

SEHE 105S Environmental Health and Social Justice 5 Lecture, 3 hours; Discussion, 1 hour; Activity 3 hours.
Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe,
invisi ble environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change. Cross-listed with GSST 171.

SEHE 106 Movements & Advocacy in Environmental Justice & Health Equity 4 Lecture 3 hours; Individual work, 3 hours. Overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, health equity, sustainability, and environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines movement and advocacy outcomes, challenges, and opportunities for promoting Health equity and Environmental Justice.

SEHE 106S Movements & Advocacy in Environmental Justice & Health Equity 5 Lecture 3 hours; Discussion, 1 hour; Individual work, 3 hours. Overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, health equity, sustainability, and environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines movement and advocacy outcomes, challenges, and opportunities for promoting Health equity and Environmental Justice.

SEHE 110 Environmental Health in Southern California 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour Interdisciplinary cross-examination of environmental challenges, social inequities, and human health consequences in the Southern California region. Topics include logistics industry and air pollution, toxic dust and groundwater contamination from agriculture and military bases, history of oil refineries and waste facilities around marginalized communities, and disparate impacts of extreme heat.

SEHE 115 Intersectionality, Climate Emotions, and Mental Health 4 Lecture, 3 hours; extra reading, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces emotional responses to climate change. Identifies the relationships between emotions and mental health outcomes. Explores the roles of race, gender, age, and social marginalization. Cross listed with GSST XXX.

SEHE 129 Food Justice 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour Explores relations of power, love, desire, hunger and taste through food and food systems. Considers how food is found, grown, made, bought, sold, shared and consumed. Covers food apartheid and carceral food systems; metabolic disease; nutrition and nourishment; the right to food; and movements to decolonize food systems.

SEHE 123/ SEHE 123S Gender and Science 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Focuses on the intersections of Western constructions of gender and scientific knowledge since the sixteenth century. Considers the cultural and political roles of the
scientist in terms of gender; the structuring of objectivity and objects of study; the status of scientific knowledge; and the emergence of feminist science studies. Credit is awarded for one of the following SEHE 123 or SEHE 123S. Cross-listed with GSST 161/ GSST 161S.

**SEHE 161 Reproductive Justice** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces reproductive justice concepts of intersectionality, systemic oppression, the triple pillar approach, and human rights. Analyzes inequality and power in shaping the reproductive contexts of people’s lives, behaviors, and outcomes. Cross listed with GSST XXX

**SEHE 162 Giving Birth** 4 Lecture 3 hours; extra reading 1 hours; activity 1 hours; term paper 1 hours. Examines the history of childbirth methods from the medieval period to the present. Compares obstetrics to alternative models of maternity care including midwifery care, homebirth, and traditional birth attendants in the global South. Considers health equity in the context of maternal care and childbirth.

**SEHE 163 Globalizing Roe: The Past, Present, and Future of Abortion Worldwide** 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Surveys the modern history of abortion policy and provision from legal, medical, religious, and public health perspectives. Centers the lived experiences of different individuals in their need to access abortion from a global lens.

**SEHE 172 Public Health: Then and Now** 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Surveys the modern history of societal attempts to protect the health of human populations. Centers the lived experiences of individuals and cultures in the development of public health globally.

**SEHE 173 Disease and Society** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Covers a world history of disease and how it relates to cultural shocks, environmental change, and survival. Evaluates the complex and reciprocal relationship between illness and society, and the historical dynamics around power, race, gender, and class which define disease and shape life chances, medicine and health. Cross listed with HIST 107.

**SEHE 174 Eugenics, Disability and Social Justice** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Analyzes social movement activism around medicine, health and disability. Topics include Black Panther Party survival programs, medicine and civil rights, occupational safety, HIV/ AIDS, environmental justice, genetic testing, food systems, disability rights and healthcare access.
SEHE 175 Transforming Toxic Jobs: Health and Work in the United States 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Examines research on health and work, including occupational health, how work and employment impact health outcomes and health care, the work experiences of health care providers, the role of policies, and organized efforts by workers and/or their allies and clients to improve health and well-being at work and in the community.

SEHE 176 Race, Gender, and Health: Diasporic Perspectives 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Surveys ways in which historical legacies of slavery and racialization affect the health of racialized peoples from a diasporic perspective, mainly focusing on but not limited to the African diaspora in the Americas.

SEHE 178 Interpersonal Relationship Violence 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): SOC 001 with a grade of C- or better or SOC 001H with a grade of C- or better; SOC 004 with a grade of C- or better; SOC 005 with a grade of C- or better; or consent of instructor. Addresses causes, identification, and prevention of and responses to interpersonal relationship violence, such as family violence and partner violence. Examines theories and research findings for practical field application. Promotes better understanding of this common social problem and prepares for careers involving contact with victims and/or perpetrators of relationship violence. Cross listed with SOC 144.

SEHE 181 Anthropology of Human Immunodeficiency Virus (HIV) 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. Cross-cultural examination of the global Human Immunodeficiency Virus (HIV) epidemic from an anthropological perspective. Cross listed with ANTH 144I.

SEHE 182 Drugs and Culture 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. A cross-cultural examination of drug use and its relation to race, class, gender, morality, laws, and health policy. Cross listed with ANTH 144K.

SEHE 183 Anthropology of Global Health 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the overlaps, debates, and potential of medical anthropology to address contemporary issues in global health. Focuses on how the historical development, theoretical frameworks, methodological approaches, and ethical debates within medical anthropology can contribute to a just and inclusive version of “global health.” Cross listed with ANTH 144N.

SEHE 185ABC Spanish for the Health Professions
[Catalog description to be inserted here]
Cross listed with SPN XXXABC

**SEHE 189 Special Topics in Global and Community Health** 4 Units, Lecture, 3 hours; discussion, 1 hour. Selected topics addressing global and community health. Includes reading, research, and discussion.
Appendix A: Careers for GCH majors

From Indeed.com:

“What is community health?
Community health is a type of health care and health education that focuses on promoting wellness and health for entire groups and the individuals that make up those groups. It addresses public health problems like access to healthy food, the spread of illnesses and public awareness of health risks. The community health field involves identifying the cause of health problems and creating solutions to address them. Examples of issues that community health professionals address include:

Community health experts explore how attitudes within a community, cultural factors, income levels and environmental factors affect a population's health. There are many types of community health professionals that work together to research issues, educate community members and increase access to health resources within a certain area. Community health professionals often work with people of diverse backgrounds and demographics to serve all members within a community.

…Bachelor's degrees are a necessary qualification for many jobs in community health. With a bachelor's degree, you can work in education, government, non-profit services and many other community health fields. Examples of jobs that typically require a bachelor's degree in community health include:

Health educator
Hospital administrator
Environmental health specialist
Community health organizer
Social service manager
Health program coordinator
Occupational health manager

…Here are some examples of skills you may learn as a community health student:

Communication: Community health professionals need strong written and verbal communication skills. These skills help them understand the needs of their community members, coordinate care services and educate members of their community about health topics.

Time management: Good time management skills help community care professionals plan their days and achieve goals on time. Many degree programs help students gain time management skills by requiring them to submit work by specified due dates.

Advocacy: Many community health professionals work in roles related to advocacy, which can involve advocating for the needs of a specific client or advocating for changes in community systems. Earning a degree in community health can help you learn skills related to advocacy, such as how to write persuasively.
Data analysis: Working with data helps community health professionals assess the needs of their community. Having skills related to collecting, storing and analyzing data is important for professionals in this field.

Knowledge of health and community systems: Professionals in community health apply their specialized knowledge of communities and health care systems to improve health outcomes for individuals. Pursuing a degree in this field can help you gain the knowledge you need to understand health, health care institutions, community attitudes, health education and advocacy.”

Appendix B
Letters and memos of support
Please see below.
August 28, 2023

TO: Dana Simmons, Acting Chair  
Department of Society, Environment and Health Equity

FROM: John Kim, Chair  
CHASS Executive Committee

RE: Department of Society, Environment and Health Equity- New Major and Minor in Global and Community Health (GCH)

CHASS Faculty Executive Committee (CHASS FEC) reviewed and approved the proposed new major and minor in Global and Community Health (GCH) by the Department of Society, Environment and Health Equity (SEHE) on August 26, 2023 by a vote of 8 approve, 0 disapprove, 1 unavailable and 1 recusal; 1 member recused themself as the member of SEHE.

CHASS FEC previously reviewed and implicitly approved the GCH major and minor when SEHE submitted its proposal for departmentalization, which the Division approved in February 2023 by a 77% majority vote in favor. The present review formalizes CHASS FEC’s previous, implicit approval of its GCH major and minor.

As outlined in their proposal, the GCH major and minor distinguishes itself from the School of Public Policy’s (SPP’s) related major and minor track in Health and Population Policy in that GCH is based on artistic, humanistic and social scientific methodologies outside of the policy-driven scope of SPP’s program. GCH investigates how political, economic, demographic, cultural, social, and biological factors interact to produce health (in)equities, preparing students for a wide range of careers, including public service in healthcare, public health, social work, policy advocacy, consulting, research, and non-profit organizations focused on health and equity. Nevertheless, several GCH faculty also teach for SPP and otherwise collaborate with other units on campus with foci on issues of healthcare and public health, such as the School of Medicine and the Department of Anthropology, both of which have submitted letters of support.

The overall structure of the GCH major and minor is well balanced and within the normative range of unit counts for majors and minors at UCR. The GCH major consists of 52 units, of which 16 are at the lower division level and 36 at the upper division level. The proposal offers
students considerable flexibility in the range of courses offered by SEHE and other departments that satisfy each area of coverage, such as 15 lower-division courses for its requirement in “Global and/or Local Perspectives in Health and/or Environmental Health,” 33 upper-division courses for its requirement in “Global and Community Health,” and 16 for its requirement in “Gender, Race, and Structural Inequities.” Common to GCH students are two required courses, SEHE 002 and SEHE 101 forming the basis of the major, as well as a capstone requirement that can be satisfied by one of four courses SEHE 193, SEHE 195H, SEHE 198G or SEHE 198-I. CHASS FEC especially lauds the proposal’s interdisciplinary design that engages with disciplines not only across CHASS but also across campus.

The broad range of courses outside of SEHE that are applicable to the GCH major and minor ensures that students will have multiple pathways to meet their course requirements. Students will be able to fulfill their major/minor with designated courses from STAT, SOC, ANTH, BIOL, ENGL, GSST, GEO, MHHS, PHIL, POSC, among others, while receiving their grounding in SEHE courses.

CHASS FEC’s positive assessment of the GCH proposal is shared by the external and internal review letters, all of which are enthusiastically supportive of both GCH and its complementary proposal for a major in Environmental Studies (ENST). Deputy Director of the Sydney Environmental Institute at the University of Sydney, Professor Danielle Celermajer, lauds the GCH proposal for the professional opportunities it offers its students, “GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy.” Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at UC San Diego, Professor Steffanie Stratdee, highlights the urgent need for the GCH major/minor especially with respect to the needs of California’s underserved populations, lauding the GCH major/minor for addressing “the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.” Writing of both the GCH and the ENST proposals, the former Provost of Rachel Carson College at UC Santa Cruz and the current President of Sustainable Systems Research Foundation Professor Ronnie D. Lipschutz lauds both proposals for their interdisciplinary structures, noting “No single discipline is sufficient to deal with such problems, and few academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines” and praising these programs for providing “the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.” Similarly, the Founding Director of the System-wide UC Center for Climate Justice Professor Tracy Osborne of UC Merced writes of the timeliness of both the GCH and ENST proposals, “Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum.”

CHASS FEC is especially heartened by the letter of support from the Senior Associate Dean for Research in UCR’s School of Medicine, Distinguished Professor David D. Lo, who writes of his “conviction that health sciences is also necessarily a human(ities) subject, and that the best approaches to health care must also identify with the needs of the human patient.” Professor Lo also lauds the GCH proposal for its potential “to build a pool of students that will be ideal
candidates for the Thomas Haider Program at the UCR School of Medicine.” In turn, CHASS
FEC lauds SEHE for its foresight in creating a prospective pathway for our undergraduates who
seek graduate degrees in medicine and healthcare-related fields.

In view of CHASS FEC’s review and the letters from external (non-UCR) and internal (UCR)
specialists, CHASS FEC enthusiastically endorses this proposal.
August 23, 2022

Based on a preliminary administrative review and counsel of the CHASS Associate Deans, I am pleased to extend an endorsement on the general academic structure of the two proposed degrees. This endorsement includes a recognition of prior College commitments for the Senate recruitments described in the AFD grant; instructional and administrative staffing adequate to demonstrated need and comparable to other units in the College; and space planning.

College-funded compensation for departmental leadership and student success took effect July 1, 2023, in terms equal to other units of comparable size.

In FY24 forward, the SEHE majors will be incorporated into recruitment, admissions, retention, and graduation for current and prospective undergraduate students.

The College encourages and endorses efforts to secure external support for the program, its students and its faculty, and will provide the appropriate grant administration for successful proposals.

For a more thorough endorsement, I await a complete review of the academic integrity of the curriculum conducted consistent with Academic Senate authorities and responsibilities. I extend the availability of the academic advisors to conduct a more detailed analysis of degree requirements and progress-to-degree metrics, upon request from the Academic Senate.

I look forward to welcoming new majors in the arc from matriculation to graduation.

Respectfully,

Daryle Williams
Professor and Dean
August 20, 2023

Dear UC-Riverside Academic Senate and Administration,

I am writing with my assessment of the proposal for new undergraduate degrees in Environmental Studies and in Global and Community Health proposed by the department of Society, Environment, and Health Equity. In my view, the two degrees are exceptionally well structured, offer unique opportunities for learning for UCR students, integrate well with offerings at peer institutions, and hold high employment potential for students on the labor market. **I support the two BA degree programs without reservation.**

I am a tenured professor at Vanderbilt University’s Department of Medicine, Health, and Society. During more than ten years in the department, I have worked on curricular development and reform in global health humanities and social sciences. During this time, it has become apparent that integration of health and environment is essential to strengthen critical thinking and community-engaged skillsets for students. The majors address critical needs of UCR, both within the UC system and in relation to peer institutions nationally.

The design of the two BA degree programs astutely and effectively knits together health and environment within a global context. Students who pursue these degrees will be well positioned for careers or professional study in medicine, nursing, health administration, community service, environmental remediation, epidemiology and more. These careers fill urgent needs in California, in the USA, and across the global for health and environmental workforces addressing minoritized groups, such as Black, Indigenous, and Latinx communities. The proposal demonstrates an exciting and supportive long-term trajectory for students, as well as for the major, as they develop over time.

I am confident that the two new BA degrees with further the curricular goals of UCR, enrich communities, and prepare a much-needed work force. **I fully support** the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA.

Sincerely,

[Signature]

Professor Laura Stark
(she/her)
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at the University of California San Diego, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Steffanie Strathdee, PhD
Harold Simon Distinguished Professor
Associate Dean of Global Health Sciences
August 10th, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

Re: Letter of Support for proposed BA degree in Environmental Studies and BA degree in Global and Community Health

I am writing on behalf of the Sydney Environment Institute at the University of Sydney to express my strong support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health at UC Riverside. As a scholar committed to universities making tangible research and teaching contributions to the critical environment, health and justice issues of our time, the proposed degrees strike me as much needed curricula additions. The two undergraduate programs will bring much needed new curricular opportunities addressing environmental and health disparities through the university, two areas of critical concern.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland
Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Deputy Director of the Sydney Environment Institute, I am eager to see new courses offered in these areas, developments that will strengthen our collective efforts to address the most critical issues of our times. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely

[Signature]

Professor Danielle Celermajer
Dear members of the UC Riverside Academic Senate,

I write to enthusiastically express my support for the creation of BA and Minor in Environmental Studies and the BA and Minor in Global and Community Health in the UC Riverside College of Humanities, Art, and Social Sciences. Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum. Such programs have been growing at universities nationwide, as well as across the UC system. Further, health equity issues are often interrelated with the forces that shape the distribution of environmental benefits and burdens in places where human communities live, work, and play. As the COVID-19 pandemic demonstrates, health inequities and disparate health outcomes for marginalized communities are pressing national problems in the United States—challenges that are not disconnected from the environmental challenges facing us today. With the creation of this department, UC Riverside is poised to provide an innovative curriculum for its diverse student body as well as to lead the way for other UC campuses. In my view, these proposed majors and minors charts a course that is reinforced by trends showing increases in interdisciplinary environmental and sustainability studies programs.

In my capacity as Director of the UC Center for Climate Justice, I am working to raise awareness and develop curriculum and programming focused on addressing climate change as a social justice and equity issue across the UC campuses. The kinds of pedagogical approaches required to plan for and address holistic solutions to climate change and other environmental problems in California and beyond must address scientific, social, economic, and cultural components. The innovative, forward-thinking approach offered through such programs is exactly what is needed to broaden these offerings for UCR students. I offer my strongest support to this endeavor.

Sincerely,

Tracey Osborne, PhD
Founding Director, UC Center for Climate Justice
Associate Professor and Presidential Chair
Department of Management of Complex Systems
University of California, Merced
August 20, 2023

To Whom it May Concern,

I am writing in support of the proposed Bachelor of Arts degree and minor in Environmental Studies through the new Department of Society, Environment and Health Equity. I believe that such a degree is relevant, necessary, and in-demand and that such a program would be tremendously beneficial for the students of UCR.

I am a faculty member in the Life Sciences Department at Riverside City College where I teach Environmental Science, Introductory Biology (both for majors and non-majors), Natural History of Southern California Ecosystems, International Field Ecology, and other courses. Additionally, I am a faculty co-advisor for the Student Sustainability Collective on our campus and faculty chair of our campus Sustainability Committee. Since the beginning of my teaching career approximately 13 years ago, I have seen a steady increase in interest in topics of environmental science and sustainability among my students. As issues of equity and sustainability have been hot topics in the news during the last several years, I have seen interest climb even more. Additionally, according to a recent report, the global green technology and sustainability market size is set to grow from $11.2 billion in 2020 to $36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations.

Due to this clear niche in the job market and demand by students, RCC has recently developed and approved a Sustainability major for our students in addition to the Environmental Science major that has existed for quite some time. Both of these majors are meant to be a pipeline from RCC to UCR. We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. We hope to continue to collaborate with the new SEHE Department at UCR to create events, workshops, and research opportunities for our RCC students. Evidence shows that if a community college student spends time on a university campus, they begin to feel like they belong and are more likely to transfer and continue their educational journey. We would love for the Sustainability and Environmental Studies students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.
Department of Life Sciences, Riverside City College
August 15, 2023

Academic Senate & Administration
University of California, Riverside

Dear Colleagues,

I write this letter in support of the two proposals for majors in the Department of Society, Environment and Health Equity (SEHE). As I understand the matter, the proposed Environmental Studies major will replace the Sustainability Studies degree that has been administered by the Department of Gender and Sexuality Studies, while the major in Global and Community Health will complement Environmental Studies with its focus on related issues and problems. Before I give three reasons—out of many—for supporting this proposal, I will give some background on my experience and qualifications.

I was a faculty member of the UCSC Politics Department from 1990-2020, teaching among other things international relations and global environmental politics. I have done policy, research and technical work in environmental and policy field since the late 1970s, after receiving a Masters’ in Physics at MIT. I came to UCSC with a PhD in Energy Resources from UC Berkeley (1987) and, beginning in 2008, was part of a faculty group trying to establish a Sustainability Studies program at UCSC. In 2012, I was appointed Provost of Rachel Carson College (I was able to obtain the $5,000,000 endowment required to name a UCSC residential college) and established a minor in Sustainability Studies, the first such minor in a college since the university’s founding. I am presently President of the Sustainable Systems Research Foundation in Santa Cruz, a nonprofit green think tank focused on development and deployment of local sustainability projects.

First, at this moment of environmental crisis, and especially with the looming threat of climate change, interdisciplinary education and research are more essential than ever. Both of the proposed majors are explicitly interdisciplinary, focusing on systemic issues and topics, rather than strictly-bounded disciplinary ones. Over the past 40 years, approaches to understanding and addressing these environmental challenges have been constrained by the very disciplinary epistemologies its practitioners apply. Biologists see everything through a biological lens; economists, through and econometrics one; humanists through philosophy, art and literature. But “wicked problems” such as climate change (and all of the social systems that give rise to it) are characterized by complex linkages among technological, political, social and economic systems and institutions. No single discipline is sufficient to deal with such problems, and few
academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines. The SEHE Department and its degree programs will be able to provide the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.

Second, and at the same time, there is a pressing need to acknowledge and incorporate the structural injustices and racism that are foundational to our social institutions and practices and reproduced in the environmental crisis. This is especially the case in terms of the distribution of current and future impacts of climate change and the benefits that will accrue from the coming green economy. UCR’s student demographic is well-placed to make important and significant contributions to this transition and the SEHE Department and the two new majors will position them to do so.

Finally, in this time of limited (and even declining) instructional budgets, the bane of new degree programs is the cost of administering and running them and the frequent refusal of university administrations to provide the necessary funds and personnel. Few existing departments are willing to take on this burden and putting new programs under the care and feeding of departments whose disciplinary focus is not directly related risks shortchanging the new ones and even obscuring their existence. The SEHE Department and the two new majors will be highly visible, appropriately funded (I hope) and able to provide students with the focused care, advising and training required to succeed in the proposed areas of systems complexity and social change.

There are many other reasons to support these two proposed majors, not the least that similar initiatives exist or are being launched across the country and the world. Judging from the academic and professional job announcements that come across my “desk,” graduates of the two programs will have little difficulty in finding relevant employment.

I endorse the two majors in the strongest terms and hope UCR will approve and fund them at the level necessary for them and their students to learn and thrive about these critical issue areas.

Please do not hesitate to contact me with any questions you may have.

Yours sincerely,

Ronnie D. Lipschutz
Professor Emeritus of Politics, UCSC
President, Sustainable Systems Research Foundation
August 9, 2023

Academic Senate
Campus Administration
University of California, Riverside

Re: Global and Community Health degree program

Dear Academic Senate,

I am writing to express my enthusiastic support for the Global and Community Health degree program as a new program in the College of Humanities, Arts, and Social Sciences (CHASS). This is a timely initiative that addresses a critically important need among undergraduate programs. While many of the elements of the proposal draw from existing strengths among multiple units across campus, it provides an important opportunity to launch an innovative new integrative program to meet the needs of a new generation of undergraduate students.

My enthusiasm for this program comes from my activities in areas of direct relevance to this program. First, I have always had a long-standing interest in interdisciplinary studies of relevance to medical humanities, starting from my undergraduate liberal arts education, and continuing through my activities since arriving on campus in 2006, including teaching an Ignition Seminar in the Undergraduate Honors program, to participating in a number of programs in the Center for Ideas and Society (including participating on the CIS Advisory Board). These reflect my conviction that health sciences is also necessarily a human(ities) subject, and that the best approaches to health care must also identify with the needs of the human patient.

Second, I am founding Director of the BREATHE Center (that is, Bridging Regional Ecology, Aerosolized Toxins, and Health Effects), which is a broadly interdisciplinary collaborative of researchers across campus studying topics related to air quality and health effects. Faculty recruitments under the original BREATHE cluster hiring from 2015 to 2018 included five hires in the original cluster with two additional hires resulting from the searches. These hires reflect the truly interdisciplinary nature of the research, which includes two hires in CHASS, one in BCOE, two in CNAS, and two in SOM. The research themes among the BREATHE faculty broadly integrate humanities, engineering, environmental sciences, and biomedical research, which I believe illustrates and mirrors quite well the intent of the GCH program.

Third, I am Principal Investigator and co-Director (with Mario Sims) of the NIH-funded U54 Center for Health Disparities Research at UCR, a center entirely funded by extramural (NIH) funds, establishing a new model for research centers on campus. This center aims to train and promote a new generation of researchers in topics related to health disparities, social equity, and community engagement. The NIH and other agencies, including the California Air Resources Board (CARB) have begun to recognize the critical need to promote work in environmental and social justice to address health needs, and the necessary role of community networks as full partners in the research. The growth in attention and funding in this
area provides important opportunities for undergraduate education and future career opportunities, and the GCH programs will be timely in helping to launch UCR students in entirely new types of careers of service to the community. The fact that so many UCR students are first generation and from underserved communities will mean that the GCH programs can promote a pipeline of workers in areas such as medicine and public policy that also draws directly from the communities most in need of this important work.

While this program does not yet include graduate programs, the existing Designated Emphasis in Medical Humanities may yet pave the way for graduate programs in this area. Accordingly, the Center for Health Disparities Research hopes to be instrumental in providing training and research opportunities for graduate and post-graduate researchers in this area as the GCH program grows.

While it is not an exclusive goal of the department and undergraduate programs, I am most excited by the potential of the undergraduate program in health equity to build a pool of students that will be ideal candidates for the Thomas Haider Program at the UCR School of Medicine. This program is a pathway for UCR undergraduates to enter the UCR School of Medicine, and was created by Dr. Thomas Haider, who has long supported the mission of the School of Medicine to train physicians for service to the inland California underserved communities. The goals of the GCH undergraduate programs will clearly imbue the students with an appreciation of the issues of racial and social equity, and a dedication to the mission of the SOM.

Again, I reiterate my strong enthusiasm for the program and its potential to integrate a host of complementary topics in environmental and social justice that will have a major impact on campus intellectual and community life. I look forward to seeing this promise come to fruition, and to working actively with the program as it grows.

Sincerely,

David D. Lo, M.D., Ph.D.  
Contact PI, U54 MD013368 RCMI, Center for Health Disparities Research at UCR
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

We are writing on behalf of the Center for Ideas and Society at UCR in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As co-directors of the Center for Ideas and Society, we are particularly eager to see new courses offered in these areas, which will further our curricular goals. We fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside, and we at the CIS see great potential for collaborations with the new program on various levels.

Sincerely,

[Signature]

[Signature]

[DocuSign Envelope ID: 364B60DC-35EF-480E-ADAF-D1D142916742]
Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Psychiatry and Neurosciences in enthusiastic support of the proposed BA degree in Global and Community Health. This undergraduate program will bring new curricular opportunities addressing health disparities to UCR.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce. This is well aligned with and advances our mission at the UCR School of Medicine. I look forward to future collaborations and the exciting opportunities that can emerge for us across departments.

The GCH undergraduate degree program will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Chair of the Department of Psychiatry and Behavioral Sciences, and as a public health and health equity scholar, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Global and Community Health BA. Students will be well-served by this curriculum as part of their education at UC Riverside.

Sincerely,

Lisa R. Fortuna, MD, MPH, MDiv
Professor and Chair of Psychiatry and Neurosciences
University of California Riverside, School of Medicine
August 25, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

I am writing on behalf of the Department of Gender and Sexuality Studies (GSST) in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree (GCH) will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

The Environmental Studies BA degree (ENST) will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

GSST currently houses a Sustainability Studies major (SUST), which will sunset as SEHE’s Environmental Studies major grows. The two departments, GSST and SEHE, have established an MOU to guide this process. GSST and SEHE will work together to meet the needs of students and faculty in both departments in the transition from the GSST Sustainability Studies major to the SEHE Environmental Studies major.

The GSST SUST major will sunset, with a target date to stop accepting new majors in Fall 2024. GSST submitted a memo in July 2023 to CHASS FEC and the Committee on Educational Policy, requesting a moratorium on the Sustainability Studies major. The Senate granted a pause in admissions to SUST, pending the outcome of the moratorium review. In Fall 2024, all existing SUST majors will be encouraged to transfer to the ENST major in SEHE. In Winter 2024, SEHE and GSST will schedule a joint meeting with Cassee Barba and Holly Easley (SUST advisors) to set out course substitutions that will allow any remaining SUST majors to graduate using SEHE courses if necessary. To ease the transition, GSST and SEHE will submit cross-listing proposals in Fall 23 so that SEHE faculty can continue to cover the required courses for the SUST major. Once all the remaining SUST majors have graduated (est. 2027), SEHE and GSST will consult on which courses to keep cross-listed, and which cross listings should be removed.
As Chair of GSST, I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

Thank you,

Brandon Andrew Robinson, Ph.D.
Chair & Associate Professor
Department of Gender & Sexuality Studies
University of California, Riverside
24th August, 2023

Gordon D. Love, PhD,
Professor of Geochemistry
Chair, Department of Earth & Planetary Sciences
University of California, Riverside

E-mail: glove@ucr.edu

Re: SEHE degree programs

To: Dana Simmons, Acting Chair of SEHE

On behalf of the Department of Earth and Planetary Sciences (EPS), I am writing in support of the undergraduate programs proposal submitted by the new Department of Society, Environment and Health Equity (SEHE).

EPS teaches several (GEO) lower and upper division undergraduate science classes that are popular across campus and taken by a diverse student body to fulfill degree requirements. Many of these classes provide the scientific understanding of topical issues critical to societal needs and which are obviously pertinent to the scope of the SEHE degree programs. This subject matter includes: natural resources and their sustainability, climatic and environmental change, natural hazards, landscape evolution, and the history of life on Earth.

We encourage SEHE students to take our popular GEO classes as part of their BA degree requirements and we will work with SEHE to provide guidance on the most appropriate classes for their students to take in each quarter.

Yours sincerely,

Gordon Love.
August 23, 2023

Dear Colleagues and Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Media & Cultural Studies in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring urgently needed curricular address to environmental and health disparities and will enhance teaching and research across our university.

The Environmental Studies BA will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. If it is approved, UCR will join five other UC campuses in offering an Environmental Studies BA degree.

The Global and Community Health BA offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, and advocacy. The GCH major will prepare students for advanced study and community-based work related to social justice and health disparities. This crucial major will help to address pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce. And they further the research and educational priorities of our faculty.

As Chair of MCS, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Judith Rodenbeck
Professor and Chair
Media & Cultural Studies
August 10, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

On behalf of the Global Studies Program, I enthusiastically support the proposed BA degrees in Environmental Studies and Global and Community Health. These two undergraduate programs will bring critically important new curricular opportunities for UCR students, including those participating in our Global Health, Sustainability and Resources track.

UCR is positioned to join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. This program will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values.

The Global and Community Health BA degree addresses pressing problems of health and healthcare workforce shortages in Inland Southern California, and underrepresentation of Latinx and Black people among California health professions workforce. The proposed curriculum will prepare students for advanced study and community-based work related to social justice and health disparities relevant to careers in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy.

These undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in Inland Southern California and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Director of the Global Studies Program, I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA.

Sincerely,

Juliann Emmons Allison
Society, Environment & Health Equity
Global Studies

Global Studies Program, 900 University Avenue, Riverside, CA 92521
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Anthropology in unconditional support of the proposed BA degree in Global and Community Health and BA degree in Environmental Studies. These two undergraduate programs will bring exciting and necessary curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach and organizing, social services, administration and advocacy. The GCH major will help to address the urgent healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California’s health professions workforce.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, climate change, social justice, and health equity.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability, and the common good. These programs are designed to serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and Latinx people in health-related professions.

As Chair of the Department of Anthropology, I am eager to see new courses offered in these areas, which will further our curricular goals. Our department plans to cross-list several of our courses in Medical Anthropology to help support the new department and foster a rich, interdisciplinary learning environment for our undergraduates across CHASS.
In sum, I fully support the undergraduate program proposals for the **Global and Community Health BA** and **Environmental Studies BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Please do not hesitate to contact me at [jsyverts@ucr.edu](mailto:jsyverts@ucr.edu) should you have any questions or need further information.

All my best,

Jennifer Syvertsen, PhD, MPH
Chair and Associate Professor of Anthropology
Pollitt Endowed Term Chair for Interdisciplinary Teaching & Learning in CHASS
February 12, 2024

To: Riverside Division

From: Executive Council

Re: Proposed Minor Program: 2nd Round - Minor in Global and Community Health (GCH)

Executive Council received the second-round and final proposal for a new minor in Global and Community Health (GCH) during their February 12, 2024 meeting. Council had no further comments to add to those provided by responding committees.
COMMITTEE ON COURSES

January 31, 2024

To: Sang-Hee Lee, Chair
   Riverside Division

From: James Flegal, Chair
      Committee on Courses

Re: Revised Proposal for Minor in Global and Community Health

The Committee on Courses reviewed the revised proposal for a Minor in Global and Community Health at their January 31, 2024 meeting and appreciates the Department’s response to the Committee’s recommendations after the review of the initial proposal. The Committee has no concerns with the revised proposal.
TO: Sang-Hee Lee, Chair
   Riverside Division

FR: Richard M. Carpiano, Chair
    Executive Committee, School of Public Policy


Date: February 9, 2024

The Faculty Executive Committee of the School of Public Policy reviewed the document “[Campus Review] (Proposal: New Undergraduate Minor) 2nd Round - Minor in Global and Community Health (GCH).”

We have no comments to note.

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy
January 31, 2024

To: Sang-Hee Lee, Chair
    Riverside Division

From: Reza Abbaschian, Chair
      Committee on Planning and Budget

RE: [Campus Review] Proposal: New Undergraduate Minor: 2nd Round - Minor in Global and Community Health (GCH)

At our meeting on January 31, 2024, the Committee on Planning and Budget (CPB) discussed the revised proposal for the Minor in Global and Community Health. CPB has no comments.
Proposal for a

Minor in

Global and Community Health

August 28, 2023

Updated: September 28, 2023

Submitted by the Department of Society, Environment, and Health Equity
1. Name of the academic program and the department(s) or unit(s) that will administer the program.

Name of the academic program: **Minor in Global and Community Health**

Department that will administer the program: **Society, Environment, and Health Equity**

2. A thorough justification, including the motivation for the creation of the program in terms of student interest and professional or academic importance.

The minor in Global and Community Health (GCH) is one of two undergraduate majors and minors to be offered by the Department of Society, Environment, and Health Equity, which was approved by a 77% majority of the Academic Senate in February 2023.¹ The Global and Community Health minor proposes a curriculum grounded in the tools and concepts of the **arts, humanities and social sciences**. The minor is designed to prepare students for advanced study and community-based work related to social justice and health disparities.

The field of Global and Community Health addresses “social, interpersonal, community, and cultural influences on health, development, and well-being across the life span” ([SCIL | NIH Center for Scientific Review](https://www.nichsr.nih.gov/)). GCH courses will offer students the opportunity to study social inequities and health -- issues that deeply matter to them -- in theoretically grounded scholarly literature that transcends disciplinary and geographical boundaries. Minors will be exposed to innovative and community-engaged approaches that prepare them to create and communicate evidence-based ideas and solutions to overcome these inequities. Minors will come to understand how to read statistical data and how to communicate it to broader audiences, how to analyze relationships between the local, national and global scales, and how to identify structural causes of individual outcomes. Topics include reproductive health, occupational health, environmental health, mental health, aging, interpersonal violence, food and nourishment, drugs and addiction, global health and legacies of colonialism, and the impacts of racism, ableism, and gender discrimination. The GCH minor will provide an academic space in which students can understand their own and others’ lived experiences of health disparities, using arts, humanities and social sciences methodologies, while building knowledge and skills that empower them to promote change.

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¹ The second major and minor to be offered by SEHE is in Environmental Studies; a separate proposal for that major and minor is being submitted to the Academic Senate alongside this proposal.
GCH distinguishes itself from related programs by its emphasis on combining critical ethnographic, historical and sociological methods, and practical, hands-on work building career skills in community service and advocacy. We anticipate growing existing partnerships with community organizations, free clinics, the COPE Health Scholars program, Humanities Action Lab and others. Our minor will be grounded in critical thinking, awareness of inequities and disparities, and ready to apply useful skills obtained through a liberal arts education to serve their communities.

GCH minors will benefit from the SEHE Department’s focus on intersections of health and the environment. The two SEHE majors and minors are innovative in joining environmental studies with health through the arts, humanities and social sciences. The SEHE Department’s two programs are interwoven; they share a research methods course and capstone course, as well as common Lower Division and Upper Division courses that address the environment, climate change and health. This intersection is rapidly gaining attention at the global, national and local levels. The U.S. federal government’s Department of Health and Human Services recently established an Office of Climate and Health Equity to “address the impact of climate change on the health of the American people.” Training and education are central to the Office’s mission. UC recently established a multicampus Center for Climate, Health and Equity; a SEHE faculty affiliate, Jade Sasser, is among the Center’s leadership. Many universities in the U.S. offer Baccalaureate programs in health humanities and social sciences, with a variety of degree titles; a few new programs are emerging, such as American University’s highly successful degree in Environmental Sustainability and Global Health, that merge environmental studies and health.

Demand from students for academic programs in health is growing as this issue has increasingly moved into the center of our daily concerns as well as onto the national political stage. The pool of potential minors in GCH is deep: the Health Professions Advisory Center serves more than 5000 UCR undergraduates interested in a future career in the healthcare area. There are currently few humanities and social science options for pre-health undergraduates, relative to their number. The GCH minor would offer a humanities and social-science informed track toward a future career in medicine and allied professions such as public health and health administration.

**Learning Objectives**

The GCH program offers students an opportunity to focus their learning on health inequities -- an issue that deeply matters to them -- in theoretically grounded scholarly literature that transcends disciplinary boundaries, includes innovative global, and
community-engaged approaches, and prepares students to create and communicate evidence-based ideas and solutions to overcome these inequities. Our minors will gain methodological tools to grasp dynamic interactions of social, economic and political inequities, health, disability and disease. Minors will understand how to read statistical data and how to communicate it to broader audiences. They will be able to analyze relationships between the local, national and global scales, and to identify structural causes of individual phenomena. They will gain experience with community-based research and engagement. They will have training in ethnographic methods, global perspectives, sociological analysis, ethical reasoning and historical research. Minors will bring a humanist, social-scientific toolkit and a critical consciousness to work in health-related fields.

Learning objectives for the GCH minor were developed in consultation with community partners, students and faculty.

Key learning objectives include:

A. **Identify connections between climate change, environment, and health inequities, globally and locally.**

B. **Employ critical approaches to recognize the multiple dimensions of power, violence and inequities.**

C. **Recognize and use different disciplinary methods:** sociology, ethnography, history, literary analysis/critical reading, Science and Technology Studies, ethical reasoning, statistical analysis, feminist and critical race theories, creative arts, communication and storytelling.

D. **Gain locally grounded knowledge and global perspectives; analyze relationships between the local, national and global scales.**

E. **Apply multi-dimensional analyses and ethical reasoning to health issues relevant to specific communities.**

F. **Gain relevant qualifications and skills for employment and postgraduate study in community-oriented health.**

**Potential student demand**

Results from a survey study conducted for this proposal demonstrate student demand. In March-April 2021, 505 UCR students completed the Qualtrics survey distributed by UCR faculty. Sixty-two percent of the students were from CHASS, 25% were from CNAS, 10% were from Engineering, 2% were from Public Policy, and 1% were from Business.

- 65% reported that they would consider minoring in Healthy Equity Studies.
Employment and postgraduate opportunities for GCH minors

Demand from students for academic programs in health and the environment is growing as these issues have been increasingly moved into the center of our daily concerns as well as on the national political stage. The pool of potential minors in GCH is deep: the Health Professions Advisory Center serves more than 5000 UCR undergraduates interested in a future career in the healthcare area. The range of study options for pre-health undergraduates is narrow, relative to their number. The GCH minor would offer a humanities and social-science infused track toward a future career in medicine and allied professions such as public health, health advocacy and health administration.

Health and health care occupations are among the fastest growing occupational sectors. According to the US Bureau of Labor Statistics, healthcare occupations are expected to “grow 15 percent from 2019 to 2029, much faster than the average for all occupations, adding about 2.4 million new jobs” (https://www.bls.gov/ooh/healthcare/home.htm). The course work our minor provides will prepare students for health and health care related careers including health administration & management, health education, social work and health advocacy & policy in non-profits or government health organizations, hospitals, health or senior care centers, and educational settings or pursuing higher education in health sciences. With the GCH minor, UCR will offer undergraduates an innovative and timely degree, which prepares students for healthcare-related careers focusing on human, social, and environmental sustainability.

The Global and Community Health minor offers an excellent supplement for students entering professional schools of medicine, nursing, pharmacy or public health. For students who choose not to pursue postgraduate study, Global and Community Health provides training and skills for work in community relations, community outreach, social services, administration and advocacy. Please see Appendix B below, “Careers for GCH Majors and Minors.” For example, Kaiser Permanente provides its members (including one in four Inland Empire residents) a “Thrive Local” program linking health and community social services; this is a staff-intensive program that also requires a robust network of community service providers, each with their own staff. In 2013, the California State Legislature established an Office of Health Equity within the California Department of Health. The OHE vision is that “everyone in California has equal opportunities for optimal health, mental health and well-being.”2 The Center for Disease Control and Prevention’s Office of Minority Health and Health Equity (OMHHE) “supports internship opportunities for eligible undergraduate and graduate students to gain meaningful experiences in public health settings.” Such programs are currently

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2 About_OHE
expanding rapidly under the pressure of pandemic needs and increased state funding for community health research and interventions.

Furthermore, our minor will contribute toward addressing the pressing problems of a) health and healthcare workforce shortage within the Inland Empire\(^3\) and b) underrepresentation of Latinx and Black people among California health professions workforce.\(^4\) The Inland Empire has one of the lowest per capita ratios of behavioral health professionals.\(^5\) Compared with other California regions, the Inland Empire has fewer primary care and specialty physicians per person, yet Inland Empire residents report poorer health than other Californians. Health disparities in the Inland Empire are particularly pronounced in areas related to social inequities: metabolic disease (diabetes and obesity), asthma, mental distress, and suicide.\(^6\)

While the UCR School of Medicine is working hard to address the severe doctor shortage, the deficit of workforce in other health and health care professions in the Inland Empire is still significant. Instituting a Global and Community Health minor in a Hispanic Serving Institution in the Inland Empire will help to address the current demand for healthcare services workforce and contribute to the goal of diversifying health and health care workforce.

Many of us teaching health-related courses have observed that demand for these courses is very high; our courses fill quickly and students ask us for more. In particular, the GCH minor is an excellent option for students in CNAS or BCOE who wish to build on prior data science, health or biomedical knowledge. The minor allows students in biomedical or scientific degree programs to complement their curriculum with a social-scientific and humanities perspective. The GCH minor would also be appropriate for students in Business, Public Policy or any CHASS major, who wish to complement disciplinary study with more focused attention to health and health disparities and inequities.

The GCH minor will also provide our undergraduate students with supplementary skills to bring to health-related graduate, medical and clinical programs at UCR, including in the UCR School of Medicine, the proposed Masters of Public Health program currently under development, and other graduate and medical coursework that includes a Designated Emphasis in Medical and Health Humanities.

\(^3\) Fox, Diana. “Inland Empire Regional Collaborative Health Industry Workforce Report Slingshot 2017” SlingShot Initiative in Riverside and San Bernardino Counties. (2017)


\(^5\) ibid.

Mounting disparities of health across racial, ethnic, socio-economic status and sexuality among other social characteristics are very well documented. The U.S. Department of Health and Human Services defines health equity as “the attainment of the highest level of health for all people.” This shift in emphasizing just and fair ways of attaining the highest level of health for all people, are also evident in the recent federal efforts such as the U.S. Dept. of Health and Human Services’ Healthy People 2020 initiative (https://health.gov/healthypeople). This new research agenda for Global and Community Health requires a multi-dimensional and multi-level approach that integrates social and humanistic approaches to be able to address complex and intersectional inequalities of health and health care.

3. Relationship of the new program to existing programs.

**Existing programs at the University of California and across the US**

The proposed GCH minor is part of a national trend, as witnessed by similar programs recently established at peer institutions.

In 2022, **UC Santa Cruz launched a Global and Community Health B.A.** program and minor analogous to the proposed UCR GCH program. UCSC describes its program “at the intersection of diverse traditional disciplines ranging from art, literature, and history, to anthropology, sociology, psychology, politics, economics, and the natural and environmental sciences.” The UCSC GCH B.A. “trains students to address social determinants of health, fostering skills that will enable them to serve as future leaders in health care, health policy, public health, and community organizing” ([UCSC Global and Community Health BA](https://www.ucsc.edu/undergraduate-studies/programs-departments/global-and-community-health/)). The UCR SEHE Department chose to name our program Global and Community Health, in part, to build a network of similar programs across UC and to improve legibility for potential students applying to UCs.

Tufts University offers a **Community Health BA** that covers “analyses of the major health issues of today and of the institutions that plan and deliver services; the variety of social, psychological, environmental, cultural and political factors that influence decision-making about health and health care as well as the ways people maintain health and cope with illness.” Tufts suggests that “Community Health is an ideal major for students interested in pursuing careers in health-related fields including but not limited to: public health, health policy, health economics, social work, health care or medicine” Graduates of the major in Community Health “pursue careers and further graduate studies. Some choose to work in research/policy/direct care organizations, and succeed in securing employment soon after graduation. Many students pursue graduate studies in a
wide range of fields, including public health, law, medicine, or allied health fields.”

Lehigh University offers a B.A. degree in Community and Global Health, whose majors “study determinants of health including social, biological, environmental, political, and economic and learn to intervene to improve health based on these determinants.” The University of Oklahoma offers a similarly structured B.A. in Community Health. In addition, several universities (including Arizona State University, Clarkson College, and the University of Florida) offer B.S. degrees in Community Health. These degrees appear quite different than the B.A.; most appear to provide practical training in health promotion and education. (One exception is UCSC’s Global and Community Health BS degree, which is similar to the BA but contains many more natural scientific requirements.)

Global health and community health are frequently taught as components of Masters in Public Health (MPH) programs. The UCLA MPH in Community Health Sciences, for example, covers “topics that include health equity/disparities, health education and promotion, reproductive and population health, global health, and health across the lifespan.” UC Berkeley offers an MPH in Global Health and the Environment.

American University School of International Studies offers an undergraduate program in Environmental Sustainability and Global Health. American University’s program is less than seven years old and is growing rapidly, with faculty in fields from anthropology, geography, political science to public health and economics, and 65 undergraduate majors.

Vanderbilt University’s Medicine, Health and Society Department houses 18 FTE (including two Writers in Residence) organized in four research groups: Culture, Power and Science; Health Disparities and Policy; Critical Global Health and Health Humanities and Public Practice. The department offers an undergraduate BA and minor, a combined BA+MA, and an MA degree in Medicine, Health and Society.

The University of Arizona School of Sociology offers an undergraduate BS in Care, Health and Society, designed to complement training for health care professions. The curriculum trains students “to understand the social dimensions of health and health care to inform public health initiatives and the provision of individual health care.” All majors fulfill an internship requirement in a community or health care organization as part of their degree program.

Several universities offer undergraduate degrees and minors in Public Health as part of a school of medicine or public health. Johns Hopkins University, UC Berkeley, UC Irvine
and UC Merced, among others, offer a Public Health undergraduate major; UCLA has a Public Health minor. UC Berkeley also hosts the California Initiative for Health Equity and Action, which provides grants to undergraduate Health Equity Scholars from across California. While UC Merced and CSUs are highly represented among the 2020 Health Equity Scholar cohort, UC Riverside did not send a single student to this program. (This should change.) Mills College offers B.A. and B.S. degrees in Public Health and Health Equity. Cal State San Bernardino offers an undergraduate Certificate in Health Equity and Health Disparities.

Once established we expect the new minor in Global and Community Health to be in high demand as interest among young adults in health disparities are surging and demand for trained individuals in various segments of healthcare is growing. Establishing the Global and Community Health minor now will put UCR to be ahead of the game in capturing talented undergraduates from underrepresented communities who will play a significant role in fulfilling the healthcare needs of the state of California.

**Existing programs at UCR**

This program responds to undergraduate interest and demand for coursework in pre-medicine, global and community health without duplicating existing programs. GCH is distinct in that our degree programs provide students competency in arts, humanities and social science methodologies. No existing degree programs at UCR offer a curriculum focused on health across the arts, humanities and social sciences.

The School of Public Policy (SPP) offers an undergraduate degree and minor with a track in Health and Population Policy, which focuses on issues related to policy and public health. The GCH minor provides a very different experience than an SPP degree, in line with the arts, humanities and social scientific orientation of SEHE faculty. SEHE faculty do already teach courses that we share with SPP students; our courses currently represent approximately one-third of the course options listed on the SPP Health and Population Policy track. These are courses that SEHE faculty have developed and taught, in most cases prior to the formation of the School of Public Policy. When SPP requested to include our courses in its health track, we happily agreed. Should the curricular overlap between GCH and SPP become an issue, we are willing to discuss removing our CHASS courses from the SPP curriculum (though this would be an unfortunate outcome in our opinion). That said, GCH’s expanded offerings in health humanities and social sciences could support SPP students in this track by providing many more options to fulfill their requirements. We believe that GCH will strengthen the attractiveness of SPP’s health curricula at the undergraduate and Masters level and we look forward to continuing to teach and mentor SPP students in the future.
The Department of Anthropology offers a concentration for its majors in Medical Anthropology; some of these courses will overlap with GCH because of shared faculty, but the anthropology degree has another set of unique requirements that go beyond the scope of health. (Anthropology has agreed to cross-list several medical anthropology courses with SEHE.) In addition, there is an undergraduate minor in Medical and Health Humanities (MHH), which draws from diverse courses in the humanities, social sciences, literature, English, and related areas. Whereas MHH engages with a broad humanities field concerned with representations of the body, health and disability, GCH offers a broader set of requirements specifically around global health, community-based methods, health disparities and health inequities. That said, GCH classes would also support the MHH program.

An important advantage of the proposed program is that it will complement and enhance available offerings for students who pursue the global health and sustainability track through the Global Studies major. Three faculty members who are affiliated with SEHE played leadership roles in developing the health and sustainability track for GBST majors, including former GBST chair, Bronwyn Leebaw, current GBST chair, Juliann Allison, and POSC professor, Kim Yi Dionne. As faculty members gathered informally to discuss the best way to develop the GBST tracks, it became very clear to us that there is a significant demand for broader offerings and opportunities for a deeper level of engagement on these themes—well beyond what could be accommodated under the umbrella of Global Studies. The proposed department will extend course offerings available to the subset of GBST majors who wish to concentrate on health and sustainability (one of four recommended concentrations within the global studies major) while expanding opportunities for faculty collaboration on grants that will enable us to expand other avenues of opportunity to students at every level. It will provide an alternative pathway for the many UCR undergraduates who wish to pursue a concentration in health alongside their chosen major. This is particularly important, given that we are in touch with many UCR alumni that have taken available courses on these themes in order to pursue career paths with a local or regional focus. These, and many other students could have benefited from the opportunity to pursue a minor in the proposed department.

All faculty to whom we have spoken agree that the fields of environment, sustainability and health require cross-disciplinary work across departments, schools and colleges. We recognize the urgent need for cross-college, cross-disciplinary collaboration in these fields and we are committed to contributing toward it. We have held initial conversations about possible cross-departmental programs.

4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross listings should be listed, unit total considerations should be taken
into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

**Curriculum**

The requirements for the undergraduate **minor in Global and Community Health** consist of 20 units, including Health Equity and Health Justice, a course taught by SEHE core faculty that introduces theories and methodologies for the study of community health, global and local health inequities. In addition minors must complete four upper-division SEHE courses in Global and Community Health.

**Lower-division requirements** include 1 course (4 units):

- SEHE 002 Health Equity and Health Justice

**Upper-division requirements** include 4 courses (16 units):

- SEHE 101(S) Community Research and Anti-Oppressive Methods
- SEHE 105 Environmental Health and Social Justice
- SEHE 106(S) Movements & Advocacy in Environment & Health
- SEHE 110 Environmental Health in Southern California
- SEHE 111/HIST 111 Public History and Community Voices
- SEHE 115 Intersectionality, Climate Emotions, and Mental Health
- SEHE 120 Food Justice
- SEHE 123(S)/ GSST 161(S) Gender and Science
- SEHE 160 Health and Social Science Analysis
- SEHE 161 Reproductive Justice
- SEHE 162 Giving Birth
- SEHE 170/ SOC 183H Aging, Society, and Health
- SEHE 173/ HIST 107 Disease and Society
- SEHE 174 Eugenics, Disability and Social Justice
- SEHE 175 Transforming Toxic Jobs: Health and Work in the United States
- SEHE 178/ SOC 144 Interpersonal Relationship Violence
- SEHE 180(S)/ POSC 180(S) The Politics of Public Health
- SEHE 181/ ANTH 144I Anthropology of Human Immunodeficiency Virus (HIV)
- SEHE 182/ ANTH 144K Drugs and Culture
- SEHE 183/ ANTH 144N Anthropology of Global Health
5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

**SEHE faculty**

Teaching will be distributed among core and affiliated faculty. Affiliated faculty will teach elective courses from their home departments. The Department hired a fifth tenured faculty member whose research focuses on Black Diaspora and Health, who will join the faculty on July 1, 2024. Administration of the minor will be conducted by FTE faculty. Advising will be done in coordination with CHASS undergraduate advisors.

**SEHE faculty**

Juliann Allison, Associate Professor, SEHE 123

Ellen Reese, Professor and Acting Vice-Chair, SEHE 002, SEHE 106, SEHE 175

Dana Simmons, Associate Professor and Acting Chair, SEHE 002, SEHE 120, SEHE 173/HIST 107, SEHE 174

Chikako Takeshita, Associate Professor, SEHE 105, SEHE 110, SEHE 123, SEHE 162

Cassia Roth, Associate Professor (Starting on July 1, 2024)

**Affiliated faculty**

Cecilia Ayón, Professor, School of Public Policy

Ann Cheney, Associate Professor, Department of Social Medicine, Population, and Public Health

Allison Hedge Coke, Professor, Creative Writing

Kim Yi Dionne, Associate Professor, Political Science, SEHE 172

Gloria Kim, Assistant Professor, Media and Cultural Studies, MCS 117

Esra Kurum, Associate Professor, Statistics, STAT 004

Covadonga Lamar Prieto, Associate Professor, Hispanic Studies, SEHE 185A/B/C
Chioun Lee, Associate Professor, Sociology, SEHE 040, SEHE 160, SEHE 170, SOC 127, SOC 167, SOC 183H

Bronwyn Leebaw, Associate Professor, Political Science

Bruce Link, Distinguished Professor of Sociology and Public Policy, SOC 127, SOC 120

Antoine Lentacker, Assistant Professor, History, SEHE 173/HIST 107

Tanya Nieri, Associate Professor, Sociology, SEHE 178, SOC 127, SOC 167

Jade Sasser, Associate Professor, Gender & Sexuality Studies, SEHE 115, SEHE 161

Jennifer Syvertsen, Associate Professor, Anthropology, ANTH 020/ANTH 020S, ANTH 144I, ANTH 144K, ANTH 144N, SEHE 180, SEHE 181, SEHE 182

Mark Wolfson, Professor, Department of Social Medicine, Population, and Public Health

6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

This program will be administered by the Department of Society, Environment, and Health Equity.

7. Projected enrollment in the program.

We anticipate that enrollment in the minor will be 10-20 students per year.

8. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches steady state.

Minor in Global and Community Health

9. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.
GCH is anticipated to relieve pressure on impacted departments, particularly in the social sciences. The core and elective courses in GCH offered by the SEHE department, conversely, are likely to attract students from across campus.

10. A full listing of resources required for start-up and for operations. In cases where no additional resources will be needed, this must be explicitly stated. This listing may include: personnel (faculty FTE or temporary positions, Teaching Assistants or Readers, administrative staff, technical support); support services including computer facilities and library resources; space requirements. A plan indicating how the resources will be obtained would also be helpful to the committee in reviewing the proposal. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

A. Faculty

SEHE currently has four 100% FTE faculty, with one more contracted to begin on July 1, 2024. Other faculty have committed to transferring FTE in the coming year. It is expected that by the date of the GCH minor launch, SEHE will have a total of 7.5 FTE. One affiliated faculty member is in the School of Medicine, one in the School of Public Policy and one is in CNAS.

B. Teaching Assistants

Two TA positions are desirable in order to support the new gateway course, SEHE 002: Health Justice and Health Equity. We anticipate that the gateway courses will easily attract 75 students or more. If TAs are not approved, the course will have to be smaller and taught without discussion sections. We plan to offer the gateway course at least once a year.

C. Staff

Staff needs for the GCH minor correspond to requirements for the SEHE department. The CHASS Office of the Dean is currently allocating administrative staff (including enrollment managers and student advisors) to support the new SEHE department and its two new degree programs.

D. Computer facilities

No additional computer facilities are required for the new curriculum.

E. Library
Tiffany Moxham, Associate University Librarian has been consulted. The UCR library maintains an extensive database, e-journal, and textbook collection that will support the GCH minor. UCR is home to a medical school and thus supports Health Equity topics through access to fulltext via PubMed, an extensive number of journals including those covered by the new Elsevier contract and specialty databases such as Access Medicine. All subject areas also have options to choose monographs that reflect their specific topics through Patron Driven acquisitions and have access to fast interlibrary loan services for unique journal content. As such, the additional costs to the library will be minimal and in line with existing students’ needs i.e. supplementing current collections.

F. Space

We anticipate that the new department will require one additional faculty office space. The CHASS Office of the Dean has identified an office in INTN for that purpose. All other SEHE core faculty are current faculty members, who can use existing office facilities. However, it would be preferable to move faculty offices over time in order to consolidate SEHE faculty in the same building and floor. SEHE faculty currently meets in the Center for Ideas and Society, which has generously offered access to conference rooms.

GCH student events would be held in UCR classrooms or other rooms reserved through the facilities reservation system. This use of classrooms in off-hours for student-facing events is already standard for many CHASS departments.

G. Plans for obtaining resources

We will maximize our capacity through collaboration among all the faculty involved in the departmentalization process. Foundation funding is expanding rapidly in this area, as the pandemic laid bare the power of structural inequities to drive unequal health outcomes. We are working with the UCR Foundation Development and CHASS Development officers to identify grant opportunities to fund course development, undergraduate community engagement, a teaching postdoctoral fellowship and research within the program.

We will work with the UCR Foundation to develop a departmental fund into which donations can be made over time by alumni of the program as well as by other donors interested in supporting the department, its students, and faculty.

As demand for SEHE 002 grows, we will teach it during the summer, which will bring in 52% of the revenue to the department.
SEHE is currently supported by a National Endowment for the Humanities (NEH) Humanities Connections Planning grant ($35,000). We are applying for the NEH Implementation Grant for 2024-2027 ($150,000) to support new course and internship development. Department faculty will continue to pursue internal and external funding to support their research. They will also encourage students to avail themselves of internal and external funding opportunities (e.g., Chancellor’s Research Fellowship, National Institutes of Health Undergraduate Research Grant) to support their academic work.

11. Letters of support are included below.
Internal letters: CHASS Faculty Executive Committee, CHASS Dean Daryle Williams. David D. Lo (School of Medicine, Distinguished Professor of Biomedical Sciences and Senior Associate Dean for Research), Jeanette Kohl and Dylan Rodriguez (co-directors of the Center for Ideas and Society), Lisa R. Fortuna (School of Medicine, Professor and Chair of Psychiatry and Neurosciences), Brandon Andrew Robinson (Chair, Department of Gender and Sexuality Studies), Gordon Love (Chair, Department of Earth & Planetary Sciences), Judith Rodenbeck (Chair, Department of Media and Cultural Studies), Juliann Emmons Allison (Chair, Global Studies), Jennifer Syvertsen (Chair, Department of Anthropology)

External letters: Laura Stark (Vanderbilt University Department of Medicine, Health, and Society), Steffanie Strathdee (UC San Diego, Harold Simon Distinguished Professor and Associate Dean of Global Health Sciences), Tracey Osbourne (UC Merced, Associate Professor and Presidential Chair, Department of Management of Complex Systems; Founding Director, UC Center for Climate Justice), Tonya M. Huff (Riverside City College, Department of Life Sciences), Ronnie D. Lipschutz (UCSC, Professor Emeritus of Politics and President, Sustainable Systems Research Foundation), Danielle Celermajer (Deputy Director of the Sydney Environment Institute)

12. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.

Approvals:

a. Program faculty

The following SEHE faculty and faculty affiliates approved this proposal by email vote on 8/4/23:
Juliann Emmons Allison, Associate Professor, SEHE
Ann Cheney, Associate Professor, Department of Social Medicine, Population and Public Health
Allison Hedge Coke, Professor, Creative Writing
Kim Yi Dionne, Associate Professor, Political Science
Gloria Kim, Assistant Professor, Media and Cultural Studies
Chioun Lee, Associate Professor, Sociology
Bronwyn Leebaw, Associate Professor, Political Science
Antoine Lentacker, Assistant Professor, History
Tanya Nieri, Associate Professor, Sociology
Ellen Reese, Professor and Acting Vice Chair, SEHE
Jade Sasser, Associate Professor, Gender and Sexuality Studies
Dana Simmons, Associate Professor and Acting Chair, SEHE
Jennifer Syvertsen, Associate Professor, Anthropology
Chikako Takeshita, Associate Professor, SEHE

b. Chairs associated with the courses included in the new curriculum

List of chairs from whom approvals were obtained (in 2023, unless otherwise noted)

CHASS
Steven Helfand, Chair, Economics [2021]
John Medearis, Chair, Political Science [2021]
Andrews Reath, Chair, Philosophy [2021]
Ellen Reese and Glen Stanley, Co-Chairs, Sociology [2021]
Judith Rodenbeck, Chair, Media and Cultural Studies [2021 & 2023]
Michele Salzman, Chair, History
Melissa Wilcox, Chair, Religious Studies
Fuson Wang, Program Director, Medical and Health Humanities [2021]
Sherine Hafez, Chair, Gender and Sexuality Studies [2021]
Brandon Robinson, Chair, Gender and Sexuality Studies
Sherryl Vint, Chair, English [2021]

CNAS
Xinping Cui, Chair, Statistics
Joel Sachs, Chair, Biology
Gordon Love, Chair, Earth and Planetary Sciences

SPP
Bruce Babcock, Chair, School of Public Policy
List of chairs whose approvals are pending a faculty vote in Fall 2023:

Adalberto Aguirre, Chair, Sociology
Jay Gan, Chair, Environmental Science
Jennifer Syvertsen, Chair, Anthropology
Jennifer Merolla, Chair, Political Science
Ethnic Studies (Chair TBD)
Sage Whitson, Chair, Black Study

c. Dean of CHASS  
   Approved, 8/23/23

d. CHASS Faculty Executive Committee  
   Approved, 8/28/23

Please see memos of approval from Dean Williams, CHASS FEC and chairs associated with courses in the new curriculum, attached to this proposal.
13. Proposed Curriculum

EXECUTIVE COMMITTEE
COLLEGE OF HUMANITIES ARTS AND SOCIAL SCIENCES

REPORT TO THE RIVERSIDE DIVISION
(insert date)

To be adopted:

Proposed Changes to Global and Community Health

PRESENT: PROPOSED:

Program Description

The goal of the Global and Community Health curriculum is to equip students with the knowledge, theory, and skills necessary to understand health disparities and promote the goal of health equity. Drawing on courses primarily in the humanities and social sciences with the explicit framework of delivering health justice—fair and just health opportunities to everyone—this interdisciplinary field transcends traditional biomedical approaches to provide a historically-grounded, multi-level understanding of health and illness, systems of healing, and evidence-based solutions to global health inequities. Global and Community Health students learn to think critically about complex issues that affect health, healthcare, and health policy. The major investigates how political, economic, demographic, cultural, social, and biological factors interact to produce health (in)equities. It prepares students for a wide range of careers, including public service in healthcare, public health, social work, policy advocacy, consulting, research, and non-profit organizations focused on health and equity. Through in-depth, engaged learning experiences, this major nurtures community leaders and global citizens who can meet the global and community health challenges of the 21st century.
The B.A. degree consists of 52 units and focuses primarily on humanities and social science studies of health inequity.

The program also offers a 20 unit Minor, consisting of 1 lower-division and 4 upper-division core courses. The minor is designed to accommodate CHASS majors as well as UCR students pursuing majors in all colleges and schools who are motivated to complement their STEM, Public Policy, or Business and Finance training with studies of health from humanist and/or social science perspectives.

**Minor requirements**

1) Lower-division requirements (1 course, 4 units):

SEHE 002 Health Equity and Health Justice

2) Upper-division requirements (4 courses, 16 units) from among the following:

SEHE 101(S), SEHE 105/GSST 171, SEHE 106(S), SEHE 110, SEHE 111/HIST 111, SEHE 115/GSST XXX, SEHE 120, SEHE 123/GSST 161, SEHE 160, SEHE 161/GSST XXX, SEHE 162, SEHE 170, SEHE 173/HIST 107, SEHE 174, SEHE 175, SEHE 178/SOC 144, SEHE 180/POSC 180, SEHE 181/ANTH 144I, SEHE 182/ANTH 144K, SEHE 183/ANTH 144N, SEHE 185ABC/SPN XXXABC, SEHE 189

**Justification:**

Include justifications for **EVERY change/addition/deletion** that is made.

**Approvals:**

Approved by the faculty of the Department of Society, Environment and Health Equity: August 4, 2023
Approved by the Executive Committee of the College of Humanities, Arts and Sciences: August 28, 2023
Approved by the Dean of CHASS: August 23, 2023
Approved by the Committee on Educational Policy:
Course Descriptions for GCH Minor Curriculum

1)

**SEHE 002 Health Equity and Health Justice**  4 Lecture, 3 hours; Discussion, 1 hour. Introduces theories and methodologies for the study of community health, global and local health inequities. Identifies health disparities trends, patterns and causes in the U.S. and globally, including historical, social and structural factors. Considers policies and interventions addressing health disparities, including community-engaged research.

2)

**SEHE 101 Community Research and Anti-Oppressive Methods**  4 Lecture, 3 hours; Individual Study, 3 hours. Prerequisites: SEHE 001 or SEHE 002. Addresses research design, research ethics, data collection and management, and public engagement. Reviews and practices disciplinary methods (social science, ethnography, history, critical reading, Science and Technology Studies, statistical analysis, feminist and critical race theories, creative arts, storytelling, community-based and community-engaged research). Employs intersectional approaches to analyze power and inequities.

**SEHE 101S Community Research and Anti-Oppressive Methods**  5 Lecture, 3 hours; Discussion, 1 hour; Individual Study, 3 hours. Prerequisites: SEHE 001 or SEHE 002. Addresses research design, research ethics, data collection and management, and public engagement. Reviews and practices disciplinary methods (social science, ethnography, history, critical reading, Science and Technology Studies, statistical analysis, feminist and critical race theories, creative arts, storytelling, community-based and community-engaged research). Employs intersectional approaches to analyze power and inequities.

**SEHE 105 Environmental Health and Social Justice**  4 Lecture, 3 hours; activity 3 hours. Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe, invisible environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change. Cross-listed with GSST 171.

**SEHE 105S Environmental Health and Social Justice**  5 Lecture, 3 hours; Discussion, 1 hour; Activity 3 hours. Prerequisite(s): none. Interdisciplinary examination of the relationship between environmental health and social justice emphasizing gender, race, class, and globalization as analytical lenses. Topics include urban pollution, workplace exposure, industrial catastrophe,
invisible environmental hazards, community activism, reproductive health, global capitalism, and new health challenges imposed by climate change. Cross-listed with GSST 171.

SEHE 106 Movements & Advocacy in Environmental Justice & Health Equity 4 Lecture 3 hours; Individual work, 3 hours. Overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, health equity, sustainability, and environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines movement and advocacy outcomes, challenges, and opportunities for promoting Health equity and Environmental Justice.

SEHE 106S Movements & Advocacy in Environmental Justice & Health Equity 5 Lecture 3 hours; Discussion, 1 hour; Individual work, 3 hours. Overview of contemporary, comparative, and historical research on social and political movements, including legal and policy advocacy, health equity, sustainability, and environmental justice. Examines the motivations for, visions, and context shaping these movements. Examines movement and advocacy outcomes, challenges, and opportunities for promoting Health equity and Environmental Justice.

SEHE 110 Environmental Health in Southern California 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour Interdisciplinary cross-examination of environmental challenges, social inequities, and human health consequences in the Southern California region. Topics include logistics industry and air pollution, toxic dust and groundwater contamination from agriculture and military bases, history of oil refineries and waste facilities around marginalized communities, and disparate impacts of extreme heat.

SEHE 111 Public History and Community Voices 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Introduction to the study of public history and the use of oral history, narratives, written sources, photographs, material culture, and other documentary evidence important to presenting historical information and interpretation to a large audience. Analysis of archives, museums, government agencies, familial sources, and other historical repositories that hold community voices. Students present public history by producing an exhibit, published work, or community project. Cross listed with HIST 111.

SEHE 115 Intersectionality, Climate Emotions, and Mental Health 4 Lecture, 3 hours; extra reading, 2 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces emotional responses to climate change. Identifies the relationships between emotions and mental health outcomes. Explores the roles of race, gender, age, and social marginalization. Cross listed with GSST XXX.

SEHE 120 Food Justice 4 Lecture, 3 hours; extra reading 2 hours; term paper 1 hour
Explores relations of power, love, desire, hunger and taste through food and food systems. Considers how food is found, grown, made, bought, sold, shared and consumed. Covers food apartheid and carceral food systems; metabolic disease; nutrition and nourishment; the right to food; and movements to decolonize food systems.

**SEHE 123/ SEHE 123S Gender and Science** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): GSST 001 or GSST 001H or GSST 001S; GSST 020 or GSST 020H or GSST 020S or GSST 021. Focuses on the intersections of Western constructions of gender and scientific knowledge since the sixteenth century. Considers the cultural and political roles of the scientist in terms of gender; the structuring of objectivity and objects of study; the status of scientific knowledge; and the emergence of feminist science studies. Credit is awarded for one of the following SEHE 123 or SEHE 123S. Cross-listed with GSST 161/ GSST 161S.

**SEHE 160 Health and Social Science Analysis** 4 Lecture, 3 hours. Discussion, 1 hour. Prerequisite(s): SEHE 020, SOC 005, STAT 004 or equivalent. Introduces the logic and application of multivariate statistical analyses, expanding on the knowledge of hypothesis testing developed in the introduction to statistics class. Involves computer analysis of social and health data using multiple regression and statistical controls. Discusses the use of statistics in population health studies.

**SEHE 161 Reproductive Justice** 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper division standing or consent of the instructor. Introduces reproductive justice concepts of intersectionality, systemic oppression, the triple pillar approach, and human rights. Analyzes inequality and power in shaping the reproductive contexts of people’s lives, behaviors, and outcomes. Cross listed with GSST XXX

**SEHE 162 Giving Birth** 4 Lecture 3 hours; extra reading 1 hours; activity 1 hours; term paper 1 hours. Examines the history of childbirth methods from the medieval period to the present. Compares obstetrics to alternative models of maternity care including midwifery care, homebirth, and traditional birth attendants in the global South. Considers health equity in the context of maternal care and childbirth.

**SEHE 170 Aging, Society, and Health** 4 Lecture, 3 hours; Research 3 hours. Prerequisite(s): upper division standing or consent of the instructor. Examines theories and methods across disciplines for life-course or lifespan approaches to investigate health and aging. Covers substantive topics on aging and health, including minority aging, early origins of adult health, linked lives and intergenerational influences, historical impact, structural constraints, and the role of human agency on health and wellbeing. Cross listed with SOC 183H.
SEHE 173 Disease and Society 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Covers a world history of disease and how it relates to cultural shocks, environmental change, and survival. Evaluates the complex and reciprocal relationship between illness and society, and the historical dynamics around power, race, gender, and class which define disease and shape life chances, medicine and health. Cross listed with HIST 107.

SEHE 174 Eugenics, Disability and Social Justice 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Analyzes social movement activism around medicine, health and disability. Topics include Black Panther Party survival programs, medicine and civil rights, occupational safety, HIV/ AIDS, environmental justice, genetic testing, food systems, disability rights and healthcare access.

SEHE 175 Transforming Toxic Jobs: Health and Work in the United States 4 Lecture 3 hours; Extra reading 1 hour; Research 1 hour; Written work 1 hour. Examines research on health and work, including occupational health, how work and employment impact health outcomes and health care, the work experiences of health care providers, the role of policies, and organized efforts by workers and/or their allies and clients to improve health and well-being at work and in the community.

SEHE 178 Interpersonal Relationship Violence 4 Lecture, 3 hours; discussion, 1 hour. Prerequisite(s): SOC 001 with a grade of C- or better or SOC 001H with a grade of C- or better; SOC 004 with a grade of C- or better; SOC 005 with a grade of C- or better; or consent of instructor. Addresses causes, identification, and prevention of and responses to interpersonal relationship violence, such as family violence and partner violence. Examines theories and research findings for practical field application. Promotes better understanding of this common social problem and prepares for careers involving contact with victims and/or perpetrators of relationship violence. Cross listed with SOC 144.

SEHE 180/ SEHE 180S The Politics of Public Health 4 Lecture, 3 hours; extra reading, 3 hours. Prerequisite(s): upper-division standing or consent of instructor. Focuses on the social, environmental, and political factors that shape population health. Utilizes public health topics to illustrate the fundamental problems of the politics of regulation and social policy. Credit is awarded for only one of SEHE 180 or SEHE 180S. Cross listed with POSC 180/POSC 180S,

SEHE 181 Anthropology of Human Immunodeficiency Virus (HIV) 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. Cross-cultural examination of the global Human Immunodeficiency Virus (HIV) epidemic from an anthropological perspective. Cross listed with ANTH 144I.
SEHE 182 Drugs and Culture 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): Restricted to class level standing of junior, or senior; or consent of instructor. A cross-cultural examination of drug use and its relation to race, class, gender, morality, laws, and health policy. Cross listed with ANTH 144K.

SEHE 183 Anthropology of Global Health 4 Lecture, 3 hours; research, 3 hours. Prerequisite(s): restricted to class level standing of junior, or senior; or consent of instructor. Examines the overlaps, debates, and potential of medical anthropology to address contemporary issues in global health. Focuses on how the historical development, theoretical frameworks, methodological approaches, and ethical debates within medical anthropology can contribute to a just and inclusive version of “global health.” Cross listed with ANTH 144N.

SEHE 185ABC Spanish for the Health Professions
[Catalog description to be inserted here]
Cross listed with SPN XXXABC

SEHE 189 Special Topics in Global and Community Health 4 Units, Lecture, 3 hours; discussion, 1 hour. Selected topics addressing global and community health. Includes reading, research, and discussion.
August 28, 2023

TO: Dana Simmons, Acting Chair  
Department of Society, Environment and Health Equity

FROM: John Kim, Chair  
CHASS Executive Committee

RE: Department of Society, Environment and Health Equity- New Major and Minor in Global and Community Health (GCH)

CHASS Faculty Executive Committee (CHASS FEC) reviewed and approved the proposed new major and minor in Global and Community Health (GCH) by the Department of Society, Environment and Health Equity (SEHE) on August 26, 2023 by a vote of 8 approve, 0 disapprove, 1 unavailable and 1 recusal; 1 member recused themselves as the member of SEHE.

CHASS FEC previously reviewed and implicitly approved the GCH major and minor when SEHE submitted its proposal for departmentalization, which the Division approved in February 2023 by a 77% majority vote in favor. The present review formalizes CHASS FEC’s previous, implicit approval of its GCH major and minor.

As outlined in their proposal, the GCH major and minor distinguishes itself from the School of Public Policy’s (SPP’s) related major and minor track in Health and Population Policy in that GCH is based on artistic, humanistic and social scientific methodologies outside of the policy-driven scope of SPP’s program. GCH investigates how political, economic, demographic, cultural, social, and biological factors interact to produce health (in)equities, preparing students for a wide range of careers, including public service in healthcare, public health, social work, policy advocacy, consulting, research, and non-profit organizations focused on health and equity. Nevertheless, several GCH faculty also teach for SPP and otherwise collaborate with other units on campus with foci on issues of healthcare and public health, such as the School of Medicine and the Department of Anthropology, both of which have submitted letters of support.

The overall structure of the GCH major and minor is well balanced and within the normative range of unit counts for majors and minors at UCR. The GCH major consists of 52 units, of which 16 are at the lower division level and 36 at the upper division level. The proposal offers
students considerable flexibility in the range of courses offered by SEHE and other departments
that satisfy each area of coverage, such as 15 lower-division courses for its requirement in
“Global and/or Local Perspectives in Health and/or Environmental Health,” 33 upper-division
courses for its requirement in “Global and Community Health,” and 16 for its requirement in
“Gender, Race, and Structural Inequities.” Common to GCH students are two required courses,
SEHE 002 and SEHE 101 forming the basis of the major, as well as a capstone requirement that
can be satisfied by one of four courses SEHE 193, SEHE 195H, SEHE 198G or SEHE 198-I.
CHASS FEC especially lauds the proposal’s interdisciplinary design that engages with
disciplines not only across CHASS but also across campus.

The broad range of courses outside of SEHE that are applicable to the GCH major and minor
ensures that students will have multiple pathways to meet their course requirements. Students
will be able to fulfill their major/minor with designated courses from STAT, SOC, ANTH,
BIOL, ENGL, GSST, GEO, MHHS, PHIL, POSC, among others, while receiving their
grounding in SEHE courses.

CHASS FEC’s positive assessment of the GCH proposal is shared by the external and internal
review letters, all of which are enthusiastically supportive of both GCH and its complementary
proposal for a major in Environmental Studies (ENST). Deputy Director of the Sydney
Environmental Institute at the University of Sydney, Professor Danielle Celermajer, lauds the
GCH proposal for the professional opportunities it offers its students, “GCH offers a humanities
and social-science informed track toward a future career in medicine and allied professions such
as public health, health administration, community outreach, social services, administration and
advocacy.” Associate Dean of Global Health Sciences and Harold Simon Distinguished
Professor in the Division of Infectious Diseases and Global Public Health at UC San Diego,
Professor Steffanie Stratdee, highlights the urgent need for the GCH major/minor especially with
respect to the needs of California’s underserved populations, lauding the GCH major/minor for
addressing “the pressing problems of health and healthcare workforce shortage within the Inland
Empire, and underrepresentation of Latinx and Black people among California health professions
workforce.” Writing of both the GCH and the ENST proposals, the former Provost of Rachel
Carson College at UC Santa Cruz and the current President of Sustainable Systems Research
Foundation Professor Ronnie D. Lipschutz lauds both proposals for their interdisciplinary
structures, noting “No single discipline is sufficient to deal with such problems, and few
academics and policymakers trained in single disciplines lack the broad knowledge to integrate
across disciplines” and praising these programs for providing “the interdisciplinary framework
and scope required to educate and train students in addressing the complex and wicked problems
the world currently faces.” Similarly, the Founding Director of the System-wide UC Center for
Climate Justice Professor Tracy Osborne of UC Merced writes of the timeliness of both the GCH
and ENST proposals, “Now is the right time for such this curriculum, as the UC system
continues to recognize the need for interdisciplinary social science and humanities approaches to
environmental and sustainability-related issues to complement a science-based curriculum.”

CHASS FEC is especially heartened by the letter of support from the Senior Associate Dean for
Research in UCR’s School of Medicine, Distinguished Professor David D. Lo, who writes of his
“conviction that health sciences is also necessarily a human(ities) subject, and that the best
approaches to health care must also identify with the needs of the human patient.” Professor Lo
also lauds the GCH proposal for its potential “to build a pool of students that will be ideal
candidates for the Thomas Haider Program at the UCR School of Medicine.” In turn, CHASS FEC lauds SEHE for its foresight in creating a prospective pathway for our undergraduates who seek graduate degrees in medicine and healthcare-related fields.

In view of CHASS FEC’s review and the letters from external (non-UCR) and internal (UCR) specialists, CHASS FEC enthusiastically endorses this proposal.
August 23, 2022

Based on a preliminary administrative review and counsel of the CHASS Associate Deans, I am pleased to extend an endorsement on the general academic structure of the two proposed degrees. This endorsement includes a recognition of prior College commitments for the Senate recruitments described in the AFD grant; instructional and administrative staffing adequate to demonstrated need and comparable to other units in the College; and space planning.

College-funded compensation for departmental leadership and student success took effect July 1, 2023, in terms equal to other units of comparable size.

In FY24 forward, the SEHE majors will be incorporated into recruitment, admissions, retention, and graduation for current and prospective undergraduate students.

The College encourages and endorses efforts to secure external support for the program, its students and its faculty, and will provide the appropriate grant administration for successful proposals.

For a more thorough endorsement, I await a complete review of the academic integrity of the curriculum conducted consistent with Academic Senate authorities and responsibilities. I extend the availability of the academic advisors to conduct a more detailed analysis of degree requirements and progress-to-degree metrics, upon request from the Academic Senate.

I look forward to welcoming new majors in the arc from matriculation to graduation.

Respectfully,

Daryle Williams
Professor and Dean
August 20, 2023

Dear UC-Riverside Academic Senate and Administration,

I am writing with my assessment of the proposal for new undergraduate degrees in Environmental Studies and in Global and Community Health proposed by the department of Society, Environment, and Health Equity. In my view, the two degrees are exceptionally well structured, offer unique opportunities for learning for UCR students, integrate well with offerings at peer institutions, and hold high employment potential for students on the labor market. I **support the two BA degree programs without reservation.**

I am a tenured professor at Vanderbilt University’s Department of Medicine, Health, and Society. During more than ten years in the department, I have worked on curricular development and reform in global health humanities and social sciences. During this time, it has become apparent that **integration of health and environment is essential to strengthen critical thinking and community-engaged skillsets for students.** The majors address critical needs of UCR, both within the UC system and in relation to peer institutions nationally.

The design of the two BA degree programs astutely and effectively knits together health and environment within a global context. Students who pursue these degrees will be well positioned for careers or professional study in medicine, nursing, health administration, community service, environmental remediation, epidemiology and more. These careers fill urgent needs in California, in the USA, and across the global for health and environmental workforces addressing minoritized groups, such as Black, Indigenous, and Latinx communities. The proposal demonstrates an exciting and supportive long-term trajectory for students, as well as for the major, as they develop over time.

I am confident that the two new BA degrees with further the curricular goals of UCR, enrich communities, and prepare a much-needed work force. I **fully support** the undergraduate program proposals for the **Environmental Studies BA** and the **Global and Community Health BA.**

Sincerely,

[Signature]

Professor Laura Stark
(she/her)
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Associate Dean of Global Health Sciences and Harold Simon Distinguished Professor in the Division of Infectious Diseases and Global Public Health at the University of California San Diego, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Steffanie Strathdee, PhD
Harold Simon Distinguished Professor
Associate Dean of Global Health Sciences
Dear Members of the UCR Academic Senate and UCR Administration,

Re: Letter of Support for proposed BA degree in Environmental Studies and BA degree in Global and Community Health

I am writing on behalf of the Sydney Environment Institute at the University of Sydney to express my strong support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health at UC Riverside. As a scholar committed to universities making tangible research and teaching contributions to the critical environment, health and justice issues of our time, the proposed degrees strike me as much needed curricula additions. The two undergraduate programs will bring much needed new curricular opportunities addressing environmental and health disparities through the university, two areas of critical concern.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland
Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Deputy Director of the Sydney Environment Institute, I am eager to see new courses offered in these areas, developments that will strengthen our collective efforts to address the most critical issues of our times. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely

Professor Danielle Celermajer
August 22, 2023

Dear members of the UC Riverside Academic Senate,

I write to enthusiastically express my support for the creation of BA and Minor in Environmental Studies and the BA and Minor in Global and Community Health in the UC Riverside College of Humanities, Art, and Social Sciences. Now is the right time for such this curriculum, as the UC system continues to recognize the need for interdisciplinary social science and humanities approaches to environmental and sustainability-related issues to complement a science-based curriculum. Such programs have been growing at universities nationwide, as well as across the UC system. Further, health equity issues are often interrelated with the forces that shape the distribution of environmental benefits and burdens in places where human communities live, work, and play. As the COVID-19 pandemic demonstrates, health inequities and disparate health outcomes for marginalized communities are pressing national problems in the United States—challenges that are not disconnected from the environmental challenges facing us today. With the creation of this department, UC Riverside is poised to provide an innovative curriculum for its diverse student body as well as to lead the way for other UC campuses. In my view, these proposed majors and minors charts a course that is reinforced by trends showing increases in interdisciplinary environmental and sustainability studies programs.

In my capacity as Director of the UC Center for Climate Justice, I am working to raise awareness and develop curriculum and programming focused on addressing climate change as a social justice and equity issue across the UC campuses. The kinds of pedagogical approaches required to plan for and address holistic solutions to climate change and other environmental problems in California and beyond must address scientific, social, economic, and cultural components. The innovative, forward-thinking approach offered through such programs is exactly what is needed to broaden these offerings for UCR students. I offer my strongest support to this endeavor.

Sincerely,

Tracey Osborne, PhD
Founding Director, UC Center for Climate Justice
Associate Professor and Presidential Chair
Department of Management of Complex Systems
University of California, Merced
August 20, 2023

To Whom it May Concern,

I am writing in support of the proposed Bachelor of Arts degree and minor in Environmental Studies through the new Department of Society, Environment and Health Equity. I believe that such a degree is relevant, necessary, and in-demand and that such a program would be tremendously beneficial for the students of UCR.

I am a faculty member in the Life Sciences Department at Riverside City College where I teach Environmental Science, Introductory Biology (both for majors and non-majors), Natural History of Southern California Ecosystems, International Field Ecology, and other courses. Additionally, I am a faculty co-advisor for the Student Sustainability Collective on our campus and faculty chair of our campus Sustainability Committee. Since the beginning of my teaching career approximately 13 years ago, I have seen a steady increase in interest in topics of environmental science and sustainability among my students. As issues of equity and sustainability have been hot topics in the news during the last several years, I have seen interest climb even more. Additionally, according to a recent report, the global green technology and sustainability market size is set to grow from $11.2 billion in 2020 to $36.6 billion by 2025. And, according to the U.S. Bureau of Labor Statistics, more than half of the growth in employment expected by 2026 will be in eco-friendly occupations.

Due to this clear niche in the job market and demand by students, RCC has recently developed and approved a Sustainability major for our students in addition to the Environmental Science major that has existed for quite some time. Both of these majors are meant to be a pipeline from RCC to UCR. We have developed a list of courses that will allow our students to earn IGETC certification while simultaneously completing several of the requirements for the UCR Environmental Studies major. We believe it will be a seamless transition and we are so excited about the potential for this pathway for our students. We hope to continue to collaborate with the new SEHE Department at UCR to create events, workshops, and research opportunities for our RCC students. Evidence shows that if a community college student spends time on a university campus, they begin to feel like they belong and are more likely to transfer and continue their educational journey. We would love for the Sustainability and Environmental Studies students at RCC to have that opportunity.

Thank you!

Sincerely,

Tonya M. Huff, Ph. D.
Department of Life Sciences, Riverside City College
August 15, 2023

Academic Senate & Administration
University of California, Riverside

Dear Colleagues,

I write this letter in support of the two proposals for majors in the Department of Society, Environment and Health Equity (SEHE). As I understand the matter, the proposed Environmental Studies major will replace the Sustainability Studies degree that has been administered by the Department of Gender and Sexuality Studies, while the major in Global and Community Health will complement Environmental Studies with its focus on related issues and problems. Before I give three reasons—out of many—for supporting this proposal, I will give some background on my experience and qualifications.

I was a faculty member of the UCSC Politics Department from 1990-2020, teaching among other things international relations and global environmental politics. I have done policy, research and technical work in environmental and policy field since the late 1970s, after receiving a Masters’ in Physics at MIT. I came to UCSC with a PhD in Energy Resources from UC Berkeley (1987) and, beginning in 2008, was part of a faculty group trying to establish a Sustainability Studies program at UCSC. In 2012, I was appointed Provost of Rachel Carson College (I was able to obtain the $5,000,000 endowment required to name a UCSC residential college) and established a minor in Sustainability Studies, the first such minor in a college since the university’s founding. I am presently President of the Sustainable Systems Research Foundation in Santa Cruz, a nonprofit green think tank focused on development and deployment of local sustainability projects.

First, at this moment of environmental crisis, and especially with the looming threat of climate change, interdisciplinary education and research are more essential than ever. Both of the proposed majors are explicitly interdisciplinary, focusing on systemic issues and topics, rather than strictly-bounded disciplinary ones. Over the past 40 years, approaches to understanding and addressing these environmental challenges have been constrained by the very disciplinary epistemologies its practitioners apply. Biologists see everything through a biological lens; economists, through and econometrics one; humanists through philosophy, art and literature. But “wicked problems” such as climate change (and all of the social systems that give rise to it) are characterized by complex linkages among technological, political, social and economic systems and institutions. No single discipline is sufficient to deal with such problems, and few
academics and policymakers trained in single disciplines lack the broad knowledge to integrate across disciplines. The SEHE Department and its degree programs will be able to provide the interdisciplinary framework and scope required to educate and train students in addressing the complex and wicked problems the world currently faces.

Second, and at the same time, there is a pressing need to acknowledge and incorporate the structural injustices and racism that are foundational to our social institutions and practices and reproduced in the environmental crisis. This is especially the case in terms of the distribution of current and future impacts of climate change and the benefits that will accrue from the coming green economy. UCR’s student demographic is well-placed to make important and significant contributions to this transition and the SEHE Department and the two new majors will position them to do so.

Finally, in this time of limited (and even declining) instructional budgets, the bane of new degree programs is the cost of administering and running them and the frequent refusal of university administrations to provide the necessary funds and personnel. Few existing departments are willing to take on this burden and putting new programs under the care and feeding of departments whose disciplinary focus is not directly related risks shortchanging the new ones and even obscuring their existence. The SEHE Department and the two new majors will be highly visible, appropriately funded (I hope) and able to provide students with the focused care, advising and training required to succeed in the proposed areas of systems complexity and social change.

There are many other reasons to support these two proposed majors, not the least that similar initiatives exist or are being launched across the country and the world. Judging from the academic and professional job announcements that come across my “desk,” graduates of the two programs will have little difficulty in finding relevant employment.

I endorse the two majors in the strongest terms and hope UCR will approve and fund them at the level necessary for them and their students to learn and thrive about these critical issue areas.

Please do not hesitate to contact me with any questions you may have.

Yours sincerely,

Ronnie D. Lipschutz
Professor Emeritus of Politics, UCSC
President, Sustainable Systems Research Foundation
August 9, 2023

Academic Senate
Campus Administration
University of California, Riverside

Re: Global and Community Health degree program

Dear Academic Senate,

I am writing to express my enthusiastic support for the Global and Community Health degree program as a new program in the College of Humanities, Arts, and Social Sciences (CHASS). This is a timely initiative that addresses a critically important need among undergraduate programs. While many of the elements of the proposal draw from existing strengths among multiple units across campus, it provides an important opportunity to launch an innovative new integrative program to meet the needs of a new generation of undergraduate students.

My enthusiasm for this program comes from my activities in areas of direct relevance to this program. First, I have always had a long-standing interest in interdisciplinary studies of relevance to medical humanities, starting from my undergraduate liberal arts education, and continuing through my activities since arriving on campus in 2006, including teaching an Ignition Seminar in the Undergraduate Honors program, to participating in a number of programs in the Center for Ideas and Society (including participating on the CIS Advisory Board). These reflect my conviction that health sciences is also necessarily a human(ities) subject, and that the best approaches to health care must also identify with the needs of the human patient.

Second, I am founding Director of the BREATHE Center (that is, Bridging Regional Ecology, Aerosolized Toxins, and Health Effects), which is a broadly interdisciplinary collaborative of researchers across campus studying topics related to air quality and health effects. Faculty recruitments under the original BREATHE cluster hiring from 2015 to 2018 included five hires in the original cluster with two additional hires resulting from the searches. These hires reflect the truly interdisciplinary nature of the research, which includes two hires in CHASS, one in BCOE, two in CNAS, and two in SOM. The research themes among the BREATHE faculty broadly integrate humanities, engineering, environmental sciences, and biomedical research, which I believe illustrates and mirrors quite well the intent of the GCH program.

Third, I am Principal Investigator and co-Director (with Mario Sims) of the NIH-funded U54 Center for Health Disparities Research at UCR, a center entirely funded by extramural (NIH) funds, establishing a new model for research centers on campus. This center aims to train and promote a new generation of researchers in topics related to health disparities, social equity, and community engagement. The NIH and other agencies, including the California Air Resources Board (CARB) have begun to recognize the critical need to promote work in environmental and social justice to address health needs, and the necessary role of community networks as full partners in the research. The growth in attention and funding in this
area provides important opportunities for undergraduate education and future career opportunities, and the GCH programs will be timely in helping to launch UCR students in entirely new types of careers of service to the community. The fact that so many UCR students are first generation and from underserved communities will mean that the GCH programs can promote a pipeline of workers in areas such as medicine and public policy that also draws directly from the communities most in need of this important work.

While this program does not yet include graduate programs, the existing Designated Emphasis in Medical Humanities may yet pave the way for graduate programs in this area. Accordingly, the Center for Health Disparities Research hopes to be instrumental in providing training and research opportunities for graduate and post-graduate researchers in this area as the GCH program grows.

While it is not an exclusive goal of the department and undergraduate programs, I am most excited by the potential of the undergraduate program in health equity to build a pool of students that will be ideal candidates for the Thomas Haider Program at the UCR School of Medicine. This program is a pathway for UCR undergraduates to enter the UCR School of Medicine, and was created by Dr. Thomas Haider, who has long supported the mission of the School of Medicine to train physicians for service to the inland California underserved communities. The goals of the GCH undergraduate programs will clearly imbue the students with an appreciation of the issues of racial and social equity, and a dedication to the mission of the SOM.

Again, I reiterate my strong enthusiasm for the program and its potential to integrate a host of complementary topics in environmental and social justice that will have a major impact on campus intellectual and community life. I look forward to seeing this promise come to fruition, and to working actively with the program as it grows.

Sincerely,

David D. Lo, M.D., Ph.D.
Contact PI, U54 MD013368 RCMI, Center for Health Disparities Research at UCR
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

We are writing on behalf of the Center for Ideas and Society at UCR in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As co-directors of the Center for Ideas and Society, we are particularly eager to see new courses offered in these areas, which will further our curricular goals. We fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside, and we at the CIS see great potential for collaborations with the new program on various levels.

Sincerely,

[Signature]

[Signature]

[DocuSign Envelope ID: 364B60DC-35EF-480E-ADAF-D1D142916742]
8/28/2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Psychiatry and Neurosciences in enthusiastic support of the proposed BA degree in Global and Community Health. This undergraduate program will bring new curricular opportunities addressing health disparities to UCR.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce. This is well aligned with and advances our mission at the UCR School of Medicine. I look forward to future collaborations and the exciting opportunities that can emerge for us across departments.

The GCH undergraduate degree program will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Chair of the Department of Psychiatry and Behavioral Sciences, and as a public health and heath equity scholar, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Global and Community Health BA. Students will be well-served by this curriculum as part of their education at UC Riverside.

Sincerely,

Lisa R. Fortuna, MD, MPH, MDiv
Professor and Chair of Psychiatry and Neurosciences
University of California Riverside, School of Medicine
August 25, 2023

Dear Members of the UCR Academic Senate and UCR Administration,

I am writing on behalf of the Department of Gender and Sexuality Studies (GSST) in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring exciting new curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree (GCH) will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy. The GCH major will help to address the pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

The Environmental Studies BA degree (ENST) will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity.

GSST currently houses a Sustainability Studies major (SUST), which will sunset as SEHE’s Environmental Studies major grows. The two departments, GSST and SEHE, have established an MOU to guide this process. GSST and SEHE will work together to meet the needs of students and faculty in both departments in the transition from the GSST Sustainability Studies major to the SEHE Environmental Studies major.

The GSST SUST major will sunset, with a target date to stop accepting new majors in Fall 2024. GSST submitted a memo in July 2023 to CHASS FEC and the Committee on Educational Policy, requesting a moratorium on the Sustainability Studies major. The Senate granted a pause in admissions to SUST, pending the outcome of the moratorium review. In Fall 2024, all existing SUST majors will be encouraged to transfer to the ENST major in SEHE. In Winter 2024, SEHE and GSST will schedule a joint meeting with Cassee Barba and Holly Easley (SUST advisors) to set out course substitutions that will allow any remaining SUST majors to graduate using SEHE courses if necessary. To ease the transition, GSST and SEHE will submit cross-listing proposals in Fall 23 so that SEHE faculty can continue to cover the required courses for the SUST major. Once all the remaining SUST majors have graduated (est. 2027), SEHE and GSST will consult on which courses to keep cross-listed, and which cross listings should be removed.
As Chair of GSST, I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

Thank you,

Brandon Andrew Robinson, Ph.D.

Chair & Associate Professor
Department of Gender & Sexuality Studies
University of California, Riverside
24th August, 2023

Gordon D. Love, PhD,
Professor of Geochemistry
Chair, Department of Earth & Planetary Sciences
University of California, Riverside

E-mail: glove@ucr.edu

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Re: SEHE degree programs

To: Dana Simmons, Acting Chair of SEHE

On behalf of the Department of Earth and Planetary Sciences (EPS), I am writing in support of the undergraduate programs proposal submitted by the new Department of Society, Environment and Health Equity (SEHE).

EPS teaches several (GEO) lower and upper division undergraduate science classes that are popular across campus and taken by a diverse student body to fulfill degree requirements. Many of these classes provide the scientific understanding of topical issues critical to societal needs and which are obviously pertinent to the scope of the SEHE degree programs. This subject matter includes: natural resources and their sustainability, climatic and environmental change, natural hazards, landscape evolution, and the history of life on Earth.

We encourage SEHE students to take our popular GEO classes as part of their BA degree requirements and we will work with SEHE to provide guidance on the most appropriate classes for their students to take in each quarter.

Yours sincerely,

Gordon Love.
August 23, 2023

Dear Colleagues and Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Media & Cultural Studies in enthusiastic support of the proposed BA degree in Environmental Studies and BA degree in Global and Community Health. These two undergraduate programs will bring urgently needed curricular address to environmental and health disparities and will enhance teaching and research across our university.

The Environmental Studies BA will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. If it is approved, UCR will join five other UC campuses in offering an Environmental Studies BA degree.

The Global and Community Health BA offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach, social services, and advocacy. The GCH major will prepare students for advanced study and community-based work related to social justice and health disparities. This crucial major will help to address pressing problems of health and healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California health professions workforce.

These two undergraduate degree programs respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce. And they further the research and educational priorities of our faculty.

As Chair of MCS, I am eager to see new courses offered in these areas, which will further our curricular goals. I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA. Our students will be well-served by these curricula as part of their education at UC Riverside.

Sincerely,

Judith Rodenbeck
Professor and Chair
Media & Cultural Studies
August 10, 2023
Dear Members of the UCR Academic Senate and UCR Administration:

On behalf of the Global Studies Program, I enthusiastically support the proposed BA degrees in Environmental Studies and Global and Community Health. These two undergraduate programs will bring critically important new curricular opportunities for UCR students, including those participating in our Global Health, Sustainability and Resources track.

UCR is positioned to join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, social justice, and health equity. This program will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values.

The Global and Community Health BA degree addresses pressing problems of health and healthcare workforce shortages in Inland Southern California, and underrepresentation of Latinx and Black people among California health professions workforce. The proposed curriculum will prepare students for advanced study and community-based work related to social justice and health disparities relevant to careers in medicine and allied professions such as public health, health administration, community outreach, social services, administration and advocacy.

These undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability and the common good. They will serve the community and student needs in Inland Southern California and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and people of color in the related workforce.

As Director of the Global Studies Program, I fully support the undergraduate program proposals for the Environmental Studies BA and the Global and Community Health BA.

Sincerely,

Juliann Emmons Allison
Society, Environment & Health Equity
Global Studies
August 9, 2023

Dear Members of the UCR Academic Senate and UCR Administration:

I am writing on behalf of the Department of Anthropology in unconditional support of the proposed BA degree in Global and Community Health and BA degree in Environmental Studies. These two undergraduate programs will bring exciting and necessary curricular opportunities addressing environmental and health disparities through the university.

The Global and Community Health BA degree will prepare students for advanced study and community-based work related to social justice and health disparities. GCH offers a humanities and social-science informed track toward a future career in medicine and allied professions such as public health, health administration, community outreach and organizing, social services, administration and advocacy. The GCH major will help to address the urgent healthcare workforce shortage within the Inland Empire, and underrepresentation of Latinx and Black people among California’s health professions workforce.

The Environmental Studies BA degree will equip students with vital knowledge, theory, and skills for engaging and contributing to a world in which environmental degradation intersects with health and well-being, economics, politics, ethics, and human values. If it is approved, UCR will join five UC campuses that offer an Environmental Studies BA degree. The proposed curriculum addresses the growing needs of students whose interests lie in the intersection of sustainability, environment, climate change, social justice, and health equity.

These two undergraduate degree programs will further the research and educational priorities and respond to UCR’s stated core values in social justice, sustainability, and the common good. These programs are designed to serve the community and student needs in the Inland Empire and beyond by preparing students for behavioral, administration, policy and advocacy related environmental and healthcare careers and increasing the representation of Black, Indigenous, and Latinx people in health-related professions.

As Chair of the Department of Anthropology, I am eager to see new courses offered in these areas, which will further our curricular goals. Our department plans to cross-list several of our courses in Medical Anthropology to help support the new department and foster a rich, interdisciplinary learning environment for our undergraduates across CHASS.
In sum, I fully support the undergraduate program proposals for the **Global and Community Health BA** and **Environmental Studies BA**. Our students will be well-served by these curricula as part of their education at UC Riverside.

Please do not hesitate to contact me at [jsyverts@ucr.edu](mailto:jsyverts@ucr.edu) should you have any questions or need further information.

All my best,

Jennifer Syvertsen, PhD, MPH  
Chair and Associate Professor of Anthropology  
Pollitt Endowed Term Chair for Interdisciplinary Teaching & Learning in CHASS
January 11, 2024

To: Dana Simmons, Chair and Lead Proponent, Department of Society, Environment, and Health Equity

From: Sang-Hee Lee, Chair Executive Council

RE: Proposed Undergraduate Minor in Global and Community Health (GCH)

Dear Dana,

On January 8, 2024 the Academic Senate Executive Council discussed the subject proposal along with the mixed consultative feedback from the Committees on Courses, Educational Policy, Planning & Budget and the CNAS, SOM, and SPP faculty executive committees.

Members of Executive Council, though supportive of inclusion of the proposed program on the Winter Division meeting, agreed that the recommendations and issues raised by committees should be clearly addressed.

Please provide a revised proposal in consideration of all of the review feedback and include responses to the comments and questions in the attached memos as soon as practicable. You may find it helpful to note that in the past, proponents have included a summary document that includes responses as a cover to a revised proposal.

Thank you.

Cc: Wesley Leonard, Chair, CHASS Faculty Executive Committee
    Gabrielle Brewer, CHASS Faculty Executive Committee Liaison and Student Affairs Officer
COMMITTEE ON EDUCATIONAL POLICY

December 5, 2023

To: Sang-Hee Lee, Chair
    Riverside Division

From: Ward Beyermann, Chair
      Committee on Educational Policy

Re: Proposed Minor in Global and Community Health

The Committee on Educational Policy (CEP) reviewed the proposed Minor in Global and Community Health at their December 1, 2023 meeting and voted to support the proposal.
December 4, 2023

TO: Sang-Hee Lee, Ph.D., Chair, Academic Senate, UCR Division

FROM: Bahram Mobasher, Ph.D., Chair, Faculty Executive Committee, College of Natural and Agricultural Sciences

SUBJECT: Response to Proposed Degree Programs in ENST and GCH Departments

Dear Sang-Hee,

The CNAS Faculty Executive Committee wants to address several concerns regarding the recent Major and Minor proposals in Environmental Studies and Global and Community Health. It has come to our attention that significant issues require consideration and resolution:

Regrettably, our concerns have not been adequately addressed during the processes underway, and the results are the development of a department that could potentially divert and confuse our students.

It has also come to our attention that there is a proposed change in the department's name from "Sustainability Studies" to "Environmental Sciences." Changing the name from "Sustainability" to "Environmental" may confuse current and future students. Therefore, it is recommended that we act or voice objections against this alteration. It seems reasonable to request reconsideration of the name change. We must collectively ensure that the department's name accurately represents its goals and scope.

Sincerely,

Bahram Mobasher, Ph.D
Chair, Faculty Executive Committee College of Natural and Agricultural Sciences
COMMITTEE ON COURSES

December 6, 2023

To: Sang-Hee Lee, Chair
    Riverside Division

From: James Flegal, Chair
      Committee on Courses

Re: Proposed Minor in Global and Community Health

The Committee on Courses reviewed the proposed Minor in Global and Community Health at their November 29, 2023 meeting. The Committee recommends that the department ensure that course proposals for the following courses proposed to be included in the minor’s curriculum be entered into CRS in a timely manner as all courses listed in the proposed curriculum do need to receive final approval by the Committee on Courses before the curriculum can be published in the catalog: SEHE 002, SEHE 101, SEHE 101S, SEHE 110, SEHE 11/HIST 111, SEHE 115, SEHE 120, SEHE 160, SEHE 161, SEHE 162, SEHE 170/SOC 183H, SEHE 174, SEHE 181/ANTH 144N, SEHE 182/ANTH 144N; SEHE 185, SEHE 189.
PLANNING AND BUDGET

October 30, 2023

To: Sang-Hee Lee, Chair
    Riverside Division

From: Reza Abbaschian, Chair
   Committee on Planning and Budget

RE: [Campus Review] New Undergraduate Minor: Minor in Global and Community Health (GCH)

At our meeting on October 10, 2023, the Committee on Planning and Budget (CPB) discussed the proposed Minor in Global and Community Health (GCH). CPB supports the proposed minor.

As a general comment for all proposed degree programs: CPB stresses the necessity of having the right amount of Teaching Assistants to support course instructors and ensure the overall success of the program.
December 21, 2023

TO: Sang-Hee Lee, Ph.D., Chair, Academic Senate, UCR Division

FROM: Marcus Kaul, Ph.D., Chair, Faculty Executive Committee, UCR School of Medicine

SUBJECT: Response to [Campus Review] (Proposal: New Undergraduate Minor) Minor in Global and Community Health (GCH)

Dear Sang-Hee,

The SOM Faculty Executive Committee has reviewed the proposed [Campus Review] (Proposal: New Undergraduate Minor) Minor in Global and Community Health (GCH).

The committee agrees with the proposed undergraduate minor and has no further comments.

Yours sincerely,

Marcus Kaul, Ph.D.
Chair, Faculty Executive Committee School of Medicine
TO: Sang-Hee Lee, Chair
Riverside Division

FR: Richard M. Carpiano, Chair
Executive Committee, School of Public Policy

RE: [Campus Review] Proposal: New Undergraduate Minor: Minor in Global and Community Health (GCH)

Date: December 1, 2023

The Faculty Executive Committee of the School of Public Policy reviewed the document “[Campus Review] Proposal: New Undergraduate Minor: Minor in Global and Community Health (GCH).”

Listed below are issues that arose during our review and discussion. Please note that some of these issues are also included in our review of the Global and Community Health B.A. curriculum proposal, but there are additional points listed here that arose in reviewing this minor proposal—i.e. points that may exist in one or more of the other three SEHE major and minor curriculum proposals we also reviewed, but which may have been overlooked at the earlier time we reviewed and submitted our comments for them to Senate (this minor proposal was reviewed at a later date). Overall, each of our memos for the four proposals have similar and distinct comments.

1. Given the stated learning objectives that indicate the importance of students understanding health and environmental issues locally, nationally, and globally, it is crucial for students to have a thorough grounding in natural science to comprehend the interplay between the environment and human health. A significant concern raised with the current curriculum proposal is its apparent lack of foundational science. Without a robust understanding of environmental and health science or human biology, discussing the scientific underpinnings of environmental impacts and health inequities becomes challenging.

   It is noteworthy that this curriculum lacks courses in the natural sciences. The present focus seems to be predominantly on the social science and humanities aspects of health issues, without sufficient emphasis on the natural science aspects. Given that global health and community health are two established substantive subareas in public health and medicine that also rely heavily on biological/environmental science knowledge in addition to social science and other disciplines (e.g., education, ethics) in addressing communicable and non-communicable disease threats (in the case of the former,
transnationally) via population interventions and clinical care approaches, this imbalance could lead to a skewed perspective and training experience among students. Overall, the curriculum could be more effectively designed to integrate both natural sciences and social sciences, providing a comprehensive educational experience. The current structure risks limiting the depth and breadth of education students receive, thereby hindering their ability to fully understand and address complex health problems, particularly in this concerning era of science denialism, politicization of best evidence, and less than optimal data literacy. It also has implications for student preparation in terms of the proposal’s stated goal of creating a student pipeline to the eventual MPH program in SOM (p. 6).

2. Page 12: Under item #5, it states, “Teaching will be distributed among core and affiliated faculty. Affiliated faculty will teach elective courses from their home departments.” However, the list of 15 affiliated faculty includes:
   a. Four faculty with no associated courses listed, as they are in:
      i. Department of Social Medicine, Population, and Public Health (SPPM) in SOM and thus have no undergraduate courses to offer/cross-list (i.e. Mark Wolfson, the SPPM chair, and Ann Cheney)
      ii. SPP (Cecilia Ayon), which is not affiliated with this program (please see item #3 below);
      iii. Creative Writing (Allison Hedge Coke), which has no listed cross-listed courses
   b. Three faculty whose listed courses are not part of this minor curriculum (i.e., Kim Yi Dionne in POSC, Gloria Kim in MCS, and Esra Kurum in STAT—the respective courses listed for them, SEHE 172, MCS 117, STAT 004 are not listed on pages 10-11 as part of this curriculum).

3. Page 17: Under the section header “Chairs’ approval to include their courses in the new curriculum (in 2021 or 2023),” SPP Associate Dean Bruce Babcock is listed. The phrasing of this header can be read in more than one way, so, just to be certain, this approval only pertains to the PBPL courses cross-listed with other units that are listed in any of the four SEHE proposed curriculum documents (e.g., ENGR 171/PBPL 171) and not any other PBPL courses. This specificity is indicated in the email exchange between SEHE representative Ellen Reese and SPP Associate Dean Bruce Babcock included in the appendices of SEHE’s three other Environmental Studies and Global and Community Health proposed curriculum documents submitted for Senate review at the same time as this minor curriculum.

Sincerely,

Richard M. Carpiano, Ph.D., M.P.H.
Professor of Public Policy
Proposal for a combined major in Religious Studies and Administrative Studies
Revised 15 September 2023

1. Name of the academic program and the department(s) or unit(s) that will administer the program.

This will be a combined major (B.A.) in Religious Studies and Administrative Studies, administered by the Department for the Study of Religion.

2. A thorough justification, including the motivation for the creation of the program in terms of student interest and professional or academic importance.

Since the 2008 recession, there has been a nationwide trend of steady or even increasing interest in religious studies courses among undergraduates, combined with a trend of falling major numbers. Most commentators attribute this unusual combination to a growing concern among undergraduate students with selecting a major that they believe offers career-relevant skill building; in other words, a major that they (and, at times, their parents) believe will get them a well-paying job immediately after graduation.

Working in a field that, like gender and sexuality studies or ethnic studies, focuses on the transdisciplinary study of a specific aspect of human experience and social structure, we in religious studies are quite clear that our field offers indispensable skills for a wide variety of future careers. In fact, a 2015 survey of close to 1,700 B.A. recipients in religious studies from thirty-five different colleges and universities that was conducted by the pre-eminent scholarly organization in our field demonstrated that approximately two-thirds of the alumni surveyed were pursuing careers outside of the academic and applied study of religion – outside, that is, of higher education and ministry. Among the most common careers, each garnering between 5 and 10 percent of the survey responses, were primary and secondary education, non-profit and community organization work, business and finance, law, and medicine. Other career paths represented among the respondents ranged from information technology and library work through government and public administration to the arts.¹

Prior to the Great Recession, Religious Studies departments in many schools could rely on their students’ interests as sufficient support for their choice to pursue a major. Today, however, and especially at a school that serves a high percentage of working-class and first-generation college students, we do not have that option. Neither can we rely on students double majoring in order to pursue their interest in religious studies and their need for a degree that they believe “looks good” on their resume, because many UCR students cannot pursue a second major and still graduate on time.

The proposed combined major addresses the needs of students who, like two-thirds of the respondents in the 2015 survey, see how indispensable the skills and perspectives offered by a religious studies major are for the contemporary workplace but fear that a religious studies major

¹ The American Academy of Religion has produced or participated in several studies of Religious Studies enrollment, degree completion, faculty well-being, and related topics, which can be accessed here: https://aarweb.org/AARMBR/Publications-and-News-/Data-and-Studies.aspx. The study referred to in this paragraph is Phase 2 of the Teagle Study, which can be found here: https://aarweb.org/AARMBR/Publications-and-News-/Data-and-Studies-/Teagle-Study.aspx.
by itself will not translate into a job after college, much less a career. With religion as one of the most important yet most frequently neglected aspects of DEI concerns, and with the skills in cultural competency development that our field encompasses and develops in our majors, this field is critically important to the development of the next generation of leaders in business, industry, government, and the nonprofit sector. We believe that this major will allow students who see this value but fear the post-college job market to pursue all of their interests in a single program.

3. Relationship of the new program to existing programs.

Administrative Studies is a program within the College of Humanities, Arts, and Social Sciences that offers combined majors with Art History, Economics, History, Political Science, and Sociology. This new program would add to the existing ones, expanding options for students who wish to combine administrative studies with a traditional department in CHASS.

4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross listings should be listed, unit total considerations should be taken into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

Our proposed curriculum follows the requirements for combined majors with Administrative Studies, as delineated in the catalog:

1. All requirements of the College of Humanities, Arts, and Social Sciences
2. Specified requirements of the relevant department, to include at least 36 upper division units in that discipline
3. Administrative Studies requirements

Religious Studies requirements (48 units)

1. Lower-division courses (12 units)
   a) RLST 005/005H
   b) RLST 012/012H/ETST 012/012H or RLST 012W/ETST 012W
   c) One additional 4-unit course in RLST
2. Upper-division courses (36 units)
   a) At least four courses from Traditions and Regions and at least two courses from Themes
   Traditions and Regions:
   RLST 104, 106, 108, 109, 111, 114, 123, RLST 126/HIST 127; RLST 161/GSST 158
   Themes:
   RLST 101, 116, RLST 127/HISE 147, RLST 135A/HIST 130A, RLST 135B/HIST 130B, RLST 149/SEAS 149, 152, 153, RLST 159/GSST 159, 160, 180
   b) 1 additional upper-division course in RLST
   c) RLST 100 or RLST 102
   d) RLST 193
Administrative Studies requirements (37 units)

1. Lower-division courses (17 units)
   a) BUS 010, BUS 020
   b) STAT 008 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)

2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:
      (1) ECON 102 or ECON 103 or ECON 104A or ECON 130 or ECON 162/BUS 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151
      (4) POSC 181 or POSC 182 or POSC 183 or POSC 186
      (5) ANTH 127 or ANTH 127S or ANTH 131
      These two courses must be outside the discipline of the relevant major and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.
   b) A three-course track (12 units) in Business Administration courses, from one of the following:
      (1) Organizations (General): BUS 100 or BUS 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151
      (2) Human Resources Management/Labor Relations: BUS 100 or BUS 100W, BUS 107, BUS 121, BUS 144, BUS 145, BUS 153/ECON 153, BUS 155, BUS 156, BUS 157, PSYC 142
      (3) Business and Society: BUS 100 or BUS 100W, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186
      (4) Marketing: BUS 103, and two from BUS 111, BUS 112, BUS 113, BUS 114, BUS 115, BUS 116, BUS 117, BUS 118, BUS 119, BUS 124, BUS 126, BUS 151, BUS 152, BUS 159, BUS 164
      (5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, BUS 168B
      (7) Finance: BUS 106/ECON 134 and two from BUS 131, BUS 132, BUS 134, BUS 135, BUS 136, BUS 137, BUS 138, BUS 139, BUS 140E, BUS 141, BUS 147
      (8) Management Information Systems: BUS 101, BUS 110, BUS 125, BUS 128, BUS 171, BUS 172, BUS 173, BUS 174, BUS 175, BUS 179
      (9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

The programs of all majors should be developed in consultation with their advisors.

5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

Religious Studies Department faculty:
Dr. Sahin Acikgoz
6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

As with other combined majors in Administrative Studies, each half of this major will be run by the appropriate program. Religious Studies courses will be offered by Department for the Study of Religion faculty, and Administrative Studies courses will be offered by the various departments that are already contributing to the other combined majors. No other administration (e.g., reviewing capstone projects, etc.) is required, as this program relies solely on coursework and there are no new courses being developed in connection with the proposed new major.

7. Projected enrollment in the program.

We expect initial enrollment to be low – likely fewer than ten – when students are not yet aware of the new option. As word spreads, however, we hope for as many as twenty or more majors at any given time.

8. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches steady state.

B.A. in Religious Studies and Administrative Studies
At steady state, we hope for ten degrees granted per year.

9. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.

The required courses are already a part of either the Religious Studies major or the existing Administrative Studies combined majors, so our additional majors would be spread out across courses in the wide range of departments that contribute to the ADST combined majors.
Furthermore, the vast majority of the requirements for the proposed major are “menu” requirements and therefore there is not a one-course bottleneck that could cause problems for the department offering that course or for majors needing the course to graduate. The smallest class in the set of requirements is the Religious Studies senior seminar, and that course currently has ample room for additional students since it is restricted to graduating seniors.

10. A full listing of resources required for start-up and for operations. In cases where no additional resources will be needed, this must be explicitly stated. This listing may include: personnel (faculty FTE or temporary positions, Teaching Assistants or Readers, administrative staff, technical support); support services including computer facilities and library resources; space requirements. A plan indicating how the resources will be obtained would also be helpful to the committee in reviewing the proposal. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

This major draws on existing majors, and we anticipate low total numbers relative to the existing pool of Administrative Studies majors even at steady state; therefore, no additional resources are required.

11. Both internal and external letters of support should be provided with the proposal. Internal letters of support are often from UCR department chairs and faculty of related programs. The external letters should be from other UC campuses or other peer institutions. Letters from off-campus help to establish the quality of the program and its fit within the context of related programs at other universities. Upon consultation with the CEP the demand for external letters may be waived.

12. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.

Religious Studies Department vote completed 10/10/2022: 10 eligible, 8 yes, 0 no, 0 abstain, 2 unavailable due to sabbatical

13. All proposals for new programs should be submitted to the Senate Chair no later than March 1 of the academic year prior to the fall quarter in which the proposed program is anticipated to go into effect. This schedule should provide sufficient time for Senate review of the proposal to meet the deadline for final consideration of approval at the May Division Meeting.
To be adopted:

Proposed Changes to Religious Studies/Administrative Studies Major

**PRESENT:**

**PROPOSED:**

Religious Studies requirements (48 units)

1. Lower-division courses (12 units)
   a) RLST 005/005H
   b) RLST 012/012H/ETST 012/012H or RLST 012W/ETST 012W
   c) One additional 4-unit course in RLST

2. Upper-division courses (36 units)
   a) At least four courses from Traditions and Regions and at least two courses from Themes

   **Traditions and Regions:**
   RLST 104, 106, 108, 109, 111, 114, 123, RLST 126/HIST 127; RLST 161/GSST 158

   **Themes:**
   RLST 101, 116, RLST 127/HISE 147, RLST 135A/HIST 130A, RLST 135B/HIST 130B, RLST 149/SEAS 149, 152, 153, RLST 159/GSST 159, 160, 180
   b) 1 additional upper-division course in RLST
   c) RLST 100 or RLST 102
   d) RLST 193

Administrative Studies requirements (37 units)

1. Lower-division courses (17 units)
a) BUS 010, BUS 020
b) STAT 008 or equivalent (may be used to satisfy breadth requirements)
c) CS 008 (may be used to satisfy breadth requirements)

2. Upper-division requirements (20 units)
a) Two courses (8 units) from the list below:
   (1) ECON 102 or ECON 103 or ECON 104A or ECON 130 or ECON 162/BUS 162
   (2) PSYC 140 or PSYC 142
   (3) SOC 150 or SOC 151
   (4) POSC 181 or POSC 182 or POSC 183 or POSC 186
   (5) ANTH 127 or ANTH 127S or ANTH 131
   These two courses must be outside the discipline of the relevant major and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.
b) A three-course track (12 units) in Business Administration courses, from one of the following:
   (1) Organizations (General): BUS 100 or BUS 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151
   (2) Human Resources Management/Labor Relations: BUS 100 or BUS 100W, BUS 107, BUS 121, BUS 144, BUS 145, BUS 153/ECON 153, BUS 155, BUS 156, BUS 157, PSYC 142
   (3) Business and Society: BUS 100 or BUS 100W, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186
   (4) Marketing: BUS 103, and two from BUS 111, BUS 112, BUS 113, BUS 114, BUS 115, BUS 116, BUS 117, BUS 118, BUS 119, BUS 124, BUS
126, BUS 151, BUS 152, BUS 159, BUS 164
(5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, BUS 168B
(7) Finance: BUS 106/ECON 134 and two from BUS 131, BUS 132, BUS 134, BUS 135, BUS 136, BUS 137, BUS 138, BUS 139, BUS 140E, BUS 141, BUS 147
(8) Management Information Systems: BUS 101, BUS 110, BUS 125, BUS 128, BUS 171, BUS 172, BUS 173, BUS 174, BUS 175, BUS 179
(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

The programs of all majors should be developed in consultation with their advisors.

**Justification:**

Since the 2008 recession, there has been a nationwide trend of steady or even increasing interest in religious studies courses among undergraduates, combined with a trend of falling major numbers. Most commentators attribute this unusual combination to a growing concern among undergraduate students
with selecting a major that they believe offers career-relevant skill building; in other words, a major that they (and, at times, their parents) believe will get them a well-paying job immediately after graduation.

Working in a field that, like gender and sexuality studies or ethnic studies, focuses on the transdisciplinary study of a specific aspect of human experience and social structure, we in religious studies are quite clear that our field offers indispensable skills for a wide variety of future careers. In fact, a 2015 survey of close to 1,700 B.A. recipients in religious studies from thirty-five different colleges and universities that was conducted by the pre-eminent scholarly organization in our field demonstrated that approximately two-thirds of the alumni surveyed were pursuing careers outside of the academic and applied study of religion – outside, that is, of higher education and ministry. Among the most common careers, each garnering between 5 and 10 percent of the survey responses, were primary and secondary education, non-profit and community organization work, business and finance, law, and medicine. Other career paths represented among the respondents ranged from information technology and library work through government and public administration to the arts.¹

Prior to the Great Recession, Religious Studies departments in many schools could rely on their students’ interests as sufficient support for their choice to pursue a major. Today, however, and especially at a school that serves a high percentage of working-class and first-generation college students, we do not have that option. Neither can we rely on students double majoring in order to pursue their interest in religious studies and their need for a degree that they believe “looks good” on their resume, because many UCR students cannot pursue a second major and still graduate on time.

The proposed combined major addresses the needs of students who, like two-thirds of the respondents in the 2015 survey, see how indispensable the skills and perspectives offered by a religious studies major are for the contemporary workplace but fear that a religious studies major by itself will not translate into a job after college, much less a career. With religion as one of the most important yet most frequently neglected aspects of DEI concerns, and with the skills in cultural competency development that our field encompasses and develops in our majors, this field is critically important to the development of the next generation of leaders in business, industry, government, and the nonprofit sector. We believe that this major will allow students who see this value but fear the post-college job market to pursue all of their interests in a single program.

Administrative Studies is a program within the College of Humanities, Arts, and Social Sciences that offers combined majors with Art History, Economics, History, Political Science, and Sociology. This new program would add to the existing ones, expanding options for students who wish to combine administrative studies with a traditional department in CHASS.

Approvals:

Approved by the faculty of the Department of Religious Studies: 10/10/22
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences: 9/22/23
Approved by the Committee on Educational Policy: 12/1/23
Received by the Executive Council: 1/8/24

¹ The American Academy of Religion has produced or participated in several studies of Religious Studies enrollment, degree completion, faculty well-being, and related topics, which can be accessed here: https://aarweb.org/AARMBR/Publications-and-News-/Data-and-Studies.aspx. The study referred to in this paragraph is Phase 2 of the Teagle Study, which can be found here: https://aarweb.org/AARMBR/Publications-and-News-/Data-and-Studies-/Teagle-Study.aspx.
September 22, 2023

TO: Sang-Hee Lee, Chair
   Riverside Division of the Academic Senate

FROM: Wesley Leonard, Chair
       CHASS Executive Committee

RE: New Major Proposal-Religious Studies/Administrative Studies Major

The CHASS Executive Committee reviewed the edits for the new major Proposal-Religious Studies/Administrative Studies Major via email on September 22, 2023. The committee still holds that the department did an excellent job thinking through the benefits of the major. The proposal was straightforward and thorough. The committee approved the new major proposal for the Religious Studies/Administrative Studies Major.
October 31st, 2023

To: Senate

From: School of Business Executive Committee

Re: Proposal: New Undergraduate Major: Bachelor of Arts Degree Program in Religious Studies and Administrative Studies - Combined Major (B.A. in Religious Studies and Administrative Studies [RLST-ADST])

The School of Business Executive Committee considered the proposal for a new Undergraduate Major, namely, Bachelor of Arts Degree Program in Religious Studies and Administrative Studies - Combined Major (B.A. in Religious Studies and Administrative Studies [RLST-ADST]). The School of Business Executive Committee has several important concerns about the proposal.

- Per CHASS Academic Affairs, "A major is a coordinated group of lower- and upper-division courses in a field of specialization." This is not a coordinated group of courses and is not a field of specialization. Rather, this proposes to stick together disparate fields.
- The proposal for a new major does not consider the Business minor. The Business minor is a 4 class minor that offers students the ability to show learning above and beyond a central major, such as religious studies.
- The rationale for setting up yet another major for 10 students is not provided.
- The proposal suggests that the proposed new major of Religious Studies and Administrative Studies will be a signal for employers and parents. However, there is no evidence that these constituents have an understanding of what this “major” is or means in terms of learning. It is not clear what this would signal. A Minor in Business is a much clearer signal of specialized knowledge.
COMMITTEE ON EDUCATIONAL POLICY

December 5, 2023

To: Sang-Hee Lee, Chair
    Riverside Division

From: Ward Beyermann, Chair
      Committee on Educational Policy

Re: Proposed B.A. in Religious Studies/Administrative Studies

The Committee on Educational Policy (CEP) reviewed the proposed B.A. in Religious Studies/Administrative Studies at their December 1, 2023 meeting and voted to support the proposal.
COMMITTEE ON COURSES

December 6, 2023

To: Sang-Hee Lee, Chair
Riverside Division

From: James Flegal, Chair
Committee on Courses

Re: Proposed B.A. in Religious Studies/Administrative Studies

The Committee on Courses reviewed the revised proposal for a B.A. in Religious Studies/Administrative Studies at their November 29, 2023 meeting and are supportive of the proposal. The Committee does recommend that the department update the proposed curriculum to include the course subject code for the last two proposed courses under the Themes section of upper division requirements numbered 160 and 180.

Additionally, several recommendations for the Administrative Studies requirements were noted. The Committee recommends that the department work with the Administrative Studies Committee in Charge to correct the section of curriculum for all six of the approved Administrative Studies majors to correct the following:

- Remove BUS 100 as the course has been discontinued;
- Update POSC 182 to note it is an E-Z course with two umbrella segments of POSC 182E and POSC 182G;
- Update the inclusion of BUS 124 as it has been split into BUS 124A and BUS 124B;
- Consider adding BUS 133 to the Finance track as it is a recently established accelerated course that replaces BUS 106/ECON 134 and BUS 132.
PLANNING AND BUDGET

October 30, 2023

To: Sang-Hee Lee, Chair
Riverside Division

From: Reza Abbaschian, Chair
Committee on Planning and Budget

RE: [Campus Review] Proposal: New Undergraduate Major: Bachelor of Arts Degree Program in Religious Studies and Administrative Studies – Combined Major

At our meeting on October 10, 2023, the Committee on Planning and Budget (CPB) discussed the proposed Bachelor of Arts degree program in Religious Studies and Administrative Studies. CPB supports the proposed degree program and has no comments.
Proposal for a combined major in Religious Studies and Administrative Studies  
10 October 2022

1. Name of the academic program and the department(s) or unit(s) that will administer the program.

This will be a combined major (B.A.) in Religious Studies and Administrative Studies, administered by the Department of Religious Studies.

2. A thorough justification, including the motivation for the creation of the program in terms of student interest and professional or academic importance.

Since the 2008 recession, there has been a nationwide trend of steady or even increasing interest in religious studies courses among undergraduates, combined with a trend of falling major numbers. Most commentators attribute this unusual combination to a growing concern among undergraduate students with selecting a major that they believe offers career-relevant skill building; in other words, a major that they (and, at times, their parents) believe will get them a well-paying job immediately after graduation.

Working in a field that, like gender and sexuality studies or ethnic studies, focuses on the transdisciplinary study of a specific aspect of human experience and social structure, we in religious studies are quite clear that our field offers indispensable skills for a wide variety of future careers. In fact, a 2015 survey of close to 1,700 B.A. recipients in religious studies from thirty-five different colleges and universities that was conducted by the pre-eminent scholarly organization in our field demonstrated that approximately two-thirds of the alumni surveyed were pursuing careers outside of the academic and applied study of religion – outside, that is, of higher education and ministry. Among the most common careers, each garnering between 5 and 10 percent of the survey responses, were primary and secondary education, non-profit and community organization work, business and finance, law, and medicine. Other career paths represented among the respondents ranged from information technology and library work through government and public administration to the arts.

Prior to the Great Recession, Religious Studies departments in many schools could rely on their students’ interests as sufficient support for their choice to pursue a major. Today, however, and especially at a school that serves a high percentage of working-class and first-generation college students, we do not have that option. Neither can we rely on students double-majoring in order to pursue their interest in religious studies and their need for a degree that they believe “looks good” on their resume, because many UCR students don’t have the time to pursue a second major and still graduate on time.

The proposed combined major addresses the needs of students who, like two-thirds of the respondents in the 2015 survey, see how indispensable the skills and perspectives offered by a religious studies major are for the contemporary workplace but fear that a religious studies major by itself will not translate into a job after college, much less a career. With religion as one of the most important yet most frequently neglected aspects of DEI concerns, and with the skills in cultural competency development that our field encompasses and develops in our majors, this field is critically important to the development of the next generation of leaders in business, industry, government, and the nonprofit sector. We believe that this major will allow students...
who see this value but fear the post-college job market to pursue all of their interests in a single program.

3. Relationship of the new program to existing programs.

Administrative Studies is a program within the College of Humanities, Arts, and Social Sciences that offers combined majors with Art History, Economics, History, Political Science, and Sociology. This new program would add to the existing ones, expanding options for students who wish to combine administrative studies with a traditional department in CHASS.

4. The proposed curriculum. Great care should be given in this area, correct rubrics should be listed for courses, all cross listings should be listed, unit total considerations should be taken into account and totals should be verified by program staff, faculty, and appropriate Executive Committee personnel. A copy of the proposed program change should be provided for inclusion in the Catalog.

Our proposed curriculum follows the requirements for combined majors with Administrative Studies, as delineated in the catalog:

1. All requirements of the College of Humanities, Arts, and Social Sciences
2. Specified requirements of the relevant department, to include at least 36 upper division units in that discipline
3. Administrative Studies requirements

**Religious Studies requirements (36 units)**

1. Lower-division courses (8 units)
   a) RLST 005
   b) RLST 012/ETST 012 or RLST 012W/ETST 012W

2. Upper-division courses (28 units)
   a) At least three courses from Traditions and Regions and at least two courses from Themes

   **Traditions and Regions:**
   RLST 104 Sikhism
   RLST 106 Buddhism
   RLST 108 Modern Hinduism
   RLST 109 New Religious Movements
   RLST 111 Islam
   RLST 114 Jainism: An Indian Religion of Nonviolence
   RLST 123 Global Christianity and Mission
   RLST 126/HIST 127 Israel: The Jewish State
   RLST 161/GSST 158 Gender and Sexuality in U.S. Religious History

   **Themes:**
   RLST 101 Religions of India
   RLST 116 Religion and Violence
   RLST 127/HISE 147 The Holocaust
   RLST 135A/HIST 130A History of Christianity: Origins to the Reformation
RLST 135B/HIST 130B History of Christianity: Modern Era
RLST 149/SEAS 149 Southeast Asian Religions
RLST 152 Religion and Oppression
RLST 153 Religion and Social Justice
RLST 159/GSST 159 Queer Religiosities
RLST 160 Religion, Gender, and Sexuality
RLST 180 Saints and Gurus
b) RLST 100 or RLST 102
c) RLST 193 (Senior Seminar)

Administrative Studies requirements (37 units)
1. Lower-division courses (17 units)
   a) BUS 010, BUS 020
   b) STAT 008 or equivalent (may be used to satisfy breadth requirements)
   c) CS 008 (may be used to satisfy breadth requirements)
2. Upper-division requirements (20 units)
   a) Two courses (8 units) from the list below:
      (1) ECON 102 or ECON 103 or ECON 104A or ECON 130 or ECON 162/BUS 162
      (2) PSYC 140 or PSYC 142
      (3) SOC 150 or SOC 151
      (4) POSC 181 or POSC 182 or POSC 183 or POSC 186
      (5) ANTH 127 or ANTH 127S or ANTH 131
      These two courses must be outside the discipline of the relevant major and
      cannot be courses included as part of the three-course Business Administration
      track or their cross-listed equivalents.
   b) A three-course track (12 units) in Business Administration courses, from one of
      the following:
      (1) Organizations (General): BUS 100 or BUS 100W, BUS 107, BUS 158/ANTH 105, BUS 176/SOC 176, SOC 150, SOC 151
      (2) Human Resources Management/Labor Relations: BUS 100 or BUS 100W, BUS 107, BUS 121, BUS 144, BUS 145, BUS 153/ECON 153, BUS 155, BUS 156, BUS 157, PSYC 142
      (3) Business and Society: BUS 100 or BUS 100W, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186
      (4) Marketing: BUS 103, and two from BUS 111, BUS112, BUS 113, BUS 114, BUS 115, BUS 116, BUS 117, BUS 118, BUS 124, BUS 126, BUS 151, BUS 152, BUS 159, BUS 164
      (5) Managerial Accounting/Taxation: BUS 108, and two from BUS 166, BUS 168A, BUS 168B
      (7) Finance: BUS 106/ECON 134 and two from BUS 131, BUS 132, BUS 134, BUS 135, BUS 136, BUS 137, BUS 138, BUS 139, BUS 140E, BUS 141, BUS 147
      (8) Management Information Systems: BUS 101, BUS 110, BUS 125, BUS 128, BUS 171, BUS 172, BUS 173, BUS 174, BUS 175, BUS 179
(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

The programs of all majors should be developed in consultation with their advisors.

5. A list of faculty who will be involved in the program, including those teaching, advising, and administering.

Religious Studies Department faculty:
Dr. Sahin Acikgoz
Dr. Michael Alexander
Dr. Muhamad Ali
Dr. Elyse Ambrose
Dr. Ana Bajželj
Dr. Paul Chang
Dr. Matthew King
Dr. Amanda Lucia
Dr. Pashaura Singh
Dr. Melissa M. Wilcox (Department chair)

Administrative Studies steering committee:
Dr. Matthew Mahutga, Chair (Sociology)
Dr. Taradas Bandyopadhyay (Economics)
Dr. Jana Grittersonova (Political Science)
Dr. Brian D. Lloyd (History)
Dr. Jason Weems (Art History)
Dr. Muhamad Ali (Religious Studies)

6. For interdisciplinary programs, the degree of participation and the role of each department must be explicitly described. The chairs of all participating departments must provide written approval for the creation of the program and indicate their commitment to provide necessary resources including faculty release.

As with other combined majors in Administrative Studies, each half of this major will be run by the appropriate program. Religious Studies courses will be offered by Religious Studies faculty, and Administrative Studies courses will be offered by the various departments that are already contributing to the other combined majors. No other administration (e.g., reviewing capstone projects, etc.) is required, as this program relies solely on coursework and there are no new courses being developed in connection with the proposed new major.

7. Projected enrollment in the program.

We expect initial enrollment to be low – likely fewer than ten – when students are not yet aware of the new option. As word spreads, however, we hope for as many as twenty or more majors at any given time.

8. Name of degree, if applicable, and the anticipated number of degrees to be granted when the program reaches steady state.
B.A. in Religious Studies and Administrative Studies
At steady state, we hope for ten degrees granted per year.

9. Potential impact of the new program on existing programs. If the proposed program includes required courses from a department other than the administering department, the proposal must include a statement from the department indicating that it has been consulted and that it will provide access to the required courses.

The required courses are already a part of either the Religious Studies major or the existing Administrative Studies combined majors, so our additional majors would be spread out across courses in the wide range of departments that contribute to the ADST combined majors. Furthermore, the vast majority of the requirements for the proposed major are “menu” requirements and therefore there is not a one-course bottleneck that could cause problems for the department offering that course or for majors needing the course to graduate. The smallest class in the set of requirements is the Religious Studies senior seminar, and that course currently has ample room for additional students since it is restricted to graduating seniors.

10. A full listing of resources required for start-up and for operations. In cases where no additional resources will be needed, this must be explicitly stated. This listing may include: personnel (faculty FTE or temporary positions, Teaching Assistants or Readers, administrative staff, technical support); support services including computer facilities and library resources; space requirements. A plan indicating how the resources will be obtained would also be helpful to the committee in reviewing the proposal. A letter of support from the College Dean and/or Executive Vice Chancellor-Provost indicating endorsement as well as a promise of support for the proposal also would be extremely helpful.

This major draws on existing majors, and we anticipate low total numbers relative to the existing pool of Administrative Studies majors even at steady state; therefore, no additional resources are required.

11. Both internal and external letters of support should be provided with the proposal. Internal letters of support are often from UCR department chairs and faculty of related programs. The external letters should be from other UC campuses or other peer institutions. Letters from off-campus help to establish the quality of the program and its fit within the context of related programs at other universities. Upon consultation with the CEP the demand for external letters may be waived.

12. Approvals from program faculty, College faculty (if the new proposal affects a college regulation), and the appropriate Executive Committee should be obtained before forwarding the new program to the attention of the Senate Analyst for CEP.

Religious Studies Department vote completed 10/10/2022: 10 eligible, 8 yes, 0 no, 0 abstain, 2 unavailable due to sabbatical

13. All proposals for new programs should be submitted to the Senate Chair no later than March 1 of the academic year prior to the fall quarter in which the proposed program is anticipated to go into effect. This schedule should provide sufficient time for Senate review of the proposal to meet the deadline for final consideration of approval at the May Division Meeting.
To be adopted:

Proposed Changes to Religious Studies/Administrative Studies Major

PRESENT: PROPOSED:

Religious Studies requirements (36 units)
1. Lower-division courses (8 units)
   a) RLST 005
   b) RLST 012/ETST 012 or RLST 012W/ETST 012W
2. Upper-division courses (28 units)
   a) At least three courses from Traditions and Regions and at least two courses from Themes

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RLST 108 Modern Hinduism
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RLST 111 Islam
RLST 114 Jainism: An Indian Religion of Nonviolence
RLST 123 Global Christianity and Mission
RLST 126/HIST 127 Israel: The Jewish State
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   These two courses must be outside the discipline of the relevant major and cannot be courses included as part of the three-course Business Administration track or their cross-listed equivalents.
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      (2) Human Resources Management/Labor Relations: BUS
100 or BUS 100W, BUS 107, BUS 121, BUS 144, BUS 145, BUS 153/ECON 153, BUS 155, BUS 156, BUS 157, PSYC 142
(3) Business and Society: BUS 100 or BUS 100W, BUS 102, BUS 107, PHIL 116, POSC 182, POSC 186
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(8) Management Information Systems: BUS 101, BUS 110, BUS 125, BUS 128, BUS 171, BUS 172, BUS 173, BUS 174, BUS 175, BUS 179
(9) Production Management: BUS 104/STAT 104, and two from BUS 105, BUS 122, BUS 127/STAT 127

The programs of all majors should be developed in consultation with their advisors.
Justification:

Since the 2008 recession, there has been a nationwide trend of steady or even increasing interest in religious studies courses among undergraduates, combined with a trend of falling major numbers. Most commentators attribute this unusual combination to a growing concern among undergraduate students with selecting a major that they believe offers career-relevant skill building; in other words, a major that they (and, at times, their parents) believe will get them a well-paying job immediately after graduation.

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Administrative Studies is a program within the College of Humanities, Arts, and Social Sciences that offers combined majors with Art History, Economics, History, Political Science, and Sociology. This new program would add to the existing ones, expanding options for students who wish to combine administrative studies with a traditional department in CHASS.

Approvals:
Approved by the faculty of the Department of Religious Studies: (date)
Approved by the Executive Committee of the College of Humanities, Arts, and Social Sciences:
Approved by the Committee on Educational Policy:
April 6, 2023

TO: Chair, Committee on Educational Policy, Academic Senate  
FROM: Daryle Williams, Dean, CHASS  
RE: Combined Major in Religious Studies and Administrative Studies

Dear Colleagues:

On behalf of the College, I write in support of establishing a new major in Religious Studies and Administrative Studies, administered by the Department of Religious Studies. Combined Administrative Studies with other majors in CHASS (Art History, Economics, History, Political Science and Sociology) have been offered for a long time and the new proposed combination will provide additional options for our students.

The proposal makes a compelling case for the major and lays out a clear curriculum for UCR Religious Studies majors who wish to acquire relevant skills to prepare them for careers beyond those in higher education and ministry. The new major will be attractive to students who wish to be educated as humanists able to translate and further develop this training within industry, government, businesses, and non-profit organizations, and by that improving post-college job market outcomes.

The new major is supported by the faculty of the Department of Religious Studies and the Administrative Studies Steering Committee. No new courses need to be created and we expect that the additional costs will be low and manageable, borne by existing administrative operations and personnel. Without reservations, I fully support this proposal.

Respectfully,

Daryle Williams  
Professor and Dean
Certificate Of Completion

Envelope Id: F14223F5D2F44674A2195FEAB3F3450F
Status: Completed
Subject: Complete with DocuSign: Religious Studies and Administrative Studies Major.pdf

Source Envelope:
Document Pages: 1
Certificate Pages: 1
AutoNav: Enabled
Envelope Stamping: Enabled
Time Zone: (UTC-08:00) Pacific Time (US & Canada)

Record Tracking
Status: Original
4/6/2023 4:19:58 PM
Holder: Tracy Avery
t Tracy.avery@ucr.edu
Location: DocuSign

Signer Events

Daryle Williams
daryle.williams@ucr.edu
Dean, CHASS
University of California, Riverside
Security Level: Email, Account Authentication (None)

Signature
Signature Adoption: Pre-selected Style
Using IP Address: 108.244.25.144

Timestamp
Sent: 4/6/2023 4:20:48 PM
Viewed: 4/6/2023 4:25:43 PM
Signed: 4/6/2023 4:25:46 PM

Electronic Record and Signature Disclosure:
Not Offered via DocuSign

In Person Signer Events
Signature
Timestamp

Editor Delivery Events
Status
Timestamp

Agent Delivery Events
Status
Timestamp

Intermediary Delivery Events
Status
Timestamp

Certified Delivery Events
Status
Timestamp

Carbon Copy Events
Status
Timestamp

Witness Events
Signature
Timestamp

Notary Events
Signature
Timestamp

Envelope Summary Events
Status
Timestamps
Envelope Sent
Hashed/Encrypted
4/6/2023 4:20:48 PM
Certified Delivered
Security Checked
4/6/2023 4:25:43 PM
Signing Complete
Security Checked
4/6/2023 4:25:46 PM
Completed
Security Checked
4/6/2023 4:25:46 PM

Payment Events
Status
Timestamps
February 23, 2023

TO:        Sang-Hee Lee, Chair
           Riverside Division of the Academic Senate

FROM:      John Kim, Chair
           CHASS Executive Committee

RE:        New Major Proposal-Religious Studies/Administrative Studies Major

The CHASS Executive Committee reviewed the new major Proposal-Religious
Studies/Administrative Studies Major at the regular meeting on February 23, 2023. The
committee thought the department did an excellent job thinking through the benefits of the
major. The proposal was straightforward and thorough. The committee approved the new major
proposal for the Religious Studies/Administrative Studies Major.
November 30, 2022

To Whom It May Concern:

I am writing as the director of programs and meeting for the American Academy of Religion (AAR) and the former chair of the Applied Religious Studies Committee, a working committee of the AAR, to enthusiastically support the efforts of the Department of Religious Studies at University of California, Riverside in creating a combined major in Religious Studies and Administrative Studies. The AAR’s mission is to foster excellence in the academic study of religion and enhance the public understanding of religion. I believe that this combined major will offer undergraduate students humanities training while preparing them to move into administrative leadership roles. This, I believe, is imperative to both protecting humanistic critical inquiry and producing thoughtful and critical leaders in diverse industries.

As stated in the proposal, religion and religious diversity is often neglected when considering issues of diversity, equity, inclusion, and belonging. With decreasing majors but continued interest in learning about comparative religious studies and how religious identities contribute to work, social, and political life, this combined major will be a comprehensive and intellectual foundation for students who want to move into various administrative areas such as business, industry, government, and nonprofit sector but who also want to have the religious, cultural, and critical competencies necessary to create and sustain equitable work environments. This is in addition to employers continuing to favor liberal arts training (e.g. critical and analytical reading and writing).

As the organization critically self-reflects on how training in religious studies can be applicable in all areas of workforce and diverse industries, the AAR actively supports initiatives like this to open discussions around diverse career opportunities for undergraduate and graduate students. I am confident that the combined Religious Studies and Administrative Studies BA degree program will provide UCR students with the necessary skills and knowledges to succeed.

If you have any questions about my support, please do not hesitate to reach out. I am excited to support this degree program and appreciate your consideration.

Warm Regards,

Amy Defibaugh, PhD
Director, Programs and Meetings
American Academy of Religion
adefibaugh@aarweb.org
717-816-4550 (cell)
24 October 2022

To Whom It May Concern:

I am writing in support of the Department of Religious Studies’ proposal for a combined major in Religious Studies and Administrative Studies. As Department Chair at my previous institution, I led the establishment of a similar program at the master’s degree level, focused on combining religious studies expertise with management skills.

Throughout the country, humanities programs are increasingly seeing graduates draw on their subject matter expertise in non-academic professional settings rather than move into Ph.D. programs. Research conducted by the Teagle Foundation indicates that as many religious studies graduates end up in business, finance, non-profit management, and government/public administration (~20%) as in religiously oriented professions (~20%), and more than in higher education (~13%). In addition, religious studies graduates pursue careers in marketing, hospitality, tourism, the arts, and health care professions (~18% total) where they need administrative skills to succeed. I recently chaired a report for the American Academy of Religion (AAR), our primary national professional organization, focused on the future of our field. Over half the 5000+ members of the AAR work outside academia, and the percentage is increasing. However, according to a recent American Academy of Arts & Sciences study (2017), fewer than 20% of humanities undergraduate programs require occupationally oriented activities for undergraduates, and religious studies programs generally fall behind other humanities programs in this effort.

At the same time, undergraduate students continue to be interested in the big questions asked within the humanities, and they benefit from the critical thinking, written and oral communication, and cultural competency skills developed in humanities programs. Humanities graduates also offer the key “soft skills” that most employers seek, but they often lack fundamental quantitative and administrative skills that many entry-level positions require. A combined major is timely and innovative in speaking to the opportunities and challenges for humanities majors in this moment. The proposed combined major could make a significant difference in UC Riverside undergraduate students’ abilities to launch careers after graduation.

While I cannot speak to resources at UC Riverside specifically, the handful of similar programs established at other universities have required very little (if any) new resources in terms of faculty, because the curriculum includes courses already offered. Additionally, initial enrollments tend to be small, so there is no additional advising effort required.
Based on my experience in religious studies education, my research on present and future career paths of religious studies graduates, and my current work in higher education administration, I support establishing a combined Religious Studies and Administrative Studies major within the Department of Religious Studies at UC Riverside. Please let me know if I can provide additional information.

Kathryn McClymond, Ph.D.
Provost and Vice President of Academic Affairs,
Oglethorpe University
Chair, Futures Task Force,
American Academy of Religion
kmcclymond@oglethorpe.edu
4484 Peachtree Road NE
Atlanta, GA 30319
404-364-8318
Admin Studies Vote

Matthew Mahutga <mattm@ucr.edu>  
To: “Melissa M. Wilcox” <melissa.wilcox@ucr.edu>  
Cc: Gabrielle Brewer <gabrielle.brewer@ucr.edu>

I'm not sure if there is a format but this should look official:

On the motion to add Religious Studies to the group of CHASS departments with an Administrative Studies component, the Administrative Studies Committee approves by a vote of 5 “yes” 0 “no” and 0 “abstention.”

Cheers,

Matthew

Sent from my iPhone. Please excuse seemingly curt or ill conceived prose.

On Nov 29, 2022, at 3:54 PM, Melissa M. Wilcox <melissa.wilcox@ucr.edu> wrote:

[Quoted text hidden]
To whom it may concern:

This letter is written in support of the proposed combined major in Religious Studies and Administrative Studies at UC Riverside. As the Associate Chair of Undergraduate Studies for Religious Studies at Michigan State University, a program that reflects the demographics of UC Riverside students, and that includes an undergraduate concentration in nonprofit leadership, provides core courses for leadership and entrepreneurial majors and minors outside our department, and is in the process of initiating a new master’s program and certificate in global nonprofit leadership, I can uniquely attest to the strength of this proposal and the curricular value of incorporating such a degree program at UC Riverside.

As the objective study of human religious and spiritual cultures, religious studies as a field combines multiple disciplines to offer insight into the belief structures, practices, and orientations that impact how individuals and communities understand self, identity, sex, gender, community, politics, economics, health, war/peace, and so on. While there can be a tendency to conflate religious studies with theology, departments of religious studies are not designed to proselytize, nor to bring attention to only one mode of belief or system of practice. The aim is not to bring religion to people, but rather to study the myriad ways that religion continues to impact our worlds, both spiritually and secularly. Within this approach, religious studies distinctively prepares students to be open, empathetic, critical, and engaged local and global citizens; it offers opportunities to grow in dialogic skills and enhance both tolerance and a commitment to pluralism.

Religious studies provides skills in critical thinking and reading, observation, and written and oral communication essential to any successful career. Further, it tends to open students’ minds to new experiences and ways of approaching the world and to expose students to the diversity and complexities of the world around them. Religious studies thus opens space for not simply discussing DEI, but incorporating these values into our everyday practices and relationships. In developing these insights and skillsets, religious studies prepares students for a host of professional opportunities often removed from the specific purview of religion and religious belief. That is, religious studies as a degree provides hard
and soft skills that orient contemporary students to be active, inclusive, and culturally literate; importantly, such skills transfer into almost any professional field.

As an interdisciplinary proposed major, what powerfully stands out about the major in Religious Studies and Administrative Studies at UC Riverside is the combination of resources and expertise—as the proposal notes, “as with other combined majors in Administrative Studies, each half of this major will be run by the appropriate program. Religious Studies courses will be offered by Religious Studies faculty, and Administrative Studies courses will be offered by the various departments that are already contributing to the other combined majors.” Such an interdisciplinary approach provides students with access to and experience in both fields, presenting a truly impactful way to enhance the cultural knowledge and critical insight offered by religious studies with the hard-skill background of administrative studies. Through this combined approach, prospective students would leave UC Riverside with the ability to address a host of professional settings, separating themselves as viable candidates because of the unique skills and cultural understandings that religious studies brings to administrative studies; and vice versa. Students understanding of and engagement with human religious culture is enhanced by seeing it as part and parcel to broader conversations about, and skills related to, the secular job market.

Significantly, religious studies departments across the United States are recognizing how humanistic inquiry, when combined explicitly with concrete, career-relevant skill building, advances student development and constructs significant routes for professional opportunities upon graduation. For many, religious studies emerges as a pathway for enhancing skills that serve a variety of professional avenues including careers in teaching and education, business, human resource management, advertising, print or electronic journalism, radio, television or film, information technology or library sciences, web design, publishing, museum and archival work, travel, politics, law, marketing, and merchandizing. Other religious studies graduates spend time working for social service programs such as the Peace Corps or Teach for America, for nonprofits or NGOs, or as social entrepreneurs.

Anecdotally, here at Michigan State University, for example, of our most recent ten graduates, only two have gone on to pursue a field directly connected to “religion.” The remainder found salaried positions in a host of professional settings that lack any specific religious identity (including video game design,
educational nonprofits, and counseling services), or entered master’s programs ranging from human resources (two students) to business administration (one student). The reason for this effective placement is quite simple: the skills developed within a religious studies program, particularly when combined with opportunities to gain valuable insight in and experience with hard skills—such as administrative problem-solving or nonprofit leadership—open multiple openings for professional success.

The aim of combined majors, then, is not to impose religious thinking onto professional avenues, but to advance the capacity for students to successfully integrate into the career marketplace. It is designed to outline educational pathways that combine students’ interests in understanding how religion impacts daily life with the desire for professional outlets and career opportunities. As situated, the combined major in Religious Studies and Administrative Studies at UC Riverside would do just that—I cannot endorse this program strongly enough.

If I can be of any further assistance, please do not hesitate to reach out.

Sincerely,

Morgan Shipley, Ph.D.
Foglio Endowed Chair of Spirituality
Associate Chair for Undergraduate Studies - Department of Religious Studies
Associate Professor – College of Arts & Letters
Michigan State University
shiple18@msu.edu / morganshipley@gmail.com
(847)-445-6558
June 20, 2023

To: Melissa Wilcox
   Chair, Department for the Study of Religion

From: Sang-Hee Lee
   Chair, Riverside Academic Senate Division

RE: Proposed New Undergraduate Major: Religious Studies and Administrative Studies

Dear Melissa,

Executive Council included the proposed major in Religious Studies and Administrative Studies on their June 12, 2023 meeting agenda and had no additional comments to incorporate with those attached from the Committee on Educational Policy, Committee on Courses, and the School of Business Faculty Executive Committee.

I provide this feedback for your reference and use in drafting a revised proposal.

Sincerely,

Sang-Hee Lee

Cc: John Kim, Chair, CHASS Faculty Executive Committee
    Gabrielle Brewer, Student Affairs Officer & Executive Committee Liaison
COMMITTEE ON EDUCATIONAL POLICY

June 5, 2023

To: Sang-Hee Lee, Chair
   Riverside Division

From: Lorenzo Mangolini, Chair
   Committee on Educational Policy

RE: Proposed B.A. in Religious Studies/Administrative Studies

The Committee on Educational Policy (CEP) reviewed the proposal for a B.A. in Religious Studies/Administrative Studies major at their May 5, 2023 and June 2, 2023 meetings. The Committee noted concern that the proposed units for the Religious Studies requirements section of the curriculum including lower division and upper division courses is 36 units. The major requirements for Administrative Studies majors as found on page 109 of the catalog note that “specified requirements of the relevant department” should include at least 36 upper-division units in the department’s discipline. The Committee recommends that the curriculum be updated to meet this requirement so that upper division units for the discipline courses are at least 36 units instead of 28. Additionally, after reviewing the curriculum for the other Administrative Studies majors on campus the Committee recommends that the department consider increasing the course requirements as 44 units would put the major and the low end of requirements in comparison to the other majors.
COMMITTEE ON COURSES

May 5, 2023

To: Sang-Hee Lee, Chair
   Riverside Division

From: Aerika Loyd, Chair
       Committee on Courses

Re: Proposed B.A. in Religious Studies/Administrative Studies

The Committee on Courses reviewed the proposal for a B.S. in Religious Studies/Administrative Studies at their May 3, 2023 meeting and are generally supportive of the proposal.

The Committee recommends that the department consider updating the proposed curriculum to include the Honors version of RLST 005 and that consideration be made to remove the course titles from the proposed curriculum as a curriculum change will need to be proposed if the title of the courses change.
Hi Cherysa and Sang-Hee;
I had comments from the department chair and a faculty member.
1) Justification is poor and can be improved with data and comparative analysis.
2) Where will the students be placed for jobs
3) There is no impact on business school programs.

Warm regards;
Barry.

"The people who are crazy enough to think they can change the world are the ones who usually do."
Dr. Birendra (Barry) K. Mishra MS, PhD
Professor, Anderson Graduate School of Management AIS
Area Coordinator Accounting and Information Systems
University of California, Riverside
Anderson Hall 217
Riverside, CA, 92521
Voice-(951)-479-2329
http://soba.ucr.edu/directory/faculty.html?netid=barrymi
https://scholar.google.com/citations?user=PTCK-9oAAAAJ&hl=en
linkedin.com/in/barry-birendra-mishra-aa1899/
EXECUTIVE COUNCIL

REPORT TO THE RIVERSIDE DIVISION
February 27, 2024

To Be Adopted

Proposed Changes to the bylaws of the Executive Council
(Bylaws 8.5.1, 8.5.2, 8.5.3)

PRESENT:

08.05.01 This committee consists of the Chair of the Division, who is also Chair of this committee, the Vice Chair, the Secretary-Parliamentarian, the senior representative to the Assembly, the Chairs of the Committee on Information Technology, Committee on Academic Personnel, the Committee on Committees, the Committee on Educational Policy, the Committee on Faculty Welfare, the Graduate Council, the Committee on Planning and Budget, the Committee on Physical Resources Planning, the Committee on Research, the Undergraduate Council, the Committee on Preparatory Education, the Committee on Diversity, Equity, and Inclusion and the Executive Committees of the colleges and schools at Riverside. (Am 8 Jun 78)(Am 5 Nov 87)(Am 27 May 93)(Am 9 Feb 95)(Am 29 May 97)(Am 5 Feb 98) (Am 21 Feb 06)(Am 30 May 06)(Ed 22 Sept 01)

08.05.02 The Executive Council has only the powers enumerated in these bylaws. It advises the Chancellor of the Riverside campus, and it advises the Chair of the Division in his/her exercise of responsibility to coordinate the work of all standing and special committees of the Division, to submit the budget for the work of the Division, and to prepare the annual report of the work of the Division office. It further advises the Division’s representatives to the Assembly and to Senate committees.(Am 20 Nov 07)

PROPOSED:

08.05.01 The Executive Council consists of the Chair of the Division, who is also Chair of this committee, the Vice Chair, the Secretary-Parliamentarian, the senior representative to the Assembly, the Chairs of the Committee on Information Technology, Committee on Academic Personnel, the Committee on Committees, the Committee on Educational Policy, the Committee on Faculty Welfare, the Graduate Council, the Committee on Planning and Budget, the Committee on Physical Resources Planning, the Committee on Research, the Undergraduate Council, the Committee on Preparatory Education, the Committee on Diversity, Equity, and Inclusion and the Executive Committees of the colleges and schools at Riverside. (Am 8 Jun 78)(Am 5 Nov 87)(Am 27 May 93)(Am 9 Feb 95)(Am 29 May 97)(Am 5 Feb 98) (Am 21 Feb 06)(Am 30 May 06)(Ed 22 Sept 01) (Am 27 Feb 24)

08.05.02 The Executive Council has only the powers enumerated in these bylaws. It advises the Chancellor of the Riverside campus, and it advises the Chair of the Division in the Chair’s exercise of responsibility to coordinate the work of all standing and special committees of the Division, to submit the budget for the work of the Division, and to prepare the annual report of the work of the Division office. It further advises the Division’s representatives to the Assembly and to Senate committees.(Am 20 Nov 07) (Am 27 Feb 24)

08.05.03 At the request of the Faculty of a school or college and with the advice of the appropriate Divisional committees, the
Executive Council may act upon courses, curricula, and legislation. However, it shall not act if the matter can be included in the agenda of a regular Divisional meeting to be held within thirty calendar days from the time of the request. Each such Executive Council action must be reported to the Division at the next regular meeting. (Am 20 Nov 07)

Statement of Purpose and Effect:
The changes are proposed to reflect the proper name of the body, align with the title of the Committee on Undergraduate Admissions, and with the University Policy on Gender Recognition and Lived Name.

Submitted by the Executive Office: October 25, 2023

Section below is for Senate use only

Approved by Executive Council: November 6, 2023
The Committee on Rules and Jurisdiction finds the wording to be consistent with the code of the Academic Senate: January 22, 2024
Received by Executive Council: February 12, 2024